MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
Tambaram, Chennai – 600 059

DEPARTMENT OF ENGLISH
(AIDED STREAM)

CHOICE BASED CREDIT SYSTEM (CBCS)
Learning Outcome-based Curriculum Framework (LOCF) SYLLABUS

M.A. ENGLISH

2023 - 2024

MADRAS CHRISTIAN COLLEGE
(AUTONOMOUS)
College with Potential for Excellence
Affiliated to University of Madras
Tambaram
Chennai – 600 059

MADRAS CHRISTIAN COLLEGE

VISION

Madras Christian College aspires to be an Institution of excellence   transforming lives through education with a commitment to service.

MISSION

Madras Christian College (MCC) with the inspiration of the love of God offers to people of all communities education of the whole person, which is congruous with God's revelation in Christ of the true nature of humanity and is appropriate to the needs of India and of the world.

Graduate Attributes

The Madras Christian College defines the philosophy underpinning its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development and contribution to society. These attributes encompass characteristics that are transferable beyond the domain of study into the national and international realm fostered through curricular, co-curricular and extra-curricular engagements.

GA 1: Intellectual Competencies

- Graduates of MCC have a comprehensive and incisive understanding of their domain of study as well as the capability for cross-disciplinary learning.
- They have the ability to apply the knowledge acquired through the curriculum as well as self-directed learning to a broad spectrum ranging from analytical thinking to synthesise new knowledge through research.
- Forming independent individual opinions regarding academic cores and socially relevant issues

GA 2: Professional Ethics

- Graduates of MCC develop ethical and professional behaviour, which will be demonstrated in their chosen careers and constructive citizenship roles.
- They imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with people of special needs and diversity.

GA3: Leadership Qualities

- Graduates of MCC inculcate leadership qualities & attitudes, and team behaviour along democratic lines through curricular, co-curricular and extra-curricular activities
- They develop managerial and entrepreneurial skills to ideate and create new opportunities along with career readiness and capacity to take up various competitive exams.

GA 4: Holistic Skill Development

- Graduates of MCC develop critical thinking, problem-solving, effective communication, emotional and social skills
- They develop digital competency to live, learn and serve in society.

GA 5: Cross-Cultural Competencies

- Graduates of MCC imbibe cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities providing scope to understand, accept and appreciate individuals at local, national and international levels.
- They develop a global perspective through contemporary curriculum, culture, language and international exchange programmes

GA 6: Service-Oriented Focus

- Graduates of MCC have sensitivity to social concerns and a conviction toward social justice through a commitment to active social engagement.
- They are endowed with a strong sense of environmental awareness through the curriculum and campus eco-system.

GA 7: Value-Based Spiritual Development

- Graduates of MCC are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character.
- They develop virtues such as love, courage, unity, brotherhood, industry and uprightness.

Programme Outcomes

Programme Outcomes (POs) of Madras Christian College define the minimum level that students are expected to do, achieve and/or accomplish in order to graduate from a particular programme. These Outcomes are a framework to assess the nature of learning activity experienced within the programme.

POs for Post Graduate Programmes

PG Programmes are designed to have the following outcomes:

On successful completion of the Postgraduate programme, the students will be able to

PO	PO	Descripton of PO	Mapped with GA
PO 1	Domain Knowledge	- Develop intensive and extensive knowledge and expertise in their respective domains - Evaluate and create/construct domain specific knowledge in areas of learning, research and industry - Formulate and extrapolate the knowledge gained to apply in real – life situations and competitive examinations - Develop an aptitude for self-directed learning for excellence in their chosen area within the domain of study	GA1, GA3, GA4
PO 2	Applicative knowledge and Lateral Thinking	- Translate theoretical understanding to experimental knowledge and solve complex problems using Systems/Design Thinking - Apply advanced knowledge and approaches to solve concrete and abstract problems in domain-related and multi-disciplinary issues. - Able to solve problems using unconventional and creative approaches	GA1, GA3, GA4
PO 3	Innovation and Research	Develop aptitude for	GA1, GA4, GA5, GA6

		innovation and entrepreneurship ● Identify contemporary research problems, analyze data and propose solutions	
PO 4	Scientific Communication skills	● Document, prepare and present scientific work as reports and research articles in academic forums ● Critically assess, review and present theories, principles and concepts	GA1, GA4, GA5, GA6
PO 5	Digital skills	● Use of domain-related advanced software resources, computational skills and digital tools for data analysis, visualization and interpretation ● Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences	GA1, GA2, GA3, GA4
PO 6	Ethical practices	● Apply domain specific ethical principles and practices in academic, professional and social engagements	GA2, GA6, GA7
PO 7	Career readiness and higher education	● Choose from diverse career options available in local, national and international realms. ● Carry out further research or pursue higher education in the country or abroad	GA1, GA2, GA5

PROGRAMME SPECIFIC OUTCOMES (PSO's)*

At the time of graduation, they would be able to:

PSO #	Statement	Mapped with PO#
PSO 1	Identify characters, situations, and people in the social context to derive a holistic perspective about people and society	PO1, PO2
PSO 2	Understand the nuances of World Literature in General and English Literature in particular and to integrate the comprehensive knowledge thus acquired into their everyday life	PO1, PO2, PO3
PSO 3	Make use of linguistic and life skills in their workplace and in their personal life akin to the requirements, changes, dynamics and evolution of society and culture	PO1, PO2, PO3, PO4, PO5
PSO 4	Analyze challenging situations and make wise decisions appropriate to the socio- cultural context with sensitivity and forethought	PO4, PO5, PO6
PSO 5	Evaluate the various literary and critical traditions of different cultures and societies to develop a sense of appreciation, respect, and celebration of differences and perceive the creative use of English language to produce literary works such as poems, short stories, novels and plays	PO4, PO5, PO6, PO7

Department of English (Aided Stream)
M.A. English

Curriculum Framework
(For the students admitted during the academic year 2023-2024 onwards)

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester One	I Major		Chaucer and Elizabethan Age	6	3	50	50	100	4
	I Major		Age of Milton Pope and Johnson	6	3	50	50	100	4
	I Major		Shakespeare Studies	6	3	50	50	100	4
	I Major		English Language and Applied Linguistics	6	3	50	50	100	4
	I Elective		Conflict, Trauma and Peace Literature	6	3	50	50	100	5
			Wisdom Literature						
			Semester One Total	**30**	**-**	**-**	**-**	**-**	**21**
Semester Two	I Major		Academic Writing and Research Methodology	5	3	50	50	100	4
	I Major		Literary Criticism	6	3	50	50	100	4
	I Major		Romantic and Victorian Age	6	3	50	50	100	4
	I Major		Modernist and Postmodernist Literature	6	3	50	50	100	4
	I Elective		Gender and Literature	5	3	50	50	100	5
			Subaltern Writings						
	II		Soft Skills	2					4
			Semester Two Total	**30**					**25**

	Part	Course Code	Course Title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester Three	I Major		Indian Literature in English	6	3	50	50	100	4
	I Major		World Literatures	6	3	50	50	100	4
	I Major		Critical Theory	6	3	50	50	100	5
	I Major		Postcolonial Studies	5	3	50	50	100	5
	I Elective		Translation Studies	5	3	50	50	100	5
			Introduction to Theatre and Performance						
	II		Soft Skills	2					4
			Semester Three Total	**30**	**-**	**-**	**-**	**-**	**27**
Semester Four	I Major		American Literature	6	3	50	50	100	5
	I Major		Introduction to Cultural Studies	6	3	50	50	100	5
	I Major		General Essay	6	3	50	50	100	5
	I Major		Project	6	3	50	50	100	5
	I Elective		English Language Teaching and Technology	6	3	50	50	100	5
			Literature, Ecology and Development						
	II		Internship						2
			Semester Four Total	**30**					**27**
			Part I Total	**116**	**-**	**-**	**-**	**-**	**90**
			Part II Total	**4**	**-**	**-**	**-**	**-**	**10**
			Grand Total	**120**	**-**	**-**	**-**	**-**	**100**

Weightage for Correlation with POs/PSOs		
$0 \leqq C \leqq 5\%$	No correlation	-
$5\% < C \leqq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leqq C < 100\%$	Substantial / High	3

Chaucer and Elizabethan Age

Course Code	
Credits	4
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	I
Year of Implementation	**From the academic year 2023 - 24 onwards**

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Course Objectives

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1. Introduce cultural and religious movements like Renaissance and Reformation and their influence on the birth and the growth of English poetry in particular and literature in general
2. Explain the major trends and key developments in the literature of Chaucer and Elizabethan Age
3. Enable students to dissect metrical order and figures of speech in sonnets and lyrics and explain the poetic conventions of the epic form
4. Help students to trace the development of English prose from Medieval period to Francis Bacon
5. Facilitate students to understand the transition of drama from the religious Medieval to the secular Elizabethan plays
6. Enable students to combine old and new perspectives on Chaucer and Elizabethan Age, and to comment on the aesthetics and social relevance of the literary texts

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Address ed**	**Bloom's Taxono my Levels (K1 to K6)**
CO 1	Recall and explain the major cultural and religious movements, and humanist ideals that shaped the late Medieval and early modern English literature	**PSO1 & PSO 2**	**K1**
CO 2	Explain the broader themes and concerns of English literature from Chaucer to Elizabethan period	**PSO1, PSO2**	**K2**
CO 3	Apply the old and new critical concepts to the study of the Medieval and Early Modern English Literature	**PSO4, PSO5**	**K3**
CO 4	Analyze the changes in the evolution of various poetry, prose and drama from the Medieval period to English Renaissance	**PSO3, PSO4, PSO5**	**K4**
CO 5	Interpret the forms and the content of the English literature of 15th and 16th century	**PSO2, PSO5**	**K5 & K6**

<p align="center">**Syllabus**</p>

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Background study of the social, political, cultural climate during the Medieval and modern (Elizabethan) periods. Rob Pope - 'How to Study Chaucer, Studying the general prologue to the Canterbury Tales', Chapter 2 (24-49) Michael Hattaway - Renaissance and Reformations: An Introduction to Early Modern English Literature. Forms Ancient and Modern. Chapter 3 (67-103)	13	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
II	**Poetry - Age of Chaucer** Geoffrey Chaucer - Prologue to the Canterbury Tales William Langland - Piers Plowman - Vision 1: Prologue	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Poetry - Age of Elizabeth** Thomas Wyatt - They Flee from Me, Blame Me Not My Lute, The Long Love, Each Man Me Telleth Edmund Spenser - Epithalamion Earl of Surrey - The Soot Season, Alas, So All Things Now Do Hold Their Peace Edmund Spenser - The Faerie Queene Book I.	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
IV	**Prose** Francis Bacon - Ten Select Essays - Of Studies, Of Great Place, Of Beauty, Of Travel, Of Love William Tyndale - I Corinthians 13, William Tyndale's Translation of the New Testament 1526 Thomas Wilson - The Art of Rhetorique [Book 1]	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6

| V | **Drama**
Christopher Marlowe - The Jew of Malta
Thomas Kyd - The Spanish Tragedy | 17 | CO 1, CO 2, CO 3, CO 4, CO 5 | K1, K2, K3, K4, K5 & K6 |

Prescribed Books/Textbooks Hattaway, Michael. 'Renaissance and Reformations: An Introduction to Early Modern English Literature'. Pope, Rob. How to Study Chaucer. Palgrave Macmillan, 2000. Wiley Blackwell Introductions to Literature, 2007.
Reference Books Francois Quiviger - 'The Civilisation of the Renaissance' in Gordon Campbell's The Oxford Illustrated History of the Renaissance. Oxford University Press, 2019. Greenblatt, Stephen. The Norton Anthology of English Literature. Vol. A & B, WW Norton& Co, 10th edition. 2018.
Suggested Reading William Tyndale's Translation of the New Testament 1526
Web Resources https://newchaucersociety.org/resources/ https://elizabethan.org/sites.html https://www.bl.uk/shakespeare/themes/elizabethan-england

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	2	2	-	-	-	-	3	3	-	-	-	K2
CO 3	-	-	-	3	3	3	3	-	-	-	2	3	K3
CO 4	-	-	-	3	3	-	3	-	-	2	3	3	K4
CO 5	3	3	3	3	-	-	3	-	3	-	-	3	K5/K6
Wt. Avg.	3	2.3	2.3	3	3	3	3	3	3	2	2.5	3	
Overall Mapping of the Course with POs				2.8				Overall Mapping of the Course with PSOs				2.7	

Age of Milton, Pope, and Johnson

Course Code	
Credits	4
Hours / Cycle	6
Category	**Part I | Core | Theory**
Semester	**I**
Year of Implementation	**From the academic year 2023 - 24 onwards**

<table>
<tr><td colspan="3" align="center">Course Objectives</td></tr>
<tr><td colspan="3">

