

BA ENGLISH LANGUAGE AND LITERATURE

2023- 2024

CHOICE-BASED CREDIT SYSTEM (CBCS)

OUTCOME-BASED EDUCATION (OBE)

SYLLABUS



Madras Christian College (Autonomous)

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(Aided)**



MADRAS CHRISTIAN COLLEGE (Autonomous)

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.

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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.

Sl. No.	Graduate Attribute	Description
1.	GA 1: Intellectual Competencies	<ul style="list-style-type: none"> • 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
2.	GA 2: Professional Ethics	<ul style="list-style-type: none"> • 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.
3.	GA3: Leadership Qualities	<ul style="list-style-type: none"> • 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.
4.	GA 4: Holistic Skill Development	<ul style="list-style-type: none"> • 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.
5.	GA 5: Cross-Cultural Competencies	<ul style="list-style-type: none"> • 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

6.	GA 6: Service-Oriented Focus	<ul style="list-style-type: none"> • 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.
7.	GA 7: Value-Based Spiritual Development	<ul style="list-style-type: none"> • 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 Under Graduate Programmes

UG Programmes are designed to have the following outcomes:

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

PO	PO	Description of PO	Mapped with GA
PO 1	Language Skills	<ul style="list-style-type: none"> • Demonstrate oral and written skills to effectively communicate in English and Languages of their choice • Apply reading and listening skills to facilitate access to knowledge resources and understanding 	GA1, GA4, GA5
PO 2	Domain Knowledge	<ul style="list-style-type: none"> • Acquire knowledge of basic concepts, theories and processes through study of core courses in respective programmes • Apply and Analyze domain specific knowledge to emerging areas of academia and industry • Assess, adapt and develop domain specific transferrable skills to new/unfamiliar context 	GA1, GA3, GA4, GA5
PO 3	Interdisciplinary knowledge	<ul style="list-style-type: none"> • Identify and determine relationships across disciplines • Acquire and apply interdisciplinary knowledge for holistic academic development 	GA1, GA4

PO 4	Digital Skills	<ul style="list-style-type: none"> • Acquire computer skills and their application relevant to classroom and self-directed web-based learning • Familiarize with and use domain-related 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, GA6
PO 5	Analytical skills	<ul style="list-style-type: none"> • Develop the ability to think critically and relate learning to academic, professional and real-life problem solving • Apply empirical knowledge and skills to identify and collect quantitative and qualitative data to analyze and formulate evidence-based suggestions and solutions 	GA1, GA2, GA4, GA6
PO 6	Academic writing & Presentation skills	<ul style="list-style-type: none"> • Formulate and document results obtained in laboratory, case studies, project work, field work and internships • Effectively communicate through engaging presentations using methodologies appropriate to the discipline 	GA1, GA4, GA5
PO 7	Innovation and Creativity	<ul style="list-style-type: none"> • Demonstrate transferable capabilities and intrapreneurial skills that are relevant to the industry and other employment opportunities • Develop entrepreneurial skills and generate intellectual property 	GA1, GA2, GA3
PO 8	Social Engagement and Responsibility	<ul style="list-style-type: none"> • Demonstrate the ability to link classroom learning with social concerns through service learning and outreach programmes. • Enhance positive personality traits to adapt to changing circumstances and demonstrate leadership qualities as an individual and a member of cross-cultural and multi-disciplinary teams. • Appreciate environmental consciousness and sustainability • Draw valuable insights from one's own spiritual tradition and that of others for peaceful coexistence and general wellbeing 	GA1, GA2, GA5, GA6, GA7

**B.A. ENGLISH LANGUAGE AND LITERATURE
PROGRAMME SPECIFIC OUTCOMES**

On successful completion of Bachelor of Arts in English Language and Literature the should be able to:

PSO 1- Recall the various aspects of English Language and Literature including the nuances and intricacies embedded in literary texts such as poetry, prose, drama, and novel along with its socio-political and historical contexts

PSO 2- Use English in its Oral and Written forms effectively across literary, cultural, technical and digital contexts and in real-life situations

PSO 3- Analyze contextualized literary and cultural discourses to integrate their core values into contemporary society and culture

PSO 4- Appraise the dynamics of the English Language and the significance of the diverse literary cultures, traditions, schools, and movements of the world

PSO 5- Contribute to the existing world of literature through highly original and creative works of literary value and merit

PSO 6- Synergize analytical and critical thinking and other learning-intensive capabilities for self-reliance and harmonious co-existence for a sustainable future

BA ENGLISH LANGUAGE AND LITERATURE PROGRAMME PROFILE

Part	Core/ Elective /Allied	Course Code	Course	Credits	Hou rs per week	Tota l Hou rs	CA	ESE	Total
Semester I									
III	Core		Literary Forms I	4	5	75	50	50	100
III	Core		Advanced English Grammar	4	5	75	50	50	100
III	Allied		Social History of England and History of English Literature I	5	6	90	50	50	100
IV	General Course		Experience of Literature	2	4	60	50	50	100
Semester II									
III	Core		Literary Forms II	4	5	75	50	50	100
III	Core		British Literature I (15th to 18th Century)	4	5	75	50	50	100
III	Allied		Social History of England and History of English Literature I	5	6	90	50	50	100
III	General Course		Introduction to Theatre Skills	2	4	60	50	50	100
Semester III									
III	Core		British Literature II (18th to 20th Century)	4	5	75	50	50	100
III	Core		American Literature	4	5	75	50	50	100
III	Allied		Basic Writing Skills	5	6	90	50	50	100
Semester IV									
III	Core		Introduction to Shakespeare	4	5	75	50	50	100
III	Core		Introduction to English Language and Linguistics	4	5	75	50	50	100
III	Allied		Literature and Aesthetic Ideas	5	6	90	50	50	100
IV	Interdisciplinary		Current Trends in Music and Literature	3	4	60	50	50	100
Semester V									
III	Core		Post-colonial and Fourth World Literatures	5	6	90	50	50	100
III	Core		Indian Writing in English	5	6	90	50	50	100
III	Core		Women's Narratives in Literature and Media	5	6	90	50	50	100
IV	General Elective		English for Careers	3	5	75	50	50	100
III	Major Elective		Children's Literature OR Life Writings	4	6	90	50	50	100

	Semester VI								
III	Core		Introduction to Literary Criticism and Theory	5	6	90	50	50	100
III	Core		Myth and Literature	5	6	90	50	50	100
III	Core		Eco-literature	5	6	90	50	50	100
III	Core		World Classics in Translation	5	6	90	50	50	100
III	Major Elective		Folklore Studies OR Regional Literature in Translation	4	6	90	50	50	100

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT

INTERNAL EVALUATION BY COURSE TEACHERS

Component	Time	Maximum Marks
I CA	2 hours	50
II CA	Seminar, presentation etc.	50
III CA	2 hours	50

Best two marks will be considered.

TOTAL: 100 MARKS TO BE CONVERTED TO 50

CA QUESTION PAPER PATTERN UG

Knowledge Level	Section	Word Limit	Marks	Total
K1, K2, K3	A	100 to 150	4x 10	20
K4, K5, K6	B	500 to 800	3x 20	60

END-SEMESTER PROJECT-BASED PAPERS

Skills-based papers will require the students to complete and present a project along with viva voce as a part of the ESE. The papers are as follows:

1. Introduction to Theatre Studies
2. Current Trends in Music and Literature

The following skill-based papers will require the students to complete both Theory and Practical coursework for the End Semester Examination. In this 60% will be allotted to Practical and 40% to Theory.

1. Introduction to Basic Writing
2. Folklore Studies

RUBRICS FOR CONTINUOUS ASSESSMENT

Written Exam	Clarity of expressions, creative and original ideas, form, diction
Seminar presentation	Subject knowledge, organization of ideas, visual aids, communication skills
Field Visit	Active participation, Preparation, Event management
Case Study	Questionnaire, New Insights, Problem analysis and Solution
Group Discussion	Group Dynamics, Communication skills, Clarity of expressions, brevity
Creative Designing	Creative conceptualizing, form and expressions, innovation
Blended learning	Participation, informal exchanges
Play Presentation	Performance, Voice, Acting, Expressions
Exhibition	Creative presentation, props and charts design, costume, character

END SEMESTER EVALUATION PATTERN

PART III

DOUBLE VALUATION: COURSE TEACHER AND EXTERNAL EXAMINER
 MAXIMUM MARKS 100 TO BE CONVERTED TO 50
 PASSING MARK: 40

PART IV

WRITTEN EXAM: 50 MARKS
 PROJECT OR ALBUM: 50 MARKS
 DOUBLE VALUATION: COURSE TEACHER AND EXTERNAL EXAMINER
 MAXIMUM MARKS 100 TO BE CONVERTED TO 50
 PASSING MARK: 40

MADRAS CHRISTIAN COLLEGE (Autonomous)					
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE					
(AIDED)					
2023- 2024 ONWARDS					
Existing Syllabus	Revised/Renamed/Replaced	New Revised Subjects	Paper	Analytical/Theory/Lab	Percentage of Change
Semester I					
Literary Forms I	Revised	Literary Forms I	Core	Skill-Based	80%
English Grammar and Linguistics	Replaced	Advanced Grammar	Core	Skill-Based	80%
Social History of England and History of English Literature I	Revised	Social History of England and History of English Literature I	Allied	Theory	40%
Experience of Literature I	Introduced	Experience of Literature	General Course	Theory & Practical (Skill-Based)	100%
Semester II					
The Age of Milton, Pope and Johnson	Replaced	Literary Forms II	Core	Theory & Practical (Skill-Based)	100%
The Elizabethan Age	Revised and Renamed	British Literature I (15th to 18th Century)	Core	Theory	100%
Social History of England and History of English Literature I	Revised	Social History of England and History of English Literature II	Allied	Theory	40%
Experience of Literature I	Introduced	Introduction to Theatre Skills	General Course	Theory & Practical (Skill-Based)	100%
Semester III					
The Romantic Age	Replaced	British Literature II (18th to 20th Century)	Core	Theory	100%
The Victorian Age	Replaced	American Literature	Core	Theory	100%
Practical Introduction to English Literature	Introduced	Introduction to Basic Writing Skills	Allied	Theory & Practical (Skill-Based)	100%
Semester IV					
Shakespeare I	Revised and Renamed	Introduction to Shakespeare	Core	Theory	100%
The Modern Age	Replaced	Introduction to English Language and Linguistics	Core	Theory & Practical (Skill-Based)	100%
Prosody and Rhetoric	Replaced	Literature and Aesthetic Ideas	Allied	Theory	100%
Current Trends in Music and Literature	Revised	Current Trends in Music and Literature	Inter-Disciplinary	Theory & Practical (Skill-Based)	80%
Semester V					
American Literature	Replaced	Post-colonial and Fourth World Literatures	Core	Theory	100%

Indian Writing in English	Revised	Indian Writing in English	Core	Theory	70%
Women's Writing	Revised and Renamed	Women's Narratives in Literature and Media	Core	Theory	60%
English for Careers	Revised	English for Careers	General Elective	Theory & Practical (Skill-Based)	60%
Shakespeare II	Newly Introduced	Children's Literature	Core Elective	Theory	100%
-	Newly Introduced	Life Writings	Core Elective	Theory	100%
Semester VI					
Shakespeare Criticism	Newly Introduced	Introduction to Literary Criticism and Theory	Core	Theory	100%
Myth and Literature	Revised	Myth and Literature	Core	Theory	70%
Post-Modern Survey	Replaced and Introduced	Eco-literature	Core	Theory	100%
European and Tamil Classics in Translation	Revised	World Classics in Translation	Core	Theory	80%
New Writing	Newly Introduced	Folklore Studies	Core Elective	Theory & Practical (Skill-Based)	100%
	Newly Introduced	Regional Literature in Translation	Core Elective	Theory	100%

Literary Forms I

Course Code				
Course Title	LITERARY FORMS – I			
Credits	4			
Hours / Cycle	6			
Category	Part III Allied Theory			
Semester	I			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the study of form in English Literature by the classification of literary works on the basis of their structure 2. Define and differentiate the various genres in verse and explain their origin and significance 3. Examine the technical aspects in the study of verse structure and understand the essential nature of form to art 4. Analyze the various verse forms with reference to their corresponding periods of literary history to comprehend the socio-political dimensions of literature 5. Study various sample works of literature in verse along with their respective literary forms to justify the categorization of the works on the basis of form 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1: To define the various verse genres and to explain how they originated during the corresponding periods of English Literature		PSO1 & PSO2	K1	
CO2: To compare and classify the verse genres in relation to each other and to develop a technical understanding of their individual structures and functioning		PSO3	K3	
CO3: To analyze specific literary forms in verse and develop an awareness of the importance of form to the study of literature		PSO4	K4	
CO4: To examine literary works in verse with reference to their classification of form and justify the viability of the structural categorization in the study of literature		PSO5	K5	
CO5: To interpret and critique literary works in verse on the basis of their form and discuss the influence of and effect on the socio-political scenario of the age		PSO6	K6	

Syllabus

UNIT	CONTENT	HO URS	COs	BLOOM'S TAXONO MY LEVEL
I	Introduction to the Study of Verse	10	CO 1	K1
II	English Prosody The Art of Versification Basic Units: Syllable, Foot, Accent, Rhythm, Metre, Stanza. Types of Feet. Types of Metre. Scansion.	20	CO 2	K2
III	Narrative Poetry The Epic The Ballad	10	CO 3	K3
IV	Lyric Poetry The Sonnet The Ode The Elegy The Dramatic Monologue	15	CO 4	K4
V	Dramatic Poetry The Tragedy The Comedy The Tragicomedy The Masque The Farce	20	CO 5	K5

Prescribed Books/Text Books

1. Boulton, Marjorie. *The Anatomy of Poetry*. Routledge, 2013.
2. Abrams, M.H. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015.

Reference Books

1. Blackstone, Bernard. *Practical English Prosody*. Orient, 1974.
2. Preminger, Alex and T.V.F. Brogan. *The New Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 1993.
3. Baldick, Chris. *The Oxford Concise Dictionary of Literary Terms*. Oxford University Press, 2001.
4. Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory*. Wiley Blackwell, 2013.
5. Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
6. Turco, Lewis. *The Book of Forms*. University Press of New England, 2012.
7. *The New Critical Idiom Series*. Routledge, 2000-2023.

Suggested ReadingThe Epic:

C. Rajagopalachari. *The Mahabharata*. Bharatiya Vidya Bhavan, 2010. Tolkien, J.R.R. *Beowulf*. HarperCollins 2016.

The Ballad:

The Highwayman by Alfred Noyes / Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/43187/the-highwayman>

The Sonnet:

Sonnet 18: Shall I compare thee to a summer's. . . / Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summer-day>

God's Grandeur by Gerard Manley Hopkins | Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/44395/gods-grandeur>

Amoretti LXXV: One Day I Wrote her Name by Edmund. . . | Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/45189/amoretti-lxxv-one-day-i-wrote-her-name>

The Ode:

Ode on a Grecian Urn by John Keats | Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>

The Elegy:

O Captain! My Captain! by Walt Whitman | Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/45474/o-captain-my-captain>

The Dramatic Monologue:

Ulysses by Alfred, Lord Tennyson | Poetry Foundation. (n.d.). Poetry Foundation. <https://www.poetryfoundation.org/poems/45392/ulysses>
<https://www.bartleby.com/42/665.html>. (n.d.).
<https://www.bartleby.com/42/665.html>

The Tragedy:

Kyd, Thomas. *The Spanish Tragedy*. Bloomsbury Publishing, 2016.

The Comedy:

Shakespeare, William. *A Midsummer Night's Dream*. Maple Press 2012.

The Tragicomedy:

Shakespeare, William. *The Tempest*. Maple Press 2010.

Web Resources

1. *Literary Terms - Purdue OWL® - Purdue University*. (n.d.). Literary Terms - Purdue OWL® - Purdue University. https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html
2. *Faculty of English*. (n.d.). Faculty of English. <https://www.english.cam.ac.uk/classroom/terms.htm>
3. *Literary Terms*. (n.d.). Literary Terms. <https://ai.stanford.edu/~csewell/culture/litterms.htm>
4. *Writer's Web: A List of Important Literary Terms*. (n.d.). Writer's Web: A List of Important Literary Terms. <http://writing2.richmond.edu/writing/wweb/terms.html>

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Seminars	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

Advanced English Grammar

Course Code				
Course Title	ADVANCED ENGLISH GRAMMAR			
Credits	4			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	I			
Year of Implementation	From the academic year 2023- 24onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	1	5
Course Objectives	1. Expand basic understanding of form, meaning, and use of English grammar in day-to-day discourses. 2. Integrate form, meaning and use in academic discourse settings 3. Demonstrate consistent and appropriate language use in extended conversations and discussions. 4. Transfer knowledge of the structure of English into effective, concise and grammatically correct longer types of writing such as multi-paragraph academic essays and personal journals. 5. Train learners to edit their oral and written communication			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1: To classify the major areas of English grammar		PSO1	K1, K2	
CO2: To define and describe the elements of English grammar.		PSO2	K3	
CO3: To articulate the importance of functional and communicative aspects of English		PSO3	K4	
CO4: To apply the grammatical forms of English and the use of these forms in specific communicative contexts, which include: class activities, homework assignments, reading of texts and writing		PSO4	K5	
CO5: To develop right English grammar usage		PSO5	K4 & K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Main Notions of Grammar Traditional notions, Implicit/Explicit, Prescriptive/Descriptive and Usage Notions of usage Correctness, Acceptability and Appropriateness, Language variation: Styles, Registers, Dialects, Collocations, British English, Indian English Basic concepts Hierarchy, Free vs. Bound forms, Expansion, Contraction, Deletion, Unit, Structure and System, Optional and Obligatory, Categories: Formal, functional, Forms and Pro-forms; Meaning, Modes of Representation: Bracketing, Boxes, Trees	10	CO1	K1, K2
II	Words Noun: Identifying nouns, Concrete and abstract nouns, Singular and plural nouns, Animate and inanimate nouns, Count and noncount nouns, Proper and common nouns Verb: Identifying verbs, The verb base, Action verbs and linking verbs, Transitive and intransitive verbs, Phrasal verbs Adjectives: Types, meanings, occurrences Prepositions : Meanings, combinations Adverbs : Types, functions, etc. Connectives: Sentential and Discourse, meaning, Coherence and Cohesion Determiners: Articles, Demonstratives, Possessives, Quantifiers	15	CO2	K1, K2
III	Phrases Noun Phrase Elements of structure of NP, Meaning and componential analysis, Selection Restrictions Verb Phrase The basic structure of verb phrases, Types of Verb Phrases, Structure of Verb Phrases, Types of Concord Prepositional phrases The basic structure of prepositional phrases Auxiliary phrases The basic structure of auxiliary phrases, Modals, Perfect have, Progressive be, Combining auxiliary verbs, The suffixes of auxiliary verbs, Tense Compound phrases Compound noun phrases, Compound verb phrases	15	CO3	K3, K4
IV	Sentences The functions of sentences Identifying sentences by function Combining sentences	20	CO3	K4, K5

	Simple sentences, Compound sentences, Complex sentences, Sentences with relative clauses, Compound-complex sentences Related sentences Looking at related sentences, Active and passive sentences, Positive and negative sentences			
V	Usage and Errors Perception and procedures for correction Errors Common grammatical errors; collocation errors Importance of punctuation Subject - verb concord, errors in word order Redundancy & other error	15	CO4 CO5	K6

Prescribed Books/Text Books

1. Lal, Ivy. *Essentials of Advanced English Grammar*. 2019. Bowker.
2. Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. 1999. Bowker.
3. Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. 1st ed., India, Pearson Education Limited, 2022.

