

DEPARTMENT OF ENGLISH (Aided)
CHOICE BASED CREDIT SYSTEM (CBCS)
LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

SYLLABUS

For the Degree of
BACHELOR OF ARTS IN ENGLISH
And
MASTER OF ARTS IN ENGLISH
(With Effect from 2024-25)



MADRAS CHRISTIAN COLLEGE (Autonomous)

UGC – College with Potential for Excellence

TAMBARAM, CHENNAI – 600 059.

MADRAS CHRISTIAN COLLEGE

VISION

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

MISSION

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

GRADUATE ATTRIBUTES

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

GA 1: Intellectual Competencies

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

GA 2: Professional Ethics

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

GA3: Leadership Qualities

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

GA 4: Holistic Skill Development

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

GA 5: Cross-Cultural Competencies

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

GA 6: Service-Oriented Focus

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

GA 7: Value-Based Spiritual Development

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

SYLLABUS

For the Degree of

BACHELOR OF ARTS IN ENGLISH

(With Effect from 2024-25)

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 Undergraduate Programmes

UG Programmes are designed to have the following outcomes:

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

No.	PO	Description of PO	Mapped With GA
PO1	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
PO2	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
PO3	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
PO4	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
PO5	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
PO6	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
PO7	Innovation And Creativity	<ul style="list-style-type: none"> • Demonstrate transferable capabilities and entrepreneurial skills that are relevant to the industry and other employment opportunities • Develop entrepreneurial skills and generate intellectual property 	GA1 GA2 GA3
PO8	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

PROGRAMME SPECIFIC OUTCOMES (PSO's)*

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

PSO #	Statement	Mapped with PO#
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	PO1 PO2
PSO 2	Use English in its Oral and Written forms effectively across literary, cultural, technical and digital contexts and in real-life situations	PO1 PO2 PO3 PO4
PSO 3	Analyze contextualized literary and cultural discourses to integrate their core values into contemporary society and culture	PO2 PO3 PO5
PSO 4	Appraise the dynamics of the English Language and the significance of the diverse literary cultures, traditions, schools, and movements of the world	PO5 PO6 PO7
PSO 5	Contribute to the existing world of literature by synergizing analytical and critical thinking and other learning-intensive capabilities through highly original and creative works of literary value and merit for harmonious coexistence and self-reliance toward a sustainable future	PO5 PO6 PO7 PO8

**Curriculum Template for BA English
(Effective from 2024-25)**

Semester	Part	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
					ICA	ESE	Total	
Semester One	I	Tamil / Other Languages	4	3	50	50	100	3
	II	English I	4	3	50	50	100	3
	III Core Theory	Literary Forms I	5	3	50	50	100	5
	III Core Theory	Advanced English Grammar	5	3	50	50	100	5
	III Allied Theory	Social History of England and History of English Literature I	6	3	50	50	100	5
	IV GC	Experience of Literature	4	3	50	50	100	2
	IV VE	Social Ethics	2	3	50	50	100	1
	Semester One Total		30	-	-	-	-	24
Semester Two	I	Tamil / Other Languages	4	3	50	50	100	3
	II	English II	4	3	50	50	100	3
	III Core Theory	Literary Forms II	5	3	50	50	100	5
	III Core Theory	British Literature I (15 th to 18 th Century)	5	3	50	50	100	5
	III Allied Theory	Social History of England and History of English Literature II	6	3	50	50	100	5
	IV GC	Introduction to Theatre Skills	4	3	50	50	100	2
	IV VE	Social Studies/Gender Studies/Christian Studies	2	3	50	50	100	1
	Semester Two Total		30	-	-	-	-	24
Semester Three	I	Tamil / Other Languages	4	3	50	50	100	3
	II	English III	4	3	50	50	100	3
	III Core Theory	British Literature II: Romanticism to Modernism	5	3	50	50	100	4
	III Core Theory	American Literature	5	3	50	50	100	4
	III Allied Theory	Basic Writing Skills	6	3	50	50	100	5
	IV PD	Personality Development	2	-	-	-	-	-
	IV ID/ EVS	Environmental Studies	4	3	50	50	100	2
	Semester Three Total		30	-	-	-	-	21

Semester	Part	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
Semester Four	I	Tamil / Other Languages	4	3	50	50	100	3
	II	English IV	4	3	50	50	100	3
	III Core Theory	Shakespeare on Page and Stage	5	3	50	50	100	4
	III Core Theory	English Language Studies	5	3	50	50	100	4
	III Allied Theory	Literature and Aesthetic Ideas	6	3	50	50	100	5
	IV PD	Personality Development	2	3	50	50	100	3
	IV ID/ EVS	Current Trends in Music and Literature	4	3	50	50	100	3
		Semester Four Total		30	-	-	-	-
Semester Five	III Core Theory	Post-colonial and Fourth World Literatures	6	3	50	50	100	4
	III Core Theory	Indian Writing in English	6	3	50	50	100	4
	III Core Theory	Women's Narratives in Literature and Media	6	3	50	50	100	4
	III Core Elective	Children's Literature/Life Writings	6	3	50	50	100	4
	IV CT	Computer Training	2	3	50	50	100	3
	IV GE	English for Careers	4	3	50	50	100	3
	Semester Five Total		30	-	-	-	-	22
Semester Six	III Core Theory	Fundamentals of Literary Theory and Criticism	6	3	50	50	100	5
	III Core Theory	Myth and Literature	6	3	50	50	100	5
	III Core Theory	Eco-literature	6	3	50	50	100	5
	III Core Theory	World Classics in Translation	6	3	50	50	100	4
	III Core Theory (Major Elective)	Folklore Studies	6	3	50	50	100	4
		Regional Literature in Translation	6	3	50	50	100	4
	V Ext.Act.	Extension Activities	-	-	-	-	-	1
	Semester Six Total		30					24
Grand Total			180	-	-	-	-	140

Curriculum Overview Table		
Part	Credits	Hours / Cycle
I	12	16
II	12	16
III – Core theory (mandatory)	67	82
III – Core Elective	8	12
III – Core Practical*	-	-
III – Internship / Field work	-	-
III – Project	-	-
III – Allied theory	20	24
III – Allied Practical*	-	-
IV – GC	4	8
IV – GE	3	4
IV – ID	3	4
IV – EVS	2	4
IV – Computer Training	3	2
IV – Personality Development / Soft Skill	3	4
IV – Value Education	2	4
V – Extension Activity	1	-
Total	140	180

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

Literary Forms I

Credits	4		
Hours / Cycle	5		
Category	Part III	Core	Theory
Semester	I		
Year of Implementation	From the academic year 2024-25 batch onwards		
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the study of forms in English Literature by the classification of literary works on the basis of their respective genres 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 in Literature 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 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Define the various verse genres and explain how they originated during the corresponding periods of English Literature	PSO1 PSO2	K1
CO 2	Compare and classify the verse genres in relation to each other and develop a technical understanding of their individual structures and functioning	PSO2	K2
CO 3	Identify specific literary forms in verse	PSO3 PSO4	K3
CO 4	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	PSO4	K4
CO 5	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	PSO5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to the Study of Verse	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
II	Basic Units: Syllable, Foot, Accent, Rhythm, Metre, Stanza Types of Feet Types of Metre Scansion	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
III	Narrative Poetry The Epic The Ballad	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
IV	Lyric Poetry The Sonnet The Ode The Elegy The Dramatic Monologue	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
V	Dramatic Poetry The Tragedy The Comedy The Tragicomedy The Masque The Farce	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
Prescribed Books/Textbooks				
<ol style="list-style-type: none"> 1. Boulton, Marjorie. <i>The Anatomy of Poetry</i>. Routledge, 2013. 2. Abrams, M.H. <i>A Glossary of Literary Terms</i>. Cengage India Private Limited, 2015. 				
References (3-5)				
<ol style="list-style-type: none"> 1. Blackstone, Bernard. <i>Practical English Prosody</i>. Orient, 1974. 2. Preminger, Alex and T.V.F. Brogan. <i>The New Princeton Encyclopaedia of Poetry and Poetics</i>. Princeton University Press, 1993. 3. Baldick, Chris. <i>The Oxford Concise Dictionary of Literary Terms</i>. Oxford University Press, 2001. 4. Cuddon, J.A. <i>A Dictionary of Literary Terms and Literary Theory</i>. Wiley Blackwell, 2013. 5. Childs, Peter and Roger Fowler. <i>The Routledge Dictionary of Literary Terms</i>. Routledge, 2006. 6. Turco, Lewis. <i>The Book of Forms</i>. University Press of New England, 2012. 7. <i>The New Critical Idiom Series</i>. Routledge, 2000-2023. 				

Suggested Readings (2-5)

The Epic:

C. Rajagopalachari. *The Mahabharata*. Bharatiya Vidya Bhavan, 2010. Innes, Paul. *Epic*. Routledge, 2013. Tolkien, J.R.R. *Beowulf*. HarperCollins 2016.

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/43187/the-highwayman>

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's-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> Byron, Glennis. Dramatic Monologue. Routledge, 2003.

The Tragedy:

Kyd, Thomas. *The Spanish Tragedy*. Bloomsbury Publishing, 2016. Drakakis, John. *Tragedy*. Routledge, 2024.

The Comedy:

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

The Tragicomedy:

Shakespeare, William. *The Tempest*. Maple Press 2010. Brewster, Scott. *Lyrical*. Routledge, 2009

Web Resources (3-5)

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

Faculty of English. (n.d.). Faculty of English. <https://www.english.cam.ac.uk/classroom/terms.htm>

Literary Terms. (n.d.). Literary Terms. <https://ai.stanford.edu/~csewell/culture/litterms.htm>

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>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	3	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2.5	2.3	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					3

Advanced English Grammar

Course Code			
Credits		4	
Hours / Cycle		5	
Category		Part III	Core
Semester		I	
Year of Implementation		From the academic year 2024-25 onwards	
Course Objectives		<ol style="list-style-type: none"> 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 longertypes of writing such as multi-paragraph academic essays and personal journals 5. Train learners to edit their oral and written communication 	
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Classify the major areas of English grammar	PSO1	K1
CO 2	Describe the elements of English grammar	PSO2	K2
CO 3	Identify the importance of functional and communicative aspects of English	PSO3	K3
CO 4	Analyze 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	K4
CO 5	Explain the correct English grammar usage	PSO5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>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</p>	15	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
II	<p>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 and Functions Connectives: Sentential and Discourse, Meaning, Coherence and Cohesion Determiners: Articles, Demonstratives, Possessives, Quantifiers</p>	15	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
III	<p>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,</p>	15	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5

	Modals, Perfect Have, Progressive Be, Combining Auxiliary Verbs, The Suffixes Of Auxiliary Verbs, Tense Compound Phrases Compound Noun Phrases, Compound Verb Phrases			
IV	Sentences The Functions Of Sentences Identifying Sentences by Function Combining Sentences 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	15	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
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	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
Prescribed Books/Textbooks				
<ol style="list-style-type: none"> 1. Lal, Ivy. <i>Essentials of Advanced English Grammar</i>. 2019. <i>Bowker</i>. 2. Hewings, Martin. <i>Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English</i>. 1999. <i>Bowker</i>. 3. Quirk, Randolph, and Sidney Greenbaum. <i>A University Grammar of English</i>. 1st ed., India, Pearson Education Limited, 2022. <p>Weaver, Constance. <i>Teaching Grammar in Context</i>. Boynton/Cook Publishers Inc., 1996.</p>				
Reference				
<ol style="list-style-type: none"> 1. Celce-Murcia, Marianne, et al. <i>The Grammar Book: An ESL/EFL Teacher's Course</i>. Newbury House, 1998. <i>Bowker</i>, doi:10.1604/9780838447253. 2. Crystal, David. <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge University Press, 1995. 3. Chomsky, Noam. <i>Syntactic Structures</i>. Mouton de Gruyter, Berlin, 1957. 4. Staff, Longman Publishing, et al. <i>Longman Student Grammar of Spoken and Written English</i>. Longman, 2002. <i>Bowker</i>, doi:10.1604/9780582237278. 5. Foley, Mark, and Diane Hall. <i>Longman Advanced Learners' Grammar</i>. Longman, 2003. <i>Bowker</i>. 				

Suggested Reading

1. Verma, S.K. and Nagarajan, H. *The Good Grammar Book*. 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*.
6. Pearse, Smith T. L. H. *English Errors of Indian Students*. OUP, 1997.
7. Aarts, Bas. *Oxford Modern English Grammar*. Oxford University Press, 2011.
8. Johnson, Edward D. *The Handbook of Good English*. Simon and Schuster Inc. 1983.
9. Seaton, Anne et al. *Basic English Grammar Book 1*. Saddleback Educational Publishing, 2007.
10. Sargeant, Howard. *Basic English Grammar Book 2*. Saddleback Education Publishing, 2007.

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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	2	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	2	-	-	-	-	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.5	2	3	3	2	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.6	Overall Mapping of the Course with PSOs					3

Social History of England and History of English Literature I

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part III	Allied	Theory
Semester	I		
Year of Implementation	From the academic year 2024-25 batch onwards		
Course Objectives	<ol style="list-style-type: none"> 1. Present an overview of the social and historical events in English history which have impacted English culture and literature 2. Explain the evolution of various genres of English literature 3. Enable learners to conceptualize the sequential development of English Literary Tradition overlaid by its social history 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Recall the various aspects of English society	PSO1	K1
CO 2	Explain the background knowledge of the social history of England to understand the creation, production, and circulation of English Literary Texts	PSO2	K2
CO 3	Interpret British society in the context of its social history and literary productions	PSO3	K3
CO 4	Examine the movements and literary cultures, and traditions from one period to the other	PSO4	K4
CO 5	Evaluate the English Society against the backdrop of significant events and its literature	PSO5	K5

SYLLABUS				
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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
II	The Age of Stuarts The Puritan War Colonial Expansion Social Life in Restoration England	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5
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 Dr. Johnson Oliver Goldsmith Forerunners of the Romantic Movement	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1 K2 K3 K4 K5

<p>Prescribed Books/Textbooks (1-5 Books)</p> <ol style="list-style-type: none"> 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
<p>References (3-5)</p> <ol style="list-style-type: none"> 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
<p>Suggested Readings (2-5)</p> <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 6. Turner, Sharon. <i>The History of England during the Middle Ages</i>. Creative Media PartnersLLC, 2023. 7. Williams, Neville. <i>The Tudors (A Royal History of England)</i>. University of California Press,2000. 8. King, Margaret L. <i>The Renaissance in Europe</i>. Laurence King Publishing, 2003. 9. Black, Jeremy. <i>Eighteenth-century Britain, 1688-1783</i>. Palgrave, 2001. 10. Ashley, Maurice. <i>The Stuarts</i>, University of California Press, 2000.
<p>Web Resources (3-5)</p> <ol style="list-style-type: none"> 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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme utcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	2	3	-	-	-	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.75	Overall Mapping of the Course with PSOs					3

Experience of Literature

Course Code			
Credits	2		
Hours / Cycle	4		
Category	Part IV	Elective	Theory
Semester	I		
Year of Implementation	From the academic year 2024-25 batch onwards		
Course Objectives	<ol style="list-style-type: none"> 1. 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 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Define contemporary poetic genres in literature	PSO1	K1
CO 2	Describe trendy prose genres in literature	PSO2	K2
CO 3	Identify particular styles of prose using contemporary examples	PSO3	K3
CO 4	Examine comic and serious modes of writing/speaking through popular texts	PSO4	K4
CO 5	Interpret and critique the social and cultural overtures behind the art and create innovative works by applying the above Skills	PSO5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Rhyme and Reason Visual Poetry John Hollander- <i>Swan and Shadow</i></p> <p>Spoken Word Poetry MC Lars (TEDx talk- <i>The Hip-Hop of Shakespeare</i>)</p> <p>Haiku Matsuo Bashō- <i>The Old Pond</i> Kobayashi Issa- <i>A World of Dew</i> Yosa Buson- <i>Lighting One Candle</i> Katsushika Hokusai- <i>A Poppy Blooms</i> Natsume Sōseki- <i>Over the Wintry</i> Ezra Pound- <i>In a Station of the Metro</i> Jack Kerouac- <i>The Taste of Rain</i> Sonia Sanchez- <i>Haiku [for you]</i></p> <p>Ravi Shankar- <i>Lines on a Skull</i> Joyce Clement- <i>Birds Punctuate the Days</i></p> <p>Limericks Ogden Nash- <i>The Cow, Reflections on Ice-Breaking, The Duck, The Fly, The Octopus, Old Men, The Pig, A Caution to Everybody, A Word to Husbands, Crossing the Border</i></p> <p>Rock 'n' Roll poetry Blackbird- The Beatles (Rock song)</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>Styles of Prose Descriptive: Eudora Welty- <i>The Corner Store</i> (Short Story) Argumentative: Sherry Turkle- <i>The Flight from Conversation</i> (Opinion article) Reflective: Amitav Ghosh- <i>Wild Fictions</i> (Essay) Journalistic: Chris Hayes- <i>Postcard from Palestine</i> (Article)</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Why so serious? Haaaaa away. Trevor Noah- <i>How the British took over India</i> (Stand- Up) Charlie Chaplin- <i>Modern Times</i> (Comedy film) Bill Watterson- <i>Calvin and Hobbes</i> (Comic strip excerpts) Charles M. Schulz- <i>Peanuts</i> (Comic strip excerpts) Pran Sharma- <i>Chacha Chaudhary</i> (Comic strip excerpts) J.Mathrubootham- "Where is manners and all?", "Papayago we come", "Life is like Stock Market"- <i>The Hindu</i> (Humour/satire newspaper columns)</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

IV	<p>Contemporary speeches- Lend me your ears! Three basic components of rhetoric- Ethos, Logos and Pathos Dissect, decode and decipher the speeches Chief Joseph- Surrender Speech Mahatma Gandhi- Quit India John F. Kennedy- The Decision to go to the Moon Greta Thunberg- How Dare You? Bob Dylan- Nobel Acceptance Speech</p>	12	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
V	<p>Practical analysis and Creativity workshops Alan Maley and Sandra Moulding- Poem into Poem 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.</p>	12	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
<p>Prescribed Books/Textbooks (1-5 Books)</p>				
<p>Excerpts from:</p>				
<p>Boulton, Marjorie. <i>The Anatomy of Prose</i>. London: Routledge, 2013.</p>				
<p>Strunk, William, E.V. White. <i>The Elements of Style</i>. London: Longman, 1999.</p>				
<p>Boulton, Marjorie. <i>The Anatomy of Poetry</i>. London: Routledge, 2013.</p>				
<p>References (3-5)</p>				
<p>Siegel, Susanna. <i>The Contents of Visual Experience</i> (Philosophy of Mind Series). USA: Oxford University Press, 2012.</p>				
<p>Limon, John. <i>Stand-up Comedy in Theory, Or, Abjection in America</i>. USA: Duke University Press, 2000.</p>				
<p>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. .</p>				
<p>Wolosky, Shira. <i>The Art of Poetry: How to Read a Poem</i>. Oxford: Oxford University Press, 2001.</p>				
<p>McCloud, Scott. <i>Understanding Comics</i>. New York: William Morrow Paperbacks, 1994.</p>				
<p>Suggested Readings (2-5)</p>				
<p>L. Kern, Adam (trans). <i>The Penguin Book of Haiku</i>. 2018.</p>				
<p>Miles, Robert, et al. <i>Prose Style: A Contemporary Guide</i>. 1990</p>				
<p>Miles, Tim. <i>Stand-Up Comedy</i>. 2017.</p>				
<p>O'Brien, Terry. <i>The World's 100 Greatest Speeches</i>. 2016</p>				
<p>Forsyth, Mark. <i>The Elements of Eloquence</i>. Icon Books Ltd, 2013.</p>				
<p>Eagleton, Terry. <i>Humour</i>. Yale University Press, 2019.</p>				
<p><i>Speeches that Changed the World</i>. United States, Hachette Book Group, 2015.</p>				
<p>Behn, Robin. <i>The Practice of Poetry: Writing Exercises From Poets Who Teach</i>. United States, HarperCollins, 2013.</p>				
<p>Carter, Judy. <i>Stand-Up Comedy: The Book</i>. United Kingdom, Random House Publishing Group, 2010.</p>				
<p>Brohaugh, William. <i>Write Tight: Say Exactly What You Mean with Precision and Power</i>. United States, Sourcebooks, 2007.</p>				

Web Resources (3-5)

www.readpoetry.com

10 Best Limericks of Ogden Nash- www.interestingliterature.com

“The Beatles | Music | the Guardian.” *The Guardian*, 1 Feb.

2023, www.theguardian.com/music/thebeatles.

“Poetry Foundation.” *Poetry Foundation*, www.poetryfoundation.org.

“Poetry for Children: Choosing the Format.” *Poetry for Children: Choosing the Format*, www.underdown.org/poetry-formats.htm.

“Home - Poetry International.” *Home - Poetry International*, 28 Mar.

2017, poetryinternationalweb.org/pi/site/home.

“Concrete Poetry Archives.” *Hyperallergic*, 5 Oct. 2020, hyperallergic.com/tag/concrete-poetry.

“Examples of Visual Poetry : Poetry Through the Ages.” *Examples of Visual Poetry : Poetry Through the Ages*, www.webexhibits.org/poetry/explore_21_visual_examples.html.

<http://www.haikuworld.org/books> . www.haikuworld.org/books.

“studylib.net - Essays, Homework Help, Flashcards, Research Papers, Book Reports, and Others.” *studylib.net*, studylib.net. (for short story analysis templates)

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	3	2.6	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.9	Overall Mapping of the Course with PSOs					3

Literary Forms – II

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part III	Core	Theory
Semester	II		
Year of Implementation	From the academic year 2024-25 batch onwards		
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 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 and 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 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Define the various prose genres and to explain how they originated during the corresponding periods of English Literature	PSO1 & PSO2	K1
CO 2	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
CO 3	Identify specific literary forms in prose and develop an awareness of the importance of form to the study of literature	PSO3, PSO4	K3
CO 4	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
CO 5	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

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to the Study of Prose	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Narrative Prose: Fiction and Non-Fiction Novel Picaresque Novel Epistolary Novel Gothic Fiction Social Novel Psychological Novel Detective Novel Short Story Biography Autobiography	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Descriptive, Expository and Personal Prose Writings The Essay The Memoir The Diary The testimonio	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Modern Dramatic Forms in Prose One-Act Play Melodrama Drama of the Modern Age	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Reflective, Argumentative and other Non-Fiction Prose Writings The Satire The Article Travel Writing	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks (1-5 Books)				
1. Boulton, Marjorie. <i>The Anatomy of Prose</i> . Routledge, 2013.				
2. Abrams, M.H. <i>A Glossary of Literary Terms</i> . Cengage India Private Limited, 2015.				

References (3-5)

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.

Suggested Readings (2-5)

Novel:

Hemingway, Ernest. *The Old Man and the Sea*. Penguin Random House UK, 1994.
Bulson, Eric. *The Cambridge Companion to the Novel*. Cambridge University Press, 2018.

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. Anderson, Linda. *Autobiography*. Routledge, 2011.

Essay:

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

Memoir:

Obama, Barack. *Dreams from my Father*. Crown, 2004.
Couser, Thomas G. *Memoir: An Introduction*. Oxford University Press, 2011.

