



HINDUSTAN

**INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)**

CHENNAI

M.A. English

CURRICULUM AND SYLLABUS

Under CHOICE BASED CREDIT SYSTEM (CBCS)

(Applicable for Students admitted from Year 2018 onwards)

Department of Languages

School of Liberal Arts and Applied Sciences

Hindustan Institute of Technology and Science

HINDUSTAN INSTITUTE OF TECHNOLOGY & SCIENCE

Motto:

To Make Every Man a Success and No Man a Failure

Vision:

To be an International Institute of Excellence, providing a conducive environment for education with a strong emphasis on innovation, quality, research and strategic partnership blended with values and commitment to society.

Mission:

- *To create an ecosystem that promotes learning and world class research.*
- *To nurture creativity and innovation.*
- *To instill highest ethical standards and values.*
- *To pursue activities for the development of the Society.*
- *To develop national and international collaborations with institutes and industries of eminence.*
- *To enable graduates to become future leaders and innovators.*

Value Statement:

Integrity, Innovation, Internationalization.

DEPARTMENT OF LANGUAGES

Vision:

- *To enhance the department as a centre for academic excellence through teaching process and research activities that promote and nurture literary sensibilities, language competence and critical thinking.*

Mission:

- *To enhancement the learner's communicative competence, language proficiency and cultural insight to help in career advancement and to make them evolve as global citizens.*
- *To enable the student community towards career advancement globally, by equipping them with creative intelligence and intercultural competence using language skills.*

PROGRAMME'S EDUCATIONAL OBJECTIVES (PEO'S)

PEO1 - *Successful career and adaptability to industry: The students will be exposed to a variety of opportunities from which they can opt any prosperous career which are associated with English Language and Literature - translation, mass media, technical writing, script writing, editing, English language teaching, soft skill training etc.*

PEO2 - *Analytical Approach: Introduce students to the study of literature by providing practice in careful, critical reading and developing in them a sense of the various contexts—biographical, social, political, etc.*

PEO3 - *Contribution to English Literature and English Language Teaching and lifelong learning: Gaining awareness on the various roles of literature in addressing contemporary issues. Application of the principles of soft skills, problem solving, creative thinking, group dynamics, team building, leadership skills, decision making skills, contributing to overall personality and career development.*

PROGRAMME'S OUTCOMES (PO'S)

1. *Acquire the requisite employability skills for successful careers and cater to the workforce demand globally.*
2. *Function as accomplished professionals in various fields with due emphasis on personality development and communication skills.*
3. *Understand, and appreciate literary texts that are at the heart of the diverse traditions of the English language.*
4. *Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts*
5. *Analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts and apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres*
6. *Develop a sense of curiosity to do research in their area of interest in Literature and Language.*
7. *Inculcate lifelong learning and cope with changing literary theories and movements*
8. *Understand the role of literature in addressing contemporary issues such as environmental concern, technical impacts and Gender issues.*

PROGRAMME'S SPECIFIC OUTCOMES (PSO'S):

PSO-1: Recognize employability options in English literature and language studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.

PSO-2: Acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature across different ages and continents and the different genres of literature leading to the comprehension of literary movements with the current literary trends.

PSO-3: Critically analyse scholarly works in the areas of English language teaching, literary theory of English literary works and translation studies.

M.A., English Language Teaching and Literature

SEMESTER- I									
SL. NO	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CF	ELA3701	Foundation Course: Language through Literature	5	0	0	5	2	5
2	CF	ELA3702	British Literature Part I (from 16 th to 18 th Century)	5	0	0	5	2	5
3	CF	ELA3703	English Language: Its History, Structure & Phonetics	5	0	0	5	2	5
4	DE		Elective - I	5	0	0	5	2	5
5	DE		Elective - II	5	0	0	5	2	5
			Total				25		
L – Lecture ; T – Tutorial ; P – Practical ; C – Credit; S- Self Study; TCH- Total Contact Hours									

SEMESTER- II									
SL. NO	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CF	ELA3716	British Literature Part II (The 19 th Century)	5	0	0	5	2	5
2	CF	ELA3717	American Literature Part I (Up to 1940)	5	0	0	5	2	5
3	CF	ELA3718	Introduction to Linguistics	5	0	0	5	2	5
4	DE		Elective - III	5	0	0	5	2	5
5	DE		Elective - IV	5	0	0	5	2	5
			Total				25		
L – Lecture ; T – Tutorial ; P – Practical ; C – Credit; S- Self Study; TCH- Total Contact Hours									

SEMESTER- III									
SL. NO	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CF	ELA3801	British Literature Part III (1900 onwards)	5	0	0	5	2	5
2	CF	ELA3802	American Literature Part II (Post 1940)	5	0	0	5	2	5
3	CF	ELA3803	Literary Criticism	5	0	0	5	2	5
4	DE		Elective - V	5	0	0	5	2	5
5	DE		Elective - VI	5	0	0	5	2	5
			Total				25		
L – Lecture ; T – Tutorial ; P – Practical ; C – Credit; S- Self Study; TCH- Total Contact Hours									

SEMESTER- IV									
SL. NO	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CF	ELA3816	Critical Theory	5	0	0	5	2	5
2	CF	ELA3817	Teaching English as a Second Language	5	0	0	5	2	5
3	CF	ELA3818	Written Project and Viva-voce	5	0	0	5	2	5
4	DE		Elective - VII	5	0	0	5	2	5
5	DE		Elective - VIII	5	0	0	5	2	5
			Total				25		
L – Lecture ; T – Tutorial ; P – Practical ; C – Credit; S- Self Study; TCH- Total Contact Hours									

TOTAL CREDITS: 100

LIST OF DEPARTMENTAL ELECTIVES WITH GROUPING - SEMESTER WISE

SEM	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
Elective I									
1	DE	ELA3721	Interpersonal Communication & Soft Skills	5	0	0	0	2	5
1	DE	ELA3722	Writing for Media	5	0	0	0	2	5
1	DE	ELA3723	Introduction to Film Studies	5	0	0	0	2	5
Elective II									
2	DE	ELA3731	Shakespeare	5	0	0	0	2	5
2	DE	ELA3732	Indian Writing in English	5	0	0	0	2	5
2	DE	ELA3733	Translation Studies: Theory and Practice	5	0	0	0	2	5
2	DE	ELA3734	Introduction to Comparative Literature	5	0	0	0	2	5
Elective III									
3	DE	ELA3821	World Drama	5	0	0	0	2	5
3	DE	ELA3822	European Fiction	5	0	0	0	2	5
3	DE	ELA3823	Women's Writings	5	0	0	0	2	5
3	DE	ELA3824	Canadian Literature	5	0	0	0	2	5
3	DE	ELA3825	Introduction to Cultural Studies	5	0	0	0	2	5
Elective IV									
4	DE	ELA3831	Introduction to Children's Literature	5	0	0	0	2	5
4	DE	ELA3832	Post-Colonial Poetry	5	0	0	0	2	5
4	DE	ELA3833	Post-colonial Fiction and Drama	5	0	0	0	2	5
4	DE	ELA3834	Theatre and Communication	5	0	0	0	2	5

Programme Structure

PSO1		PSO2			PSO3		
Recognize employability options in English literature and language studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.		Acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature across different ages and continents and the different genres of literature leading to the comprehension of literary movements with the current literary trends.			Critically analyse scholarly works in the areas of English language teaching, literary theory of English literary works and translation studies.		
1	2	3	4	5	6	7	8
Employability Skills	Personality Development and Communication skills	Understand, and appreciate Literary texts	Analyze & Interpret the Critical ideas of the Literary Texts	<u>Analyse & interpret complex interrelationships</u>	Sense of curiosity to do research	Cope up with changing literary theories and movements	Understand the role of literature in addressing contemporary issues
Writing for Media	Interpersonal Communication & Soft Skills	Foundation Course: Language through Literature	Indian Writing in English	Literary Criticism	English Language: Its History, Structure & Phonetics	Critical Theory	Women's Writings
Introduction to Film Studies		Shakespeare	European Fiction	Introduction to Comparative Literature	Introduction to Linguistics	Translation Studies: Theory and Practice	Introduction to Cultural Studies
		British Literature Part I (from 16th to 18th Century)	Canadian Literature	World Drama	Teaching English as a Second Language	Post-Colonial Poetry	Theatre and Communication
		British Literature Part II (The 19th Century)		Introduction to Children's Literature		Post-colonial Fiction and Drama	
		American Literature Part I (Up to 1940)					
		British Literature Part III (1900 onwards)					
		American Literature Part II (Post 1940)					

