

BHARATHIDASAN GOVERNMENT COLLEGE FOR WOMEN

(AUTONOMOUS)

Affiliated to Pondicherry University

PUDUCHERRY – 605 003



CURRICULUM FRAMEWORK

Under National Education Policy, 2020

for

BA (HONOURS) DEGREE PROGRAMME IN ENGLISH

from

2024-25

B.A. Honours Programme in English

(With effect from the Academic Year 2024-2025)

COURSE GUIDELINES

- Updating the Course on the basis of new researches and discoveries.
- Covering the main currents in English Studies which would expand opportunities for the students to choose the area of study at the Post Graduate and Research Levels.
- Providing academic flexibility to the students by offering options.
- Encouraging the students to pursue various academic and professional careers.

REGULATIONS

Undergraduate degree programmes of either 3- or 4-years duration, with multiple entry and exit points and re-entry option with appropriate certifications such as:

- A UG Certificate after completing 1 year (2 Semesters) of study in the chosen fields of study
- A UG Diploma after 2 years (4 Semesters) of study
- A Bachelor's Degree after 3 years (6 Semesters) of study and
- A 4-year Bachelor's Degree (Honours) after eight semesters programme of study for a student who secures 75% marks and above in the first six Semesters. If the student completes a rigorous Research Project in their major area(s) of study in the 4th year, a Bachelors' Degree (Honours with Research).

STRUCTURE OF THE UNDERGRADUATE PROGRAMME

The UG programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG (Honours) or UG (Honours with Research) programmes are given below:

1. Minimum Credit Requirements to award Degree under each category:

No.	Category	Total Credits	
		3-year Degree	4-year Degree
1.	Major Disciplinary Course (MJD) including Summer Internship	60	80
2.	Minor Disciplinary Course (MID)	24	32
3.	Multi-Disciplinary Course (MLD)	09	09
4.	Ability Enhancement Course (AEC)	08	08
5.	Skill Enhancement Course (SEC)	09	09
6.	Value-Added Common Courses (VAC)	08	08
7.	Winter Project – (Community Engagement & Service)	02	02
8.	Research Project/Dissertation	-	12
	Total	120	160

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

2. Curricular components of the Undergraduate programme:

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness.

3. Number of Credits by Type of Course:

a. Major Disciplinary Courses (MJD) (60 Credits for UG Degree, 80 Credits for UG (Hons) Degree:

Discipline Specific Courses.

b. Minor Disciplinary Courses (MID) (24 Credits for UG Degree, 32 Credits for UG (Hons) Degree:

Allied/ Elective subjects to the Major discipline. It may be disciplinary/Inter-disciplinary.

c. Multi-Disciplinary Courses (MLD) – (9 Credits):

1. Natural Sciences
2. Physical Sciences
3. Mathematics and Statistics
4. Computer Science/Applications
5. Data Analysis
6. Social Sciences
7. Humanities
8. Commerce and Management
9. Library Science
10. Media Sciences etc.

d. Ability Enhancement Courses (AEC) – (8 Credits):

1. English Language
2. Languages (Tamil, Hindi and French)

e. Skill Enhancement Courses (SEC) – (9 Credits):

Courses aimed at imparting practical skills, Hands-on training, soft skills etc to enhance the employability and entrepreneurship of the students.

f. Value-Added Common Courses (VAC) – (8 Credits):

1. Understanding India
2. Environmental Studies
3. Health & Wellness, Yoga Education, Sports & Fitness
4. Digital Technologies

g. Internship and Community Service based project:

1. Summer Internship (4 Credits) – (Internship in an Industrial organisation/Training centres/Research Institutions)

The students shall be exposed to Summer Internship in Industrial Organisations / Training Centres / Research Institutions, etc. Such Summer Internship shall be done for 4 weeks during the summer vacation i.e., in between 4th semester and 5th semester. A review of report (in English) and award 4 credits on Work based learning by students is to be recorded during the 5th semester. The report should explain clearly what each student has learnt during the Internship period. The Internship Report and the Viva-Voce Examination will be evaluated by the Internal Faculty members.

2. Winter Project/Community Engagement and Service (2 Credits)

The students shall participate in a 15-day community engagement activity during winter vacation between 3rd and 4th Semester or within the timeframe of 4th semester. The credit will be added to the 4th semester. This community engagement activity is expected to expose the students to social problems of the neighbourhood village. The students may prepare a report on the activities carried out for an award of 2 credits.

h. Research Project – (12 Credits):

Students shall be given necessary guidance by the Faculty in identifying research problems, conduct of study and preparation of a Project Report.

4. Level of courses:

Courses are coded based on the learning outcomes, level of difficulty and academic rigour. The Coding structure is as follows:

- 0 to 99 – Pre-requisite course with no credits
- 100 to 199 – Foundation or Introductory Courses
- 200 to 299 – Intermediate-level Courses
- 300 to 399 – Higher-level Courses
- 400 to 499 – Advanced Courses

DETAILED CATEGORY-WISE DISTRIBUTION OF CREDITS OF THE UNDERGRADUATE PROGRAMME

No.	Category	No. of Courses		Credits for a course	Total Credits	
		3-year Degree	4-year Degree		3-year Degree	4-year Degree
1.	Major Disciplinary Course (MJD) including Summer Internship	15	20	4	60	80
2.	Minor Disciplinary Course (MID)	6	8	4	24	32
3.	Multi-Disciplinary Course (MLD)	3	3	3	09	09
4.	Ability Enhancement Course (AEC)	4	4	2	08	08
5.	Skill Enhancement Course (SEC)	3	3	3	09	09
6.	Value Added Common Courses (VAC)	4	4	2	08	08
7.	Winter Project – (Community Engagement & Service)	1	1	2	02	02
8.	Research Projects	-	1	12	-	12
	or Additional Major Courses	-	3	4	-	
	Total	36	43 + 1 RP Or 46		120	160

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

**DETAILED SEMESTER-WISE DISTRIBUTION OF CREDITS OF THE
UNDERGRADUATE PROGRAMME**

Sem	MJD	MID	MLD	AEC	SEC	VAC	WP	Total
I	1	1	1	1 (Eng)	1	1 & 2		7
II	1	1	1	1 (Lang)	1	3 & 4		7
III	2	1	1	1 (Eng)	1	-		6
IV	3	1	-	1 (Lang)		-	1 WP	6
V	3+1 Summer Internship	1	-	-		-		5
VI	4	1	-	-	-	-		5
VII	3	2	-	-	-	-		5
VIII	2	Research Project (or) 3 MJD Courses						2 or 5
Total	20	8	3	4	3	4	1	43/46

LEVELS AND CREDITS FOR EACH SEMESTER

Semester	Levels	UG 3 Years Degree	UG 4 Years (Hons.) Degree
I	100	20	20
II	100	20	20
III	200	20	20
IV	200	20	20
V	300	20	20
VI	300	20	20
VII	400	-	20
VIII	400	-	20
Total		120	160

PROGRAMME OUTCOMES (PO)

The Bachelor of Arts and the Bachelor of Arts (Honours) programmes aim to provide students with a broad-based education that emphasizes the following:

No.	Programme Outcomes (PO)
PO1	Critical Thinking
PO2	Disciplinary Knowledge
PO3	Communication Skills
PO4	Problem-Solving Skills
PO5	Leadership Qualities
PO6	Creativity
PO7	Digital and Technological Skills
PO8	Inculcation of Values

PROGRAMME SPECIFIC OUTCOMES (PSO)

On successful completion of the B.A. Honours programme in English, the students would

PSO1	Develop intellectual, personal and professional abilities through effective communicative skills; high standards of behaviour and attitude transacted through literature and literary studies
PSO2	Enhance their employability-quotient by developing linguistic competence, communicative skills and research aptitude
PSO3	Demonstrate proficiency in utilising digital tools and resources for literary research and analysis, while upholding best practices in the digital domain
PSO4	Apply critical frameworks to analyse the linguistic, cultural and historical background of literary texts, demonstrating the ability to assess literary merit, thematic depth and socio-cultural significance
PSO5	Understand and explore interdisciplinary connections between literatures and other domains, enriching their analysis of literary texts
PSO6	Develop abilities of teaching and academic research
PSO7	Engage in conversation with various literary forms; and develop originality, imagination and creativity by contributing new perspectives to the dimensions of English literary studies
PSO8	Embrace and practice constitutional, humanistic, ethical, and moral values in life by formulating a position or argument from various perspectives

Mapping of PSOs to POs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8
PSO 1	1	1	3	2	2	1	1	3
PSO 2	1	1	3	1	2	1	1	2
PSO 3	1	2'	1	2	1	1	3	1
PSO 4	2	2	1	2	1	1	1	1
PSO 5	1	3	2	2	1	1	1	1
PSO 6	1	2	2	2	2	2	1	1
PSO 7	1	2	1	1	1	3	1	2
PSO 8	1	2	1	1	2	1	1	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE STRUCTURE FROM THE BATCH 2024-'27 ONWARDS

SYLLABUS INDEX

Name of the Major: **English**

Semester I

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
1	MJD	Introduction to Literary Studies	MJD-I	4	4+1
2	MID (Allied/Elective)	British Literature - I	MID - I	4	4+1
3	MLDC	Basic Communication Skills	MLDC - I	3	3+1
4	AEC	Foundation Course in Tamil/Hindi/French	AEC - I	2	2+2
5	SEC	English for Communication	SKE - I	3	3+1
6	VAC	Environmental Studies	VAC - I	2	2+2
7	VAC	Understanding India	VAC -II	2	2+2

	Total	20	30
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Semester II

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
8.	MJD	Introduction to Linguistics and Phonetics	MJD - II	4	4+1
9.	MID(Allied/Elective)	British Literature - II	MID - II	4	4+1
10.	MLDC	Essential English	MLDC- II	3	3+1
11.	AEC	Foundation Course in English	AEC - II	2	2+2
12.	SEC	English for Competitive Exams	SKE-II	3	3+1
13.	VAC	Health and Yoga	VAC-III	2	2+2
14.	VAC	Digital Technology	VAC-1V	2	2+2
	Total			20	30

Semester III

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
15.	MJD	British Literature - III	MJD - III	4	4+1
16.	MJD	History of the English Language	MJD - IV	4	4+1
17.	MID (Allied/Elective)	Literary Forms and Movements	MID III	4	4+1
18.	MLDC	Spoken English for Corporate Jobs	MLDC-III	3	3+1
19.	AEC	Foundation Course in Tamil/Hindi/French	AEC-III	2	2+2
20	SEC	Business English	SKE - III	3	3+1

	Total	20	27
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Semester IV

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
21.	MJD	British Literature - IV	MJD - V	4	4+1
22.	MJD	European Literature in Translation	MJD - VI	4	4+1
23.	MJD	Indian Writing in English	MJD - VII	4	4+1
24.	MID(Allied/Elective)	Resistance Narratives	MID - IV	4	4+1
25.	AEC	Foundation Course in English	AEC - IV	2	2+2
26.	Winter Project	Community Engagement for 15 days		2	6
	Total			20	30

Semester V

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
27.	MJD	Indian Literatures in English Translation	MJD - VIII	4	4+1
28.	MJD	Literary Criticism	MJD – IX	4	6
29.	MJD	American Literature	MJD - X	4	4+1
30.	MID(Allied/Elective)	Speculative Fiction	MID - V	4	4+1
31.	MJD	Summer Internship	MJD-XI	4	4+1
	Total			20	26

Semester VI

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
32.	MJD	Latin American, Caribbean, Asian and African Literatures	MJD-XII	4	4+1
33.	MJD	Literature and the Environment	MJD-XIII	4	4+1
34.	MJD	Women's Writing	MJD-XIV	4	4+1
35.	MJD	Fundamentals of English Language Teaching	MJD-XV	4	4+1
36.	MID (Allied/Elective)	Comparative Literary Studies	MID-VI	4	4+1
Total				20	25

Semester VII

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
37.	MJD	Literary Theory I	MJD – XVI	4	4+1
38.	MJD	Canadian, Māori and Australian Literatures	MJD-XVII	4	4+1
39.	MJD	Research Methodology for Humanities	MJD-XVIII	4	4+1
40.	MID (Allied/Elective)	Writing for the Media	MID-VII	4	4+1
41.	MID (Allied/Elective)	Creative Writing	MID VIII	4	4+1
Total				20	25

Semester VIII

No.	Type of Course	Title	Course Code	No. of Credits	Lecture/Tutorial Hours
42.	MJD	Literary Theory II	MJD-XIX	4	4+1
43.	MJD	Reading Classical Literature	MJD-XX	4	4+1
THREE MAJOR DISCIPLINARY COURSES (MJD - XXI, MJD - XXII, MJD – XXIII) OR RESEARCH PROJECT					
44.	MJD	Cultural Studies	MJD-XXI	4	4+1
45.	MJD	Reading Shakespeare	MJD-XXII	4	4+1
46.	MJD	Children's Literature	MJD-XXIII	4	4+1
47.	RESEARCH	Project Dissertation		12	
	Total			20	25

TOTAL CREDIT PATTERN

Students are required to obtain **160 credits** to be eligible for the award of degree of BA (Honours) in English

No.	Semester	Core	Total Credits
1.	Semester I		20
2.	Semester II		20
3.	Semester III		20
4.	Semester IV		20
5.	Semester V		20
6.	Semester VI		20
7.	Semester VII		20

8.	Semester VIII		20
TOTAL CREDITS			160

SEMESTER I

INTRODUCTION TO LITERARY STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MJD	100-199	MJD-I	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course is designed to offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Course Prerequisite: Nil

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

No.	Course outcomes	Learning Domains
1.	Demonstrate familiarity with literary genres, its technicalities and periods of English Literature	R, U
2.	Understand intellectual concerns associated with different ways of studying literature and its approaches	R, U
3.	Analyse the characteristic features of prominent literary genres such as novel, prose, drama and film texts.	An
4.	Examine literature as a discipline of thought and application	A, An, E
5.	Evaluate literature as a tool for social commentary	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	-	3	2	1	2	1
CO 2	2	1	-	3	2	2	3	1
CO 3	1	1	-	2	3	2	2	1
CO 4	1	1	-	2	2	2	2	1
CO 5	2	1	-	2	2	1	2	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description		No. of Hours
I	Beginnings	1.What is Literature, What is a Text? 1.1Genre, Text type and Discourse 1.2Glossary of Select Literary terms	15
II	Major Genres in Textual Studies- I	1. Fiction 2. Poetry	15
III	Major Genres in Textual Studies- II	1. Drama 2. Film	15
IV	Introduction to the Periods of English Literature	1. Anglo-Saxon Period 2. Middle-English Period 3. Renaissance 4. Neo-Classical & Puritan Age 5. Romantic Age 6. Modern Age 7. Postmodern Age 8. Postcolonial Age	15
V	Some Ways of Studying Literature	1. Nature and Elements of Literature 2. Literature as an Expression of Personality	15

		3. The Study of an Author 4. Biography 5. The Study of Style as an Expression of Personality	
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Prescribed Texts:

Klarer, Mario. *An Introduction to Literary Studies*, Routledge, 2004.

Hudson, William Henry. *An Introduction to the Study of Literature*. Maple Press Private Limited, 2022.

Prescribed References:

Brillenburg Wurth, Kiene and Ann Rigney. *The Life of Texts: An Introduction to Literary Studies*, Amsterdam University Press, 2019.

Carrey, John. *A Little History of Poetry*, Yale University Press, 2020.

Fischer – Lichte, Erika, *History of Drama and Theatre*, Routledge, 2022.

Frow, John. *Genre*, Routledge, 2013.

Kamala, K, editor. *Humanities: Methodology and Perspectives*, MainSpring Publishers, 2014.