1. Understand the larger context of 17th and 18th Century literature

2. Introduce the Epic tradition of English literature and prepare students to identify various poetic trends from Metaphysical poetry to Pre-Romantics with appropriate examples from each trend

3. Distinguish the style of 18th Century prose from the earlier periods and examine the role of periodical essays in modernizing English prose

4. Understand the significance and ascertain the reasons for the birth and development of Novel in the English soil during the 18th century

5. Trace the changes in form and content of Drama from Jacobean to Neo-Classical period

6. Combine the experience and knowledge of literature of the period to foster critical outlook on culture and society

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<td colspan="2" align="center">Course Outcome(s)

Upon completion of this course, the learners will be able to:</td>
<td>PSO Addressed</td>
<td>Bloom's Taxonomy Levels (K1 to K6)</td>
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<tr>
<td>CO 1</td>
<td>Spell out the reasons for the emergence of Modern English prose (Novel) and new schools of poetry and drama from the early part of 17th century to the later part of the 18th century</td>
<td>PSO1 & PSO 2</td>
<td>K1</td>
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<td>CO 2</td>
<td>Explain the features of poetry, prose, novel and drama from Jacobean to the Pre-Romantic period</td>
<td>PSO2</td>
<td>K2</td>
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<tr>
<td>CO 3</td>
<td>Identify the old and new critical concepts to the study of the literature of 17th and 18th century England</td>
<td>PSO3,</td>
<td>K3</td>
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<td>CO 4</td>
<td>Examine the epic conventions from Milton to Pope and other schools of poetry, prose and drama</td>
<td>PSO4, PSO5</td>
<td>K4</td>
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<td>CO 5</td>
<td>Elaborate on all the aspects of the literature of this period and critique their relevance</td>
<td>PSO5</td>
<td>K5 & K6</td>
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Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Ian Watt - The Reading Public and the Rise of the Novel. Pg. 35- 60 Ian McGowan - Introduction: The Restoration and Eighteenth Century, XV-XVIII	13	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
II	**Poetry** John Donne - Canonization, Batter My heart Andrew Marvell - To His Coy Mistress John Milton - Paradise Lost - Book IX (lines 404 to 1189) William Blake - The Lamb, The Tiger Alexander Pope - Rape of the Lock (Belinda's speech) George Herbert - Affliction Robert Herrick - To Music, To Becalm His Fever Henry Vaughan - The World Thomas Gray - Ode on a Distant Prospect of Eton College William Collins - Ode to Evening	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Prose** John Dryden - Preface to the Fables Joseph Addison - Essays from The Spectator (Coverley Papers) 1. The Spectator 2. Sir Roger's Criticisms on Polite Society – The Club Samuel Johnson - Essays from The Rambler 1. The reasons why pastorals delight, 2. The dignity and usefulness of biography	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
IV	**Drama** John Webster - The Duchess of Malfi Richard Sheridan - The School for Scandal Oliver Goldsmith - She Stoops to Conquer	15	CO 1, CO 2, CO 3, CO 4,	K1, K2, K3, K4, K5 & K6

				CO 5	
V	**Novel** Jonathan Swift - Gulliver's Travels Henry Fielding - Joseph Andrews Samuel Richardson - Pamela		17	CO 1, CO 2, CO 3, CO 4, CO5	**K1, K2, K3, K4, K5 & K6**

Prescribed Books/Textbooks

Watt, Ian. The Reading Public and the Rise of the Novel. University of California Press, Los Angeles, 1957 McGowan, Ian. The Restoration and Eighteenth Century. Macmillan Education Ltd, London 1989.

Reference Books

Margaret Anne Doody. The True Story of the Novel. Rutgers University Press, 1996.

Claude J. Summers, Ted Larry Pebworth. Faultlines and Controversies in the Study of Seventeenth century English Literature. University of Missouri Press, 2002.

Suggested Reading

Thomas N. Corns. A History of Seventeenth Century English Literature. Wiley-Blackwell,2006 Daniel Defoe - Orders Concerning Infected Houses and Persons Sick of the Plague A Journal of the Plague Year William Congreve - The Way of the World

Web Resources

https://www.bl.uk/restoration-18th-century-literature/works
https://www.openculture.com/spenser_and_milton_free_course
https://elizabethandrama.org/

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	2	2	-	-	-	-	3	2	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	3	-	-	-	K2
CO 3	3	3	3	3	3	2	-	-	-	3	-	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	2.6	2.6	2.75	3	**2.6**	3	3	2.5	3	3	3	
Overall Mapping of the Course with POs				2.79			Overall Mapping of the Course with PSOs					2.9	

Shakespeare Studies

Course Code	
Credits	4
Hours / Cycle	6
Category	**Part I	Core	Theory**
Semester	I
Year of Implementation	**From the academic year 2023 - 24 onwards**

Course Objectives
1. Help students understand the socio-cultural and intellectual milieu before and during Shakespeare's time 2.   Enable students to ascertain key features of Shakespearean tragedies and history plays that differentiate Shakespeare's early comedies from his matured comedies and romances 3. Equip students to appraise the changing interpretations of Shakespeare from Samuel Johnson to contemporary theorists 4. Conceive the creative potential of Shakespeare's plays into literary and filmic adaptations in the long history of performance and adaptation across cultures

Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the ideas, contexts, and the institutional impetus behind the success of Shakespeare as a Dramatist	**PSO1 & PSO 2**	**K1**
CO 2	Discuss the salient features of Shakespeare's plays in general and tragedies and history plays in particular	**PSO3**	**K2**
CO 3	Apply the old and new critical concepts to the study of Shakespeare's plays, performances and adaptations	**PSO3, PSO4**	**K3**
CO 4	Analyze and evaluate the role of history and culture in Shakespeare's plays and its criticism	**PSO3, PSO4**	**K4**
CO 5	Explain the adaptability of Shakespeare's plays and evaluate literary and filmic adaptations in different cultures	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEV

				EL
I	**Background and Introduction** Helen Cooper - "Shakespeare and the cycle plays" in Shakespeare and the Medieval World Harold Bloom - "Shakespeare, Centre of the Canon" in The Western Canon Emma Smith - "Performance" in The Cambridge Introduction to Shakespeare	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Drama - Tragedy & History** Hamlet Henry IV Part I	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Drama - Comedy & Romances** The Tempest Midsummer Night's Dream	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Criticism** Samuel Johnson - Excerpts from Preface to Shakespeare (Justification of Unities, para. 45-49) Leo Tolstoy - excerpts on King Lear from A Critical Essay on Shakespeare A. C. Bradley - 'Construction in Shakespeare's Tragedies' in Shakespearean Tragedy Wolfgang Clemens - 'The Imagery in the Romances: The Tempest' in The Development of Shakespeare's Imagery Graham Holderness - 'Radical potentiality and institutional closure: Shakespeare in Film and Television' in Jonathan Dollimore's Political Shakespeare. Ania Loomba - 'Race and Colonialism in the Study of Shakespeare in Shakespeare, Race, and Colonialism	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Performances and Adaptations** Original BBC performances **Novel Retelling** Margaret Atwood - Hag-Seed **Film Adaptations** Vishal Bhardwaj - Haider	17	CO 1, CO 2, CO 3,	K1, K2, K3, K4, K5 &

				CO 4, CO5	K6

Prescribed Books/Textbooks

Bevington, David. Shakespeare's Ideas: More Things in Heaven and Earth. Wiley-Blackwell, 2008. Holderness, Graham. Nine Lives of Shakespeare. A& C Black, 2011.

Reference Books

Smith, Emma. The Cambridge Introduction to Shakespeare. Cambridge University Press,2007.
Cooper, Helen. Shakespeare and the Medieval World. The Arden Critical Companions. Bloomsbury, 2010.
W. B. Worthen - 'Shakespeare 3.0: Or Text Versus Performance, the Remix' in Alternative Shakespeare's 3

Suggested Reading

Smith, Emma. This is Shakespeare. A Pelican Book. Penguin Random House, 2019.
Dot Hutchison - A Wounded Name
Akira Kurosawa - Throne of Blood

Web Resources
https://www.bl.uk/shakespeare/themes/elizabethan-engla
nd https://shakespeare.mit.edu/hamlet/full.html
https://shakespeare.mit.edu/1henryiv/full.html

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	1	1	-	-	-	-	3	2	-	-	-	K1
CO 2	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	1	3	2	2	1	3	-	-	-	3	2	-	K3
CO 4	2	3	3	3	2	3	-	-	-	2	3	-	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.25	2.5	2	2.6	2	3	3	3	2.5	2.5	2.5	3	
Overall Mapping of the Course with POs					2.47			Overall Mapping of the Course with PSOs				2.7	

English Language and Applied Linguistics

Course Code	
Credits	4

Hours / Cycle	6
Category	**Part I | Core | Theory**
Semester	**I**
Year of Implementation	**From the academic year 2023 – 24 onwards**

Course Objectives

1. Introduce the students to the origins and general concepts of language, linguistics, and aspects of applied linguistics
2. Facilitate the students to the advanced study of English grammar, focusing on the language history, cultural implications, and linguistics
3. Prepare students to classify the morphological and syntactic aspects of language Ascertain various types of meanings and models of communication
4. Use the knowledge of linguistics to interpret literary and cultural texts

Course Outcome(s) **Upon completion of this course, the learners will be able to:**		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO 1	Recall the distinguishing features of written and spoken language in the texts, such as vocabulary, word order and the structure of sentences/utterances	**PSO1 & PSO 2**	**K1**
CO 2	Classify the grammatical structures and their role in linguistic analysis and integrate a critical and informed response to the aspects of language and linguistics	**PSO3**	**K2**
CO 3	Use the knowledge of the linguistics for the meaningful engagement with literary and non-literary communication	**PSO3& PSO4**	**K3**
CO 4	Distinguish the concepts of word meaning and sentence meaning; sense and reference	**PSO2 PSO3**	**K4**

CO 5	Assess the link between grammar and semantics and validate the knowledge and understanding of the English language and its use in various contexts	**PSO5**	**K5&K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

| I | **Introduction to the Study of Language**
The History of English Language [The Descent of the English Language, The Great Vowel Shift, Change of Meaning, The Evolution of Standard English] from F. T. Wood's An Outline History of the English Language
Language as a system of communication
Saussurean dichotomies: signifier and signified Langue and parole

Synchronic and diachronic
Syntagmatic and paradigmatic
Interrelations between Phonetic/phonological, Morphological, Syntactic and semantic/pragmatic
Linguistic units and their distribution at different levels | 13 | CO 1, CO 2, CO 3, CO 4, CO5 | K1, K2, K3, K4, K5 & K6 |
| II | **Phonetics and Phonetic Transcription**
Phonetics as a study of speech sounds: articulatory, auditory, and acoustic phonetics. | 15 | CO 1, CO 2, CO 3, CO 4, CO5 | K1, K2, K3, K4, K5 & K6 |

| | | Articulatory Phonetics Processes of speech production Classification of speech sounds, syllable, Phonetic transcription Indian Variants of English Pronunciation | | | |
| III | **Morphology and Syntax**
Basic Concepts: Scope and nature of morphology
Types of morphemes - free and bound; root, stem, base, suffix, infix, prefix, Etymology, Vocabulary Building
Traditional and Structural Syntax
Parts of speech: Basic syntactic units and their types Word, Sentence, Sentence Pattern, IC analysis, TG grammar Substitution Clauses, Phrases, Arguments | 15 | CO 1, CO 2, CO 3, CO 4, CO5 | K1, K2, K3, K4, K5 & K6 |

| IV | **Semantics**
Semantics: Types of meaning Descriptive, emotive, and phatic
Sense and reference, connotation, and denotation Pragmatics: Language use in context
Communication: message model and inferential model of communication Sentence meaning and utterance meaning | 15 | CO 1, CO 2, CO 3, CO 4, | K1, K2, K3, K4, K5 & K6 |

				CO5	
V	**Applied Linguistics - Pragmatics, Stylistics and Discourse Analysis** Types of Discourse, Stylistics, Text as grammar Structure and texture, function of linguistic aspects as stylistic devices in literary texts Grice's maxims Speech Act Theory in everyday language and in literary texts (Structuralism and Semiotics)	17	**CO 1, CO 2, CO 3, CO 4, CO5**	**K1, K2, K3, K4, K5 & K6**

Prescribed Books/Textbooks

T Balasubramaniyam. A Textbook of English Phonetics for Indian Students. Macmillan,2010. David Crystal. Language and the Internet. CUP, 2004.

Reference Books

Knight, Rachael-Anne. Phonetics: A Course Book. Cambridge: Cambridge University Press, 2012. Lass, Roger. Phonology: An Introduction to Basic Concepts. Cambridge: Cambridge University Press, 2000.