SEMESTER – I

Semester - ICOURSE TITLE	FOUNDATION COURSE: LANGUAGE THROUGH LITERATURE			CREDITS	4
COURSE CODE	ELA3701	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course intends to educate students in the artistry and utility of the English language through the study of literature and making them capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. The course focuses in the development of intellectual flexibility, creativity, and cultural literacy of the students so that they may engage in life-long learning.				
Course Objective	<ol style="list-style-type: none"> 1. To create opportunities for communicating effectively in English through exposure to literature 2. To enable you the students to absorb the values expressed in literature 3. To identify and use effective strategies to stimulate students' interest in the extensive reading of literature 4. To organize collaborative and interactive tasks around literature 5. To use literature to develop a critical and creative use of language 				
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts 2. Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres 3. Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts 4. Write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources 5. Ethically gather, understand, evaluate and synthesize information from a variety of 				

written and electronic sources

Prerequisites:**CO, PO AND PSO MAPPING**

C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	P S O - 3
CO-1	-	-	2	-	3	-	-	-	-	3	-
CO-2	-	-	2	-	3	-	-	-	-	3	-
CO-3	-	-	2	-	3	-	-	-	-	3	-
CO-4	-	-	2	-	3	-	-	-	-	3	-
CO-5	-	-	2	-	3	-	-	-	2	3	2

1: Weakly related, 2: Moderately related and 3: Strongly related**MODULE 1: A Thumbnail History of English Literature****(6L+6L=12)**

From Chaucer to the present—16th century: Chaucer and contemporaries—Elizabethans: Poets and dramatists—17th century: Metaphysical poets

Suggested Activities : Analysis of various works by Authors belonging to the 16th and 17th Centuries

Suggested Readings: David Daiches: A Critical History of English Literature (4volumes)

**CO-1
BTL-3****MODULE 2: 18th Century****(6L+6L=12)**

Neo-classical period (The age of Reason): Poets, critics and dramatists--Romantic period: Poetry, drama, prose, fiction, literary criticism—Victorian period: Poetry, drama, prose, fiction, literary criticism

Suggested Activities : Analysis of the different genres

Suggested Readings: Philip Sipiora: Reading and Writing about Literature

**CO-2
BTL-2****MODULE 3: Modern Period****(6L+6L=12)**

Modernism in English literature—Movements and pioneers—Classic works in a nutshell - Postmodernism in English literature—Trends and features

Suggested Activities : Report on the trends and features of the Modern Period

Suggested Readings: B.Prasad: An Introduction to English Criticism

**CO-3
BTL-4****MODULE 4: Reading for Academic Purposes****(6L+6L=12)**

General reading and critical thinking-- Reading for academic purposes—Various modes of reading—Skimming and scanning--Reading leading to note making

Suggested Activities : Tasks related to Skimming, Scanning

Suggested Readings: Janet Gardner: Reading and Writing about Literature

**CO-4
BTL-4****MODULE 5: Writing for Academic Purposes****(6L+6L=12)**

Definitions and elaborations--Paragraphs and short essays of various types: Description, narration, exposition--Reading and writing about literature

Suggested Activities : Reading and writing about literature

Suggested Readings: Renu Gupta: Academic Writing

**CO-5
BTL-4**

TEXT BOOKS	
1.	Pramod K. Nayar(2018): A Short History of English Literature
REFERENCE BOOKS	
1.	David Daiches: A Critical History of English Literature (4 volumes)
2.	Philip Sipiora: Reading and Writing about Literature
E BOOKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

COURSE TITLE	BRITISH LITERATURE PART I (FROM 16 TH TO 18 TH CENTURY)				CREDITS	5					
COURSE CODE	ELA3702	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course introduces students some significant works of British literature published between 16 th century and 18 th Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.										
Course Objective	<ol style="list-style-type: none"> 1. To familiarize the students with the early forms of British literature in English. 2. To enable the students to relate those currents in literature with the early developments in their language and culture. 3. To enable the students to understand the content and to help them trace those elements in the contemporary literature. 										
Course Outcome	<p>completion of this course, the students will be able to Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Appreciate and evaluate the literary merits of British literature 2. Recognize the universality of human experiences reflected in these works. 3. Analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work. 4. Develop cultural awareness. 5. Demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	3	3	2	-	3	-	-	3	2
CO-2	-	-	3	3	2	-	3	-	-	3	2
CO-3	-	-	3	3	2	-	3	-	-	3	2
CO-4	-	-	3	3	2	-	3	-	-	3	2

CO-5	-	-	3	3	2	-	3	-	-	3	2
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1											(6L+6L=12)
Geoffrey Chaucer: Prologue to the Canterbury Tales Edmund Spenser: Prothalamion Francis Bacon: Of Truth, Of Death & Of Studies Marlowe: Doctor Faustus Suggested Activities: Seminar Suggested Readings: https://www.academia.edu/19104281/Dr_Faustus_themes											CO-1 BTL-3
MODULE 2:											(6L+6L=12)
Thomas Moore: Utopia Ben Jonson: The Alchemist Shakespeare: The Tempest, Sonnet116 Let me not ... - John Bunyan: The Pilgrim's Progress Suggested Activities: Seminar Suggested Readings: https://core.ac.uk/download/pdf/229392336.pdf											CO-2 BTL-2
MODULE 3											(6L+6L=12)
John Donne: The Canonization Andrew Marvell: To His Coy Mistress John Milton: Paradise Lost Book 1X John Dryden: An Epistle to Dr. Arbuthnot (Only the Atticus passage) Suggested Activities: Seminar Suggested Readings: https://bit.ly/3mBTgbN											CO-3 BTL-4
MODULE 4:											(6L+6L=12)
Alexander Pope: The Rape of the Lock Thomas Gray: *Elegy written in a Country Churchyard William Blake: *The Tyger & The Lamb Samuel Johnson: The Life of Milton Suggested Activities: Seminar Suggested Readings: https://bit.ly/3AoIVWX											CO-4 BTL-4
MODULE 5:											(6L+6L=12)
Jonathan Swift: Gulliver's Travels Sheridan: The Rivals Addison: The Spectator Henry Fielding: Tom Jones Suggested Activities: Seminar Suggested Readings: https://iasj.net/iasj/download/db36c4bbd87763ee											CO-5 BTL-4
TEXT BOOKS											
1.		Hindustan Institute of Technology and Science, Study Material 2020.									
REFERENCE BOOKS											
1.		Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009									
2.		y Brian Greenfield, <i>A New Critical History of Old English Literature</i> (New York: New York University Press, 1986).									
3.		<i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble. (Oxford: Oxford									

	University Press,1996)
4.	J. A. Cuddon, <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . (London: Penguin Books, 1999)
E BOOKS	
1.	https://ndl.iitkgp.ac.in/homestudy/literature
2.	//visit.bodleian.ox.ac.uk/accessibility
3.	//libguides.southernct.edu/literatureopenaccessresources
4.	//guides.library.dug.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://nptel.ac.in/courses/109/106/109106124/
2.	https://nptel.ac.in/courses/109/103/109103020/

COURSE TITLE	ENGLISH LANGUAGE: IT'S HISTORY, STRUCTURE AND PHONETIS			CREDITS	5						
COURSE CODE	ELA3703	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	Students will learn about the linguistic characteristics of English from the earliest historical records through to the present day. They will learn how to discuss and evaluate different kinds of evidence used in historical linguistic research. Attention will be given to the development of both standard and non-standard varieties of English, and to general principles of historical linguistics as they apply to change in English phonology, morphology, syntax and semantics.										
Course Objective	<ol style="list-style-type: none"> To equip students with the skills, insights and appropriate theoretical approaches necessary to analyze the English Language To describe changes in the structure of the English language from the earliest written records to the present day To foster a rigorous approach to historical linguistics analysis which recognizes the relationship between the formulation and testing of hypotheses and the collection and analysis of historical linguistic data To explore historical linguistics within a framework of cultural analysis To relate changes in the structure of English to the socio-cultural contexts in which those changes occur 										
Course Outcome	<ol style="list-style-type: none"> Demonstrate a thorough understanding of diachronic changes in English from Old English to Present day English, and the ability to situate those in their socio-political contexts Develop the linguistic skills required in the close analysis of individual words and other texts Demonstrate a critical understanding of different and sometimes conflicting approaches to the study of the history of the English language Demonstrate the ability to use the primary and secondary sources provided and collected through independent reading as supportive documents Explore evidence of language change and/or the ideology that has influenced the development of the English language 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	P O - 1	P O - 2	P O - 3	P O - 4	P O - 5	P O - 6	P O - 7	P O - 8	PSO-1	PSO-2	PSO-3
CO-1	-	-	2	-	-	-	-	-	-	2	-
CO-2	-	3	-	-	-	-	-	-	2	-	-
CO-3	-	-	-	-	-	2	-	-	-	2	-
CO-4	-	-	-	-	-	-	2	-	-	-	2
CO-5	-	-	-	-	-	-	2	-	-	-	2