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>
Walford, Rex and Colin Dolley. *The one-act play companion*. Bloomsbury, 2015.

Drama of the Modern Age:

Shaw, George Bernard. *Arms and the Man*. Peacock Books, 2022.
Lipscomb, Valerie Barnes. *Performing Age in Modern Drama*. Palgrave Macmillan, 2016.

Satire:

Swift, Jonathan. *The Battle of the Books*. CreateSpace Independent Pub., 2014
Sampath, G.
Sutherland James, *English Satire*. Cambridge University Press, 1958.

Travel Writing:

Gilbert, Elizabeth. *Eat, Pray, Love: One Woman's Search for Everything Across Italy, India and Indonesia*. Riverhead Books, 2007.

Web Resources (3-5)

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>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	3	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2.5	2.3	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					3

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

Course Code			
Credits	5		
Hours / Cycle	5		
Category	Part III	Core	Theory
Semester	II		
Year of Implementation	From the academic year 2024-25 batch onwards		
Course Objectives	<p>Introduce the learners to the historical background and the rich and varied literary traditions of British Literature from the fifteenth to the eighteenth centuries</p> <p>Expose learners to texts that have had a crucial formative influence on the time period in which they were written</p> <p>Help learners identify the unique characteristic features of 15th to 18th C British literature</p> <p>Enable learners to appreciate the interconnectedness between literary texts of various eras in British literary history</p> <p>Help learners appreciate the value of traditional literature as a foundation for subsequent literatures</p>		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Recall the characteristic features of literary texts produced between 15 th and 18 th centuries	PSO 1	K1
CO 2	Demonstrate their understanding of the literary texts in the light of the poetic beauty, style, and depth of content	PSO 2	K2
CO 3	Develop a deeper understanding of the poetic and Dramatic traditions of English literature	PSO 3	K3
CO 4	Analyse and explore the nature and characteristic features of English prose narratives	PSO 4	K4
CO 5	Interpret literary texts through extensive reading and critical thinking	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction to British Literature from the 15 th to the 18 th Centuries	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>Poetry Detailed Sir Philip Sidney- Astrophil and Stella – Sonnet 1 William Shakespeare- Sonnet 73 John Donne- Sun Rising, Batter my heart, three-person'd God John Milton- Paradise Lost (Book I – Invocation) John Dryden- A Song for St. Cecilia's Day Alexander Pope- Ode on Solitude</p> <p>Non-detailed Sir Thomas Wyatt- I Abide and Abide and Better Abide Sir Henry Howard Surrey- The Things That Cause a Quiet Life Edmund Spenser- Prothalamion</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Prose Detailed Francis Bacon- Of Truth Joseph Addison and Richard Steele- From The Coverley Papers "Sir Roger at Home", "Sir Roger at Church"</p> <p>Non-detailed John Bunyan- <i>The Pilgrim's Progress</i> (Excerpts) King James Version- <i>Sermon on the Mount</i> (Matthew 5, 6 & 7)</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Fiction Samuel Richardson- <i>Pamela</i> Oliver Goldsmith- <i>The Vicar of Wakefield</i></p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Drama Detailed Christopher Marlowe - Dr. Faustus Richard Sheridan- The Rivals Non-detailed Ben Jonson- The Alchemist John Dryden- All for Love</p>	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks (1-5 Books)

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

References (3-5)

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

Suggested Readings (2-5)

George Saintsbury. *A History of Elizabethan Literature*. Elibron Classics, 2001.
 Editor: Harold Bloom. *Bloom's Period Studies: Elizabethan Drama*, 2004.
 Ed. Burrow, Colin. *Metaphysical Poetry*. Penguin Books, 2013.
 Shawcross, John T. *John Milton: The Self and the World*. The University Press of Kentucky, 1993.
 Muir, Kenneth. *The Comedy of Manners*. Routledge, 2022.
 Ed. Rivero, Albert J. *The Sentimental Novel in the Eighteenth Century*. Cambridge University Press, 2019.

Web Resources (3-5)

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

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					3

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 2024- 25 batch onwards	
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 K5)
CO1: 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: Use the background knowledge of modern British history to understand Literary movements from Romanticism to Postmodernism	PSO3	K2
CO3: Identify the features of literary and cultural texts in the context of Romantic, Victorian, Modern and Postmodern periods or movements	PSO4	K4
CO4: Appraise the dynamics of the English Language of the last three centuries	PSO4	K4
CO5: Synthesize the knowledge of History and Literature to evaluate the greatness of English Literary Tradition	PSO5	K5

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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	The Victorian Age The Victorian Problem Expansions & Humanism Social Changes during the Victorian Age	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	History of English Literature The Age of Wordsworth Poetry, Prose, Novel The Victorian Age Victorian Poetry, Victorian Prose & Novel	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks (1-5 Books) Carter, Roland. McRae, John. <i>The Routledge History of Literature in English</i> , Routledge Publishers.2021 Poplawski, Paul ed. <i>English Literature in Context</i> . CUP. 2017				
References (3-5) Chandler, James. <i>The Cambridge History of English Romantic Literature</i> , CUP, 2009 Flint, Kate. <i>The Cambridge History of Victorian Literature</i> , CUP, 2012 Marcus, Laura. Nicholls, Peter. <i>The Cambridge History of Twentieth-Century English Literature</i> , CUP, 2008				

Suggested Readings (2-5)

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
6. Hobsbawm, Eric. *Age of Revolution: 1789-1848*. Orion, 2010.
7. Heffer, Simon. *High Minds: The Victorians and the Birth of Modern Britain*. Random HouseBooks, 2013.
8. Marr, Andrew. *A History of 20th Century Britain*. Macmillan, 2011.
9. Duff, David. *The Oxford Handbook of British Romanticism*. Oxford University Press, 2018.

Web Resources (3-5)

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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	2	-	-	-	-	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.75	Overall Mapping of the Course with PSOs					3

Introduction to Theatre Skills

Course Code			
Credits	2		
Hours / Cycle	4		
Category	Part IV	General Course	Theory
Semester	II		
Year of Implementation	From the academic year 2024-25 batch onwards		
Course Objectives	<ol style="list-style-type: none"> 1. Train learners in basic theatre skills 2. Develop voice culture through exercises 3. Provide scope to explore communicating ideas aesthetically through body and space 4. Train learners to extract drama out of literary texts 5. Develop skills to organize play performances 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Recall the nuances of basic theatre skills	PSO 1	K1
CO 2	Develop voice culture to suit theatre scenario	PSO 2	K2
CO 3	Make use of the body and space as a site of aesthetic Communication	PSO 3	K3
CO 4	Examine the drama inherent in literary texts	PSO 4	K4
CO 5	Create performances using voice, body, space, and texts	PSO 5	K5

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	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Theatre Body & Space Body Language- Gestures, Postures, Facial expressions Mime, Movement Formation, Choreography, Energy Stage Props, Lighting Costume, Make-up, Masks Backdrop & Set	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Text in Theatre- Extracting drama out of texts and embodying them Sophocles- <i>Antigone</i> (Interrogation Scene) William Shakespeare- <i>Macbeth</i> (Act 1, Scene 1) Vijay Tendulkar- <i>Silence! The Court is in Session</i> (Miss Benare's Monologue) Girish Karnad- <i>Tughlaq</i> (Scene II) Monologues: William Shakespeare- <i>Julius Caesar</i> (Brutus' and Antony's Speeches), <i>Merchant of Venice</i> (Shylock's and Portia's Speeches), <i>Macbeth</i> (If it were done when tis' done) Lorraine Hansberry- <i>Raisin in the Sun</i> (Mama's Monologue "There is always something left to love") Harold Pinter- <i>Birthday Party</i> (Interrogation Scene)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Play Production & Theatre in Education Playback Theatre Readers Theatre Theatre for Wellbeing	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Practicum Monologues from plays (individual work) Students to do a ten-minute play production based on the training received (group work)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Dramatic Reading <ol style="list-style-type: none"> 1. W.H. Auden- <i>Musée de beau arts</i> 2. Walt Whitman- <i>I sit and look out</i> 3. Robert Frost- <i>Home Burial</i> 4. Shiv K Kumar- <i>Border Guards</i> 5. Emily Pauline Johnson- <i>The Cattle Thief</i> 				

<p>Poetry Reading</p> <ol style="list-style-type: none"> 6. “Musée de beau arts” by W.H. Auden 7. “I sit and look out” by Walt Whitman 8. “Home Burial” by Robert Frost 9. “Border Guards” by Shiv K Kumar 10. 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”. 11. Mama’s monologue “There is always something left to love” from Lorraine Hansberry’s <i>Raisin in the Sun</i> 12. “The Cattle Thief” by Emily Pauline Johnson Interrogation scene from Pinter’s <i>Birthday Party</i>
<p>References (3-5)</p> <ol style="list-style-type: none"> 1. Boleslavsky, Richard. <i>Acting: The First Six Lessons</i>. Routledge, 2005. 2. Dawson, Kathryn, and Bridget Kiger Lee. <i>Drama based Pedagogy: Activity Learning Across the Curriculum</i>. Intellect. 2018. 3. Efros, Anatoly. Trans. James Thomas. <i>The Joy of Rehearsal</i>. Peter Lang. 2006. 4. McAvoy, Mary, and Peter O’Connor, eds. <i>The Routledge Companion to Drama in Education</i>. Routledge, 2022. 5. Schonmann, Shifra, ed. <i>Key Concepts in Theatre/Drama Education</i>. Sense Publishers, 2011. 6. Smiley, Sam, and Norman A. Bert, eds. <i>Playwriting: The Structure of Action</i>. Yale University Press, 1971.
<p>Suggested Readings (2-5)</p> <ol style="list-style-type: none"> 1. Allain, Paul and Jen Harvie. <i>The Routledge Companion to Theatre and Performance</i>. Routledge, 2006. 2. Williams, Raymond. <i>Drama in Performance</i>. Open University Press, 1991. 3. Blair, Rhonda and Amy Cook. <i>Theatre, Performance and Cognition: Languages, Bodies and Ecologies</i>. Bloomsbury, 2016. 4. Kennedy, Dennis. <i>The Oxford Companion to Theatre and Performance</i>. Oxford University Press, 2010. 5. Smiley, Sam, and Norman A. Bert, eds. <i>Playwriting: The Structure of Action</i>. Yale University Press, 1971 6. Shepard. Aaron. <i>Readers on Stage</i>. Shepard Publications, 2017.
<p>Web Resources (3-5)</p> <p>https://www.vl-theatre.com/ https://www.artsillustrated.in/category/theatre-performance/ https://www.theatrepeople.com.au/a-brief-history-of-theatre-in-india/</p>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	-	-	-	-	-	3	-	-	K3
CO 4	-	-	-	-	3	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	2.6	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs				3	

British Literature II: Romanticism to Modernism

Course Code		
Course Title	British Literature II: Romanticism to Modernism	
Credits	4	
Hours / Cycle	5	
Category	Part III Core Theory	
Semester	III	
Year of Implementation	From the academic year 2024- 25 batch onwards	
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 K5)
CO1: Recall the characteristic features of literary texts produced between the 18 th and the 21 st centuries	PSO 1	K1
CO2: Explain the significant role played by economy, science, technology, politics and a changing culture in the production of literature.	PSO 2 & PSO 3	K2
CO3: Identify the factors leading to the birth of Romanticism and appreciate British Romantic literature.	PSO 1 & PSO 3	K3
CO4: Analyse the impact of industrialization and scientific thinking on the literature of the Victorian period.	PSO3 & PSO 4	K4
CO5: Interpret modernity as a complex cultural movement and to study its impact on modern literature.	PSO 5	K5

SYLLABUS				
Unit	Content	Hours	COs	Bloom's Taxonomy Level
I	Introduction to British Literature from the 18th to the 20th Century Neoclassicism, Romanticism, Victorian Age, Modernism, Modernist techniques in Literature (Stream-of-consciousness narration, nonlinear storytelling, and fragmented narratives)	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Poetry (Detailed) Thomas Gray – <i>Elegy written in a Country Churchyard</i> William Wordsworth – <i>Lines Written in Early Spring</i> Alfred, Lord Tennyson – <i>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> W.B. Yeats – <i>Adam's Curse</i> D.H. Lawrence – <i>Autumn Rain</i> Wilfred Owen – <i>Strange Meeting</i>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Prose: Matthew Arnold – <i>Keats</i> George Orwell – <i>Politics and the English Language</i> E.M. Forster – <i>What I believe</i>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Fiction: Jane Austen – <i>Emma</i> R.L. Stevenson – <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> William Golding – <i>Lord of the Flies</i>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Drama: George Bernard Shaw – <i>Pygmalion</i> T. S. Eliot – <i>Murder in the Cathedral</i> J.M. Synge – <i>Riders to the Sea</i>	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Text Books <ol style="list-style-type: none"> Ed. Appelbaum, Stanley. <i>English Romantic Poetry: An Anthology</i>. Dover Publications, Inc, 1996. Shaw, George Bernard. <i>Plays by George Bernard Shaw</i>. Penguin Publishing Group, 2004. Ed. Ward, Candace. <i>World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others</i>. 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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

American Literature

Course Code		
Course Title	American Literature	
Credits	4	
Hours / Cycle	5	
Category	Part III Core Theory	
Semester	III	
Year of Implementation	From the academic year 2024- 25 batch onwards	
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 K5)
CO1: 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: Explain the background knowledge of modern British history to understand Literary movements from Romanticism to Postmodernism	PSO2	K2
CO3: Identify the features of literary and cultural texts in the context of Romantic, Victorian, Modern and Postmodern periods or movements	PSO3, PSO4	K3
CO4: Examine the dynamics of the English Language of the last three centuries	PSO4	K4
CO5: Evaluate the greatness of English Literary Tradition by synthesizing the knowledge of History and Literature	PSO5	K5

SYLLABUS				
Unit	Content	Hours	COs	Bloom's Taxonomy Level
I	<p>Introduction Karen Meyer. Jerry Phillips. Edt. <i>Backgrounds to American Literature</i> series Confessional Poetry, Civil War, Transcendentalism, Black Pride, The Great Depression, Wartime Literature, Expressionist Drama, Broadway Theatre.</p>	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>Poetry (Detailed) 1. Anne Bradstreet - <i>Verses upon the Burning of our House</i> 2. William Cullen Bryant - <i>Thanatopsis</i> 3. A Sparrow Took a Slice of Twig – Emily Dickinson 4. Landscape with the Fall of Icarus – William Carlos Williams 5. A Nameless Grave – Henry Wadsworth Longfellow 6. Design – Robert Frost 7. Song of Myself, 52 – Walt Whitman 8. Lady Lazarus – Sylvia Plath 9. Kitchenette Building – Gwendolyn Brooks</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Prose 1. Civil Disobedience – Henry David Thoreau 2. I Have a Dream – Martin Luther King Jr. 3. Walking - Linda Hogan</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Fiction: Short Stories: 1. Telltale Heart – Edgar Allan Poe 2. Hills like White Elephants – Ernest Hemingway Novels: 1. To Kill a Mockingbird – Harper Lee 2. The Catcher in the Rye – J.D. Salinger</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Drama: 1. The Glass Menagerie – Tennessee Williams 2. The Death of a Salesman – Arthur Miller</p>	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<p>Prescribed Books/Text Books 1. Emerson, Ralph Waldo and Henry David Thoreau. <i>Transcendentalism: Essential Essays of Emerson and Thoreau</i>. Prestwick House Literary Touchstone Classics, 2008. 2. Faulkner, William. <i>The Sound and the Fury</i>. Vintage, 1995 3. Williams, Tennessee. <i>The Collected Plays of Tennessee Williams</i>. Literary Classics of the United States, 2000.</p>				
<p>Reference Books 1. Berkowitz, Gerald M. <i>American Drama of the Twentieth Century</i>. Routledge, 1992. 2. Gray, Richard. <i>A Brief History of American Literature</i>. Wiley, 2010. 3. Maxwell, D.E.S. <i>American Fiction: The Intellectual Background</i>. Routledge and Kegan Paul Ltd, 1963. 4. Richards, Jeffrey H. and Heather S. Nathans. <i>The Oxford Handbook of American Drama</i>. Oxford University Press, 2014. 5. Ruland, Richard and Malcolm Bradbury. <i>From Puritanism to Postmodernism: A History of American Literature</i>. Taylor and Francis, 2016.</p>				

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
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.

Correlation of POs/PSOs to each CO

Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	3	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2.5	2.3	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					3

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 2024- 25 batch onwards	
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 K5)
CO1: Recall the various types of writing	PSO 1	K1
Develop ideas in different channels of professional communication	PSO 2	K2
CO3: Make use of editing and proofreading skills to finetune a document	PSO2 & PSO 3	K3
CO4: Compare and contrast opinions and ideas in various forms of writing	PSO3 & PSO 4	K4
CO5: Evaluate original pieces of fiction, poetry, and drama	PSO 5	K5

SYLLABUS				
Unit	Content	Hours	COs	Bloom's Taxonomy Level
I	<p>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</p>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>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.</p>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Creative Writing Forms of creative writing –Elements of style, figurative language, developing imagery Creating milieu, developing plot, fixing point of view, narrating persona, character development, fictionalizing personal experiences, scene development</p>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>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.</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Unit 5 – Editing and Rewriting/ Practicum Proof-reading, Copy-editing, Organizing Paragraphs, Rewriting Introduction and Conclusion, Giving titles, subtitles, and headlines. How to create an online portfolio</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<p>Prescribed Books/Text Books 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. Bradbury, Ray. <i>Zen in the Art of Writing</i>. Harper Collins, 2015.</p>				

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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	3	3	3	2	3	-	-	-	-	3	3	-	-	K3
CO 4	-	3	-	2	3	3	3	-	-	-	3-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	2.6	3	3	3	3	3	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					3

Shakespeare on Page and Stage

Course Code		
Course Title	Shakespeare on Page and Stage	
Credits	4	
Hours / Cycle	5	
Category	Part III Core Theory	
Semester	IV	
Year of Implementation	From the academic year 2024-2025 onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce the learners to the plays and sonnets of Shakespeare with socio-cultural contexts 2. Highlight the features of Shakespeare’s tragedies, history plays and comedies. 3. Present an overview of the contemporary relevance of Shakespeare’s plays and poems 4. Appreciate the language and form of Shakespeare’s sonnets and plays 	
Course Outcome(s)**	PSO Addressed	Bloom’s Taxonomy Levels (K1 to K5)
CO1 : Recall the range, depth, and wide-ranging influence of Shakespeare by reading his works first-hand	PSO 1	K1
CO2: Explain the new features of Shakespeare’s tragedies, history plays, comedies and his sonnets	PSO 2 & PSO 3	K2
CO3: Identify the new features of Shakespeare’s tragedies, history plays, comedies and his sonnets	PSO 1 & PSO 3	K3
CO4: Analyse the characterisation, the construction of plot, the figurative language and themes of Shakespeare’s plays and poems.	PSO3 & PSO 4	K4
CO5: Develop expressions of ideas about the world and the depth of human experience in Shakespeare’s Plays	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction</p> <p>Dr Johnson's <u>Preface to Shakespeare</u> (excerpts – the portion about the Unities of Time)</p> <p>Harold Bloom - <u>Invention of the Human</u>, "Shakespeare's Universalism" by (Section 1)</p> <p>Stanley Wells – <u>William Shakespeare, A Very Short Introduction to Shakespeare</u>, "Chapter 5: Shakespeare and comic form", "Chapter 6: Return to tragedy"</p> <p>C. L. Wrenn – The Contribution of Shakespeare to English Language</p>	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Twelfth Night (Non-Detailed)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Richard II (Detailed)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Macbeth (Detailed)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Sonnets (127, 129-148)	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<p>Reference Books</p> <p>Wells, Stanley. The Oxford Shakespeare: The Complete Works (Second Edition). Oxford University Press, 2005.</p> <p>Greenblatt, Stephen. Cohen, Walter. Suzanne, Gosset. The Norton Shakespeare (3E). W. W. Norton and Company, 2015.</p> <p>Crystal, Ben. Crystal David. Shakespeare's Works. Penguin Books. New Delhi, 2013.</p> <p>https://www.folger.edu/</p> <p>https://podcasts.ox.ac.uk/series/approaching-shakespeare</p>				

Suggested Reading

Ware (Janet), Davis (AL). 101 Things You Did Not Know About Shakespeare, CUP, 1992.

Greenblatt, Stephen. *Will in the World*. Pimlico, 2005.

Hawkins, Ella. *Shakespeare in Elizabethan Costume: 'Period Dress' in Twenty First Century Performance*. Bloomsbury, 2022.

Smith, Emma - [This is Shakespeare](#), Chapters on Richard II, Twelfth Night, and Macbeth

Auden, W. H. Lectures on Shakespeare. Princeton University Press, 201

Joubin, Alexa. The Palgrave Encyclopedia of Global Shakespeare. Palgrave Macmillan, 2021.

“Introduction to Who Wrote Shakespeare.” Coursera, 5 Mar. 2001, www.coursera.org/learn/shakespeare.

“William Shakespeare’s Twelfth Night: Comedy, Conflict, and Community.” Coursera, 5 Mar. 2001, www.coursera.org/learn/shakespeare-twelfth-night-comedy-community-applied.

Web Resources

“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.

“About William Shakespeare | Academy of American Poets.” About William Shakespeare | Academy of American Poets, poets.org/poet/william-shakespeare.

“William Shakespeare Biography.” Shakespeare Birthplace Trust, www.shakespeare.org.uk/exploreshakespeare/shakespeadia/william-shakespeare/william-shakespeare-biography.

Correlation of POs/PSOs to each CO

Course Articulation Matrix															
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5		
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1	
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2	
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3	
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4	
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5	
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3		
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9	

English Language Studies

Course Code		
Course Title	English Language Studies	
Credits	4	
Hours / Cycle	5	
Category	Part III Core Theory	
Semester	IV	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	To introduce students to the nature and function of Language To help learners differentiate between language learning and competency To introduce learners to phonetics and phonology To familiarize learners with Morphology To enable learners to understand linguistics and the various branches of linguistics	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Recall the nature, origin and characteristics of language	PSO 1	K1
CO2: Explain the scope of language in theoretical as well as practical terms.	PSO 2 & PSO 3	K2
CO3: Identify the phonological and morphological features of language.	PSO 1 & PSO 3	K3
CO4: Analyze the differences between syntax, semantics and pragmatics.	PSO 3 & PSO 4	K4
CO5: Discuss the difference between micro linguistics and macro linguistics	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>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)</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>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)</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Language Laboratory: Exploring English Phonetics and Pronunciation 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 Word: word accentuation, stress and pitch change Sentence: Sentence stress, juncture, rhythm and intonation.</p> <ul style="list-style-type: none"> • Pronunciation Practice • Listening Comprehension • Speech Training 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Morphology: Lexemes and word forms Inflection, word formation, Allomorphy, Lexical Morphology Subject-verb-Object, Sentences, Phrases and Clauses Transformational Grammar</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Linguistics: Micro linguistics: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics Macro linguistics: Psycholinguistics, Sociolinguistics, Applied Linguistics, Discourse Analysis, Neurolinguistics</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Crystal, David. *A Little Book of Language*. Yale University Press, 2011.