Reference Books

1. Celce-Murcia, Marianne, et al. *The Grammar Book: An ESL/EFL Teacher's Course*. Newbury House, 1998. Bowker, doi:10.1604/9780838447253.
2. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 1995.
3. Chomsky, Noam. *Syntactic Structures*. Mouton de Gruyter, Berlin, 1957.
4. Staff, Longman Publishing, et al. *Longman Student Grammar of Spoken and Written English*. Longman, 2002. Bowker, doi:10.1604/9780582237278.
5. Foley, Mark, and Diane Hall. *Longman Advanced Learners' Grammar*. Longman, 2003. Bowker.

Suggested Reading

1. The Good Grammar Book by Verma, S.K. and Nagarajan, H. Oxford: OUP. (1999).
2. Ehrlich, Eugene. *Schaum's Outline of English Grammar*. 2000. Bowker, doi:10.1036/0071359850.
3. Seely, John. *Oxford a-Z of Grammar and Punctuation*. 2020. Bowker.
4. Swan, Michael. *Practical English Usage*. 2005. Bowker, doi:10.1604/9780194420983.
5. Kaufman, Lester, and Jane Straus. *The Blue Book of Grammar and Punctuation: An Easy-To-Use Guide With Clear Rules, Real-World Examples, and Reproducible Quizzes*. Jossey-Bass, 2021. Bowker.

Web Resources

1. "Grammar." LearnEnglish, learnenglish.britishcouncil.org/grammar.
2. "Home of English Grammar." Home of English Grammar – Free Guide (Updated for 2023), 5 Mar. 2023, www.englishgrammar.org.
3. "Perfect English Grammar." Perfect English Grammar, www.perfect-english-grammar.com.
4. "Resources for Learning English | EF | Global Site." Resources for Learning English | EF | Global Site, www.ef.com/wwen/english-resources.

METHOD OF EVALUATION

INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Cour se Outc omes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	Cogni tive Level
CO 1	3	3	1	1	2	3	2	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	2	3	2	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	2	3	2	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	2	3	2	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	2	3	2	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.84	0.84	1.68	2.52	1.68	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping													2		

Social History of England and History of English Literature I

Course Code				
Course Title	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE I			
Credits	5			
Hours / Cycle	6			
Category	Part III Allied Theory			
Semester	I			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. Present an overview of the social and historical events in the English history which have impacted English culture literature 2. Explain the evolution of various genres of English literature 3. Enable learners conceptualize the sequential development of English Literary traditions overlaid by its social history 			
Course Outcome(s)			PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1 : To understand the various aspects of the English society			PSO1 & PSO2	K1
CO2 : To apply the background knowledge of social history of England to understand the creation, production and circulation of English Literary Texts			PSO3	K3
CO3: To analyze the British society in the context of its social history and literary productions			PSO4	K4
CO4 : To evaluate the movements and the literary cultures, and traditions from one period to the other			PSO5	K5
CO5: To create a picture of England against the backdrop of significant events and its literature			PSO6	K6

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Social History of England Feudalism The Church during the Age of Chaucer and after Monasteries The Tudor Age Renaissance Reformation Social Life during the Age of Shakespeare	15	CO 1	K1
II	The Age of Stuarts The Puritan War Colonial Expansion Social Life in Restoration England	15	CO 2	K2
III	Renaissance Literature History of English Literature- Background Information from Chaucer to Renaissance The Development of Drama Marlowe Ben Jonson Other minor dramatists of the 16th Century Elizabethan Poetry Elizabethan Prose	20	CO 3	K3
IV	Milton and Dryden The Age Of Milton The Poetry of Milton Prose The Age Of Dryden Restoration Drama Development of Prose Poetry during the Age of John Dryden	20	CO 4	K4
V	Eighteenth Century Literature The Growth and Development of the Periodical Essay Alexander Pope and other poets The Forerunners of the Novel The Pioneers of the Novel The Pre-romantics	20	CO 5	K5
Prescribed Books/Text Books 1. Carter, Roland. McRae, John. <i>The Routledge History of Literature in English</i> , Routledge Publishers. 2021 2. Poplawski, Paul ed. <i>English Literature in Context</i> . CUP. 2017				
Reference Books 1. Wallace, David. <i>The Cambridge History of Medieval English Literature</i> , CUP, 2008 2. Loewenstein, David. Mueller, Janel. <i>The Cambridge History of Early Modern English Literature</i> , CUP, 2008 3. Richetti, John. <i>The Cambridge History of English Literature, 1660–1780</i> , CUP, 2008				
Suggested Reading				

1. Daiches, David. *A Critical History of English Literature Volume I*. Supernova Publishers. 2022
2. Daiches, David. *A Critical History of English Literature Volume II*. Supernova Publishers. 2022
3. Albert, Edward. *History of English Literature*. Oxford University Press. 2017
4. Hudson, W.H. *An outline History of English Literature*, Maple Press, 2012
5. Trevelyan, G M. *English Social History*, Booksway Textbook, 2014

Web Resources

1. "English Literature | History, Authors, Books, Periods, and Facts." Encyclopedia Britannica, www.britannica.com/art/English-literature.
2. "Story of England." Story of England | English Heritage, www.english-heritage.org.uk/learn/story-of-england.
3. "British Library." British Library, www.bl.uk/learning/online-resources.

METHOD OF EVALUATION		
INTERNAL EVALUATION	I & III Continuous Internal Assessment Test	50 Marks
	II CA Assessment – Seminars and Assignments	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	35%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	30%
K3: Applying	Use information or skill in a new situation	20%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	5%
K5: Evaluating	Make judgments based on criteria and standards	5%
K6: Creating	Put elements together to form a new pattern or structure	5%

Experience of Literature

Course Code				
Course Title	EXPERIENCE OF LITERATURE			
Credits	2			
Hours / Cycle	4			
Category	Part IV General Course Theory			
Semester	II			
Year of Implementation	From the academic year 2022-2023 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	4	NA	NA	4
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the students to the different contemporary genres. 2. Define and appreciate the different categories. 3. Discuss the multivalency of the English language using inquiry-centred and literature-contextualized texts. 4. Study various cultural discourses embedded with the literary genres. 5. Explore and examine various contemporary aesthetic styles. 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To define and explore contemporary poetics genres in literature		PSO1	K1, K2	
CO2 : To define and explore trendy prose genres in literature		PSO2	K2, K3	
CO3: To analyse particular styles of prose using contemporary examples.		PSO3	K4, K5	
CO4 : To examine comic and serious modes of writing/speaking through popular pieces.		PSO4	K4, K5	
CO5: To interpret and critique the social and cultural overtures behind the art and practically create innovative pieces by applying the above skills.		PSO5	K5, K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Rhyme and Reason Poesy in all its new avatars: Visual Poetry, Spoken Word Poetry, Haiku, Limericks, Rock 'n' poetry. Texts: Swan and Shadow- John Hollander (Visual poem) The Hip-Hop of Shakespeare: MC Lars (TEDx talk) 10 Vivid Haikus- www.readpoetry.com (Various traditional Japanese poets) 10 Best Limericks of Ogden Nash- www.interestingliterature.com Blackbird- The Beatles (Rock song)	12	CO1	K1, K2
II	Styles of Prose Excerpts from texts (books, essays, newspapers, magazines) showcasing the four main styles of prose namely, descriptive, argumentative, reflective and journalistic will be given for analysis and appreciation. Texts: The Corner Store- Eudora Welty (Short Story)- Descriptive The Flight from Conversation- Sherry Turkle (Opinion article)- Argumentative Wild Fictions- Amitav Ghosh (Essay)- Reflective Postcard from Palestine- Chris Hayes (Article)- Journalistic	12	CO2 CO3	K2, K3
III	Why so serious? Haaaaa away. Stand-Up Comedy, Comics, Humour-column writing. The essence of humour and its various types will be explored. Texts: How the British took over India- Trevor Noah (Stand-Up) Modern Times-Charlie Chaplin (Comedy film) Calvin and Hobbes-Bill Watterson, Peanuts- Charles M. Schulz, Chacha Chaudhary- Pran Sharma (Comic strip excerpts) J.Mathrubootham's columns from The Hindu (Humour/satire newspaper columns)	12	CO4	K4, K5
IV	Lend me your ears! Contemporary speeches will be given in class for analysis. The three basic components of rhetoric namely, ethos, logos and pathos will be used to dissect, decode and decipher the speeches. Texts: Surrender Speech- Chief Joseph Quit India- Mahatma Gandhi	12	CO4	K4, K5

	The Decision to go to the Moon-John F. Kennedy How Dare You?- Greta Thunberg			
V	Practical analysis and Creativity workshops Students will be encouraged to come up with creative pieces (written and oral) based on their experiences acquired through the critical exploration of the above four units.	12	CO5	K5, K6
Prescribed Books/Text Books Excerpts from: <ol style="list-style-type: none"> 1. Boulton, Marjorie. <i>The Anatomy of Prose</i>. London: Routledge, 2013. 2. Strunk, William, E.V. White. <i>The Elements of Style</i>. London: Longman, 1999. 3. Boulton, Marjorie. <i>The Anatomy of Poetry</i>. London: Routledge, 2013. 				
Reference Books <ol style="list-style-type: none"> 1. Siegel, Susanna. <i>The Contents of Visual Experience</i> (Philosophy of Mind Series). USA: Oxford University Press, 2012. 2. Limon, John. <i>Stand-up Comedy in Theory, Or, Abjection in America</i>. USA: Duke University Press, 2000. 3. Higginson, William J. and Penny Harter. <i>The Haiku Handbook -25th Anniversary Edition: How to Write, Teach, and Appreciate Haiku</i>. New York: Kodansha America, Inc, 2013. . 4. Wolosky, Shira. <i>The Art of Poetry: How to Read a Poem</i>. Oxford: Oxford University Press, 2001. 5. McCloud, Scott. <i>Understanding Comics</i>. New York: William Morrow Paperbacks, 1994. 				
Suggested reading <ol style="list-style-type: none"> 1. L. Kern, Adam (trans). <i>The Penguin Book of Haiku</i>. 2018. 2. Miles, Robert, et al. <i>Prose Style: A Contemporary Guide</i>. 1990 3. Miles, Tim. <i>Stand-Up Comedy</i>. 2017. 4. O'Brien, Terry. <i>The World's 100 Greatest Speeches</i>. 2016 				
Web Resources <ol style="list-style-type: none"> 1. "The Beatles Music the Guardian." <i>The Guardian</i>, 1 Feb. 2023, www.theguardian.com/music/thebeatles. 2. "Poetry Foundation." <i>Poetry Foundation</i>, www.poetryfoundation.org. 3. "Poetry for Children: Choosing the Format." <i>Poetry for Children: Choosing the Format</i>, www.underdown.org/poetry-formats.htm. 4. "Home - Poetry International." <i>Home - Poetry International</i>, 28 Mar. 2017, poetryinternationalweb.org/pi/site/home. 5. "Concrete Poetry Archives." <i>Hyperallergic</i>, 5 Oct. 2020, hyperallergic.com/tag/concrete-poetry. 6. "Examples of Visual Poetry : Poetry Through the Ages." <i>Examples of Visual Poetry : Poetry Through the Ages</i>, www.webexhibits.org/poetry/explore_21_visual_examples.html. 7. http://www.haikuworld.org/books/. www.haikuworld.org/books. 8. "studylib.net - Essays, Homework Help, Flashcards, Research Papers, Book Reports, and Others." <i>studylib.net</i>, studylib.net. (for short story analysis templates) 				

Literary Forms – II

Course Code*				
Course Title	LITERARY FORMS – II			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	II			
Year of Implementation	From the academic year <u>2023-24</u> onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	---	---	6
Course Objectives	The Objectives of this course are to <ol style="list-style-type: none"> 1. Introduce the study of form in English Literature by the classification of literary works on the basis of their structure 2. Define and differentiate the various genres in prose and explain their origin and significance 3. Examine the technical aspects in the study of prose structure and understand the essential nature of form to art 4. Study the various prose forms with reference to their corresponding periods of literary history to comprehend the socio-political dimensions of literature 5. Study various sample works of literature in prose along with their respective literary forms to justify the categorization of the works on the basis of form 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To define the various prose genres and to explain how they originated during the corresponding periods of English Literature		PSO 1	K1, K2	
CO2 : To compare and classify the prose genres in relation to each other and to develop a technical understanding of their individual structures and functioning		PSO2	K2, K3	
CO3: To analyze specific literary forms in prose and develop an awareness of the importance of form to the study of literature		PSO3	K4, K5	
CO4 : To examine literary works in prose with reference to their classification of form and justify the viability of the structural categorization in the study of literature		PSO4	K4, K5	
CO5: To interpret and critique literary works in prose on the basis of their form and discuss the influence of and effect on the socio-political scenario of the age		PSO5	K5, K6	

*** To be allotted by Examinations Office after the Approval of Academic Council**

****Minimum 3 Maximum 5.**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to the Study of Prose	15	CO1 CO2	K1, K2, K3
II	Narrative Prose: Fiction and Non-Fiction Novel Picaresque Novel Epistolary Novel Gothic Fiction Social Novel Psychological Novel Detective Novel Short Story Biography Autobiography	15	CO3 CO5	K4, K5, K6
III	Descriptive, Expository and Personal Prose Writings The Essay The Memoir The Diary The Testimonio	15	CO3 CO4 CO5	K4, K5, K6
IV	Modern Dramatic Forms in Prose One-Act Play Melodrama Drama of the Modern Age	15	CO3 CO5	K4, K5, K6
V	Reflective, Argumentative and other Non-Fiction Prose Writings The Satire The Article Travel Writing	15	CO3 CO4 CO5	K4, K5, K6

Prescribed Books/Text Books

1. Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2013.
2. Abrams, M.H. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015.

Reference Books

1. Preminger, Alex and T.V.F. Brogan. *The New Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 1993.
2. Baldick, Chris. *The Oxford Concise Dictionary of Literary Terms*. Oxford University Press, 2001.
3. Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory*. Wiley Blackwell, 2013.
4. Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
5. Woolf, Virginia. *The Common Reader*. Mariner Books, 2002.
6. Forster, E.M. *Aspects of the Novel*. Penguin Classics, 2005.
7. Brooks, Cleanth and Robert Penn Warren. *Understanding Fiction*. Pearson, 1979.
8. Turco, Lewis. *The Book of Literary Terms*. University Press of New England, 1999.
9. *The New Critical Idiom Series*. Routledge, 2000-2023.

Recommended Reading**Novel:**

Hemingway, Ernest. *The Old Man and the Sea*. Penguin Random House UK, 1994.

Short Story:

God Sees the Truth, But Waits. (n.d.). God Sees the Truth, but Waits.

<https://americanliterature.com/author/leo-tolstoy/short-story/god-sees-the-truth-but-waits>

Biography:

Boswell, James. *The Life of Samuel Johnson*. Penguin Classics, 2008.

Autobiography:

Kalam, A.P.J. *Wings of Fire*. International Universities Press, 1999.

Angelou, Maya. *I Know Why the Caged Bird Sings*. Ballantine Books, 2009.

Essay:

Lamb, Charles. "Dream Children – A Reverie." *Essays of Elia*. Rama Bros, 2002.

Memoir:

Obama, Barack. *Dreams from my Father*. Crown, 2004.

Diary:

Frank, Anne. *The Diary of a Young Girl*. Bantam, 1993.

Testimonio:

Miguel Angel Barnet Lanza

One-Act Play:

Remember Caesar. (n.d.). Remember Caesar. <https://gutenberg.net.au/ebooks16/1600381h.html>

Drama of the Modern Age:

Shaw, George Bernard. *Arms and the Man*. Peacock Books, 2022.

Satire:

Swift, Jonathan. *The Battle of the Books*. CreateSpace Independent Pub., 2014

Sampath, G.

Travel Writing:

Gilbert, Elizabeth. *Eat, Pray, Love: One Woman's Search for Everything Across Italy, India and Indonesia*.

Riverhead Books, 2007.

Web Resources

5. *Literary Terms - Purdue OWL® - Purdue University*. (n.d.). Literary Terms - Purdue OWL® - Purdue University. https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html
6. *Faculty of English*. (n.d.). Faculty of English. <https://www.english.cam.ac.uk/classroom/terms.htm>
7. *Literary Terms*. (n.d.). Literary Terms. <https://ai.stanford.edu/~csewell/culture/litterms.htm>
8. *Writer's Web: A List of Important Literary Terms*. (n.d.). Writer's Web: A List of Important Literary Terms. <http://writing2.richmond.edu/writing/wweb/terms.html>

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Seminars	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

British Literature I (15th to the 18th Century)

Course Code				
Course Title	BRITISH LITERATURE I (15TH TO THE 18TH CENTURY)			
Credits	4			
Hours / Cycle	5			
Category	Part III Core Theory			
Semester	II			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	NA	5
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the learners to the historical background and the rich and varied literary traditions of British Literature from the fifteenth to the eighteenth centuries. 2. Expose learners to texts that have had a crucial formative influence on the time period in which they were written. 3. Help learners identify the unique characteristic features of 15th to 18th C British literature. 4. Enable learners to appreciate the interconnectedness between literary texts written during various eras in British literary history. 5. Help learners appreciate the value of traditional literature as a foundation for subsequent literatures. 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1: To remember the characteristic features of literary texts produced during the 15 th to the 18 th centuries		1	K1	
CO2: To understand and appreciate literary texts for their poetic beauty, style, and depth of content.		2	K2	
CO3: To enhance their understanding of the poetic and dramatic traditions of English literature.		3	K3	
CO4: To analyse and explore the nature and characteristic features of English prose narratives.		4	K4	
CO5: To learn the skill of interpreting literary texts through extensive reading and critical thinking.		5	K5	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to British Literature from the 15th to the 18th Centuries	5	CO1 CO5	K1 & K2
II	Poetry (Detailed) Sir Philip Sidney – <i>Astrophil and Stella</i> – Sonnet 1 William Shakespeare – Sonnet 73 John Donne – <i>Sun Rising, Batter my heart, three-person'd God</i> John Milton – <i>Paradise Lost (Book I – Invocation)</i> John Dryden – <i>A Song for St. Cecilia's Day</i> Alexander Pope – <i>Ode on Solitude</i> Non-detailed: Selections from Wyatt (<i>I Abide and Abide and Better Abide</i>) and Surrey (<i>The Things That Cause a Quiet Life</i>) Edmund Spenser – <i>Prothalamion</i> Alexander Pope – <i>An Essay on Criticism</i>	15	CO3 CO2	K2 & K4
III	Prose (Detailed) Francis Bacon – Of Truth Joseph Addison and Richard Steele – From <i>The Coverley Papers</i> “Sir Roger at Home”, “Sir Roger at Church” Non-detailed: Selections from John Bunyan's <i>The Pilgrim's Progress</i> Selections from King James Version – <i>Sermon on the Mount</i>	15	CO4	K2 & K4
IV	Fiction: Samuel Richardson: <i>Pamela</i> Oliver Goldsmith - <i>The Vicar of Wakefield</i>	20	CO4	K2, K3 & K4
V	Drama: Christopher Marlowe - <i>Dr. Faustus</i> Richard Sheridan - <i>The Rivals</i> Non-detailed: Ben Jonson - <i>The Alchemist</i> John Dryden – <i>All for Love</i>	20	CO3 CO2	K2, K3, K4 & K5

Prescribed Books/Text Books

1. Brown, John. *John Bunyan: His Life, Times and Work*, Wipf and Stock Publishers, 2007.
2. Tillyard, E.M.W. *The Elizabethan World Picture*, Random House E-books, 1960
3. *Holy Bible King James Version*, HarperCollins Publishers, UK

Reference Books

1. Corns, Thomas N. *A History of Seventeenth-Century British Literature*. Wiley Blackwell, 2014.
2. Lang, Andrew. *History of English Literature from "Beowulf" to Swinburne*. Wildside Press, 2003.
3. Richetti John. *A History of Eighteenth-Century British Literature*. Wiley Blackwell, 2017.
4. Tuckerman, Bayard. *A History of English Prose Fiction*. The Knickerbocker Press, 1891.