1: Weakly related, 2: Moderately related and 3: Strongly related	
MODULE 1: (6L+6L=12)	
Philology: Origin and development—Language families and sub-groups—Origin of English language -Verbs: categories: Finite and non-finite—Infinitives: To-infinitives & Bare infinitives—Dangling modifiers - Introduction to English Phonetics: Phonemes: Vowels (Pure and Diphthongs) & Consonants Introduction to Prosody – Rhyme – Meter – Heroic couplet -- Blank verse Suggested Activities: Exercises on grammatical Units Suggested Reading: Practical English Grammar	CO-1 BTL-2
MODULE 2: (6L+6L=12)	
The Indo-European family of languages and the position of English in it - The various stages in the evolution of the English Language: Old English, Middle English, Modern English Verbs(Contd.)--Auxiliaries—Transitive and Intransitive—Be, Do & Have families as Main verbs & Auxiliaries--The structure of a verb phrase Syllabification--Monosyllabic, Disyllabic and multi-syllabic words—Phonemic transcription of monosyllabic words Figurative Language: Simile, Metaphor, Personification, Euphemism, Hyperbole Suggested Activities: Drilling on phonemes Suggested Reading: The Poet’s Dictionary	CO-2 BTL-2
MODULE 3: (6L+6L=12)	
Foreign influence on the English language: Greek, Latin, French, Scandinavian Language, Indian Languages.--Contribution of major writers to the growth of English Vocabulary: The Bible--Translators, Spenser, Shakespeare, Milton Nouns: Categories—Number, Gender & Possessives—Functions of nouns: Subject, object, complement Word stress: Primary and secondary—Phonemic transcription of words with two and more syllables Suggested Activities: Exercises on grammatical Units Suggested Reading: Works on Shakespeare and Milton	CO-3 BTL-3
MODULE 4: (6L+6L=12)	
Word building in English: Composition, Derivation, Back formation Semantic changes: Generalization, specialization, extension, elevation, degeneration Adjectives & Adverbs: Categories and functions Zeugma, Imagery, Alliteration, Antithesis, Oxymoron, Litotes Suggested Activities: Vocabulary Building Suggested Reading: Poetic Devices	CO-4 BTL-4
MODULE 5: (6L+6L=12)	
Spelling and spelling reform. Varieties of English: British and American English in India. Sentence types: Simple, Complex and Compound—Clauses: Categories Intonation patterns of various types of sentences Apostrophe, Climax, Anticlimax, Metonymy, Hiatus, Synecdoche Suggested Activities: Various types grammatical exercises Suggested Reading: Pronunciation Games	CO-1 BTL-4
TEXTBOOKS	
1.	Blake, N. (2012): <i>A History of the English Language</i> . London, Macmillan.
REFERENCE BOOKS	
1.	R.W. Langacker: <i>Language and its Structure</i>

2.	David Crystal: Linguistics
3.	Daniel Jones: An Outline of English Phonetics
4.	Balasubramaniam: A Handbook of English Phonetics for Indian Students
5.	Chierchia, Gennaro and Sally McConnell-Ginet. 2000. <i>Meaning and Grammar: An Introduction to Semantics</i> . Cambridge, Massachusetts: MIT Press.
E-BOOKS	
1.	/ndi.iitkgp.ac.in/homestudy/literature
2.	/visit.bodleian.ox.ac.uk/accessibility
3.	/libguides.southernct.edu/literatureopenaccessresources
4.	/guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://onlinecourses.nptel.ac.in/noc19_hs46/preview
2.	https://www.open.edu/openlearn/history-the-arts/culture/english-language/exploring-the-english-language/content-section-0?active-tab=description-tab

SEMESTER – II

COURSE TITLE	BRITISH LITERATURE PART II (THE 19TH CENTURY)			CREDITS	5						
COURSE CODE	ELA3716	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	British Literature II specifically is a rigorous course in which students will study the forms of written English in literature from 19 th Century to contemporary period. Students will critically read and evaluate various forms and types of texts including novels, poetry, informational texts and visual texts										
Course Objective	<ol style="list-style-type: none"> To read both literary and nonfictional texts representing a diversity of writers and thinker in British Literature. To be assessed for essential learning outcomes attached to each thematic unit via several formative and summative assessments To engage in independent reading both inside and outside of class To apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge) To integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency) 										
Course Outcome	<p>on completion of this course, the students will be able to</p> <ol style="list-style-type: none"> Identify the salient features of literary texts from a broad range of English literary periods. Estimate the range, significance and scope of English Literature and the growth and evolution of the Language. Analyze literary text Examine the written texts in a variety of literary genres that demonstrate an ability to apply literary techniques and discriminate among aesthetic values. Employ knowledge of literary traditions to produce imaginative writing 										
Prerequisites: Under Graduate Level											
CO, PO AND PSO MAPPING											
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3

CO-1	-	-	-	-	-	-	-	-	-	-	-
CO-2	-	-	3	-	-	-	-	-	-	3	-
CO-3	-	-	-	-	-	-	2	-	-	-	-
CO-4	-	-	3	-	-	-	-	1	-	3	3
CO-5	-	-	-	-	-	-	-	-	-	-	-
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1										(6L+6L=12)	
William Wordsworth: Ode on Immortality. ST Coleridge: *Kubla Khan. Jane Austin: Emma. Charles lamb: *Oxford in Vacation. Suggested Activities: Analysis of prosody in poetry. Suggested Readings: Anatomy of Poetry by Marjorie Boulton.										CO-1 BTL-3	
MODULE 2										(6L+6L=12)	
John Keats: *Ode on a Grecian Urn PB Shelley: *Ode to the West Wind William Hazlitt: My Acquaintance with Poets Charles Dickens: Hard Times. Suggested Activities: Structural analysis of the novel Suggested Readings: Anatomy of Fiction by Victoria Rimell										CO-2 BTL-2	
MODULE 3										(6L+6L=12)	
Lord Alfred Tennyson: Ulysses Matthew Arnold: Dover Beach Thomas Carlyle: Heroes and Hero Worship Emile Bronte: Wuthering Heights Suggested Activities: Conversion of Dramatic Monologue to a One-Act Play Suggested Readings: features of Dramatic Monologue and One-Act Play										CO-3 BTL-4	
MODULE 4										(6L+6L=12)	
Lord Byron:* She walks in beauty Robert Browning: *My Last Duchess Thomas Hardy: The Return of the Native Oscar Wilde: The Importance of Being Earnest Suggested Activities: enactment of the converted dramatic monologue Suggested Readings: Drama and its components										CO-4 BTL-4	
MODULE 5:										(6L+6L=12)	
Ralph Waldo Emerson: Brahma William Makepeace Thackeray: Vanity Fair George Eliot: The Mill on the Floss Charlotte Bronte: *Jane Eyre. Suggested Activities: character analysis Suggested Readings: Various Personalities in Literature										CO-5 B T L - 4	
TEXT BOOKS											

1.	Hindustan Institute of Technology and Science, Study Material 2020.
REFERENCE BOOKS	
1.	Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009.
2.	Stanley Brian Greenfield, A New Critical History of Old English Literature (New York: New York University Press, 1986).
3.	The Oxford Companion to English Literature, ed. Margaret Drabble. (Oxford: Oxford University Press, 1996)
4.	J. A. Cuddon, The Penguin Dictionary of Literary Terms and Literary Theory. (London: Penguin Books, 1999)
5.	British Poets of the Nineteenth Century – Scholar Select
6.	Twentieth-Century British and Irish Poetry. Ed. edited by Keith Tuma. OUP, 2001. Print.
E BOOKS	
1 .	https://ndi.iitkgp.ac.in/homestudy/literature
2 .	https://visit.bodleian.ox.ac.uk/accessibility
3 .	https://libguides.southernct.edu/literatureopenaccessresources
4 .	https://guides.library.duq.edu/literary-criticism
5 .	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13
2.	https://nptel.ac.in/courses/109/106/109106149/
3.	https://nptel.ac.in/courses/109/106/109106054/
VIDEOS	
1.	https://www.youtube.com/watch?v=LF_mFeBSuTY&list=PLzf4HHIsQFwLPuz88u5JtoFZIKGfmFWsg
2.	https://www.youtube.com/watch?v=ggtGLj4vxCO
3.	https://www.youtube.com/watch?v=Mad-xnTt5hY