Matthews, P.H. *Linguistics: A Very Short Introduction*. Oxford University Press, 2003.

Poole, Stuart C. *An Introduction to Linguistics*. Macmillan Education UK, 1999.

Eds. Spencer, Andrew and Arnold M. Zwicky. *The Handbook of Morphology*. John Wiley and Sons, 2001. T. Balasubramanian. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.

Wood, Frederick T. *An Outline History of the English Language*. Macmillan Publishers India Ltd, 2000.

Reference Books

Akmajian, Adrian. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2010.

Eds. Bruhn de Garavito, Joyce and John W. Schwieter. *Introducing Linguistics: Theoretical and Applied Approaches*. Cambridge University Press, 2021.

Danesi, Marcel. *Language, Society and New Media: Sociolinguistics Today*. Routledge, 2018.

McIntyre, Dan. *History of English: A Resource Book for Students*. Taylor and Francis, 2020.

Suggested Reading:

Chomsky, Noam. *Syntactic Structures*. Mouton de Gruyter, Berlin, 1957.

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 1995.

Web Resources:

“Language | Definition, Types, Characteristics, Development, and Facts.” Encyclopedia Britannica, www.britannica.com/topic/language.

“Introduction to Linguistics: Morphology 1.” YouTube, 13 July 2021, www.youtube.com/watch?v=MAwSrc6qMTQ.

“What Is Linguistics? - Department of Linguistics - UCLA.” Department of Linguistics - UCLA, linguistics.ucla.edu/undergraduate/what-is-linguistics.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

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 2024-2025 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Learn to situate the basic literary genres- poetry, prose, fiction, and drama in their respective socio-political contexts. 2. Learn the cultural and historical background of different art and literary movements. 3. Students will be sensitized to the various literary and art flavours of important eras. 4. Explore the various cultural movements the genres reflect. 5. Study the interface between philosophical ideas and literature. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Find the pulse of the literary and cultural milieu of different literary ages.	PSO 1	K1
CO2: Explain the various 'isms' that influenced writers and their oeuvre of writing.	PSO 2 & PSO 3	K2
CO3: Develop understanding of the anatomy of the texts with the help of literary/philosophical movements	PSO 1 & PSO 3	K3
CO4: Analyze various aesthetic 'spheres of influence'	PSO 3 & PSO 4	K4
CO5: Evaluate texts by practically integrating the above ideas into their analysis of texts.	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Idealism and Humanism (Poetry)</p> <p>Plato's <i>The Republic Book VII</i>- Allegory of the Cave (514b-518d)</p> <p>Socrates' <i>Grace and Virtue</i>, Platos's <i>Four Epigrams</i> (poems)</p> <p>Erasmus <i>In Praise of Folly</i>- excerpts (1-14 paragraphs)</p> <p>Petrarch <i>The Canzoniere</i>- (sonnets 1, 4, 129, 248).</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>Romanticism and Individualism (Prose)</p> <p>Immanuel Kant <i>Critique of Pure Reason</i>- (Preface 1781 edition) William</p> <p>Hazlitt <i>The Spirit of the Age</i>- Mr. Wordsworth (essay)</p> <p>Ralph Waldo Emerson <i>Self Reliance</i> (essay)</p> <p>Henry David Thoreau <i>Walden</i> –(Conclusion chapter 18)</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Marxism and Symbolism (Drama and Short Story)</p> <p>Karl Marx</p> <p><i>A Contribution to the Critique of Political Economy</i> (1859 Preface- Base and Superstructure)</p> <p>Bertolt Brecht <i>The Exception and The Rule</i> (play)</p> <p>Jean Moreas <i>The Symbolist Manifesto</i>- Opening argument.</p> <p>Sara Orne Jewett <i>A White Heron</i> (short story)</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Psycholinguistics and Existentialism (Novels)</p> <p>Sigmund Freud <i>The Ego and the Id</i> (Preface, Chapters 2 The Ego and the Id, 3 The Ego and the Super-Ego)</p> <p>James Joyce - <i>Ulysses</i></p> <p>Friedrich Nietzsche <i>The Birth of Tragedy</i> (Chapter 1 - about Apollonian vs Dionysian principles)</p> <p>Franz Kafka <i>Metamorphosis</i> (novel)</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Surrealism and Expressionism (Paintings)</p> <p>Salvador Dali <i>The Persistence of Memory</i></p> <p>Ashley Bassie <i>Expressionism</i> (Chapter 1- What is Expressionism?) Edvard Munch <i>The Scream</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

<p>Prescribed Books/Text Books</p> <p>Buckingham, Will. <i>The Philosophy Book: Big Ideas Simply Explained</i>. DK, 2017.</p> <p>Osborne, Richard. <i>Philosophy for Beginners</i>. 1992.</p> <p>Bailey, Gauvin Alexander, et al. <i>Art in Time: A World History of Styles and Movements</i>. Phaidon Press. 2014.</p>
<p>Reference Books</p> <p>Lavine T.S. <i>From Socrates to Sartre: The Philosophical Quest</i>. New York: Bantam Books, 1984. Print.</p> <p>Strickland, Carol and John Boswell. <i>The Annotated Mona Lisa</i>. Kansas City: Andrews Mcmeel Publishing: 1992.</p>
<p>Suggested Reading</p> <p>Durrant, Will. <i>The Story of Philosophy</i>. London: Simon and Schuster, 1926.</p> <p>Russell, Bertrand. <i>History of Western Philosophy</i>. London: Unwin, 1979.</p>
<p>Web Resources</p> <ol style="list-style-type: none"> 1. “The Art Story: Visual Art Movements, Artists, Ideas, and Definitions.” <i>The Art Story</i>, www.theartstory.org. 2. “Classical arts” www.artsandculture.google.com 3. “Project Vox.” <i>Project Vox</i>, 12 Feb. 2023, projectvox.org.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	-	-	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

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 2024- 25 batch onwards		
Course Objectives	<ol style="list-style-type: none"> 1. To Integrate listening skill by exposure to various sounds, pitches, tones, and musical works 2. To develop knowledge related to the basics of musical composition and production 3. To gain interdisciplinary technical skills required to produce and publish digital content related to music 4. To familiarize the use and application of available digital resources for audio and video creations 5. To enlighten learners to ascertain good quality compositions and productions 6. To offer training in conceptualizing and writing impactful and insightful lyrics 7. To kindle the creativity of learners to produce their own musical compositions 8. To encourage learners to leverage and integrate the place of musical arts in society 		
	Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
	CO1: Recall the nuances of differences in musical sounds	PSO1 & PSO2	K1
	CO2: Explain the basic elements of musical composition and music production	PSO2	K2
	CO3: Identify simple melodies and lyrics in simple digital platforms	PSO3 & PSO4	K3
	CO4: Examine how music reflects the contemporary social/ historical context in which the compositions were created and performed, appreciate different types of music belonging to various periods, and form and defend value judgments about music	PSO4	K4
	CO5: Evaluate their own music production based on familiarity with the basics of digital sound processing and related software applications	PSO5	K5

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)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Trends and Digital Platforms Developing musical ideas and concepts Language of Songwriting Composing for Social Media trends	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Appreciating Genres and Styles John Newton- <i>Amazing Grace (Gospel)</i> Louis Armstrong- <i>What a Wonderful World (Jazz)</i> B. B. King- <i>The Thrill is Gone (Blues)</i> Bob Marley- <i>Redemption Song (Reggae)</i> Eagles- <i>Hotel California (Rock)</i> Queen- <i>Bohemian Rhapsody (Rock)</i> Michael Jackson- <i>Black or White (Pop)</i> Bob Dylan- <i>Imagine (Rock)</i> Tupac Shakur- <i>Keep Ya Head Up (Hip hop/Rap)</i> Vedanayagam Sastriar- <i>Aadhi Thirumarthai (Classical)</i> Christy Jebaraj- <i>Yesapattu (Folk)</i> Electronic Digital/Dance Music (EDM)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Musicals and Movies Robert Wise- <i>The Sound of Music (1965)</i> John Williams- <i>Jurassic Park Theme Song</i>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Practicum Song writing Performance Music, Music Production	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Burgers, Richard James. *The Art of Music Production*. Omnibus Press. London, 2001

Kamien, Roger. *Music an Appreciation*. McGraw Hill. New York

Burgers, Richard James. *The Art of Music Production*. Omnibus Press. London, 2001.

Cartmell, Deborah & Imelda Wheleham. Edt. *The Cambridge Companion to Literature on Screen*. Cambridge University Press. New York: 2007

Reference Books/Websites

Cartmell, Deborah & Imelda Wheleham. Edt. *The Cambridge Companion to Literature on Screen*. Cambridge University Press. New York: 2007

Laughey, Dan. *Music and Youth Culture*. Edinburgh University Press. Edinburgh: 2006

Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press. New Delhi:2010.

Phillips, Joel. *The Musician's Guide to Fundamentals*. New York: W.W.Norton & Co. 2012.

Randel, Michael Don. *The Harvard Dictionary of Music*. Fourth Edition. Harvard: Belknap Press. 2003.

Read, Herbert. *The Origins of Form in Art*. Thames & Hudson. London: 1965

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.

Stanley, Sadie Et. Al. Edt. *The Cambridge Music Guide*. Cambridge University Press. New York: 2007

Thielemann Selina. *Music the Divine Art*. APH Publishing Co. New Delhi.

<http://www.youtube.com@TheKiffness> <http://www.youtube.com@DanVasc>
<http://www.youtube.com@NasDaily> <http://www.youtube.com@ConorMaynard>
<http://www.youtube.com@mukhateyashraj> <http://www.youtube.com@PTXofficial>
<http://www.youtube.com@brunomars> <http://www.youtube.com@williamsingie>

Suggested Reading/Viewing

Phillips, Joel. *The Musician's Guide to Fundamentals*. New York: W.W.Norton & Co. 2012.

Charles Stone- *Drumline* (2002)

Gore Verbinski - *Pirates of the Caribbean* (2003)

Suresh Chandra Menon- *Pudhiya Mugam* (1993)

Anthony Russo & Joe Russo- *Avengers- The Endgame* (2019)

Web Resources

<https://wmich.edu/mus-gened/mus150/Ch1-elements.pdf>

“Transmedia Storytelling: Narrative Worlds, Emerging Technologies, and Global Audiences.” Coursera, 5 Mar. 2001, www.coursera.org/learn/transmedia-storytelling.

“Fundamentals of Music Theory.” Coursera, 5 Mar. 2001, www.coursera.org/learn/edinburgh-music-theory.

“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.

“Music Production: What Does a Music Producer Do?” Berklee Online Take Note.” Berklee Online Take Note, 10 Sept. 2020, online.berklee.edu/takenote/music-production-what-does-a-music-producer-do.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	2	-	-	-	K2
CO 3	-	3	3	-	3	3	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2.5	2.3	3	3	3	3	2.5	3	2.5	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.8

Post-colonial and Fourth World Literatures

Course Code		
Course Title	Post-Colonial and Fourth World Literatures	
Credits	4	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce learners to the various socio historical 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 K5)
CO1: Recall the universal and local concerns which gave birth to Post-colonial Literatures	PSO1 & PSO2	K1
CO2: Explain the extra textual elements that provide meaning to the post-colonial aspects of the texts	PSO2	K2
CO3: Identify the power structures and the dominant narrative as ideological foundations of Western Colonization	PSO3 & PSO4	K3
CO4: Examine ideas of historicity in post-colonial narratives	PSO4	K4
CO5: Discuss sensitivity and awareness of the process of de-colonization	PSO5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>Gerald Horne- <i>The Glorious Revolution- Not So Glorious for Africans and Indigenous</i></p> <p>Christopher L. Miller- <i>Reckoning, Reparation, and the Value of Fiction</i></p> <p>Bill Ashcroft, Gareth Griffiths & Helen Tiffin- <i>Re-thinking the Post-colonial- Post-colonialism in the Twenty-first Century</i></p> <p>Edward Said's <i>Orientalism</i> (Key concepts such as Orient, Latent and Manifest Orientalism, and Representation)</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>Poems</p> <p>A.D. Hope - <i>Australia</i></p> <p>David Diop- <i>Africa</i></p> <p>Banjo Patterson- <i>Waltzing Matilda</i></p> <p>Caughnawaga- <i>Indian Reservation</i></p> <p>Allen Curnow- <i>House and Land</i></p> <p>Derek Walcott- <i>Ruins of a Great House</i></p> <p>Kaiser Haq- <i>Ode on a Lungi</i> (Bangladesh Poet)</p> <p>Colin Channer- <i>Feelings</i> (Jamaican Poet)</p> <p>A. J. Seymour- <i>There Runs a Dream</i> (Guyanese Poet)</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Short Stories</p> <p>Thomas King- <i>Godzilla vs Post-colonial Mind</i></p> <p>Katherine Mansfield- <i>The Garden Party</i></p> <p>Edwidge Danticat – <i>Children of the Sea</i> (Haitian)</p> <p>Essays</p> <p>Eustace Palmer- <i>The Agony and the Ecstasy: Sierra Leonean Dramatists</i></p> <p>Eduardo Galeano- <i>The Open Veins of Latin America</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Drama</p> <p>Wole Soyinka- <i>The Lion and the Jewel</i></p> <p>Badal Sircar- <i>Indian History Made Easy</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Fiction</p> <p>Chinua Achebe- <i>Things Fall Apart</i></p> <p>Bapsi Sidhwa- <i>Ice Candy Man</i></p> <p>Yann Martel - <i>Life of Pi</i></p>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Gerald Horne. *The Apocalypse of Settler Colonialism*. Monthly Review Press, 2017.
 Christopher L. Miller. *The French Atlantic Triangle- Literature and Culture of the Slave Trade*. . Duke University Press, 2008.
An Anthology of Guianese Poetry. Edt. A. J. Seymour. Year End, 1954.
 Bill Ashcroft, Gareth Griffiths & Hele Tiffin. *Key Concepts in Post-colonial Studies*. Routledge, 1998.
 Bill Ashcroft, Gareth Griffiths & Hele Tiffin. *The Empire Writes Back*. Routledge, 2002.

Reference Books

A. James Arnold Edt. *A History of Literature in the Caribbean Volume 2*. John Benjamins Publishing Company, 2001.
 Bernth Lindfors & Geoffrey V. Davis. *African Literatures and Beyond*. Rodopi.
 Graham Huggan. *Extreme Pursuits- Travel Writing in an Age of Globalization*. The University of Michigan Press, 2009.
 Martin Puchner. *The Written World*. Random House.
 Graham Huggan. *Postcolonial Ecocriticism*. Routledge, 2009.

Suggested Reading/ Viewing

The Routledge Reader in Caribbean Literature. Alison Donnell & Sarah Lawson Welsh Edt. Routledge, 2005.
 Kezia Page. *Transnational Negotiations in Caribbean Diasporic Literature- Remitting the Text*. Routledge- 2001.
 Gore Verbinski. *Pirates of the Caribbean: The Curse of the Black Pearl* (2003)
 Gore Verbinski. *Pirates of the Caribbean: Dead Man's Chest* (2006)
 Gore Verbinski. *Pirates of the Caribbean: At World's End* (2006)
 Rob Marshall. *Pirates of the Caribbean: On Stranger Tides* (2011)
 Joachim Rønning, Espen Sandberg. *Pirates of the Caribbean: Dead Men Tell No Tales* (2017)
 Steven Spielberg. *The Terminal* (2004)

Web Resources

“David Ngunaitponi (Unaipon).” AIATSI, aiatsis.gov.au/explore/david-ngunaitponi-unaipon.
 “Short Stories: The Garden Party by Katherine Mansfield.” Short Stories: The Garden Party by Katherine Mansfield, www.eastoftheweb.com/short-stories/UBooks/GardPart.shtml.
 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_.
 “The Art of Fiction No. 75.” The Paris Review, www.theparisreview.org/interviews/3079/the-art-of-fiction-no-75-guillermo-cabrera-infante.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	3	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	3	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2.5	2.3	3	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

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 2024-25 onwards		
Course Objectives	<ol style="list-style-type: none"> 1. To introduce learners to the rich culture, tradition, wisdom, and knowledge captured by literary works in English written by Indian Writers 2. To 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 3. To facilitate critical appreciation of the Indianness harnessed by Indian writers in Poetry, Prose, Fiction, and Drama 4. To stimulate discussions on Issues pertaining to Indian identities and literary merits as embedded in Indian Writing in English 5. To 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 K5)
	CO1: Recall the unique features of Indian Writing in English	PSO1 & PSO2	K1
	CO2: Explain the underlying similarities between the Indian ethos and expressions	PSO2	K2
	CO3: Identify the greatness and the richness of Indian culture and tradition in the context of a globalized and modernized India	PSO3 & PSO4	K3
	CO4: Analyze existing notion of Indian identities and to promote an inclusive and all-encompassing global worldview of Indianness	PSO4	K4
	CO5: Perceive the holistic view of Indianness through reading the seminal works in Indian Writing in English	PSO5	K5

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- Ambiguous Discourse: The Novels of Krupa Sathianadhan</i> Susi Tharu & K. Lalitha- <i>The New Curriculum and the Literature of the Fifties and Sixties</i>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Poems Toru Dutt- <i>Lakshman</i> Sarojini Naidu- <i>Bangle-Sellers</i> Rabindranath Tagore- <i>Gitanjali</i> (1-10 Songs) A. K. Ramanujan- <i>River</i> Arun Kolatkar- <i>A Low Temple</i> Jayanta Mahapatra- <i>Dawn at Puri</i> Arundhathi Subramaniam - <i>To The Welsh Critic Who Doesn't Find Me Identifiably Indian</i> Meena Kandasamy- <i>The noble eightfold path</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Prose Kamaladevi Chattopadhyay- <i>Blossoms, Light, and Music</i> Nirad C. Chaudhri- <i>Conflicts and Concepts</i> Ashis Nandy- <i>Culture, State, and the Rediscovery of Indian Politics</i> Short Stories Snehalata Sen- <i>The Tale of the Buddhist Monk</i> Razia Sajjad Zaheer- <i>Lowborn</i> Manoj Das – <i>Farewell to Ghost</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Drama Mahesh Dattani- <i>Tara</i> Mahasweta Devi- <i>Aajir</i> Shekina Jacob- <i>Queen of Hearts</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Novel Khushwant Singh- <i>Train to Pakistan</i> Sashi Deshpande- <i>That Long Silence</i> Kiran Desai - <i>Hullabaloo in the Guava Orchard</i>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

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

Reference Books

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

Suggested Reading (Poems)

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

Web Resources

“The Discovery of India.” INDIAN CULTURE, indianculture.gov.in/ebooks/discovery-india.

“The Story of My Experiments with Truth | Gandhi Autobiography.” The Story of My Experiments With Truth | Gandhi Autobiography, www.mkgandhi.org/autobio/autobio.htm.

“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.

“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.

“Theatre and Globalization.” Coursera, 5 Mar. 2001, www.coursera.org/learn/global-theatre.

“Free Online Course: Indian Writing in English From Swayam | Class Central.” Class Central, 2 Jan. 2023, www.classcentral.com/course/swyam-indian-writing-in-english-45156.

<https://airccse.com/ijhas/papers/1216ijhas08.pdf>

<https://www.socialresearchfoundation.com/peridoicresearchapr/35.%20Sanjay%20Sharma.pdf>

Observer, The Interfaith. “Sri Aurobindo: Proposing an Integral Evolution ‐ the Interfaith Observer.” The Interfaith Observer, 15 July 2017, www.theinterfaithobserver.org/journal-articles/2017/7/9/sri-aurobindo-proposing-an-integral- evolution.

“Migrations.” Migrations - Keki Daruwalla - India - Poetry International, www.poetryinternational.com/poets-poems/poems/poem/103-2893_MIGRATIONS.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	2	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2	2.3	2.6	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs								2.6	Overall Mapping of the Course with PSOs					2.9

Women's Narratives in Literature and Media

Course Code		
Course Title	Women's Narratives in Literature and Media	
Credits	4	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce learners to concepts and ideas unique to literature written by women 2. Inspire students through the lives and writings of women from around the world 3. Kindle critical thinking and curiosity towards issues and concerns highlighted in women's writings 4. Stimulate alternative perspectives on Literature and Society through the empathetic reading of women's writings 5. 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 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Recall the special body of Literature written by women	PSO 1	K1
CO2: Explain relevant theory to analyze the various literary productions of women writers	PSO 2 & PSO 3	K2
CO3 : Identify the language of expressions that are unique to women's literary and cultural experiences	PSO 1 & PSO 3	K3
CO4: Analyze the nuances of writing by women in the context of a neoliberal and globalized society	PSO3 & PSO 4	K4
CO5: Interpret concepts for counteracting the changing positions of women in various cultural, regional, local, national, and global contexts	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM' S TAXONOMY LEVEL
I	Background and Introduction Sojourner Truth- <i>Ain't I A Woman?</i> Simone de Beauvoir- <i>The Second Sex</i> (Volume II Chapter IV - <i>The Independent Woman</i>) Mary Wollstonecraft- <i>A Vindication of the Rights of Women</i> (Chapter II - <i>The Prevailing Opinion about Sexual Differences</i>) Beah Richards- <i>Black Woman Speaks of White Womanhood</i>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Poems Mamta Kalia- <i>Anonymous</i> Tara Patel- <i>Women</i> Dorothy Wordsworth- <i>Fair and Green</i> Marianne Moore- <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>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Essays Clarissa Pinkola Estes- <i>Women Who Run With the Wolves</i> (Chapter 6 - <u>Kinds of Mothers</u> [Pg. 190- 209]) Laura Laffrado. <u>Race, Women, Representation.</u> <i>Uncommon Women</i> Short Stories Muriel Spark- <i>The Black Madonna</i> Zadie Smith- <i>The Waiter's Wife</i> Lakshmi Kannan- <i>India Gate</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Drama Mahasweta 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) Miley Cyrus- <i>Flowers</i> (2023) Gloria Gaynor- <i>I Will Survive</i> (1978) Tarana Burke- <i>Me Too is a Movement, Not a Moment</i> (Founder of #metoo movement)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Novel Toni Morrison- <i>Sula</i> Jaishree Misra- <i>Ancient Promises</i>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

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

Reference Books
 Nina Lykke. *Intersectional Theory, Methodology and Writing*. Routledge, 2010.
Facets of the Feminine in Ancient, Medieval and Modern India. Mandakranta Bose Edt. OUP, 2000.
 Sharon Paice Macleod. *The Divine Feminine in Ancient Europe*. McFarland and Company Inc. Publishers, 2014.
 Tessa Roynon. *The Cambridge Introduction to Toni Morrison*. Cambridge, 2013.
 Sandra Ponzanesi. *Paradoxes of Postcolonial Culture: Contemporary Women Writers of the Indian and Afro-Italian Diaspora*. State University of New York Press, 2004
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
 K. Saraswathi Amma- *Vivahangal Swargathil Vecchu Nadattapedunnu – Marriages are Made in Heaven* –165- 170
 Vaidehi- *Shaakuntale Yondige Kaleda Aparabna- An Afternoon with Shakuntala* – 535- 547
 H. Nagaveni- *Seemantha*
 Zadie Smith- *The Waiter's Wife*
 Ambi- *In a Forest, A Deer*
 Susan Glaspell- *Trifles*
 Arundhati Roy- *God of Small Things*
 Bama- *Sangati- Events*
 George Eliot- *Mill on the Floss*
 Harriet Jacobs- *Incidents in the Life of a Slave Girl* (Excerpts- Cpt. XIII, XVI, XLI)
 Chudamani Raghavan- *Yamini*

Web Resources
<https://www.jetir.org/papers/JETIR1905C08.pdf>
 “International Women’s Health and Human Rights.” Coursera, 5 Mar. 2001,
www.coursera.org/learn/womens-health-human-rights.
 “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.
 “Vivahangal Swargathil Vachu Nadathappedunnu | PDF.” Scribd,
www.scribd.com/doc/62215196/Vivahangal-Swargathil-Vachu-Nadathappedunnu.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

English for Careers

Course Code*		
Course Title	English For Careers	
Credits	3	
Hours / Cycle	4	
Category	Part IV General Elective Theory	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce students to a variety of new words through innovative vocabulary exercises to develop their knowledge and diction 2. Train students to sharpen their level of comprehension and verbal reasoning in order to tackle difficult verbal exercises in competitive examinations 3. Develop the knowledge of Technical English in the student community to increase their employability quotient. 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. 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 K5)
CO1: List out and explain meanings of numerous new words due to the innovative vocabulary exercises they underwent	PSO 1	K1 & K2
CO2: Explain their thoughts effectively in any given situation or context, be it public space or personal interview	PSO 2 & PSO 3	K2
CO3: Apply their knowledge of Technical English contextually and develop a stronger channel of communication	PSO 1 & PSO 3	K3
CO4: Analyse and interpret verbal content that have high difficulty levels of comprehension and be able to perceive the underlying discourses with precision	PSO3 & PSO 4	K4
CO5: Evaluate the language skills acquired in this course for the purpose of creating opportunities for themselves on the recruitment front and at managerial levels	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Vocabulary	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Reading Comprehension and Verbal Reasoning	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Technical Writing	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Public Speaking, Group Discussions and Personal Interview	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Reference Books

Nurnberg, Maxwell and Morris Rosenblum. *All About Words*. Goyalsaab, 2011.