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

BRITISH LITERATURE - I

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MID	100-199	MID-I	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course familiarizes students with the vast body of British Literature from the period of Renaissance to the age of Restoration. It gives an outline of British social and cultural history during the period, looking into trends, movements and influences. Students will examine key literary movements, genres, and historical contexts that shaped the literature of the era, including the rise of humanism, the influence of the Reformation, the development of the English Renaissance, and the political and social changes of the Civil War and Restoration periods. Students will study works of prose, poetry, and drama in relation to the historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Acquire a perspective of the relevant literary movements/ concepts prevalent in 15th -17th century.	R, U
2	Understand the evolution, influence and development of particular literary genres	R, U, An
3	Analyse the conventions, theme, motifs, diction and technical aspects in the various literary genres	U, An
4	Examine the significance of the evolving forms of literature with respect to the age in which they appear	E
5	Develop an insight into the critical appreciation of British Literature from Renaissance to Restoration	An, E, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	-	-	3	2	1	2	1
CO 2	1	-	-	3	2	1	2	1
CO 3	1	-	-	3	2	1	2	1
CO 4	1	1	-	3	2	1	2	1
CO 5	1	1	-	3	2	1	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Background	Chronological, Historical and Literary overview of the English Renaissance to the Restoration (1485-1660)	10
II	Poetry	1. Thomas Wyatt, "Whoso List to Hunt" 2. Philip Sidney, <i>Astrophil & Stella</i> – Sonnet 1 3. Edmund Spenser, <i>Amoretti</i> LXXV – "One Day I Wrote Her Name" 4. Shakespeare, Sonnet 116 "Let Me Not to the Marriage of True Minds" 5. John Donne, "Death Be Not Proud"	15
III	Poetry	1. Sir Walter Raleigh, "The Silent Lover" 2. Christopher Marlowe, "The Passionate Shepherd to His Love" 3. Andrew Marvell, "To His Coy Mistress" 4. Ben Jonson, "To the Memory of My Beloved, The Author, Mr. William Shakespeare, and What He Hath Left Us" 5. John Milton, "Lycidas" (Lines 1 to 60) 6. Richard Lovelace "To Althea, From Prison"	15
IV	Prose	1. Thomas Moore, From <i>Utopia</i> Book II, Chapter III - "Of Their Trades, & Manner of Life" 2. Roger Ascham, From <i>Schoolmaster</i> – "A talk with Lady"	15

		Jane" 3. John Lyly, From <i>Euphues: The Anatomy of Wit</i> – "Euphues Introduced" 4. Philip Sidney, From the <i>Defense of Poesy</i> : " The Poet, Poetry" 5. Francis Bacon, " Of Truth", "Of Studies"	
V	Drama	1. Shakespeare, <i>Romeo and Juliet</i>	20

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Albert, Edward. *History of English Literature*, OUP, 2017.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2021.

Greenblatt, Stephen, Editor. *The Norton Anthology of English Literature*. Norton and Company, 2012.

Hudson, William Henry. *An Outline History of English Literature*. Maple Press Private Limited.2019.

Nayar, Pramod. K. *A Short History of English Literature*. Cambridge UP, 2009.

Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

BASIC COMMUNICATION SKILLS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MLDC	100-199	MLDC – I	3	60 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	75	100	3 HRS

Course Description:

This course will introduce the students to the basics of communication in English through written exercises and spoken activities in English to improve learners' general communication abilities. By developing proficiency in four language skills, Listening, Speaking, Reading and Writing, the course tries to enhance their public speaking skills and "employability".

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Utilize communication skills to overcome barriers and adjust their communication style to suit various professional contexts effectively.	U
2	Exhibit strong listening skills to comprehend spoken English across different contexts, and effectively synthesize and summarize key points	U
3	Demonstrate strong speaking skills by communicating clearly and confidently in professional settings such as seminars, group discussions, and interviews, through the ability to generate ideas and present them in a well-organized manner	A, An
4	Display enhanced reading skills by effectively understanding and analysing texts to extract relevant information, identify main ideas, and critically evaluate content	An, E, R
5	Create well-structured documents such as business letters, emails, resumes, essays, reports, and other professional correspondence, using appropriate language and formatting	A, E, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	2	1	2	1	2	1	1
CO 2	1	2	1	2	1	2	2	1
CO 3	2	2	1	2	1	2	2	1
CO 4	2	2	1	3	1	2	2	1
CO 5	2	3	1	2	1	2	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT**Contents for Classroom Transaction:**

Unit	Description	Text	No. of Hours
I	Introduction to communication	Introduction;relevance of communication; communication process; types of communication; barriers to communication; overcoming barriers; frames of reference.	10
II	Listening	Types of listening; barriers to effective listening; listening and note taking; identifying important points; extracting salient points to summarise.	10
III	Speaking	Public speaking; Setting clear objectives; generating ideas; preparing the speech; seminars; purpose of seminars; making notes to speak from; presentations; structure of presentations; group discussions; types of group discussions and topics; group dynamics; interviews; types of interviews; basic interview structure	10
IV	Reading	Comprehension, skimming, scanning, intensive reading, extensive reading, determining vocabulary from word parts and context clues; identifying the central argument as well as details; inferring and identifying implied main ideas; reference and library skills; critical reading and evaluating the text.	15
V	Writing	Letter writing; format and style; cover letters; business letters; job applications; e-mails; resumes; report writing; note-making; paragraph writing and essay writing.	15

Prescribed References:

- Billingham, Jo, and Beatrice Baumgartner Cohen. *Giving Presentations*. Oxford University Press, 2003.
- Cholij, Mark. *Towards Academic English: Developing Effective Writing Skills*. CUP, 2007.
- Dutt, Kiranmai P, et al. *A Course in Communication Skills*. Cambridge University Press, 2008.
- Glendinning, Eric H., and Beverly Holmstrom. *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge University Press, 2004.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic Purposes*. Cambridge University Press, 2006.
- Mohan, Krishna, and Meera Banerji. *Developing communication skills*. Macmillan, 2016.
- Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press, 2012.
- Narayanaswami, V. R. *Strengthen Your Writing*. Orient Longman, 1979.
- Ogidi, O. C. *Study Speaking: A Course in Spoken English for Academic Purposes*. CUP, 1993.
- Patnaik, Priyadarshi. *Group Discussion and Interview Skills*. Foundation Books, 2011.
- Prasad, Hari Mohan. *How to Prepare for Group Discussion and Interview*. Tata McGraw-Hill Publishing Company, 1998.
- Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford University Press, 2013.
- Tickoo, Champa, and Jaya Sasikumar. *Writing with a Purpose*. Generic Publishers, 2014.
- Ur, Penny. *Discussions That Work*. Cambridge University Press, 1981.
- Van Emden, Joan. *Effective Communication for Science and Technology*. Macmillan, 2001.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

ENGLISH FOR COMMUNICATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	SEC	100-199	SKE-I	3	60 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	0	25	75	100	3 HRS

Course Description:

The course aims to train the students to communicate effectively with appropriate pronunciation, accent and other grammatical patterns. It encourages students to participate efficiently in group discussions. The course exposes students to face interviews confidently and also enhances employability skills.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Apply grammatical knowledge to ensure correct usage of language	U,A
2	Understanding the effective use of communication skills like listening, speaking, reading and writing	U
3	Comprehend situations and communicate with greater confidence	A
4	Develop improved fluency and effectiveness in communication	A,C
5	Analyse and rectify mistakes in the everyday communication	A,An,C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	3	2	1	1	1	2	1	1
CO 2	3	3	1	1	1	2	1	1

CO 3	3	3	1	2	1	2	1	1
CO 4	3	3	1	1	1	2	1	1
CO 5	3	3	1	1	1	3	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Functional Grammar	1.Articles 2. Prepositions 3.Tenses 4.Concord	8
II	Business Letters and E-Correspondence	1.Format of Business Letters and Email 2.Information Letters 3. Sales Letters 4. Problem Letters 5.Goodwill Letters 6.Letters of Enquiry 7.Business Circulars 8.Writing an Email	12
III	Presentation Skills	1.Introduction 2.Effective Presentations 3.Seven Steps to a successful presentation 4.Presentation on a given topic (Team Work)	16
IV	Group Discussions and Interviews	1. Introduction to GDs 2. Types of GDs 3. Strategies for GDs 4. Difference between Gds and Interviews 5. Strategies for Interviews 6. Practice Sessions on GD and Interview (Team Work)	16

V	Common Errors	1.Using "if" conditionals 2.Misplaced Adverbs/Adjectives 3.Omission and Addition of Articles 4. Cardinal and Ordinal numbers 5. Using Superlatives	8
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Prescribed References:

Kaul, Asha. *Business Communication*. PHI Learning Printed LTD, 2009.

Krishnamurthi,R. *Communicative English for Career Excellence*. Notion Press, 2024.

Murphy A, Herta. *Effective Business Communication*. McGraw-Hill Publishing Co., 1997

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press, 2012.

Pal, Rajendra and Korlahalli. J. *Essentials of Business Communication*. Sultan Chand & Sons, 2012.

Raman, Meenakshi, and Sangeeta Sharma. *Professional English*. Oxford University Press, 2018.

Sapna. M.S. *Corporate Communication: Trends and Features*. Notion Press, 2020.

Wood, F.T. *A Remedial Grammar for Foreign Students*. Macmillan, 2010.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER II

INTRODUCTION TO LINGUISTICS AND PHONETICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MJD	100-199	MJD-II	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	1	0	25	75	100	3 HRS

Course Description:

This course provides an overview of the fundamental concepts in phonetics and linguistics. Students will explore the basic principles of how human language sounds are produced, perceived, and structured. Topics include articulatory and acoustic phonetics, phonetic transcription, sound patterns (phonology), as well as an introduction to key areas of linguistics. Through practical exercises, students will develop skills in analysing and transcribing speech sounds, understanding language structures, and recognizing the diversity of human languages.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the basics of Phonetics	U
2	Identify and describe patterns of sounds within languages and understand phonological rules	An
2	Define and describe the key areas of linguistics, and analyse the structure of words, phrases, and sentences in different languages.	U, A
3	Evaluate the complex relationship between language, human psychology and society and culture	E
4	Conduct basic phonetic and phonological analyses of speech data, apply linguistic theory to real-world language problems and phenomena and engage in hands-on exercises to develop critical thinking skills related to language analysis	A, An, C
5	Assess the relevance of linguistics for teaching, research and interdisciplinary studies.	A, E, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	2	2	1	1	1	2	1	1
CO 2	2	3	1	1	1	2	1	1
CO 3	2	2	1	2	1	2	2	1
CO 4	2	2	1	2	1	2	2	1
CO 5	2	2	1	2	2	3	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Language	1.1. What is Language? 1.2. Characteristics of Language 1.3. Speech and Writing 1.4. Language and Animal Communication 1.5. Varieties of Language: 1.5.1. Dialects, Isoglosses, Dialects and Language, Standard Dialect, Standard English and R.P. English and R.P. 1.5.2. Register 1.7. Language and Linguistics, Levels of Linguistic Analysis and Saussurean concepts	15
II	Phonetics	2.1. The Air-Stream Mechanism 2.2. The Organs of Speech: The Respiratory system, The Phonatory System and the Articulatory System 2.3. The Classification and Description of Speech Sounds, Vowels, Cardinal, The English Vowels, Diphthongs and the Diphthongs of English	15

		Consonants, Points of Articulation, Manner of Articulation and Manner of Articulation and the consonants of English	
III	Phonology	3.1. The Phoneme; Minimal Pairs 3.2. Allophones; Free Variation 3.3. Distribution; English Consonants, Linking/r/, Intrusive/r/, Pure Vowels and Diphthongs 3.4. The Syllable, English consonant Clusters, Vocoids and Contoids. 3.5. Suprasegmentals: Word Stress, Compound Words, Sentence Stress and Rhythm; Strong and Weak Form 3.8. Transcription; Broad; Narrow; IPA	15
IV	Morphology	4.1 Morphemes 4.1.1Morphemes and Phonemes. 4.1.2. Morphemes and Syllables. 4.2. Allomorphs, 4.3. Conditioning. 4.4. Classification of Morphemes. 4.5. Classification of Affixes. 4.6. Simple, Complex, and Compound Words. 4.7. Word Formation. Homophones and Homonyms 4.8.3 Word classes, Form classes. Function class. 4.8.4. Inflectional Suffixes in English. 4.8.5. Derivational Affixes in English	15
V	Syntax	5.1. Syntax and Grammar. 5.2. Approaches to the study of grammar. 5.2.1. Traditional Grammar. Structural /Descriptive Grammar. I.C. Analysis. 5.2.3. Phase Structure Grammar. 5.2.4. Transformational Generative Grammar. 5.3 Major Syntactic Structures (from 5.3.1 to 5.3.4)	15

Prescribed Text:

Syamala, V. *A textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Prescribed References:

Balasubramaniam, T. *A textbook of English Phonetics for Indian Students*. Macmillan, 2010.

Gleason, Henry Allan. *Linguistics and English Grammar*. Holt, Rinehart & Winston, 1965.

Jones, Daniel. *The Pronunciation of English*. Cambridge University Press, 2004.

Radford, Andrew, et al. *Linguistics: An Introduction*. Cambridge University Press, 2009.

Roach, Peter. *English Phonetics and Phonology. A Practical Course*. Cambridge University Press, 2009.

Verma, Shivendra Kishore, and N Krishnaswamy. *Modern Linguistics: An Introduction*. OUP, 1989.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

BRITISH LITERATURE – II

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MID (Allied/Elective)	100-199	MID II	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course enables the students to understand the importance of the socio-historical context of British literature from the Restoration to the Enlightenment, to study the major authors and key texts of the period and to explore the genres and literary forms of the same. The students will be familiar with the social history, the major movements during the period from the Restoration to the Enlightenment and will be able to explore the literary genius of the time and their works.

Course Prerequisite:

Understanding of British Literature up to the Restoration.

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

Co No.	Expected Outcome	Learning Domains
1	Understand the salient features of British Literature from the Restoration to the Enlightenment	R, U
2	Understand the major movements, writers and works of this period	R, U
3	Understand the evolution, influence and development of particular literary genres	U, An, E
4	Discuss the development of women's writing in literary history	A, An
5	Analyse and evaluate literary texts critically	An, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	2	2	2	3	1
CO 2	1	1	1	2	2	2	3	1
CO 3	1	1	1	3	2	3	3	1
CO 4	1	1	1	3	2	3	3	2
CO 5	1	1	1	3	2	3	3	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	INTRODUCTION	The Salient Features of the Age	15
II	PROSE	- Samuel Pepys: "The Great Fire" from <i>The Diary</i> - Lady Mary Wortley Montagu: "The Women's Coffee House" - Samuel Johnson: "On Spring" - Edmund Burke: "Speech on the Impeachment of Warren Hastings" - Mary Wollstonecraft: "Introduction" to <i>A Vindication of the Rights of Woman</i>	15
III	POETRY	- John Dryden: "A Song for St. Cecilia's Day" - Jonathan Swift: "A Description of the Morning" - William Collins: "Ode to Evening" - Alexander Pope: "An Epistle to Doctor Arbuthnot" lines 1-74 - Thomas Gray: "Elegy Written in a Country Churchyard"	15

IV	FICTION	Aphra Behn: <i>Oroonoko or the Royal Slave</i>	15
V	DRAMA	Richard Sheridan: <i>School for Scandal</i>	15

Prescribed Texts:

- Core Texts as mentioned above

Prescribed References:

Albert, Edward. *History of English Literature*, OUP, 2017.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2021.

Greenblatt, Stephen, Editor. *The Norton Anthology of English Literature*. Norton and Company, 2012.

Hudson, William Henry. *An Outline History of English Literature*. Maple Press Private Limited. 2019.

Nayar, Pramod. K. *A Short History of English Literature*. Cambridge UP, 2009.

Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

ESSENTIAL ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MLDC	100-199	MLDC-II	3	60 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	1	0	25	75	100	3 HRS

Course Description:

This course in Essential English will assist the learners to build a strong foundation in the English language by equipping them with the fundamental tools necessary for effective communication in everyday situations. Throughout the course, students will engage in interactive lessons that cover essential grammar, reading, writing, listening, and speaking skills. Emphasis will be placed on practical usage, enabling learners to confidently navigate conversations, understand written texts, and express their thoughts clearly. By the end of the course, students will have gained the confidence and competence to communicate effectively in English, thus enhancing their employability.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate grammatical knowledge	A
2	Demonstrate reading comprehension skills and analyse texts effectively	A,An
3	Produce well-written documents and professional correspondence utilising appropriate language and formatting	C
4	Develop the competency in work place communication	A
5	Utilize ICT tools to enhance communication effectiveness, foster team work, and support information sharing in a professional environment	A, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	3	3	1	1	1	2	1	1
CO 2	2	2	1	2	2	2	2	1
CO 3	3	3	2	1	1	2	1	1
CO 4	3	3	1	1	1	3	1	1
CO 5	2	3	3	1	1	2	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Remedial Grammar	Concord Articles Tenses Confusion of Adjectives and Adverbs	9
II	Reading Skills	Reading Techniques Reading Comprehension Summarising Writing Abstract	9
III	Writing Skills	Expansion of an Idea Note Making Precis Writing Essay Writing	9
IV	Job Skills	Business Letter Cover Letter and Resume Group Discussion Interview skills Writing an SOP	9

V	Project (Practical)	(Teacher Specific Content) Preparation & Presentation 1.Preparing and presenting a professional presentation using tools like PowerPoint/Canva/google slide/any other similar presentation tools 2. Undertaking a case study and preparing a mini report	9
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Prescribed References:

Aggarwal, R.S., and Vikas Agarwal *Objective General English*. S.Chand, 2001.

Glendinning, Eric H., and Beverly Holmström. *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge University Press, 2004.

Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic Purposes*. Cambridge University Press, 2006.

Kapoor, A.N Chand's *General English for Competition*, S. Chand. 2006.

Mohan, Krishna, and Meera Banerji. *Developing communication skills*. Macmillan, 2016.

Murphy, Raymond. *Intermediate English Grammar*. CUP, 1992.

Patnaik, Priyadarshini *Group Discussions and Interview Skills*. Foundation Books, 2011.