Suggested Reading:

1. George Saintsbury. *A History of Elizabethan Literature*. Elibron Classics, 2001.
2. Editor: Harold Bloom. *Bloom's Period Studies: Elizabethan Drama*, 2004.

Web Resources:

1. "The Ultimate Resource for Elizabethan Drama | ElizabethanDrama.org." The Ultimate Resource for Elizabethan Drama | ElizabethanDrama.org, elizabethandrama.org.
2. https://milton.host.dartmouth.edu/reading_room/contents/.
3. https://milton.host.dartmouth.edu/reading_room/contents/text.shtml<https://www.bl.uk/people/john-dryden>
4. "British Library." British Library, www.bl.uk/restoration-18th-century-literature/articles/neoclassicism.

METHOD OF EVALUATION

INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz	
	Attendance and Class Participation	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT**WEIGHTAGE
BASED
ON BLOOM'S
TAXONOMY (FOR
ESE)**

K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%

Social History of England and History of English Literature II

Course Code				
Course Title	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE II			
Credits	5			
Hours / Cycle	6			
Category	Part III Allied Theory			
Semester	II			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the social and cultural changes in Modern Britain 2. Examine the causes and consequences of Two world wars and cold war upon English society in 20th century 3. Expose learners to the various trends of a literary period and become familiar with the forces that gave birth to Literary and Cultural texts 			
Course Outcome(s)			PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1 : To remember and recall the various aspects of the Romantic, Victorian and Modern Age, including the nuances and intricacies evident in literary texts such as poetry, prose, drama and novel along with its socio-political and historical contexts			PSO1 & PSO2	K1
CO2 : To use the background knowledge of modern British history to understand Literary movements from Romanticism to Postmodernism			PSO3	K3
CO3: To analyze the features of literary and cultural texts in the context of Romantic, Victorian, Modern and Postmodern periods or movements			PSO4	K4
CO4 : To appraise the dynamics of the English Language of the last three centuries			PSO5	K5
CO5: To synthesize the knowledge of History and Literature to evaluate the greatness of English Literary Tradition			PSO6	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Social History of England The Age Of Revolutions The American War of Independence The French Revolution The Agriculture Revolution The Industrial Revolution The Reform Bills	15	CO 1	K1
II	The Victorian Age The Victorian Problem Expansions Humanism Social Changes during the Victorian Age	15	CO 2	K2
III	Modern Age Pre-war conditions in England Social Effects of the First World War Post-War England Social Effects of the Second World War The Labour Movement Social Security and the Concept of the Welfare State Social and Cultural Changes after 2000	25	CO 3	K3
IV	History of English Literature The Age of Wordsworth Poetry Prose Novel The Victorian Age Victorian Poetry Victorian Prose Novel	15	CO 4	K4
V	The Modern Age in Literature Pre-war Literature Literature between the Wars English Literature after the Second World War Trends in Modern English Literature (20th Century) Trends in Post-Modern English Literature Literary Trends of the 21 st Century	20	CO 5	K5

Prescribed Books/Text Books

1. Carter, Roland. McRae, John. *The Routledge History of Literature in English*, Routledge Publishers. 2021
2. Poplawski, Paul ed. *English Literature in Context*. CUP. 2017

Reference Books

1. Chandler, James. *The Cambridge History of English Romantic Literature*, CUP, 2009
2. Flint, Kate. *The Cambridge History of Victorian Literature*, CUP, 2012

3. Marcus, Laura. Nicholls, Peter. <i>The Cambridge History of Twentieth-Century English Literature</i> , CUP, 2008
Suggested Reading <ol style="list-style-type: none"> 1. Daiches, David. <i>A Critical History of English Literature Volume I</i>. Supernova Publishers. 2022 2. Daiches, David. <i>A Critical History of English Literature Volume II</i>. Supernova Publishers. 2022 3. Albert, Edward. <i>History of English Literature</i>. Oxford University Press. 2017 4. Hudson, W.H. <i>An outline History of English Literature</i>, Maple Press, 2012 5. Trevelyan, G M. <i>English Social History</i>, Booksway Textbook, 2014
Web Resources <ol style="list-style-type: none"> 1. HistoryExtra. "BBC History Magazine." HistoryExtra, www.historyextra.com/bbc-history-magazine. 2. "History Today the World's Leading Serious History Magazine." History Today the World's Leading Serious History Magazine, www.historytoday.com. 3. "Encyclopedia Britannica." Encyclopedia Britannica, www.britannica.com. 4. Literaturemini.Com. "LITERATUREMINI." LITERATUREMINI, 4 Mar. 2023, www.literaturemini.com. 5. "Elif Notes." Elif Notes: Your Guide to English Literature and Books, 25 Nov. 2022, www.elifnotes.com.

METHOD OF EVALUATION		
INTERNAL EVALUATION	I & III Continuous Internal Assessment Test	50 Marks
	II CA Assessment – Seminars and Assignments	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	35%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	30%
K3: Applying	Use information or skill in a new situation	20%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	5%
K5: Evaluating	Make judgments based on criteria and standards	5%
K6: Creating	Put elements together to form a new pattern or structure	5%

Introduction to Theatre Skills

Course Code				
Course Title	INTRODUCTION TO THEATRE SKILLS			
Credits	2			
Hours / Cycle	4			
Category	Part IV General Course Theory & Practical			
Semester	I			
Year of Implementation	From the academic year 2022-2023 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	1	NA	3	4
Course Objectives	6. Train learners in basic theatre skills 7. Develop voice culture through exercises 8. Provide scope to explore communicating ideas aesthetically through body and space 9. Train learners to extract drama out of literary texts 10. Develop skills to erect play performances			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To introduce students to basic theatre skills		PSO1	K1, K2	
CO2 : To develop voice culture to suit theatre scenario		PSO2	K2, K3	
CO3: To explore the body and space as a site of aesthetic communication		PSO3	K4, K5	
CO4 : To examine the drama inherent in literary texts		PSO4	K4, K5	
CO5: To create performances from voice, body, space, and texts		PSO5	K5, K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Theatre Voice Voice culture: Techniques and exercises Stress, Modulation & Intonation Voice and Emotion Dramatic Reading / Poetry Reading For Dramatic Reading Only: "Musée de beau arts" by W.H. Auden "I sit and look out" by Walt Whitman "Home Burial" by Robert Frost "Border Guards" by Shiv K Kumar "The Cattle Thief" by Emily Pauline Johnson		CO1	K1, K2
II	Theatre Body & Space Body Language- Gestures, Postures Facial expressions Mime, Movement Formation Choreography Energy Stage Props Lighting Costume , Make-up, Masks Backdrop & Set		CO2 CO3	K2, K3
III	Text in Theatre <i>Extracting drama out of texts and embodying them:</i> Interrogation scene from <i>Antigone</i> by Sophocles Act 1, Scene 1 of <i>Macbeth</i> by Shakespeare Miss Benare's monologue in <i>Silence! The Court is in Session</i> by Vijay Tendulkar Scene II from <i>Tughlaq</i> by Girish Karnad Monologues from Shakespeare: <i>Julius Caesar</i> - Brutus' and Antony's speeches), Merchant of Venice - <i>Shylock's and Portia's speeches</i> Macbeth - "If it were done when tis' done". Mama's monologue "There is always something left to love" from Lorraine Hansberry's <i>Raisin in the Sun</i> Interrogation scene from Pinter's <i>Birthday Party</i>		CO4	K4, K5
IV	Play Production (Practicum) Monologues from plays (individual work) Students to do a ten minute play production based on the training received (group work)		CO4	K4, K5

Prescribed Books/Text Books

Poetry reading:

1. "Musée de beau arts" by W.H. Auden
2. "I sit and look out" by Walt Whitman
3. "Home Burial" by Robert Frost
4. "Border Guards" by Shiv K Kumar

5. Monologues - Excerpts from Shakespeare's Julius Caesar (Brutus' and Antony's speeches), Merchant of Venice (Shylock's and Portia's speeches), and Macbeth's monologue "If it were done when tis' done".
6. Mama's monologue "There is always something left to love" from Lorraine Hansberry's *Raisin in the Sun*
7. "The Cattle Thief" by Emily Pauline Johnson
8. Interrogation scene from Pinter's *Birthday Party*

Reference Books

1. Boleslavsky, Richard. *Acting: The First Six Lessons*. Routledge, 2005.
2. Dawson, Kathryn, and Bridget Kiger Lee. *Drama based Pedagogy: Activity Learning Across the Curriculum*. Intellect. 2018.
3. Efros, Anatoly. Trans. James Thomas. *The Joy of Rehearsal*. Peter Lang. 2006.
4. McAvoy, Mary, and Peter O'Connor, eds. *The Routledge Companion to Drama in Education*. Routledge, 2022.
5. Schonmann, Shifra, ed. *Key Concepts in Theatre/Drama Education*. Sense Publishers, 2011.
6. Smiley, Sam, and Norman A. Bert, eds. *Playwriting: The Structure of Action*. Yale University Press, 1971.
7. Shepard. Aaron. *Readers on Stage*. Shepard Publications, 2017.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Practicum- The students must perform 3 monologues – individual work	
EXTERNAL EVALUATION	End Semester Examination	40 Marks
	The students must perform a 15-minute play	60 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	10%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	10%
K3: Applying	Use information or skill in a new situation	20%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	35%

British Literature II (18th to the Early 20st Century)

Course Code				
Course Title	BRITISH LITERATURE II (18TH TO THE EARLY 20ST CENTURY)			
Credits	4			
Hours / Cycle	5			
Category	Part III Core Theory			
Semester	III			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	NA	5
Course Objectives	<ol style="list-style-type: none"> 1. To introduce students to the historical background, the changing literary traditions of British Literature from the Eighteenth to the twenty first centuries. 2. To expose students to seminal works of literature written in Britain in this time period. 3. To help students understand and appreciate the unique features of Romantic literature. 4. To enable learners to understand the rich novelistic tradition of Victorian England 5. To help learners understand modernism as a movement rooted in its complex cultural and social context. 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1: To remember and recollect the characteristic features of literary texts produced between the 18 th and the 21 st centuries		1	K1	
CO2: To understand and appreciate the significant role played by economy, science, technology, politics and a changing culture in the production of literature.		2	K2	
CO3: To identify the factors leading to the birth of Romanticism and appreciate British Romantic literature.		3	K3	
CO4: To analyse the impact of industrialization and scientific thinking on the literature of the Victorian period.		4	K4	
CO5: To interpret modernity as a complex cultural movement and to study its impact on modern literature.		5	K5 & K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to British Literature from the 18th to the 21st Centuries Introduction from An Outline History of English Literature by William Henry Hudson History of English Literature by Edward Albert	5	CO1	K1
II	Poetry (Detailed) Thomas Gray – <i>Elegy written in a Country Churchyard</i> William Wordsworth – <i>She Dwelt Among the Untrodden Ways, To the Cuckoo</i> Alfred, Lord Tennyson – <i>The Charge of the Light Brigade, Mariana</i> Robert Browning – <i>My Last Duchess</i> Elizabeth Barrett Browning – <i>Sonnet 43 from Sonnets from the Portuguese</i> T.S. Eliot – <i>The Love Song of J. Alfred Prufrock</i> D.H. Lawrence – <i>Autumn Rain</i> W.B. Yeats – <i>Prayer for my Daughter</i> Non-detailed: Selections from John Keats, Percy Shelley, William Butler Yeats, British war poetry	15	CO2 CO3 CO4	K2 K3
III	Prose (Detailed) Detailed: Matthew Arnold – <i>Keats</i> George Orwell – <i>Politics and the English Language (any other essay by Orwell)</i> Non- Detailed: Thomas Carlyle – <i>On History</i> E.M. Forster – <i>What I believe</i>	15	CO4 CO5	K4
IV	Fiction: Jane Austen – <i>Pride and Prejudice</i> Thomas Hardy - <i>Tess of the d'Urbervilles</i> William Golding – <i>Lord of the Flies</i>	20	CO4 CO5	K5
V	Drama: Detailed: George Bernard Shaw – <i>Pygmalion</i> T. S. Eliot – <i>The Family Reunion</i> Non-detailed: John Galsworthy – <i>Strife</i> J.M. Synge – <i>Riders the Sea</i>	20	CO4 CO5	K6

Prescribed Books/Text Books

1. Ed. Appelbaum, Stanley. *English Romantic Poetry: An Anthology*. Dover Publications, Inc, 1996.
2. Shaw, George Bernard. *Plays by George Bernard Shaw*. Penguin Publishing Group, 2004.
3. Ed. Ward, Candace. *World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others*. Dover Publications, 1997.

Reference Books

1. Albert, Edward. *History of English Literature*. Oxford University Press, 1979.
2. Gilmour, Robin. *The Victorian Period: The Intellectual and Cultural Context of English Literature (1789-1830)*. Routledge, 2016.
3. Gosiorek, Andrzej. *A History of Modernist Literature*. Wiley Blackwell, 2015.
4. Hudson, William Henry. *An Outline History of English Literature*. The Atlantic Publishers and Distributors, 2008.
5. Jarvis, Robin. *The Romantic Period: The Intellectual and Cultural Context of English Literature (1789-1830)*. Routledge, 2004.
6. Ed. Luebering, J.E. *English Literature from the Restoration through the Romantic Period*. Britannica Educational Publishing, 2011
7. Richetti John. *A History of Eighteenth-Century British Literature*. Wiley Blackwell, 2017.

Suggested Reading:

1. Editor: Harold Bloom. *Bloom's Period Studies: The Victorian Novel*. Infobase Publishing, 2004.
2. Eds. Pearce, Joseph and Robert Asch. *The Romantic Poets: Blake, Wordsworth and Coleridge*. Ignatius Press, 2014
3. Rodrigues, Chris and Chris Garratt. *Introducing Modernism: A Graphic Guide*. Icon Books Limited, 2015.

Web Resources:

1. Huber, Alexander. "Thomas Gray Archive : Resources : Biography." Thomas Gray Archive : Resources : Biography, www.thomasgray.org/resources/bio.shtml.
2. "English Literature - the Romantic Period." Encyclopedia Britannica, www.britannica.com/art/English-literature.
3. "Jane Austen - Biography, Life Timeline, Books, Movies, Quotes, Period Fashion." Jane Austen - Biography, Life Timeline, Books, Movies, Quotes, Period Fashion, www.janeausten.org.
4. "THE WORKS OF JOHN GALSWORTHY." THE WORKS OF JOHN GALSWORTHY, www.gutenberg.org/files/28760/28760-h/28760-h.htm.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

American Literature

Course Code				
Course Title	AMERICAN LITERATURE			
Credits	4			
Hours / Cycle	5			
Category	Part III Core Theory			
Semester	II			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	NA	5
Course Objectives	<ol style="list-style-type: none"> 1. To introduce students to the unique characteristic features of American literature. 2. To help learners understand the influence of the Puritan tradition in early American literature. 3. To help learners recognize and appreciate the formative influence of European traditions on America's cultural and intellectual roots 4. To enable learners to appreciate the multicultural voices in American literature. 5. To enable learners to identify uniquely American themes and issues. 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To remember and recall the various aspects of the Romantic, Victorian and Modern Age, including the nuances and intricacies evident in literary texts such as poetry, prose, drama and novel along with its socio-political and historical contexts		PSO1 & PSO2	K1	
CO2 : To use the background knowledge of modern British history to understand Literary movements from Romanticism to Postmodernism		PSO3	K3	
CO3: To analyze the features of literary and cultural texts in the context of Romantic, Victorian, Modern and Postmodern periods or movements		PSO4	K4	
CO4 : To appraise the dynamics of the English Language of the last three centuries		PSO5	K5	
CO5: To synthesize the knowledge of History and Literature to evaluate the greatness of English Literary Tradition		PSO6	K6	

*** To be allotted by Examinations Office after the Approval of Academic Council**

****Minimum 3 Maximum 5.**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction Karen Meyer. Jerry Phillips. Edt. <i>Backgrounds to American Literature</i> series.	5	C 01 C 02	K1
II	Poetry (Detailed) <ol style="list-style-type: none"> Verses upon the Burning of our House – Anne Bradstreet Thanatopsis – William Cullen Bryant Because I could not stop for Death – Emily Dickinson The Red Wheelbarrow – Wallace Stevens A Nameless Grave – Henry Wadsworth Longfellow Design – Robert Frost Song of Myself, 52 – Walt Whitman Lady Lazarus – Sylvia Plath Kitchenette Building – Gwendolyn Brooks 	15	CO2 C 03 C 04 C 05	K2
III	Prose (Detailed) Detailed: <ol style="list-style-type: none"> Civil Disobedience – Henry David Thoreau Excerpts from Nature – Ralph Waldo Emerson How to tell a Story – Mark Twain Non- Detailed: <ol style="list-style-type: none"> Edward Hoagland – Heaven and Nature 	15	CO3	K3
IV	Fiction: Short Stories: <ol style="list-style-type: none"> The Fall of the House of Usher – Edgar Allan Poe Hills like White Elephants – Ernest Hemingway The Bookkeeper's Wife – Willa Cather Sweat – Zora Neale Hurston The Birthmark – Nathaniel Hawthorne Novels: <ol style="list-style-type: none"> The Sound and the Fury – William Faulkner To Kill a Mockingbird – Harper Lee 	20	C 03 C 05	K4
V	Drama: Detailed: <ol style="list-style-type: none"> The Glass Menagerie – Tennessee Williams The Great God Brown – Eugene O'Neill Non-detailed: <ol style="list-style-type: none"> The Death of a Salesman – Arthur Miller A Raisin in the Sun – Lorraine Hansberry 	20	CO4 CO5	K5

Prescribed Books/Text Books

1. Emerson, Ralph Waldo and Henry David Thoreau. *Transcendentalism: Essential Essays of Emerson and Thoreau*. Prestwick House Literary Touchstone Classics, 2008.
2. Faulkner, William. *The Sound and the Fury*. Vintage, 1995
3. Williams, Tennessee. *The Collected Plays of Tennessee Williams*. Literary Classics of the United States, 2000.