Suggested Reading

Lyons, John. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press, 1968.

Web Resources

https://www.itepexam.com/history-of-the-english-language/
https://www.thoughtco.com/semantics-linguistics-1692080
https://pediaa.com/difference-between-morphology-and-syntax/

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	3	-	-	-	-	3	-	-	K2
CO 3	3	3	3	3	3	2	-	-	-	3	3	-	K3
CO 4	3	3	1	2	1	-	-	-	3	3	-	-	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	2.75	2.5	2.75	2.5	2.5	3	3	3	3	3	3	
Overall Mapping of the Course with POs				2.71			Overall Mapping of the Course with PSOs				2.3		

Conflict, Trauma and Peace Literatures

Course Code	
Credits	**5**
Hours / Cycle	**6**
Category	**Part I | Elective | Theory**
Semester	**I**
Year of Implementation	**From the academic year 2023 - 24 onwards**

<table>
<tr><td colspan="3" align="center">Course Objectives
1. Understand concepts related to trauma, conflict, and peace
2.   Introduce literature on conflict, trauma, and peace from select social and cultural contexts
3.   Equip students with skills for peace dialogue through relevant literature
4. Celebrate diversity and inclusivity by building sensitivity to cultures and conflicts
   Promote peacebuilding skills in relevant contexts of conflicts through arts approach</td></tr>
<tr>
<td colspan="2" align="center">Course Outcome(s)
Upon completion of this course, the learners will be able to:</td>
<td align="center">PSO Address ed</td>
<td align="center">Bloom's Taxon o my Levels (K1 to K6)</td>
</tr>
<tr>
<td>CO 1</td>
<td>Define concepts related to conflict, trauma, and peace and understand them in the context of civil strife and war</td>
<td align="center">PSO1 & PSO 2</td>
<td align="center">K1</td>
</tr>
<tr>
<td>CO 2</td>
<td>Explain the peace processes to address conflict and trauma in select literatures</td>
<td align="center">PSO3</td>
<td align="center">K2</td>
</tr>
<tr>
<td>CO 3</td>
<td>Apply various types of traumatic experiences in literary representations</td>
<td align="center">PSO4</td>
<td align="center">K3</td>
</tr>
<tr>
<td>CO 4</td>
<td>Analyze narratives of conflicts from around the world through relevant literatures</td>
<td align="center">PSO4, PSO5</td>
<td align="center">K4</td>
</tr>
<tr>
<td>CO 5</td>
<td>Develop sensitivity, awareness, and measures to carve a path towards peacebuilding through arts approach</td>
<td align="center">PSO5</td>
<td align="center">K5 & K6</td>
</tr>
</table>

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Trauma Literary Studies: An Introduction "The Correlation between Trauma and Literature" Chapter 1 Understanding Conflict	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** Mitra Phukan - Hope Cheran - Amma, Do Not Weep Maya Angelou - The Rock Cries Out to Us Today	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Prose** Jiman Narah - Rhythm Kathrin Hörschelmann - "Violent Geographies of Childhood and Home: The Child in the Closet". Debali Mookerjea-Leonard - "Literature, Gender, and the Trauma of Partition". Barack Obama - Dreams from My Father. Excerpts (Obama and his sister Auma and the incident at the New Stanley Hotel) Abburi Chaya Devi - The Woodrose Sudha Murty - Stove Bursts or Dowry deaths?	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
IV	**Fiction, & Memoirs** Margaret Atwood - The Handmaid's Tale Chitra Banerjee Divakaruni - One Amazing Thing	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6

V	**Practicum - Arts Approach to Peacebuilding** Arts approach to violence Creative Arts and Social Transformation	1 7	CO 1, CO 2, CO 3, CO 4, CO 5	**K1, K2, K3, K4, K5 & K6**

Prescribed Books/Textbooks

Geoffrey H. Hartman. "On Traumatic Knowledge and Literary Studies". Higher Education (Summer, 1995). New Literary History. Vol. 26, No. 3. (Pg. 537- 563)

Karina V. Korostelina. Forming a Culture of Peace. Macmillan. 2012. (Pg. 15- 42)

Morrissey, Ted. Trauma Theory as an Approach to Analysing Literary Texts. Chapter 1

 Debali Mookerjea Leonard. Literature, Gender, and the Trauma of Partition: The Paradox of Independence. Routledge, 2017.

Reference Books

Ho-Won Jeong. Understanding Conflict and Conflict Analysis. Sage. 2008. (Pg. 3- 18; 41- 62; 89- 115)
Nivedita Majumdar. Edt. The Other Side of Terror. OUP. 2011. (Pg. 159- 160; 239- 248; 265- 279)

Suggested Reading

Tracey Skelton. Edt. Conflict, Violence and Peace. Springer, 2017.
Boris Pahor - Necropolis

Web Resources

https://www.pdfdrive.com/
https://culturaldevelopment.net.au/what-is-a-cultural-development-plan/step-by-step guide/theory/theory-of-change-in-relation-to-arts-and-cultural- development/
https://www.aamedia.org.uk/assets/PDFs/AAM-Theory-of-Change.pdf

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	2	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	2.5	2.75	2.5	3	3	3	3	3	2.5	3	

Overall Mapping of the Course with POs	2.75	Overall Mapping of the Course with PSOs	2.9	

Wisdom Literature

Course Code	
Credits	**5**
Hours / Cycle	**6**
Category	**Part I	Elective	Theory**
Semester	**I**
Year of Implementation	**From the academic year 2023 - 24 onwards**

Course Objectives

1. Introduce wisdom literature of various traditions
2. Understand words of insights through exposure to the instructions in various wisdom literature 3. Change perceptions through the exposure gained from various wisdom literature 4. Select appropriate values from the narrative discourses of wisdom literature and reframe value systems based on the plethora of inputs provided across cultures
5. Conceive ideas about wisdom in the context of scientific and technological progress and development

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO 1	Recall the perception towards life and society through exposures gained from various wisdom literature	**PSO1 & PSO 2**	**K1**
CO 2	Demonstrate practical application of wisdom in their daily life	**PSO3**	**K2**
CO 3	Identify concepts from wisdom narratives	**PSO4**	**K3**
CO 4	Analyze value systems to cope with the daily successes and failures of life	**PSO4, PSO5**	**K4**
CO 5	Integrate wisdom to promote justice and equity in a technologically progressive society	**PSO5**	**K5&K6**

Syllabus

UNIT	**CONTENT**	**HOURS**	**COs**	**BLOOM'S TAXONO**

				MY LEVEL
I	**Understanding Wisdom - The Endless Quest** Defining Wisdom - Judaism and Johannine Reflection of Christ Issues and Outlook Wisdom Literature and its Importance Bible as Literature	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry [Poetics of Harmony]** Psalm 104 - [The Glory of Creation] Proverbs 5 - [The Pedagogy of Poetry] Song of Songs 4: 1-7 [Emotional Wisdom in Poetry] Max Ehrmann - "Desiderata", Don Marquis - Unrest. Robert Hayden - "Those Winter Sundays".	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Short Stories and Essays [Narratives from Diverse Traditions]** Kazuaki Tanahashi Et. Al. Translated. The Servant Who Kept the Gate. Leo Tolstoy - "How Much Land Does a Man Need?" Dr. Radhakrishnan - Selections from Renunciation Through Wisdom, Job 38- 41 The Deluge, Learning the Grammar of Animacy Khalil Gibran - On Joy and Sorrow, On Reason and Passion, On Teaching	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Life, Death & Apocalypse** Book of Revelation - From the Holy Bible [Chapters 4 - 11, 21, 22] Debate Between a Man Tired of His Life and His Soul. Foiled Resurrections, Successful Resurrections: Orpheus	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Indigenous Wisdom - Of Truth, Justice, and Sustainability** Naladiyar Part I - Charity (10) Wealth (No. 27) Association with the Good (18) Rely on Humanity and Justness A Treatise on Trees, Reflections from the Tirukkural, The Excellence of Rain, Impartiality, Knowledge of the True, Acting after due Consideration, The Knowledge of Power, The Right Scepter The Cruel Scepter	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks
James H. Charlesworth Et. Al. Edt. Light in a Spotless Mirror. Trinity Press International.2003. (Pg. 92-107)
Benjamin G. Et. Al. Edt. Conflicted Boundaries in Wisdom and Apocalypticism. Brill.2005.

Reference Books
Jay L. Garfield. The Fundamental Wisdom of the Middle Way. OUP. 1955. (58-62) J. Blake Couey. Et. Al. Edt. Biblical Poetry and the Art of Close Reading. CUP 2018. (Pg.49- 60; 80-92; 131- 146)

Suggested Reading
Orion Foxwood. The Tree of Enchantment. Weiser Books. 2008. (Pg. 13-14**)**

Web Resources
https://www.pdfdrive.com/ https://www.britannica.com/topic/biblical-literature https://www.thehypertexts.com/Best%20Bible%20Poetry.htm

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	2.75	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs					2.96		Overall Mapping of the Course with PSOs					3	

Academic Writing and Research Methodology

Course Code	
Credits	4
Hours / Cycle	5
Category	Part I | Core | Theory
Semester	II
Year of Implementation	**From the academic year 2023 - 24 onwards**
Course Objectives	

Course Objectives

1. Introduce students to the shifting ideas of writing and style in academic and non- academic communications
2. Equip students with the skill of narrating an event, appreciating, interpreting, and analysing literary texts, and summarizing the arguments of critical texts
3. Enable students to define research and understand methods and mechanics of academic research Help students write research papers and essays without methodological flaws
4. Help students to conceive the structure and form of their dissertations

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall shifting perspectives on writing in general and style in particular	**PSO1 & PSO 2**	**K1**
CO 2	Explain the structured narrative, descriptive, analytical, and interpretive essays about literature in particular and the world at large	**PSO3**	**K2**
CO 3	Apply the fundamentals of research and apply them in their own research	**PSO4**	**K3**
CO 4	Examine areas of research, topics and write proposals for dissertations	**PSO4, PSO5**	**K4**
CO 5	Construct methodologically strong research papers	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Style - Then and Now** William Strunk Jr. - The Elements of Style (2011) Elementary Rules of Usage - Elementary Principles of Composition - A Few Matters of Form, Words & Expressions Commonly Misused Stephen Bailey - Academic Writing: A Practical Guide for Students (2004) Background to writing: Developing plans from titles - Evaluating a text -Reading and Note-Making - Understanding purpose and register - Selecting keypoints - Note-making - Paraphrasing - Summary writing - Combining sources Stages of Writing: Planning a text - Writing Stages - Organising paragraphs - Organising the main body - Introductions - Conclusions - Re-reading and Re-writing - Proof-reading	13	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K 6
II	**Writing about literature and the world** The four main writing styles - Expository, Argumentative, Narrative, Descriptive Narration Appreciation Interpretation Short Guide to Writing About Literature What is Interpretation? What is Evaluation? Criticism & Evaluation - Are There Critical Standards - Other Kinds of Writing About Literature: A Summary - A Paraphrase - A Review - A Review of a Dramatic Production - Writing About Fiction - Writing About Graphic Fiction - Writing About Poetry - Poems & Pictures - Writing About an Author in Depth - Style & Format Analysis & summary of arguments	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Research and Publication Ethics** What is research? "Right to Research" - Arjun Appadurai's Essay "Writing a Research Paper" - Sylvan Barnet & William E. Cain Methods of Research (Qualitative Research, Quantitative Research, Surveys, Interviews, Case Studies, Archival Research, Mixed Method Research) Mechanics of Research and Writing (Identifying and defining the area of research, Identifying the research problem, Scope and limitations of research, Identifying and validating resources) Ethics of Research (Objectivity, acknowledging sources, kinds of plagiarism)	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6

IV	**Research Practices** Review of Literature Framing the research question Preparing and editing drafts Documentation Citation methods MLA Latest Edition. 2016. (for Units 3 & 4)	15	CO 1, CO 2, CO 3, CO 4, CO 5	**K1, K2, K3, K4, K5 & K6**
V	**Practicum** Research Article and Project Abstract	17	CO 1, CO 2, CO 3, CO 4, CO 5	**K1, K2, K3, K4, K5 & K6**

Prescribed Books/Textbooks Umberto Eco: How to Write a Thesis Joseph Dorairaj: FAQs on Research in Literature and Language
Reference Books Bagail Chilisa: Indigeneous Research Methodologies Baz Kershaw and Helen Nicolson: Research Methods in Theatre and Performance
Suggested Reading Swarnalatha: Ecocriticism: Big Ideas and Practical Strategies
Web Resources https://youtube.com/playlist?list=PLeVxAnFsasIqIc8b03kHA3tw-xfIwgO2 M https://writingspaces.org/ https://www.york.ac.uk/english/writing-at-york/writing-resources/