Wood, F.T. *A Remedial Grammar for Foreign Students*. Macmillan, 2010.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

FOUNDATION COURSE IN ENGLISH- I

Semester	Course Type	Course Level	Course code	credits	Total Hours
I	AEC	100-199	AEC-I	2	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	25	75	100	3 HRS

Course Description:

The Foundation Course in English aims to help students improve their English skills, including reading, writing, speaking, and listening. It also helps students develop academic vocabulary and grammar, and improve their critical thinking and analytical skills. This course helps students develop awareness of vocabulary and grammar and learn how to read and write academic texts. Students will also get trained to participate effectively in critical conversations. The course teaches the conventions of English grammar and its practical application. Besides, it helps students develop interest in the appreciation of Literature.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO Nos.	Expected Outcome	Learning Domains
1	Imbibe the rules of language and tune to deduce language structure and usage.	U
2	Provide a comprehensive analysis of English Language through wide variety of literary genres.	A
3	Have a strong foundation in English grammar, speaking, listening, writing, and more.	E
4	Develop an intermediate level of English proficiency, including grammar, vocabulary, and pronunciation. Students can enhance their communication skills for academic and social interactions.	A
5	Decipher the mechanism of language and use it for success in competitive examinations and job-related speaking and writing tasks	U, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	3	1	1	1	3	1	1
CO 2	2	2	1	2	2	2	2	1
CO 3	3	3	1	1	1	2	1	1
CO 4	3	3	1	1	1	2	1	1
CO 5	3	3	1	1	1	3	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT**Contents for Classroom Transaction:**

UNITS	Description	Text	NO. OF HOURS
UNIT I	PROSE	1. "Martin Luther King" by Coretta S. King 2. "Albert Schweitzer" by Norman Wymer 3. "Stanley Finds Livingstone" by Lawrence Wilson 4. "My Days" by R.K. Narayan	15
UNIT II	POETRY	1. "On His Blindness" by John Milton 2. "The Village School Master" by Oliver Goldsmith 3. "The Daffodils" by William Wordsworth 4. "Night and Death" by Joseph Blanco White 5. "Ozymandias" by P.B. Shelley 6. "The Ballad of Father Gilligan" by W.B. Yeats	10
UNIT III	GRAMMAR	Articles Preposition Tenses Wh. Questions	5
UNIT IV	VOCABULARY	Synonyms and Antonyms One-word Substitution	5
UNIT V	WRITTEN COMMUNICATION	Reading comprehension Writing Dialogues Filling up forms	10

Prescribed Texts:

Mahadevan, Usha. *Sunbeams: Empower with English*. Emerald Publishers, 2014.

Prescribed References:

Green, David. *Contemporary English Grammar, Structure and Composition*. Laxmi Publications, 2015.

Murphy, Raymond. *Essential English Grammar*. 2nd ed., Cambridge University Press, 2024.

Murphy, Raymond. *Intermediate English Grammar*. 2nd ed., Cambridge University Press, 1999.

Narayanaswami, V. R. *Strengthen Your Writing*. 3rd ed., Orient Blackswan, 2009.

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

ENGLISH FOR COMPETITIVE EXAMINATIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	SEC	100-199	SKE-II	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-		25	75	100	3 HRS

Course Description:

This course facilitates students to prepare for English language aspects / sections in various competitive exams such as SSC, Bank PO, UPSC and other government job entrance exams. It also focuses on improving one's reading comprehension skills, grammar, vocabulary and writing skills, with an emphasis on exam-specific question types and formats. The course is designed to help the students enhance their vocabulary skills, improve grammar and usage, develop reading comprehension, practice their writing skills, sharpen their analytical skills, etc. It will help the students develop effective writing skills, master exam-specific question types such as error-spotting, sentence completion, etc.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Gain basic English communication skills at a personal and professional level and can make day-to-day interaction.	U
2	Strengthen their basic English grammar essentials and enhance their vocabulary repertoire	R, U
3	Develop ideas with coherence and cohesion and achieve the ability to meaningfully exchange information in English	U, C
4	Develop the ability to identify the erroneous expressions and constructions	U, An, A
5	Use English language fluently in the spoken and written modes of communication	A, An, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	3	1	1	1	3	1	1
CO 2	3	3	1	1	1	2	1	1
CO 3	3	3	1	1	2	2	2	1
CO 4	3	3	1	1	1	2	1	1
CO 5	3	3	1	1	1	2	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Content	No. of Hours
I	The Basics	1. Basics of English Language Use 2. Identifying Errors	5
II	Reading Comprehension	1. Comprehensive Questions based on a given passage 2. Writing synonyms of words taken from the given passage 3. Writing Antonyms of words taken from the given passage 4. True or False Questions based on the given Passage 5. Comprehension questions from a Poem	15
III	Vocabulary to improve English for competitive exams	1. Foreign Expressions – writing English equivalents and using them in sentences 2. Idiomatic Expressions – writing the meanings and using them in sentences 3. Distinguishing between pairs of words and using them in sentences 4. Writing one-word substitute for the given sentences	15
IV	Poetry Comprehension	1. Multiple Choice Questions of completing sentences	10

		2. Framing questions using the underlined words 3. Explaining the Figures of Speech in given Sentences	
V	Descriptive	1. Re-Arrangement of Sentences in a Paragraph 2. Essay Writing 3. Application Letter and Job Interview	15

Prescribed Texts:

Bhatnagar, R. P, and Rajul Bhargava. *English for Competitive Examinations*. Macmillan, 1996.

Prescribed References:

Alexander, L. G. *Right Word, Wrong Word: Words & Structures of Confused & Misused by Learners of English*. Longman, 1994.

Gupta, S. C. *General English for All Competitive Examinations*. Arihant Publications, 2016.

Martin and Wren. *English for Competitive Examinations*. S. Chand Publications, 2020.

Matthiessen, Steven J. *TOEFL – Essential Words*. 8th ed., Barron's Educational Series Inc., 2023.

Wood, F. T. *A Remedial English Grammar for Foreign Students*. Trinity, 2019.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER III

BRITISH LITERATURE – III

Semester	Course Type	Course Level	Course code	credits	Total Hours
III	MJD	200-299	MJD-III	4	75

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course explores the evolution of British literature from the late 18th century Romantic period to the 19th century Victorian era. Students will examine key works of poetry, fiction, and non-fiction that reflect the dramatic social, political, and cultural changes of these periods, including the impact of the Industrial Revolution, urbanization, and shifts in social norms. Through close readings, critical analyses, and discussions, students will gain insights into the themes of individualism, nature, society, and morality that characterize these literary movements. The course emphasizes the historical contexts of the works and encourages students to appreciate the lasting influence of these periods on British literature and culture.

Course Pre-requisite – Understanding of British Literature up to Restoration

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO Nos.	Expected Outcome	Learning Domains
1	Explore key authors and texts and understand the contributions of these authors to English literature and how their works reflect the concerns of their respective periods	U
2	Identify key historical, social, and cultural factors that influenced British literature from the Romantic to the Victorian era and explain how the Industrial Revolution, political changes, and social movements shaped the themes and styles of the literature of these periods.	An
3	Differentiate between the characteristics of Romantic and Victorian literature, including themes, styles, and literary techniques and recognize and analyse major literary forms of the time.	A,An,E

4	Conduct close readings of literary texts and apply critical theories and frameworks to analyse and interpret texts from the Romantic and Victorian periods.	A,An,E
5	Engage in discussions about the literature, demonstrating an understanding of its themes, historical contexts, and literary techniques	A,An,E

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	3	1	1	1	1
CO 2	2	1	1	3	3	2	1	1
CO 3	1	1	1	3	1	2	2	1
CO 4	1	1	1	3	1	3	3	1
CO 5	2	2	1	3	3	3	3	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

UNITS	Description	TITLE	NO. OF HOURS
UNIT I	INTRODUCTION	The Salient Features of the Age	10
UNIT II	POETRY	1. "Resolution and Independence" – William Wordsworth 2. "Kubla Khan" - S. T. Coleridge 3. "Ode to the West Wind" – P.B Shelley 4. "Ode on a Grecian Urn" - John Keats 5. "She Walks in Beauty- Lord Byron 6. "Little Boy Found" and "Little Boy Lost"	15
UNIT III	POETRY	1. "Ulysses" – Alfred Lord Tennyson 2. "Fra Lippo Lippi" – Robert Browning 3. "Dover Beach"- Matthew Arnold 4. "If Thou Must Love Me..."(Sonnet 14) -	15

		Elizabeth Barrett Browning 5. "Goblin Market" – Christina Rossetti 6. "Pied Beauty" – G.M Hopkins	
UNIT IV	ESSAYS	1. "A Dissertation Upon Roast Pig"- Charles Lamb 2. "On Reading Old Books" – William Hazlitt 3. "On History" – Thomas Carlyle 4. "A College Magazine" – R.L Stevenson	15
UNIT V	NOVELS	1. <i>Wuthering Heights</i> – Emily Bronte 2. <i>Oliver Twist</i> – Charles Dickens	20

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Albert, Edward. *History of English Literature*, OUP, 2017.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2021.

Greenblatt, Stephen, Editor. *The Norton Anthology of English Literature*. Norton and Company, 2012.

Hudson, William Henry. *An Outline History of English Literature*. Maple Press Private Limited.2019.

Nayar, Pramod. K. *A Short History of English Literature*. Cambridge UP, 2009.

Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

HISTORY OF THE ENGLISH LANGUAGE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MJD	200-299	MID-IV	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course aims to survey the development of the English language from the past to the present day. It discusses the attitudes towards linguistic change and also to examine the structure and vocabulary of English through different periods: Old English, Middle English, Early Modern English and Modern English. The course focuses on changes in phonology, morphology, syntax, orthography, semantics and lexicon.

Course Prerequisite:

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO. No.	Expected Outcome	Learning Domain
1.	Trace the contributions of individuals in the making of English.	U
2.	Understand the origins of English Language as compared to other languages of the world.	U
3.	Explore the cultural, social, and political events that accompanied and sometimes influenced these changes.	A
4.	Appreciate the richness of the English Vocabulary	An & A
5.	Enhance the ability of the English language use and apply knowledge in the day-to-day life	A,E &C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	2	2	2	1
CO 2	1	1	1	2	2	2	2	1
CO 3	2	1	1	3	2	2	1	1
CO 4	2	3	1	1	1	2	1	1
CO 5	3	3	1	1	1	2	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

Course Content

Contents for Classroom Transaction:

UNITS	TITLE	Content	NO. OF HOURS
UNIT I	Introduction	General Character of English The Indo-European Family of Languages English in the Germanic Family	15
UNIT II	Vocabulary	The Influence of Latin The Influence of Greek French Influence on Vocabulary Words from Outside of Europe	15
UNIT III	Spelling and Pronunciation	History of Spelling and Pronunciation Standardisation of Spelling and Pronunciation Development of Dictionaries Spelling and Rhyme, Influence of Spelling on Pronunciation	15
UNIT IV	The Making of Modern English	Bible Translations Shakespeare's Influence Milton and the English Language Influence of Other Poets	15

UNIT V	The English Language Today	The Search for a Standard American Influence Radio and the Language English as a World Language	15
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Prescribed References:

Baugh, Albert C. and Cable, Thomas. *A History of the English Language*. London: Routledge and Kegan Paul, 2002.

Brinton, Laurel J. and Leslie K. Amovick (2011). *The English Language: A Linguistic History*. OUP, 3rd ed., 2016.

Brooke, G.L. *A History of English Language*. Andre Deutsch, 1977.

Jespersen, Otto. *Growth and Structure of the English Language*. Basil Blackwell, 1948.

Wood, Federick T. *An Outline History of English Language* (1941). Trinity Press, 2022.

Wrenn, C.L. *The English Language* (2001), Vikas Publishing House Pvt Ltd., Reprint: 2023.

Web Source:

<https://pdf.semanticscholar.org/./c3cf559427e80f27ddae69984519029f1765.pdf>

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

LITERARY FORMS AND MOVEMENTS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MID (Allied/ Elective)	200-299	MID - III	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course explores the diverse literary forms and movements that have shaped English literature from its beginnings to the present day. Students will examine the development of key genres, including poetry, drama, the novel, and essays, and how these forms have been used to express ideas, emotions, and social commentary. The course will cover significant literary movements such as the Renaissance, Neoclassicism, Romanticism, Victorianism, Modernism, and Postmodernism, focusing on how historical and cultural contexts influenced these trends. The course aims to enhance students' analytical skills and deepen their appreciation of the rich and varied traditions of English literature.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Define and identify the core characteristics and conventions of major literary genres including drama, poetry, fiction, and literary nonfiction	U
2	Analyse a literary text and determine its genre or subgenre based on literary elements like plot structure, meter, rhyme, point of view, and writing style.	U
3	Explain how specific texts exemplify or subvert the typical conventions of their assigned genre or subgenre.	An
4	Discuss the historical development and evolution of	An, A

	literary genres and forms across different literary periods and cultural contexts.	
5	Develop critical vocabulary and terminology to write and speak effectively about genre distinctions and innovations in literature.	A

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	2	2	3	1
CO 2	2	2	1	2	2	2	2	1
CO 3	1	1	1	2	2	2	3	2
CO 4	2	1	1	3	2	2	3	1
CO 5	2	3	1	2	3	3	3	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	POETRY	Types of Poetry, Elements of Poetry, Figures of Speech	15
II	DRAMA	Types of Drama, Types of Theatre Spaces	15
III	PROSE	Non- Fiction- Biography, Autobiography, Essay	15
IV	PROSE FICTION	The Elements of Fiction, Short Story, Novel	15
V	LITERARY MOVEMENTS	The Renaissance, The Metaphysical School of Poets, Classical Movement, Romantic Revival, Pre Raphaelites, The Fin De Siècle Movement, Poetic Trends, The Georgian Poets, Poets of the First World War, The High Modernist Mode, Poetry of the Thirties, Poets of the Second World War, Post- Modernism, Post-Modern Poetry	15

Prescribed Texts:

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning, 2011
- Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2016.
- Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. OUP, 1990.
- Hudson, William Henry. *An Introduction to the Study of Literature*. Maple Press Private Limited, 2022.
- Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2010.

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SPOKEN ENGLISH FOR CORPORATE JOBS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MLDC	200-299	MLDC-III	3	60 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	0	25	75	100	3 HRS

Course Description:

This course is designed to equip students with the essential spoken English skills required for success in corporate and professional environments. Focusing on effective communication, the course covers key aspects such as pronunciation, fluency, vocabulary, and descriptive grammar, while also emphasizing the importance of confidence and clarity in speech. Students will learn how to present themselves professionally, engage in business conversations, participate in meetings, and deliver presentations. Practical exercises, including role-plays, group discussions, team work, and cultural aspects of professional communication will help students develop the ability to communicate effectively in various corporate settings. By the end of the course, learners will have the skills and confidence to navigate job interviews, client interactions, and workplace communication with ease.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1.	Develop an understanding of the usage of English language and use this in different contexts.	U, A
2.	Produce various writings for specific audiences and purposes.	An, A
3.	Develop skills in using audio-visual aids	A
4.	Develop professional skills that prepare them for immediate employment and for life-long learning in advanced areas of management and its related fields.	A
5.	Acquire interpersonal skills such as initiating, teamwork, leadership skills and negotiation	A, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	3	3	1	1	1	2	1	1
CO 2	3	3	1	1	1	2	1	1
CO 3	3	3	3	1	1	2	1	1
CO 4	3	3	1	1	1	2	1	1
CO 5	3	3	1	1	1	2	1	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	English for Front Desk Management	Greeting, Welcoming Dealing with Complaints, Giving Instructions or Directions Giving Information: About Various Facilities, Distance, Area, Local Specialities Consultation and Solution of Problems Accepting Praises and Criticism, Apologizing	12
II	Fluency and Etiquette	Polite Sentences and Words Use of Persuading Words Developing Vocabulary	12
III	Pronunciation of English	Alphabets, Phonetics and Pronunciation Accent Stress, Pitch and Tone	12
IV	Business Speeches	Principles of Effective Speech and Presentations Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech Use of Audio-Visual Aids in Presentations	12
V	Cross- Cultural	Dealing with Language Differences	12

	Communication	Probing Questions to get information Etiquette in Cross-cultural Communication	
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Prescribed References:

Bachu, Satish Babu. *Corporate Communication Skills for Professionals*. White Falcon Publishing, 2021.

Krishnamurthi,R. *Communicative English for Career Excellence*. Notion Press, 2024.

M.S.,Sapna. *Corporate Communication*. Notion Press,2020.

Raman, Meenakshi and Sangeeta Sharma. *Professional English*. Oxford University Press,2018.

Sasikumar,V and P.V Dhamija. *Spoken English: A Self Learning Guide to Conversation Practice*. Mcgraw Hill. 2008.