COURSE TITLE		AMERICAN LITERATURE PART I (UPTO 1940)			CREDITS	5					
COURSE CODE	ELA3717	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	Students will learn about some of the major developments in American literature between the years 1910 and 1940. It explains about the rise of literary Modernism, noting parallel tendencies in the visual arts whenever possible. It also exhibits about the social forces that impacted the poets and prose writers of the that particular time.										
Course Objective	<ol style="list-style-type: none"> To familiarize the students with the early forms of Americal literature in English To enable the students to relate those currents in literature with the early developments in their language and culture To enable the students to understand the content and to help them trace those elements in the contemporary literature 										
Course Outcome	<ol style="list-style-type: none"> Appreciate and evaluate the literary merits of American Literature Recognize the universality of human experiences reflected in these works Appreciate and analyse the elements of literature such as imagery, theme, motifs, style, tone etc. and explain how these elements contribute to the overall effect of the work Develop cultural awareness Demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO -1	PO - 2	PO-3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO - 1	PSO - 2	PSO - 3
CO-1	-	-	3	-	2	-	-	-	-	3	-
CO-2	-	-	3	-	2	-	-	-	-	3	-
CO-3	-	-	3	-	2	-	-	-	-	3	-
CO-4	-	-	3	-	2	-	-	-	-	3	-
CO-5	-	-	3	-	2	-	-	-	-	3	-
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1							(6L+6L=12)				
Edgar Allan Poe: *The Raven. Emerson: *Self-reliance Hawthorne: The Scarlet Letter Washington Irving: The Legend of Sleepy Hollow Suggested Activities: Group discussion Suggested Reading: <i>Epitome of Bibliography of American Literature</i> Compiled by										CO-1 BTL-3	

Michael Winship, with Philip B. Eppard and Rachel J. Howarth. Golden, Colo. : North American Press, 1995.	
MODULE 2:	(6L+6L=12)
Walt Whitman: A passage to India Emily Dickinson:* I Felt a Funeral Thoreau: Civil Disobedience Charlotte Perkins Gilman: The Yellow Wallpaper (Short story) Mark Twain: Huckleberry Finn. Suggested Activities: Presentation Suggested Reading: A Critical Bibliography of American Literature Studies. Oxford, UK; Malden, Mass.: Published for the English Association by Blackwell, 1998. 4 volumes covering scholarship from 1954-1994.	CO-2 BTL-3
MODULE 3:	(6L+6L=12)
HW Longfellow: *The Village Blacksmith Robert Frost: *Mending Walls Booker T Washington: Up from Slavery (First 5 chapters) Melville: Moby Dick. Suggested Activities: Character analysis of the characters Suggested Reading: Selective Bibliography of American Literature, 1775-1900 : a Brief Estimate of the More Important American Authors and a Description of Their Representative Works By B.M. Fullerton ; with an introduction by Carl Van Doren. Woodbridge, Conn. : Ox Bow Press, 1989.	CO-3 BTL-4
MODULE 4 :	(6L+6L=12)
Wallace Stevens: *The Emperor of Ice Cream EE Cummings: Buffalo Bill Langston Hughes: *I Too. Scott Fitzgerald: The Great Gatsby Lewis and John C. Moffitt: <i>It Can't Happen Here</i> Suggested Activities: Comparative Study of Philosophical Poems Suggested Reading: A Description and an Analysis of The Bibliography of American Literature (Philadelphia: Pennsylvania Historical Survey, 1941), by Edward Hayes O'Neill and Pennsylvania Historical Survey.	CO-4 BTL-4
MODULE 5:	(6L+6L=12)
Hart Crane: Poem: To Brooklyn Bridge Faulkner: The Sound and the Fury. O'Neill: The Emperor Jones. Stephen Crane: Maggie, a Girl of the Streets Suggested Activities: Character Sketch Analysis Suggested Reading: The Cambridge History of English and American Literature: An Encyclopedia in Eighteen Volumes (based on editions by New York: G. Putnam's Sons, 1907-1921), ed. by Adolphus William Ward, A. R. Waller, William P. Trent, John Erskine, Stuart Pratt Sherman, and Carl Van Doren.	CO-1 BTL-4
TEXTBOOKS	
1.	Hindustan Institute of Technology and Science, Study Material 2020
REFERENCE BOOKS	
1.	Gray, Richard. A History of American Literature. Blackwell, 2004.
2.	Gura, Philip F. American Transcendentalism: A History. New York: Hill and Wang, 2007: 7-8.

3.	<i>Bercovitch, Sacvan (1994–2005). <u>The Cambridge History of American Literature</u>. Cambridge: Cambridge University Press.</i>
4.	<i>Müller, Timo (2017). <u>Handbook of the American Novel of the Twentieth and Twenty-First Centuries</u>. Boston: de Gruyter.</i>
E-BOOKS	
1.	/ndi.iitkgp.ac.in/homestudy/literature
2.	/visit.bodleian.ox.ac.uk/accessibility
3.	/libguides.southernct.edu/literatureopenaccessresources
4.	/guides.library.duq.edu/literary-criticism
5.	/guides.libraries.psu.edu/englit
MOOC	
1.	https://onlinecourses.nptel.ac.in/noc21_hs63/preview
2.	https://www.udemy.com/course/an-introduction-to-british-and-american-literature

COURSE TITLE	INTRODUCTION TO LINGUISTICS			CREDITS	5
COURSE CODE	ELA3718	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	Introduction to the field of linguistics as it pertains to the field of education. It includes discussions of language structure, acquisition and bilingualism, and variation and public policy. It also discusses the concepts and methods of linguistic anthropology and sociolinguistics, including language variation and dialectology, language change, social interaction, social networking and media, ways of speaking, semiotics, language in sociocultural institutions, and ideologies of language.				
Course Objective	<ol style="list-style-type: none"> 6. To understand the basic nature, branches and history of linguistic inquiry. 7. To foster a rigorous approach to historical linguistics analysis which recognizes the relationship between the formulation and testing of hypotheses and the collection and analysis of historical linguistic data 8. To explore historical linguistics within a framework of cultural analysis which will allow them to relate changes in the structure of English to the sociocultural contexts in which those changes occur 9. To understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects. 10. To distinguish, evaluate and interpret the methodologies and their results in the context of overall aim of understanding the nature of language. 				
Course Outcome	<p>on completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Estimate the field of linguistics and its main sub-fields. 2. Understand the structure and components of language. 3. Recognize differences and similarities between English and other languages of the world. 4. Analyze linguistic data provided in class as well as various types of data that student's collect themselves. 5. Examine the study of language in relation to social structure incorporating differences of regional class, occupational dialect, gender difference, bilingualism and multilingualism and broad area of interactional sociolinguistics 				
Prerequisites: Under Graduate Level					
CO, PO AND PSO MAPPING					

C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	-	-	-	-	-	-	-	3	-
CO-2	-	-	-	-	-	-	-	-	-	3	-
CO-3	-	-	-	-	-	-	-	-	-	3	-
CO-4	-	-	3	-	-	-	3	-	-	3	2
CO-5	-	-	-	-	2	3	-	-	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1										(6L+6L=12)	
Linguistics as a science —. Elements of Semiology. The study of language as part of Semiology The characteristics of human language as a system of communication. The distinction between human language and animal communication. The features of language that help the communication of ideas--- Diachronic and Synchronic approaches to the study of language. Suggested Activities: Recollect and practice words using Bow-wow Theory and Pooh-Pooh theory. Suggested Readings: The origins of Language.										CO-1 BTL-3	
MODULE 2										(6L+6L=12)	
Socio-linguistics -- Psycholinguistics -- Stylistics -- Semantics, Convergence and Divergence -- Language change – Dialect -- Style, Register, Pidgin, Creole, - Bilingualism. Suggested Activities: Translation Assignment (English to Regional Language/ Mother Tongue) Suggested Readings: Regional Variation in Language.										CO-2 BTL-2	
MODULE 3										(6L+6L=12)	
A thumbnail history of linguistics--Traditional Linguistics-- Structural Linguistics and its critique of Traditional linguistics—Ferdinand de Saussure and his disciples--Structural grammar-IC analysis-Phrase structural grammar-TG grammar-Some transformations-A general introduction to Case grammar, Systemic grammar, Stratification Grammar and Tagmemics. Suggested Activities: Tree Diagram and Label Diagram following Phrase Structure Rules Suggested Readings: Syntax										CO-3 BTL-4	
MODULE 4										(6L+6L=12)	
The Schools of Linguistics-The Geneva School, Saussure, The Copenhagen School, Hjelmslev, The Prague School, Roman Jakobson, The London School, Halliday, The American School, Bloomfield, Generative Linguistics. Suggested Activities: Pictorial demonstration of diachronic Vs Synchronic Linguistics Suggested Readings: Structuralism in Linguistics.										CO-4 BTL-4	
MODULE 5										(6L+6L=12)	
Noam Chomsky and his contributions—Mentalism--Transformational Generative										CO-5	