Reference Books

1. Berkowitz, Gerald M. *American Drama of the Twentieth Century*. Routledge, 1992.
2. Gray, Richard. *A Brief History of American Literature*. Wiley, 2010.
3. Maxwell, D.E.S. *American Fiction: The Intellectual Background*. Routledge and Kegan Paul Ltd, 1963.
4. Richards, Jeffrey H. and Heather S. Nathans. *The Oxford Handbook of American Drama*. Oxford University Press, 2014.
5. Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. Taylor and Francis, 2016.

Suggested Reading:

1. Bendixen, Alfred and James Nagel. *A Companion to the American Short Story*. Blackwell Publishing Ltd, 2010.
2. Bruce Jr, Dickson D. *The Origins of African American Literature: 1680-1865*. University Press of Virginia, 2001.
3. Falk, Doris V. *Eugene O'Neill and the Tragic Tension: An Interpretive Study of the Plays* Gordian Press, 2008.
4. MacGowan, Christopher. *Twentieth-Century American Poetry*. Blackwell Publishing, 2004.
5. Wagner-Martin, Linda. *The Routledge Introduction to American Modernism*. Routledge, 2016.

Suggested novels for reading:

1. Edith Wharton – The Age of Innocence - <https://www.gutenberg.org/files/541/541-h/541-h.htm>
2. Henry James – The Turn of the Screw - <https://www.gutenberg.org/files/209/209-h/209-h.htm>
3. John Steinbeck – The Grapes of Wrath - https://archive.org/stream/in.ernet.dli.2015.261773/2015.261773.The-Grapes_djvu.txt
4. Theodore Dreiser – An American Tragedy <https://gutenberg.net.au/ebooks02/0200421h.html>

Web Resources:

1. “African American Literature: An Overview | Encyclopedia.com.” African American Literature: An Overview | Encyclopedia.com, www.encyclopedia.com/humanities/applied-and-social-sciences-magazines/african-american-literature-overview
2. “Transcendentalism.” Transcendentalism (Stanford Encyclopedia of Philosophy), plato.stanford.edu/entries/transcendentalism
3. Timothy Robbins, Edited by: “Open Anthology of Earlier American Literature – Simple Book Publishing.” Open Anthology of Earlier American Literature – Simple Book Publishing, press.rebus.community/openamlit
4. “American Literature | Timeline, History, and Facts.” Encyclopedia Britannica, www.britannica.com/art/American-literature.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

Basic Writing Skills

Course Code*				
Course Title	BASIC WRITING SKILLS			
Credits	5			
Hours / Cycle	6			
Category	Part III Allied Theory			
Semester	III			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	4	NA	2	6
Course Objectives	<ol style="list-style-type: none"> 1. To train learners to use English Language in various forms of writing 2. To enable learners to read, understand and respond to professional communications 3. To provide the skills needed to assess and map technical content writing and creative writing 4. To equip students with skills for conceptualizing ideas for an argumentative content 5. To teach skills related to copy editing and proofreading 			
Course Outcome(s)**			PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1: To understand and remember the various types of writing			1	K1 & K2
CO2: To analyse ideas in different channels of professional communication			2	K3
CO3: To apply editing and proofreading skills to finetune a document			3	K4
CO4: To compare and contrast opinions and ideas in various forms of writing			4	K5
CO5: To create original pieces of fiction, poetry, and drama			5	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONO MY LEVEL
I	Pre-Writing Choosing Subject Matter – Preparing a reading list - Collecting Material – Reading to Write - Note-making – Hints – Ordering/ Arranging Ideas – Brainstorming - Writing Routine – Consistency in Writing – Fixing Time and Place for Writing, fixing number of words/pages to write per day – Interviews of Writers about their writing routine (Marquez, Stephen King, Dostoevsky, etc) Ethics of Writing, Avoiding Plagiarism	10	CO1	K 1 K 2
II	Business Writing Official Letters (Letters of Request, Letters of Recommendation, Letters soliciting Sponsorship, Letters of Explanation), CV Writing, Proposal Writing, Reports, News story, Notice, Circular, Minutes, Memo. Technical Writing - Sentences – Simple and Complex, Direct and Indirect, Active and Passive Content Development, Advertisement Writing, Manual Writing, Compere Scripting, Blog Writing.	15	CO2	K3
III	Creative Writing Forms of creative writing – poetry, fiction, drama Elements of style, figurative language, developing imagery Creating milieu, developing plot, fixing point of view, narrating persona, character development, fictionalizing personal experiences, scene development	25	CO3	K4
IV	Argumentative Writing Essay Writing - Literary Analysis, Character Analysis, Book Review, Rejoinders, Using Quotations, use of technical terms, Use of Examples, Language of cause and effect.	25	CO3	K5
V	Unit 5 – Editing and Rewriting/ Practicum Proof-reading, Copy-editing, Organizing Paragraphs, Rewriting Introduction and Conclusion, Giving titles, subtitles, and headlines.	15	CO4 CO5	K6
Prescribed Books/Text Books <ol style="list-style-type: none"> 1. Fish, Stanley. <i>How to Write a Sentence</i>. Harper Collins, 2011. 2. King, Stephen. <i>On Writing: A Memoir of the Craft</i>. Simon & Schuster, 2000. 3. Bradbury, Ray. <i>Zen in the Art of Writing</i>. Harper Collins, 2015. 				

Reference Books

1. Fiona Talbot. *How to Write Effective Business English*. Kogan Page, 2019.
2. Els Van Geyte. *Writing: Learn to Write Better Academic Essays*. Colins, 2013.
3. Strunk, William, Jr. *Elements of Style*. Pearson, 1999.
4. Neira Dev, Anjana et al, *Creative Writing: A Beginner's Manual*. Pearson and Longman, 2008.

Web Resources:

1. <https://www.masterclass.com/articles/tips-for-improving-your-writing-style>
2. "7 Ways to Improve Your Writing Skills." Coursera, www.coursera.org/articles/writing-skills.
3. Kishore, Kamal. "Writing Skills: Significance of Writing Skills." Harappa, 26 May 2020, harappa.education/harappa-diaries/improving-writing-skills-at-work.
4. Shewan, Dan. "16 Easy Ways to Improve Your Writing Skills." WordStream, www.wordstream.com/blog/ws/2014/08/07/improve-writing-skills.
5. 2011-2023, (c) Copyright skillsyouneed.com. "Writing Skills | SkillsYouNeed." Writing Skills | SkillsYouNeed, www.skillsyouneed.com/writing-skills.html.
6. "Good With Words: Writing and Editing." Coursera, 5 Mar. 2001, in.coursera.org/specializations/good-with-words.

METHOD OF EVALUATION

INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT**WEIGHTAGE
BASED
ON BLOOM'S
TAXONOMY (FOR
ESE)**

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.8	0.84	2.52	2.52	2.52	2.5	2.52	2.52	2.52	2.52	2.52	2.52	

Overall Mapping

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Introduction to Shakespeare

Course Code				
Course Title	INTRODUCTION TO SHAKESPEARE			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	IV			
Year of Implementation	From the academic year 2023-2024 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. Introduce to learners the plays of Shakespeare with specific reference to tragedies and comedies 2. Highlight the continuing influence of the playwright from a socio-cultural perspective 3. Present an overview of the contemporary adaptations /reinterpretations of Shakespeare's plays 4. Appreciate the sonnets of Shakespeare 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To understand the range, depth, and wide-ranging influence of Shakespeare by reading his works first-hand		PSO 1	K1, K2	
CO2 : To appreciate the wordplay and expressions of ideas about the world and the depth of human experience in Shakespeare's Plays		PSO 2	K2, K3	
CO3: To analyze the sonnets of Shakespeare and his lyrical love poems		PSO 3	K3, K4	
CO4 : To evaluate contemporary adaptations and reinterpretations of Shakespeare in the context of various cultural and social contexts		PSO 4	K4, K5	
CO5: To create alternate approaches to the reading and understanding of Shakespeare which is commensurate to the modern times		PSO 5	K5, K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction Dr Johnson's "Preface to Shakespeare" (excerpts – the portion about the Unities of Time) "Shakespeare's Universalism" by Harold Bloom (Section 1) from <i>Invention of the Human</i> Chapters on Richard II, Twelfth Night, and Macbeth in Emma Smith's <i>This is Shakespeare</i>	10	CO 1 CO 2	K1, K2
II	Twelfth Night (Non-Detailed)	20	CO 2 CO4	K2, K3
III	Richard II (Detailed)	20	CO 2 CO3	K3, K4
IV	Macbeth (Detailed)	20	CO2 CO 3 CO4	K4, K5
V	Sonnets (127-152 – any fifteen sonnets) (Non-Detailed)	20	CO2 CO3 CO5	K5, K6

Reference Books

1. Barker, Granville. *Preface to Shakespeare Vol. I*. OUP, 1959.
2. Sowerby, R. *Luminous Life of William Shakespeare*. The Citadel Press, 1999.

Suggested Reading

1. Durrant, Will. *The Story of Philosophy*. London: Simon and Schuster, 1926. Print.
2. Russell, Bertrand. *History of Western Philosophy*. London: Unwin, 1979. Print.
3. Ware (Janet), Davis (AL). 101 Things You Did Not Know About Shakespeare., CUP, 1992.
4. World Library Inc. *The Complete Works of William Shakespeare*. Magna Moments, 1993.
5. Greenblatt, Stephen. *Will in the World*. Pimlico, 2005.
6. Hawkins, Ella. *Shakespeare in Elizabethan Costume: 'Period Dress' in Twenty First Century Performance*. Bloomsbury, 2022.

Web Resources

1. "William Shakespeare: 20 Facts, 37 Plays, 375 Poems, 100 Quotes and Bio." William Shakespeare: 20 Facts, 37 Plays, 375 Poems, 100 Quotes & Bio, www.williamshakespeare.net.
2. "About William Shakespeare | Academy of American Poets." About William Shakespeare | Academy of American Poets, poets.org/poet/william-shakespeare.
3. "William Shakespeare Biography." Shakespeare Birthplace Trust, www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography.
4. "Introduction to Who Wrote Shakespeare." Coursera, 5 Mar. 2001, www.coursera.org/learn/shakespeare.
5. "William Shakespeare's Twelfth Night: Comedy, Conflict, and Community." Coursera, 5 Mar. 2001, www.coursera.org/learn/shakespeare-twelfth-night-comedy-community-applied.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K 2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.8	0.84	2.52	2.52	2.52	2.5	2.52	2.52	2.52	2.52	2.52	2.52	

Overall Mapping

76

Introduction to Language and Linguistics

Course Code				
Course Title	INTRODUCTION TO LANGUAGE AND LINGUISTICS			
Credits	4			
Hours / Cycle	5			
Category	Part III Core Theory			
Semester	IV			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	NA	5
Course Objectives	6. To introduce students to the nature and function of Language 7. To help learners differentiate between language learning and competency 8. To introduce learners to phonetics and phonology 9. To familiarize learners with Morphology 10. To enable learners to understand linguistics and the various branches of linguistics			
Course Outcome(s)**			PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1: To recall the nature, origin and characteristics of language			1	K1 & K2
CO2: To interpret language in theoretical as well as practical terms.			2	K3
CO3: To identify the phonological and morphological features of language.			3	K4
CO4: To distinguish between syntax, semantics and pragmatics.			4	K5
CO5: To compare and contrast micro linguistics with macro linguistics			5	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to Language Nature and Characteristics of Language Basic theories on the evolution of Language Language as a means of communication Language acquisition: Sociological and Psychological motivations (Competence and Performance)	15	CO1	K1 K2
II	Language in Society Dialect, Idiolect, Code and Register Characteristic features of Spoken and Written language Standard, Standardized and Globalized English The Paralinguistic and Extralinguistic features of language (Body Language, non-verbal communication) The nature and characteristics of English language usage in Media (Media linguistics)	15	CO2	K3
III	Phonetics and Phonology Language as a system of sounds, The concept of phoneme and its classification Air stream mechanisms, places and manners of articulation English vowels, Diphthongs and Consonants The Word: word accentuation, stress and pitch change The Sentence: Sentence stress, juncture, rhythm and intonation.	15	CO3	K4
IV	Morphology: Lexemes and word forms Inflection, word formation, Allomorphy, Lexical Morphology Subject-verb-Object, Sentences, Phrases and Clauses Transformational Grammar	15	CO3	K5

V	Linguistics: Micro linguistics: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics Macro linguistics: Psycholinguistics, Sociolinguistics, Applied Linguistics, Discourse Analysis, Neurolinguistics	15	CO4 CO5	K6
Prescribed Books/Text Books <ol style="list-style-type: none"> 1. Crystal, David. <i>A Little Book of Language</i>. Yale University Press, 2011. 2. Matthews, P.H. <i>Linguistics: A Very Short Introduction</i>. Oxford University Press, 2003. 3. Poole, Stuart C. <i>An Introduction to Linguistics</i>. Macmillan Education UK, 1999. 4. Eds. Spencer, Andrew and Arnold M. Zwicky. <i>The Handbook of Morphology</i>. John Wiley and Sons, 2001. 5. T. Balasubramanian. <i>A Textbook of English Phonetics for Indian Students</i>. Macmillan, 1981. 6. Wood, Frederick T. <i>An Outline History of the English Language</i>. Macmillan Publishers India Ltd, 2000. 				
Reference Books <ol style="list-style-type: none"> 1. Akmajian, Adrian. <i>Linguistics: An Introduction to Language and Communication</i>. MIT Press, 2010. 2. Eds. Bruhn de Garavito, Joyce and John W. Schwieter. <i>Introducing Linguistics: Theoretical and Applied Approaches</i>. Cambridge University Press, 2021. 3. Danesi, Marcel. <i>Language, Society and New Media: Sociolinguistics Today</i>. Routledge, 2018. 4. McIntyre, Dan. <i>History of English: A Resource Book for Students</i>. Taylor and Francis, 2020. 				
Suggested Reading: <ol style="list-style-type: none"> 1. Chomsky, Noam. <i>Syntactic Structures</i>. Mouton de Gruyter, Berlin, 1957. 2. Crystal, David. <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge University Press, 1995. 				
Web Resources: <ol style="list-style-type: none"> 1. "Language Definition, Types, Characteristics, Development, and Facts." Encyclopedia Britannica, www.britannica.com/topic/language. 2. "Introduction to Linguistics: Morphology 1." YouTube, 13 July 2021, www.youtube.com/watch?v=MAwSrc6qMTQ. 3. "What Is Linguistics? - Department of Linguistics - UCLA." Department of Linguistics - UCLA, linguistics.ucla.edu/undergraduate/what-is-linguistics. 				

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

Literature and Aesthetic Ideas

Course Code				
Course Title	LITERATURE AND AESTHETIC IDEAS			
Credits	5			
Hours / Cycle	6			
Category	Part III Allied Theory			
Semester	IV			
Year of Implementation	From the academic year 2023-2024 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	5. Learn to situate the basic literary genres- poetry, prose, fiction, and drama in their respective socio-political contexts. 6. Learn the cultural and historical background of different art and literary movements. 7. Students will be sensitized to the various literary and art flavours of important eras. 8. Explore the various cultural movements the genres reflect. 9. Study the interface between philosophical ideas and literature.			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To gauge the pulse of the literary and cultural milieu of different literary ages.		PSO 1	K1, K2	
CO2 : To comprehend the various 'isms' that influenced writers and their oeuvre of writing.		PSO 2	K2, K3	
CO3: To practically explore the anatomy of the texts with the help of literary/philosophical movements		PSO 3	K3, K4	
CO4 : To explore various aesthetic 'spheres of influence'		PSO 4	K4, K5	
CO5: To evaluate texts by practically integrating the above ideas into their analysis of texts.		PSO 5	K5, K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Idealism and Humanism (Poetry) <u>Plato's <i>The Republic</i> Book VII- Allegory of the Cave (514b-518d)</u> Socrates' <i>Grace and Virtue</i> , Platos's <i>Four Epigrams</i> (poems) <u>Erasmus <i>In Praise of Folly</i>- excerpts (1-14 paragraphs)</u> Petrarch <i>The Canzoniere</i> - (sonnets 1, 4, 129, 248).	18	CO 1 CO 2	K1, K2
II	Romanticism and Individualism (Prose) <u>Immanuel Kant <i>Critique of Pure Reason</i>- (Preface 1781 edition)</u> William Hazlitt <i>The Spirit of the Age- Mr. Wordsworth</i> (essay) <u>Ralph Waldo Emerson <i>Self Reliance</i> (essay)</u> Henry David Thoreau <i>Walden</i> –(Conclusion chapter 18)	18	CO 2 CO4	K2, K3
III	Marxism and Symbolism (Drama and Short Story) <u>Karl Marx <i>A Contribution to the Critique of Political Economy</i> (1859 Preface- Base and Superstructure)</u> Bertolt Brecht <i>The Exception and The Rule</i> (play) <u>Jean Moreas <i>The Symbolist Manifesto</i>- Opening argument.</u> Sara Orne Jewett <i>A White Heron</i> (short story)	18	CO 2 CO3	K3, K4
IV	Psychoanalysis and Existentialism (Novels) <u>Sigmund Freud <i>The Ego and the Id</i> (Preface, Chapters 2 The Ego and the Id, 3 The Ego and the Super-Ego)</u> Virginia Woolf <i>To the Lighthouse</i> (novel) <u>Friedrich Nietzsche <i>The Birth of Tragedy</i> (Chapter 1- about Apollonian vs Dionysian principles)</u> Franz Kafka <i>Metamorphosis</i> (novel)	18	CO2 CO 3 CO4	K4, K5
V	Surrealism and Expressionism (Paintings) Andre Breton <i>Manifesto of Surrealism</i> (1 st -1924- excerpt) Salvador Dali <i>The Persistence of Memory</i> <u>Ashley Bassie <i>Expressionism</i> (Chapter 1- What is Expressionism?)</u> Edvard Munch <i>The Scream</i>	18	CO2 CO3 CO5	K5, K6

Prescribed Books/Text Books

1. Buckingham, Will. *The Philosophy Book: Big Ideas Simply Explained*. DK, 2017.
2. Osborne, Richard. *Philosophy for Beginners*. 1992.
3. Bailey, Gauvin Alexander, et al. *Art in Time: A World History of Styles and Movements*. Phaidon Press. 2014.

Reference Books

1. Lavine T.S. *From Socrates to Sartre: The Philosophical Quest*. New York: Bantam Books, 1984. Print.
2. Strickland, Carol and John Boswell. *The Annotated Mona Lisa*. Kansas City: Andrews Mcmeel Publishing: 1992.

Suggested Reading

1. Durrant, Will. *The Story of Philosophy*. London: Simon and Schuster, 1926.
2. Russell, Bertrand. *History of Western Philosophy*. London: Unwin, 1979.