Thammaiah.R.B, et al. *Spoken English for Corporate Jobs*. Punnam Vennela Publications, 2022.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

BUSINESS ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	SEC	200-299	SKE-III	3	60 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	25	75	100	3 HRS

Course Description:

This course focuses on developing English language skills tailored for business and professional settings. Students will learn how to communicate effectively in various business contexts, such as writing emails, reports, business letters etc. Through practical exercises and real-world examples, learners will develop the skills needed to communicate with precision, persuasiveness, and professionalism, ensuring their messages are understood and impactful. Designed for those aiming to excel in corporate environments, the course will help build confidence in handling job interviews, client interactions, and everyday workplace communication.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Communicate effectively in English in Business settings	A
2	Demonstrate familiarity with different formats and structures for specific business documents	R, U
3	Produce well-structured emails, reports, and memos that effectively convey information and intent.	A, C
4	Demonstrate the ability to use technological tools in Business correspondence	A,C
5	Utilize persuasive language techniques to express ideas, negotiate terms, and resolve conflicts.	A, An, E,C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	3	2	1	1	2	1	1
CO 2	3	3	3	1	1	2	1	1
CO 3	3	3	3	1	1	2	1	1
CO 4	3	3	3	1	1	2	1	1
CO 5	3	3	2	1	1	2	1	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Business Correspondence - I	Principles of Business Writing - The Topic Sentence – Organising Ideas - Methods of Presenting Ideas: Chronological, Logical and Spatial Order – Persuasive Writing – The Sales Letter – Letter of Complaint - Response to a Complaint – Announcement and Invitation Letters – Refusal Letter – Inappropriate Letter of Refusal – Appropriate Letter of Refusal	15
II	Business Correspondence - II	Letter of Appreciation – The E-mail Message –The Memorandum – Meeting Agenda and Minutes – The Press Release – The Mission Statement – Newsletters - Résumé and Application for Jobs	12
III	Proposals and Reports	Proposal and Report Writing – Formal Proposal and Formal Report – Business Proposals – Components of a Formal Report – Memo reports – Progress report – Recommendation Report – Informative Report	15
IV	Phrases and Idioms in Business English	Useful Phrases for Participating in Business Meetings: Interrupting – Giving Opinions – Asking for Opinions – Commenting on Opinions - Agreeing and Disagreeing with other opinions – Advising and Suggesting – Clarifying and asking for clarification – asking for repetition – Asking for contributions from other participants – Correcting Information – Keeping the Meeting on time.	10

V	Using AI in Business Correspondence	Using AI generative tools like Chat gpt, Google Gemini, Microsoft Copilot etc.	8
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Prescribed References:

Biyani, Omprakash and V.K Jain. *Business English*. S.Chand (G/L)& Company Ltd, 2007.

Gilling, Desmond A. *The Essential Handbook for Business Writing*.

Greenlink Consulting, 2013.

Goswami, Saptarsi, et al. *AI for Everyone: A Beginner's Handbook on Artificial Intelligence*.

Pearson Education,2024.

Korlahalli, J.S. and Rajendra Pal. *Essentials of Business English*. Sultan Chand & Sons, 2012.

Sundar, K and A Kumara Raj. *Essentials of Business Communication*. Vijay Nicole Imprints, 2017.

Raman, Meenakshi and Prakash Singh. *Business Communication*. OUP, 2012.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER IV

BRITISH LITERATURE - IV

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	MJD	200-299	MJD-V	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course examines the rich tapestry of English literature from the late 19th century to the mid-20th century, a period often referred to as the Modern Age. Students will explore significant literary movements, including Modernism and the avant-garde, as well as the socio-political contexts that shaped the works of this era. The course will also address the impact of World War I, the rise of technology, and shifts in cultural norms on literature. Through close readings, critical discussions, and comparative analyses, participants will develop a deeper understanding of how Modern Age literature reflects and responds to the complexities of contemporary life. The course aims to foster critical thinking and enhance appreciation for the literary innovations that emerged during this transformative period.

Course Prerequisite: Understanding of British Literature up to Modern Age

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Identify and discuss the central themes of Modernist literature	R,U
2	Distinguish between different literary movements and modernism and recognize the characteristics that define them.	An
3	Analyse innovative techniques used by the modernist authors and develop an appreciation for the diverse voices and perspectives that emerged during this transformative period in English literature.	Un
4	Conduct close readings of literary texts, interpreting meaning through the lens of historical and cultural contexts and apply various critical theories to analyse and interpret Modern Age literature	E , C

5	Recognize the significance of literary experimentation during the Modern Age and its lasting impact on contemporary literature	E
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	2	1	2	2	1
CO 2	1	1	1	2	2	2	2	1
CO 3	1	1	1	3	2	2	3	2
CO 4	1	1	1	3	3	2	3	2
CO 5	1	1	1	3	3	2	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

UNIT	DESCRIPTION	TEXT	No. of Hrs
I	INTRODUCTION	The Salient features of the Age	15
II	PROSE	1. G.K Chesterton "A Piece of Chalk" 2. Virginia Woolf "Modern Fiction" 3. George Orwell " Shooting an Elephant" 4. J. B. Priestley "On Doing Nothing" 5. A.G.Gardiner "All About A Dog"	15
III	POETRY	1. T. S. Eliot "The Hollow Men" 2. W.B.Yeats "Sailing to Byzantium" 3. Stephen Spender "An Elementary School Classroom in a Slum" 4. Dylan Thomas "Do Not Go Gentle into That Good Night"	15

		5. Basil Bunting "Briggflatts" Part I 6. D. H. Lawrence "Baby Tortoise" 7. Philip Larkin "The Whitsun Weddings" 8. Cecil Day Lewis "Come, Live with Me and Be My Love"	
IV	FICTION	1. Kinsley Amis <i>Lucky Jim</i> (Novel) 2. Muriel Spark "Black Madonna" (Short Story) 3. James Joyce "A Little Cloud" (Short Story)	15
V	DRAMA	1. Harold Pinter <i>Homecoming</i> 2. Bernard Shaw "The Dark Lady of the Sonnets"	15

Prescribed Texts:

- The core texts as described above

Prescribed References:

Albert, Edward. *History of English Literature*, OUP, 2017.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2021.

Greenblatt, Stephen, Editor. *The Norton Anthology of English Literature*. Norton and Company, 2012.

Hudson, William Henry. *An Outline History of English Literature*. Maple Press Private Limited. 2019.

Nayar, Pramod. K. *A Short History of English Literature*. Cambridge UP, 2009.

Peck, John and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

EUROPEAN LITERATURES IN TRANSLATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	MJD	200-299	MJD-VI	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce the students to the literature produced in the European context and orient them with the disparate voices emanating from different socio-political contexts. It familiarises them with the ideologies and various political movements that inspired the theoretical framework and enable the students to comprehend the rich cultural and historical perspectives of the period. The prescribed texts will acquaint the students with narratives and ideas that constructed the European modernity and postmodern sensibility.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the philosophical ideas and narrative forms that fashioned European thought	U
2	Contextually locate the historical events that shaped the literary discourses in Europe	U, A
3	Develop the ability to critically examine the various doctrines that influenced the writers of the Continent	An, A
4	Analyse the traditions and values of diverse European societies	A
5	Develop a penchant for exploration of various literary genres	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	2	2	2	2	1
CO 2	1	1	1	2	2	2	2	1
CO 3	2	1	1	2	2	2	2	2
CO 4	2	1	1	2	2	2	2	2
CO 5	1	1	1	2	2	2	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	PROSE	Jean Paul Sartre "Introduction: On Being" Albert Camus "The Myth of Sisyphus"	15
II	POETRY	Rainer Maria Rilke "Panther" Anna Akhmatova "Here is My Gift" Gunter Grass "Open Wardrobe" Wisława Szymborska "Under one Small Star"	15
III	NOVEL	Leo Tolstoy <i>Anna Karenina</i>	15
IV	DRAMA	Anton Chekov <i>Cherry Orchard</i> Bertolt Brecht <i>Mother Courage and Her Children</i>	15
V	SHORT STORY	Franz Kafka "A Country Doctor" Fyodor Dostoyevsky "An Honest Thief" Italo Calvino "A King Listens"	15

Prescribed Texts:

Chekhov, Anton. *The Cherry Orchard*. Translated by Jean-Claude Van Itallie. Sanage Publishing House, 2022.

Camus, Albert. *The Myth of Sisyphus*. Translated by Justin O'Brien. Penguin Books Limited, 2013.

Dostoyevsky, Fyodor. "An Honest Thief". *The Best Stories of Fyodor Dostoevsky*. Translated by David Magarshack. Modern Library Inc, 2001.

Hollander, Katherine, editor *Bertolt Brecht: Mother Courage and Her Children*. Translated by John Willett. Bloomsbury, 2022.

Kafka, Franz. *A Country Doctor*. Otbebookpublishing, 2020.

Prescribed References:

Bradbury, Malcom, and James McFarlane. editors. *Modernism: A Guide to European Literature*. Penguin, 1991.

Calvino, Italo. *Under the Jaguar Sun*. Translated by Martin McLaughlin and William Weaver. Penguin Books Limited, 2013.

Cohen, Walter. *History of European Literature: The West and the World from Antiquity to the Present*. OUP, 2018.

Damrosch, David. et al. *The Routledge Companion to World Literature*. Routledge, 2017.

Ginzburg, Natalia. *The Little Virtues: Essays*. Translated by Dick Davis. Arcade, 2017.

Grass, Gunter. *Gunter Grass: Selected Poems 1956-1993*. Translated by Michal Hamburger. Faber & Faber, 1999.

Hugo, Victor. *Les Miserables*. Translated by Isabelle F. Hapgood. Cromwell & Co, 1887.

Michell, Stephen, editor. *The Selected Poetry of Rainer Maria Rilke*. Random House USA Inc, 1990.

Reeder, Roberta, editor. *The Complete Poems of Anna Akhmatova*. Translated by Judith Hemschemeyeyr. Zephyr Press. 2000.

Sartre, Jean-Paul. *Being and Nothingness: An Essay in Phenomenological Ontology*.

Routledge, 2018.

Szyborska, Wislawa. *Poems, New and Collected*. Translated by Stanislaw Baranczak and Clare Cavanagh, Harcourt, Inc. 1998

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

INDIAN WRITING IN ENGLISH

Semester	Course Type	Course Level	Course code	credits	Total Hours
IV	MJD – VII	200-299	MJD – VII	4	75

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3HRS

Course Description

Indian Writing in English is one of the most important branches of Post-Colonial Literature comprising works that unite modern European thoughts and the ancient Indian Civilization. History and Geography too play a significant role in Indian Writing in English. Indian Writings in English are fabricated with creativity and inquisitiveness. This course explores the rich and diverse landscape of Indian literature written in English. Beginning with the colonial period and moving to contemporary times, the course examines key texts that highlight the evolution of themes, styles, and narratives in Indian English literature. Students will engage with works from notable authors, studying how these writers navigate issues of identity, culture, postcolonialism, migration, and modernity. Through novels, short stories, essays, and poetry, the course aims to provide a comprehensive understanding of how Indian English writing has carved a unique space within global literature.

Course Pre-requisite – NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO Nos.	Expected Outcome	Learning Domains
1	Understand the historical and literary genesis of Indian Writing in English	U
2	Understand the different aspects of colonization like cultural colonization	U, E
3	Analyse the regional and linguistic nuances of prescribed texts	R, U, An
4	Evaluate the plurality of literary and socio-cultural representations in Indian context	U, A, An, E
5	Develop the ability to critically analyse and interpret works of Indian literature by looking at the socio-cultural contexts that have paved the way for the construction of postcolonial India	A, An, E

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7	PSO 8
CO 1	1	1	1	2	2	2	2	1
CO 2	1	1	1	2	2	2	2	2
CO 3	1	1	1	2	2	2	2	2
CO 4	1	1	1	3	2	3	3	3
CO 5	1	1	1	3	3	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction

UNITS	Description		NO. OF HOURS
UNIT I	POETRY:	1. "Beggarly Heart "-Rabindranath Tagore 2. "Despair on the Staircase"- Sri Aurobindo 3. "Small Scale Reflection on a Great House"- A.K Ramanujan 4. "Night of a Scorpion"- Nissim Ezekiel 5. "Lakshman"- Toru Dutt 6. "A Hot Noon in Malabar"- Kamala Das 7. "A Rain of Rites"- Jayanta Mahapatra 8. "Partition"- Sujatha Bhatt	15
UNIT II	PROSE:	9. "The Secret of Work" – Swami Vivekananda 10. "Indian Culture" – Sri Aurobindo 11. "The Town by the Sea" – Amitav Ghosh	15
UNIT III	FICTION:	12. <i>The White Tiger</i> – Aravind Adiga 13. <i>Ladies Coupe'</i> - Anitha Nair	21
UNIT IV	DRAMA:	14. <i>Harvest</i> – Manjula Padmanabhan	12

UNIT V	SHORT STORIES:	15. "The Lost Child" – Mulk Raj Anand 16. "The Temple Thief" – Shashi Tharoor 17. "Gajar Halwa" - Githa Hariharan 18. "Crabs" – P.Raja	12
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Prescribed Texts:

- The core texts as described above.

Prescribed References:

Dwivedi, A N. *Indian Poetry in English*. Arnold Heinemann, 1980.

Iyengar, Srinivasa K.R. *Indian Writing in English*. Sterling Publisher, 1996.

Mehrotra, A.K. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, USA, 1992.

Mukherjee, Meenakshi. *Realism and Reality*. Oxford University Press, 1994.

Naik, M.K. *A History of Indian English Literature*. First Edition. Sahitya Academi, 2006.
.... *Aspects of Indian Writing in English*. 1979.

Vallath, Kalyani, Editor. *A Contemporary Encyclopaedia of Indian English Literature Vol I & II*, Vallath Books, 2024.

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

RESISTANCE NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	MID(Allied/Elective)	200-299	MID-IV	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce narratives of contemporary 'Third World Literature' that confronts the political and literary narratives of the West. The course examines various narratives that resist power and oppression through literary texts. It allows the students to comprehend the voices of the marginalized communities. The prescribed texts map out the challenging oppressive systems and aims to limit or reject the various hegemonic institutions and acts of domination. Eventually students would develop competence in evaluating resistance narratives in any genre of literature.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate familiarity with Resistance narratives in Literature.	R ,U
2	Discuss the question of representation of marginalized communities.	R, U
3	Critically approach literature in the light of Resistance theories	An
4	Draw connections between narratives of Resistance and contemporary social movements	A,An
5	Critically analyse texts from multiple perspectives	A,An,E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	1	1	1	2	1
CO 2	2	1	1	2	2	1	2	2
CO 3	1	2	1	2	2	2	2	2
CO 4	1	1	1	2	2	2	3	2
CO 5	1	2	1	3	2	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	POETRY	"Telephonic Conversation"- Wole Soyinka "Australia"- A D Hope "The Old Prison"- Judith Wright "Journey to the Interior"- Margaret Atwood "The Second Coming"- W B Yeats "Between These Lines"- S. Joseph "One Eyed"- Meena Kandasamy	12
II	DRAMA	<i>Top Girls</i> – Caryl Churchill <i>Tuglaq</i> - Girish Karnad	21
III	FICTION	<i>Karukku</i> - Bama <i>The Last Mughal</i> – William Dalrymple	20
IV	SHORT STORIES	"Draupadi" – Mahasweta Devi "The Boy Girl" - Zarghuna Kargar "The Farmer" -Thagazhi Sivasankaran Pillai "Mother" – Baburao Bagul "Family Reunion" – Ilan Ossendryver	12
V	PROSE	"We should all be Feminist"- Chimananda Ngozi Adichie	10

		"The Annihilation of Caste" – B.R Ambedkar "Can the Subaltern Speak?"- Spivak	
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Prescribed Texts:

- The core texts as described above.

Prescribed References:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2014.

Deivasigamani, T. *Subaltern Discourses*. MJP Publisher, 2019.

Harlow, Barbara. *Resistance Literature*. Methuen, 1987.

Hawley, John C. *Cross-Addressing: Resistance Literature and Cultural Borders*. State University Of New York Press, 1996.

Jain, Jasbir. *Theorising Resistance: Narratives in History and Politics*. Rawat Publications, 2012.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Orient Blackswan, 2004.

Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Kentucky UP, 1989.

Selden, Raman et al., *A Reader's Guide to Contemporary Literary Theory*. Pearson Longman, 2005.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

FOUNDATION COURSE – ENGLISH PAPER II

Semester	Course Type	Course Level	Course code	Credits	Total Hours
IV	AEC	200-299	AEC-IV	2	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	25	75	100	3HRS

Course Description

The Foundation Course in English aims to help students improve their English skills, including reading, writing, speaking, and listening. It also helps students develop academic vocabulary and grammar, and improve their critical thinking and analytical skills. This course helps students develop awareness of vocabulary and grammar and learn how to read and write academic texts. Students will also get trained to participate effectively in critical conversations. The course teaches the conventions of English grammar and its practical application. Besides, it helps students develop interest in the appreciation of Literature.