Lewis, Norman. *Word Power Made Easy*. Penguin Random House India, 2015.

Lakshminarayanan, K.R. *A Course Book on Technical English*. Scitech Publications (India) Pvt Ltd. 2012.

Suggested Reading

Astwell, Eric. *Fundamentals of Technical English*. Larsen and Keller Education, 2018.

Israel, Susan E. *Handbook of Research on Reading Comprehension*. Guilford Press, 2017.

Carnegie, Dale. *The Art of Public Speaking*. Prabhat Prakashan Pvt Ltd, 2016.

Viswamohan, Aysha and McGraw Hill. *English for Technical Communication (With CD)*. McGraw Hill Education, 2008.

Web Resources

<https://www.englishbix.com/advanced-english-vocabulary-words/>. (n.d.). <https://www.englishbix.com/advanced-english-vocabulary-words/>

Vocabulary for IELTS: Word Lists, Exercises & Pronunciation. (n.d.). Vocabulary for IELTS: Word Lists, Exercises & Pronunciation. <https://ieltsliz.com/vocabulary/>

IELTS Home of the IELTS English Language Test. (n.d.). IELTS Home of the IELTS English Language Test. <https://www.ielts.org/>

The GRE Tests. (n.d.). The GRE Tests. <https://www.ets.org/gre.html>

The TOEFL Tests. (n.d.). The TOEFL Tests. <https://www.ets.org/toefl.html>

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/>

Technical English. (n.d.). Technical English. <https://www.pearson.com/se/english-language-teaching/business-english-courses/technical-english.html>

Technical English for Engineers - Course. (n.d.). Technical English for Engineers - Course. https://onlinecourses.nptel.ac.in/noc20_hs56/preview

Technical English for Beginners. (n.d.). Udemy. <https://www.udemy.com/course/technical-english-for-beginners/>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	2	-	3	-	-	K3
CO 4	-	2	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	2.7	3	2	3	3	2.5	3	2.5	3	2.6	3	3	
Overall Mapping of the Course with POs								2.7	Overall Mapping of the Course with PSOs					2.8

Children's Literature

Course Code		
Course Title	Children's Literature	
Credits	4	
Hours / Cycle	6	
Category	Part III Elective Theory	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce learners to Children's literature from select contexts such as Indian, European, Scandinavian and the Middle East. 2. Present the persuasive language used in Children's Literature and differentiate between adult and children's literature 3. Equip learners to identify and appreciate the imaginative content of Children's Literature 4. Literature 5. Enable the learners to probe how Children's Literature reflects the fundamental human traits for security and adventure in Children 6. Explore the key elements in Children's Literature across cultures 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Recall the universal and local values represented in Children's Literature	PSO1 & PSO2	K1
CO2: Describe the extra-textual elements that distinguish Children's Literature from Adult Literature	PSO2	K2
CO3: Identify the language, illustration, humor, and unique qualities of Children's Literature	PSO3 & PSO4	K3
CO4: Analyze the significance of curiosity, security and adventure in the cognitive development of children	PSO4	K4
CO5: Assess the scope of imagination, innovation, and ideation to produce Children's Literature	PSO5	K5

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>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Fairy Tales Hans Christian Andersen, Translated by Paul Leysac - <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 Gall and. <i>Aladdin and the Wonderful Lamp</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
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>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

The Original Folk and Fairy Tales of the Brothers Grimm. The Complete First Edition. Translated & Edt. by Jack Zipes. Princeton University Press, 2014.

Brian Surtton- Smith Et. Al. *Children's Folklore- A Source Book*. Utah State University Press. 1999.

M. O.Grenby. *Children's Literature*. Edinburgh University Press. 2008.

Reference Books

Edt. Belle Becker Sideman. *The World's Best Fairy Tales*. A Readers Digest Anthology. 1977

Ruskin Bond. *Great Stories for Children*. Rupa.

Alison Sage. *The Hutchinson Treasury of Children's Poetry*. Hutchinson.

Sam Leaton Sebesta. *At the Edge of the World*. Harcourt Brace Jovanovich.

Suggested Reading

Hans Christian Andersen, Andrew Lang Collection- *The Steadfast Tin Soldier*
 Old German Tale, Andrew Lang Collection. *Twelve Dancing Princesses*
 Peter C. Asbjornsen and Jorgen E. Moe, Andrew Lang Collection. *East of the Sun and West of the Moon*
 Kabir Sehgal & Surishtha Sehgal. *P Is for Poppadoms!: An Indian Alphabet Book*. Beach Lane Books, 2019.
 Peter Kessler. The Complete Guide to Asterix.
 Herge- *The Adventures of Tintin- Prisoners of the Sun*

Web Resources

“Indian Children’s Literature in English - Indian Writing in English.” Indian Writing in English, indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english.
 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.
 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.
 “British Library.” British Library, www.bl.uk/romantics-and-victorians/articles/the-origins-of-children’s-literature.
 “A Look at Childrens Literature English Literature Essay.” A Look at Children’s Literature English Literature Essay, www.ukessays.com/essays/english-literature/a-look-at-childrens-literature-english-literature-essay.php.
 “Asterix Complete Set : Free Download, Borrow, and Streaming : Internet Archive.” Internet Archive, archive.org/details/Asterixcompleteset.
<https://www.progressiveschool.in/folktales-the-foundation-of-childrens-literature-in-india/>
<https://www.skillshare.com/en/browse/picture-book-illustration>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	2	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2	2.3	2.6	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs								2.6	Overall Mapping of the Course with PSOs					2.9

Life Writings

Course Code*		
Course Title	Life Writings	
Credits	4	
Hours / Cycle	6	
Category	Part III Elective Practical	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the expansive field of life writing—which includes autobiography, biography, memoir, testimonial, etc. 2. To analyze the notion of ‘subjectivity’ in autobiographies and personal diary accounts using modern theories. 3. To differentiate the method and form of biographical writings from autobiographies. 4. To employ imaginative skills to tease out the socio-cultural milieus from diaries and their accounts. 5. To 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 K5)
CO1: Recall the birth and the development of life writing	PSO1 & PSO2	K1
CO2: Explain the discursive formation of the ‘self’ and the ‘other’	PSO2	K2
CO3: Identify the techniques and the modalities of biographies and autobiographies	PSO3 & PSO4	K3
CO4: Examine socio-cultural milieus of diaries and their accounts	PSO4	K4
CO5: Evaluate the challenging situations of life by imagining alternate value systems	PSO5	K5

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, <i>Encyclopedia of Life Writing: Autobiographical and Biographical Forms</i>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Autobiography John Bunyan, <i>Grace Abounding to the Chief of Sinners</i> Nelson Mandela, <i>The Long Walk to Freedom</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Biography Plutarch, <i>Of Parallel Lives</i> (Theseus, Coriolanus, Lysander, Alexander, Julius Caesar) Rev. John Braidwood- <i>True Yoke Fellows in the Mission Field</i> Walter Isaacson, <i>Steve Jobs</i> (Atari and India) James Boswell, <i>Life of Samuel Johnson</i> (later years)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Diaries and Letters Jawaharlal Nehru- <i>Letters to Indira</i> St. Paul's Epistle, I Corinthians <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>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Testimonials Paul Kalanidhi- <i>When Breath Becomes Air</i> Viktor Frankl- <i>Man's Search for Meaning</i> Elizabeth Burgos and Rigoberta Menchu - <i>I, Rigoberta Menchu: An Indian Woman in Guatemala</i>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Bunyan, John. *Grace Abounding to the Chief of Sinners*. Createspace Independent, January 1800.

Frankl, Viktor. *Man's Search for Meaning*. Viktor E. Paperback, 2008.

Jolly, Margaretta. *Encyclopedia of Life Writing: Autobiographical and Biographical Forms*, Routledge, 2001

Leader, Zachary. *On Life-Writing*, Oxford University Press, 2015

Mandela, Nelson. *Long Walk to Freedom*. United Library, 2022.

Reference Books

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

Suggested Reading

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

Web Resources

1. "European Journal of Life Writing." *European Journal of Life Writing*, 26 Jan. 2023, ejlw.eu.
2. "Resources | H-Biography | H-Net." *Resources | H-Biography | H-Net*, networks.h-net.org/node/6709654/h-biography-resources.
3. <https://www.tandfonline.com/journals/rlwr20>. www.tandfonline.com/journals/rlwr20.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	2	-	-	-	-	3	2	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	2	3	-	-	-	3	2	-	K3
CO 4	-	-	-	-	3	3	2	3	-	-	-	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	2.6	2.3	3	3	2.5	3	2.5	3	
Overall Mapping of the Course with POs								2.7	Overall Mapping of the Course with PSOs					2.8

Computer Training

Course Code*		
Course Title	Computer Training	
Credits	3	
Hours / Cycle	2	
Category	Part IV Practical	
Semester	V	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To understand the fundamental components of a computer system, including hardware, software, and networking concepts like LAN and the internet. 2. To gain hands-on experience in basic computer operations, such as using DOS and Windows commands, managing files, and performing tasks like printing and system shutdown. 3. To develop proficiency in creating, editing, and formatting documents using MS Word, including functions like Mail Merge and document management. 4. To learn the basics of spreadsheets and data analysis using MS Excel, including functions, macros, and creating charts. 5. To build competence in creating and delivering presentations using MS PowerPoint, including working with slides, tables, and multimedia elements 	
Course Outcome(s)**	PO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Recall the fundamental components of a computer system, including hardware, software, and networking concepts	PO1, PO2, PO4	K1
CO2: Explain the process of creating, editing, and managing documents, including tasks such as saving, copying, deleting files, and utilizing menu options and icons.	PO2, PO4	K2
CO3: Apply the features of MS Word and Excel to create and manage documents and spreadsheets, utilizing functions, macros, data filtering, and chart creation to analyze and present data effectively	PO1, PO5, PO6	K3
CO4: Compare and contrast the various features of PowerPoint presentations, including the use of slides, tables, objects, charts, and slideshow elements, to determine the most effective tools for creating dynamic and engaging presentations	PO3, PO4, PO5	K4
CO5: Appraise the functionality and effectiveness of internet browsers, email services, and popular websites, while evaluating methods for accessing the internet and selecting appropriate Internet Service Providers for various needs	PO7, PO8	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Fundamentals of Computer – Components of a Computer – Hardware & Software (OS etc.), LAN, Internet – how to operate a computer (eg. Switch on, Log in, Using, shutdown etc.) DOS & Windows – few DOS commands such as Create Directory – Remove Directory; Copy Files – Remove Files – view Directory; Printing – Windows Commands – Printing; My Computer, Recycle bin; How to use the key board & the mouse and CD's.	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Create new Document, Open Document, Close Document, Delete a File, Save a file, Copy a file; How to use menu Options, How to use the icons' Exercises – typing a document according to the specifications given, typing, select portion of document, Cut, Copy, Paste & Delete, Print Preview & Printing, How to use Tables, How to Format a document, Mail Merge – to create different letters and documents of same format	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Use of MS Word, Excel, Spreadsheets–Introduction–Worksheets Functions, Macos, Data Filtering, Charts	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Use of Power point presentation, Slides, tables, objects, charts, slideshow	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Internet – Browsers – how to search for information, Mails – sending, receiving & accessing mails; create E- mail account, Popular sites –Yahoo, Hotmail, Google, How to get internet Access, Internet Service Providers.	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Suggested Reading				
1.Dan Gookin : Microsoft Word for Dummies				
2.A.Rajaraman: Computer Graphics with Multimedia				
3.J.Jha,P.K.Mahanti,I.Mukerjee: Elements of Computer Science				

Course Articulation Matrix									
Course Outcomes	Programme Outcomes								Cognitive levels (K1 – K5)
	P O1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
CO 1	3	2		3					K1
CO 2		3		3					K2
CO 3	3				3	3			K3
CO 4			2	3	2				K4
CO 5							3	3	K5
Wt. Avg.	3	2.5	2	3	2.5	3	3	3	
Overall Mapping of the Course with POs									2.75

Fundamentals of Literary Theory and Criticism

Course Code		
Course Title	Fundamentals of Literary Theory and Criticism	
Credits	5	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	VI	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the relationship between theory, criticism, and literary texts, with a particular focus on how these theories can be applied to the English language across different genres. 2. To equip students with practical tools to interpret and critique various forms of literature (prose, poetry, drama) using the English language. 3. To demonstrate how literary theory broadens and deepens the understanding of English literature by examining not only content but also the social, cultural, and historical contexts in which texts are produced. 4. To cultivate an appreciation for the nuances of the English language as used in literary texts, helping students become more discerning readers and critics. 5. To offer practical training in applying various critical approaches to English texts, including close reading, historical context analysis, and linguistic analysis. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 toK5)
CO1: Recall the concepts related to Literary Theory and Criticism	PSO 1	K1
CO2: Explain the application of Literary Theory and Criticism in understanding Literary Texts	PSO 2 & PSO 3	K2
CO3: Apply Literary Texts using Literary Theory and Criticism in Literature	PSO 1 & PSO 3	K3
CO4: Analyze the intricacies of Literature using Literary Theory and Criticism	PSO3 & PSO 4	K4
CO5: Evaluate select Literary works by using the tools of Literary Theory and Criticism	PSO 5	K5

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'	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Structuralism, Post-structuralism and Deconstruction The scope of Structuralism Structuralist Criticism Theoretical differences between Structuralism and Poststructuralism Deconstruction	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Modernism and Postmodernism Psychoanalytic Criticism Feminist Criticism	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Marxist Criticism New Historicism Cultural Materialism	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Postcolonial Criticism Stylistics Ecocriticism/Green Studies	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Book/Text Book

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.

Suggested Reading

1. 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.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	3	3	2.5	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

Myth and Literature

Course Code		
Course Title	Myth and Literature	
Credits	5	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	VI	
Year of Implementation	From the academic year 2024-25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To explore how myths have influenced English literary traditions, genres, and storytelling techniques. 2. To examine mythological themes, archetypes, and allusions in English poetry, prose, and drama across different periods. 3. To analyze the adaptation and transformation of mythological narratives in English literature, from classical to contemporary texts. 4. To introduce mythological criticism as a tool for analyzing the language, structure, and symbolism in English literary texts. 5. To foster scholarly inquiry into the linguistic, cultural, and literary significance of myth in English-language works. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 toK5)
CO1: Define the mythological dimensions embedded in literary works	PSO 1	K1
CO2: Explain the literary works on the basis of the mythological significance it contains	PSO 2	K2
CO3: Make use of mythological interpretations in the critical analysis of literary works	PSO2 & PSO 3	K3
CO4: Analyze the importance of the mythological study of literary works in the present day	PSO3 & PSO 4	K4
CO5: Evaluate new ideas about the interface between Myth and Literature	PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction to Myth and Literature</p> <p>Dr. Joseph Dorairaj - <i>Myth and Literature (Introduction)</i></p> <p>Joseph Campbell – <i>Myths to Live By</i> (Excerpt)</p> <p>KK Ruthven - <i>Myth</i> (Chapter on <i>Myths and Theorists, Myths and Criticism</i>)</p> <p>H.A. Guerber - <i>Myths of Greece and Rome</i> (Chapter on <i>Analysis of Myths</i>)</p> <p>Roland Barthes - <i>Mythologies</i> (Excerpts)</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<p>From Sumerian origins to Greco-Roman traditions</p> <ul style="list-style-type: none"> • Sumerian and Babylonian Epics • Greek Pantheon, Epic and Dramatic Tradition (Homer, Sophocles) • Roman Pantheon, Epic and Dramatic Tradition (Virgil, Ovid, Dante, Seneca) <p>Sample Study:</p> <p>Homer – Selections from <i>Iliad</i> and <i>Odyssey</i> Sophocles – Selection from <i>Oedipus Rex</i></p> <p>Ovid – Selection from <i>Metamorphosis</i> Thomas Bulfinch – <i>The Myth of Orpheus</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<p>Celtic and Norse Mythology</p> <ul style="list-style-type: none"> • Celtic Mythology, The Ulster Cycle • Age of Chivalry, The Arthur Cycle • Norse Pantheon, Viking Sagas, Eddas <p>Sample Study:</p> <p>Malory – Selection from <i>Le Morte d'Arthur</i></p> <p>Anonymous – Selection from <i>Tain Bo Cuailnge</i> (Ulster Cycle)</p> <p>Anonymous – Selection from <i>The Eddas</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<p>Mythology in English tradition</p> <ul style="list-style-type: none"> • Epic Tradition: <i>Beowulf</i>, <i>Paradise Lost</i> and <i>Paradise Regained</i> • Lyric Tradition: Influence of Greek and Roman Myths, Nightingale poems • Ballad Tradition • Dramatic Tradition <p>Sample Study:</p> <p>Alfred Lord Tennyson – <i>Ulysses</i> and <i>The Lotos-Eaters</i></p> <p>Ralph Waldo Emerson – <i>Bacchus</i> Edgar Allan Poe – <i>To Helen</i></p> <p>John Keats – <i>Ode to Nightingale</i></p> <p>Robert Bridges – <i>Nightingales</i></p> <p>Coleridge – <i>The Rime of the Ancient Mariner</i></p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

V	<p>Indian Mythology</p> <ul style="list-style-type: none"> • Popular Myths <ul style="list-style-type: none"> ➤ Creation myths and myths of destruction ➤ Mother myths ➤ Myths related to the natural elements ➤ Trickster myths • Revisionist Myths <ul style="list-style-type: none"> ➤ Tribal/Regional/Folk myths ➤ Difference between Myths, Folktales and Legends <p>Sample Study: A K Ramanujan: Three Hundred Ramayanas, Five Examples and Three thoughts Girish Karnad: <i>The Fire and the Rain</i> M T Vasudevan Nair: <i>The Second Turn</i> Volga: <i>The Liberation of Sita</i> Kuttrala Kuravanji (Excerpts)</p>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<p>Prescribed Texts/ Text Books</p> <ol style="list-style-type: none"> 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. 				
<p>Reference Books</p> <ol style="list-style-type: none"> 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. 				
<p>Suggested Reading</p> <ol style="list-style-type: none"> 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. 5. Anand Neelakanthan: <i>Asura: The Tale of the Vanquished</i> 				

Web Resources

1. *Myth | Definition, History, Examples, & Facts.* (n.d.). Encyclopedia Britannica. <https://www.britannica.com/topic/myth>
2. Post, T. (2021, March 30). *Myth and literature.* The Post. <https://www.thepost.co.ls/myth-and-literature/>
3. *Myth and Literature | Comparative Literature.* (2001, February 1). Myth and Literature | ComparativeLiterature. <https://complit.berkeley.edu/courses/myth-and-literature-5>
4. *Mythology and Literature | University of Kentucky College of Arts & Sciences.* (n.d.). Mythology andLiterature | University of Kentucky College of Arts & Sciences. <https://mcl.as.uky.edu/mythology-and-literature>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	3	3	3	2	3	-	-	-	-	2	3	-	-	K3
CO 4	-	3	-	2	3	3	3	-	-	-	3-	3	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	3	2	2.6	3	3	3	3	2.5	3	3	3	
Overall Mapping of the Course with POs								2.8	Overall Mapping of the Course with PSOs					2.9

Eco-literature

Course Code*		
Course Title	Eco-literature	
Credits	5	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	VI	
Year of Implementation	From the academic year 2024-25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To explore the role of language and literary expression in shaping environmental consciousness through English literary texts. 2. To examine how linguistic choices, rhetorical strategies, and literary techniques convey ecological themes in English poetry, prose, and drama. 3. To encourage students to analyze texts from different historical periods, reassessing anthropocentric perspectives and exploring eco-centric narratives in English literature. 4. To investigate the impact of anthropocentrism in literary discourse and how English language texts contribute to ecological ideologies. 5. To promote discussions on how English literature, through language and narrative, can advocate for sustainability, conservation, and ecological responsibility. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 toK5)
CO1: Define the active interface between Ecology and Literature	PSO1 & PSO2	K1
CO2: Explain the anthropocentric thoughts and processes and justify the prioritization of Eco-centric principles	PSO2	K2
CO3: Apply the tenets of the Ecocritical approach to the study of literature	PSO3, PSO4	K3
CO4: Analyze literary works for Ecocritical dimensions embedded in them that would create awareness of the influence of Anthropocentrism in all aspects of culture	PSO4	K4
CO5: Assess the thought processes that are proactive to Ecological preservation and to develop sensitization to Ecological causes and concerns	PSO5	K5

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>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Poetry Emerson- Rhodora Michael Jackson - Earth Song William Wordsworth – The World is Too Much with Us	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Fiction /Non-Fiction Patsy Hallen- Making Peace with Nature (Essay) Amitav Ghosh – The Hungry Tide (Fiction) J Krishnamurti – On Nature and the Environment	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, 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 <i>Earth Democracy: Justice, Sustainability and Peace</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Movies and Documentaries Ron Fricke- Baraka (documentary) Andrew Stanton- Wall- E (sci-fi animation) The Day the Earth Stood Still (2008) (Feature Film)	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

1. Glotfelty Cheryl and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press 1996.
2. Ghosh, Amitav. *The Hungry Tide*. Harper Collins, 2016.