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4

CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	2.75	3	3	3	3	3	3	3	3	

Overall Mapping of the Course with POs	2.96	Overall Mapping of the Course with PSOs	3	

Literary Criticism

Course Code	
Credits	**4**
Hours / Cycle	**6**
Category	**Part I | Core | Theory**
Semester	**II**
Year of Implementation	**From the academic year 2023 - 24 onwards**

Course Objectives

1. Introduce students to the principles of literary criticism from the classical times to the present
2. Provide a comprehensive outlook to the various trends in literary criticism through exposure to representative critics and their texts
3. Have an intensive and extensive reading of primary theoretical texts, with attention to their historical and social contexts
4. Give an overview of the major figures in the development of literary criticism through the ages, in order to provide a basic frame of reference to analyse, interpret and evaluate the contemporary critical scene

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Address ed**	**Bloom's Taxono my Levels (K1 to K6)**
CO 1	Relate the principles of literary criticism from the classical times to the present	**PSO1 & PSO 2**	**K1**
CO 2	Explain the various trends in literary criticism to representative critics and their texts	**PSO3**	**K2**

CO 3	Apply theoretical texts, with attention to their historical and social contexts	**PSO4**	**K3**
CO 4	Analyze the contemporary critical scene with reference to the major figures in the development of literary criticism across the centuries	**PSO4, PSO5**	**K4**
CO 5	Compose a highly original critical essay, based on their proficiency in the language of literary criticism	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY
				LEVEL
I	**Background and Introduction** Can a Text Have More than One Interpretation? How to Become a Literary Critic? What is Literary criticism? What is Literary Theory? Making Meaning from a Text Plato, Aristotle, Horace, Longinus, Plotinus, Dante, Boccaccio, Sidney, Dryden, Addison, Pope, Wordsworth, Shelley, Hippolyte, Taine, Arnold, Henry James, Bakhtin	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Classical & Medieval Criticism** Aristotle - Poetics Plato - Phaedrus Christine De Pizan. Part II 'Against Those Men Who Claim it is Not Good for Women to be Educated'. The Book of the City of Ladies.	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

III	**Renaissance & Enlightenment Criticism** Sir Philip Sidney - The Defence of Poesy Mary Wollstonecraft - A Vindication of the Rights of Woman Alexander Pope - An Essay on Criticism Samuel Johnson - Life of Milton	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Romantic & Victorian Criticism** William Wordsworth - Preface to Lyrical Ballads (648 - 668) Matthew Arnold - The Function of Criticism at the Present Time (691-714) Samuel Taylor Coleridge - Biographia Literaria [Chapters XIII & XVII] XIII On the Imagination, or Esemplastic Power XVII Examination of the Tenets Peculiar to Mr. Wordsworth	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Twentieth Century & After** T. S. Eliot - Tradition and the Individual Talent F. R. Leavis - Literary Criticism and Philosophy from The Common Pursuit (Pg. 211 - 222) Virginia Woolf - A Room of One's Own [Chapter III] Northrop Frye - The Archetypes of Literature Harold Bloom - The Anxiety of Influence [Preface: "The Anguish of Contamination"]	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. (Chapter 1: Pg. 1-9) Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. (Chapter 2: Pg. 19- 47)

Reference Books

Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. Longman,2011. Vincent B. Leitch. The Norton Anthology of Theory and Criticism. Norton & Co., 2001.

Suggested Reading

James Seaton. Literary Criticism from Plato to Postmodernism: The Humanistic Alternative. CUP, 2014.

Web Resources
https://iep.utm.edu/aris-poe/
https://www.poetryfoundation.org/articles/69375/the-defence-of-poesy
https://faculty.csbsju.edu/dbeach/beautytruth/Wordsworth-PrefaceLB.
pdf

Correlation of POs/PSOs to each CO

Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	2.75	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs					2.86			Overall Mapping of the Course with PSOs				3	

Romantic and Victorian Age

Course Code	
Credits	4
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	II

	Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives
1. Introduce the salient features of the literary movements of the 19th century from the Romanticism to the Pre Raphaelite School of poetry
2. Emphasize the transition of literature from the individual centric to the society centric 3. Enable the students to illustrate the historical and political forces behind the creation of the literary texts of the century
4. Use the seminal essays of the Romantic and Victorian period to make sense of literary, and cultural ideals and anxieties of the period
5. Help them distinguish the poetry of high Romantics from the Victorian counterpart 6. Critique the representations of social and cultural institutions of 19th century in the novels of the same period

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the themes and distinguishing features of the literary texts of the 19th century in the historical and political contexts	PSO1	K1
CO 2	Explain the cases for debates on the literary ideals and cultural anxieties of the period through close readings of the representative prose	PSO2, PSO3	K2
CO 3	Choose the Romantic poetry from the Victorian and critically evaluate their relative merits and demerits	PSO4	K3
CO 4	Analyze informed opinions about the social institutions and cultural behaviour of the 19th century with critical reading of the novels of the period	PSO3, PSO4 & PSO5	K4
CO 5	Discuss the role of drama in Romantic and the Victorian period in comparison with earlier periods	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXO

				N O MY LEVE L
I	**Background and Introduction** M. H. Abrams. The Mirror and the Lamp: "Romantic Analogues of Art and Mind" Maurice Bowra. The Romantic Imagination: "The Romantic Imagination" & "The Romantic Achievement" - Two Essays. G. K. Chesterton. The Victorian Age in Literature. Chapter II: 'The Great Victorian Novelists' Chapter III: 'The Great Victorian Poets' [Two Essays]	13	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
II	**Poetry** William Wordsworth - Immortality Ode Percy B. Shelley - Ode to a Skylark Thomas Hardy - The Darkling Thrush Robert Browning - Rabbi Ben Ezra Francis Thompson - The Hound of Heaven D.G. Rossetti - The Blessed Damozel Samuel Taylor Coleridge - Christabel Lord Byron - Don Juan Alfred Lord Tennyson - In Memoriam Gerald Manley Hopkins - The Windhover	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Prose** Charles Lamb - Essays of Elia (ed. Mac.) 1 to 5 [det] 'The South- Sea House', 'Oxford in the Vacation', 'Christ's Hospital Five and Thirty Years Ago', 'The Two Races of Men', 'New Year's Eve' John Ruskin - Sesame and Lilies ('Of Queen's Gardens') Percy B. Shelley - Defense of Poetry Matthew Arnold - Sweetness and light (Culture and Anarchy)	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Oscar Wilde - The Importance of Being Earnest G.B. Shaw - Arms and the Man	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6

V	Fiction Jane Austen - Sense and Sensibility Emily Bronte - Wuthering Heights Charles Dickens - Great Expectations	17	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Abrams, M. H., and Stephen Greenblatt, Et Al., Edt. The Norton Anthology of English Literature. Vol. 2. Norton, 1993.

Chandler, James, Edt. The Cambridge History of English Romantic Literature. Cambridge University Press, 2012.

Reference Books

Raimond, Jean, and J R Watson, Edt., A Handbook to English Romanticism. Palgrave Macmillan, 2014. Wilson, A.N. The Victorians. Hutchinson, 2002.

Suggested Reading

Jerome J. McGann. The Romantic Ideology (1983).

Web Resources

https://www.gutenberg.org/ebooks/18639
https://knarf.english.upenn.edu/PShelley/cencitp.html
https://www.jacneed.com/ASYD/Earnest/the_importance_of_being_earnest.pdf

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	-	-	-	-	-	3	-	-	-	-	K1
CO 2	2	2	3	3	3	-	-	-	3	3	-	-	K2
CO 3	-	-	-	3	3	2	-	-	-	-	3	-	K3
CO 4	3	2	1	2	3	3	3	-	-	3	2	3	K4
CO 5	-	-	-	-	2	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	**2.6**	**2.3**	**2**	**2.6**	**2.75**	**2.6**	**3**	**3**	**3**	**3**	**2.5**	**3**	
Overall Mapping of the Course with POs				2.5				Overall Mapping of the Course with PSOs				2.9	

Modernist and Post Modernist Literature

Course Code	
Credits	4
Hours / Cycle	6
Category	**Part I	Core	Theory**
Semester	**II**
Year of Implementation	**From the academic year 2023 - 24 onwards**

<div align="center">Course Objectives</div>

1. Equip students with knowledge of unique characteristics of Modernist and Postmodernist movements and their literature
2. Enable students to understand and probe the key terms and concerns of the said movements and situate them in their immediate contexts
3. Examine the depth and complexity of modernist poetry in form and content in relation to the preceding schools of poetry
4. Help students to relate the prescribed prose and fiction with developments in other disciplines like science, art, psychology, linguistics, and so on
5.   Compare and contrast the theatrical practices of modern and postmodern dramatists 6. Combine both traditional and recent critical perspectives on modern and postmodern period and judge the strengths and limitations of literatures of the said period

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Address ed**	**Bloom's Taxono my Levels (K1 to K6)**
CO 1	Recall the cultural, historical, and intellectual forces that gave rise to modern and postmodern movements and literatures	**PSO1 & PSO 2**	**K1**
CO 2	Interpret figuratively loaded poems of the modernist period with the knowledge of its predicament and predilection	**PSO3**	**K2**
CO 3	Identify postmodern prose and fiction with special reference to 'subjectivity', 'intertextuality', 'narrative', and 'language'	**PSO4**	**K3**
CO 4	Analyze the changes in terms of character, plot, language, stage and performance of Drama from modernist to postmodern period	**PSO4, PSO5**	**K4**
CO 5	Discuss the impact of modern and postmodern literatures on society and culture then and now	**PSO5**	**K5 & K6**

<div align="center">Syllabus</div>

UNI T	**CONTENT**	**HOU RS**	**CO s**	**BLO OM'S TAX ONO MY**

				LEVEL
I	**Background and Introduction** Peter Childs - Modernism ("Introduction") Tim Woods - Beginning Postmodernism (Chapter 3 - "Postmodernism and the Literary Arts")	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** W. B. Yeats - Sailing to Byzantium, Circus Animals' Desertion T.S. Eliot - East Coker Ted Hughes - Thrushes W.H. Auden - Musée des Beaux Arts Philip Larkin - Next, Please War Poets - Wilfred Owen, Edmund Siegfried Sassoon, Rupert Brooke	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Prose** Virginia Woolf - Essay on Modern Fiction Zadie Smith- Joy	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** T.S. Eliot - Murder in the Cathedral Samuel Beckett-Waiting for Godot John Osborne - Look Back in Anger	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Fiction** James Joyce – Araby (Selection from Dubliner) George Orwell - 1984 John Fowles - The French Lieutenant's Woman Julian Barnes – The Sense of an Ending	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks
Childs. Peter. Modernism - The New Critical Idiom. Routledge, 2008. Woods. Tim. Beginning Postmodernism. Manchester University Press, 2009.
Reference Books Greenblatt, Stephen. The Norton Anthology of English Literature. Vol. F, WW Norton & Co, 10th edition, 2018. Woolf, Virginia. The Collected Essays of Virginia Woolf. Benediction Classics, 2011.
Suggested Reading Barry, Peter. Beginning Theory. Viva Books, Chennai, 2017. J. M. Synge - The Playboy of the Western world
Web Resources https://archive.org/stream/in.ernet.dli.2015.86641/2015.86641.Murder-In-The-Cathedral_djvu.txt https://srgm.org.in/English%20121%20Samuel%20%20Beckett%20Waiting%20for%20Godot.p df https://www.gutenberg.org/files/1240/1240-h/1240-h.htm

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	3	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs						2.96		Overall Mapping of the Course with PSOs				3	

Gender and Literature

Course Code	
Credits	**5**
Hours / Cycle	**5**
Category	**Part I	Elective	Theory**
Semester	**II**
Year of Implementation	**From the academic year 2023 - 24 onwards**

Course Objectives

1. Introduce theories and concepts related to feminism and gender
2. Understand the issues and concerns of gender represented in literature
3. Examine intersectionality and gender performativity in relevant literatures
4. Sensitize students to the various forms of gender discrimination prevalent in society and culture 5. Create social awareness through literatures on gender equality and equity

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall concepts and theories on Gender	PSO1 & PSO 2	K1
CO 2	Explain gender performativity in social and cultural contexts	PSO3	K2
CO 3	Apply gender theories to discern covert forms of gender discrimination in society	PSO4	K3
CO 4	Analyze literary texts in the context of changing paradigms on gender with reference to intersectionality, performativity, and gender fluidity	PSO5	K4
CO 5	Evaluate gender equality and equity in prevailing social structures	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Lizbeth Goodman & Alison Smith - "Literature and Gender". Margaret Walters - "First and Second Wave Feminism". Judith Butler - "Gender: The Circular Ruins of Contemporary Debate"	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

II	**Poems** Anne Bradstreet - Prologue Linda Hogan - The Avalanche, Bamboo Denise Levertov - The Mutes Anne Sexton - Wanting to Die Adrienne Rich - Snapshots of a Daughter-in-law Kamala Das - An Introduction Christina Rossetti - Goblin Market	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Prose** August Strindberg - A Doll's House Gracy - Parting with Parvathi Krupabai Satthianadhan - Excerpt from Saguna	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Caryll Churchill - Top Girls Ntozake Shange - For Colored Girls Shelagh Delaney - A Taste of Honey Henrik Ibsen - A Doll's House	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Fiction** Anita Desai - Fasting, Feasting Rider Haggard - She Sylvia Plath - Bell Jar	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Literature and Gender. Ed. Lizbeth Goodman (Pg. 1- 41)

Feminism - A Very Short Introduction. OUP. 2005. (Chapter 8 & 9)

Reference Books

Judith Butler: Gender Trouble: Feminism and the Subversion of Masculinity. Routledge,1990.
(Pg. 10- 17)
Gracy. Baby Doll: Short Stories. Harper Perennial India. 2021.