Course Pre-requisite – NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO Nos.	Expected Outcome	Learning Domains
1	Imbibe the rules of language and tune to deduce language structure and usage.	U
2	Provide a comprehensive analysis of English Language through wide variety of literary genres.	R, An
3	Have a strong foundation in English grammar, speaking, listening, writing, and more.	E, C
4	Develop an intermediate level of English proficiency, including grammar, vocabulary, and pronunciation. Students can enhance their communication skills for academic and social interactions.	A
5	Decipher the mechanism of language and use it for success in competitive examinations and job related speaking and writing tasks	A, E, C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	3	1	2	1	2	1	1
CO 2	2	3	1	3	2	2	2	1
CO 3	2	3	1	1	1	3	1	1
CO 4	2	3	1	1	1	2	1	1
CO 5	2	3	1	1	1	3	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Content	No. of Hours
I	Prose	"On saying Please" – A. G. Gardiner "Women, not the Weaker Sex" – M. K. Gandhi "Sky is the Limit" – Kalpana Chawla "Polluting the World" – Edger I Baker "Dimensions of Creativity" – Dr. A. P. J. Abdul Kalam "The Message of Visva-Bharati" = Indira Gandhi	10
II	Short Stories	"Open Window" - H.H. Munro (Saki) "The Lion's Share" - Arnold Bennett "The Sparrows" - K.A. Abbas "The Cop and the Anthem" - O'Henry "The Diamond Necklace" - Guy de Maupassant	10
III	Grammar	Question Tags Concord or Agreement of Verbs Reported Speech	10
IV	Vocabulary	Idioms and Phrases Choice of Words	5
V	Written Communication	Developing Hints Report Writing	10

	Paragraph Writing	
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Prescribed Text:

Mahadevan, Usha. *Sunbeams: Empower with English*. Emerald Publishers, 2014.

Prescribed References:

Green, David. *Contemporary English Grammar, Structure and Composition*. Laxmi Publications, 2015.

Murphy, Raymond. *Essential English Grammar*. 2nd ed., Cambridge University Press, 2024.

Murphy, Raymond. *Intermediate English Grammar*. 2nd ed., Cambridge University Press, 1999.

Narayanaswami, V. R. *Strengthen Your Writing*. 3rd ed., Orient Blackswan, 2009.

Assessment Rubrics:

Evaluation type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER V

INDIAN LITERATURES IN ENGLISH TRANSLATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	MJD	300-399	MJD-VIII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to familiarize students with the regional writings in India in English translation. The course gives the students the glimpse of the vast diversity of modern Indian translation on Bhasha tradition. It encourages the students, through the carefully selected translated poems, stories, dramas and prose, a nuanced discussion of issues of history, memory, caste, gender and resistance. It exposes students to a variety of texts that exemplify translation, allowing them to have a ringside view of literature through selected works. The course also encourages students to analyse literary works using translation as a tool. By the end of the course, the students will be able to discern the polyphonic differences in literatures by carefully mapping the individual tradition of a language.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO Nos.	Expected Outcome	Learning Domains
1	Explore the literary works produced in various regional Indian languages and thereby comprehend the repertoire of plurality of narratives produced in various regions	U
2	Know the eminent writers of the region and their contributions to Indian literatures	U
3	Understand how the process of translation helps the bringing together of various cultural and social narratives produced in diverse spaces and critically examine these diversities	U, An, E

4	Critically perceive the vitality of various Indian languages	An, E
5	Critically analyse the regional literatures and their space in the Pan Indian ideological realm	A, An, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	2	1	2	2	2
CO 2	1	1	1	2	1	2	1	1
CO 3	1	1	1	2	2	2	3	2
CO 4	1	2	1	2	2	3	2	2
CO 5	1	2	1	3	2	3	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Poetry	1.Thirukkual on the possession of decorum (couplets 131 to 140) by Thiruvalluvar 2."All the World is Our Home" –Sangam Poetry-(Puram-192) by Kaniyan Poongundranar – Translated by Lenin Tangappa 3."The World Keeps Going" –Sangam Poetry-(Puram-1) By Kalalul Mayintha Ilampervazhuthi –Translated by Lenin Tangappa 4. "A Young Chieftain" – Sangam Poetry – (Puram-102) by Avvaiyar –Translated by A K Ramanujan. 5.Naladiyar -135(Samana Munis) Translated by G U Pope 6."Abode of the Beloved" by Kabir - Translated by Rabindranath Tagore 7."Illusion and Reality" by Kabir –Translated by Rabindranath Tagore	15

II	Drama	8. <i>Yayati</i> by Girish Karnad –Translated by the writer	15
III	Novel	9. <i>Generations</i> by Neela Padmanabhan –Translated by Ka.Naa. Subramanian	15
IV	Short stories	10. "In a Forest, a Deer" by Ambai 11. "Our Teacher" by Sundara Ramasamy 12. "The Village Before Time" by V K Madhavankutty	15
V	Short stories	13. "Motherwit" by Urmila Pawar 14. "A Member of the Family" by Himanshu Vohra 15. "Kunthi and the Nishadin" by Mahaswetha Devi	15

Prescribed Texts:

- Core Texts as mentioned above

Prescribed References:

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 2000.

Bassnett, Susan. *Translation Studies*. Routledge, 1991.

Cheyney, Peter. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*. Penguin Classics.2005.

Dhawan, R.K. *Indian Women Writers: Short Stories*. Prestige books .2008.

Indra, C T and T Sriraman, *Editors. Contemporary Tamil Short Fiction*. Sahitya Akademy.2000.

Karnad, Girish. *Yayati: A play*, Oxford University Press,2001.

Pope, G. U, *Translator. The Naladiyar or Four Hundred Quatrains in Tamil*. Munshiram Manoharlal Publications.2004

Raveendran, P. P. *Texts, Histories, Geographies: Reading Indian Literature*. Orient Blackswan, 2009.

--- . *Under the Bhasha Gaze*. Oxford University Press, 2023.

Shanmugham, V.S, Editor. *Sangam Poetry: Translations from Tamil*. Institute of Asian Studies. 2001

Subramaniam, Kaa Naa, Translator. *Generations*. Penguin Books India.2000.

Tagore, Rabindranath, *Songs of Kabir*.Macmillan,1915.

Thangappa, Lenin. Translator. *Puram: Exterior*. Sahitya Akademy.2005.

Thiruvalluvar. *Thirukkural*. Translator T N Chellamy, Penguin Books.2000.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

LITERARY CRITICISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	MJD	300-399	MJD – IX	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to familiarize students with the fundamentals of Literary Criticism and Indian Aesthetics. The course introduces literary critics and approaches of literature that belongs to various periods. The emphasis is on the careful reading of primary theoretical texts from both Western and Indian critical canon. The course makes students examine Western Criticism and Indian Aesthetics and also supports the students to experiment in applying the theories and approaches in literary texts. By the end of the course, the students will be familiarised with theoretical perspectives and approaches.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamentals of Western Literary Criticism and Indian Aesthetics.	U
2	Understand the historical evolution of criticism	U
3	Identify and analyse different types of critical approaches.	An
4	Attempt a comparative approach in the study of Western Criticism and Indian Aesthetics	U,A,An,E
5	Develop the ability to critically analyse and interpret works of literature in the light of Western and Eastern literary critical tenets.	A,An,E,C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	2	2	2	2	1
CO 2	2	1	1	2	2	2	2	1
CO 3	2	1	1	2	2	2	2	1
CO 4	2	1	1	3	2	3	3	2
CO 5	2	1	1	3	2	3	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Nature and Function of Criticism Classical Criticism	Introduction to Plato, Aristotle and Longinus (Basic Tenets) a. Plato's views on Art/Mimesis and his critique of Poetry (Plato. <i>Dialogues</i> [<i>Republic</i> & <i>Ion</i>]) b. Aristotle's conception of Tragedy (Aristotle. <i>Poetics</i>) c. Longinus' notion of Sublimity (Longinus. <i>On the Sublime</i>)	15
II	Indian Aesthetics	a. "The Evolution of Indian Poetics" by G.B Mohan Thampi. b. "Rasa as Aesthetic Experience" by G.B Mohan Thampi.	15
III	Renaissance and Neoclassical Criticism	a. <i>Apology for Poetry</i> by Sidney Defence of Poetry by Sidney b. <i>Preface to the Fables</i> by Dryden Comparative Critical Approaches by Dryden c. <i>Preface to Shakespeare</i> Johnson's Defence of Shakespeare	15
IV	Romantic and Victorian Criticism	a. "Preface to Lyrical Ballads" by Wordsworth Definition of Poetry b. <i>Biographia Literaria</i> by Coleridge (Chapter	15

		XIII) Fancy and Imagination c. "The Study of Poetry" by Arnold Three Estimates, Touchstone Method, Arnold's judgement of Chaucer, Dryden, Pope and Burns.	
V	Twentieth Century Criticism	a. "Tradition and Individual Talent" by Eliot Eliot's Conception of Tradition, Historical Sense, Theory of Impersonality b. "The Two Uses of Language" by I. A Richards Scientific and Emotive Uses of Language c. Practical Criticism: Close Reading William Blake's "The Tyger"	15

Prescribed Texts:

Enright, D. J., and Chickera de Ernst. *English Critical Texts*. OUP, 1997.

Saji C. S and S. Varghese, editors. *Literary Criticism and Theory*. Macmillan Publishers India Pvt. Ltd., 2019.

Prescribed References:

Abrams. M. H. *A Glossary of Literary Terms Eleventh Edition*. Cengage India Pvt Ltd., 2015

Daiches, David. *Critical Approaches to Literature*. Kessinger Publishers, 2007.

Habib M.A.R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Blackwell, 2011.

Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Orient Blackswan Pvt. Ltd., 2006.

Prasad. B. *An Introduction to Literary Criticism*. Laxmi Publications, 2020.

Raghavan, V, and Nagendra. *An Introduction to Indian Poetics*. Macmillan and Company Limited, 1970.

Sethuraman V. S. *Indian Aesthetics: An Introduction*. Laxmi Publications, 2017.

Thampi, G. B Mohan. *Essays on Eastern Aesthetics*. Department of Printing and Publishing, Mahatma Gandhi University, Kottayam, 2003.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

AMERICAN LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	MJD	300-399	MJD – X	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce students to a diverse range of voices emerging from the American literary domain. It familiarizes students with works of prose, poetry, drama, fiction and situate it against manifold social, cultural and political contexts that fashioned the literary canon. The prescribed texts embody key ideas of representative authors and their works. The course provides a methodical perspective of the evolution and growth of American Literature and comprehend different movements that shaped the trajectory of American ethos and thought.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Gain a comprehensive knowledge of American Literature	U
2	Trace the growth and development of American Literature	U, A
3	Develop the ability to critically analyze, evaluate and interpret works from different backgrounds	An, A
4	Acquaint themselves with various literary icons and cultural movements	A
5	Understand and analyse the development of characteristic forms and styles of expression.	An, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	1	1	2	1
CO 2	1	1	1	2	1	2	2	1
CO 3	1	1	1	2	2	2	3	1
CO 4	1	1	1	2	2	2	2	1
CO 5	1	1	1	2	1	2	3	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	PROSE	"Self-Reliance"- Ralph Waldo Emerson "Where I Lived and What I Lived for" – Henry David Thoreau "Speech to the Women's Right Convention in Ohio, 1851" – Sojourner Truth "From Characteristic of Negro Expression" – Zora Neale Hurston	15
II	POETRY	Cherokee War Song "Annabel Lee"- Edgar Allen Poe "On Being Brought From Africa to America" – Phyllis Wheatley "On the Beach at Night"- Walt Whitman "Success is Counted Sweetest"- Emily Dickinson "Stopping by Woods on a Snowy Evening" – Robert Frost "Anecdote of a Jar" – Wallace Stevens "Applicant" – Sylvia Plath "The Red Wheelbarrow" – William Carlos Williams "Buffalo Bill's"- E.E. Cummings "The Negro Speaks of River" – Langston Hughes "A Song in the Frontyard" – Gwendolyn Brooks	15

		"Coal" – Audre Lord	
III	NOVEL	<i>The Great Gatsby</i> – F. Scott Fitzgerald	15
IV	DRAMA	<i>The Raisin in the Sun</i> - Lorraine Hansberry	15
V	SHORT STORY	"Roman Fever" – Edith Wharton	15

Prescribed Texts:

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner's Sons, 1925.

Hansberry, Lorraine. *The Raisin in the Sun*. Vintage, 2004.

Levine, Robert S, and Nina Baym. *Norton Anthology of American Literature*. Vol. A & B, W. W. Norton & Company, 2012.

Prescribed References:

George, Stella Mary. *Studies in American Literature*. Commonwealth Publishers, 2011.

Grey, Richard. *A History of American Literature*. Wiley Blackwell, 2012.

Hart, D. James. *The Oxford Companion to American Literature*. OUP, 2018.

Larson, Kerry. *The Cambridge Companion to Nineteenth-Century American Poetry*. CUP, 2011.

Lehman, David, and John Brehm, editors. *The Oxford Book of American Poetry*. OUP, 2006.

Sheppard, C. A., editor. *A Pageant of Poems*. Orient Longman Press, 1998.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SPECULATIVE FICTION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	MID (Allied/Elective)	300-399	MID – V	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course is designed to increase students' knowledge of Speculative Fiction. Emphasis will be on the study of literature - novels and short fiction - that depicts our future world, visionary scientific endeavour, conflicts between humans, aliens, and sentient technology. Students will study the history, exciting contemporary trends, and the relevant contemporary issues in Science Fiction, including dystopia vs. utopia, artificial intelligence, current theory concerning technology, cloning and physical science, human psychology in a futuristic environment, and the rise of Cyberpunk and new Alternate Reality literature within the genre.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Express in writing a sound knowledge of the historic development of science fiction and fantasy into their modern forms as literary genres and modes of entertainment and art.	U, A
2	Describe and analyse common science fiction and fantasy themes, tropes, and modes of expression.	An
3	Place representative works of Speculative Fiction in a larger cultural, intellectual, and aesthetic context.	An, A
4	Understand how Speculative Fiction is used to imagine, inform, and inspire greater academic research.	U
5	Show an awareness of the ways that speculative fiction reflects on the past, present and future.	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	3	1	3	3	3	2	1
CO 2	1	2	1	2	2	2	3	1
CO 3	2	1	1	2	1	2	2	1
CO 4	2	1	1	2	2	3	3	2
CO 5	1	1	1	2	1	2	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Fantasy Fiction: Novella Post -apocalyptic Fiction: Novel	<i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis <i>Parable of the Sower</i> by Octavia E. Butler	18
II	Alternate History Fiction	<i>The Calcutta Chromosome</i> by Amitav Ghosh	17
III	Dystopian Fiction	<i>Fahrenheit 451</i> by Ray Bradbury	20
IV	Science Fiction: Short Stories	"Mirror Image," "The Last Question" and "Nightfall" by Isaac Asimov	10
V	Space Opera Fiction: Novella	Binti By Nnedi Okorafor	10

Prescribed Texts:

Asimov, Isaac. *Mirror Image, The Best of Isaac Asimov*. Sphere Books, 1973.

Asimov, Isaac. "The Last Question." *The Naked Sun*. Doubleday, 1956.

Asimov, Issac, and Robert Silverberg. *Nightfall*. Pan Books Ltd., 1988.

Bradbury, Ray. *Fahrenheit 451*. Del Rey Books. 1992.

Butler, Octavia E. *Parable of the Sower*. Four Walls Eight Windows, 1993.

Ghosh, Amitav. *The Calcutta Chromosome: A Novel of Fevers, Delirium and Discovery*. Ravi Dayal Publisher, 1996.

Lewis, C. S. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. Harper Collins Publisher, 1978.

Okorafor, Nnedi. *Binti: Home*. Tom Doherty Associates, 2017.

Prescribed References:

Barron, Neil, editor. *Anatomy of Wonder: A Critical Guide to Science Fiction*. 4th ed., Bowker, 1995.

Oziewicz, Marek. "Speculative Fiction." *Oxford Research Encyclopedia of Literature*. OUP, 2017.

Roberts, Adam Charles. *Science Fiction*. 2nd ed., Taylor & Francis, 2006.

Sawyer, Andy, and Peter Wright, editors. *Teaching Science Fiction*. Palgrave Macmillan, 2011.