Reference Books

1. Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
2. Drengson, Alan and Bill Devall. *The Ecology of Wisdom: Writings by Arne Naess*. Counterpoint LLC, 2010.
3. Garrard, Greg. *Eco Criticism: The New Critical Idiom*. Routledge, 2004.
4. Kerridge, Richard and Neil Sammells. *Writing the Environment: Ecocriticism and Literature*. Zed Books Ltd, 1998.
5. Golding, William. *The Inheritors*. Mariner Books, 1963.
6. *Sustainability and Green Marketing (various campaign excerpts)*

Suggested Reading/ Viewing

1. Bertrand, Yann Arthus. *Home*. (Documentary)
2. Orłowski, Jeff. *Chasing Coral*. (Documentary)
3. Baichwal, Jennifer, Nicholas de Pencier and Edward Burtynsky. *Anthropocene* (Documentary)

Web Resources

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

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	2	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2	2.3	2.6	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs								2.6	Overall Mapping of the Course with PSOs					2.9

World Classics in Translation

Course Code		
Course Title	World Classics in Translation	
Credits	4	
Hours / Cycle	6	
Category	Part III Core Theory	
Semester	VI	
Year of Implementation	From the academic year 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To explore how translation influences the linguistic, stylistic, and cultural nuances of classical texts in English. 2. To examine the role of language and translation in preserving meaning, tone, and literary devices across different cultures. 3. To investigate how Greek literature has shaped English literary forms, themes, and rhetorical styles over time. 4. To analyze how these traditions have contributed to the evolution of English literary themes, narrative structures, and moral philosophies. 5. To encourage critical engagement with the linguistic and literary challenges of translating classical texts into English while maintaining their original essence. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 toK5)
CO1: List those qualities that makes a literary text a classic.	PSO 1	K1
CO2: Explain the universality of the classics chosen for study	PSO 2 & PSO 3	K2
CO3: Identify the characteristic features of Greek theatre and its immense impact on the European theatrical tradition.	PSO 1 & PSO 3	K3
CO4: Compare and contrast classical texts from across cultures.	PSO3 & PSO 4	K4
CO5: Interpret the texts that offer rich details of different cultures in different eras	PSO 5	K5

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>	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
II	Poetry 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> Homer- <i>Iliad- Book 1 The Quarrel by the Ships</i> Ilanko Atikal- <i>The Cilappatikaram- Canto 20: The Demand for Justice</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
III	Prose Michel de Montaigne- <i>Of Solitude</i> St. Augustine. <i>The Confessions of St. Augustine- Book 10</i> Marcus Aurelius- <i>Meditations - Book 12</i> Tholkappiyar- <i>Tolkappiyam- (Trans.) Meypatuiyal</i> Malcolm C. Lyons & Ursula Lyons (Trans.)- <i>Ali Baba and the Forty Thieves</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
IV	Drama Sophocles - <i>Oedipus the King</i> Pierre Moliere- <i>The Misanthrope</i> Henrik Ibsen- <i>Ghosts</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
V	Fiction Voltaire- <i>Candide</i> Leo Tolstoy- <i>The Death of Ivan Ilyich</i> August Strindberg- <i>The Red Room</i>	20	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, 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 Tian. *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.tx t.
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

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	2	3	3	-	3	-	-	-	3	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	3	3	-	-	-	-	3	K5
Wt. Avg.	2.6	3	2.6	2	3	3	3	3	3	3	2.6	3	3	
Overall Mapping of the Course with POs								2.7	Overall Mapping of the Course with PSOs					2.9

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 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To examine how folklore influences the development of English-language narratives, idioms, and storytelling techniques. 2. To analyze how folk traditions and oral storytelling contribute to literary creativity, linguistic evolution, and thematic exploration in English texts. 3. To investigate how instinct-driven and observational storytelling methods in folklore shape the narrative and rhetorical techniques in English literature. 4. To study how folklore adapts and transforms across different literary texts, enriching the English literary tradition through shared motifs, themes, and linguistic variations. 5. To recognize the contributions of Indigenous oral traditions to the English language, particularly in terms of borrowed words, storytelling forms, and cultural representations. 	
Course Outcome(s)**	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Relate to the rich culture and tradition of folklore from around the world	PSO1 & PSO2	K1
CO2: Compare and contrast various folk traditions and literatures	PSO2	K2
CO3: Identify the values based on the ancient ways of life as evident in the folk narratives	PSO3, PSO4	K3
CO4: Examine the ancient knowledge systems of folk traditions	PSO4	K4
CO5: Evaluate the relevance of Folk traditions in modern life and reimagine the values in a deeper level of modernity and progress	PSO5	K5

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>	16	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5
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	18	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5
III	Folktales, Fables & Adaptations A Jewish folk tale retold by Isaac Bashevis Singer- <i>The Foolsof 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 Womenwere Digging Clams</i> A folktale from Somalia- <i>Gerhajis and Arab</i> Folksongs and Adaptations in Popular Media- <i>Naakumukka, Enjoy enjami, Kumbaya my Lord, Country Road</i>	18	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5
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 GargwaliHills</i> Joyce Burkhalter Flueckiger- <i>Pandvani Heroines, ChattisgarhiDaughters</i> T. M. Krishna's Folk Songs	18	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5
V	Practicum - Songs and Stories Research Methodology Ruth Finnegan. <i>Oral Traditions and the Verbal Arts- A Guide to Research Practices</i> <i>Chapter 2, 3; 9 - 10</i>	20	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, 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- Folkloreof 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 –Rethinking 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>.

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	2	-	-	-	-	3	3	-	-	-	K1
CO 2	3	3	3	2	-	-	-	-	-	3	-	-	-	K2
CO 3	-	3	3	-	3	2	3	-	-	-	3	3	-	K3
CO 4	-	-	-	-	2	3	3	-	-	-	-	2	-	K4
CO 5	-	-	-	-	2	3	3	3	-	-	-	-	3	K5
Wt. Avg.	3	3	2.6	2	2.3	2.6	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs								2.6	Overall Mapping of the Course with PSOs					2.9

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 2024- 25 batch onwards	
Course Objectives	<ol style="list-style-type: none"> 1. To explore how regional identities are constructed and represented in English translations of literary texts. 2. To analyze how translated regional texts contribute to the diversity of English literary discourse while preserving cultural and aesthetic nuances. 3. To study the linguistic, stylistic, and thematic elements that shape regional poetry and their adaptation in English literary traditions. 4. To investigate how regional storytelling techniques influence English short fiction and narrative structures. 5. To evaluate how the novel portrays regional identities, cultural shifts, and linguistic variations in English literary studies. 6. To study how regionally rooted theatrical forms contribute to the evolution of English drama, performance styles, and storytelling techniques. 	
Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
CO1: Define 'Region' in the context of language, culture, and literature	PSO 1	K1
CO2: Explain how translation enables cultural and artistic exchange in a multilingual society like India.	PSO 2 & PSO 3	K2
CO3: Build an aesthetic sensibility to appreciate regional poetic styles and visions.	PSO 1 & PSO 3	K3
CO4: Analyze the various regional manifestations of the Short Story genre and the different theatrical practices of regions.	PSO3 & PSO 4	K4
CO5: Interpret how novels construct their own literary regions.	PSO 5	K5

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>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Poetry Atroor Ravivarma- <i>Metamorphosis</i> Namdeo Dhasal- <i>Autobiography</i> Rajiv 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> Subramania Bharati- <i>Kuyil Paatu 1&2</i> , trans. Usha Rajagopalan Kumaran Asan <i>Compassion</i> , trans Ayyappa Paniker et al.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4 K5
III	Short Stories O.V. Vijayan- <i>After the Hanging</i> Jeyamohan- <i>Periyamma's Words</i> - Trans. Suchitra Ramachandran Ambai – <i>In a Forest, a Deer</i> Nirmal Verma- <i>Deliverance</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4 K5
IV	Drama Chandra Sekar Kambar- <i>Siri Sampige</i> K.N. Pannikar- <i>The Lone Tusker</i> H Kanhailal- <i>Pebet</i>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4 K5
V	Fiction Bibhuthibhushan Bandhyopadhyay- <i>Patber Panchali</i> Indira Goswami- <i>The Bronze Sword of Thengbhakri Tehsildar</i> Poomani- <i>Heat</i>	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4 K5
Prescribed Books/Text Books				
1. E.V. Ramakrishnan (ed), <i>The Tree of Tongues: An Anthology of Modern Indian Poetry</i> , Indian Institute 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> , Penguin India, 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, Modern Indian Drama: An Anthology, Sahitya Akademi, 2005
2. Dilip Kumar (ed), The Tamil Story: Through the Times, Through the Tides, 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/>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	-	-	-	-	-	-	3	-	-	-	-	K1
CO 2	3	3	3	2	3	-	-	-	-	3	2	-	-	K2
CO 3	3	2	3	-	3	-	-	-	2	-	3	-	-	K3
CO 4	-	3	3	-	3	3	3	-	-	-	3	3	-	K4
CO 5	-	-	-	-	3	3	2	3	-	-	-	-	3	K5
Wt. Avg.	3	2.7	3	2	3	3	2.5	3	2.5	3	2.6	3	3	
Overall Mapping of the Course with POs								2.7	Overall Mapping of the Course with PSOs					2.8

Summary of Revision

Course title in the old syllabus	Course title in new syllabus	Content Modified / removed / added (Enter number less than 1 for each unit)					Quantity of units modified / removed / added	% revision
		Unit I	Unit II	Unit III	Unit IV	Unit V	Total (Unit 1 to Unit 5)	
Semester I								
Literary Forms I	Literary Forms I	0	0	0	0	0	0	0
Advanced English Grammar	Advanced English Grammar	0	0	0	0	0	0	0
Social History of England and History of English Literature I	Social History of England and History of English Literature I	0	0	0	0	0	0	0
Experience of Literature I	Experience of Literature I	0	0	0	0	0	0	0
Semester II								
Literary Forms II	Literary Forms II	0	0	0	0	0	0	0
British Literature I (15 th to 18 th Century)	British Literature I (15 th to 18 th Century)	0	0	0	0	0	0	0
Social History of England and History of English Literature II	Social History of England and History of English Literature II	0	0	0	0	0	0	0
Introduction to Theatre Skills	Introduction to Theatre Skills	0	0	0	0	0	0	0
Experience of Literature I	Experience of Literature I	0	0	0	0	0	0	0

Course title in the old syllabus	Course title in new syllabus	Content Modified / removed / added (Enter number less than 1 for each unit)					Quantity of units modified / removed / added	% revision
		Unit I	Unit II	Unit III	Unit IV	Unit V	Total (Unit 1 to Unit 5)	
Semester III								
British Literature II (18th to the Early 20th Century)	British Literature II: Romanticism to Modernism	1	0.09	0	0.03	0.09	1.2	24
American Literature	American Literature	0.81	0.27	0.09	0.12	0	1.3	26
Basic Writing Skills	Basic Writing Skills	0	0	0	0	0	0	0
Semester IV								
Introduction to Shakespeare	Shakespeare on Page and Stage	0.18	0	0	0	0	1	20
Introduction to Language and Linguistics	English Language Studies	0.51	0	0	0	0	0.51	10.2
Literature and Aesthetic Ideas	Literature and Aesthetic Ideas	0	0	0	0	0	0	0
Current Trends in Music and Literature	Current Trends in Music and Literature	0	0	0	0	0	0	0

Course title in the old syllabus	Course title in new syllabus	Content Modified / removed / added (Enter number less than 1 for each unit)					Quantity of units modified / removed / added	% revision
		Unit I	Unit II	Unit III	Unit IV	Unit V	Total (Unit 1 to Unit 5)	
Semester V								
Post-colonial and Fourth World Literatures	Post-colonial and Fourth World Literatures	0.32	0.18	0.56	0	0	1.06	21.2
Indian Writing in English	Indian Writing in English	0	0.8	0.27	0	0.06	1.13	22.6
Women's Narratives in Literature and Media	Women's Narratives in Literature and Media	0.55	0.16	0.16	0	0	1.8	36
Children's Literature	Children's Literature	0	0	0	0	0	0	0
Life Writings	Life Writings	0	0	0	0	0	0	0
Computer Training	Computer Training	0	0	0	0	0	0	0
English for Careers	English for Careers	0	0	0	0	0	0	0
Semester VI								
Introduction to Literary Theory and Criticism	Fundamentals of Literary Theory and Criticism	0	0	0	0	0	0	0
Myth and Literature	Myth and Literature	0	0	0	0	0	0	0
Eco-literature	Eco-literature	0	0	0	0	0	0	0
World Classics in Translation	World Classics in Translation	0	0.18	0.96	0	0	1.14	22.8
Folklore Studies	Folklore Studies	0	0	0.04	0	0	0.04	0.8
Regional Literature in Translation	Regional Literature in Translation	0	0	0	0	0	0	0

SYLLABUS

For the Degree of

MASTER OF ARTS IN ENGLISH

(With Effect from 2024-25)

Programme Outcomes

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

POs for Post Graduate Programmes

PG Programmes are designed to have the following outcomes:

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

PO No.	PO	Description of PO	Mapped with GA
PO 1	Domain Knowledge	<ul style="list-style-type: none"> • Develop intensive and extensive knowledge and expertise in their respective domains • Evaluate and create/construct domain specific knowledge in areas of learning, research and industry • Formulate and extrapolate the knowledge gained to apply in real – life situations and competitive examinations • Develop an aptitude for self-directed learning for excellence in their chosen area within the domain of study 	GA1 GA3 GA4
PO 2	Applicative knowledge and Lateral Thinking	<ul style="list-style-type: none"> • Translate theoretical understanding to experimental knowledge and solve complex problems using Systems/Design Thinking • Apply advanced knowledge and approaches to solve concrete and abstract problems in domain related and multidisciplinary issues. • Able to solve problems using unconventional and creative approaches 	GA1 GA3 GA4
PO 3	Innovation and Research	<ul style="list-style-type: none"> • Develop aptitude for innovation and entrepreneurship • Identify contemporary research problems, analyze data and propose solutions 	GA1 GA4 GA5 GA6
PO 4	Scientific Communication skills	<ul style="list-style-type: none"> • Document, prepare and present scientific work as reports and research articles in academic forums • Critically assess, review and present theories, principles and concepts 	GA1 GA4 GA5 GA6
PO 5	Digital skills	<ul style="list-style-type: none"> • Use of domain related advanced software resources, computational skills and digital tools for data analysis, visualization and interpretation • Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences 	GA1 GA2 GA3 GA4
PO 6	Ethical practices	<ul style="list-style-type: none"> • Apply domain specific ethical principles and practices in academic, professional and social engagements 	GA2 GA6 GA7
PO 7	Career Readiness And higher education	<ul style="list-style-type: none"> • Choose from diverse career options available in local, national and international realms. • Carry out further research or pursue higher education in the country or abroad 	GA1 GA2 GA5

PROGRAMME SPECIFIC OUTCOMES (PSO's)*

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

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

Curriculum Framework
(For the students admitted during the academic year 2024-2025 onwards)

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

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

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

Chaucer and Elizabethan Age

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	I		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce cultural and religious movements like Renaissance and Reformation and their influence on the birth and the growth of English poetry in particular and literature in general 2. Explain the major trends and key developments in the literature of Chaucer and Elizabethan Age 3. Enable students to dissect metrical order and figures of speech in sonnets and lyrics and explain the poetic conventions of the epic form 4. Help students to trace the development of English prose from Medieval period to Francis Bacon 5. Facilitate students to understand the transition of drama from the religious Medieval to the secular Elizabethan plays 6. Enable students to combine old and new perspectives on Chaucer and Elizabethan Age, and to comment on the aesthetics and social relevance of the literary texts 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall and explain the major cultural and religious movements, and humanist ideals that shaped the late Medieval and early modern English literature	PSO1 & PSO2	K1
CO 2	Explain the broader themes and concerns of English literature from Chaucer to Elizabethan period	PSO1, PSO2	K2
CO 3	Apply the old and new critical concepts to the study of the Medieval and Early Modern English Literature	PSO4, PSO5	K3
CO 4	Analyze the changes in the evolution of various poetry, prose and drama from the Medieval period to English Renaissance	PSO3, PSO4, PSO5	K4
CO 5	Interpret the forms and the content of the English literature of 15th and 16th century	PSO2, PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction Background study of the social, political, cultural climate during the Medieval and modern (Elizabethan) periods. Rob Pope - 'How to Study Chaucer, Studying the general prologue to the Canterbury Tales', Chapter 2 (24-49) Michael Hattaway - Renaissance and Reformations: An Introduction to Early Modern English Literature. Forms Ancient and Modern. Chapter 3 (67-103)</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry - Age of Chaucer Geoffrey Chaucer - Prologue to the Canterbury Tales William Langland - Piers Plowman - Vision 1: Prologue</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Poetry - Age of Elizabeth Thomas Wyatt - They Flee from Me, Blame Me Not My Lute, The Long Love, Each Man Me Telleth Edmund Spenser - Epithalamion Earl of Surrey - The Soot Season, Alas, So All Things Now Do Hold Their Peace Edmund Spenser - The Faerie Queene Book I.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Prose Francis Bacon - Ten Select Essays - Of Studies, Of Great Place, Of Beauty, Of Travel, Of Love William Tyndale - I Corinthians 13, William Tyndale's Translation of the New Testament 1526 Thomas Wilson - The Art of Rhetorique [Book 1]</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Drama Christopher Marlowe - The Jew of Malta Thomas Kyd - The Spanish Tragedy</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
<p>Prescribed Books/Textbooks Hattaway, Michael. 'Renaissance and Reformations: An Introduction to Early Modern English Literature'. Pope, Rob. How to Study Chaucer. Palgrave Macmillan, 2000. Wiley Blackwell Introductions to Literature, 2007.</p>				

Reference Books

Francois Quiviger - 'The Civilisation of the Renaissance' in Gordon Campbell's The Oxford Illustrated History of the Renaissance. Oxford University Press, 2019.

Greenblatt, Stephen. The Norton Anthology of English Literature. Vol. A & B, WW Norton & Co, 10th edition. 2018.

Suggested Reading

William Tyndale's Translation of the New Testament 1526

Web Resources

<https://newchaucersociety.org/resources/> <https://elizabethan.org/sites.html>

<https://www.bl.uk/shakespeare/themes/elizabethan-england>

Correlation of POs/PSOs to each CO

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

Age of Milton, Pope, and Johnson

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	I		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Understand the larger context of 17th and 18th Century literature 2. Introduce the Epic tradition of English literature and prepare students to identify various poetic trends from Metaphysical poetry to Pre-Romantics with appropriate examples from each trend 3. Distinguish the style of 18th Century prose from the earlier periods and examine the role of periodical essays in modernizing English prose 4. Understand the significance and ascertain the reasons for the birth and development of Novel in the English soil during the 18th century 5. Trace the changes in form and content of Drama from Jacobean to Neo-Classical period 6. Combine the experience and knowledge of literature of the period to foster critical outlook on culture and society 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Spell out the reasons for the emergence of Modern English prose (Novel) and new schools of poetry and drama from the early part of 17th century to the later part of the 18th century	PSO1 & PSO2	K1
CO 2	Explain the features of poetry, prose, novel and drama from Jacobean to the Pre-Romantic period	PSO2	K2
CO 3	Identify the old and new critical concepts to the study of the literature of 17th and 18th century England	PSO3,	K3
CO 4	Examine the epic conventions from Milton to Pope and other schools of poetry, prose and drama	PSO4, PSO5	K4
CO 5	Elaborate on all the aspects of the literature of this period and critique their relevance	PSO5	K5 & K6

SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction Ian Watt - The Reading Public and the Rise of the Novel. Pg. 35-60 Ian McGowan - Introduction: The Restoration and Eighteenth Century, XV-XVIII</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry John Donne - Canonization, Batter My heart Andrew Marvell - To His Coy Mistress John Milton - Paradise Lost - Book IX (lines 404 to 1189) William Blake - The Lamb, The Tiger Alexander Pope - Rape of the Lock (Belinda's speech) George Herbert - Affliction Robert Herrick - To Music, To Becalm His Fever Henry Vaughan - The World Thomas Gray - Ode on a Distant Prospect of Eton College William Collins - Ode to Evening</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Prose John Dryden - Preface to the Fables Joseph Addison - Essays from The Spectator (Coverley Papers) 1. The Spectator 2. Sir Roger's Criticisms on Polite Society – The Club Samuel Johnson - Essays from The Rambler 1. The reasons why pastorals delight, 2. The dignity and usefulness of biography</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Drama John Webster - The Duchess of Malfi Richard Sheridan - The School for Scandal Oliver Goldsmith - She Stoops to Conquer</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Novel Jonathan Swift - Gulliver's Travels Henry Fielding - Joseph Andrews Samuel Richardson - Pamela</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks</p> <p>Watt, Ian. The Reading Public and the Rise of the Novel. University of California Press, Los Angeles, 1957 McGowan, Ian. The Restoration and Eighteenth Century. Macmillan Education Ltd, London 1989.</p>
<p>Reference Books</p> <p>Margaret Anne Doody. The True Story of the Novel. Rutgers University Press, 1996. Claude J. Summers, Ted Larry Pebworth. Faultlines and Controversies in the Study of Seventeenth century English Literature. University of Missouri Press, 2002.</p>
<p>Suggested Reading</p> <p>Thomas N. Corns. A History of Seventeenth Century English Literature. Wiley-Blackwell, 2006 Daniel Defoe - Orders Concerning Infected Houses and Persons Sick of the Plague A Journal of the Plague Year William Congreve - The Way of the World</p>
<p>Web Resources</p> <p>https://www.bl.uk/restoration-18th-century-literature/works https://www.openculture.com/spenser and milton free course https://elizabethandrama.org/</p>

Correlation of POs/PSOs to each CO

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

Shakespeare Studies

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	I		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Help students understand the socio-cultural and intellectual milieu before and during Shakespeare's time 2. Enable students to ascertain key features of Shakespearean tragedies and history plays that differentiate Shakespeare's early comedies from his matured comedies and romances 3. Equip students to appraise the changing interpretations of Shakespeare from Samuel Johnson to contemporary theorists 4. Conceive the creative potential of Shakespeare's plays into literary and filmic adaptations in the long history of performance and adaptation across cultures 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the ideas, contexts, and the institutional impetus behind the success of Shakespeare as a Dramatist	PSO1 & PSO2	K1
CO 2	Discuss the salient features of Shakespeare's plays in general and tragedies and history plays in particular	PSO3	K2
CO 3	Apply the old and new critical concepts to the study of Shakespeare's plays, performances and adaptations	PSO3, PSO4	K3
CO 4	Analyze and evaluate the role of history and culture in Shakespeare's plays and its criticism	PSO3, PSO4	K4
CO 5	Explain the adaptability of Shakespeare's plays and evaluate literary and filmic adaptations in different cultures	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction Helen Cooper - "Shakespeare and the cycle plays" in Shakespeare and the Medieval World Harold Bloom - "Shakespeare, Centre of the Canon" in The Western Canon Emma Smith - "Performance" in The Cambridge Introduction to Shakespeare</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Drama - Tragedy & History Hamlet Henry IV Part I</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Drama - Comedy & Romances The Tempest Midsummer Night's Dream</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Criticism Samuel Johnson - Excerpts from Preface to Shakespeare (Justification of Unities, para. 45-49) Leo Tolstoy - excerpts on King Lear from A Critical Essay on Shakespeare A. C. Bradley - 'Construction in Shakespeare's Tragedies' in Shakespearean Tragedy Wolfgang Clemens - 'The Imagery in the Romances: The Tempest' in The Development of Shakespeare's Imagery Graham Holderness - 'Radical potentiality and institutional closure: Shakespeare in Film and Television' in Jonathan Dollimore's Political Shakespeare. Ania Loomba - 'Race and Colonialism in the Study of Shakespeare in Shakespeare, Race, and Colonialism</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Performances and Adaptations Original BBC performances Novel Retelling Margaret Atwood - Hag-Seed Film Adaptations Vishal Bhardwaj - Haider</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks Bevington, David. Shakespeare’s Ideas: More Things in Heaven and Earth. Wiley-Blackwell, 2008. Holderness, Graham. Nine Lives of Shakespeare. A& C Black, 2011.</p>
<p>Reference Books Smith, Emma. The Cambridge Introduction to Shakespeare. Cambridge University Press,2007. Cooper, Helen. Shakespeare and the Medieval World. The Arden Critical Companions. Bloomsbury, 2010. W. B. Worthen - ‘Shakespeare 3.0: Or Text Versus Performance, the Remix’ in Alternative Shakespeare’s 3</p>
<p>Suggested Reading Smith, Emma. This is Shakespeare. A Pelican Book. Penguin Random House, 2019. Dot Hutchison - A Wounded Name Akira Kurosawa - Throne of Blood</p>
<p>Web Resources https://www.bl.uk/shakespeare/themes/elizabethan-england https://shakespeare.mit.edu/hamlet/full.html https://shakespeare.mit.edu/1henryiv/full.html</p>