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PS O4	PSO 5	PSO 6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.84	0.84	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping								3							

Current Trends in Music and Literature

Course Code*				
Course Title	CURRENT TRENDS IN MUSIC AND LITERATURE			
Credits	3			
Hours / Cycle	4			
Category	Part IV Inter Disciplinary Theory 2 hours / Practical 2 hours			
Semester	IV			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	2	NA	2	4
Course Objectives	<ol style="list-style-type: none"> 1. Integrate listening skill by exposure to various sounds, pitches, tones, and musicalworks 2. Develop knowledge related to the basics of musical composition and production 3. Gain interdisciplinary technical skills required to produce and publish digitalcontent related to music 4. Familiarize the use and application of available digital resources for audio andvideo creations 5. Enlighten learners to ascertain good quality compositions and productions 6. Offer training in conceptualizing and writing impactful and insightful lyrics 7. Kindle the creativity of learners to produce their own musical compositions 8. Encourage learners to leverage and integrate the place of musical arts in society 			
Course Outcome(s)**			PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)
CO1 : To recall nuances of differences in musical sounds			PSO1	K1
CO2 : To understand the basic elements of musical composition and music production			PSO2	K2
CO3: To construct simple melodies and lyrics in simple digital platforms			PSO3	K3
CO4 : To appreciate different types of music belonging to various periods and form and defend value judgments about music			PSO4	K4
CO5: To evaluate how music reflects the contemporary social/ historical context in which the compositions were created and performed			PSO5	K5
CO6: To create their own music production based on familiarity with the basics of digital sound processing and related software applications			PSO6	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Listening and Musical Perception Basic Elements of Music- Rhythm, Melody, Harmony, Dynamics, Texture, Tone, Form Basic Elements of Music Production- Song Writing & Arranging Introduction to Sound and Digital Audio Workstation (DAW)	10	CO 1 & CO 2	K1 & K2
II	Trends and Digital Platforms Developing musical ideas and concepts Language of Songwriting Composing for Social Media trends	10	CO 3	K3
III	Appreciating Genres and Styles John Newton- <i>Amazing Grace</i> (Gospel) Louis Armstrong- <i>What a Wonderful World</i> (Jazz) B. B. King- <i>The Thrill is Gone</i> (Blues) Bob Marley- <i>Redemption Song</i> (Reggae) Eagles- <i>Hotel California</i> (Rock) Queen- <i>Bohemian Rhapsody</i> (Rock) Michael Jackson- <i>Black or White</i> (Pop) Bob Dylan- <i>Imagine</i> (Rock) Tupac Shakur- <i>Keep Ya Head Up</i> (Hip hop/Rap) Vedanayagam Sastriar- <i>Aadhi Thiruvarthai</i> (Classical) Christy Jebaraj- <i>Yesapattu</i> (Folk) Electronic Digital/Dance Music (EDM)	10	CO 4	K4
IV	Musicals and Movies Robert Wise- <i>The Sound of Music</i> (1965) John Williams- <i>Jurassic Park</i> Theme Song	10	CO 5	K5
V	Practicum Songwriting Performance Music Music Production	10	CO 6	K6

Prescribed Books/Text Books

1. Burgers, Richard James. *The Art of Music Production*. Omnibus Press. London, 2001
2. Kamien, Roger. *Music an Appreciation*. McGraw Hill. New York
3. Burgers, Richard James. *The Art of Music Production*. Omnibus Press. London, 2001.
4. Cartmell, Deborah & Imelda Wheleham. Edt. *The Cambridge Companion to Literature on Screen*. CambridgeUniversity Press. New York: 2007

Reference Books/Websites

1. Cartmell, Deborah & Imelda Wheleham. Edt. *The Cambridge Companion to Literature on Screen*. CambridgeUniversity Press. New York: 2007
2. Laughey, Dan. *Music and Youth Culture*. Edinburgh University Press. Edinburgh: 2006
3. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press. New Delhi:2010.
4. Phillips, Joel. *The Musician's Guide to Fundamentals*. New York: W.W.Norton & Co. 2012.
5. Randel, Michael Don. *The Harvard Dictionary of Music*. Fourth Edition. Harvard: Belknap Press. 2003.
6. Read, Herbert. *The Origins of Form in Art*. Thames & Hudson. London: 1965

7. Schonbrun, Marc. *The Everything Music Theory Book: A Complete Guide to Taking Your Understanding of Music to the Next Level [With CD]*. Massachusetts: Adams Media Corporation. 2011.
8. Stanley, Sadie Et. Al. Ed. *The Cambridge Music Guide*. Cambridge University Press. New York: 2007
9. Thielemann Selina. *Music the Divine Art*. APH Publishing Co. New Delhi.
10. <http://www.youtube.com@TheKiffness>
11. <http://www.youtube.com@DanVasc>
12. <http://www.youtube.com@NasDaily>
13. <http://www.youtube.com@ConorMaynard>
14. <http://www.youtube.com@mukhateyashraj>
15. <http://www.youtube.com@PTXofficial>
16. <http://www.youtube.com@brunomars>
17. <http://www.youtube.com@williamsinge>

Suggested Reading/Viewing

1. Phillips, Joel. *The Musician's Guide to Fundamentals*. New York: W.W.Norton & Co. 2012.
2. Charles Stone- *Drumline* (2002)
3. Gore Verbinski - *Pirates of the Caribbean* (2003)
4. Suresh Chandra Menon- *Pudhiya Mugam* (1993)
5. Anthony Russo & Joe Russo- *Avengers- The Endgame* (2019)

Web Resources

1. <https://wmich.edu/mus-gened/mus150/Ch1-elements.pdf>
2. "Transmedia Storytelling: Narrative Worlds, Emerging Technologies, and Global Audiences." Coursera, 5 Mar. 2001, www.coursera.org/learn/transmedia-storytelling.
3. "Fundamentals of Music Theory." Coursera, 5 Mar. 2001, www.coursera.org/learn/edinburgh-music-theory.
4. "Brooklyn College Library LibGuides Home: MUSC 1300 Music: Its Language, History, and Culture: Chapter 1." Chapter 1 - MUSC 1300 Music: Its Language, History, and Culture - Brooklyn College Library LibGuides Home at Brooklyn College Library, 31 Aug. 2022, libguides.brooklyn.cuny.edu/music1300/chapter1.
5. "Music Production: What Does a Music Producer Do? &Ndash; Berklee Online Take Note." Berklee Online Take Note, 10 Sept. 2020, online.berklee.edu/takenote/music-production-what-does-a-music-producer-do.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Reports of Musical experiences	
	Live Performance Designing Digital Content	
EXTERNAL EVALUATION	Written Exam	40 Marks
	Music Album	60 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	10%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	10%
K3: Applying	Use information or skill in a new situation	20%

K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	10%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	40%

**Course Articulation
Matrix**

	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Cognitive Level
CO 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping													84		

Post-colonial and Fourth World Literature

Course Code				
Course Title	POST-COLONIAL AND FOURTH WORLD LITERATURE			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	V			
Year of Implementation	From the academic year 2023- 2024 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. Introduce learners to the various sociohistorical and political contexts that gave rise to Post-Colonial Literature 2. Present an overview of the impact of Colonization by alternative reading of the Literary Text 3. Enable learners to explore the various contexts of colonization and resistance 4. Foster critical understanding and sensitivity to appreciate and analyze Literatures produced in the Fourth World 5. Facilitate action-oriented responses to the process of decolonization 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To understand and identify the universal and local concerns which gave birth to Post-colonial Literatures		PSO 1	K1 & K2	
CO2 : To apply the extra textual elements that provide meaning to the post-colonial aspects of the texts		PSO 4	K 3	
CO3: To analyze the power structures and the dominant narrative as ideological foundations of Western Colonization		PSO 2	K 4	
CO4 : To evaluate existing ideas of historicity in post-colonial narratives		PSO 5	K 5	
CO5: To develop sensitivity and awareness of the process of de-colonization		PSO 5	K 6	

*** To be allotted by Examinations Office after the Approval of Academic Council**

****Minimum 3 Maximum 5.**

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Gerald Horne- <i>The Glorious Revolution- Not So Glorious for Africans and Indigenous</i> Christopher L. Miller- <i>Reckoning, Reparation, and the Value of Fiction</i> Bill Ashcroft, Gareth Griffiths & Helen Tiffin- <i>Rethinking the Post-colonial- Post-colonialism in the Twenty-first Century</i>	10	CO 1	K1 & K2
II	Poems Ben Okri- <i>An African Elegy</i> David Diop- <i>Africa</i> Banjo Patterson- <i>Waltzing Matilda</i> Caughnawaga- <i>Indian Reservation</i> Allen Curnow- <i>House and Land</i> Derek Walcott- <i>Ruins of a Great House</i> A. B. Paterson - <i>Another Fall of Rain</i> (Australian Bush Poet, Journalist and Author) Kaiser Haq- <i>Ode on a Lungi</i> (Bangladesh Poet) Colin Channer- <i>Feelings</i> (Jamaican Poet) A. J. Seymour- <i>There Runs a Dream</i> (Guianese Poet)	15	CO 2	K 3
III	Short Stories Thomas King- <i>Godzilla vs Post-colonial Mind</i> Katherine Mansfield- <i>The Garden Party</i> Memoir Detailed Edwidge Danticat- <i>Children of the Sea</i> (Haitian) Non-Detailed David Unaipon- <i>The Voice of the Great Spirit</i> (Australian aboriginal of the Ngarrindjeri people, a preacher, inventor and author) Basil H. Johnston- <i>Indian School Days- New Learning and Cultural Conflict; Football, Chemistry and Tired Chickens</i> (Excerpts) Anishinaabe (Ojibwa) and Canadian writer Prose Detailed Eustace Palmer- <i>The Agony and the Ecstasy: Sierra Leonean Dramatists</i> Non-Detailed Eduardo Galeano- <i>The Open Veins of Latin America</i>	20	CO 1 CO 3	K 4
IV	Drama Detailed Wole Soyinka- <i>The Lion and the Jewel</i> Non-Detailed Badal Sarcar- <i>Indian History Made Easy</i>	20	CO 4 CO 5	K 5

V	Fiction Chinua Achebe- <i>Things Fall Apart</i> Bapsi Sidhwa- <i>Ice Candy Man</i> Yann Martel- <i>Life of Pi</i> (Canadian)	25	CO 5	K4 & K 6
Prescribed Books/Text Books <ol style="list-style-type: none"> 1. Gerald Horne. <i>The Apocalypse of Settler Colonialism</i>. Monthly Review Press, 2017. 2. Christopher L. Miller. <i>The French Atlantic Triangle- Literature and Culture of the Slave Trade</i>. . Duke University Press, 2008. 3. <i>An Anthology of Guianese Poetry</i>. Edt. A. J. Seymour. Year End, 1954. 4. Bill Ashcroft, Gareth Griffiths & Hele Tiffin. <i>Key Concepts in Post-colonial Studies</i>. Routledge, 1998. 5. Bill Ashcroft, Gareth Griffiths & Hele Tiffin. <i>The Empire Writes Back</i>. Routledge, 2002. 				
Reference Books <ol style="list-style-type: none"> 1. A. James Arnold Edt. <i>A History of Literature in the Caribbean Volume 2</i>. John Benjamins Publishing Company, 2001. 2. Bernth Lindfors & Geoffrey V. Davis. <i>African Literatures and Beyond</i>. Rodopi. 3. Graham Huggan. <i>Extreme Pursuits- Travel Writing in an Age of Globalization</i>. The University of Michigan Press, 2009. 4. Martin Puchner. <i>The Written World</i>. Random House. 5. Graham Huggan. <i>Postcolonial Ecocriticism</i>. Routledge, 2009. 				
Suggested Reading/ Viewing <ol style="list-style-type: none"> 1. The Routledge Reader in Caribbean Literature. Alison Donnell & Sarah Lawson Welsh Edt. Routledge, 2005. 2. Kezia Page. <i>Transnational Negotiations in Caribbean Diasporic Literature- Remitting the Text</i>. Routledge- 2001. 3. Gore Verbinski. <i>Pirates of the Caribbean: The Curse of the Black Pearl</i> (2003) 4. Gore Verbinski. <i>Pirates of the Caribbean: Dead Man's Chest</i> (2006) 5. Gore Verbinski. <i>Pirates of the Caribbean: At World's End</i> (2006) 6. Rob Marshall. <i>Pirates of the Caribbean: On Stranger Tides</i> (2011) 7. Joachim Rønning, Espen Sandberg. <i>Pirates of the Caribbean: Dead Men Tell No Tales</i> (2017) 8. Steven Spielberg. <i>The Terminal</i> (2004) 				
Web Resources <ol style="list-style-type: none"> 1. "David Ngunaitponi (Unaipon)." AIATSIS, aiatsis.gov.au/explore/david-ngunaitponi-unaipon. 2. "Short Stories: The Garden Party by Katherine Mansfield." Short Stories: The Garden Party by Katherine Mansfield, www.eastoftheweb.com/short-stories/UBooks/GardPart.shtml. 3. V E S J O U R N A L IJELLH, SMART M. "Aboriginality, Traditions and Expressions in Thomas King's 'Godzilla Vs Post-Colonialism.'" (PDF) Aboriginality, Traditions and Expressions in Thomas King's 'Godzilla Vs Post-Colonialism' SMART M O V E S J O U R N a L IJELLH - Academia.edu, www.academia.edu/33333210/Aboriginality_Traditions_and_Expressions_in_Thomas_King_s_Godzilla_Vs_Post_Colonialism_. 4. "The Art of Fiction No. 75." The Paris Review, www.theparisreview.org/interviews/3079/the-art-of-fiction-no-75-guillermo-cabrera-infante. 				

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.8	1.24	2.52	2.52	2.52	2.5	2.52	2.52	2.52	2.52	2.52	2.52	

Overall Mapping

Indian Writing in English

Course Code				
Course Title	INDIAN WRITING IN ENGLISH			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	V			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	9. Introduce learners to the rich culture, tradition, wisdom, and knowledge captured by literary works in English written by Indian Writers 10. Inspire the thought processes of learners with concepts carrying the local flavor as they try to see the world via the lens of Indian writers 11. Facilitate critical appreciation of the Indianness harnessed by Indian writers in Poetry, Prose, Fiction, and Drama 12. Stimulate discussions on Issues pertaining to Indian identities and Literary merits as embedded in Indian Writing in English 13. Enlighten learners to embrace and celebrate the variety and richness of Indian cultures and traditions			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1 : To recall the unique features of Indian Writing in English		PSO1	K1	
CO2 : To identify the underlying similarities between the Indian ethos and expressions		PSO2	K2	
CO3: To illustrate the greatness and the richness of Indian culture and tradition in the context of a globalized and modernized India		PSO3	K3	
CO4 : To compare and contrast the Indian Writing in English with other English Literary traditions		PSO4	K4	
CO5: To reframe existing notion of Indian identities and to promote an inclusive and all-encompassing global worldview of Indianness		PSO5	K5	
CO6: To develop a holistic view of Indianess through reading the seminal works in Indian Writing in English		PSO6	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction- Excerpts K. R. Srinivasa Iyengar. <i>Indian Writing in English</i> . Chapter i, xii, xiv, xxvi Arvind Krishna Mehrotra- <i>A Concise History of Indian Literature in English Chapter 21, 22, 24</i> Meenakshi Mukherjee- <i>The Perishable Empire</i> - Ambiguous Discourse: The Novels of Krupa Sathianadhan Susi Tharu & K. Lalitha- <i>The New Curriculum and the Literature of the Fifties and Sixties</i>	5	CO 6	K6
II	Poems Toru Dutt- <i>Lakshman</i> Sarojini Naidu- <i>Bangle-Sellers</i> Rabindranath Tagore- <i>Gitanjali</i> (Song 1 to 24) A. K. Ramanujan- <i>River</i> Arun Kolatkar- <i>A Low Temple</i> Jayanta Mahapatra- <i>Dawn at Puri</i> Kamala Das- <i>An Introduction</i> Arundhati Subramaniam - <i>To The Welsh Critic Who Doesn'T Find Me Identifiably Indian</i> Meena Kandasamy- <i>The noble eightfold path</i>	20	CO 1 & CO 2	K1 & K2
III	Prose Detailed Kamaladevi Chattopadhyay- <i>Blossoms, Light, and Music</i> Nirad C. Chaudhuri- <i>Conflicts and Concepts</i> Non-Detailed Ashis Nandy- <i>Culture, State, and the Rediscovery of Indian Politics</i> Herabai Tata- <i>A Short Sketch of Indian Women's Franchise Work</i> Mithan Choksi- <i>Some Im</i> Short Stories Manoj Das- <i>Farewell to Ghost</i> Snehalata Sen- <i>The Tale of the Buddhist Monk</i> Razia Sajjad Zaheer- <i>Lowborn</i> Uma Maheshwari- <i>The Ascent</i> Ambai- <i>In a Forest, a Deer</i>	20	CO 5	K5
IV	Drama Girish Karnad- <i>Hayavadana</i> Mahesh Dattani- <i>Tara</i> Mahaswetha Devi- <i>Aqjir</i> Shekina Jacob- <i>Queen of Hearts</i>	20	CO 4	K4
V	Novel Kushwant Singh- <i>Train to Pakistan</i> Anita Nair- <i>Ladies Coupé</i> Anita Desai- <i>The Artist of Disappearance</i> Sashi Deshpande- <i>That Long Silence</i>	25	CO 3	K3

Prescribed Books/Text Books

1. Vijay Dharwadker. *The Collected Essays of A. K. Ramanujan*. OUP 1999.
2. Sophia Dobson Collet. *The Life and Letters of Raja Rammohun Roy*. 1914.
3. M. K. Gandhi. Translated by Mahadev Desai. *An Autobiography or The Story of My Experiments with Truth*. Navajivan Publishing House, 1925.
4. Jawaharlal Nehru. *The Discovery of India*. OUP. The Signet Press, 1994.
5. M. G. Vassanji. *Uhuru Street*. Emblem, 1992.
6. Bharati Mukherjee. *The Middleman and Other Stories*. Fawcett Crest, 1988.
7. Manoj Das. *The Bridge in a Moonlit Night and Other Stories*. National Book Trust, 2020.
8. K. R. Srinivasa Iyengar. *Indian Writing in English*. Sterling. 2014.
9. Arvind Krishna Mehrotra- *A Concise History of Indian Literature in English*. Permanent Black, 2008.

Reference Books

1. Amartya Sen. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin, 2006
2. Priyamvada Gopal. *The Indian English Novel: Nation, History and Narration*. OUP, 2009.
3. Margaret Drabble. *The Oxford Companion to English Literature, 6th Edition*. OUP, 2006.
4. Prabhat K. Singh. *The Indian English Novel of the New Millennium*. CUP, 2013.
5. Makarand R. Paranjape. *Making India: Colonialism, National Culture, and the Afterlife of Indian English Authority*. Springer, 2012.