Seed, David, editor. *A Companion to Science Fiction*. Blackwell, 2008.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER VI

LATIN AMERICAN, CARIBBEAN, ASIAN AND AFRICAN LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	MJD	300-399	MJD – XII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course explores the rich and diverse literary traditions of Latin America, the Caribbean, Asia, and Africa. The course is structured in a way to aid students explore the way of life, the society, the culture and the worldview of the people and also enrich their minds with the values, customs and traditions of Latin-American, Caribbean, Asian and African countries through the general introduction to their literatures. Through the study of novels, poetry, essays, and plays, students will engage with themes such as identity, colonialism, resistance, culture, and globalization. Emphasis will be placed on understanding the historical and cultural contexts that shape these works, as well as developing critical reading, analysis, and discussion skills. The course encourages an appreciation of global perspectives and fosters a deeper understanding of the interconnectedness of literature and society.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the complex relationship of cultures in different nations.	U
2	Gain an understanding of the value of life and social condition of the nation.	U
3	Identify and analyse value of traditions through the different literary genres.	An
4	Develop the ability to understand the other nation's merits in different aspects.	An, E, R
5	Become conversant with the social, economic, political and religious	

factors affecting contemporary societies in Latin-American, Caribbean, Asian and African countries	U, E,
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	2	2	2	2	1
CO 2	2	1	1	2	2	2	2	1
CO 3	2	1	1	2	2	2	2	2
CO 4	2	1	1	2	2	1	2	2
CO 5	2	1	1	3	2	3	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Poetry	1. Pablo Neruda: 'Rise up and be born with me', (XII) from <i>The Heights of Machu Picchu</i> in <i>The Essential Neruda: Selected Poems</i> ed. Mark Eisner 2. Jorge Luis Borges: <i>Ars Poetica</i> 3. Derek Walcott: "The Castaway," <i>Selections from Castaway and Other Poems</i> . 4. Edward Kamau Braithwaite: "Limbo," <i>Selections from The Arrivants</i> .	15
II	Poetry	5. Tenzin Tsundue: "Somewhere I lost my Losar" (Tibet, English) 6. Bei Dao: "Black Map" T rans. ELIOT WEINBERGER In, (Chinese, China) 7. Christopher Ifekandu Okigbo: "The Passage," <i>Heavensgate</i> (1962). 8. Warsan Shire: "Home," <i>Teaching My Mother How to Give Birth</i> (2011).	15

III	Prose	Jorge Mañach Robato – "America's Quixotic Character" Guillermo Cabrera Infante – "Scenes of a World Without Columbus"	15
IV	Novel	Elizabeth Nunez - <i>Prospero's Daughter</i>	15
V	Short stories	Isabel Allende: "Of Clay We Are Created," in <i>The Stories of Eva Luna</i> Romesh Gunsekera "Roadkill" (Sri Lanka, English) Grace Ogot "The Green Leaves" in <i>Land without Thunder</i> (Kenya: East African Publishing House 1968).	15

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Donnell, Alison, and Sarah Lawson Welsh, editors. *The Routledge Reader in Caribbean Literature*. Routledge. 2020.

Ibironke, Olabode. *Remapping African Literature*. Palgrave Macmillan, 2018.

Ilan, Stavans. *The Oxford Book of Latin American Essays*. OUP, 1997.

Marcos, Subcomandante. *Our Word Is Our Weapon: Selected Writings*. Seven Stories Press, 2000.

McNees, Pat, editor. *Contemporary Latin American Short Stories*. Ballantine Books, 1996.

Mishra, Pankaj. *From the Ruins of Empire: The Intellectuals Who Remade Asia*. Farrar, Stroux and Giroux, 2012.

Satchidanandan, K, editor. *Gestures: Poetry from SAARC Countries*. Sahitya Akademi, 2014.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

LITERATURE AND THE ENVIRONMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	MJD	300-399	MJD-XIII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to foster an ecological awareness by reading textual narratives that encapsulate the symbiotic relationship between literature and environment. It aims at offering an intrinsic understanding of living beings and ecosystems. It creates an awareness among the students about Ecocriticism and the role of literature in addressing contemporary issues of environmental concerns. The objective of the course is to introduce the students to specific literary texts based on environmental concern and familiarise them with the ecological concerns and the need to address the rising global threats. The course helps the students to realise their roles as citizens, consumers and environmental actors in a complex interconnected world. It helps the students to express concern for the environment and advocate a more thoughtful and ecologically sensitive relationship between man and nature.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the key concepts and ideologies of ecocriticism	U
2	Appreciate the link between literary humanism and environment	U, A
3	Develop an attitude to conserve the declining ecosystems and understand the importance of nature and the indomitable part of nature in life	An, A
4	Elucidate the role of literature in addressing contemporary issues such as environmental concerns	A

5	Appreciate the ethical cross-cultural and historical context of environmental issues	C
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	2	2	2	2
CO 2	2	1	1	3	1	2	3	2
CO 3	2	1	1	2	2	2	2	2
CO 4	2	1	1	2	2	2	2	2
CO 5	2	1	1	2	1	2	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Prose	Todd A Borlik : Introduction: An Extract from <i>EcoCriticism: An Early Modern English Literature</i> Glotfelty, Cheryl: "Literary Studies in an age of Environmental Crisis". An Extract from <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> Vandana Shiva - "Poverty & Globalisation" (Lecture 5 from <i>Reith Lectures 2000: Respect for the Earth</i>)	15
II	Poetry	William Cullen Bryant "The Gladness of Nature" Mamang Dai "The Voice of the Mountain" Dan Beachy Quick "Endangered Species" Gieve Patel "On Killing a Tree"	15

III	Novel	Indra Sinha <i>Animal's People</i> Margaret Atwood <i>Oryx and Crake</i>	15
IV	Drama	Henrik Ibsen <i>An Enemy of the People</i> Rabindranath Tagore <i>Muktadhara</i>	15
V	Short Story	Mahasweta Devi "Pterodactyl" Liam O'Flaherty "The Waves" Ruskin Bond "The Tree Lover"	15

Prescribed Texts:

- The core texts as described above.

Prescribed reference:

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. CUP, 2011.

Garrard Greg, editor. *The Oxford Handbook of Ecocriticism*. OUP, 2014.

Coupe, Laurence, editor. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.

Hutcheon, Linda. *The Eruption of Postmodernity: The Post-Colonial and the Ecological*. 1993.

Louise Hutchings Westling, editor. *Cambridge Companion to Literature and Environment*. CUP, 2013.

Nayar, Promod K. *Ecoprecarity: Vulnerable Lives in Literature and Culture*. Routledge, 2019.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

WOMEN'S WRITING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	MJD	300-399	MJD-XIV	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course is designed to familiarize the students with the body of literature written by women and its place as an academic discipline. It also intends to make them aware of women's voices and perspectives and their integral role in defining human experiences. The course aims to help students identify key issues, representative authors and works, characteristic perspectives and attitudes expressed in the writings of women of different periods and different regions. The course enables the students to discuss gender disparity, patriarchy and feminist discourses using the select texts.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the struggles the women writers confronted in overcoming barriers of gender, caste, class and culture.	U
2	Understand the growth and changing perspectives of women as represented through literary works.	U
3	Explain cultural, intercultural and transhistorical concerns relating to women's writing	R,
4	Get an understanding of transnational feminism and explore the key issues and debates in contemporary scholarship on women's writing	U, An
5	Comprehend, assess and analyse the role of	

	women in a relatively changing world and chart a literary historiography of women writers across the world.	A, An, E, C
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	2	2	2	2
CO 2	1	1	1	2	2	2	2	2
CO 3	1	2	1	3	3	2	2	2
CO 4	1	1	1	3	3	3	2	2
CO 5	1	1	1	3	3	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Poetry	1. "Still I Rise" - Maya Angelou 2. "I cannot Live with You", "I'm Wife, I've Finished that" - Emily Dickinson 3. "A Ring to Me is Bondage" – Mina Assadi 4. "I am Not That Woman" – Kishwar Naheed 5. "Magpies" – Judith Wright	10
II	Poetry	6. "Mirror" - Sylvia Plath 7. "Looking Glass" – Kamala Das 8. "Stares" -Jayaprabha 9. No.73 and 124- Vachanas of Akkamahadevi 10. Kuruntokai 28 "What She Said", Puranuru 92 - "You cannot compare them with a Lute" – Auvaiyar	10
III	Prose &	"Professions for Women" - Virginia Woolf	20

	Short Stories	"In Search of My Mother's Garden" – Alice Walker "The Yellow Wallpaper" – Charolette Perkins Gilman "The Goddess of Revenge" – Lalithambika Antarnanam "The Quilt " – Ismat Chughtai	
IV	Drama	<i>My Mother Said I Never Should</i> – Charolette Keatley	10
V	Fiction	<i>The Handmaid's Tale</i> – Margaret Atwood <i>Mother of 1084</i> – Mahaswetha Devi	25

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Gilbert, Sandra. M and Susan Gubar. *The Norton Anthology of Literature by Women: The Traditions in English Vol 1 (The Middle Ages Through the Turn of the Century) & Vol.2 (Early Twentieth Century Through Contemporary)*. 3rd ed, W.W.Norton & Company Ltd., 2007.

Susie, Tharu, and Lalitha K, editors. *Women Writing in India Vol. I: 600 BC to the Early Twentieth Century*. OUP,1997.

Showalter, Elaine. *A Literature of Their Own: British Women Writers from Charlotte Bronte to Doris Lessing*. Little Brown Book Group.2009.

Woolf, Virginia. *A Room of One's Own*. Om Books International, 2023.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

FUNDAMENTALS OF ENGLISH LANGUAGE TEACHING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	MJD	300-399	MJD-VI	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course is designed to foster a profound comprehension of fundamental concepts, major notions and theories within the realm of English Language Teaching (ELT). Learners will cultivate critical and analytical perspectives on various aspects of teaching, learning, assessment and evaluation in ELT. The course empowers the learners to master theoretical knowledge of ELT and apply them practically. The course equips the learners to shape themselves into proficient English language professionals well-versed in the intricacies of Language Education.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Develop a comprehensive understanding of the fundamental concepts, notions and theories integral to English Language Teaching	U
2	Build informed perspectives related to various approaches and methods employed in teaching and learning English	U
3	Apply the different strategies for mastering language skills, enhancing both proficiency and fluency	An
4	Apply the concepts and methods of English Language Teaching in Literary studies	An, A
5	Design fair and valid language assessments including formative and summative evaluations	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	3	1	1	1	3	1	1
CO 2	3	3	1	1	1	3	1	1
CO 3	3	3	1	2	1	3	1	1
CO 4	3	3	1	2	2	3	2	1
CO 5	3	3	1	1	1	3	1	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Introduction to English Language Teaching and Second Language Acquisition	Importance of Teaching English Language History of ELT in India Definition and scope of Second Language Acquisition Key concepts in ELT-Acquisition-Bilingualism, Multilingualism – Communicative Competence and Linguistic Competence ESL and EFL, ESP, EAP, EOP, Role of English in Immigration, Certification Agencies – IELTS, TOEFL	15
II	Approaches and Methods of English Language Teaching	Structural and Functional Methods Communicative Language Teaching- Task Based Language Teaching- Content Based Instruction – Participatory Approaches- ICT enabled teaching – Learner centered classroom strategies	15
III	Teaching – Learning English Language	Aural - Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication Theories of Reading Skills and Techniques of Reading Skills Development Reflective Skills: Study Skills, Reference Skills, Thinking as a skill, Writing Skills.	15
IV	Teaching – Learning English	Teaching Poetry	15

	Literature	Teaching Prose Teaching Drama Teaching Fiction.	
V	Testing and Evaluation	Introduction and Features of Language Testing, Test Types and Test Design, Review of the existing patterns of Testing, Modification and Innovation in Testing and Question Framing, Evaluation and Marking Criteria.	15

Prescribed References:

Bormann, E G and Bormann Nancy C. *Speech Communication, A Basic Approach*. Harper and Row Publishers,1981.

Brumfit, C J and Carrer, R A. eds. *Literature and Language Teaching*. OUP,1986.

Cairey T H. *Teaching Reading Comprehension*. OUP,1990.

Carrer R and Long M. *Teaching Literature*. Longman.1991.

Cook V. 2008. *Second Language Learning and Language Teaching*.OUP,2008.

Corder S P. *Error Analysis and Interlanguage*. OUP,1981.

Doff A. *Teach English: A Training Course for Teachers*. CUP, 1997.

Harmer, Jeremy. *Teach Writing*. Longman, 2004.

Krishnaswamy, N and Lalitha Krishnaswamy, *The Story of English in India*. Foundation Books Pvt. Ltd., 2006.

Richards, Jack C. And Theodore S.Rogers. *Approaches and Methods in Language Teaching*. CUP, 2019.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

COMPARATIVE LITERARY STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	MID (Allied/Elective)	300-399	MID – VI	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to provide an introduction to Comparative Literature and various concepts related to comparative study of literature. It also aims to promote an international approach to the study of literature. The students will critically analyse literary texts in a broader perspective of World Literature. The students should be able to develop strategies and methodologies in the study of literatures in comparison. The students will undertake a methodological investigation of problems involving more than one literature. At the end of the course, the students can compare literature theoretically with different arts and culture.

Course Prerequisite: NIL

Course Outcomes:

On the successful completion of the course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand themes and contexts of Comparative Literature.	U
2	Possess an awareness of literature as both a tradition and a set of responses to that tradition	U, An
3	Analyse and compare narratives across cultural, historical, linguistical boundaries	An
4	Compare and analyse works of the same genre from two or more literary-linguistic cultures	An, A
5	Build a comparative argument bringing together texts from different social, historical, political, religious and cultural background	A, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	1	2	1	1	1
CO 2	2	1	1	2	2	2	2	2
CO 3	2	1	1	2	2	2	3	2
CO 4	1	1	1	2	2	3	3	1
CO 5	1	1	1	2	2	3	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Themes and Contexts	Susan Bassnett: "What is Comparative Literature Today" <i>Comparative Literature: A Critical Introduction</i> . Oxford: Blackwell Publishers, 1993. Pp. 1-11.	15
II	Life and Death	Ted Hughes: Thrushes Seamus Heaney: Personal Helicon Pablo Neruda: Nothing but Death Allen Tate: Ode to the Confederate Dead Matthew Arnold: A Wish	15
III	Hamlets	Anna Akhmatova: "Reading Hamlet" C. P. Cavafy: "King Claudius" Salman Rushdie: "Yorick"	15
IV	Myth	Rabindranath Tagore: "Karna Kunti Samvad" G. Sankarapilla: "Wings Flapping, Somewhere" Arthur Conan Doyle: "The Adventure of the Blue Carbuncle" V. K. N.: "Sherlock Holmes"	15
V	Sleuthing	Carlo Collodi: <i>The Adventures of Pinocchio</i> Nikolai Gogol : "The Nose"	15

		Vaikom Muhammad Basheer: "The World Renowned Nose"	
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Prescribed Texts:

- The core texts as described above.

Prescribed References:

Bassnett, S. *Comparative Literature: A Critical Introduction*. Blackwell, 1993.

Chevrel, Yves. *Comparative Literature Today: Methods and Perspectives*. Jefferson University Press, 1994.

Domínguez, César., et.al. *Introducing Comparative Literature: New Trends and Application*. Routledge, 2014.

Mohan, Chandra, edited. *Aspects of Comparative Literature: Current Approaches*. Stosius Inc, 1989.

Weisstein, U. *Comparative Literature and Literary Theory*. Indiana University Press, 1969.

Zepetnek, Steven Totosy De, and Tutun Mukherjee, editors. *Companion to Comparative Literature, World Literature, and Comparative Cultural Studies*. CUP India Pvt. Ltd., 2013.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER VII

LITERARY THEORY - I

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	MJD	400-499	MJD-XVI	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to familiarize students with the fundamentals of Literary and Cultural Theory. The course examines a variety of approaches to literary studies. It also highlights the contours of significant movements and discusses important theorists belonging to a spectrum of theories. It exposes students to a variety of texts that exemplify critical approaches to literature, allowing them to have a ringside view of these approaches. The course also encourages students to analyse literary works in the light of these theories. By the end of the course, students will be equipped with the knowledge and tools to evaluate works of literature and articulate the insights proffered by such evaluation.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand and discuss relationships between different theories and critical schools	U
2	Understand the Key theories and Theorists	U
3	Identify and analyse different approaches to literature	An

4	Apply various literary theories into literary and non-literary genres	An, A
5	Compare different theoretical strands in reading a text	A, An, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	2	2	2	2	1
CO 2	1	1	1	2	2	2	1	1
CO 3	1	1	1	2	2	2	3	2
CO 4	1	1	1	3	2	2	3	2
CO 5	1	1	1	3	2	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Theory before theory	Terry Eagleton, "The Rise of English" from <i>Literary Theory: An Introduction</i> . Norton Anthology of Theory and Criticism. (2001) pp 2243-2249	15
II	Structuralism	Ferdinand de Saussure, "Nature of the Linguistic Sign" from <i>Course in General Linguistics</i> . Norton Anthology of Theory and Criticism. (2001) pp 963-6	15
III	Poststructuralism	M. H. Abrams, "The deconstructive angel." David Lodge and Nigel Wood ed. <i>Modern Criticism and Theory: A Reader</i> . pp 260-271	15
IV	Psychoanalysis	Sigmund Freud, "The Oedipus Complex" from <i>The Interpretation of Dreams</i> . New York: Basic Books, 2010 pp. 278-283.	15
V	Feminism	Simone de Beauvoir. "Myth and Reality". From <i>The</i>	15

		Second Sex. <i>Norton Anthology of Theory and Criticism</i> . (2001) pp 1406-1414.	
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Prescribed Texts:

- The core texts as described above.