Correlation of POs/PSOs to each CO

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

English Language and Applied Linguistics

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	I		
Year of Implementation	From the academic year 2024 – 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce the students to the origins and general concepts of language, linguistics, and aspects of applied linguistics 2. Facilitate the students to the advanced study of English grammar, focusing on the language history, cultural implications, and linguistics 3. Prepare students to classify the morphological and syntactic aspects of language Ascertain various types of meanings and models of communication 4. Use the knowledge of linguistics to interpret literary and cultural texts 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the distinguishing features of written and spoken language in the texts, such as vocabulary, word order and the structure of sentences/utterances	PSO1 & PSO2	K1
CO 2	Classify the grammatical structures and their role in linguistic analysis and integrate a critical and informed response to the aspects of language and linguistics	PSO3	K2
CO 3	Use the knowledge of the linguistics for the meaningful engagement with literary and non-literary communication	PSO3& PSO4	K3
CO 4	Distinguish the concepts of word meaning and sentence meaning; sense and reference	PSO2 PSO3	K4
CO 5	Assess the link between grammar and semantics and validate the knowledge and understanding of the English language and its use in various contexts	PSO5	K5&K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction to the Study of Language The History of English Language [The Descent of the English Language, The Great Vowel Shift, Change of Meaning, The Evolution of Standard English] from F. T. Wood's An Outline History of the English Language Language as a system of communication Saussurean dichotomies: signifier and signified Langue and parole</p> <p>Synchronic and diachronic Syntagmatic and paradigmatic Interrelations between Phonetic/phonological, Morphological, Syntactic and semantic/pragmatic Linguistic units and their distribution at different levels</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Phonetics and Phonetic Transcription Phonetics as a study of speech sounds: articulatory, auditory, and acoustic phonetics. Articulatory Phonetics Processes of speech production Classification of speech sounds, syllable, Phonetic transcription Indian Variants of English Pronunciation</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p style="text-align: center;">Morphology and Syntax</p> <p>Basic Concepts: Scope and nature of morphology Types of morphemes - free and bound; root, stem, base, suffix, infix, prefix, Etymology, Vocabulary Building Traditional and Structural Syntax Parts of speech: Basic syntactic units and their types Word, Sentence, Sentence Pattern, IC analysis, TG grammar Substitution Clauses, Phrases, Arguments</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p style="text-align: center;">Semantics</p> <p>Semantics: Types of meaning Descriptive, emotive, and phatic Sense and reference, connotation, and denotation Pragmatics: Language use in context Communication: message model and inferential model of communication Sentence meaning and utterance meaning</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

V	Applied Linguistics - Pragmatics, Stylistics and Discourse Analysis Types of Discourse, Stylistics, Text as grammar Structure and texture, function of linguistic aspects as stylistic devices in literary texts Grice's maxims Speech Act Theory in everyday language and in literary texts (Structuralism and Semiotics)	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks T Balasubramaniam. A Textbook of English Phonetics for Indian Students. Macmillan,2010. David Crystal. Language and the Internet. CUP, 2004.				
Reference Books Knight, Rachael-Anne. Phonetics: A Course Book. Cambridge: Cambridge University Press, 2012. Lass, Roger. Phonology: An Introduction to Basic Concepts. Cambridge: Cambridge University Press, 2000.				
Suggested Reading Lyons, John. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press, 1968.				
Web Resources https://www.itepexam.com/history-of-the-english-language/ https://www.thoughtco.com/semantics-linguistics-1692080 https://pediaa.com/difference-between-morphology-and-syntax/				

Correlation of POs/PSOs to each CO

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

Conflict, Trauma and Peace Literatures

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Elective Theory		
Semester	I		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Understand concepts related to trauma, conflict, and peace 2. Introduce literature on conflict, trauma, and peace from select social and cultural contexts 3. Equip students with skills for peace dialogue through relevant literature 4. Celebrate diversity and inclusivity by building sensitivity to cultures and conflicts Promote peacebuilding skills in relevant contexts of conflicts through arts approach 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Define concepts related to conflict, trauma, and peace and understand them in the context of civil strife and war	PSO1 & PSO2	K1
CO 2	Explain the peace processes to address conflict and trauma in select literatures	PSO3	K2
CO 3	Apply various types of traumatic experiences in literary representations	PSO4	K3
CO 4	Analyze narratives of conflicts from around the world through relevant literatures	PSO4, PSO5	K4
CO 5	Develop sensitivity, awareness, and measures to carve a path towards peacebuilding through arts approach	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Trauma Literary Studies: An Introduction “The Correlation between Trauma and Literature” Chapter 1 Understanding Conflict	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poetry Mitra Phukan - Hope Cheran - Amma, Do Not Weep Maya Angelou - The Rock Cries Out to Us Today	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Prose Jiman Narah - Rhythm Kathrin Hörschelmann - “Violent Geographies of Childhood and Home: The Child in the Closet”. Debali Mookerjee-Leonard - “Literature, Gender, and the Trauma of Partition”. Barack Obama - Dreams from My Father. Excerpts (Obama and his sister Auma and the incident at the New Stanley Hotel) Abhuri Chaya Devi - The Woodrose Sudha Murty - Stove Bursts or Dowry deaths?	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Fiction, & Memoirs Margaret Atwood - The Handmaid's Tale Chitra Banerjee Divakaruni - One Amazing Thing	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Practicum - Arts Approach to Peacebuilding Arts approach to violence Creative Arts and Social Transformation	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Geoffrey H. Hartman. “On Traumatic Knowledge and Literary Studies”. Higher Education (Summer, 1995). New Literary History. Vol. 26, No. 3. (Pg. 537- 563) Karina V. Korostelina. Forming a Culture of Peace. Macmillan. 2012. (Pg. 15- 42) Morrissey, Ted. Trauma Theory as an Approach to Analysing Literary Texts. Chapter 1 Debali Mookerjee Leonard. Literature, Gender, and the Trauma of Partition: The Paradox of Independence. Routledge, 2017.				

<p>Reference Books Ho-Won Jeong. Understanding Conflict and Conflict Analysis. Sage. 2008. (Pg. 3- 18; 41- 62; 89- 115) Nivedita Majumdar. Edt. The Other Side of Terror. OUP. 2011. (Pg. 159- 160; 239- 248; 265- 279)</p>
<p>Suggested Reading Tracey Skelton. Edt. Conflict, Violence and Peace. Springer, 2017. Boris Pahor - Necropolis</p>
<p>Web Resources https://www.pdfdrive.com/ https://culturaldevelopment.net.au/what-is-a-cultural-development-plan/step-by-step-guide/theory/theory-of-change-in-relation-to-arts-and-cultural-development/ https://www.aamedia.org.uk/assets/PDFs/AAM-Theory-of-Change.pdf</p>

Correlation of POs/PSOs to each CO

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

Wisdom Literature

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Elective Theory		
Semester	I		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce wisdom literature of various traditions 2. Understand words of insights through exposure to the instructions in various wisdom literature 3. Change perceptions through the exposure gained from various wisdom literature 4. Select appropriate values from the narrative discourses of wisdom literature and reframe value systems based on the plethora of inputs provided across cultures 5. Conceive ideas about wisdom in the context of scientific and technological progress and development 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the perception towards life and society through exposures gained from various wisdom literature	PSO1 & PSO2	K1
CO 2	Demonstrate practical application of wisdom in their daily life	PSO3	K2
CO 3	Identify concepts from wisdom narratives	PSO4	K3
CO 4	Analyze value systems to cope with the daily successes and failures of life	PSO4, PSO5	K4
CO 5	Integrate wisdom to promote justice and equity in a technologically progressive society	PSO5	K5&K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Understanding Wisdom - The Endless Quest Defining Wisdom - Judaism and Johannine Reflection of Christ Issues and Outlook Wisdom Literature and its Importance Bible as Literature	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poetry [Poetics of Harmony] Psalm 104 - [The Glory of Creation] Proverbs 5 - [The Pedagogy of Poetry] Song of Songs 4: 1-7 [Emotional Wisdom in Poetry] Max Ehrmann - "Desiderata", Don Marquis - Unrest. Robert Hayden - "Those Winter Sundays".	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Short Stories and Essays [Narratives from Diverse Traditions] Kazuaki Tanahashi Et. Al. Translated. The Servant Who Kept the Gate. Leo Tolstoy - "How Much Land Does a Man Need?" Dr. Radhakrishnan - Selections from Renunciation Through Wisdom, Job 38- 41 The Deluge, Learning the Grammar of Animacy Khalil Gibran - On Joy and Sorrow, On Reason and Passion, On Teaching	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Life, Death & Apocalypse Book of Revelation - From the Holy Bible [Chapters 4 - 11, 21, 22] Debate Between a Man Tired of His Life and His Soul. Foiled Resurrections, Successful Resurrections: Orpheus	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Indigenous Wisdom - Of Truth, Justice, and Sustainability Naladiyar Part I - Charity (10) Wealth (No. 27) Association with the Good (18) Rely on Humanity and Justness A Treatise on Trees, Reflections from the Tirukkural, The Excellence of Rain, Impartiality, Knowledge of the True, Acting after due Consideration, The Knowledge of Power, The Right Scepter The Cruel Scepter	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

James H. Charlesworth Et. Al. Edt. Light in a Spotless Mirror. Trinity Press International.2003. (Pg. 92-107)

Benjamin G. Et. Al. Edt. Conflicted Boundaries in Wisdom and Apocalypticism. Brill.2005.

Reference Books

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

Suggested Reading

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

Web Resources

<https://www.pdfdrive.com/>

<https://www.britannica.com/topic/biblical-literature>

<https://www.thehypertexts.com/Best%20Bible%20Poetry.htm>

Correlation of POs/PSOs to each CO

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

Academic Writing and Research Methodology

Course Code			
Credits	4		
Hours / Cycle	5		
Category	Part I Core Theory		
Semester	II		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce students to the shifting ideas of writing and style in academic and non- academic communications 2. Equip students with the skill of narrating an event, appreciating, interpreting, and analysing literary texts, and summarizing the arguments of critical texts 3. Enable students to define research and understand methods and mechanics of academic research Help students write research papers and essays without methodological flaws 4. Help students to conceive the structure and form of their dissertations 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall shifting perspectives on writing in general and style in particular	PSO1 & PSO2	K1
CO 2	Explain the structured narrative, descriptive, analytical, and interpretive essays about literature in particular and the world at large	PSO3	K2
CO 3	Apply the fundamentals of research and apply them in their own research	PSO4	K3
CO 4	Examine areas of research, topics and write proposals for dissertations	PSO4, PSO5	K4
CO 5	Construct methodologically strong research papers	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Style - Then and Now William Strunk Jr. - The Elements of Style (2011) Elementary Rules of Usage - Elementary Principles of Composition - A Few Matters of Form, Words & Expressions Commonly Misused Stephen Bailey - Academic Writing: A Practical Guide for Students (2004) Background to writing: Developing plans from titles - Evaluating a text - Reading and Note-Making - Understanding purpose and register - Selecting keypoints - Note-making - Paraphrasing - Summary writing - Combining sources Stages of Writing: Planning a text - Writing Stages - Organising paragraphs - Organising the main body - Introductions - Conclusions - Re-reading and Re-writing - Proof-reading</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Writing about literature and the world The four main writing styles - Expository, Argumentative, Narrative, Descriptive Narration Appreciation Interpretation Short Guide to Writing About Literature What is Interpretation? What is Evaluation? Criticism & Evaluation - Are There Critical Standards - Other Kinds of Writing About Literature: A Summary - A Paraphrase - A Review - A Review of a Dramatic Production - Writing About Fiction - Writing About Graphic Fiction - Writing About Poetry - Poems & Pictures - Writing About an Author in Depth - Style & Format Analysis & summary of arguments</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Research and Publication Ethics What is research? "Right to Research" - Arjun Appadurai's Essay "Writing a Research Paper" - Sylvan Barnet & William E. Cain Methods of Research (Qualitative Research, Quantitative Research, Surveys, Interviews, Case Studies, Archival Research, Mixed Method Research) Mechanics of Research and Writing (Identifying and defining the area of research, Identifying the research problem, Scope and limitations of research, Identifying and validating resources) Ethics of Research (Objectivity, acknowledging sources, kinds of plagiarism)</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

IV	Research Practices Review of Literature Framing the research question Preparing and editing drafts Documentation Citation methods MLA Latest Edition. 2016. (for Units 3 & 4)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Practicum Research Article and Project Abstract	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6,

Prescribed Books/Textbooks

Umberto Eco: How to Write a Thesis
Joseph Dorairaj: FAQs on Research in Literature and Language

Reference Books

Bagail Chilisa: Indigeneous Research Methodologies
Baz Kershaw and Helen Nicolson: Research Methods in Theatre and Performance

Suggested Reading

Swarnalatha: Ecocriticism: Big Ideas and Practical Strategies

Web Resources <https://youtube.com/playlist?list=PLeVxAnFsasIqIc8b03kHA3tw-xfIwgO2M> <https://writingspaces.org/>
<https://www.york.ac.uk/english/writing-at-york/writing-resources/>

Correlation of POs/PSOs to each CO

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

Literary Criticism

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	II		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce students to the principles of literary criticism from the classical times to the present 2. Provide a comprehensive outlook to the various trends in literary criticism through exposure to representative critics and their texts 3. Have an intensive and extensive reading of primary theoretical texts, with attention to their historical and social contexts 4. Give an overview of the major figures in the development of literary criticism through the ages, in order to provide a basic frame of reference to analyse, interpret and evaluate the contemporary critical scene 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Relate the principles of literary criticism from the classical times to the present	PSO1 & PSO2	K1
CO 2	Explain the various trends in literary criticism to representative critics and their texts	PSO3	K2
CO 3	Apply theoretical texts, with attention to their historical and social contexts	PSO4	K3
CO 4	Analyze the contemporary critical scene with reference to the major figures in the development of literary criticism across the centuries	PSO4, PSO5	K4
CO 5	Compose a highly original critical essay, based on their proficiency in the language of literary criticism	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>Can a Text Have More than One Interpretation? How to Become a Literary Critic?</p> <p>What is Literary criticism? What is Literary Theory?</p> <p>Making Meaning from a Text</p> <p>Plato, Aristotle, Horace, Longinus, Plotinus, Dante, Boccaccio, Sidney, Dryden, Addison, Pope, Wordsworth, Shelley, Hippolyte, Taine, Arnold, Henry James, Bakhtin</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Classical & Medieval Criticism</p> <p>Aristotle - Poetics</p> <p>Plato - Phaedrus</p> <p>Christine De Pizan. Part II 'Against Those Men Who Claim it is Not Good for Women to be Educated'. The Book of the City of Ladies.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Renaissance & Enlightenment Criticism</p> <p>Sir Philip Sidney - The Defence of Poesy</p> <p>Mary Wollstonecraft - A Vindication of the Rights of Woman</p> <p>Alexander Pope - An Essay on Criticism Samuel Johnson - Life of Milton</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Romantic & Victorian Criticism</p> <p>William Wordsworth - Preface to Lyrical Ballads (648 - 668)</p> <p>Matthew Arnold - The Function of Criticism at the Present Time (691-714)</p> <p>Samuel Taylor Coleridge - Biographia Literaria [Chapters XIII & XVII] XIII On the Imagination, or Esemplastic Power XVII Examination of the Tenets Peculiar to Mr. Wordsworth</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Twentieth Century & After</p> <p>T. S. Eliot - Tradition and the Individual Talent</p> <p>F. R. Leavis - Literary Criticism and Philosophy from The Common Pursuit (Pg. 211 - 222)</p> <p>Virginia Woolf - A Room of One's Own [Chapter III]</p> <p>Northrop Frye - The Archetypes of Literature Harold Bloom - The Anxiety of Influence [Preface: "The Anguish of Contamination"]</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks
Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. (Chapter 1: Pg. 1- 9) Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. (Chapter 2: Pg. 19- 47)
Reference Books
Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. Longman,2011. Vincent B. Leitch. The Norton Anthology of Theory and Criticism. Norton & Co., 2001.
Suggested Reading
James Seaton. Literary Criticism from Plato to Postmodernism: The Humanistic Alternative. CUP, 2014.
Web Resources
https://iep.utm.edu/aris-poe/ https://www.poetryfoundation.org/articles/69375/the-defence-of-poesy https://faculty.csbsju.edu/dbeach/beautytruth/Wordsworth-PrefaceLB.pdf

Correlation of POs/PSOs to each CO

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

Romantic and Victorian Age

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	II		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce the salient features of the literary movements of the 19th century from the Romanticism to the Pre Raphaelite School of poetry 2. Emphasize the transition of literature from the individual centric to the society centric 3. Enable the students to illustrate the historical and political forces behind the creation of the literary texts of the century 4. Use the seminal essays of the Romantic and Victorian period to make sense of literary, and cultural ideals and anxieties of the period 5. Help them distinguish the poetry of high Romantics from the Victorian counterpart 6. Critique the representations of social and cultural institutions of 19th century in the novels of the same period 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the themes and distinguishing features of the literary texts of the 19th century in the historical and political contexts	PSO1	K1
CO 2	Explain the cases for debates on the literary ideals and cultural anxieties of the period through close readings of the representative prose	PSO2 PSO3	K2
CO 3	Choose the Romantic poetry from the Victorian and critically evaluate their relative merits and demerits	PSO4	K3
CO 4	Analyze informed opinions about the social institutions and cultural behaviour of the 19th century with critical reading of the novels of the period	PSO3 PSO4 PSO5	K4
CO 5	Discuss the role of drama in Romantic and the Victorian period in comparison with earlier periods	PSO5	K5 & K6

SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>M. H. Abrams. The Mirror and the Lamp: "Romantic Analogues of Art and Mind" Maurice Bowra. The Romantic Imagination: "The Romantic Imagination" & "The Romantic Achievement" - Two Essays.</p> <p>G. K. Chesterton. The Victorian Age in Literature. Chapter II: "The Great Victorian Novelists" Chapter III: 'The Great Victorian Poets' [Two Essays]</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry</p> <p>William Wordsworth - Immortality Ode Percy B. Shelley - Ode to a Skylark Thomas Hardy - The Darkling Thrush Robert Browning - Rabbi Ben Ezra Francis Thompson - The Hound of Heaven D.G. Rossetti - The Blessed Damozel Samuel Taylor Coleridge - Christabel Lord Byron - Don Juan Alfred Lord Tennyson - In Memoriam Gerald Manley Hopkins - The Windhover</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Prose</p> <p>Charles Lamb - Essays of Elia (ed. Mac.) 1 to 5 [det] 'The South- Sea House', 'Oxford in the Vacation', 'Christ's Hospital Five and Thirty Years Ago', 'The Two Races of Men', 'New Year's Eve'</p> <p>John Ruskin - Sesame and Lilies ('Of Queen's Gardens')</p> <p>Percy B. Shelley - Defense of Poetry</p> <p>Matthew Arnold - Sweetness and light (Culture and Anarchy)</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Drama</p> <p>Oscar Wilde - The Importance of Being Earnest G.B. Shaw - Arms and the Man</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Fiction</p> <p>Jane Austen - Sense and Sensibility Emily Bronte - Wuthering Heights Charles Dickens - Great Expectations</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks</p> <p>Abrams, M. H., and Stephen Greenblatt, Et Al., Edt. The Norton Anthology of English Literature. Vo 2. Norton, 1993.</p> <p>Chandler, James, Edt. The Cambridge History of English Romantic Literature. Cambridge University Press, 2012.</p>
<p>Reference Books</p> <p>Raimond, Jean, and J R Watson, Edt., A Handbook to English Romanticism. Palgrave Macmillan, 2014. Wilson, A.N. The Victorians. Hutchinson, 2002.</p>
<p>Suggested Reading</p> <p>Jerome J. McGann. The Romantic Ideology (1983).</p>
<p>Web Resources https://www.gutenberg.org/ebooks/18639</p> <p>https://knarf.english.upenn.edu/PShelley/cencitp.html</p> <p>https://www.jacneed.com/ASYD/Earnest/the_importance_of_being_earnest.pdf</p>

Correlation of POs/PSOs to each CO

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

Modernist and Postmodernist Literature

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	II		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Equip students with knowledge of unique characteristics of Modernist and Postmodernist movements and their literature 2. Enable students to understand and probe the key terms and concerns of the said movements and situate them in their immediate contexts 3. Examine the depth and complexity of modernist poetry in form and content in relation to the preceding schools of poetry 4. Help students to relate the prescribed prose and fiction with developments in other disciplines like science, art, psychology, linguistics, and so on 5. Compare and contrast the theatrical practices of modern and postmodern dramatists 6. Combine both traditional and recent critical perspectives on modern and postmodern period and judge the strengths and limitations of literatures of the said period 			
Course Outcome(s) Upon completion of this course, the learners will be able to:			Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the cultural, historical, and intellectual forces that gave rise to modern and postmodern movements and literatures	PSO1 & PSO2	K1
CO 2	Interpret figuratively loaded poems of the modernist period with the knowledge of its predicament and predilection	PSO3	K2
CO 3	Identify postmodern prose and fiction with special reference to 'subjectivity', 'intertextuality', 'narrative', and 'language'	PSO4	K3
CO 4	Analyze the changes in terms of character, plot, language, stage and performance of Drama from modernist to postmodern period	PSO4, PSO5	K4
CO 5	Discuss the impact of modern and postmodern literatures on society and culture then and now	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Peter Childs - Modernism ("Introduction") Tim Woods - Beginning Postmodernism (Chapter 3 - "Postmodernism and the Literary Arts")	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poetry W.B. Yeats - Sailing to Byzantium, Circus Animals' Desertion T.S. Eliot - East Coker Ted Hughes - Thrushes W.H. Auden - Musée des Beaux Arts Philip Larkin - Next, Please War Poets - Wilfred Owen, Edmund Siegfried Sassoon, Rupert Brooke	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Prose Virginia Woolf - Essay on Modern Fiction Zadie Smith- Joy	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Drama T.S. Eliot - Murder in the Cathedral Samuel Beckett- Waiting for Godot John Osborne - Look Back in Anger	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Fiction James Joyce – Araby (Selection from Dubliner) George Orwell - 1984 John Fowles - The French Lieutenant's Woman Julian Barnes – The Sense of an Ending	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Childs. Peter. Modernism - The New Critical Idiom. Routledge, 2008. Woods. Tim. Beginning Postmodernism. Manchester University Press, 2009.				
Reference Books Greenblatt, Stephen. The Norton Anthology of English Literature. Vol. F, WW Norton & Co, 10th edition, 2018. Woolf, Virginia. The Collected Essays of Virginia Woolf. Benediction Classics, 2011.				