Linguistics—Main theoretical constructs of TG Grammar: Competence-Performance—Deep structure-Surface structure—LAD—UG—Post-Chomshyan developments The origin of Indian Linguistics and development--Paninian Phonology and the Karaka Theory. Suggested Activities: Practice Phonology and process of sound articulation. Suggested Readings: Phonology.		B TL -4
TEXT BOOKS		
1.	Hindustan Institute of Technology and Science, Study Material 2020	
REFERENCE BOOKS		
1.	Victoria Fromkin: An Introduction to Language (1974) CENCAGE	
2.	R.H. Robins: General linguistics: An Introductory Survey (1980) Longman	
3.	S.K. Verma and N. Krishnaswamy: Modern Linguistics (1994) Oxford	
4.	Daniel Jones: An Outline of Phonetics	
5.	Lyons: An Introduction to Theoretical Linguistics (1958) Macmillan	
6.	George Yule: The Study of Language (7 th Ed), CUP	
E BOOKS		
1	https://ndi.iitkgp.ac.in/homestudy/literature	
2	https://visit.bodleian.ox.ac.uk/accessibility	
3	https://libguides.southernct.edu/literatureopenaccessresources	
4	https://guides.library.dug.edu/literary-criticism	
5	https://guides.libraries.psu.edu/englit	
MOOC		
1.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=22	
2.	https://www.coursera.org/learn/human-language	
3.	https://nptel.ac.in/courses/109/106/109106080/	
VIDEOS		
1.	https://www.youtube.com/watch?v=ZvYIDsNGpfE	
2.	https://www.youtube.com/watch?v=HxshIAoiGU4	
3.	https://www.youtube.com/watch?v=uQYBPoD7reg	

SEMESTER – III

COURSE TITLE	BRITISH LITERATURE PART III (1900 ONWARDS)				CREDITS	5					
COURSE CODE	ELA3801	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course intends to develop a thorough knowledge of literary history, theory, and criticism, and enhances your understanding of a wide range of cultures and intellectual traditions. This course aims in developing an interest and appreciation towards literature as it cultivates wisdom and knowledge.										
Course Objective	<ol style="list-style-type: none"> To understand the gradual changes from reason to emotion in British literature To highlight on the various trends in different genres during the modern English period To understand the different features as presented in various literary works across centuries To figure out British literature in its political and social contexts prevailed during the 19th and 20th Centuries To be familiar with the various authors of modern English period in order to appreciate the familiarity of British literature 										
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> Perilously interact with literary works from different contexts Approach and appreciate the uniqueness of British literature Gained insights into the growth and development of various genres in British literature Understand the political and social contexts of England and how it has helped towards the tremendous growth of its literature Comprehend the significance of human values and ethics as presented in various literary works of British literature 										
Prerequisites:											
CO, PO AND PSO MAPPING											
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	3	-	-	-	1	-	-	3	1

CO-2	-	-	3	-	-	2	-	-	-	3	2
CO-3	-	-	3	-	-	-	-	-	-	3	-
CO-4	-	-	3	-	-	2	-	-	-	3	2
CO-5	-	-	3	-	3	-	1	-	-	3	2
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:										(6L+6L=12)	
G. M. Hopkins: The Wreck of the Deutschland W. B. Yeats: *Byzantium. T. S. Eliot: *The Waste Land Joseph Conrad: The Heart of Darkness. Practical component: Analyze the elements of Poetry and Fiction Suggested Readings: Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009										CO-1 BTL-3	
MODULE 2:										(6L+6L=12)	
Wilfred Owen: *The Strange Meeting Dylan Thomas: Fern Hill D. H. Lawrence: Sons and Lovers T. S. Eliot: *Murder in the Cathedral Practical component: Examine the characters presented in the prescribed fictions Suggested Readings: Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009										CO-2 BTL-2	
MODULE 3:										(6L+6L=12)	
RS Thomas: *The Peasant Philip Larkin: *Whitson Wedding Bernard Shaw: Arms and the Man. Virginia Woolf: The Waves Practical component: Study the characteristic features of Poetry Suggested Readings: Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009										CO-3 BTL-4	
MODULE 4:										(6L+6L=12)	
Tom Gunn: *On the Move Ted Hughes: *Pike Seamus Heaney: The Tollund Man Beckett: Waiting for Godot William Golding: Lord of the Flies Practical component: Evaluate the characteristic features of the age Suggested Readings: Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009										CO-4 BTL-4	
MODULE 5:										(6L+6L=12)	
Charles Tomlinson: Swimming Chenango Lake Geoffrey Hill: Requiem for the Plantagenet King Harold Pinter: The Birthday Party Graham Greene: Heart of the Matter Practical component: Exhibit the salient features of Drama and Fiction of the age										CO-5 BTL-4	

Suggested Readings: <i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble.	
TEXT BOOKS	
1.	Hindustan Institute of Technology and Science, Study Material 202
REFERENCE BOOKS	
1.	Birch, Dinah. (ed) <i>The Oxford Companion to English Literature</i> , Oxford University Press, 2009
2.	<i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble. (Oxford: Oxford University Press, 1996)
E BOOKS	
1.	//ndi.iitkgp.ac.in/homestudy/literature
2.	/libguides.southernct.edu/literatureopenaccessresources
3.	/visit.bodleian.ox.ac.uk/accessibility
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

COURSE TITLE	AMERICAN LITERATURE PART II (POST 1940)				CREDITS	5					
COURSE CODE	ELA3802	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.										
Course Objective	<ol style="list-style-type: none"> 1. To familiarize the students with the early forms of American literature in English. 2. To enable the students to relate those currents in literature with the early developments in their language and culture. 3. To enable the students to understand the content and to help them trace those elements in the contemporary literature. 										
Course Outcome	<p>completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Appreciate and evaluate the literary merits of American literature 2. Recognize the universality of human experiences reflected in these works. 3. Analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work. 4. Develop cultural awareness. 5. Demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	3	-	-	-	-	-	-	3	-
CO-2	-	-	3	-	-	-	-	-	-	3	-
CO-3	-	-	3	3	-	-	-	-	3	3	3
CO-4	-	-	3	-	-	-	-	-	-	3	-
CO-5	-	-	3	-	-	-	-	-	3	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1 :										(6L+6L=12)	

<p>Robert Lowell: For the Union Dead Elizabeth Bishop: "At the Fish houses Ernest Hemingway: The Old Man and the Sea Tennessee Williams: A Street Car Named Desire.</p> <p>Suggested Activities: Preparing and presenting on the civil war and its impact on American literature</p> <p>Suggested Readings: American Civil War , https://en.wikipedia.org/wiki/American_Civil_War</p>	<p>CO-1 BTL-3</p>
<p>MODULE 2 : (6L+6L=12)</p>	
<p>Allen Ginsberg: America Sylvia Plath: *Lady Lazarus. Susan Sontag: On Photography Tony Morrison: Tar Baby</p> <p>Suggested Activities: Symbolism in poetry.</p> <p>Suggested Readings: Olufunwa, Harry. (2001). American Literature.</p>	<p>CO-2 BTL-2</p>
<p>MODULE 3 : (6L+6L=12)</p>	
<p>Baraka (Le Roi Jones): Dutchman. Adrienne Rich: Readings of History Isaac Asimov: Nightfall Art Buchwald: The Weapon of self Destruction Arthur Miller: The Death of a salesman</p> <p>Suggested Activities: Afro American Literary themes</p> <p>Suggested Readings: African American Literary Tradition : a Study https://www.pmec.ac.in/images/aalt.pdf</p>	<p>CO-3 BTL-5</p>
<p>MODULE 4 : (6L+6L=12)</p>	
<p>Gregory Corso: Birthplace Revisited Gwendolyn Brooks: The Mother Edward Albee: The Zoo story Alice walker: The Color Purple</p> <p>Suggested Activities: American Fiction Themes</p> <p>Suggested Readings: MacGowan, Christopher. The Twentieth-Century American Fiction Handbook, 2012</p>	<p>CO-4 BTL-4</p>
<p>MODULE 5: (6L+6L=12)</p>	
<p>Sexton: The Exorcists Robert Creeley: The Innocence Sam Shepard: The God of Hell</p> <p>Suggested Activities: American Dream, American Literature and its Techniques</p> <p>Suggested Readings: How the American Dream Has Changed Over Time . https://wjccschools.org/wp-content/uploads/sites/2/2016/05/How-the-American-Dream-Has-Changed-Over-Time.pdf</p>	<p>CO-5 BTL-4</p>
<p>TEXT BOOKS</p>	
<p>1.</p>	<p>Hindustan Institute of Technology and Science, Study Material 2020</p>
<p>REFERENCE BOOKS</p>	