Suggested Reading

Karli June Et. Al. Edt. Asexualities- Feminist and Queer Perspectives. Routledge. 2014.

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Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	2	3	-	-	-	-	3	2	-	-	-	K1
CO 2	3	2	2	1	1	-	-	-	-	3	-	-	K2
CO 3	2	2	3	2	2	-	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	2	1	-	-	-	-	2	K4
CO 5	-	-	-	3	2	2	1	-	-	-	-	3	K5/K6
Wt. Avg.	**2.6**	**2**	**2.6**	**2.25**	**1.75**	**2**	**1**	**3**	**2**	**3**	**3**	**2.5**	
Overall Mapping of the Course with POs					1.7			Overall Mapping of the Course with PSOs				2.7	

Subaltern Writings

Course Code	
Credits	**5**
Hours / Cycle	**5**
Category	**Part I	Elective	Theory**
Semester	**II**
Year of Implementation	**From the academic year 2023 - 24 onwards**

Course Objectives

1. Introduce the theoretical and political underpinnings of the emergence and the spread of Subaltern Studies in India and abroad and discuss the literatures of Dalits, Tribes, Aboriginals, etc.
2. Explain the aesthetics and political agency of Subaltern people and culture with the help of prescribed poems
3. Challenge the perceptions of students about mainstream culture and society through the voices of Subalterns
4. Ascertain the counter hegemonic vision, philosophy, and everyday experience of Subalterns in short stories in particular and Subaltern in general
5. Expand the consciousness of students about Subaltern life and resistance through prescribed novels and memoirs
6. Formulate ideas about their involvement in strengthening or weakening the unequal social order through serious introspection

Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO 1	Recall the aesthetics and political agency of the Subaltern people as embodied in Subaltern poetry	**PSO1 & PSO 2**	**K1**
CO 2	Explain ideas of Subaltern thinkers to expose power relations in the mainstream culture and society	**PSO3**	**K2**
CO 3	Identify the counter hegemonic vision, philosophy, and everyday experience of Subalterns	**PSO4**	**K3**
CO 4	Analyze one's own involvement in strengthening or weakening the unequal social order through serious introspection	**PSO4, PSO5**	**K4**
CO 5	Develop an understanding of subjugated knowledges, alternative cultures, and histories in the place of dominant ones	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Dipesh Chakrabarty. "A Small History of Subaltern Studies" Raj Gauthaman. "From the Subaltern Perspective: Reexamination and Social Transformation" Lee Maracle - Decolonizing Native Women. Daughters of Mother Earth Gayatri Chakravorty Spivak - The New Subaltern: A Silent Interview	13	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
II	**Poetry** Mahmoud Darwish - Who Am I, Without Exile? Prahlad Chendwankar - Empty Advice Siddalingiah - My People Oodgeroo Noonuccal - We Are Going Jacintha Kerketta - The Dust of Progress [Angor]	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
III	**Prose** Dr. B. R. Ambedkar - Waiting for a Visa Aileen Moreton-Robinson - "Whiteness, epistemology, and Indigenous representation". Ganesh N Devy – In Another Tongue (Selections) Sashi Deshpande - Writing from the Margin	15	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
IV	**Short Stories** Hansda Sowvendra Shekhar - The Adivasi Will Not Dance Nidhi Dugar Kundalia - The Kurumbas of the Nilgiris: A Kurumba Rebel Comes of Age Thomas King - Borders Devanuru Mahadeva - Amasa Pauline Johnson - A Red Girl's Reasoning	15	CO 1, CO 2, CO 3, CO	K1, K2, K3, K4, K5 & K6

				4, CO 5	

V	**Fiction & Memoirs** Narayan - Kocharethi Urmila Pawar - The Weave of My Life: A Dalit Woman's Memoirs Living Smile Vidya - I Am Vidya Anita Heiss - Growing Up Aboriginal in Australia	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Habitations of Modernity: Essays in the Wake of Subaltern Studies. University of Chicago Press. 2002. (Pg. 3 - 19)

The Wisdom of Native American Women. Praeger. 2003. (Pg. 29- 52)

Reference Books

Aileen Moreton-Robinson Ed. Whitening Race: Essays in Social and Cultural Criticism. (Pg. 75 - 88)

A Nomad Called Thief: Reflections on Adivasi Silence Writing from the Margin. Penguin, 2003.

Suggested Reading

White as Milk and Rice: Stories of India's Isolated Tribes. Penguin, 2020

Web Resources

https://www.thehindu.com/news/cities/Kochi/an-encounter-that-made-him-write-hansda- sowvendra shekhar-on-his-book-the-adivasi-will-not-dance/article23036774.ece
https://www.tribuneindia.com/news/reviews/story/a-losing-heritage-76446
https://www.thehindu.com/news/cities/bangalore/depicting-mahadevas-words-on-reel/article7910307.ece

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	2	-	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	2	3	-	-	-	3	2	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	**2.5**	**2.5**	**3**	**2.75**	**2.5**	**2.6**	**3**	**3**	**3**	**3**	**3**	**2.5**	
Overall Mapping of the Course with POs						2.69		Overall Mapping of the Course with PSOs				2.9	

Indian Literature in English

Course Code	
Credits	4
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	III
Year of Implementation	**From the academic year 2023- 24 onwards**

Course Objectives

1. Introduce students to the plurality of Indian society through various forms of Indian literatures in English
2. Familiarize students with the diverse literary strands in the Indian literary scene
   Enable students to study variety of important Indian authors and texts
3. Provide students with the knowledge of socio-historical context of Indian literature in English
4. Facilitate students to compare texts and authors with each other and develop informed literary and socio-political opinions

Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Define the pluralistic society of India through the diverse forms of literature	**PSO1 & PSO2**	**K1**
CO 2	Identify the specific qualities of literary texts and forms	**PSO3**	**K2**
CO 3	Identify important authors and texts in regional and national contexts	**PSO4**	**K3**
CO 4	Analyze the development of Indian literary traditions in English from its beginning to the present	**PSO4, PSO5**	**K4**
CO 5	Interpret the literary texts in connection with the socio- political contexts of their production	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

I	**Background and Introduction** G. N. Devy - English Studies in India Susie Tharu - Disciplining English R.S. Pathak - Towards A Viable Aesthetics for Indian Literature in English Genealogies of Indian Literature - PP Raveendran	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** A K Ramanujan - Anxiety Arun Kolatkar - The Bus Dom Moraes - From the Cheap Seats Tagore - Freedom R. Parthasarathy - Exile from Homecoming Aurobindo - Despair on the Staircase Gopal Honnalgere - The Donkeys Shiv K. Kumar - Indian Women Arundhathi Subramanian - Elegy to a Garden A. K. Mehrotra - Borges	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Prose** M. K. Gandhi - Selections from Hind Swaraj (On Lawyers and Education, What is True Civilization) Raja Rao - Foreword to Kanthapura Pandit Jawaharlal Nehru - Epilogue the Discovery of India Vilas Sarang - The Perils of Nativism	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Manjula Padmanabhan - Harvest Girish Karnad - Nagamandala Vijay Tendulkar - Ghashiram Kotwal Badal Sircar - Indian History Made Easy	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Fiction** **Short** **Stories** Premchand - The Lottery Chandrika B - The Story of a Poem **Novels** Easterine Kire - Bitter Wormwood Amitav Ghosh - Gun Island	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Manjula Padmanabhan. Harvest. Manjula Padmanabhan, 1998.

Girish Karnad - Nagamandala. OUP, 1990.

Reference Books

Vijay Tendulkar - Ghashiram Kotwal. Seagull Books, 1984.

C. D. Narasimhaiah. An Anthology of Commonwealth Poetry. Laxmi Publications, 2016

Suggested Reading

Amitav Ghosh. Gun Island. Penguin Hamish, 2019.

Web Resources

https://poetrychain.webs.com/

https://www.puzha.com/

https://museindia.com/

Correlation of POs/PSOs to each CO

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	3	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs					2.96			Overall Mapping of the Course with PSOs				3	

World Literatures

Course Code	
Credits	**4**
Hours / Cycle	**5**
Category	**Part I | Core | Theory**
Semester	**III**

Year of Implementation	From the academic year 2023- 24 onwards
Course Objectives	

Course Objectives
1. Introduce the concept of world literatures and its ramifications
2. Enhance the understanding of various literary trends from around the world
3. Distinguish various periods and cultural contexts of one literary tradition from the other 4. Familiarize the students with the historicity of Literatures from around the world through the careful study of Poetry, Prose, and Drama
5. Trace the changes in form and content of world literature from the 19th century to contemporary times
6. Examine the impact of the translation of World Literature on the English Language

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Recall the concepts of world literatures	**PSO1 & PSO2**	**K1**
CO 2	Explain the nuances of the literatures across countries and cultures	**PSO3**	**K2**
CO 3	Build the ability to appreciate one's own and other cultural and literary productions	**PSO4**	**K3**
CO 4	Compare and contrast one literary tradition with the other	**PSO4, PSO5**	**K4**
CO 5	Develop emotional, intellectual and aesthetic sensibility towards world literatures	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY

				LEVEL
I	**Background and Introduction** Tagore - Visva Sahitya Goethe - World Literature David Damrosch - Reading across cultures from *What is World Literature?* (Chapter 3)	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** Jaan Kaplinski - We started home, my son and I (Estonian) Pablo Neruda - Sonnet VXII (Chilean - Spanish) Florbela Espanca - To Be a Poet (Portuguese) Rainer Maria Rilke - People at Night (German) Mohmoud Daarwish - Eleven Stars over the Last Moments of Andalusia (Arabic) Six Poems - Chieko Poems (Japanese) Tenzin Tsundo - (Tibetan) Alexander Pushkin - Ode to Liberty (Russian)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	**Prose** Orhan Pamuk - *My Father's Suitcase* (Nobel Prize Lecture) (Turkish) Umberto Eco - *How to Travel with a Salmon* (Non- Fiction - Italian)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Griselda Gambaro - The Walls (Argentine) Dario Fo - *The Accidental Death of an Anarchist* (Italian) Federico Garcia Lorca - *Blood Wedding* (Spanish)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	**Fiction** **Short** **Stories** Lesley Nneka Arimah - *What It Means When a Man Falls from the Sky* (Nigerian) Goli Taraqqi - *A House in Heaven* (Iranian) **Novels** Gustave Flaubert - *Madame Bovary* (French)	17	CO1, CO2, CO3, CO	K1, K2, K3, K4, K5 & K6

				4, CO5	

Prescribed Books/Textbooks

Umberto Eco. How to Travel with a Salmon. Harcourt Brace & Company, 1994. Günter Grass. Peeling the Onion. Harcourt Inc., 2006.

Reference Books

David Damrosh. How to Read World Literature. Wiley Blackwell Publication, 2008.
David Damrosh. The Routledge Companion to World Literature. Routledge, 2013.

Suggested Reading

Steven G. Kellman. Magil's Survey of World Literature. Salem Press, 2009.