Suggested Reading (Poems)

1. Raja Rao- *The Serpent and the Rope*
2. R. K. Narayanan- *Swami and Friends*
3. Nayantara Sahgal- *Rich Like Us*
4. Gurcharan Das- *Larins Sahib*
5. Mahatma Gandhi- *My Experiments with Truth- Part V- 9, 14, 18, 20, 21, 39*
6. Jawaharlal Nehru- *The Discovery of India- Chapter 10 (Pg. 515- 550)*
7. Rammohun Roy- *The Abolition of Suttee*
8. A. K. Ramanujan- *Essays on Bhakti and Modern Poetry (17 & 18)*
9. Sri Aurobindo- *Evolution*
10. Arvind Krishna Mehrotra- *Lockdown Garden*
11. Keki Daruwalla- *Migrations*

Web Resources

1. "The Discovery of India." INDIAN CULTURE, indianculture.gov.in/ebooks/discovery-india.
2. "The Story of My Experiments With Truth | Gandhi Autobiography." The Story of My Experiments With Truth | Gandhi Autobiography, www.mkgandhi.org/autobio/autobio.htm.
3. "Gurcharan Das: Rewriting Indian History in His Works of Fiction and Dramas - Ignited Minds Journals." Gurcharan Das: Rewriting Indian History in His Works of Fiction and Dramas - Ignited Minds Journals, ignited.in/I/a/210966.
4. "Rao: The Serpent and the Rope | the Modern Novel." Rao: The Serpent and the Rope | the Modern Novel, www.themodernnovel.org/asia/other-asia/india/rao/serpent.
5. "Theatre and Globalization." Coursera, 5 Mar. 2001, www.coursera.org/learn/global-theatre.
6. "Free Online Course: Indian Writing in English From Swayam | Class Central." Class Central, 2 Jan. 2023, www.classcentral.com/course/swayam-indian-writing-in-english-45156.
7. <https://airccse.com/ijhas/papers/1216ijhas08.pdf>
8. <https://www.socialresearchfoundation.com/peridoicresearchapr/35.%20Sanjay%20Sharma.pdf>
9. Observer, The Interfaith. "Sri Aurobindo: Proposing an Integral Evolution &Mdash; the Interfaith Observer." The Interfaith Observer, 15 July 2017, www.theinterfaithobserver.org/journal-articles/2017/7/9/sri-aurobindo-proposing-an-integral-evolution.
10. "Migrations." Migrations - Keki Daruwalla - India - Poetry International, www.poetryinternational.com/poets-poems/poems/poem/103-2893_MIGRATIONS.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS 01	PSO2	PSO3	PSO4	PSO5	PSO 6	Cognitive Level
CO 1	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 6	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K6
Wt. Avg.	2.52	2.52	2.52	0.84	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping													2		

Womens Narratives in Literature and Media

Course Code				
Course Title	WOMENS NARRATIVES IN LITERATURE AND MEDIA			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	V			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<p>14. Introduce learners to concepts and ideas unique to literature written by women</p> <p>15. Inspire students through the lives and writings of women from around the world</p> <p>16. Kindle critical thinking and curiosity towards issues and concerns highlighted in women's writings</p> <p>17. Stimulate alternative perspectives on Literature and Society through the empathetic reading of women's writings</p> <p>18. Enlighten learners to evolve workable, relatable, and actionable values and attitudes which are relevant and appropriate to the Indian ethos, culture, and tradition and at the same time modern and progressive</p>			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1 : To understand the special body of Literature written by women		PSO1	K1	
CO2 : To compare and contrast women's writing of different cultural contexts		PSO2	K2	
CO3: To apply relevant theory to analyze the various literary productions of women writers		PSO3	K3	
CO4 : To analyze the language of expressions that are unique to women's literary and cultural experiences		PSO4	K4	
CO5: To evaluate the nuances of writing by women in the context of a neoliberal and globalized society		PSO5	K5	
CO6: To reimagine concepts for counteracting the changing positions of women in various cultural, regional, local, national, and global contexts		PSO6	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction- Selections Sojourner Truth- <i>Ain't I A Woman</i> Simone de Beauvoir- <i>The Second Sex- Volume II Chapter IV The Independent Woman</i> Mary Wollstonecraft- <i>An Vindication of the Rights of Women: Chapter II The Prevailing Opinion about Sexual Differences</i> Beah Richards- <i>Black Woman Speaks of White Womanhood</i>	10	CO 1	K1 & K3
II	Poems (Detailed) Mamta Kalia- <i>Anonymous</i> Tara Patel- <i>Women</i> Dorothy Wordsworth- <i>Fair and Green</i> Emily Bronte- <i>Riches I Hold in Light Esteem</i> Marianne Monroe- <i>Poetry</i> Denise Levertov- <i>Scenario</i> Maya Angelou- <i>Still I Rise</i> Margaret Atwood- <i>Marsh Languages</i> Anne Sexton- <i>For the Year of the Insane- A Prayer</i>	20	CO 3 & CO 6	K2
III	Non-fiction Prose (Non-detailed) Clarissa Pinkola Estes- <i>Women Who Run With the Wolves</i> Chapter 6- <u>Kinds of Mothers</u> (Pg. 190- 209) Catherine A. Robinson- <i>Tradition and Liberation- Chapter V: Legislation and Change: Campaigning for Women's Rights</i> Sarvar Abbi- <i>Rape and its Aftermath</i> . Edt. Rajesh Gill <i>Gender, Patriarchy and Violence</i> . Laura Laffrado. <u>Race, Women, Representation</u> . <i>Uncommon Women</i> Short Stories (Non-detailed) Muriel Spark- <i>The Black Madonna</i> Zadie Smith- <i>The Waiter's Wife</i> Ursula Le Guin- <i>The Wife's Story</i> Veena Shanteshwar- <i>Her Independence</i> Sarah Joseph- <i>Rain</i> Lakshmi Kannan- <i>India Gate</i> Illindala Saraswati Devi- <i>The Need for Sympathy</i>	20	CO 2	K4
IV	Drama Mahaswetha Devi- <i>Mother of 1084</i> Dina Mehta- <i>Brides are not for Burning</i> Media Representations Selected Episodes from <i>Law and Order Special Victims Unit</i> The Devil Wears Prada (2006) (Screenplay- Aline Brosh McKenna) Legally Blonde (2001) (Screenplay- Karen McCullah) Nerkonda Paarvai (2019) Miley Cyrus- <i>Flowers</i> (2023)	20	CO 4	K5

	Gloria Gaynor- <i>I Will Survive</i> (1978) Tarana Burke- <i>Me Too is a Movement, Not a Moment</i> (Founder of #metoo movement)			
V	Novel Toni Morrison- <i>Sula</i> Jaiashree Mishra- <i>Ancient Promises</i>	20	CO 5	K6

Prescribed Books/Text Books

1. Germaine Greer- *The Female Eunuch*
2. Naomi Wolf- *The Beauty Myth*
3. Susie Taru and K. Lalita. *Women's Writing in India Volume II The Twentieth Century*. OUP, 1997.
4. <https://www.thesojournertruthproject.com/compare-the-speeches/>

Reference Books

1. Nina Lykke. *Intersectional Theory, Methodology and Writing*. Routledge, 2010.
2. *Facets of the Feminine in Ancient, Medieval and Modern India*. Mandakranta Bose Edt. OUP, 2000.
3. Sharon Paice Macleod. *The Divine Feminine in Ancient Europe*. McFarland and Company Inc. Publishers, 2014.
4. Tessa Roynon. *The Cambridge Introduction to Toni Morrison*. Cambridge, 2013.
5. Sandra Ponzanesi. *Paradoxes of Postcolonial Culture: Contemporary Women Writers of the Indian and Afro-Italian Diaspora*. State University of New York Press, 2004
6. https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?utm_campaign=te dspread&utm_medium=referral&utm_source=tedcomshare

Suggested Reading

1. K. Saraswathi Amma- *Vivahangal Swargatil Vecchu Nadattapedunnu – Marriages are Made in Heaven* – 165- 170
2. Vaidehi- *Shaakuntale Yondige Kaleda Aparahna- An Afternoon with Shakuntala* — 535- 547
3. H. Nagaveni- *Seemantha*
4. Zadie Smith- *The Waiter's Wife*
5. Ambi- *In a Forest, A Deer*
6. Susan Glaspell- *Trifles*
7. Arundhati Roy- *God of Small Things*
8. Bama- *Sangati- Events*
9. George Eliot- *Mill on the Floss*
10. Harriet Jacobs- *Incidents in the Life of a Slave Girl* (Excerpts- Cpt. XIII, XVI, XLI)
11. Chudamani Raghavan- *Yamini*

Web Resources

1. <https://www.jetir.org/papers/JETIR1905C08.pdf>
2. "International Women's Health and Human Rights." Coursera, 5 Mar. 2001, www.coursera.org/learn/womens-health-human-rights.
3. "Free Online Courses and Online Learning From Alison." *Feminist Writings: Examining Women in Culture and Society* | Alison, alison.com/course/feminist-writings-examining-women-in-culture-and-society.
4. "Vivahangal Swargathil Vachu Nadathappedunnu | PDF." Scribd, www.scribd.com/doc/62215196/Vivahangal-Swargathil-Vachu-Nadathappedunnu.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
Course Outcomes	Programme Outcomes								Programme Specific Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PSO2	PSO3	PSO4	PS O5	PSO 6	Cognitive Level
CO 1	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 6	3	3	3	1	3	3	3	3	3	3	3	3	3	3	K6
Wt. Avg.	2.52	2.52	2.52	0.84	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping													2		

English for Careers

Course Code*				
Course Title	ENGLISH FOR CAREERS			
Credits	3			
Hours / Cycle	5			
Category	Part IV General Elective Theory			
Semester	V			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	NA	5
Course Objectives	<ol style="list-style-type: none"> 1. 1. Introduce students to a variety of new words through innovative vocabulary exercises to develop their knowledge and diction 2. 2. Train students to sharpen their level of comprehension and verbal reasoning in order to tackle difficult verbal exercises in competitive examinations 3. 3. Develop the knowledge of Technical English in the student community to increase their employability quotient. 4. 4. Build the confidence in speaking skills among the student community to gear them towards effective communication of ideas, be it a public gathering or in a personal interview 5. 5. Make the student community literate about the crucial role of English in the level of recruitment and in several levels of employment 			
Course Outcome(s)**			PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1 : To list out and explain meanings of numerous new words due to the innovative vocabulary exercises they underwent			PSO1	K1 & K2
CO2 : To explain their thoughts effectively in any given situation or context, be it public space or personal interview			PSO2	K2
CO3: To apply their knowledge of Technical English contextually and develop a stronger channel of communication			PSO3	K3
CO4 : To analyse and interpret verbal content that have high difficulty levels of comprehension and be able to perceive the underlying discourses with precision			PSO4	K4 & K5
CO5: To combine the language skills acquired in this course for the purpose of creating opportunities for themselves on the recruitment front and at managerial levels			PSO5	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Vocabulary	10	CO 1	K1 & K2
II	Reading Comprehension and Verbal Reasoning	10	CO 4	K4 & K5
III	Technical Writing	10	CO 3	K3
IV	Public Speaking, Group Discussions and Personal Interview	10	CO 2	K2
V	One-to-one discussion with students on their specific skill sets and the areas that they need to improve on in order to increase their chances of employability.	10	CO 5	K6

Reference Books

1. Nurnberg, Maxwell and Morris Rosenblum. *All About Words*. Goyalsaab, 2011.
2. Lewis, Norman. *Word Power Made Easy*. Penguin Random House India, 2015.
3. Lakshminarayanan, K.R. *A Course Book on Technical English*. Scitech Publications (India) Pvt Ltd. 2012.

Suggested Reading

1. Astwell, Eric. *Fundamentals of Technical English*. Larsen and Keller Education, 2018.
2. Israel, Susan E. *Handbook of Research on Reading Comprehension*. Guilford Press, 2017.
3. Carnegie, Dale. *The Art of Public Speaking*. Prabhat Prakashan Pvt Ltd, 2016.
4. Viswamohan, Aysha and McGraw Hill. *English for Technical Communication (With CD)*. McGraw Hill Education, 2008.

Web Resources

1. <https://www.englishbix.com/advanced-english-vocabulary-words/>. (n.d.).
<https://www.englishbix.com/advanced-english-vocabulary-words/>
2. *Vocabulary for IELTS: Word Lists, Exercises & Pronunciation*. (n.d.). Vocabulary for IELTS: Word Lists, Exercises & Pronunciation. <https://ieltsliz.com/vocabulary/>
3. *IELTS Home of the IELTS English Language Test*. (n.d.). IELTS Home of the IELTS English Language Test. <https://www.ielts.org/>
4. *The GRE Tests*. (n.d.). The GRE Tests. <https://www.ets.org/gre.html>
5. *The TOEFL Tests*. (n.d.). The TOEFL Tests. <https://www.ets.org/toefl.html>
6. *Five simple ways to improve your technical English*. (n.d.). Five Simple Ways to Improve Your Technical English - the London School of English. <https://www.londonschool.com/corporate-english-training/corporate-blog/five-simple-ways-improve-your-technical-english/>
7. *Technical English*. (n.d.). Technical English. <https://www.pearson.com/se/english-language-teaching/business-english-courses/technical-english.html>
8. *Technical English for Engineers - Course*. (n.d.). Technical English for Engineers - Course. https://onlinecourses.nptel.ac.in/noc20_hs56/preview
9. *Technical English for Beginners*. (n.d.). Udemy. <https://www.udemy.com/course/technical-english-for-beginners/>

Children's' Literature

Course Code				
Course Title	CHILDRENS' LITERATURE			
Credits	4			
Hours / Cycle	6			
Category	Part III Elective Theory			
Semester	V			
Year of Implementation	From the academic year 2023- 2024 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	6. Introduce learners to Children's literature from select contexts such as Indian, European, Scandinavian and the Middle East. 7. Present the persuasive language used in Childrens Literature and differentiate between adult and childrens literature 8. Equip learners to identify and appreciate the imaginative content of Childrens Literature 9. Enable the learners to probe how Childrens Literature reflects the fundamental human traits for security and adventure in Children 10. Explore the key elements in Children's Literature across cultures			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To understand the universal and local values represented in Childrens Literature		PSO 1	K1 & K2	
CO2 : To identify the extra-textual elements that distinguish Children's Literature from Adult Literature		PSO 4	K 3	
CO3: To analyze the language, illustration, humor, and unique qualities of Childrens Literature		PSO 2	K 4	
CO4 : To postulate the significance of curiosity, security and adventure in the cognitive development of children		PSO 5	K 5	
CO5: To develop a sense of imagination, innovation, and ideation to produce Children's Literature		PSO 5	K 6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Rosemary Levy Zumwalt- <i>The Complexity of Children's Folklore</i> Jack Zipes- <i>Introduction: Rediscovering the Original Tales of the Brothers Grimm</i> M.O. Grenby- <i>Introduction</i>	10	CO 1	K1 & K2
II	Poems Roger Stevens- <i>Ten Things to Do with Old Lottery Tickets</i> John Coldwell- <i>(Brackets)</i> Vernon Scannell- <i>Sweet Song</i> Nikki Giovanni- <i>Knoxville, Tennessee</i>	15	CO 2	K 3
III	Short Stories and Drama Ruskin Bond- <i>Tiger my Friend</i> Enid Blyton- <i>Ladybird Ladybird Fly Away Home</i> Susan Nanus- <i>The Phantom Tollbooth Act 1</i>	15	CO 1 CO 3	K 4
IV	Fairy Tales Hans Christian Andersen, Translated by Paul Leyssac- <i>The Red Shoes</i> Jakob and Wilhelm Grimm, Translated by May Sellar- <i>Rapunzel</i> Charles Perrault, Andrew Lang Collection. <i>Blue Beard</i> Old French Tale, Andrew Lang Collection. <i>Sleeping Beauty</i> Arabian Nights, Translated by Antoine Galland. <i>Aladdin and the Wonderful Lamp</i>	25	CO 4 CO 5	K 5
V	Novels & Illustrations J. K. Rowling. <i>Harry Potter and the Philosopher's Stone</i> . Herge- <i>The Adventures of Tintin- The Seven Crystal Balls</i> Namita Moolani Mehra- <i>Anni Dreams of Biryani</i> Uderzo and Goscinny. <i>Asterix and the Goths</i> . Selections from <i>Tinkle</i>	25	CO 5	K4 & K 6

Prescribed Books/Text Books

1. *The Original Folk and Fairy Tales of the Brothers Grimm*. The Complete First Edition. Translated & Edt. by Jack Zipes. Princeton University Press, 2014.
2. Brian Surton- Smith Et. Al. *Children's Folklore- A Source Book*. Utah State University Press. 1999.
3. M. O.Grenby. *Children's Literature*. Edinburgh University Press. 2008.

Reference Books

1. Edt. Belle Becker Sideman. *The World's Best Fairy Tales*. A Readers Digest Anthology. 1977
2. Ruskin Bond. *Great Stories for Children*. Rupa.
3. Alison Sage. *The Hutchinson Treasury of Children's Poetry*. Hutchinson.
4. Sam Leaton Sebesta. *At the Edge of the World*. Harcourt Brace Jovanovich.

Suggested Reading

1. Hans Christian Andersen, Andrew Lang Collection- *The Steadfast Tin Soldier*
2. Old German Tale, Andrew Lang Collection. *Twelve Dancing Princesses*
3. Peter C. Asbjornsen and Jorgen E. Moe, Andrew Lang Collection. *East of the Sun and West of the Moon*
4. Kabir Sehgal & Surishtha Sehgal. *P Is for Poppadoms!: An Indian Alphabet Book*. Beach Lane Books, 2019.

5. Peter Kessler. The Complete Guide to Asterix.
6. Herge- *The Adventures of Tintin- Prisoners of the Sun*

Web Resources

1. "Indian Children's Literature in English - Indian Writing in English." Indian Writing in English, indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english.
2. Pioneer, The. "The New Age of Children's Literature in India." The Pioneer, 5 Mar. 2023, www.dailypioneer.com/2022/sunday-edition/the-new-age-of-children---s-literature-in-india.html.
3. Sheoran, Kamal. "Project MUSE - Contemporary Children's Literature in India." Project MUSE - Contemporary Children's Literature in India, 1 Jan. 2009, https://doi.org/10.1353/chl.0.0714.
4. "British Library." British Library, www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature.
5. "A Look at Childrens Literature English Literature Essay." A Look at Childrens Literature English Literature Essay, www.ukessays.com/essays/english-literature/a-look-at-childrens-literature-english-literature-essay.php.
6. "Asterix Complete Set : Free Download, Borrow, and Streaming : Internet Archive." Internet Archive, archive.org/details/Asterixcompleteset.
7. https://www.progressiveschool.in/folktales-the-foundation-of-childrens-literature-in-india/
8. https://www.skillshare.com/en/browse/picture-book-illustration

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
Course Outcomes	Programme Outcomes								Programme Specific Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.8	1.24	2.52	2.52	2.52	2.5	2.52	2.52	2.52	2.52	2.52	2.52	

Overall Mapping

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Life Writings

Course Code*				
Course Title	LIFE WRITINGS			
Credits	4			
Hours / Cycle	6			
Category	Part III Elective Practical			
Semester	VI			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	1. To introduce the expansive field of life writing—which includes autobiography, biography, memoir, testimonial, etc. 2. Analyze the notion of ‘subjectivity’ in autobiographies and personal diary accounts using modern theories. 3. Differentiate the method and form of biographical writings from autobiographies. 4. Employ imaginative skills to tease out the socio-cultural milieus from diaries and their accounts. 5. Conceive a sophisticated and complex notion of life based on the readings of autobiographies, biographies, memoirs, and testimonials.			
Course Outcome(s)**			PSO Addressed	Bloom’s Taxonomy Levels (K1 to K6)
CO1 : To recall the birth and the development of life writing			PSO1	K1 & K2
CO2 : To explain the discursive formation of the ‘self’ and the ‘other’			PSO2	K3
CO3: To identify the techniques and the modalities of biographies and autobiographies			PSO3	K4
CO4 : To explain socio-cultural milieus of diaries and their accounts			PSO4	K5
CO5: To adapt themselves to the challenging situations of life by imagining alternate value systems			PSO5 & PSO 6	K6

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction- Selections Virginia Woolf- "Art of Biography" Patrick Hayes, "Human 2.0? Life-Writing in the Digital Age" Margaretta Jolly, Encyclopedia of Life Writing: Autobiographical and Biographical Forms	10	CO 1	K1 & K3
II	Autobiography John Bunyan, <i>Grace Abounding to the Chief of Sinners</i> Nelson Mandela, <i>The Long Walk to Freedom</i>	25	CO 3 & CO 6	K2
III	Biography Plutarch, Of Parallel Lives (Theseus, Coriolanus, Lysander, Alexander, Julius Caesar) Rev. John Braidwood- True Yoke Fellows in the Mission Field Walter Isaacson, Steve Jobs (Atari and India) James Boswell, Life of Samuel Johnson (later years)	25	CO 2	K4
IV	Diaries and Letters Jawaharlal Nehru- <i>Letters to Indira</i> St. Paul's Epistle to the Corinthians (First) <i>Chapter 13</i> St. James's Letters to the Early Church <i>Chapters 1- 3</i> Samuel Pepys- <i>Diary</i> Anandarangam Pillai- <i>The Private Diary</i>	15	CO 4	K5
V	Testimonials Paul Kalanidhi- <i>When Breath Becomes Air</i> Viktor Frankl- <i>Man's Search for Meaning</i> Rigoberta Menchu, <i>I, Rigoberta Menchú</i>	15	CO 5	K6

Prescribed Books/Text Books

1. Bunyan, John. *Grace Abounding to the Chief of Sinners*. Createspace Independent, January 1800.
2. Frankl, Viktor. *Man's Search for Meaning*. Viktor E. Paperback, 2008.
3. Jolly, Margaretta. *Encyclopedia of Life Writing: Autobiographical and Biographical Forms*, Routledge, 2001
4. Leader, Zachary. *On Life-Writing*, Oxford University Press, 2015
5. Mandela, Nelson. *Long Walk to Freedom*. United Library, 2022.