1.	Gray, Richard. <i>A History of American Literature</i> . Blackwell, 2004.
2.	Gura, Philip F. <i>American Transcendentalism: A History</i> . New York: Hill and Wang, 2007: 7–8.
3.	Bercovitch, Sacvan (1994–2005). The Cambridge History of American Literature . Cambridge: Cambridge University Press.
4.	Müller, Timo (2017). Handbook of the American Novel of the Twentieth and Twenty-First Centuries . Boston: de Gruyter.
E BOOKS	
1.	https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/156/2016/01/Sontag_On_Photography.pdf
2.	/uerjundergradslit.files.wordpress.com/2019/07/the-oxford-book-of-american-poetry.pdf
3.	https://edisciplinas.usp.br/pluginfile.php/3914770/mod_resource/content/2/MODERN%20AMERICAN%20DRAMA.pdf
MOOC	
1.	https://ocw.mit.edu/courses/literature/21l-006-american-literature-spring-2013/syllabus/
2.	https://www.classcentral.com/course/independent-american-literature-11894
3.	https://www.universalclass.com/i/course/american-literature-101.htm

COURSE TITLE		LITERARY CRITICISM				CREDITS	5					
COURSE CODE	ELA3803	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0							
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4							
ASSESSMENT SCHEME												
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE							
15%	15%	10%	5%	5%	50%							
Course Description	This course provides the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. This course aims to assist graduates who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.											
Course Objective	<ol style="list-style-type: none"> 1. To acquaint the students with important schools of literary criticism with the help of representative essays 2. To accustom the students with different trends and bearings of literary criticism and help them grasp methods and techniques of interpreting literature 3. To expose them to the major trends in contemporary Literary Criticism 4. To provide the knowledge of history of criticism, its trends and kinds of schools 5. To develop critical perspectives and interpretive skills on various theoretical frameworks, and gain practical knowledge of application of these literary structures in different textual contexts 											
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Acquaint with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts 2. Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres 3. Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past 4. Write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources 5. Ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources 											
Prerequisites:												
CO, PO AND PSO MAPPING												
C	O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3

CO-1	-	-	-	-	3	2	-	2	-	2	3
CO-2	-	-	-	-	3	2	1	2	-	2	3
CO-3	-	-	-	-	3	2	1	2	-	2	3
CO-4	-	-	-	-	3	1	2	2	-	2	3
CO-5	-	-	-	-	3	-	2	2	-	2	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:										(6L+6L=12)	
Aristotle - Poetics Horace: Ars Poetica Longinus: On the Sublime Sidney: An Apologie for Poesy Practical component: Analysis of various schools of criticism in the initial ages Suggested Readings: Abrams, MH: A Glossary of Literary Terms. Harcourt College Publishers										CO-1 BTL-3	
MODULE 2:										(6L+6L=12)	
Coleridge: Biographia Literaria (Chapters 14) Johnson: Preface to Shakespeare Matthew Arnold: Preface to 1853 poems Practical component: Examine the importance of prefaces on notable authors Suggested Readings: B.Prasad: A Short History of Literary Criticism										CO-2 BTL-2	
MODULE 3:										(6L+6L=12)	
T.S. Eliot: Metaphysical Poets I A Richards: Practical Criticism Virginia Woolf: Modern Fiction Practical component: Scrutinize the critical works of 20 th Century Suggested Readings: V S.Sethuraman (ed) <i>Contemporary Criticism; An Anthology</i> , Madras: Macmillan 2019										CO-3 BTL-4	
MODULE 4:										(6L+6L=12)	
F R Levis: Literary Criticism and Philosophy William Empson: Seven Types of Ambiguity Frank Kermode: The Artist in Isolation (The first chapter in <i>The Romantic Image</i>) Practical component: Analyse the critical works of 20 th Century Suggested Readings: V S.Sethuraman (ed) <i>Contemporary Criticism; An Anthology</i> , Madras: Macmillan 2019										CO-4 BTL-4	
MODULE 5:										(6L+6L=12)	
S.N. Das Gupta - The Theory of Rasa S.K. De - Kuntaka's Theory of Poetry: Vakrokti Practical component: Examine the critical works by Indian authors Suggested Readings: D.J. Enright & De Chickera: English Critical Texts										CO-5 BTL-4	
TEXT BOOKS											

1.	V S.Sethuraman (ed) <i>Contemporary Criticism; An Anthology</i> , Madras: Macmillan 2019
REFERENCE BOOKS	
1.	D.J. Enright & De Chickera: English Critical Texts
2.	B.Prasad: A Short History of Literary Criticism
E BOOKS	
1.	https://guides.library.duq.edu/literary-criticism
2.	/libguides.southernct.edu/literatureopenaccessresources
3.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

SEMESTER – IV

COURSE TITLE	CRITICAL THEORY				CREDITS	5					
COURSE CODE	ELA3816	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The course surveys 20th and 21st century critical theory, which serves as a philosophical enterprise in the period. The student will benefit from this course by learning the background and circumstances of critical theory as applied to socio political, cultural and artistic phenomena. Students will cultivate an ability to analyze and critique work in critical theory, and an ability to speak and write about critical theory.										
Course Objective	<ol style="list-style-type: none"> 1. To conceptualize a variety of issues within the subject of critical theory. 2. To Recognize conflict within critical theory, and ways to examine solutions to complex issues. 3. To Apply personal perspectives and expectations to a variety of phenomena in a critical theoretical way. 4. Evaluate different ways that people express critical theory 5. Form a theory about what critical theory may be, and how such a philosophical enterprise may be used to make sense of complex issues and artifacts which surround the society in the 21st century. 										
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Show an appreciation of the relevance and value of theoretical models in literary study. 2. Demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments. 3. Apply the concepts or arguments successfully in a close reading of a literary text. 4. Employ knowledge of literary traditions to produce imaginative writing. 5. Develop the intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning 										
Prerequisites: Under Graduate Level											
CO, PO AND PSO MAPPING											
C O	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO-2	PSO-3
CO - 1	-	-	-	-	2	-	-	-	2	-	-

CO - 2	-	-	-	-	-	-	-	-	-	-	-
CO - 3	-	-	-	-	-	-	-	-	-	-	3
CO - 4	-	-	-	-	-	-	-	-	-	-	-
CO - 5	-	2	-	-	-	-	2	3	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1											(6L+6L=12)
<p>A survey of major theoretical systems A general discussion on Structuralism and Post-structuralism with special reference to Victor Shklovsky, Roman Jakobson; Levi-Strauss, Roland Barthes and Jacques Derrida Victor Shklovsky - Art as Technique Roland Barthes: The Structuralist Activity. Suggested Activities: Pictorial demonstration of diachronic Vs Synchronic Linguistics Suggested Readings: Structuralism.</p>											CO-1 BTL-3
MODULE 2											(6L+6L=12)
<p>An outline of Psychoanalytic criticism and related issues--Freud-Dreams, Ego and Unconscious-Oedipus Complex; Lacan- Mirror Stage- Imaginary, Symbolic and Real-Ego Formation and Constructions of Selfhood-Jouissance-Unconscious and Language; Zizek-ideology-Subject-Subjectivization-Fantasy. Nothorp Frye: The Archetypes in Literature. Suggested Activities: activity to interpret dreams Suggested Readings: Freud's Interpretation of Dreams.</p>											CO-2 BTL-2
MODULE 3											(6L+6L=12)
<p>A critique of Marxist criticism and related areas Cultural Materialism/ New Historicism Neo-Marxism; Raymond Williams-Culture and Materialism; Stephen Greenblatt and Louis Montrose-Textuality and Historicity; Texts and Contexts; Representation, Politics and Power; Jonathan Dollimore /Alan Sinfield-Rereading the Renaissance and Shakespeare. Edmond Wilson - Marxism and Literature. Suggested Activities: demonstration of ideological pyramids Suggested Readings: materialization of state ideology.</p>											CO-3 BTL-4
MODULE 4											(6L+6L=12)
<p>A thumbnail history of feminist criticism --The First Wave-Women's Suffrage Movements and Rights Movements-- Virginia Woolf and Simone de Beauvoir; Second Wave Feminism; Kate Millet-Elaine Showalter(Gynocriticism); Marxist Feminism-Juliet Mitchell; French Feminism-Luce Irigaray-Helene Cixous; Lesbian Feminism; Black Feminism; Dalit Feminism; Post feminism. Elaine Showalter - Feminist Criticism in the Wilderness. Suggested Activities: debate on feminism and radical feminism Suggested Readings: the waves of feminism.</p>											CO-4 BTL-4
MODULE 5											(6L+6L=12)
A discussion of the origin and developments of Cultural studies											CO-5