Web Resources

https://www.gutenberg.org/
https://www.learner.org/series/invitation-to-world-literatur
e/ https://www.worldliteraturetoday.org/

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	2	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	3	2	-	-	-	2	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	2.75	2.5	3	2.5	3	3	3	2.5	3	
Overall Mapping of the Course with POs					2.8			Overall Mapping of the Course with PSOs				2.9	

Critical Theory

Course Code	
Credits	5
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	III

Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives

1. Familiarize students with the intellectual climate preceding the emergence of 'theory' 2. Orient the students with the contours of critical theory which emerged in the Western world in the 20th century
3. Enable the students to identify and understand the distinctive features of different schools of thought while cognizant of their mutual permeability and common inheritance
4. Foster critical understanding of our society, language, culture, and history
5. Read and interpret textual and other meanings of a given culture and period

Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Define the term 'theory' and to list out key ideas and movements that existed prior to 'theory'	PSO1 & PSO2	K1
CO 2	Explain the important notions explaining the function of society and its role in the production of literary meaning	PSO3	K2
CO 3	Identify the role of language in constructing and deconstructing the meaning of texts, selves, and reality	PSO4	K3
CO 4	Analyze the operations of power and the ideological underpinnings of cultural formations	PSO4, PSO5	K4
CO 5	Discuss commonly held assumptions of history and to appraise new ideas of history, to understand the mutual reciprocity of 'historical' and 'literary' discourses	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

I	**Introduction** Raman Seldon, Peter Brooker, Peter Widdowson - New Criticism, moral formalism and F.R. Leavis in A Reader's Guide to Contemporary Literary Theory, Edition 5 by, pp. 15-29. (2005) Jonathan Culler - What is theory? in A Very Short Introduction to Literary Theory, pp. 1-18. (2011) Key Terms: affective fallacy, intentional fallacy, heresy of paraphrase, liberal humanism, autotelic nature of the text.	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Social Turn** Karl Marx - Excerpts from The German Ideology (1932) Walter Benjamin - The Work of Art in the Age of Mechanical Reproduction (1935) Sheila Rowbotham, Lynne Segal, and H. Wainwright - Selections from Beyond the Fragments (2013) *Key terms:* class, ideology, base and superstructure, false consciousness, commodity fetishism	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Linguistic Turn** Terrance Hawkes - Linguistics and Anthropology in Structuralism and Semiotics pp. 19-58 (1977) Christopher Norris - Jacques Derrida: Language Against Itself in Deconstruction - Theory and Practice pp 18-40 (2002) Susan Sellers - "Introduction" in Language and Sexual difference - Feminist writing in France pp. 1- 18 (1991) Stanley Fish - Is there a text in this class? (1980) *Keywords:* sign, signification, difference, transcendental signified, structure, center, symbolic, real.	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Cultural Turn** Foucault - Truth and Power - An interview with Michel Foucault (1979) Bell Hooks - Postmodern Blackness The Norton Anthology of Theory and Criticism Edition 3, Edited by Jeffrey Williams et al. pp. 2318-2326. (2018) Judith Butler - Acting in Concert in Undoing Gender. pp. 1-16 (2004) Lee Maracle - Oratory Coming to Theory *Keywords:* essentialism, constructivism, fundamentalism, orientalism, feminisms, discourse, mimicry, hybridity.	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

| V | **Historical Turn**
E.H. Carr - "The Historian and his facts" in What is History?, pp.07-30 (1990)
Hayden White - "The Historical Text as Literary Artifact" (1974)
Stephen Greenblatt - The Circulation of Social Energy (1988)
Louis Montrose - "Shaping Fantasies": Figurations of Gender and Power in Elizabethan Culture" (1983)
Key terms: social energy, metahistory, historicity, subversion and containment, narrativity, self-fashioning | 17 | CO 1, CO 2, CO 3, CO 4, CO 5 | **K1, K2, K3, K4, K5 & K6** |

Prescribed Books/Textbooks

Raman Seldon, Peter Brooker, Peter Widdowson: A Reader's Guide to Contemporary Literary Theory. University Press of Kentucky, 1993.

Jonathan Culler. A Very Short Introduction to Literary Theory. OUP, 1997.

Reference Books

Terry Eagleton. Literary Theory: An Introduction. Wiley, 2011.

Peter Barry. Beginning Theory - An Introduction to Literary and Cultural Theory. Manchester University Press, 2008.

Suggested Reading

Terrance Hawkes. Structuralism and Semiotics. Routledge, 2003.

Web Resources

https://sites.ualberta.ca/~dmiall/reading/readingm.htm
https://litguide.press.jhu.edu
https://visual-memory.co.uk/daniel//Documents/S4B/semiotic.html

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	2	3	K4
CO 5	-	-	-	3	2	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2.75	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs				2.71			Overall Mapping of the Course with PSOs					2.9	

Postcolonial Studies

Course Code	
Credits	5
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	III
Year of Implementation	**From the academic year 2023- 24 onwards**

Course Objectives

1. Upon completion of this course, the learners will be able to:
2. Introduce the central concepts of postcolonial studies and discuss the colonial/historical contexts that gave rise to them.
3. Explore the various strategies of European colonization and study its impact on the colonized countries across the world.
4. Acquaint the student with the literatures written in countries with a history of colonization with specific reference to representation and resistance
5. Analyze the institutionalization of postcolonial studies, through a range of theoretical and literary texts
6. Evaluate the ways in which this institutionalization of postcolonial studies has influenced a range of contemporary academic debates on postcoloniality

	Course Outcome(s)	PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Define the central theoretical concepts in Postcolonial Literary Studies	**PSO1 & PSO2**	**K1**
CO 2	Explain historical, political and theoretical concepts in the field of post coloniality	**PSO3**	**K2**
CO 3	Build arguments critically	**PSO4**	**K3**
CO 4	Analyze the major concepts in postcolonial studies towards analysis and interpretation of texts (textual and visual)	**PSO4 PSO5**	**K4**
CO 5	Develop their own strategies to evaluate the representations of the colonial subject in a comprehensive and inclusive manner	**PSO5**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction to Postcolonial Studies** John McLeod - Chapter 1"From 'Commonwealth' to 'Postcolonial', Chapter 5 Re-reading and re- writing English Literature from Beginning Postcolonialism Robert J. C. Young - Colonialism and the Politics of Postcolonial Critique. Postcolonialism- An Historical Introduction Ania Loomba - The Future of Postcolonial Studies. from Colonialism/Postcolonialism Key terms: Abrogation, Agency, Appropriation, Contrapuntal reading, Counter-discourse, Creole, Hegemony, Hybridity, Interpellation, Liminality, Mimicry, New Literatures, Palimpsest, Rhizome, Transculturation	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** Chinua Achebe - Refugee Mother and Child Margaret Atwood - Journey to the Interior Michael Dei-Anang - Africa Speaks Kath Walker - We Are Going Salinger Francisco (Mighty Sparrow) - Dan is the Man in the Van Valerie Bloom - Language Barrier David Dabydeen - Two Cultures Nizzim Ezekiel - Goodbye Party for Miss Pushpa	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Prose** Frantz Fanon - Conclusion. The Wretched of the Earth Edward Said - Imaginative Geography and Its Representations: Orientalizing the Oriental Ngugi Wa Thiong'o - Chapter 1 Decolonising the Mind: The Politics of Language in African Literature. The Language of African Literature Chandra Mohanty - Under Western Eyes: Feminist Scholarship and Colonial Discourses	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Derek Walcott - Dream on a Monkey Mountain Athol Fugard - Sizwe Banzi is Dead Girish Karnad - Hayavadana	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

V	Fiction Salman Rushdie - Midnights Children Samuel Selvon - The Lonely Londoners	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Robert P. Marzec. An Ecological and Postcolonial Study of Literature- From Daniel Defoe to Rushdie. Palgrave Macmillan, 2007.

Barnett, Clive. "Postcolonialism: Space, Textuality and Power". Aitken, Stuart and Valentine, Gill eds. Approaches to Human Geography. London, UK: Sage Publications. 2006. 147-159.

Reference Books

Said, W. Edward. Orientalism: Western Conceptions of the Orient. New Delhi: Penguin Books, 1995. Thiong'o, wa Ngugi. Decolonising the Mind: The Politics of Language in African Literature. England: James Currey Ltd, 1986.

Suggested Reading

John McLeod. The Routledge Companion to Postcolonial Studies. Routledge, 2007.

Web Resources

https://postcolonial.net/postcolonial-resources/websites
https://www.postcolonialweb.org/
https://www.postcolonialweb.org/poldiscourse/discourseov.html

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	2	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	3	2	-	-	-	2	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	3	3	3	2.75	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs					2.8			Overall Mapping of the Course with PSOs				2.9	

Translation Studies

Course Code	
Credits	**5**
Hours / Cycle	**5**
Category	**Part I | Elective | Theory**

Semester	III
Year of Implementation	**From the academic year 2023- 24 onwards**

Course Objectives
1. Equip learners with the knowledge of history and theories of translation from Roman times to the present
2.   Introduce the linguistic nuances of the process of translation and translation methods 3. Train students to apply translation theories and design innovative approaches to translation
4. Sensitize students to a range of cultural nuances embedded in specific translated texts
5. Enable students to translate literary and non-literary texts

Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Address ed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Recall and explain the history of Translation	**PSO1 & PSO2**	**K1**
CO 2	Explain the theories of translation and translation methods in selected texts and contexts	**PSO3**	**K2**
CO 3	Identify the nuances of translating cultural productions	**PSO4**	**K3**
CO 4	Analyze the challenges in translating literary and non-literary texts	**PSO5**	**K4**
CO 5	Design innovative methods of translating content related to literature, media, and communication	**PSO6**	**K5 & K6**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Background and Introduction** Translation during the Roman Times, Bible Translation, Renaissance Translation, 18th Century Translation, 19th Century Translation, 20th Century Translation, Translation and Technology	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Linguistic Aspects of Translation** From Modernism to Postmodernism and the rise of functional theories of translation, Structure of Language, Semantic Categories, Evaluative Language, The Scale of Linguistic Intensity	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Culture and Translation** Post-colonialism and Translation Cultural Perspectives Translation of Culture Key words: Collocation, Register, Code, Varieties of Interference	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Translation Methods** Word-for-word Literal Translation Faithful Translation Semantic Translation Free Translation Idiomatic Translation Communicative Translation Key words: Adaptation, Paraphrase, Transcreation	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

| V | **Practicum- Problems in Translating Literary and Non-Literary Texts**
Poems, Prose, Drama
Metaphors and Other Figures of Speech
Idioms & Colloquialism
Scientific, Technical, and Legal Writing
Information and Communication Technologies
Website localization Multimedia - Subtitling, Dubbing, Songs Advertising and Localization | 17 | CO 1, CO 2, CO 3, CO 4, CO5 | K1, K2, K3, K4, K5 & K6 |

Prescribed Books/Textbooks

Jeremy Munday. Introducing Translation Studies. (Chapter 2, 5, 7, 8 & 10)

Susan Bassnett. Translation Studies. Routledge, 3rd Ed. (Chapter 1, 2 Pg no. 47 - 81)

Reference Books

Peter Fawcett. Translation and Language. (Pg. 1-10; 19- 26)

Juliane House. Translation as Communication Across Languages and Cultures. (Pg. 72- 87)

Suggested Reading

The Oxford Handbook of Translation Studies. Etd. Kirsten Malmkjaer Et. Al. (Pg. 104- 141; 151- 181

Web Resources

https://www.monabaker.org/2022/04/
https://iwp.uiowa.edu/91st/vol4-num1/translating-culture-vs-cultural- translation
https://www.memsource.com/blog/translation-technology/
https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_63f46dd9-5641- 443e-bb3d-908dc8ecf07f_6.pdf
https://www.rumi.org.uk/poetry/
https://kccollege.ac.in/uploads/d329d8bd5d35b8c3d5c006667bbea770Mahananda%20Tonight%20I%20Write%20the%20saddest%20lines.pdf

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	3	3	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	2	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	2.5	3	3	3	3	3	3	3	2.5	3	

Overall Mapping of the Course with POs	2.85	Overall Mapping of the Course with PSOs	2.9	

Introduction to Theatre and Performance

Course Code	
Credits	5
Hours / Cycle	5
Category	**Part I	Elective	Theory**

Semester	III
Year of Implementation	**From the academic year 2023- 24 onwards**

Course Objectives
1. Introduce students to the experience of the theory and practice of theatre Train students in dramatic reading of literary texts
2. Develop the faculty of students to recognize the theatricality of life and the immediacy of theatre 3. Enable students to use the basic elements of theatre - voice, body, space, movement, props, sounds, costume, and lighting.
4. Equip the students with theatrical skills to mount short productions

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Address ed	Bloom's Taxon o my Levels (K1 to K6)
CO 1	Define and explain the importance of theory and practice of theatre	**PSO1 & PSO2**	**K1**
CO 2	Explain the theatrical exercises to read texts performatively and to theorize one's practice	**PSO3**	**K2**
CO 3	Identify the dramatic literature through voice, body, and theatre paraphernalia through performativity	**PSO4**	**K3**
CO 4	Analyze the faculty of learners to recognize the theatricality of life and the immediacy of theatre	**PSO4, PSO5**	**K4**

CO 5	Develop theatrical skills (acting, scripting, directing, costume, sound, lighting, etc.,) to mount productions	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Origin, History and Traditions of Theatre** Classical and Folk Theatre traditions - Western and Eastern Tragedy and Comedy Indian Theories of Performance through Sanskrit Nataka Tradition & Regional Theatres Elements of Meta-theatre Noh, Kabuki Theatres Richard Hornby - The Play within the Play Theatre in Education	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

II	**Modern Theatres** Epic Theatre, Theatre of Cruelty, Theatre of the Absurd, Poor Theatre, Theatre of Roots, Third Theatre, Workshop Theatre Environmental Theatre, Theatre of the Oppressed Augusto Boal - Poetics of the Oppressed A Mangai - Staging Gender	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Dramatic Literature** Kālidāsa Abhijñāna - Śākuntalam(Nātaka) Aristophanes - The Clouds Yukio Mishima - Damask Drum	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Training in Structures of Staging** Training in Structures of Staging Theatre Exercises Scripting Narrating, developing plots, Acting, Improvisation Use of Voice, Body, Space, Movement Props and Costume Lighting and sound	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

V	**Practicum: Performance and Rehearsals** Rehearsals Performance Audience Reception	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks
Lionel Abel. Metatheatre: A New View of Dramatic Form. Hill and Wang, 1966. Arthur Adamoy. Professor Tarranne Calder, 1966.