Reference Books

1. Bruns A., Roger. *Martin Luther King Jr.- A Biography*. Greenwood Biographies, 2006.
2. Edwards, Rev. Jonathan. *5 Classic Christian Biographies*. Aneko Press, 2018.
3. Greene, Meg. *Mother Teresa- An Autobiography*. Greenwood Biographies, 2004.
4. Moskowitz, V. David. *Bob Marley- A Biography*. Greenwood Biographies, 2007.
5. Ogilvie, Marilyn. *Marie Curie: A Biography*. Greenwood Biographies, 2004.
6. Richard L. Harris. *Che Guevara: A Biography*. Greenwood Biographies, 2011.
7. Seifer, Marc. *Wizard: The Life and Times of Nikola Tesla: Biography of a Genius*. Citadel Publishing, 2016.

Suggested Reading

1. Bama, Karukku. OUP, 2014.
2. Hurston, Neale Zora, *Barracoon: The Story of the Last "Black Cargo"*. Amistad, 2020.
3. Malcolm X, *The Autobiography of Malcolm X*. RHUS, 1987.
4. Rousseau, Jean-Jacques, *Confessions*. Penguin Classics, 1973.
5. St. Augustine, *Confessions*. Bibliotech Press, 2020.

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PS O6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.84	0.84	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	
Overall Mapping								3							

Introduction to Literary Theory and Criticism

Course Code				
Course Title	INTRODUCTION TO LITERARY THEORY AND CRITICISM			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	VI			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	19. Introduce the concepts of theory and criticism and its application in Literary texts 20. Train learners to apply Literary Theory to analyze Literary Text 21. Ascertain the importance of Literary Theory and Criticism in presenting a holisticview of Literature 22. Appreciate the process of critical analysis using Literary Theory and Criticism 23. Equip learners with essential tools to furnish a deeper understanding of Literature			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To understand the concepts related to Literary Theory and Criticism		PSO1	K1	
CO2 : To introduce the application of Literary Theory and Criticism in understanding Literary Texts		PSO2	K2	
CO3: To apply Literary Texts using Literary Theory and Criticism in Literature		PSO3	K3	
CO4 : To analyze the intricacies of Literature using Literary Theory and Criticism		PSO4	K4	
CO5: To evaluate select Literary works for a holisitc understanding of the same		PSO5	K5	
CO6: To reimagine the values present in a Literary text by using the tools of Literary Theory and Criticism		PSO6	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Theory before 'theory' – liberal humanism Literary theorising from Aristotle to Leavis – some key moments The transition to 'theory' Some recurrent ideas in critical theory	10	CO 1	K1 & K2
II	Structuralism, Post-structuralism and deconstruction The scope of structuralism Structuralist criticism: examples Some theoretical differences between structuralism and poststructuralism Deconstruction: an example	10	CO 3 & CO 6	K3 & K6
III	Postmodernism, Psychoanalytic criticism, Feminist criticism What is postmodernism? What was modernism? 'Landmarks' in postmodernism – Habermas, Lyotard and Baudrillard What Freudian psychoanalytic critics do What Lacanian critics do Feminism and feminist criticism What feminist critics do	10	CO 2	K2
IV	Marxist criticism, New historicism and cultural materialism Marxist literary criticism: An overview What Marxist critics do New historicism Cultural materialism	10	CO 4	K4
V	Postcolonial criticism, Stylistics & Ecocriticism Postcolonial Criticism: An overview What postcolonial critics do The ambitions of stylistics What stylistic critics do Ecocriticism or green studies? What ecocritics do	10	CO 5	K5

Prescribed Books/Text Books

1. Peter Barry- *Beginning Theory*. Manchester University Press, 2009.

Reference Books

1. Ed. Vincent, Cain et al.- *The Norton Anthology of Theory and Criticism*. III Edition. Norton Press, 2014.
2. Ed. Julie Rivkin and Michael Ryan- *Literary Theory: An Anthology*. Routledge, 2016.
3. Terry Eagleton- *Literary Theory: An Introduction*. Viva Books, 2014.
4. Michael Ryan- *Literary Theory: A Practical Introduction*. Viva Books, 2014.
5. Lalitha Ramamurthi- *An Introduction to Literary Theory*, Routledge, 2005.

1. Suggested Reading

- M. A. R. Habib. *Modern Literary Criticism and Theory*. Blackwell Publishing, 2005. Dr. Gowher Ahmad Naik. *Literary Criticism and Theories*. USI Publications. 2016.

2. Charles E. Bressler. *Literary Criticism- An Introduction to Theory and Practice*. Longman, 2008.
3. M. A. R. Habib- *Literary Criticism from Plato to the Present: An Introduction*. 2014.

Web Resources

1. NPTEL –Literary Theory and Literary Criticism – IIT Madras.
<https://www.classcentral.com/course/swayam-literary-theory-and-literary-criticism7982>
2. Yale University - Free online course. <http://www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary-theory.html>
3. <https://www.masterclass.com/articles/literary-criticism>
4. MAMBROL, NASRULLAH. "Literary Theory and Criticism." Literary Theory and Criticism, 13 Feb. 2023, literariness.org.
5. "FDU LibGuides: English, Language and Literature Subject Guide: Literary Theory and Criticism." Literary Theory and Criticism - English, Language & Literature Subject Guide - FDU LibGuides at FDU Libraries, 1 Jan. 2019, library.fdu.edu/c.php?g=1234210&p=9031976.
6. "Literary Theory | Internet Encyclopedia of Philosophy." Literary Theory | Internet Encyclopedia of Philosophy, iep.utm.edu/literary.
7. Jones, Josh. "Yale Presents a Free Online Course on Literary Theory, Covering Structuralism, Deconstruction and More." Open Culture, www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary-theory.html.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Innovative content to be prescribed by course teacher	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHT AGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%

K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
Course Outcomes	Programme Outcomes								Programme Specific Outcomes						
	P 01	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PS 04	PS 05	PS O 6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 & K2
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 3
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.8	0.84	2.52	2.52	2.52	2.5	2.52	2.52	2.52	2.52	2.52	2.52	

Overall Mapping

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Myth And Literature

Course Code				
Course Title	MYTH AND LITERATURE			
Credits	4			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	VI			
Year of Implementation	From the academic year 2023-24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	The Objectives of this course is to: <ol style="list-style-type: none"> 1. Introduce students to the study of Literature through the study of Mythology 2. Provide an opportunity to engage with the varieties of Mythological aspects from cultures across the globe 3. Provide opportunities to study the relationship between Myth and Literature through sample study 4. Initiate a fresh mode of literary criticism that is enabled through the lens of Mythology 5. Encourage students to pursue research work in the study of Myth and Literature 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1 : To be able to identify and define the mythological dimensions embedded in literary works		PSO1	K1, K3	
CO2 : To reinterpret literary works on the basis of the mythological significance it contains		PSO2	K2	
CO3: To make use of mythological interpretations in the critical analysis of literary works		PSO3	K3, K4, K5	
CO4 : To justify the importance of the mythological study of literary works in the present day		PSO4	K5	
CO5: To develop and discuss new ideas about the interface between Myth and Literature		PSO5	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to Myth and Literature Introduction of the book Myth and Literature by Dr. Joseph Dorairaj Joseph Campbell – Myths to Live By (Excerpts) The chapters on Myths and theorists, Myths and criticism in the book Myth by KK Ruthven The chapter on Analysis of Myths in the book The Myths of Greece and Rome by H.A. Guerber Roland Barthes: Mythologies (Excerpts)	15	CO1 CO3 CO4	K1, K3, K5
II	From Sumerian origins to Greco-Roman traditions Topics for Discussion: Sumerian and Babylonian Epics Greek Pantheon, Epic and Dramatic Tradition (Homer, Sophocles) Roman Pantheon, Epic and Dramatic Tradition (Virgil, Ovid, Dante, Seneca) Sample Study: Homer – Selections from Iliad and Odyssey Sophocles – Selection from Oedipus Rex Ovid – Selection from Metamorphosis Thomas Bulfinch – The Myth of Orpheus	15	CO2	K2
III	Celtic and Norse Mythology Topics for Discussion: Celtic Mythology, The Ulster Cycle Age of Chivalry, The Arthur Cycle Norse Pantheon, Viking Sagas, Eddas Sample Study: Malory – Selection from Le Morte d'Arthur Anonymous – Selection from Tain Bo Cuailnge (Ulster Cycle) Anonymous – Selection from the Eddas	15	CO2	K2
IV	Mythology in English tradition Epic Tradition: Beowulf, Paradise Lost and Paradise Regained Lyric Tradition: Influence of Greek and Roman Myths, Nightingale poems, Ballad Tradition Dramatic Tradition Sample Study: Alfred Lord Tennyson – Ulysses and The Lotus Eaters Ralph Waldo Emerson – Bacchus Edgar Allen Poe – To Helen John Keats – Ode to Nightingale	15	CO4	K5

	Robert Bridges – Nightingales Coleridge – The Rime of the Ancient Mariner			
V	Indian Mythology Popular Myths Creation myths and myths of destruction Mother myths Myths related to the natural elements Trickster myths Revisionist Myths Tribal/Regional/Folk myths, Difference between myths, folktales and legends Sample Study: A K Ramanujan: Three Hundred Ramayanas, Five Examples and Three thoughts Girish Karnad: The Fire and the Rain M T Vasudevan Nair: The Second Turn Anand Neelakanthan: Asura: The Tale of the Vanquished Volga: The Liberation of Sita Prabanjan: Penn Kuttrala Kuravanji	15	CO2 CO4CO5	K2, K5, K6
Prescribed Texts/ Text Books 1. Bulfinch, Thomas. <i>Bulfinch's Mythology</i> . The Modern Library New York, 2004. 2. Graves, Robert. <i>The New Larousse Encyclopedia of Mythology</i> . Crescent 1987. 3. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman and John R. Willingham. <i>A Handbook of Critical Approaches to Literature</i> . OUP USA, 2005. 4. Coomaraswamy Ananda K. and Sister Nivedita <i>Myths and Legends of the Hindus and Buddhists</i> . Advaita Ashrama, 2001.				
Reference Books 1. Frazer, James G. <i>The Golden Bough: The Roots of Religion</i> . OUP UK 2009. 2. Thapar, Romila. <i>Sakuntala: Texts, Readings, Histories</i> . Columbia University Press 2011. 3. Patnaik, Devdutt. <i>Indian Mythology</i> . Penguin, 2019. 4. Badrinath, Chaturvedi. <i>Women of the Mahabharata</i> . Orient Black Swan 2008. 5. Dange, Sadashiv A. <i>Myths from the Mahabharata</i> . Aryan Books International, 2022.				
Suggested Reading 1. Dorairaj, Joseph. <i>Myth and Literature</i> . Folklore Resources and Research Centre, 2003. 2. Ruthven, K.K. <i>Myth: The Critical Idiom</i> . Routledge, 2017. 3. Coupe, Laurence. <i>Myth: The New Critical Idiom</i> . Routledge, 2008. 4. Guerber, H.A. <i>The Myths of Greece and Rome</i> . Read Books, 2008.				
Web Resources 1. <i>Myth / Definition, History, Examples, & Facts</i> . (n.d.). Encyclopedia Britannica. https://www.britannica.com/topic/myth 2. Post, T. (2021, March 30). <i>Myth and literature</i> . The Post. https://www.thepost.co.ls/myth-and-literature/ 3. <i>Myth and Literature Comparative Literature</i> . (2001, February 1). Myth and Literature Comparative Literature. https://complit.berkeley.edu/courses/myth-and-literature-5 4. <i>Mythology and Literature University of Kentucky College of Arts & Sciences</i> . (n.d.). Mythology and Literature University of Kentucky College of Arts & Sciences. https://mcl.as.uky.edu/mythology-and-literature				

Eco-literature

Course Code*				
Course Title	ECO-LITERATURE			
Credits	4			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	VI			
Year of Implementation	From the academic year 2023-24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	The objectives of the course is to: <ol style="list-style-type: none"> 1. Introduce students to the gamut of Eco-literature and to the process of Ecocriticism 2. Enable students to apply the Ecocritical approach the study of literature 3. Provide the opportunity to reinterpret age-old literary works with the lens of Ecocriticism and allow them to rethink the Anthropocentric approaches that have been taken for granted 4. Create awareness regarding the impact of Anthropocentrism on the natural world and the importance of prioritizing Ecological principles 5. Sensitize the student population to Ecological Causes and concerns and promote Ecological awareness and sensitization at all levels 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1 : To define and demonstrate the active interface between Ecology and Literature		PSO1	K1, K2	
CO2 : To apply the tenets of the Ecocritical approach to the study of literature		PSO2	K3	
CO3: To analyse literary works for Ecocritical dimensions embedded in them that would create awareness of the influence of Anthropocentrism in all aspects of culture		PSO3	K4	
CO4 : To be critical of Anthropocentric thoughts and processes and justify the prioritization of Ecocentric principles		PSO4	K5	
CO5: To formulate thought processes that are proactive to Ecological preservation and to develop sensitization to Ecological causes and concerns		PSO5	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction E.F. Schumacher- <i>Small is Beautiful</i> : Chapter 1- <u>The Problem of Production</u> William Rueckert – <i>Literature and Ecology: An Experiment in Ecocriticism</i> Jane Goodall – <i>Respect for Life</i>	15	CO1, CO4, CO5	K1, K2, K5, K6
II	Poetry Emerson- Rhodora Michael Jackson - Earth Song William Wordsworth – The World is Too Much with Us	15	CO2, CO3	K3, K4
III	Fiction /Non-Fiction Patsy Hallen- Making Peace with Nature (Essay) Amitav Ghosh – The Hungry Tide (Fiction) J Krishnamurti – On Nature and the Environment	15	CO2, CO3, CO4	K3, K4, K5
IV	Speeches/ Campaigns The Bonn Challenge (Campaign) Vimlendu Jha-India's Environmental Crisis, Unspoken and Unheard (TEDx talk) Vandana Shiva – Excerpts from the book Earth Democracy: Justice, Sustainability and Peace	15	CO4, CO5	K5, K6
V	Movies and Documentaries Ron Fricke- Baraka (documentary) Andrew Stanton- Wall- E (sci-fi animation) The Day the Earth Stood Still (2008) (Feature Film)	15	CO4, CO5	K5, K6
Prescribed Books/Text Books <ol style="list-style-type: none"> 1. Glotfelty Cheryl and Harold Fromm. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i>. University of Georgia Press 1996. 2. Ghosh, Amitav. <i>The Hungry Tide</i>. Harper Collins, 2016. 				
Reference Books <ol style="list-style-type: none"> 1. Coupe, Laurence. <i>The Green Studies Reader: From Romanticism to Ecocriticism</i>. Routledge, 2000. 2. Drengson, Alan and Bill Devall. <i>The Ecology of Wisdom: Writings by Arne Naess</i>. Counterpoint LLC, 2010. 3. Garrard, Greg. <i>Eco Criticism: The New Critical Idiom</i>. Routledge, 2004. 4. Kerridge, Richard and Neil Sammells. <i>Writing the Environment: Ecocriticism and Literature</i>. Zed Books Ltd, 1998. 5. Golding, William. <i>The Inheritors</i>. Mariner Books, 1963. 6. <i>Sustainability and Green Marketing (various campaign excerpts)</i> 				
Suggested Reading/ Viewing <ol style="list-style-type: none"> 1. Bertrand, Yann Arthus. <i>Home</i>. (Documentary) 				

2. Orlowski, Jeff. <i>Chasing Coral</i> . (Documentary) 3. Baichwal, Jennifer, Nicholas de Pencier and Edward Burtynsky. <i>Anthropocene</i> (Documentary)
1. https://www.angelfire.com/nd/nirmaldasan/oikos.html . (n.d.). https://www.angelfire.com/nd/nirmaldasan/oikos.html
Web Resources 1. <i>The Trumpeter</i> . (2022, December 16). The Trumpeter. https://trumpeter.athabasca.ca/index.php/trumpet/index 2. <i>Ernst Friedrich Schumacher - Schumacher Center for a New Economics</i> . (n.d.). Schumacher Center for aNew Economics. https://centerforneweconomics.org/envision/legacy/ernst-friedrich-schumacher/ 3. <i>Vandana Shiva Center for Humans and Nature</i> . (n.d.). Center for Humans and Nature. https://humansandnature.org/vandana-shiva/ 4. <i>Global Wildlife Conservation - conserving the diversity of life on Earth</i> . (n.d.). Global Wildlife Conservation. https://www.globalwildlife.org/ 5. USA, B. F., / The Orangutan Project, L. C., HK, E., H., & Saint-Laurent, C. (n.d.). <i>Earth.Org</i> . Earth.Org.https://earth.org/ 6. Greenaway, K. (2022, August 5). <i>The Top 10 Sustainability Campaigns Of All Time</i> . One Tribe. https://onetribeglobal.com/blog/the-top-10-sustainability-campaigns/ 7. <i>Amitav Ghosh Books The Guardian</i> . (2022, August 1). The Guardian. http://www.theguardian.com/books/amitav-ghosh 8. <i>Emerson and the Environment</i> . (2014, April 1). Sustainability at Harvard. https://green.harvard.edu/series/emerson-and-environment 9. <i>The Indian Burying Ground by Philip Freneau Poetry Foundation</i> . (n.d.). Poetry Foundation. https://www.poetryfoundation.org/poems/46094/the-indian-burying-ground 10. Love, Glen A. "Revaluing Nature: Toward An Ecological Criticism." <i>Western American Literature</i> , vol. 25 no. 3, 1990, p. 201-215. <i>Project MUSE</i> , doi:10.1353/wal.1990.0079.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Seminars	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%