Post-colonial studies - Postmodernism. Suggested Activities: debate on realism in reality show Suggested Readings: Baudrillard's Simulacra and Simulation.		B TL -4
TEXT BOOKS		
1.	Hindustan Institute of Technology and Science, Study Materia 2020	
REFERENCE BOOKS		
1.	Robert Con Davis (ed) <i>Contemporary Literary Criticism: Modernism Through Post Structuralism</i> , London: Longman, 1986.	
2.	V S.Sethuraman (ed) <i>Contemporary Criticism: An Anthology</i> , Madras: Macmillan 1989.	
3.	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Handbook of Literary Terms</i> . Australia: Cengage, 2009. Print	
4.	Bertens, Hans. <i>The Idea of the Postmodern: A History</i> . London : Routledge, 1995. Print	
5.	David Lodge (ed.). <i>Twentieth Century Literary Criticism Reader</i> , London, Longman, 1972.	
6.	David Lodge (ed.). <i>Modern Criticism and Theory</i> , London, Longman, 1988.	
E BOOKS		
1	https://ndi.iitkgp.ac.in/homestudy/literature	
.		
2	https://visit.bodleian.ox.ac.uk/accessibility	
.		
3	https://libguides.southernct.edu/literatureopenaccessresources	
.		
4	https://guides.library.dug.edu/literary-criticism	
.		
5	https://guides.libraries.psu.edu/englit	
.		
MOOC		
1.	https://oyc.yale.edu/english/engl-300	
2.	https://www.coursera.org/lecture/modern-postmodern-2/from-critical-theory-to-postmodernism-i-NFzqD	
3.	https://onlinecourses.nptel.ac.in/noc20_hs82/preview	
VIDEOS		
1.	https://www.youtube.com/watch?v=u6q7GpTBChY&t=990s	
2.	https://www.youtube.com/watch?v=bu9eL8vBKUc	
3.	https://www.youtube.com/watch?v=4YY4CTSQ8nY&list=PLD00D35CBC75941BD	

COURSE TITLE		TEACHING ENGLISH AS A SECOND LANGUAGE				CREDITS	5				
COURSE CODE	ELA3817	COURSE CATEGORY		CORE	L-T-P-S	5-0-0-0					
Version	1.0	Approval Details		24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4					
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project		Surprise Test / Quiz	Attendance	ESE					
15%	15%	10%		5%	5%	50%					
Course Description	This course is designed to familiarize students with the major theories of language acquisition, and their application in pedagogy.										
Course Objective	<ol style="list-style-type: none"> To familiarize students with the major theories of language acquisition, and their application in pedagogy To enable students to study in depth and detail, the recent trends in curriculum design, teaching methodology, instructional materials, testing and evaluation and teacher preparation 										
Course Outcome	<ol style="list-style-type: none"> heighten their awareness of correct usage of English grammar in writing and speaking improve their speaking ability in English both in terms of fluency and comprehensibility increase their reading speed and comprehension of academic articles enlarge their vocabulary by keeping a vocabulary journal strengthen their ability to write academic papers, essays and summaries using the process approach 										
Prerequisites:											
CO, PO AND PSO MAPPING											
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	3	2	-	-	-	-	-	3	3	-	1
CO-2	3	1	-	-	-	-	3	-	3	2	-
CO-3	3	1	-	-	-	-	-	-	3	-	-
CO-4	3	-	-	-	-	2	-	-	3	1	1
CO-5	3	1	-	-	-	-	-	-	3	-	-
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:								(6L+6L=12)			

<p>English in India—Co-official language—Lingua Franca—English in the curricula--The teaching of English in India: The present situation: objectives, methods and materials. Distinction between acquisition and learning—The four skills: listening, speaking, reading and writing.</p> <p>Integrating skills into communication</p> <p>Revisiting the structure of English language from a pedagogic perspective: Phonology, Morphology, syntax, semantics</p> <p>Suggested Activities : Analysis of Teaching Methods</p> <p>Suggested Readings : Richards, J .C. & Farrell, T. S. C. (2005). Professional development for language teachers. Cambridge, UK: Cambridge University Press</p>	<p>CO-1 BTL-2</p>
MODULE 2:	(6L+6L=12)
<p>A brief history of second language teaching in India—Grammar-Translation Method, Structural Approach, Direct Method, Audio-lingual Approach, Reading Method</p> <p>Applied linguistics and second language teaching--Knowledge versus skill--The difference between learning a first language and learning a second language.</p> <p>Bilingualism and linguistic interference. Contrastive analysis.</p> <p>Language teaching and learning in the classroom—Curriculum, syllabus, instructional materials, methodology, Testing and Evaluation, teacher education, Course evaluation</p> <p>Suggested Activities : Practice Testing Methods</p> <p>Suggested Readings : Tedick, D.J. (Ed.) (2004). Second language teacher education: International perspectives. Routledge</p>	<p>CO-2 BTL-3</p>
MODULE 3:	(6L+6L=12)
<p>The teaching of (1) Spoken English (2) Written English: different types of composition (3) Listening Comprehension (4) Reading Comprehension.</p> <p>The teaching of Vocabulary. Vocabulary control applied to texts: word lists, dictionary work.</p> <p>The teaching of grammar: Theoretical grammar and pedagogical grammar substitution tables. .A Functional-Communicative approach</p> <p>Suggested Activities : Presentation on Pedagogies.</p> <p>Suggested Readings : Tsui, A. B. M. (2003). Understanding expertise in teaching: Case Studies of second language teachers. Cambridge, UK: Cambridge University Press.</p>	<p>CO-3 BTL-4</p>
MODULE 4:	(6L+6L=12)
<p>The teaching of literature: Prose, Poetry and Drama. The teaching of fictional work. Selection, grading and sequencing of teaching items. Preparation of lessons, plans for teaching English. The use of audio aids in the teaching of various items. Preparation of lessons, and plans for teaching English.).</p> <p>Suggested Activities : Group Discussion</p> <p>Suggested Readings : Harmer, J. (2007). How to teach English: An introduction to the practice of English language teaching (2nd ed.). Longman, ELT</p>	<p>CO-4 BTL-4</p>
MODULE 5:	(6L+6L=12)
<p>The introduction of the integration of ICT in the teaching of English. The use of audio aids in the teaching of English Error analysis and Remedial teaching -- their significance and rationale. Tests and examination in English. Diagnostic tests and achievement tests. English language teaching materials -- their construction and use.</p>	<p>CO-5 BTL-4</p>

Suggested Activities : Teaching Practice with ICT	
Suggested Readings : Abbit, Jason T. 2011. An Investigation of the Relationship Between Self-Efficacy Beliefs About Technology Integration and Technological Pedagogical Content Knowledge (TPACK) among Pre-service Teachers. Journal of Digital Learning in Teacher Education. 27 (4). 134-143.	
TEXT BOOKS	
1.	Hindustan Institute of Technology and Science, Study Material 2020
REFERENCE BOOKS	
1.	n A.C. Introduction to English Pronunciation
2.	Bright &McGregor: Teaching English as a Second Language.
3.	Tickoo, ML: Teaching and Learning of English. Orient Black Swan
4.	Aslam,M. Teaching English as a Second Language. Foundation Books
5.	Ghosh, Sashi & Das: <i>Introduction to English Language Teaching</i> Vol. 3 Methods at the College Level
E BOOKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

COURSE TITLE	WRITTEN PROJECT AND VIVA-VOCE				CREDITS	5					
COURSE CODE	ELA3818	COURSE CATEGORY	CORE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-6						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The course introduces students the fundamentals of academic/research writing. The course brings into discussion the methods/methodologies applicable for research in the area of English Literature and ELT.										
Course Objective	<ol style="list-style-type: none"> 1. To make the students understand the fundamentals of Research 2. To prepare students to analyse the various aspects of literature & ELT. 3. To make them eligible to undertake higher order research in their future. 										
Course Outcome	<p>completion of this course, the students will be able to Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Gain conceptual knowledge and the fundamentals of the research. 2. Understand the concepts and standards underlying in the Methods of research in English literature/ELT. 3. Analyse about the developments in the basic research and documentation. 4. Know the various aspects of research and implying on the project. 5. Write a project on a topic of their interest as per the guidelines of academic research 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO-2	PSO-3
CO - 1	-	-	3	-	-	-	-	-	-	3	-
CO - 2	-	-	3	-	-	-	-	-	-	-	3
CO - 3	-	-	-	-	2	-	-	-	-	3	-
CO - 4	-	-	-	-	-	-	3	-	-	3	-
CO - 5	-	-	-	-	3	-	-	-	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
(6L+6L=12)											

<p>A dissertation based on the intensive study of an author or a topic chosen/or a project (not a translation) and written under the supervision of a teacher in the Department. Expected length--about 10000 words. Should follow MLA Handbook 7th /8th edition for methodology /documentation. Three typed copies should be submitted. (Deadline for submission: Before the commencement of the University examination at the end of the Semester) The internal assessment will based partly on Research Methodology and partly on the topic chosen, as per the University Guidelines. Suggested Activities: Seminar/Project Review Suggested Readings: https://bit.ly/3DkiLFs</p>		CO-1,2,3, 4 BTL-5
TEXT BOOKS		
1.	MLA Handbook 2021 (9th Ed.) by The Modern Language Association of America.	
REFERENCE BOOKS		
1.	Simon Eliot and W.R. Owens. A Handbook to Literary Research (2005)	
2.	Wayne C. Booth, et al. The Craft of Research (2008).	
E BOOKS		
1.	https://www.pdfdrive.com/mla-handbook-8th-edition-kindle-edition-e185234757.html	
2.	https://www.pdfdrive.com/research-methods-in-education_ertupdf-research-srttu-e6558864.html	
MOOC		
1.	https://nptel.ac.in/courses/110/105/110105091/	