Prescribed References:

- Baldick, Chris. *The Social Mission of English Studies 1848-1932*. Oxford: OUP, 1983.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2014
- Belsey, Catherine and Moore, Jane ed. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Palgrave, 1997.
- Eagleton, Mary ed. *Feminist Literary Criticism*. Longman, 1991.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 2000.
- _____. *Structuralist Poetics*. Routledge, 1975.
- Derrida, Jacques. "Structure, sign and play in the discourse of the human sciences". K.M Newton. *Twentieth Century Literary Theory: A Reader*. Macmillan, 1988.
- Freud, Sigmund. *Interpretation of Dreams*. Flame Tree Publishing, 1900.
- _____. *The Psychopathology of Everyday Life*. Hogarth Press, 1901.
- Gardner, Helen. *In Defence of the Imagination*. OUP, 1984.
- Moi, Toril. *What is a Woman?* Oxford UP, 2001.
- Norris, Christopher. *Deconstruction: Theory and Practice*. Routledge, 1991.
- Palmer, D.J. *The Rise of English Studies*. OUP, 1965.
- Sarup, Madan. *An Introductory Guide to Post-Structuralism and Post-modernism*. Longman, 1993.
- Scholes, Robert. *Structuralism in Literature: An Introduction*. Yale UP, 1974.
- Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Kentucky UP, 1989.
- Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. Routledge, 2016.
- Showalter, Elaine. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. Pantheon, 1985.
- Wright, Elizabeth. *Psychoanalytic Criticism: Theory in Practice*. Polity Press, 1998.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

CANADIAN, MAORI AND AUSTRALIAN LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	MJD	400-499	MJD XVII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course offers an introduction to a range of literary works and styles produced in Australia, Maori and Canada. It will consider how the poetry, prose, fiction and drama of the period developed against a historical backdrop of political, economic and cultural changes. By reading widely from works both canonical and contemporary, fictional and scholarly, the course aims to discuss the many ways in which Australian, Maori and Canadian identities are constructed in and through a broad range of texts and genres.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a broad understanding of the significant developments in the history of Australian, Maori and Canadian literatures in English	U
2	Interpret texts with attention to ambiguity, complexity, and aesthetic value.	U
3	Appreciate the role that historical, political and cultural contexts play in the creation and interpretation of literary works	An
4	Analyse the role that intersections among race, gender, class, sexuality, and national or global history play in literary studies	An, A
5	Explore the many competing theories, methods, concepts and frameworks that surround, explain and situate Australian, Maori and Canadian literatures.	A

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	1	3	2	1	1
CO 2	1	1	1	2	1	2	2	1
CO 3	2	1	1	2	3	2	2	1
CO 4	1	1	1	2	2	2	2	2
CO 5	1	1	1	2	2	3	2	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Early Narratives	1. Cynthia Sugars- Narratives of Encounter, Introduction: Who/What/Where is Here ? (Pages 15-19) Canadian Literature in English: Texts and Contexts. Vol 1 2. Frederick Edward Maning: <i>Old New Zealand: A Tale of the Good Old Times</i> Chapter 1 (Pages 1-13) https://www.gutenberg.org/files/39361/39361-h/39361-h.htm 3. Edmonds, Penelope and Jane Carey. "Australian Settler Colonialism over the Long Nineteenth Century." <i>The Routledge Handbook of the History of Settler Colonialism</i>, edited by Edward Cavanagh and Lorenzo Veracini, Routledge, 2017, pp. 371- 389. www.academia.edu/33021311/Australian_settler_colonialism_over_the_long_nineteenth_century	15
II	Land and Geography	1. J Sandlos: From Within Fur and Feathers: Animals in Canadian Literature. https://core.ac.uk/download/pdf/11701009.pdf 2. Lady Barker: Station Life in New Zealand. (Letter XX: The New Zealand snowstorm of	15

		1867) https://www.gutenberg.org/files/6104/6104-h/6104-h.htm 3. Judith Wright- 'Northern River' allpoetry.com/Northern-River .	
III	Settling the Land	1. George Henry (Maungwudaus)- 'From an Account of the Chippewa Indians' <i>Canadian Literature in English: Texts and Contexts</i> . Vol 1 (Pages 231-237) 2. Patricia Grace: <i>Mutuwhenua: The Moon Sleeps</i> 3. Feingold, Ruth. "From Empire to Nation: The Shifting Sands of Australian National Identity." <i>A Companion to Australian Literature Since 1900</i> , edited by Nicholas Birns and Rebecca McNeer, Camden House, 2007, pp. 61-72. www.academia.edu/352757/From_Empire_to_Nation_The_Shifting_Sands_of_Australian_National_Identity	15
IV	Indigenous Writings	1. Dallas Hunt : 'Cree Dictionary' https://poets.ca/dallas-hunt/ 2. Michael A. Peters & Carl T. Mika: Aborigine, Indian, indigenous or first nations? https://doi.org/10.1080/00131857.2017.1279879 3. Alexis Wright: <i>Carpentaria</i>	15
V	Immigrant Experiences	1. Margaret Atwood – 'The Immigrants' https://poetryarchive.org/poem/immigrants/ 2. Adrienne Jansen- 'I have in my Arms both Ways' (Chapter I- Kamala Patel) 3. Yasmine Gooneratne- <i>A Change of Skies</i> .	15

Prescribed References:

Anderson, Kim, et al., Editors. Keetsahnak: *Our Missing and Murdered Indigenous Sisters*. U of Alberta P. 2018.

Attwood, Bain and John Arnold, Editors. *Power, Knowledge and Aborigines*. Special Edition of Journal of Australian Studies. La Trobe UP, 1992.

Calder, Alex. *The Writing of New Zealand: Inventions and Identities*. Auckland UP, 2011.

Carment, David and David Bercuson, Editors. *The World in Canada: Diaspora, Demography and domestic Politics*. McGill-Queen's UP. 2008.

Evans, Patrick. *The Long Forgetting*. Canterbury UP, 2008.

- Green, P. and H. Ricketts. *99 Ways into New Zealand Poetry*. Random House, 2010.
- Kamboureli, Smaro and Roy Miki, Editors. *Trans.Can.Lit.: Resituating the Study of Canadian Literature*. Wilfred Laurier UP. 2007.
- Klooss, Wolfgang, Editor. *Across the Lines: Intertextuality and Transcultural Communication in the New Literatures in English*. Rodopi Bv Editions, 1998.
- Kroeller, Eva-Marie, Editor. *The Cambridge Companion to Canadian Literature*. Cambridge UP. 2004.
- Lawn, Jennifer. *Neo liberalism and Cultural Transition in New Zealand Literature 1984 – 2003*. Maryland: Lexington, 2016.
- Letourneau, Jocelyn. *A History for the Future: Rewriting Memory and Identity in Quebec*. Translators. Phyllis Aronoff and Howard Scott. McGill-Queen's UP. 2004.
- Lo, Jacqueline, et al., Editors. *Impossible Selves: Cultural Readings of Identity*. Melbourne: Australian Scholarly, 1999.
- Read, Peter. *Belonging: Australians, Place and Aboriginal Ownership*. CUP, 2000.
- Rees, Leslie. *The Making of Australian Drama: A Historical and Critical Survey from the 1830s to the 1970s*. Angus and Robertson, 1973.
- Sarwal, Amit and Reena Sarwal, Editors. *Fact and Fiction: Readings in Australian Literature*. Authors press, 2008.
- Stafford, Jane and Mark Williams. Editors. *Anthology of New Zealand Literature*. Auckland UP, 2012.
- Stokes, Geoffrey, Editor. *The Politics of Identity in Australia*. CUP, 1997.
- Sturm, Terry, Editor. *The Oxford History of New Zealand Writing*. OUP, 1998.
- Timpson, Annis May, Editor. *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*. UBC Press. 2009.
- Webby, Elizabeth, Editor. *The Cambridge Companion to Australian Literature*. CUP, 2000.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

RESEARCH METHODOLOGY FOR HUMANITIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	MJD	400-499	MJD-XVIII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	1	0	25	75	100	3 HRS

Course Description:

This course is meant to introduce the basic concepts in Research and Research Methodology in Humanities and Social Sciences. The students will be familiarised with the types of research, the steps involved in conducting research, preparing and submitting research proposals and reports, techniques and tools involved in research, as well as the practical and ethical challenges that might arise. Practical knowledge of framing research proposals and reports will be imparted, and thorough practice will be provided to the students for handling the various stages involved in research with confidence.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate familiarity with the basics in research – the different steps and methodology involved in undertaking a research/project work.	R, U
2	Acquire training in the use of ICT tools	U, A
3	Acquire hands - on training in drafting research proposals and carry out the research successfully	A, An, C
4	Apply methodologies and analytical tools in both Literary and Language Studies	R, U, A, An, C
5	Understand, apply and evaluate all the steps involved in undertaking	R, U, A, An, E, C

	research projects, from identifying a research area to the final drafting of the report	
6	Understand and Evaluate ethics in research, and also about the latest trends in research	R,U,E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	2	1	1	2	2	2	1
CO 2	2	2	3	1	1	2	1	1
CO 3	1	2	2	3	1	3	2	1
CO 4	1	2	3	3	2	3	3	1
CO 5	1	2	2	3	2	3	3	1
CO 6	1	2	1	2	2	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Introduction	1. The concept of Research – Research as a mode of knowledge production – Aims and objectives of Research – Scope of research – Types of Research – Quantitative and Qualitative approaches – Descriptive and Analytical-Applied and Fundamental- Inter Disciplinary and Multi- Disciplinary- Historical and Theoretical Positions in Research- Empiricism, Positivism, Rationalism, Pragmatism, Phenomenology- Emerging New trends in research- Integrating technology and academic research- Distinction between research, development, invention, and innovation- Mixed research designs 2. Theoretical Frameworks in humanities and social science research – Text bound research	15

		– critical discourse analysis – ethnographic/ semi ethnographic research – experimental research – posthumanities- Digital humanities – Medical Humanities	
II	Dynamics of Research	1. Tools in Quantitative and Qualitative studies – Case studies – Survey – Questionnaire, Interview, Structured Interview – Discourse Analysis for Literary Studies – Textual Analysis – Content Analysis 2. Use of ICT in research – Pros and Cons – stages of Research where ICT can be applied – AI and research – Ethics – Ethical Dilemmas- Ethics committee – Anonymity and Confidentiality – Conflict of interests – Research misconduct – Fabricating data- Falsifying data - Plagiarism	15
III	Process and Procedure	1. Selecting a research area – narrowing down the research topic – Review of literature – research gap – formulating a working hypothesis – stating the research objectives – Framing the research problem/ research question – Selecting methodology for research 2. Structure and Format of a research proposal – Bibliography – Appendix – End notes – Style Manuals – MLA style – APA style	15
IV	Field Work	1. Data Collection – Identifying Sources – Tools for data collection- Classification of data – Documenting Sources – Note taking – Issues of authenticity 2. Consolidation of data – Analysis of Data – Validation of Hypotheses – Reaching conclusion- editing- proof reading	15
V	In Praxis	1. Drafting a research proposal 2. Drafting a research article	15

Prescribed References:

Christodoulou, Anastasia and George Damaskinidis. *Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context*. Cambridge Scholars Publishing, 2019.

Dobrick, F.M, et al. editors. *Research Ethics in the Digital Age: Ethics for the Social Sciences and Humanities in Times of Mediatization and Digitization*. Springer VS.2018.

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.

Gournelos, Ted. *Doing Academic Research: A Practical Guide to Research Methods and Analysis*. Routledge. 2019.

Kothari, C.R. "Research Methodology: An Introduction." Chapter 1. *Research Methodology: Methods and Techniques*. New Age International. 2nd Revised Edition. 2004.pp 1-24

Lowe, Micheal. *Beginning Research: A Guide for Foundation Degree Students*. Routledge.2006.

Lury, Celia, et al. editors. *Routledge Handbook of Interdisciplinary Research Methods*. Routledge.2020.

MLA Handbook Ninth Edition. Modern Language Association of America. 2021.

<https://mlpp.pressbooks.pub/writinghandbook/>

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

WRITING FOR THE MEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	MID Allied/Elective	400-499	MID VII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course introduces students to the principles and practices of writing for various media platforms, including print, digital, broadcast, and social media. Students will learn to craft clear, engaging, and purposeful content tailored to specific audiences and formats, such as news articles, feature stories, blogs, podcasts, scripts, and social media posts. Emphasizing the importance of research, storytelling, and audience engagement, the course will cover key elements such as style, tone, structure, and ethics in media writing. Through hands-on exercises, students will develop the skills to write compelling content across multiple media channels, adapt to the rapidly evolving media landscape, and understand the role of writing in effective communication and media production.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate proficiency in writing for various media formats with a focus on clarity, accuracy, and engagement.	U
2	Adapt writing style, tone, and structure to suit different platforms, audiences, and purposes, recognizing the unique demands of each medium.	A,An,C
3	Develop skills to encourage media writing using several digital resources and tools	A

4	Identify and adhere to ethical considerations in media writing	U,E
5	Evaluate and critique various types of media writing, identifying effective techniques and areas for improvement	An,E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	3	1	2	2	2	2	2
CO 2	2	3	1	2	2	2	2	2
CO 3	2	3	3	1	1	2	2	1
CO 4	2	1	1	2	2	1	1	3
CO5	2	2	2	3	2	2	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description		No. of Hours
I	Principles and Tools of Good Writing	• What is good writing? • Basic techniques of good writing • Introduction to writing for the mass media • Basic tools of writing	15
II	Art of Writing for Print Media I	• Freelance and Magazine writing • Overview and scope for freelancing • Writing editorials • Op-ed Pieces • Letters to the Editor • Feature Writing	15

III	Art of Writing for Print Media II	● Book Reviews ● Film Reviews ● Interviews for Print ● Preparing for the interview ● Manner of introduction to the Personality ● Questions and writing the report	15
IV	Writing for the Web	● Characteristics of the Web ● Demands of the audience ● Different forms and characteristics of the web writing ● Writing for online newspapers: Principles, do's and don'ts ● Internet censoring and surveillance ● Virtual Private Network and Tor Network ● Blog writing	15
V	Writing for Broadcast	● Selection of news ● News Writing: Characteristics of writing ● Story structure ● Bulletins: Structure of bulletins, Compiling a bulletin, different types of bulletins ● Headline writing ● Broadcast copy preparation ● Producing a newscast ● Correcting mistakes in broadcast	15

Prescribed References:

Ahuja, B. N. *Theory & Practice of Journalism*. Surjeet Publications, 1979.

Ahuja, B.N and S.S Chhabra. *Principles and Techniques of Journalism*. Surjeet Publications.

2013.

Stovall, James G. *Writing for the Mass Media*. Pearson, 2014.

Nair, Latha, et al. *English for the Media*. Foundation Books, 2015.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

CREATIVE WRITING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	MID (Allied/Elective)	400-499	MID-VII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

This course is designed to nurture and develop students' creative expression through the craft of writing. Students will explore various genres, including fiction, poetry, creative nonfiction, and drama, while learning essential techniques such as character development, dialogue, imagery, and narrative structure. Through writing exercises students will refine their unique voice and style. The course encourages experimentation, self-expression, and critical reflection, providing a supportive environment for aspiring writers to grow and share their work.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Creatively write in different genres and also bring valuable insights	U
2	Gain exposure and stimulate their creativity	U
3	Improve their creative writing process in varied domains	An
4	Produce clear and effective written communications	An, A
5	Consider writing as a career	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	3	1	1	1	1	3	2
CO 2	2	3	1	1	1	1	2	1
CO 3	2	3	1	2	2	1	3	1
CO 4	2	3	1	2	1	2	3	1
CO 5	2	3	1	2	1	2	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Introduction to Creative Writing	1. What is Creative Writing? – Refining Vocabulary - Developing Hints 2. Situational Imagination – Expression of Imagination in Language Creation of Word Pictures – Creation of Ambience	15
II	Essays	1. Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays	15

		2. Argumentative Essays, Critical Essays Cause & Effect Essays, Compare & Contrast Essays	
III	Writing Poetry	1. The art of Poesis – Poetic Devices – Metaphor – Simile 2. Sound Devices – Sound and Sense – Symbols – Imagery 3. Poetical – Sonnets, Odes, Limericks, Haikus	15
IV	Writing Narrative Fiction	1. Elements of Narration – Story and Plot – Characterization 2. Choice of Medium of Narration – Point of View 3. Short Stories – Novellas – Extended Narratives	15
V	Writing for Stage and Screen	1. Basics of Script Writing for Stage and Screen 2. Plot, Characters, Dialogues, Characterization on Stage – Dialects and characterization through dialogue - Stage devices and ambience creation	15

Prescribed References:

Field, Syd. *Screenplay: The Foundations of Screen Writing*. RHUS, 2005.

Freeman, Sarah. *Written Communication in English*. Orient Blackswan, 1977.