Reference Books
Adrados, Francisco Rodriguez, Festival, Comedy and Tragedy: The Greek Origins of Theatre. Brill, 1975.   Aristophanes. Lysistrata and The Frogs. Penguin Publishing Group, 1984.

Suggested Reading
Aston, Elaine, and Savona, George. Theatre As Sign-System: A Semiotics of Text and Performance. Routledge, 2013.

Web Resources
https://www.vl-theatre.com/   https://www.artsillustrated.in/category/theatre-performance/   https://www.theatrepeople.com.au/a-brief-history-of-theatre-in-india/

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	3	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4		-	-	3	3	2	3	-	-	-	3	2	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	3	3	2.75	2.6	3	3	3	3	3	2.5	
Overall Mapping of the Course with POs				2.83				Overall Mapping of the Course with PSOs				2.9	

American Literature

Course Code	
Credits	5
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	IV
Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives

1. Introduce learners to the socio-cultural and historical forces that shape and are shaped by 20th and 21st century American Literature
2. Assist learners describe the developments and changes in American Poetry from Robert Frost to Maya Angelou
3. Help learners to be aware of the ingrained ingenuity in the American short story 4. Trace the relevance from modern to the postmodern Drama in the context of the American Society
5. Facilitate learners to make an informed appreciation of selected texts in general and the nuances of novels, in their respective historical and cultural contexts

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Recall the historical and cultural background of American Literature	PSO1 & PSO2	K1
CO 2	Explain postcolonial and postmodern theories to appreciate the unique representations of American Literature	PSO3	K2
CO 3	Identify the modern and postmodern concerns highlighted in the selected texts	PSO4	K3

CO 4	Analyze the major trends in American Literature in the context of post-war and neoliberal world	PSO4, PSO5	K4
CO 5	Conceptualize and contemporize the aesthetic nuances of American Literature	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY

				LEVEL
I	**Introduction** Emerson - The American Scholar Malcolm Bradbury and Richard Ruland - Preface (xviii to xxviii pages)., From Puritanism to Postmodernism: A History of American Literature. Claude S. Fischer - Made in America 'The Stories We Tell' (1 – 16). A Social History of American Culture and Character.	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Poetry** Robert Frost - After Apple Picking E. E. Cummings - Cambridge Ladies Wallace Stevens - Thirteen Ways of Looking at a Black Bird Sylvia Plath - Daddy Black Lives Matter Paul Laurence Dunbar - Sympathy Maya Angelou - Still I Rise Ezra Pound - Selection from Cantos	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Short Stories** O. Henry - The Cop and the Anthem Raymond Carver - Cathedral Ken Liu - The Paper Menagerie Isaac Bashevis Singer - The Reencounter Indian Camp - Ernest Hemingway	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Drama** Sam Shepard - Curse of the Starving Class Arthur Miller - Death of the Salesman Eugene O'Neill - The Hairy Ape Amiri Baraka - Dutchman & the Slave	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Fiction** Toni Morrison - Home Ray Bradbury - Fahrenheit 451 F. Scott Fitzgerald - The Great Gatsby	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Axelrod Et. Al. Edt. The New Anthology of American Poetry Vol. 3, Postmodernisms 1950-present. OUP, 2012.

David Lehman. The Oxford Book of American Poetry. OUP, 2006.

Reference Books

Langston Hughes. Collected Plays of Langston Hughes. Leslie Catherine Sanders & Nancy Johnston Edt. University of Missouri Press, 2002.

Toni Morrison. Home. Alfred A. Knope, 2016

Suggested Reading

Ray Bradbury. Fahrenheit 451. Simon and Schuster Paperbacks. E-book.

O. Henry. Delphi Complete Works of O. Henry. Delphi Classics, 2011.

Web Resources

https://www.modernamericanpoetry.org/dashboard
https://guides.library.columbia.edu/english
https://commonplace.online

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	3	3	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	2	2	3	-	-	-	-	3	K5
Wt. Avg.	2.5	3	2.5	3	2.75	2.6	3	3	3	3	3	3	
Overall Mapping of the Course with POs					2.76			Overall Mapping of the Course with PSOs				3	

Introduction to Cultural Studies

Course Code	
Credits	**5**
Hours / Cycle	**6**
Category	**Part I	Core	Theory**

Semester	**IV**

Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives

1. Provide a general introduction to the field of Cultural Studies
2. Introduce the notion of culture not only as a way of life but also as a contested site for human discourse and action
3. Equip students to understand and articulate themselves as cultural beings
4. Enable students to understand how cultural practices of our everyday life gain their meaning and value

	Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the conceptual framework of Cultural studies	PSO1 & PSO2	K1
CO 2	Explain the relevant cultural theories to the study of literature, culture, and media	PSO3	K2
CO 3	Analyse the complex ways in which identities are constructed through literary and cultural productions and texts	PSO4	K3
CO 4	Analyze new forms of media (TV, films, internet, digital media) transform and reinvent traditional literary and cultural forms	PSO5	K4
CO 5	Develop nuanced discussions on the historical, empirical, and cultural analyses of contemporary literature and culture	PSO6	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

I	**Background and Introduction** Text Different interpretations of the word 'Culture'- Reciprocal relationships between culture, literature and media - Cultural Criticism Raymond Williams - Culture is Ordinary Simon During - Introduction to The Cultural Studies Reader Antony Easthope - Literary into Cultural Studies Toni Morrison - Recitafif Key concepts: Subjectivity, Identity, Ideology, Representation, Power, Discourse, Gender - Origin and development of Cultural Studies - High Culture and Popular Culture - Sub Culture and Counter Culture	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Cultures of Consumption** Consumer Culture - 'Conspicuous consumption' - Food and Globalization - Spaces of consumption - Commodification of self-Branding Mike Featherstone - The Body in Consumer Culture. Theory, Culture and Society. Bob Ashley, Joanne Hollows, Steve Jones and Ben Taylor - Consumption and taste. Food and Cultural Studies 'Naomi Klein - The Branding of Learning. No Logo: Taking Aim at the Brand Marcel Proust - Remembrance of Things Past (Excerpts)	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Culture and Nation in the Indian Context** Expose the students to how Cultural Studies has been adapted to the broad Indian context. Partha Chatterjee - The Nationalist Elite The Nation and Its Fragments Colonial and Postcolonial Histories Poonam Trivedi- Filmi Shakespeare by Narratives of Indian Cinema Manju Jain Simi Maholtra - Popular Cultural Studies in India Today: Issue and Problems, Cultural Studies in India, ed. Rana Nayar, Pushpinder Syal and Akshaya Kumar Nisha Susan - Trinity Cultures within Culture	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Cultures of Memory and Identity** Social frameworks of memory and identity - collective memory - Memory cultures - role of community and technology - war memorials Astrid Erll - Literature as a Medium of Cultural Memory Memory in Culture. Nick Mansfield - 'Subjectivity and Ethnicity: Otherness, Policy, Visibility, Colonialism. Subjectivity: Theories of the Self from Freud to Haraway. Sivakami - A Long Train Journey Enjami- Song - Performance Poetry	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

V	Culture, Media, and Technology	17	CO 1, CO 2, CO 3, CO 4, CO 5	K1, K2, K3, K4, K5 & K6
	Symbiotic relationship between culture and media, - impact of the digital age on culture- postmodern media and hyper reality Adorno and Horkheimer's concept of culture industry Baudrillard - The Gulf War Will Not Take Place Donna Haraway- A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century. (Excerpts) Stuart Hall- Encoding and Decoding (Excerpts)			

Prescribed Books/Textbooks

Chris Barker, Cultural Studies. Theory and Practice. Sage, 2011.
Chris Barker. The Sage Dictionary of Cultural Studies. Sage, 2004.

Reference Books

John Storey, ed. What is Cultural Studies?: A Reader. Routledge, 2019.
Pramod K Nayar, An Introduction to Cultural Studies. Viva Books, 2008.

Suggested Reading

Popular Culture. An Introduction by Carla Freccero. NYU Press, 1999.

Web Resources

https://www.iea.usp.br/en/news/cultural-memory-the-link-between-past-present-and-future https://library.fes.de/pdf-files/ipg/ipg-2001-2/artheller.pdf
https://www.webpages.uidaho.edu/~rfrey/220consumption.html

Correlation of POs/PSOs to each CO

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	2	-	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	2	3	-	-	-	3	2	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	2.5	3	2.75	2.5	2.6	3	3	3	3	3	2.5	

<table>
<tr><td colspan="2">Course Articulation Matrix</td></tr>
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Overall Mapping of the Course with POs	2.96	Overall Mapping of the Course with PSOs	3

General Essay

Course Code	212EG4M03

Credits	5
Hours / Cycle	6
Category	Part I | Core | Theory
Semester	IV
Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives

1. Achieve a comprehensive understanding of the overall scope of Literature Promote an enhanced engagement with the finer nuances of literature
2. Equip students with an informed and highly perceptive critical judgment to the study of Literature and ideas
3. Help students understand the importance of the study of the latest trends in Literature and Language

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Select a range of topics and themes from around the world	PSO1 & PSO2	K1
CO 2	Relate topics and themes for a nuanced understanding of current trends in Literature	PSO3	K2
CO 3	Identify the complexities of Literature and Literary works in the context of new media studies	PSO4	K3
CO 4	Analyze new perspectives in relation to digital humanities	PSO4, PSO5	K4
CO 5	Compose a comprehensive essay on any topic related to Literary studies	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	**Eclectic Approaches** Apocalyptic Literature Mission	13	CO 1, CO 2,	K1, K2, K3,

	Studies Indian thought and Literature		CO 3, CO 4, CO5	K4, K5 & K6
II	**Modern Approaches** The Confessional Writings Children's Literature War Literature Sports Literature	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Specialized** **Studies** Dalit Studies Geriatric Studies Memory Studies Bioregional Studies Folklore Studies Disability Studies	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Digital** **Humanities** New Media Studies Game Studies Digital Humanities Projects & Archives	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Science and Literature** Medical Humanities Gastronomic Literature Cryptozoology Music and Literature	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

Stephen W. Hawking. The Theory of Everything. Jaico, 2009.

Marcel Danesi. A Basic Course in Anthropological Linguistics. Canadian Scholars' Press Inc. 2004.

Reference Books

George M. Eberhart. Mysterious Creatures- A Guide to Cryptozoology. ABC-CLIO Inc, 2002. Kevin Bell. Game On!: Gamification, Gameful Design, and the Rise of the Gamer Educator. John Hopkins University Press, 2018.

Suggested Reading
Dave Collins Edt. The Act of Musical Composition: Studies in the Creative Process. Ashgate, 2012.

Web Resources
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4717454
/ https://digitalhumanities.stanford.edu/projects
https://digitalhumanities.berkeley.edu/projects

Correlation of POs/PSOs to each CO

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	3	3	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	3	2.75	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs				2.82				Overall Mapping of the Course with PSOs				3	

Project

Course Code	
Credits	5
Hours / Cycle	6
Category	Part I	Core		Theory
Semester	IV
Year of Implementation	From the academic year ………2023-24…… onwards

Course Objectives	To understand the systematic steps involved in research process and to develop research problem and identify the solution for the same		
CO #	**Course Outcome(s)**	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K5)**
On completing the course successfully, the student will be able to			
CO 1	Have a practical exposure to framing a research problem	PSO1 PSO2	K1
CO 2	Elicit responses by preparing an appropriate questionnaire	PSO3	K2
CO 3	Analyse data by using appropriate statistical techniques	PSO4	K3
CO 4	Develop research writing skills	PSO4 PSO5	K4
CO 5	Learn to defend their research work at a viva voce examination	PSO5	K5

RULES AND REGULATIONS

1. Students pursuing MA English Degree Course at the Department of English (Aided), MCC are required to submit a dissertation to the department as part of their course work in the month of April in the final academic year of their postgraduate study.