World Classics in Translation

Course Code				
Course Title	WORLD CLASSICS IN TRANSLATION			
Credits	5			
Hours / Cycle	6			
Category	Part III Core Theory			
Semester	VI			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	<ol style="list-style-type: none"> 1. To introduce learners to European and Non-European classical texts that form the core of the World Literary Canon 2. To provide learners with the opportunity to read and appreciate masterpieces of world literature. 3. Help students identify characteristic features of Greek literature and its lasting impact on subsequent European literature. 4. Enable students to appreciate the shaping influence of Greek and Christian traditions on European values and culture. 5. To help students recognize and value the <i>timeless</i> nature of classical world literature. 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels(K1 to K6)	
CO1: To define those qualities that makes a literary text a classic.		PSO 1	K1	
CO2: To understand and appreciate the universality of the classics chosen for study		PSO 2	K2	
CO3: To discover, explore and relish reading classical texts from across cultures.		PSO 3	K4	
CO4: To analyze and understand the characteristic features of Greek theatre and its immense impact on the European theatrical tradition.		PSO 4	K4	
CO5: To enrich the imagination with texts that offer rich details of different cultures in different eras		PSO 5	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction: Goran Therborn- <i>The Rock of Civilizations</i> Ronald Egan- <i>The Relationship of Calligraphy and Painting to Literature</i> Paul R. Steele. <i>The Unfolding of Time: Mythic Histories of the Incas, Huarochiri, and Oaucartambo</i> Garcilaso de la Vega- <i>The Incas- Book 1</i>	10	CO1 CO2	K1 & K2
II	Poetry: (Detailed) Dante Alighieri- <i>Divine Comedy – Inferno Canto I</i> Thiruvalluvar- <i>Thirukkural</i> 1.1.1 The Praise of God 1.1.2 The Excellence of Rain Rumi- <i>Bittersweet, My Burning Heart</i> Non-detailed: Homer- <i>Iliad- Book 1 The Quarrel by the Ships</i> Ilanko Atikal- <i>The Cilappatikaram- Canto 20: The Demand for Justice</i> Ḥanina ben Dosa- <i>By your name I act JBA 1</i> (MS 1927/8) Joseph Lumpkin- <i>Susanna</i> The Instruction Addressed to Kagemni (Egyptian)	10	CO1 CO2 CO3 CO5	K3 & K6
III	Prose (Detailed) Michel de Montaigne- <i>Of The Education of Children, Of Solitude, Of Giving the Life.</i> St. Augustine. <i>The Confessions of St. Augustine- Book10</i> Marcus Aurelius- <i>Meditations Book 12</i> Marcus Tullius Cicero- <i>The First Oration against Catiline</i> Non-detailed: Tholkappiyar- <i>Tolkappiyam- (Trans.)Meypatuiyal, Agathinaiyal</i> The Eloquent Peasant (Egyptian) Malcolm C. Lyons & Ursula Lyons (Trans.)- <i>Ali Baba and the Forty Thieves</i> Jacob Neusner Edt.- <i>The Jerusalem Talmud: Tractate- Pe'ah</i> (Excerpts)	10	CO1 CO2 CO3	K2
IV	Drama: Detailed: Oedipus the King – <i>Sophocles</i> Non-detailed: Pierre Moliere- <i>The Misanthrope</i> Henrik Ibsen- <i>Ghosts</i>	10	CO1 CO2 CO3 CO5	K4
V	Fiction Voltaire- <i>Candide</i> Leo Tolstoy- <i>The Death of Ivan Ilyich</i> August Strindberg- <i>The Red Room</i>	10	CO2 CO3 CO4	K5
Prescribed Books/Text Books				

1. Ancient Egyptian Literature Volume I. University of California Press, 1973.
2. Chadwick, Henry. *St. Augustine Confessions*. Oxford World's Classics. Oxford University Press, 1991.
3. Deepak Chopra Edt. *The Love Poems of Rumi*. Harmony Books, 1998 Ibsen, Henrik. *Four Major Plays*. Oxford World's Classics. Oxford University Press, 1981.
4. Garcilaso de la Vega . *The Incas*. Alain Gheerbrant (Trans.) Avon Books, 1961.
5. George Smith. *The Chaldean Account of Genesis*. Chiswick Press. 1880.
6. Goran Therborn. *The World- A Beginner's Guide*. Polity, 2011.
7. Homer. *The Illiad*. Ian Johnston Trans. Richer Resources Publication, 2006.
8. Ilanko Atikal. *The Cilappatikaram*. R. Parthasarathy Trans. Penguin Boks, 2004.
9. Jacob Neusner Edt . The Jerusalem Talmud.
10. Malcolm C. Lyons & Ursula Lyons (Trans.). *The Arabian Nights- The Tales of 1001 Nights Volume I*. Penguin Books, 2008.
11. Robert M. Durling. Edt. Trans. *The Divine Comedy of Dante Alighieri*. OUP, 1996.
12. Shaul Shaked & Sia, Bhayro. *Aramaic Bowl Spells- Jewish Babylonian Aramaic Bowls Volume I*. Brill, 2013.
13. Strindberg, August. *The Red Room*. Translated by Ellie Schleussner. The Floating Press, 2013.
14. The Apocrypha. *Compiled by Joseph Lumpkin*. Fifth Estate, 2009.

Reference Books

1. Damrosch, David. *What is World Literature?* Princeton University Press, 2003.
2. Damrosch, David. *How to read World Literature*. Wiley Blackwell. 2017
3. Eds. D'haen, Theo, David Damrosch and Djelal Kadir. *The Routledge Companion to World Literature*. Routledge, 2012.
4. Van Doren, Charles. *A History of Knowledge: The Pivotal Events, People, and achievements of World History*. Ballantine Books, New York, 1991.
5. Wiebke Denecke, Wai-Yee Li and Xiaofe Ttian. *The Oxford Handbook of Classical Chinese Literature*. OUP, 2017.

Suggested Reading:

1. Beard Mary and John Henderson. *Classics: A Very Short Introduction*. Oxford University Press, 1995.
2. Fulsas, Narve and Tore Rem. *Ibsen, Scandinavia and the Making of a World Drama*. Cambridge University Press, 2018.
3. Paul R. Steele. *Handbook of Inca Mythology*. Abc-clio, 2004. Anonymous- *Everyman* (Modern English version)
4. Storey, Ian. C and Arlene Allan. *A Guide to Ancient Greek Drama*. Blackwell Publishing, 2005.

Web Resources:

1. "Literature - Literary Composition." Encyclopedia Britannica, www.britannica.com/art/literature.
2. "Full Text of 'the Play of Everyman, Based on the Old English Morality Play.'" Full Text of "the Play of Everyman, Based on the Old English Morality Play," archive.org/stream/playofeverymanba00hofmuoft/playofeverymanba00hofmuoft_djvu.txt.
3. "Text of EVERYMAN (Middle English Morality Play; Medieval Drama)." Text of EVERYMAN (Middle English Morality Play; Medieval Drama), www.luminarium.org/medlit/everytext.htm.
4. "Meditations." The Project Gutenberg eBook of Meditations, by Marcus Aurelius, www.gutenberg.org/ebooks/2680/pg2680-images.html.utf8.
5. https://web.stanford.edu/~jsabol/existentialism/materials/tolstoy_death_ilyich.pdf

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Assignment/Snap Test/ Quiz Etc.	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	20%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	20%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	10%
K6: Creating	Put elements together to form a new pattern or structure	5%

Course Articulation Matrix															
	Programme Outcomes								Programme Specific Outcomes						
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PSO1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6	Cognitive Level
CO 1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 – K6
CO 2	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 1 – K6
CO 3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 2, K4, K5
CO 4	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 5
CO 5	3	3	1	1	3	3	3	3	3	3	3	3	3	3	K 4 & K 6
Wt. Avg.	2.52	2.52	0.84	0.84	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	2.52	K 6
Overall Mapping								3							

Folklore Studies

Course Code				
Course Title	FOLKLORE STUDIES			
Credits	4			
Hours / Cycle	6			
Category	Part III Elective Theory			
Semester	VI			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	5	NA	1	6
Course Objectives	<ol style="list-style-type: none"> 1. Direct learners toward a deeper insight into life and living 2. Inspire innovative thinking and ideation through values in folklore and folk traditions 3. Introduce learners to ancient ways of life which are instinct-inspired and logic and observation derived 4. Consider cultural exchanges in and through the intertextual quality of folklore within the broader spectrum of culture and literature 5. Appreciate the plurality of Indigenous cultures and communities 			
Course Outcome(s)**		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)	
CO1 : To relate to the rich culture and tradition of folklore from around the world		PSO1	K1	
CO2 : To compare and contrast various folk traditions and literatures		PSO2	K2	
CO3: To develop values based on the ancient ways of life as evident in the folk narratives		PSO3	K3	
CO4 : To analyze and appreciate the ancient knowledge systems of folk traditions		PSO4	K4	
CO5: To evaluate the relevance of Folk traditions in modern life		PSO5	K5	
CO6: To reimagine the values in a deeper level of modernity and progress		PSO6	K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction William Thomas- <i>Folklore</i> Francis Lee Utley- <i>Folk Literature an Operational Definition</i> William R. Bascom- <i>Four Functions of Folklore</i>	10	CO 1	K1 & K2
II	Folklore, Culture, and Knowledge Systems Una McGovern & Paul Jenner. <i>Lost Wisdom</i> . Health and Wellbeing Education and Knowledge Socializing and Celebration Outdoor Life	10	CO 3 & CO 6	K3 & K6
III	Folktales, Fables & Adaptations A Jewish folk tale retold by Isaac Bashevis Singer- <i>The Fools of Chelm and the Stupid Carp</i> Aesop's Fables- <i>The Town Mouse and the Country Mouse</i> A Kawakiuti Poem retold by Natalia Belting- <i>The Women were Digging Clams</i> A folktale from Somalia- <i>Gerhajis and Arab</i> Folksongs and Adaptations in Popular Media- <i>Naaku mukka, Enjoy enjami, Kumbaya my Lord, Country Road</i>	10	CO 2	K2
IV	Folklore and Folk Theatre in India Sport and Folklore in the Himalayas- <i>Told by the Old Chenar</i> Folklore of Southern India- <i>The Soothsayer's Son</i> Richa Negi- <i>The Pandava Danve and the Theatre of the Gargwali Hills</i> Joyce Burkhalter Flueckiger- <i>Pandvani Heroines, Chattisgarhi Daughters</i> T. M. Krishna's Folk Songs	10	CO 4	K4
V	Practicum- Songs and Stories Research Methodology Ruth Finnegan. <i>Oral Traditions and the Verbal Arts- A Guide to Research Practices</i> Chapter 2- 6; 9 - 10	10	CO 5	K5

Prescribed Books/Text Books

1. Alan Dundes. *The Study of Folklore*. University of California, 1965.
2. Una McGovern & Paul Jenner. *Lost Wisdom*. Chambers Harrap Publishers Ltd., 2010.
3. Collected by Mrs. Howard Kingscote and Pandita Natesa Sastri. *Tales of the Sun- Folklore of Southern India*. Asian Educational Services, 2007.
4. Ruth Finnegan. *Oral Traditions and the Verbal Arts- A Guide to Research Practices*. Routledge, 2006.

Reference Books

1. Lynne S. McNeill. *Folklore Rules*. Utah State University Press, 2013.
2. Jawaharlal Handoo. Edt. *Folklore in Modern India*. Central Institute of Indian Languages, 1998.
3. Sudha Murthy. *The Daughter from a Wishing Tree. Unusual Tales About Women in Mythology*. PuffinBooks.
4. Sam Leaton Sebesta. *At the Edge of the World*. Harcourt Brace Jovanovich.
5. Kathy Burke Edt. *World Folktales*. Penguin Books. 2003.

Suggested Reading

1. G. E. R. Lloyd. *Science, Folklore and Ideology*. Cambridge University Press, 1986.
2. George Laurence Gomme. *Ethnology in Folklore*. Kegan Paul, Trench, Trubner & Co., 1892.
3. George Laurence Gomme. *Folklore as an Historical Science*. Methuen & Co.
4. A. K. Ramanujan. *Essays on Folklore: Telling Tales & Tell it to the Walls*
5. Susie Tharu & K. Lalita- *Women Writing in India Volume I Folk Songs*

Web Resources

1. https://unctad.org/system/files/official-document/ictsd2003ipd1_en.pdf
2. kcrowley. "3.3 Sri Lanka: Environmental Folklore and Traditional Climate Knowledge Systems –Re-thinking Cultural Heritage and Climate Change Adaptation." 3 Mar. 2022, blogs.ed.ac.uk/climate_heritage/2022/03/03/cultural-memory-for-resilience-in-sri-lanka-storymap.
3. "Learn Mythology With Online Courses, Classes, and Lessons." edX, www.edx.org/learn/mythology.
4. "Best Mythology Courses and Certifications [2023] | Coursera." Coursera, in.coursera.org/courses?query=mythology.
5. <https://egyankosh.ac.in/bitstream/123456789/38823/1/Unit-2.pdf>
6. "Folklore and British Cultural Studies." Academics, www.goshen.edu/academics/english/ervinb/folklore-british.

METHOD OF EVALUATION		
INTERNAL EVALUATION	Continuous Internal Assessment Test	50 Marks
	Field Work, Project	
EXTERNAL EVALUATION	End Semester Examination	60 Marks
	Fieldwork and Documentation	40 Marks
	Written Exam	
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FORESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	10%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	10%
K3: Applying	Use information or skill in a new situation	20%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	15%
K5: Evaluating	Make judgments based on criteria and standards	20%
K6: Creating	Put elements together to form a new pattern or structure	25%

Regional Literature in Translation

Course Code				
Course Title	REGIONAL LITERATURE IN TRANSLATION			
Credits	4			
Hours / Cycle	6			
Category	Part III Elective Theory			
Semester	VI			
Year of Implementation	From the academic year 2023- 24 onwards			
Course Structure	Theory	Tutorial	Practical	Total Hours
	6	NA	NA	6
Course Objectives	1. Introduce the idea of ‘Region’ in the context of language, culture, and literature 2. To analyze the role of translation in the exchange of cultural and aesthetic sensibilities of different regions in India 3. To compare and contrast the poetic experiences, structures, and images of various modern poetic traditions in India 4. To highlight the significance of the ‘short story’ genre and its various distinctive regional manifestations. 5. To differentiate and evaluate the reception of the modern genre, the Novel and see how the Novel constructs a region. 6. Learn and practice regionally rooted theatrical forms.			
Course Outcome(s)		PSO Addressed	Bloom’s Taxonomy Levels (K1 to K6)	
CO1 : To define ‘Region’ in the context of language, culture, and literature		PSO1	K1	
CO2 : To illustrate how translation enables cultural and artistic exchange in a multilingual society like India.		PSO2	K2	
CO3: To develop an aesthetic sensibility to appreciate regional poetic styles and visions.		PSO3	K3	
CO4 : To distinguish the various regional manifestations of the Short Story genre and the different theatrical practices of regions.		PSO4	K4	
CO5: To interpret how novels construct their own literary regions.		PSO5	K5 & K6	

Syllabus

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction G. Aloysius- <i>What is Regionalism</i> Sujith Mukherjee- <i>A Link Literature for India</i>	10	CO 1	K1 & K2
II	Poetry Detailed Atroor Ravivarma- <i>Metamorphosis</i> Namdeo Dhasal- <i>Autobiography</i> Ravji Patel- <i>One Afternoon</i> N. Revathi Devi, <i>This World- Poor Thing</i> Gnanakoothan- <i>Amma's Lies</i> , trans. Subashree Krishnaswamy K. Srilata Devadacchan- <i>Four Full Moons</i> Lakshmi Holmstrom- <i>I Remember</i> Non-Detailed Subramania Bharati- <i>Kuyil Paatu 1 & 2</i> , trans. Usha Rajagopalan Kumaran Asan <i>Compassion</i> , trans Ayyappa Paniker Gurram Jashuva, Gabbilam (Bat)	20	CO 3 & CO 6	K3 & K6
III	Short Stories Detailed O.V. Vijayan- <i>After the Hanging</i> Jeyamohan- <i>Periyamma's Words</i> - Trans. Suchitra Ramachandran Non-Detailed Amrita Pritam- <i>The Weed</i> Nirmal Verma- <i>Deliverance</i>	20	CO 2	K2
IV	Drama Detailed Chandra Sekar Kambar- <i>Siri Sampige</i> K.N. Pannikar- <i>The Lone Tusker</i> Non-Detailed H Kanhailal- <i>Pebet</i>	20	CO 4	K4
V	Fiction Bibhuthibhushan Bandhyopadhyay- <i>Pather Panchali</i> Indira Goswami- <i>The Bronze Sword of Thengphakri Tehsildar</i> Poomani- <i>Heat</i>	20	CO 5	K5
Prescribed Books/Text Books 1. E.V. Ramakrishnan (ed), <i>The Tree of Tongues: An Anthology of Modern Indian Poetry</i> , IndianInstitute of Advanced Study, Rashtrapatnivas, Shimla, 1999. 2. Lakshmi Holmstrom, et al. (ed), <i>The Rapids of a Great River: The Penguin Book of Tamil Poetry</i> , Viking, 2009. 3. Stephen Alter, Wimal Dissanayake (ed), <i>The Penguin Book of Modern Indian Short Stories</i> , PenguinIndia, 2001.				

Reference Books	
1.	Sisir Kumar Das, <i>A History of Indian Literature</i> , Sahitya Akademi, 2005
2.	B. Jeyamohan, <i>Stories of the True</i> , Juggernaut, 2022
Suggested Reading	
1.	G.P. Deshpande, <i>Modern Indian Drama: An Anthology</i> , Sahitya Akademi, 2005
2.	Dilip Kumar (ed), <i>The Tamil Story: Through the Times, Through the Tides</i> , Tranquebar, 2017
Web Resources	
1.	Guftugu https://guftugu.in/
2.	Indian Literature https://sahitya-akademi.gov.in/journals/indianliterature.jsp
3.	Out of Print http://outofprintmagazine.co.in/

METHOD OF EVALUATION		
INTERNAL EVALUATION	I & III Continuous Internal Assessment Test	50 Marks
	II CA Assessment - Seminars, Assignments, and Submissions of original creative writings	
EXTERNAL EVALUATION	End Semester Examination	50 Marks
TOTAL		100 Marks

METHOD OF ASSESSMENT		WEIGHTAGE BASED ON BLOOM'S TAXONOMY (FOR ESE)
K1: Remembering	Knowledge questions usually require students to identify information in the textbook	10%
K2: Understanding	Demonstrate comprehension through one or more forms of explanation	10%
K3: Applying	Use information or skill in a new situation	30%
K4: Analyzing	Analyze a piece of content's components to see how they relate to one another and/or to a larger structure or goal	25%
K5: Evaluating	Make judgments based on criteria and standards	20%
K6: Creating	Put elements together to form a new pattern or structure	5%