Geoff Petty. *How to Be Better At... Creativity*. Lulu Com, 2017.

Hedge, Tricia. *Writing*. Oxford. Oxford University Press, 2010.

May, Stephen. *Creative Writing*. Arvon Foundation, 2008.

Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press, 2007.

Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006.

Neira, Anjana. *Creative Writing : A Beginner's Manual*. Pearson Longman, 2009.

Whetter, Darryl. *Teaching Creative Writing in Asia*. Routledge, 2022.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

SEMESTER VIII

LITERARY THEORY - II

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MJD	400-499	MJD-XIX	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce students with the further developments in contemporary Literary and Cultural Theory. The course surveys various approaches to literary studies. The course acquaints the students with the modern trends in literary theory starting from Marxism to Theory after Theory. It explores on a range of literary (critical) viewpoints, voices, and canonical works of the critical and literary theory. It exposes students to a variety of texts that exemplify critical approaches to literature, allowing them to have a ringside view of these approaches. The course also encourages students to analyse literary works in the light of these theories. By the end of the course, students will be equipped with the knowledge and tools to comprehend the works of literature and to evaluate with the application of the prescribed theories/texts.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Acquire knowledge about the important literary theories and theorists	U
2	Understand the key concepts of various literary theories	U
3	Identify and analyse different approaches to literature through the lens of various literary theories prescribed for study	An
4	Evaluate and critique works of literature using the tools and	An, A

	technical language of various theories	
5	Develop a thorough understanding of the nexus between literature, culture and politics	U, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	2	2	1	2	1
CO 2	1	1	1	1	1	1	2	1
CO 3	1	2	1	3	2	2	3	2
CO 4	2	2	1	3	3	3	3	2
CO 5	1	1	1	3	3	3	3	2

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Marxism	Raymond Williams, "Literature" from <i>Marxism and Literature</i> . Norton Anthology of Theory and Criticism. (2001) pp 1567-1575	15
II	New historicism and cultural materialism	Foucault. "Image of the Plague and that of the Leper." <i>Discipline and Punish: The Birth of the Prison</i> . New York: Vintage Books, 1991 pp 195-199.	15
III	Post colonialism	Frantz Fanon, "Reciprocal Bases of National Culture and the Fight for Freedom". From <i>The Wretched of the Earth</i> . Norton Anthology of Theory and Criticism. (2001) pp 1587-1593	15
IV	Eco Criticism	Ursula K. Le Guin, "The Carrier Bag Theory of Fiction". Cheryll Glotfelty and Harold Fromm ed. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . Athens and London; Georgia UP, 1996 pp 149-154.	15
V	Theory after theory	Peter Stockwell, "Body, Mind and Literature".	15

		<i>Cognitive Poetics: An Introduction</i> . London and New York: Routledge, 2002 pp. 1-12	
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Prescribed Texts:

- The core texts as described above.

Prescribed References:

- Armstrong, Isabel. *The Radical Aesthetic*. Oxford, 2000.
- Ashcroft Bill et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literature* . Routledge, 2002.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory* Third Edition. New Delhi: Viva Books, 2014
- Bate, Jonathan. *The Song of the Earth*. Picador, 2000.
- Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- Branch, Michael P. and Slovic, Scott ed. *The ISLE Reader: Ecocriticism: 1993-2003*. Georgia UP, 2003.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction* (1997). Oxford: OUP, 2000.
- Drakakis, John ed. *Alternative Shakespeares* Revised ed. Routledge, 2002.
- Eagleton, Terry. *Marxism and Literary Criticism*. Routledge, 1976.
- _____. *Literary Theory: An Introduction*. Blackwell, 1996.
- Gallagher, Catherine and Greenblatt, Stephen. *Practicing the New Historicism*. Chicago UP, 2000.
- Garrard, Greg. *Ecocriticism*. Routledge, 'New Critical Idiom' series, 2004.
- Glotfelty, Cheryll and Fromm, Harold ed. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens and London; Georgia UP, 1996.
- Hawkes, Terence. *That Shakespeherian Rag*. Methuen, 1986.
- . *Shakespeare in the Present*. Routledge 'Accents on Shakespeare' series, 2002.
- Joughin, John and Malpas, Simon ed. *The New Aestheticism*, Manchester, 2003.
- Said, Edward. *Orientalism*. Penguin, 1995.
- Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Kentucky UP, 1989.
- Selden, Raman, et.al. *A Reader's Guide to Contemporary Literary Theory*. Pearson Longman, 2005.
- Veesser, H. Aram. *The New Historicism Reader*. Routledge, 1994.
- Walder, Dennis ed. *Literature in the Modern World*. Oxford UP, 1990.
- Williams, Raymond. *Marxism and Literature*. Oxford UP, 1977.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

READING CLASSICAL LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MJD	400-499	MJD-XX	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce ancient classical works from different literatures across the globe by foregrounding the historical context of the prescribed texts and explore complex themes and motifs and tries to highlight the relevance of classical literature in contemporary times. The course familiarizes students with the classical literary texts in Tamil, Sanskrit, ancient Greek, ancient Latin and Persian literatures. It also facilitates students to develop a deeper understanding of the historical, cultural, and philosophical background in which these texts were written.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the socio-historical & cultural background of the prescribed classics	R, U
2	Develop skills in comparative literary analysis, draw connections between classics from different cultures, periods and genres	U, An
3	Develop creative, analytical and critical skills and encourage lifelong learning	U, An, E
4	Demonstrate familiarity with ethical, moral and philosophical questions raised by world classics	U, An, E
5	Engage critically with contemporary re-interpretations and re-evaluations of world classics	A, An, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	2	1	1	2	2	1	2	1
CO 2	2	1	1	3	2	3	3	2
CO 3	2	1	1	3	1	3	3	1
CO 4	2	1	1	2	2	2	2	3
CO 5	2	1	1	3	2	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Tamil Classic	Ilanko Atikal: "The Book of Vanci" from <i>Cilapatikaram</i> . Trans. R. Parathasarthi	15
II	Sanskrit Classic	Kalidasa: <i>Meghaduta</i>	15
III	Ancient Greek Classic	Homer: <i>The Odyssey</i>	15
IV	Ancient Latin Classic	Dante Alighieri: "The Inferno" from <i>The Divine Comedy</i>	15
V	Persian Classic	Jalal al-Din Rumi: Select Texts from <i>This Longing: Poetry Teaching Stories, and Selected Letters</i>	15

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2014.

Beard, Mary, and John Henderson. *Classics*. Oxford University Press, USA, 1995.

Alighieri, Dante. *Inferno: From the Divine Comedy*. Translated by Douglas Neff and Henry Wadsworth Longfellow. CreateSpace Independent Publishing Platform, 2014.

Eliot, T. S. *What Is a Classic?*, by T.s. Eliot. 1944.

Howatson, M. C. *The Oxford Companion to Classical Literature*. Oxford University Press, 2013.

Ilanko Atikal. *The Cilappatikaram: The Tale of Anklet by Ilanko Atikal*. Translated by R.Parthasarathy. Penguin Books, 2004.

Jalal Al-Din Rumi, Maulana. *This Longing: Poetry, Teaching Stories, and Letters of Rumi*. Edited by Coleman Barks and John Moyne. Shambhala, 2000.

Kalidasa. *The Meghaduta, Cloud Messenger: Poem of Kalidasa (1882)*. Translated by Thomas Clark. Kessinger Pub, 2009.

Kundu, Tanmoy, and Ujjwal Kr. Panda. *Indian Classical Literature*. Taylor & Francis, 6 June 2024.

Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Kentucky UP, 1989.

Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. Pearson Longman, 2005.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

CULTURAL STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MJD	400-499	MJD-XXI	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course will provide an introduction to cultural studies. It aims to foster dialogues on the operation of power & hegemony in popular cultures, institutionalisation, and visual practices that construe the dynamics of various social structures. The course foregrounds the necessity to narrativize the memories of the past and the present, thereby familiarising the students with myriad voices of high and low culture. By mapping the need to problematize the given conceptualizations of subjectivity and representations, this course would demonstrate the construction of hybridities, pluralities, notions of race, gender and nation that fashions discursivity. The prescribed syllabus underscores the need to read and re-read the production, generation and reception of everyday cultural practices of the producers as well as the consumers.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental concepts and ideas in cultural studies and theories of identity, representation and discourse	U
2	Map, comprehend and analyse power relationships	U, A
3	Critically analyse various cultural texts and practices, identifying how they reflect and shape social norms, values, and identities.	An, A, E
4	Interpret the significance of varied social and cultural movements	E
5	Utilize theoretical frameworks from cultural studies to analyze contemporary cultural phenomena and media.	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	1	2	1	2	2
CO 2	2	1	1	2	2	2	2	2
CO 3	2	1	1	2	2	2	3	2
CO 4	1	1	1	2	3	2	3	2
CO 5	2	1	1	3	3	3	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Introduction	Simon During "Introduction" Roland Barthes "From Work to Text"	15
II	Marxism and Culture	Raymond Williams "Marxism and Literature" Louis Althusser "Ideology and Ideological State Apparatus"	15
III	Nationalism, Multiculturalism and Globalisation	Benedict Anderson "Introduction from <i>Imagined Communities</i> " Arjun Appadurai "Disjuncture and Difference in Cultural Global Economy"	15
IV	Gender and Culture	Judith Butler "Subversive Bodily Acts" Donna Harraway "The Cyborg Manifesto"	15
V	Media and Culture	Stuart Hall "Encoding and Decoding" Jodi Dean "The Net and Multiple Realities"	15

Prescribed Text:

- During, Simon. *Cultural Studies: A Critical Introduction*. Taylor and Francis, 2005.

Prescribed References:

Barker, Chris. *The SAGE Dictionary of Cultural Studies*. Sage Publications, 2004.

Longhurst, Brian et al. *Introducing Cultural Studies*. Routledge, 2016.

Miller, Toby. *A Companion to Cultural Studies (Blackwell Companions in Cultural Studies)*. Wiley Blackwell, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*, Viva Books, 2016.

Sardar, Ziauddin. Borin Van Loon (Illustrator). *Introducing Cultural Studies: A Graphic Guide*. Icon Books. 2010.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

READING SHAKESPEARE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MJD	400-499	MJD-XXII	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3

Course Description:

This course offers an in-depth exploration of the works of William Shakespeare, focusing on some of his major plays. Students will engage with Shakespeare's language, themes, and characters to develop a deeper understanding of his literary genius and enduring impact. The course will cover a range of genres (such as tragedy, comedy, romance, history play), highlighting the cultural, historical, and social contexts in which these works were created and performed. Students will examine key elements such as plot structure, poetic devices, character development, and the use of dramatic conventions in the plays of Shakespeare and critique it in the light of new readings. By the end of the course, students will have an in-depth knowledge of the great poetic dramas of Shakespeare and theatrical performances, re-read the characters, language and diction in the works of Shakespeare in new critical contexts, and also appreciate the literary devices and dramatic techniques incorporated by the Bard of Avon.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate an in-depth knowledge of various literary theories	R, U
2	Analyse the dramatic works of Shakespeare from various critical perspectives	U, A, An, E
3	Discuss the features of the Elizabethan theatre	R,U

3	Analyse the relevance of Shakespearean plays in the contemporary society	A,An
4	Critique the canonical notions of Shakespearean plays	A,An,E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	2	1	3	2	3	3	1
CO 2	1	2	1	3	2	2	3	2
CO 3	1	1	1	2	1	1	2	1
CO 4	1	2	1	3	2	2	2	2
CO 5	1	2	1	3	2	2	3	3

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Approach of Study	Text	No. of Hours
I	Psychological	<i>Hamlet</i>	15
II	New Historicism	<i>Taming of the Shrew</i>	15
III	Cultural Materialism	<i>Measure for Measure</i>	15
IV	Postcolonial	<i>The Tempest</i>	15
V	Performance	<i>Henry V</i>	15

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Dollimore, Jonathan and Alan Sinfield. Edited. *Political Shakespeare: New Essays in Cultural Materialism*. Cornell University Press, 1985.

Foulkes, Richard. *Performing Shakespeare in the Age of Empire*. Cambridge University Press, 2006.

Hopkins, Lisa. *Beginning Shakespeare*. Manchester University Press.2005.

Johnson, Samuel. *Preface to Shakespeare*. Good Press, 2019.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100

CHILDREN'S LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MJD	400-499	MJD- XXIII	4	75 HRS

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
5	0	0	25	75	100	3 HRS

Course Description:

The course aims to introduce the students to the serious academic study on Children's Literature by opting for a comparative approach. This course explores the rich and diverse world of children's literature, examining classic and contemporary works aimed at young readers. It explores the relationship between creative writing and critical awareness of children's literature by facilitating certain major sub-genres on children's literature. The course will emphasize the literary, cultural, and educational value of these texts, as well as the ways in which they reflect and shape societal norms, values, and identities. Through analysis, discussion, and critiques, students will gain an understanding of narrative techniques, themes, character development, and illustrations, as well as the historical and social contexts of children's literature. The course enables the students to critically pose questions regarding its patterning in the contemporary scenario.

Course Prerequisite: NIL

Course Outcomes:

Upon Successful completion of the course, the learners will be able to:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate the ability to analyse themes and narrative techniques and the historical development of the genre	U
2	Develop a critical perspective of Children's Literature	An
3	Explore a range of voices and perspectives across the world regarding the notion of childhood	An
4	Engage in creative activities by developing their	An, A, C

	own stories	
5	Explore a comparative approach to the study of Children's Literature	A,An,E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	1	1	1	3	-	2	2	1
CO 2	2	1	1	3	2	2	2	1
CO 3	2	1	1	3	2	2	2	1
CO 4	2	1	1	2	1	2	3	1
CO 5	2	1	1	3	2	3	2	1

(Levels of Correlation: 1 - Slightly/Low, 2 - Moderate/Medium, 3 - Substantial/High)

COURSE CONTENT

Contents for Classroom Transaction:

Unit	Description	Text	No. of Hours
I	Introduction to Children's Literature	1: Introduction 2: Essentials (From <i>Understanding Children's Literature</i> Edited by Peter Hunt).	10
II	Poetry	Robert Louis Stevenson: "Windy Night" Langston Hughes : "Dreams" Eloise Greenfield : "Be Myself" Emily Dickinson : "Bee! I'm Expecting You" Edward Lear : The Owl and the Pussycat" Henry Wadsworth Longfellow: "Paul Revere's Ride" Ted Hughes : Tiger Roald Dahl : "Little Red Riding Hood and the Wolf"	15
III	Tales & a Play	Charles Perrault: "Little Red Riding Hood" Hans Christian Andersen: "The Emperor's New Clothes" Vishnu Sharma: <i>The Panchatantra</i> Khyrunnisa, A.: <i>The World of Butterfingers: Adventure in Texas and Other Stories.</i> J M Barrie: Peter Pan	10

IV	Fiction	Lewis Carroll: <i>Alice in the Wonderland</i> . Satyajit Ray: <i>The Adventures of Feluda: The Golden Fortress</i> .	25
V	Criticism	1.Roderick McGillis: "Looking in the mirror: Pedagogy, Theory and Children's Literature" 2.Hans Heino Ewers: "The Markets for Children's Books and Media". 3.Zohar Shavit: "Conceptions of Childhood and Children's Folktales: Test Case – 'Little Red Riding Hood'"	15

Prescribed Texts:

- The core texts as described above.

Prescribed References:

Anderson, Christian. *Andersen's Fairy Tales*. Routledge, 1882.

Corroll, Lewis. *Alice in Wonderland*. Prakash Books India Pvt Ltd., 2015.

Ewers, Hans-Heino, *Fundamental Concepts of Children's Literature Research: Literary and Sociological Approaches*. Translated by William J. McCann. Routledge, 2009.

Hunt, Peter. *Understanding Children's Literature: Key Essays from the Second Edition of the International Companion Encyclopedia of Children's Literature*. Routledge, 2005.

Hughes, Ted, and Raymond Briggs. *Collected Poems for Children*. Farrar Straus & Giroux 2007.

Khyrunnisa, A. *The World of Butterfingers: Adventure in Texas and Other Stories*, Puffin Books India, 2023.

Mcgillis, Roderick. "'Looking in the Mirror: Pedagogy, Theory and Children's Literature.'" *Teaching Children's Fiction*, Palgrave Macmillan, 2006, pp. 85–105.

Ray, Satyajit. *Adventures of Feluda: Golden Fortress*. Penguin Books India, 2004.

Ryder, Arthur W. *The Panchatantra*. Editorial: Whitefish, Mont., Kessinger Pub, 2005.

Shavit, Zohar. "Conceptions of Childhood and Children's Tales - Test Case: 'Little Red Riding Hood'." *Jerusalem Studies in Jewish Folklore*, no. 4, 1983, pp. 93–124.

Zipes, Jack, et al. *Norton Anthology of Children's Literature: The Traditions in English*. Turtleback Books, 2005.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	75
Continuous Evaluation	25
Total	100