2. The Department of English (Aided) will allocate one Research Supervisor to each student pursuing the MA English Degree Course at the beginning of the final academic year of their postgraduate study.

3. During the allocation of the Research Supervisor, the deadline for the submission of the Abstract, the First Draft of the Complete Project, and the Final Project will also be intimated to the students.

4. The students are required to report to their respective Research Supervisors to enable the following:

a. Finalizing the topic of the dissertation.

b. Preparing and submitting abstract for the dissertation.

c. Updating the Research Supervisor at regular intervals regarding the progress of the research work.

d. Perusal of preliminary drafts of chapters by the respective Research Supervisors to recommend further course of action.

e. Submission of the First Draft of Complete Project for scrutiny, editing and required revisions.

f. Submission of the Final Project vetted and approved in advance by the Research Supervisor before the binding of the Hard Copy of the dissertation.

5. The Final Project should include the following:

a. A Covering Page with Title of the Dissertation, Name of the Degree Course for which the

Dissertation is being submitted, details of the student, details of the Research Supervisor, details of the Department and College with the College Logo, and the month and year of the Exam.

b. A Certificate endorsing the research work of the student as to its originality and viability, with the title of the dissertation and the details of the student mentioned in the writing, to be signed by the Research Supervisor and the Head of the Department.

c. A Declaration assuring that the research work conducted is purely original, to be signed by the student before submission of the Hard Copy of the Dissertation to the Research Supervisor.

d. An Acknowledgement.

e. The Abstract of the Dissertation

f. The Contents Page listing out the Chapters, Chapter Titles and the Page Numbers

g. The chapters of the research work in full, arranged from Introduction to Conclusion.

h. The Appendix page(s) (if necessary.

i. The Works Cited list/Bibliography.

6. Students are required to submit the aforementioned bound Hard Copy of their dissertation in Triplicate to the Head of the Department after procuring the signatures of their respective Research Supervisors in the Certificate page of the Dissertation.

Correlation of POs/PSOs to each CO

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	3	3	3	3	3	3	3	3	3	K1
CO 2	3	3	3	2	3	3	3	3	3	3	3	3	K2
CO 3	-3	3	3	3	2	3	3	3	3	3	3	3	K3
CO 4	3	3	3	3	3	3	3	3	3	3	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	3	3	3	3	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs						3		Overall Mapping of the Course with PSOs				3	

English Language Teaching and Technology

Course Code	212EG4E01
Credits	5
Hours / Cycle	6
Category	Part I | Elective | Theory
Semester	IV

Year of Implementation	From the academic year 2023- 24 onwards

Course Objectives

1. Equip learners with essential background to the history of English Language Teaching 2. Familiarize learners with inputs required for whole person education through English Language Teaching

3. Instill the understanding of theoretical and practical components required to implement various methods and approaches of language teaching and learning
4. Train students in designing customized modules on English Language for first-generation and non-native language learners
5. Encourage critical perspectives in the use of technology in the teaching and learning of English Language

Course Outcome(s) Upon completion of this course, the learners will be able to:	PSO Addressed	Bloom's Taxono my Levels (K1 to K6)
CO 1	Recall and explain the various methods and approaches of English Language Teaching	PSO1 & PSO2	K1

CO 2	Explain the futuristic vision for designing the curriculum and syllabus	PSO3	K2
CO 3	Identify the use, application, and adaptation of various Learning Management Systems	PSO4	K3
CO 4	Examine their teaching skills through a range of digital applications and tools	PSO4, PSO5	K4
CO 5	Develop ingenious modules for specific target groups and English language learners	PSO5	K5 & K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEV

				EL
I	**Background and Introduction** History of English Language Teaching- Grammar Translation Method, Direct Method, Audiolingual Method, Situational Method Current Trends in ELT - Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Teaching, The Natural Method, Suggestopedia	13	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
II	**Curriculum and Syllabus** Curriculum Design Types of Syllabus Outcome-Based Teaching and Learning (OBTL)	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
III	**Testing and Evaluation** Diagnostic, Summative & Formative Assessment Innovative Testing Methods	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
IV	**Digital Tools for Materials Production** Basic Design Tools for Learning English (Power Point, Nearpod, Kahoot, Canva) Designing Lesson Plan for Hybrid, Blended, Asynchronous & Synchronous Modes Planning Innovative Classroom Activities	15	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6
V	**Practicum** Introduction to MOOCs Designing E-content for MOOCs course Preparing and Planning Spoken English Training Workshop	17	CO 1, CO 2, CO 3, CO 4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks
Chun Lai. Autonomous Language Learning with Technology. Bloomsbury, 2017. Jack C. Richards and Theodore S. Rogers. Approaches and Methods in Language Teaching. CUP, 2016.
Reference Books
Adam Alter. Irresistible. Penguin Random House, 2017. Michael H. Long and Catherine J. Doughty. The Handbook of Language Teaching. Wiley-Blackwell, 2011.
Suggested Reading
Writing and Grammar. Pearson Prentice Hall.
Web Resources
https://montessori-ami.org/resource-library/facts/biography-maria-montessori https://amshq.org/About-Montessori/History-of-Montessori/Who-Was-Maria- Montessori https://jkrishnamurti.org/

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	2.5	2.75	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs						2.75		Overall Mapping of the Course with PSOs				3	

Literature, Ecology and Development

Course Code	
Credits	**5**
Hours / Cycle	**6**
Category	**Part I	Elective	Theory**

Semester	IV
Year of Implementation	**From the academic year 2023- 24 onwards**

Course Objectives

1. Foreground the inextricable relationship between literature and other modes of cultural production and their physical environment
2. Explore the connection between literature and ecology in the context of political, social, and economic issues
3. Focus on postcolonial ecocriticism and the impact of globalization through the study of anthropocentrism
4. Generate interest in the environmental and ecological movements through literature

	Course Outcome(s) **Upon completion of this course, the learners will be able to:**	**PSO Address ed**	**Bloom's Taxon o my Levels (K1 to K6)**
CO 1	Define and demonstrate an understanding of ecological principles	**PSO1 & PSO2**	**K1**
CO 2	Explain the ecocritical theories to the study of literature and other modes of cultural discourse	**PSO3**	**K2**
CO 3	Identify issues like urbanization, consumerism, poverty and its resonances in literature and other discourses	**PSO4**	**K3**
CO 4	Analyze eco-centric values and metrics of the contemporary world	**PSO4, PSO5**	**K4**
CO 5	Develop ecocritical perspectives creatively to write quality research articles and create new eco-oriented narratives/genres	**PSO5**	**K5 & K6**

Syllabus

UNI T	CONTENT	HO URS	CO s	BLO OM'S TAX ONO MY LEV EL

I	**Background and Introduction** Cheryll Glotfelty - Literary Studies in an Age of Environmental Crisis - Introduction to The Ecocriticism Reader Nirmal Selvamony - From the Anthropocene to the Neo tiNaicene Arne Naess - The Deep Ecology Movement, From Ecology To Ecosophy from Ecology, Community and Lifestyle - Outline of an Ecosophy Maria Mies and Vandana Shiva - Women's Indigenous Knowledge and Biodiversity Conservation Ecofeminism Bhalchandra Nemade - Nativism in Literature	13	CO 1, CO 2, CO 3, CO 4, CO5	**K1, K2, K3, K4, K5 & K6**
II	**Poetry** Bob Dylan - Every Grain of Sand Lao Tzu-Tao Te Ching - Recovering our Roots Jayanta Mahapatra - Indian Summer Poem Kapilar - Narrinai 13 Picirantaiyar - Narrinai 91 Camille T. Dungy- Language	15	CO 1, CO 2, CO 3, CO 4, CO 5	**K1, K2, K3, K4, K5 & K6**
III	**Fiction and Non-Fiction** Rachel Carson - Silent Spring Amitav Ghosh - The Great Derangement Michael Crichton - Congo Wangari Maathai - 2004 Nobel Prize Acceptance Speech Daniel Goleman- Ecological Intelligence- Chapter 2 Green is a Mirage	15	CO 1, CO 2, CO 3, CO 4, CO 5	**K1, K2, K3, K4, K5 & K6**
IV	**Movies and Documentaries** Akira Kurosawa - Dreams Davis Guggenheim - An Inconvenient Truth James Cameron - Avatar P. Sainath - Nero's Guests David Attenborough - State of the Planet	15	CO 1, CO 2, CO 3, CO 4, CO5	**K1, K2, K3, K4, K5 & K6**

| V | **Practicum**
 Project Work, Documentary, Internship - Learners will be encouraged to document their research findings on any ecological issue based on a field visit/eco trip/ campaign in support of the environment. They may also undertake short term internships with Eco-sensitive NGOs and other green outfits. The results may be presented via any one of the following modes:
 Project (Short dissertation of 20 pages)
 Research paper (10 pages), Short film
 (15-20 mins) Short internship (min 1 week) | 17 | CO 1, CO 2, CO 3, CO 4, CO 5 | K1, K2, K3, K4, K5 & K6 |

Prescribed Books/Textbooks

Coupe, Laurence, ed. The Green Studies Reader: From Romanticism to Ecocriticism
London: Routledge, 2010
Drengson, Alan and Bill Devall ed. The Ecology of Wisdom: Writings by Arne Naess.
Berkeley: Counterpoint Press, 2010

Reference Books

Fromm, Harold and Cheryll Glotfelty, ed. The Eco Criticism Reader: Landmarks in Literary Ecology.
USA: University of Georgia Press, 1996
Garrard, Greg. Eco Criticism: The New Critical Idiom. London: Routledge, 2012

Suggested Reading

Kerridge, Richard. Neil Sammells, ed. Writing the Environment: Ecocriticism and Literature. London:
Zed Books, 1998

Web Resources

https://thewire.in/books/eco-literature-next-major-literary
wave#:~:text=Eco%2Dliterature%20includes%20the%20whole,%2Dset%20of%20eco%2Dliter
at ure
https://www.theguardian.com/books/2016/oct/28/amitav-ghosh-where-is-the-fiction-about-
climate change
https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/#:~:text=I%20stand%20befo
re%20 you%20and,women%20and%20the%20girl%20child

Correlation of POs/PSOs to each CO

Course Articulation Matrix												
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2

CO 3	-	-	-	3	2	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	3	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	2.5	2.75	2.5	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs						2.75		Overall Mapping of the Course with PSOs				3	

MA English – Status of Revision

Se me ster	Existing Course	New Course	Revis ed/R enam ed/R eplac ed/N ew	Nature of the Course	Revisi on %
		Semester I			

I	Chaucer and Elizabethan Age	Chaucer and Elizabethan Age	Revised	Core	10
I	Age of Milton Pope and Johnson	Age of Milton Pope and Johnson	Revised	Core	10
I	Shakespeare Studies	Shakespeare Studies	Revised	Core	20
I	English Language and Applied Linguistics	English Language and Applied Linguistics	Revised	Core	20
I	Conflict, Trauma and Peace Literature	Conflict, Trauma and Peace Literature	Revised	Elective	20
I	Wisdom Literature	Wisdom Literature	Revised	Elective	20
Semester II					
II	Academic Writing and Research Methodology	Academic Writing and Research Methodology	No change	Core	
II	Literary Criticism	Literary Criticism	Revised	Core	20
II	Romantic and Victorian Age	Romantic and Victorian Age	Revised	Core	20
II	Modernist and Postmodernist Literature	Modernist and Postmodernist Literature	Revised	Core	20
II	Gender and Literature	Gender and Literature	Revised	Elective	10
II	Subaltern Writings	Subaltern Writings	Revised	Elective	10
Semester III					
III	Indian Literature in English	Indian Literature in English	No change	Core	
III	World Literatures	World Literatures	Revised	Core	10
III	Critical Theory	Critical Theory	Revised	Core	20
III	Postcolonial Studies	Postcolonial Studies	No change	Core	
III	Translation Studies	Translation Studies	Revised	Elective	20
III	Introduction to Theatre and Performance	Introduction to Theatre and Performance	Revised	Elective	30
III	Soft Skills Programme	Soft Skills Programme			
Semester IV					
IV	American Literature	American Literature	Revised	Core	10

IV	Introduction to Cultural Studies	Introduction to Cultural Studies	Revised	Core	20
IV	General Essay	General Essay	Revised	Core	10
IV	Project	Project	Revised	Core	
IV	ELTT	ELTT	Revised	Elective	40
IV	Literature, Ecology and Development	Literature, Ecology and Development	Revised	Elective	10

Number of New courses introduced	NIL
Number of Courses revised	21
No change	3
Total number of courses offered in PG programme from the Department	24
Percentage of revision	50%