Suggested Reading

Barry, Peter. Beginning Theory. Viva Books, Chennai, 2017.

J. M. Synge - The Playboy of the Western world

Web Resources https://archive.org/stream/in.ernet.dli.2015.86641/2015.86641.Murder-In-The-Cathedral_djvu.txt<https://srgm.org.in/English%20121%20Samuel%20%20Beckett%20Waiting%20for%20Godot.p df><https://www.gutenberg.org/files/1240/1240-h/1240-h.htm>**Correlation of POs/PSOs to each CO**

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

Gender and Literature

Course Code			
Credits	5		
Hours / Cycle	5		
Category	Part I Elective Theory		
Semester	II		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce theories and concepts related to feminism and gender 2. Understand the issues and concerns of gender represented in literature 3. Examine intersectionality and gender performativity in relevant literatures 4. Sensitize students to the various forms of gender discrimination prevalent in society and culture 5. Create social awareness through literatures on gender equality and equity 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall concepts and theories on Gender	PSO1 & PSO2	K1
CO 2	Explain gender performativity in social and cultural contexts	PSO3	K2
CO 3	Apply gender theories to discern covert forms of gender discrimination in society	PSO4	K3
CO 4	Analyze literary texts in the context of changing paradigms on gender with reference to intersectionality, performativity, and gender fluidity	PSO5	K4
CO 5	Evaluate gender equality and equity in prevailing social structures	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Lizbeth Goodman & Alison Smith - "Literature and Gender". Margaret Walters - "First and Second Wave Feminism". Judith Butler - "Gender: The Circular Ruins of Contemporary Debate"	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poems Anne Bradstreet - Prologue Linda Hogan - The Avalanche, Bamboo Denise Levertov - The Mutes Anne Sexton - Wanting to Die Adrienne Rich - Snapshots of a Daughter-in-law Kamala Das - An Introduction Christina Rossetti - Goblin Market	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Prose August Strindberg - A Doll's House Gracy - Parting with Parvathi Krupabai Satthianadhan - Excerpt from Saguna	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Drama Caryl Churchill - Top Girls Ntozake Shange - For Colored Girls Shelagh Delaney - A Taste of Honey Henrik Ibsen - A Doll's House	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Fiction Anita Desai - Fasting, Feasting Rider Haggard - She Sylvia Plath - Bell Jar	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Literature and Gender. Ed. Lizbeth Goodman (Pg. 1- 41) Feminism - A Very Short Introduction. OUP. 2005. (Chapter 8 & 9)				
Reference Books Judith Butler: Gender Trouble: Feminism and the Subversion of Masculinity. Routledge,1990. (Pg. 10- 17) Gracy. Baby Doll: Short Stories. Harper Perennial India. 2021.				

Suggested Reading

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

Web Resources

Anne Bradstreet- Prologue:

<https://www.poetryfoundation.org/poems/43705/prologue-56d22283c12e1>

Adrian Rich- Snapshots of a Daughter-in-law: <https://genius.com/Adrienne-rich-snapshots-of-a-daughter-in-law-annotated>

Anne Sexton-Wanting to Die: <https://poets.org/poem/wanting-die>

Correlation of POs/PSOs to each CO

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

Subaltern Writings

Course Code			
Credits	5		
Hours / Cycle	5		
Category	Part I Elective Theory		
Semester	II		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce the theoretical and political underpinnings of the emergence and the spread of Subaltern Studies in India and abroad and discuss the literatures of Dalits, Tribes, Aboriginals, etc. 2. Explain the aesthetics and political agency of Subaltern people and culture with the help of prescribed poems 3. Challenge the perceptions of students about mainstream culture and society through the voices of Subalterns 4. Ascertain the counter hegemonic vision, philosophy, and everyday experience of Subalterns in short stories in particular and Subaltern in general 5. Expand the consciousness of students about Subaltern life and resistance through prescribed novels and memoirs 6. Formulate ideas about their involvement in strengthening or weakening the unequal social order through serious introspection 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the aesthetics and political agency of the Subaltern people as embodied in Subaltern poetry	PSO1 & PSO2	K1
CO 2	Explain ideas of Subaltern thinkers to expose power relations in the mainstream culture and society	PSO3	K2
CO 3	Identify the counter hegemonic vision, philosophy, and everyday experience of Subalterns	PSO4	K3
CO 4	Analyze one's own involvement in strengthening or weakening the unequal social order through serious introspection	PSO4, PSO5	K4
CO 5	Develop an understanding of subjugated knowledges, alternative cultures, and histories in the place of dominant ones	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>Dipesh Chakrabarty. "A Small History of Subaltern Studies"</p> <p>Raj Gauthaman. "From the Subaltern Perspective: Reexamination and Social Transformation"</p> <p>Lee Maracle - Decolonizing Native Women. Daughters of Mother Earth</p> <p>Gayatri Chakravorty Spivak - The New Subaltern: A Silent Interview</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry</p> <p>Mahmoud Darwish - Who Am I, Without Exile?</p> <p>Prahlad Chendwankar - Empty Advice</p> <p>Siddalingiah - My People</p> <p>Oodgeroo Noonuccal - We Are Going</p> <p>Jacintha Kerketta - The Dust of Progress [Angor]</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Prose</p> <p>Dr. B. R. Ambedkar - Waiting for a Visa</p> <p>Aileen Moreton-Robinson - "Whiteness, epistemology, and Indigenous representation".</p> <p>Ganesh N Devy – In Another Tongue (Selections)</p> <p>Sashi Deshpande - Writing from the Margin</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Short Stories</p> <p>Hansda Sowvendra Shekhar - The Adivasi Will Not Dance</p> <p>Nidhi Dugar Kundalia - The Kurumbas of the Nilgiris: A Kurumba Rebel Comes of Age</p> <p>Thomas King - Borders</p> <p>Devanuru Mahadeva - Amasa</p> <p>Pauline Johnson - A Red Girl's Reasoning</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Fiction & Memoirs</p> <p>Narayan - Kocharethi</p> <p>Urmila Pawar - The Weave of My Life: A Dalit Woman's Memoirs</p> <p>Living Smile Vidya - I Am Vidya</p> <p>Anita Heiss - Growing Up Aboriginal in Australia</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks Habitations of Modernity: Essays in the Wake of Subaltern Studies. University of Chicago Press. 2002. (Pg. 3 - 19) The Wisdom of Native American Women. Praeger. 2003. (Pg. 29- 52)</p>
<p>Reference Books Aileen Moreton-Robinson Ed. Whitening Race: Essays in Social and Cultural Criticism. (Pg. 75 - 88) A Nomad Called Thief: Reflections on Adivasi Silence Writing from the Margin. Penguin, 2003.</p>
<p>Suggested Reading White as Milk and Rice: Stories of India's Isolated Tribes. Penguin, 2020</p>
<p>Web Resources https://www.thehindu.com/news/cities/Kochi/an-encounter-that-made-him-write-hansda-sowvendra-shekhar-on-his-book-the-adivasi-will-not-dance/article23036774.ece https://www.tribuneindia.com/news/reviews/story/a-losing-heritage-76446 https://www.thehindu.com/news/cities/bangalore/depicting-mahadevas-words-on-reel/article7910307.ece</p>

Correlation of POs/PSOs to each CO

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

Indian Literature in English

Course Code			
Credits	4		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	III		
Year of Implementation	From the academic year 2024 - 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce students to the plurality of Indian society through various forms of Indian literatures in English 2. Familiarize students with the diverse literary strands in the Indian literary scene Enable students to study variety of important Indian authors and texts 3. Provide students with the knowledge of socio-historical context of Indian literature in English 4. Facilitate students to compare texts and authors with each other and develop informed literary and socio-political opinions 			
Course Outcome(s)		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
Upon completion of this course, the learners will be able to:			
CO 1	Define the pluralistic society of India through the diverse forms of literature	PSO1 & PSO2	K1
CO 2	Identify the specific qualities of literary texts and forms	PSO3	K2
CO 3	Identify important authors and texts in regional and national contexts	PSO4	K3
CO 4	Analyze the development of Indian literary traditions in English from its beginning to the present	PSO4, PSO5	K4
CO 5	Interpret the literary texts in connection with the socio- political contexts of their production	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction G. N. Devy - English Studies in India Susie Tharu - Disciplining English R.S. Pathak - Towards A Viable Aesthetics for Indian Literature in English Genealogies of Indian Literature - PP Raveendran	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poetry A K Ramanujan - Anxiety Arun Kolatkar - The Bus Dom Moraes - From the Cheap Seats Tagore - Freedom R. Parthasarathy - Exile from Homecoming Aurobindo - Despair on the Staircase Gopal Honnalgere - The Donkeys Shiv K. Kumar - Indian Women Arundhati Subramanian - Elegy to a Garden A. K. Mehrotra - Borges	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Prose M. K. Gandhi - Selections from Hind Swaraj (On Lawyers and Education, What is True Civilization) Raja Rao - Foreword to Kanthapura Pandit Jawaharlal Nehru - Epilogue the Discovery of India Vilas Sarang - The Perils of Nativism	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Drama Manjula Padmanabhan - Harvest Girish Karnad - Nagamandala Vijay Tendulkar - Ghashiram Kotwal Badal Sircar - Indian History Made Easy	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Fiction Short Stories Premchand - The Lottery Chandrika B - The Story of a Poem Novels Easterine Kire - Bitter Wormwood Amitav Ghosh - Gun Island	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks Manjula Padmanabhan. Harvest. Manjula Padmanabhan, 1998. Girish Karnad - Nagamandala. OUP, 1990.</p>
<p>Reference Books Vijay Tendulkar - Ghashiram Kotwal. Seagull Books, 1984. C. D. Narasimhaiah. An Anthology of Commonwealth Poetry. Laxmi Publications, 2016</p>
<p>Suggested Reading Amitav Ghosh. Gun Island. Penguin Hamish, 2019.</p>
<p>Web Resources https://poetrychain.webs.com/ https://www.puzha.com/ https://museindia.com/</p>

Correlation of POs/PSOs to each CO

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

World Literatures

Course Code			
Credits	4		
Hours / Cycle	5		
Category	Part I Core Theory		
Semester	III		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce the concept of world literatures and its ramifications 2. Enhance the understanding of various literary trends from around the world 3. Distinguish various periods and cultural contexts of one literary tradition from the other 4. Familiarize the students with the historicity of Literatures from around the world through the careful study of Poetry, Prose, and Drama 5. Trace the changes in form and content of world literature from the 19th century to contemporary times 6. Examine the impact of the translation of World Literature on the English Language 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the concepts of world literatures	PSO1 & PSO2	K1
CO 2	Explain the nuances of the literatures across countries and cultures	PSO3	K2
CO 3	Build the ability to appreciate one's own and other cultural and literary productions	PSO4	K3
CO 4	Compare and contrast one literary tradition with the other	PSO4, PSO5	K4
CO 5	Develop emotional, intellectual and aesthetic sensibility towards world literatures	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Tagore - Visva Sahitya Goethe - World Literature David Damrosch - Reading across cultures from <i>What is World Literature?</i> (Chapter 3)	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Poetry Jaan Kaplinski - We started home, my son and I (Estonian) Pablo Neruda - Sonnet VXII (Chilean - Spanish) Florbela Espanca - To Be a Poet (Portuguese) Rainer Maria Rilke - People at Night (German) Mohmoud Daarwish – Eleven Stars over the Last Moments of Andalusia (Arabic) Six Poems - Chieko Poems (Japanese) Tenzin Tsundo - (Tibetan) Alexander Pushkin - Ode to Liberty (Russian)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Prose Orhan Pamuk - <i>My Father's Suitcase</i> (Nobel Prize Lecture) (Turkish) Umberto Eco - <i>How to Travel with a Salmon</i> (Non-Fiction - Italian)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Drama Griselda Gambaro - The Walls (Argentine) Dario Fo - <i>The Accidental Death of an Anarchist</i> (Italian) Federico Garcia Lorca - <i>Blood Wedding</i> (Spanish)	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Fiction Short Stories Lesley Nneka Arimah - <i>What It Means When a Man Falls from the Sky</i> (Nigerian) Goli Taragqi - <i>A House in Heaven</i> (Iranian) Novels Gustave Flaubert - <i>Madame Bovary</i> (French)	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Umberto Eco. <i>How to Travel with a Salmon</i> . Harcourt Brace & Company, 1994. Günter Grass. <i>Peeling the Onion</i> . Harcourt Inc., 2006.				

Reference Books David Damrosh. How to Read World Literature. Wiley Blackwell Publication, 2008. David Damrosh. The Routledge Companion to World Literature. Routledge, 2013.
Suggested Reading Steven G. Kellman. Magil's Survey of World Literature. Salem Press, 2009.
Web Resources https://www.gutenberg.org/ https://www.learner.org/series/invitation-to-world-literature/ https://www.worldliteraturetoday.org/

Correlation of POs/PSOs to each CO

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

Critical Theory

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	III		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Familiarize students with the intellectual climate preceding the emergence of ‘theory’ 2. Orient the students with the contours of critical theory which emerged in the Western world in the 20th century 3. Enable the students to identify and understand the distinctive features of different schools of thought while cognizant of their mutual permeability and common inheritance 4. Foster critical understanding of our society, language, culture, and history 5. Read and interpret textual and other meanings of a given culture and period 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom’s Taxonomy Levels (K1 to K6)
CO 1	Define the term ‘theory’ and to list out key ideas and movements that existed prior to ‘theory’	PSO1 & PSO2	K1
CO 2	Explain the important notions explaining the function of society and its role in the production of literary meaning	PSO3	K2
CO 3	Identify the role of language in constructing and deconstructing the meaning of texts, selves, and reality	PSO4	K3
CO 4	Analyze the operations of power and the ideological underpinnings of cultural formations	PSO4, PSO5	K4
CO 5	Discuss commonly held assumptions of history and to appraise new ideas of history, to understand the mutual reciprocity of ‘historical’ and ‘literary’ discourses	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction Raman Seldon, Peter Brooker, Peter Widdowson - New Criticism, moral formalism and F.R. Leavis in A Reader's Guide to Contemporary Literary Theory, Edition 5 by, pp. 15-29. (2005) Jonathan Culler - What is theory? in A Very Short Introduction to Literary Theory, pp. 1-18. (2011) Key Terms: affective fallacy, intentional fallacy, heresy of paraphrase, liberal humanism, autotelic nature of the text.</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Social Turn Karl Marx - Excerpts from The German Ideology (1932) Walter Benjamin - The Work of Art in the Age of Mechanical Reproduction (1935) Sheila Rowbotham, Lynne Segal, and H. Wainwright - Selections from Beyond the Fragments (2013) Key terms: class, ideology, base and superstructure, false consciousness, commodity fetishism</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Linguistic Turn Terrance Hawkes - Linguistics and Anthropology in Structuralism and Semiotics pp. 19-58 (1977) Christopher Norris - Jacques Derrida: Language Against Itself in Deconstruction - Theory and Practice pp 18-40 (2002) Susan Sellers - "Introduction" in Language and Sexual difference - Feminist writing in France pp. 1-18 (1991) Stanley Fish - Is there a text in this class? (1980) Keywords: sign, signification, difference, transcendental signified, structure, center, symbolic, real.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Cultural Turn Foucault - Truth and Power - An interview with Michel Foucault (1979) Bell Hooks - Postmodern Blackness The Norton Anthology of Theory and Criticism Edition 3, Edited by Jeffrey Williams et al. pp. 2318-2326. (2018) Judith Butler - Acting in Concert in Undoing Gender. pp. 1-16 (2004) Lee Maracle - Oratory Coming to Theory Keywords: essentialism, constructivism, fundamentalism, orientalism, feminisms, discourse, mimicry, hybridity.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

V	<p>Historical Turn E.H. Carr - "The Historian and his facts" in What is History?, pp.07-30 (1990) Hayden White - "The Historical Text as Literary Artifact" (1974) Stephen Greenblatt - The Circulation of Social Energy (1988) Louis Montrose - "Shaping Fantasies": Figurations of Gender and Power in Elizabethan Culture" (1983) <i>Key terms:</i> social energy, metahistory, historicity, subversion and containment, narrativity, self-fashioning</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
<p>Prescribed Books/Textbooks Raman Seldon, Peter Brooker, Peter Widdowson: A Reader's Guide to Contemporary Literary Theory. University Press of Kentucky, 1993. Jonathan Culler. A Very Short Introduction to Literary Theory. OUP, 1997.</p>				
<p>Reference Books Terry Eagleton. Literary Theory: An Introduction. Wiley, 2011. Peter Barry. Beginning Theory - An Introduction to Literary and Cultural Theory. Manchester University Press, 2008.</p>				
<p>Suggested Reading Terrance Hawkes. Structuralism and Semiotics. Routledge, 2003.</p>				
<p>Web Resources https://sites.ualberta.ca/~dmiall/reading/readingm.htm https://litguide.press.jhu.edu https://visual-memory.co.uk/daniel//Documents/S4B/semiotic.html</p>				

Correlation of POs/PSOs to each CO

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

Postcolonial Studies

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	III		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Upon completion of this course, the learners will be able to: 2. Introduce the central concepts of postcolonial studies and discuss the colonial/historical contexts that gave rise to them. 3. Explore the various strategies of European colonization and study its impact on the colonized countries across the world. 4. Acquaint the student with the literatures written in countries with a history of colonization with specific reference to representation and resistance 5. Analyze the institutionalization of postcolonial studies, through a range of theoretical and literary texts 6. Evaluate the ways in which this institutionalization of postcolonial studies has influenced a range of contemporary academic debates on postcoloniality 			
Course Outcome(s)		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Define the central theoretical concepts in Postcolonial Literary Studies	PSO1 & PSO2	K1
CO 2	Explain historical, political and theoretical concepts in the field of post coloniality	PSO3	K2
CO 3	Build arguments critically	PSO4	K3
CO 4	Analyze the major concepts in postcolonial studies towards analysis and interpretation of texts (textual and visual)	PSO4 PSO5	K4
CO 5	Develop their own strategies to evaluate the representations of the colonial subject in a comprehensive and inclusive manner	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction to Postcolonial Studies John McLeod - Chapter 1“From ‘Commonwealth’ to ‘Postcolonial’, Chapter 5 Re-reading and re- writing English Literature from Beginning Postcolonialism Robert J. C. Young - Colonialism and the Politics of Postcolonial Critique. Postcolonialism- An Historical Introduction Ania Loomba - The Future of Postcolonial Studies. from Colonialism/Postcolonialism</p> <p>Key terms: Abrogation, Agency, Appropriation, Contrapuntal reading, Counter-discourse, Creole, Hegemony, Hybridity, Interpellation, Liminality, Mimicry, New Literatures, Palimpsest, Rhizome, Transculturation</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry</p> <p>Chinua Achebe - Refugee Mother and Child Margaret Atwood - Journey to the Interior Michael Dei- Anang - Africa Speaks Kath Walker - We Are Going Salinger Francisco (Mighty Sparrow) - Dan is the Man in the Van Valerie Bloom - Language Barrier David Dabydeen - Two Cultures Nizzim Ezekiel - Goodbye Party for Miss Pushpa</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Prose</p> <p>Frantz Fanon - Conclusion. The Wretched of the Earth Edward Said - Imaginative Geography and Its Representations: Orientalizing the Oriental Ngugi Wa Thiong’o - Chapter 1 Decolonising the Mind: The Politics of Language in African Literature. The Language of African Literature Chandra Mohanty - Under Western Eyes: Feminist Scholarship and Colonial Discourses</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Drama</p> <p>Derek Walcott - Dream on a Monkey Mountain Athol Fugard - Sizwe Banzi is Dead Girish Karnad - Hayavadana</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Fiction</p> <p>Salman Rushdie - Midnights Children Samuel Selvon - The Lonely Londoners</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

Prescribed Books/Textbooks

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

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

Reference Books

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

Suggested Reading

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

Web Resources

<https://postcolonial.net/postcolonial-resources/websites>

<https://www.postcolonialweb.org/>

<https://www.postcolonialweb.org/poldiscourse/discourseov.html>

Correlation of POs/PSOs to each CO

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

Translation Studies

Course Code			
Credits	5		
Hours / Cycle	5		
Category	Part I Elective Theory		
Semester	III		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Equip learners with the knowledge of history and theories of translation from Roman times to the present 2. Introduce the linguistic nuances of the process of translation and translation methods 3. Train students to apply translation theories and design innovative approaches to translation 4. Sensitize students to a range of cultural nuances embedded in specific translated texts 5. Enable students to translate literary and non-literary texts 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall and explain the history of Translation	PSO1 & PSO2	K1
CO 2	Explain the theories of translation and translation methods in selected texts and contexts	PSO3	K2
CO 3	Identify the nuances of translating cultural productions	PSO4	K3
CO 4	Analyze the challenges in translating literary and non- literary texts	PSO5	K4
CO 5	Design innovative methods of translating content related to literature, media, and communication	PSO6	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background and Introduction Translation during the Roman Times, Bible Translation, Renaissance Translation, 18th Century Translation, 19th Century Translation, 20th Century Translation, Translation and Technology	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Linguistic Aspects of Translation From Modernism to Postmodernism and the rise of functional theories of translation, Structure of Language, Semantic Categories, Evaluative Language, The Scale of Linguistic Intensity	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Culture and Translation Post-colonialism and Translation Cultural Perspectives Translation of Culture Key words: Collocation, Register, Code, Varieties of Interference	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Translation Methods Word-for-word Literal Translation Faithful Translation Semantic Translation Free Translation Idiomatic Translation Communicative Translation Key words: Adaptation, Paraphrase, Transcreation	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Practicum- Problems in Translating Literary and Non-Literary Texts Poems, Prose, Drama Metaphors and Other Figures of Speech Idioms & Colloquialism Scientific, Technical, and Legal Writing Information and Communication Technologies Website localization Multimedia - Subtitling, Dubbing, Songs Advertising and Localization	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks Jeremy Munday. Introducing Translation Studies. (Chapter 2, 5, 7, 8 & 10) Susan Bassnett. Translation Studies. Routledge, 3rd Ed. (Chapter 1, 2 Pg no. 47 - 81)</p>
<p>Reference Books Peter Fawcett. Translation and Language. (Pg. 1-10; 19- 26) Juliane House. Translation as Communication Across Languages and Cultures. (Pg. 72- 87)</p>
<p>Suggested Reading The Oxford Handbook of Translation Studies. Etd. Kirsten Malmkjaer Et. Al. (Pg. 104- 141; 151- 181)</p>
<p>Web Resources https://www.monabaker.org/2022/04/ https://iwp.uiowa.edu/91st/vol4-num1/translating-culture-vs-cultural-translation https://www.memsource.com/blog/translation-technology/ https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_63f46dd9-5641-443e-bb3d-908dc8ecf07f_6.pdf https://www.rumi.org.uk/poetry/ https://kccollege.ac.in/uploads/d329d8bd5d35b8c3d5c006667bba770Mahana%20Tonight%20I%20Write%20the%20saddest%20lines.pdf</p>

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	3	3	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	3	3	3	-	-	-	2	3	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	3	2.5	3	3	3	3	3	3	3	2.5	3	
Overall Mapping of the Course with POs						2.85		Overall Mapping of the Course with PSOs				2.9	

Introduction to Theatre and Performance

Course Code			
Credits	5		
Hours / Cycle	5		
Category	Part I Elective Theory		
Semester	III		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce students to the experience of the theory and practice of theatre Train students in dramatic reading of literary texts 2. Develop the faculty of students to recognize the theatricality of life and the immediacy of theatre 3. Enable students to use the basic elements of theatre - voice, body, space, movement, props, sounds, costume, and lighting. 4. Equip the students with theatrical skills to mount short productions 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Define and explain the importance of theory and practice of theatre	PSO1 & PSO2	K1
CO 2	Explain the theatrical exercises to read texts performatively and to theorize one's practice	PSO3	K2
CO 3	Identify the dramatic literature through voice, body, and theatre paraphernalia through performativity	PSO4	K3
CO 4	Analyze the faculty of learners to recognize the theatricality of life and the immediacy of theatre	PSO4, PSO5	K4
CO 5	Develop theatrical skills (acting, scripting, directing, costume, sound, lighting, etc.) to mount productions	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Origin, History and Traditions of Theatre Classical and Folk Theatre traditions - Western and Eastern Tragedy and Comedy Indian Theories of Performance through Sanskrit Nataka Tradition & Regional Theatres Elements of Meta-theatre Noh, Kabuki Theatres Richard Hornby - The Play within the Play Theatre in Education	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Modern Theatres Epic Theatre, Theatre of Cruelty, Theatre of the Absurd, Poor Theatre, Theatre of Roots, Third Theatre, Workshop Theatre Environmental Theatre, Theatre of the Oppressed Augusto Boal - Poetics of the Oppressed A Mangai - Staging Gender	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Dramatic Literature Kālidāsa Abhijñāna - Śākuntalam(Nātaka) Aristophanes - The Clouds Yukio Mishima - Damask Drum	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Training in Structures of Staging Training in Structures of Staging Theatre Exercises Scripting Narrating, developing plots, Acting, Improvisation Use of Voice, Body, Space, Movement Props and Costume Lighting and sound	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Practicum: Performance and Rehearsals Rehearsals Performance Audience Reception	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Lionel Abel. Metatheatre: A New View of Dramatic Form. Hill and Wang, 1966. Arthur Adamoy. Professor Tarranne Calder, 1966.				

Reference Books

Adrados, Francisco Rodriguez, Festival, Comedy and Tragedy: The Greek Origins of Theatre. Brill, 1975.

Aristophanes. Lysistrata and The Frogs. Penguin Publishing Group, 1984.

Suggested Reading

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

Web Resources <https://www.vl-theatre.com/>

<https://www.artsillustrated.in/category/theatre-performance/> <https://www.theatrepeople.com.au/a-brief-history-of-theatre-in-india/>

Correlation of POs/PSOs to each CO

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

American Literature

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	IV		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Introduce learners to the socio-cultural and historical forces that shape and are shaped by 20th and 21st century American Literature 2. Assist learners describe the developments and changes in American Poetry from Robert Frost to Maya Angelou 3. Help learners to be aware of the ingrained ingenuity in the American short story 4. Trace the relevance from modern to the postmodern Drama in the context of the American Society 5. Facilitate learners to make an informed appreciation of selected texts in general and the nuances of novels, in their respective historical and cultural contexts 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the historical and cultural background of American Literature	PSO1 & PSO2	K1
CO 2	Explain postcolonial and postmodern theories to appreciate the unique representations of American Literature	PSO3	K2
CO 3	Identify the modern and postmodern concerns highlighted in the selected texts	PSO4	K3
CO 4	Analyze the major trends in American Literature in the context of post-war and neoliberal world	PSO4, PSO5	K4
CO 5	Conceptualize and contemporize the aesthetic nuances of American Literature	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction</p> <p>Emerson - The American Scholar</p> <p>Malcolm Bradbury and Richard Ruland - Preface (xviii to xxviii pages)., From Puritanism to Postmodernism: A History of American Literature.</p> <p>Claude S. Fischer - Made in America 'The Stories We Tell' (1 – 16). A Social History of American Culture and Character.</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry</p> <p>Robert Frost - After Apple Picking</p> <p>E. E. Cummings - Cambridge Ladies</p> <p>Wallace Stevens - Thirteen Ways of Looking at a Black Bird</p> <p>Sylvia Plath - Daddy</p> <p>Black Lives Matter</p> <p>Paul Laurence Dunbar - Sympathy</p> <p>Maya Angelou - Still I Rise</p> <p>Ezra Pound - Selection from Cantos</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Short Stories</p> <p>O. Henry - The Cop and the Anthem</p> <p>Raymond Carver - Cathedral</p> <p>Ken Liu - The Paper Menagerie</p> <p>Isaac Bashevis Singer - The Reencounter</p> <p>Indian Camp - Ernest Hemingway</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Drama</p> <p>Sam Shepard - Curse of the Starving Class</p> <p>Arthur Miller - Death of the Salesman</p> <p>Eugene O'Neill - The Hairy Ape</p> <p>Amiri Baraka - Dutchman & the Slave</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Fiction</p> <p>Toni Morrison - Home</p> <p>Ray Bradbury - Fahrenheit 451</p> <p>F. Scott Fitzgerald - The Great Gatsby</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

<p>Prescribed Books/Textbooks Axelrod Et. Al. Edt. The New Anthology of American Poetry Vol. 3, Postmodernisms 1950- present. OUP, 2012. David Lehman. The Oxford Book of American Poetry. OUP, 2006.</p>
<p>Reference Books Langston Hughes. Collected Plays of Langston Hughes. Leslie Catherine Sanders & Nancy Johnston Edt. University of Missouri Press, 2002. Toni Morrison. Home. Alfred A. Knope, 2016</p>
<p>Suggested Reading Ray Bradbury. Fahrenheit 451. Simon and Schuster Paperbacks. E-book. O. Henry. Delphi Complete Works of O. Henry. Delphi Classics, 2011.</p>
<p>Web Resources https://www.modernamericanpoetry.org/dashboard https://guides.library.columbia.edu/english https://commonplace.online</p>

Correlation of POs/PSOs to each CO

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

Introduction to Cultural Studies

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	IV		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Provide a general introduction to the field of Cultural Studies 2. Introduce the notion of culture not only as a way of life but also as a contested site for human discourse and action 3. Equip students to understand and articulate themselves as cultural beings 4. Enable students to understand how cultural practices of our everyday life gain their meaning and value 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall the conceptual framework of Cultural studies	PSO1 & PSO2	K1
CO 2	Explain the relevant cultural theories to the study of literature, culture, and media	PSO3	K2
CO 3	Analyse the complex ways in which identities are constructed through literary and cultural productions and texts	PSO4	K3
CO 4	Analyze new forms of media (TV, films, internet, digital media) transform and reinvent traditional literary and cultural forms	PSO5	K4
CO 5	Develop nuanced discussions on the historical, empirical, and cultural analyses of contemporary literature and culture	PSO6	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>Text Different interpretations of the word 'Culture'- Reciprocal relationships between culture, literature and media - Cultural Criticism Raymond Williams - Culture is Ordinary Simon During - Introduction to The Cultural Studies Reader Antony Easthope - Literary into Cultural Studies Toni Morrison - Recitatif Key concepts: Subjectivity, Identity, Ideology, Representation, Power, Discourse, Gender - Origin and development of Cultural Studies - High Culture and Popular Culture - Sub Culture and Counter Culture</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Cultures of Consumption</p> <p>Consumer Culture - 'Conspicuous consumption' - Food and Globalization - Spaces of consumption - Commodification of self-Branding Mike Featherstone - The Body in Consumer Culture. Theory, Culture and Society. Bob Ashley, Joanne Hollows, Steve Jones and Ben Taylor - Consumption and taste. Food and Cultural Studies 'Naomi Klein - The Branding of Learning. No Logo: Taking Aim at the Brand Marcel Proust - Remembrance of Things Past (Excerpts)</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Culture and Nation in the Indian Context</p> <p>Expose the students to how Cultural Studies has been adapted to the broad Indian context. Partha Chatterjee - The Nationalist Elite The Nation and Its Fragments Colonial and Postcolonial Histories Poonam Trivedi- Filmi Shakespeare by Narratives of Indian Cinema Manju Jain Simi Maholtra - Popular Cultural Studies in India Today: Issue and Problems, Cultural Studies in India, ed. Rana Nayar, Pushpinder Syal and Akshaya Kumar Nisha Susan – Trinity Cultures within Culture</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

IV	<p>Cultures of Memory and Identity Social frameworks of memory and identity - collective memory - Memory cultures - role of community and technology - war memorials Astrid Erll - Literature as a Medium of Cultural Memory Memory in Culture. Nick Mansfield - 'Subjectivity and Ethnicity: Otherness, Policy, Visibility, Colonialism. Subjectivity: Theories of the Self from Freud to Haraway. Sivakami - A Long Train Journey Enjami- Song - Performance Poetry</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Culture, Media, and Technology Symbiotic relationship between culture and media, - impact of the digital age on culture- postmodern media and hyper reality Adorno and Horkheimer's concept of culture industry Baudrillard - The Gulf War Will Not Take Place Donna Haraway- A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century. (Excerpts) Stuart Hall- Encoding and Decoding (Excerpts)</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
<p>Prescribed Books/Textbooks Chris Barker, Cultural Studies. Theory and Practice. Sage, 2011. Chris Barker. The Sage Dictionary of Cultural Studies. Sage, 2004.</p>				
<p>Reference Books John Storey, ed. What is Cultural Studies?: A Reader. Routledge, 2019. Pramod K Nayar, An Introduction to Cultural Studies. Viva Books, 2008.</p>				
<p>Suggested Reading Popular Culture. An Introduction by Carla Freccero. NYU Press, 1999.</p>				
<p>Web Resources https://www.iea.usp.br/en/news/cultural-memory-the-link-between-past-present-and-future https://library.fes.de/pdf-files/ipg/ipg-2001-2/artheller.pdf https://www.webpages.uidaho.edu/~rfrey/220consumption.html</p>				

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	2	-	-	-	-	-	3	3	-	-	-	K1
CO 2	2	3	3	2	2	-	-	-	-	3	-	-	K2
CO 3	-	-	-	3	3	3	-	-	-	-	3	-	K3
CO 4	-	-	-	3	2	2	3	-	-	-	3	2	K4
CO 5	-	-	-	3	3	3	3	-	-	-	-	3	K5/K6
Wt. Avg.	2.5	2.5	3	2.75	2.5	2.6	3	3	3	3	3	2.5	
Overall Mapping of the Course with POs						2.96	Overall Mapping of the Course with PSOs					3	

General Essay

Course Code	212EG4M03		
Credits	5		
Hours / Cycle	6		
Category	Part I Core Theory		
Semester	IV		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Achieve a comprehensive understanding of the overall scope of Literature Promote an enhanced engagement with the finer nuances of literature 2. Equip students with an informed and highly perceptive critical judgment to the study of Literature and ideas 3. Help students understand the importance of the study of the latest trends in Literature and Language 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Select a range of topics and themes from around the world	PSO1 & PSO2	K1
CO 2	Relate topics and themes for a nuanced understanding of current trends in Literature	PSO3	K2
CO 3	Identify the complexities of Literature and Literary works in the context of new media studies	PSO4	K3
CO 4	Analyze new perspectives in relation to digital humanities	PSO4, PSO5	K4
CO 5	Compose a comprehensive essay on any topic related to Literary studies	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Eclectic Approaches Apocalyptic Literature Mission Studies Indian thought and Literature	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	Modern Approaches The Confessional Writings Children's Literature War Literature Sports Literature	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	Specialized Studies Dalit Studies Geriatric Studies Memory Studies Bioregional Studies Folklore Studies Disability Studies	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	Digital Humanities New Media Studies Game Studies Digital Humanities Projects & Archives	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	Science and Literature Medical Humanities Gastronomic Literature Cryptozoology Music and Literature	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
Prescribed Books/Textbooks Stephen W. Hawking. The Theory of Everything. Jaico, 2009. Marcel Danesi. A Basic Course in Anthropological Linguistics. Canadian Scholars' Press Inc. 2004.				
Reference Books George M. Eberhart. Mysterious Creatures- A Guide to Cryptozoology. ABC-CLIO Inc, 2002. Kevin Bell. Game On!: Gamification, Gameful Design, and the Rise of the Gamer Educator. John Hopkins University Press, 2018.				

Suggested Reading

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

Web Resources

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4717454/>

<https://digitalhumanities.stanford.edu/projects> <https://digitalhumanities.berkeley.edu/projects>

Correlation of POs/PSOs to each CO

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

Project

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I	Core	Theory
Semester	IV		
Year of Implementation	From the academic year2024-25..... onwards		
Course Objectives	To understand the systematic steps involved in research process and to develop research problem and identify the solution for the same		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Have a practical exposure to framing a research problem	PSO1 PSO2	K1
CO 2	Elicit responses by preparing an appropriate questionnaire	PSO3	K2
CO 3	Analyse data by using appropriate statistical techniques	PSO4	K3
CO 4	Develop research writing skills	PSO4 PSO5	K4
CO 5	Learn to defend their research work at a viva voce examination	PSO5	K5

RULES AND REGULATIONS

1. Students pursuing MA English Degree Course at the Department of English (Aided), MCC are required to submit a dissertation to the department as part of their course work in the month of April in the final academic year of their postgraduate study.
2. The Department of English (Aided) will allocate one Research Supervisor to each student pursuing the MA English Degree Course at the beginning of the final academic year of their postgraduate study.
3. During the allocation of the Research Supervisor, the deadline for the submission of the Abstract, the First Draft of the Complete Project, and the Final Project will also be intimated to the students.
4. The students are required to report to their respective Research Supervisors to enable the following:
 - a. Finalizing the topic of the dissertation.
 - b. Preparing and submitting abstract for the dissertation.
 - c. Updating the Research Supervisor at regular intervals regarding the progress of the research work.
 - d. Perusal of preliminary drafts of chapters by the respective Research Supervisors to recommend further course of action.

- e. Submission of the First Draft of Complete Project for scrutiny, editing and required revisions.
 - f. Submission of the Final Project vetted and approved in advance by the Research Supervisor before the binding of the Hard Copy of the dissertation.
5. The Final Project should include the following:
- a. A Covering Page with Title of the Dissertation, Name of the Degree Course for which the Dissertation is being submitted, details of the student, details of the Research Supervisor, details of the Department and College with the College Logo, and the month and year of the Exam.
 - b. A Certificate endorsing the research work of the student as to its originality and viability, with the title of the dissertation and the details of the student mentioned in the writing, to be signed by the Research Supervisor and the Head of the Department.
 - c. A Declaration assuring that the research work conducted is purely original, to be signed by the student before submission of the Hard Copy of the Dissertation to the Research Supervisor.
 - d. An Acknowledgement.
 - e. The Abstract of the Dissertation
 - f. The Contents Page listing out the Chapters, Chapter Titles and the Page Numbers
 - g. The chapters of the research work in full, arranged from Introduction to Conclusion.
 - h. The Appendix page(s) (if necessary).
 - i. The Works Cited list/Bibliography.
6. Students are required to submit the aforementioned bound Hard Copy of their dissertation in Triplicate to the Head of the Department after procuring the signatures of their respective Research Supervisors in the Certificate page of the Dissertation.

Correlation of POs/PSOs to each CO

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

English Language Teaching and Technology

Course Code	212EG4E01		
Credits	5		
Hours / Cycle	6		
Category	Part I Elective Theory		
Semester	IV		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Equip learners with essential background to the history of English Language Teaching 2. Familiarize learners with inputs required for whole person education through English Language Teaching 3. Instill the understanding of theoretical and practical components required to implement various methods and approaches of language teaching and learning 4. Train students in designing customized modules on English Language for first-generation and non-native language learners 5. Encourage critical perspectives in the use of technology in the teaching and learning of English Language 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Recall and explain the various methods and approaches of English Language Teaching	PSO1 & PSO2	K1
CO 2	Explain the futuristic vision for designing the curriculum and syllabus	PSO3	K2
CO 3	Identify the use, application, and adaptation of various Learning Management Systems	PSO4	K3
CO 4	Examine their teaching skills through a range of digital applications and tools	PSO4, PSO5	K4
CO 5	Develop ingenious modules for specific target groups and English language learners	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction History of English Language Teaching- Grammar Translation Method, Direct Method, Audiolingual Method, Situational Method Current Trends in ELT - Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Teaching, The Natural Method, Suggestopedia</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Curriculum and Syllabus Curriculum Design Types of Syllabus Outcome-Based Teaching and Learning (OBTL)</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Testing and Evaluation Diagnostic, Summative & Formative Assessment Innovative Testing Methods</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Digital Tools for Materials Production Basic Design Tools for Learning English (Power Point, Nearpod, Kahoot, Canva) Designing Lesson Plan for Hybrid, Blended, Asynchronous & Synchronous Modes Planning Innovative Classroom Activities</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
V	<p>Practicum Introduction to MOOCs Designing E-content for MOOCs course Preparing and Planning Spoken English Training Workshop</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
<p>Prescribed Books/Textbooks Chun Lai. Autonomous Language Learning with Technology. Bloomsbury, 2017. Jack C. Richards and Theodore S. Rogers. Approaches and Methods in Language Teaching. CUP, 2016.</p>				

Reference Books

Adam Alter. Irresistible. Penguin Random House, 2017.

Michael H. Long and Catherine J. Doughty. The Handbook of Language Teaching. Wiley- Blackwell, 2011.

Suggested Reading

Writing and Grammar. Pearson Prentice Hall.

Web Resources <https://montessori-ami.org/resource-library/facts/biography-maria-montessori>
<https://amshq.org/About-Montessori/History-of-Montessori/Who-Was-Maria-Montessori>
<https://jkrishnamurti.org/>

Correlation of POs/PSOs to each CO

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

Literature, Ecology and Development

Course Code			
Credits	5		
Hours / Cycle	6		
Category	Part I Elective Theory		
Semester	IV		
Year of Implementation	From the academic year 2024- 25 onwards		
Course Objectives			
<ol style="list-style-type: none"> 1. Foreground the inextricable relationship between literature and other modes of cultural production and their physical environment 2. Explore the connection between literature and ecology in the context of political, social, and economic issues 3. Focus on postcolonial ecocriticism and the impact of globalization through the study of anthropocentrism 4. Generate interest in the environmental and ecological movements through literature 			
Course Outcome(s) Upon completion of this course, the learners will be able to:		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO 1	Define and demonstrate an understanding of ecological principles	PSO1 & PSO2	K1
CO 2	Explain the ecocritical theories to the study of literature and other modes of cultural discourse	PSO3	K2
CO 3	Identify issues like urbanization, consumerism, poverty and its resonances in literature and other discourses	PSO4	K3
CO 4	Analyze eco-centric values and metrics of the contemporary world	PSO4, PSO5	K4
CO 5	Develop ecocritical perspectives creatively to write quality research articles and create new eco-oriented narratives/genres	PSO5	K5 & K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Background and Introduction</p> <p>Cheryll Glotfelty - Literary Studies in an Age of Environmental Crisis - Introduction to The Ecocriticism Reader</p> <p>Nirmal Selvamony - From the Anthropocene to the NeotitNaicene</p> <p>Arne Naess - The Deep Ecology Movement, From Ecology To Ecosophy from Ecology, Community and Lifestyle - Outline of an Ecosophy</p> <p>Maria Mies and Vandana Shiva - Women's Indigenous Knowledge and Biodiversity Conservation</p> <p>Ecofeminism</p> <p>Bhalchandra Nemade - Nativism in Literature</p>	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
II	<p>Poetry</p> <p>Bob Dylan - Every Grain of Sand</p> <p>Lao Tzu-Tao Te Ching - Recovering our Roots</p> <p>Jayanta Mahapatra - Indian Summer Poem</p> <p>Kapilar - Narrinai 13</p> <p>Picirantaiyar - Narrinai 91</p> <p>Camille T. Dungy- Language</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
III	<p>Fiction and Non-Fiction</p> <p>Rachel Carson - Silent Spring</p> <p>Amitav Ghosh - The Great Derangement</p> <p>Michael Crichton - Congo</p> <p>Wangari Maathai - 2004 Nobel Prize Acceptance Speech</p> <p>Daniel Goleman- Ecological Intelligence- Chapter 2</p> <p>Green is a Mirage</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
IV	<p>Movies and Documentaries</p> <p>Akira Kurosawa - Dreams</p> <p>Davis Guggenheim - An Inconvenient Truth</p> <p>James Cameron - Avatar</p> <p>P. Sainath - Nero's Guests</p> <p>David Attenborough - State of the Planet</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6

V	<p>Practicum Project Work, Documentary, Internship - Learners will be encouraged to document their research findings on any ecological issue based on a field visit/eco trip/ campaign in support of the environment. They may also undertake short term internships with Eco-sensitive NGOs and other green outfits. The results may be presented via any one of the following modes: Project (Short dissertation of 20 pages) Research paper (10 pages), Short film (15-20 mins) Short internship (min 1 week)</p>	17	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5 & K6
<p>Prescribed Books/Textbooks Coupe, Laurence, ed. The Green Studies Reader: From Romanticism to Ecocriticism London: Routledge, 2010 Drengson, Alan and Bill Devall ed. The Ecology of Wisdom: Writings by Arne Naess. Berkeley: Counterpoint Press, 2010</p>				
<p>Reference Books Fromm, Harold and Cheryll Glotfelty, ed. The Eco Criticism Reader: Landmarks in Literary Ecology. USA: University of Georgia Press, 1996 Garrard, Greg. Eco Criticism: The New Critical Idiom. London: Routledge, 2012</p>				
<p>Suggested Reading Kerridge, Richard. Neil Sammells, ed. Writing the Environment: Ecocriticism and Literature. London: Zed Books, 1998</p>				
<p>Web Resources https://thewire.in/books/eco-literature-next-major-literary-wave#:~:text=Eco%2Dliterature%20includes%20the%20whole,%2Dset%20of%20eco%2Dliterature https://www.theguardian.com/books/2016/oct/28/amitav-ghosh-where-is-the-fiction-about-climate-change https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/#:~:text=I%20stand%20before%20you%20and,women%20and%20the%20girl%20child</p>				

Correlation of POs/PSOs to each CO

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

MA English – Status of Revision

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

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

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



Department of English (Aided)
Madras Christian College (Autonomous)
East Tambaram, Chennai – 600059.