**ELECTIVE COURSES
SEMESTER – I**

COURSE TITLE		INTERPERSONAL COMMUNICATION & SOFT SKILLS			CREDITS	5					
COURSE CODE	ELA3721	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The course is geared to create an awareness of communication patterns. This course examines interpersonal communication processes in a variety of contexts and relationships. In particular the attention is to principles, issues, and problems occurring within interpersonal communication settings. This course encourages to consciously examine the interpersonal communication in general, and interpersonal communication in particular, in order to identify communication behaviors that are productive, and to effective and appropriate (i.e., competent) communication.										
Course Objective	<ol style="list-style-type: none"> 1. To encourage all round development of the students by focusing on interpersonal communication and soft skills. 2. To make aware of the importance of the role and content through instruction, knowledge acquisition, demonstration and practice 3. To expose students to right attitudinal and behavioral aspects and to build the same through activities 										
Course Outcome	<p>completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Effectively communicate through verbal or oral communication and improve the listening skills. 2. Understand the role of communication in personal & professional success 3. Develop awareness of appropriate communication strategies to prepare and present messages with a specific intent. 4. Think creatively and participate in mind-mapping, audio-visual activities, brain storming, and creative thinking and also answer tests in the job-selection processes. 5. Make right decisions, communicate effectively, and develop self-management talents , to lead a healthy and productive life & Imbibe the requisite employability skills , learned skills, intuitive skills and people skills. 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO-2	PSO-3
CO - 1	3	3	-	-	-	-	-	-	3	-	-

CO - 2	3	3	-	-	-	-	-	-	3	-	-
CO - 3	3	3	-	-	-	-	-	-	3	-	2
CO - 4	3	3	-	-	-	-	-	-	3	-	2
CO - 5	3	3	-	-	-	-	-	-	3	-	2
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1 : Personality Factors										(6L+6L=12)	
<p>Primary traits – the Myers Briggs Type Indicator – the Big Five Model Personality – the six major personality attributes – Locus of Control, Machiavellianism, Self-esteem, Self-monitoring, Risk taking, Type A / B personality – Personality tests to determine the development of a person -- SWOT Analysis – Johari Window.</p> <p>Suggested Activities: Analysis of Personalities by collecting the details through Myers Briggs type Indicators.</p> <p>Suggested Readings: John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (Vol. 2, pp. 102–138). New York: Guilford Press.</p>										CO-1 BTL-3	
MODULE 2 : Personal Communication										(6L+6L=12)	
<p>Transactional Analysis – the four life positions (I’m Not OK – You’re OK; I’m Not OK – You’re Not OK; I’m OK – You’re Not OK; I’m OK – You’re OK. Goals and goal-setting – motivation and the hierarchy of human needs.</p> <p>Suggested Activities: Identifying and analyzing the goals of a few persons through the communication process.</p> <p>Suggested Readings: Serbanescu, Teodor, PERSONAL COMMUNICATION An Interactive Qualifying Project Analyzing the Use and Effects of Personal Communication in the Modern Age.</p>										CO-2 BTL-2	
MODULE 3 : Verbal and Non-verbal communication										(6L+6L=12)	
<p>The importance of Non-verbal communication – Body language -- Kinesics – Oculistics – Haptics – Proxemics – Appearance and Artifacts -- Paralinguistic features – Tone – Inflection – Pitch – Volume or intensity – Articulation – Rhythm – Dysfluency – Tempo -- Interpersonal communication.</p> <p>Suggested Activities: Doing a pilot study on differences between the impact of Verbal and Non-verbal communication.</p> <p>Suggested Readings: Jelphs, K. (2006) Communication: soft skill, hard impact? Clinician in Management, 14: pp. 33–37.</p>										CO-3 BTL-4	
MODULE 4 : Academic Communication										(6L+6L=12)	
<p>How to develop listening skills? Types of listening – Barriers to listening – Active listening and hearing – How to overcome nervousness and enhance speaking skills? Fluency development strategies – different styles of speaking. Attending interviews – answering different types of interview questions. How to participate in group discussions and debates? The characteristics of an effective presentation.</p> <p>Suggested Activities: Mock Interview, Listening to Podcasting, TED Talks, and Critically</p>										CO-4 BTL-4	

giving a presentation. Suggested Readings: Jay, Ros, Brilliant Interview, Prentice Hall 2002.		
MODULE 5: Intercultural Communication		(6L+6L=12)
<p>What is Persuasion? Types of Persuasion – What is Negotiation? Techniques of Persuasion – National styles of Persuasion -- Ethics of Persuasion – the role of culture in communication – Beliefs, customs, attitudes of people in different countries like the US, Britain, Japan, Australia, China and Arabia.</p> <p>Suggested Activities: Roleplay for Persuasion and Negotiation skills.</p> <p>Suggested Readings: Radovic Markovic, Mirjana & Salamzadeh, Aidin. (2018). The Importance of Communication in Business Management.</p>		<p>CO-5 B TL -4</p>
TEXT BOOKS		
1.	Thomson, Neil. Communication and Language: A Handbook of Theory and Practice. Palgrave Macmillan, 2018	
REFERENCE BOOKS		
1.	Monaghan, Leila & Jane I. Goodman. A Cultural Approach to Interpersonal Communication: Essential Readings, Blackwell Publishing, 2007.	
2.	Kennedy, Chris and Rod Bolitho. <i>English for Specific Purpose</i> . London: Macmillan, 1984 (pp 1-24).	
3.	Gaber, Don. <i>How to Start a Conversation and Make Friends</i> . New Delhi: Sudha Publication. 1994.	
4.	Adler B. Ronald & George Rooman. Understanding Human Communication OUP, 2006 (pp 4 – 30, 186 – 255).	
E BOOKS		
1.	https://archive.org/details/isbn_2800761921600/page/n9/mode/2up	
2.	https://archive.org/details/EffectiveCommunicationSkills/page/n3/mode/2up	
MOOC		
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2	
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/	
3.	https://www.udemy.com/share/103aSR/	

COURSE TITLE	WRITING FOR MEDIA				CREDITS	3					
COURSE CODE	ELA3722	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This Course is designed to give conceptual understanding and skills about Writing, Media Writing and Social Media Writing, respectively.										
Course Objective	<ol style="list-style-type: none"> To learn the basics of journalistic reporting, writing and editing. To develop a comprehensive understanding of the theories and practice of language use. To demonstrate advanced critical thinking skills, inclusive of information literacy across a range of print and electronic genres. To demonstrate sophisticated rhetorical abilities and rhetorical flexibility. To learn to use current technologies to reach, communicate with and increase the audience. 										
Course Outcome	<ol style="list-style-type: none"> able to communicate to diverse audiences in a variety of contexts and genres ability to use, analyse, and learn communication technologies develop exceptional textual, visual, and verbal communication abilities Think creatively and participate in mind-mapping, audio-visual activities, brain storming, and creative thinking and also answer tests in the job-selection processes. prepared for a wide range of writing-related careers 										
Prerequisites:											
CO, PO AND PSO MAPPING											
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	3	3	-	-	-	-	-	-	3	-	-
CO-2	3	3	-	-	-	-	-	-	3	-	-
CO-3	3	3	-	-	-	-	-	-	3	-	-
CO-4	3	3	-	-	-	-	-	-	3	-	2
CO-5	3	3	-	-	-	-	-	-	3	-	2
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:							(6L+6L=12)				

News Collection, News Writing, News Editing.	CO-1 BTL-3
MODULE 2:	(6L+6L=12)
News Reporting, Holding Interviews, News Broadcasting.	CO-2 BTL-2
MODULE 3:	(6L+6L=12)
Writing Editorials, Feature Writing	CO-3 BTL-4
MODULE 4:	(6L+6L=12)
Writing Documentaries, The Art of Advertisement.	CO-4 BTL-4
MODULE 5:	(6L+6L=12)
Review Writing, Public Relations.	CO-5 BTL-4
TEXT BOOKS	
1.	K. M. Shrivastava(2015) <i>News Reporting and Editing</i> (New Delhi Sterling Publications) .
REFERENCE BOOKS	
1.	James A. Neal & Suzane S. Brosn <i>News Writing Reporting</i> (New Delhi: Surjeet Publications) 1976.
2.	Scot M Ctlip & Allen H Center, <i>Effective Public Relations</i> (New Jersey Prentice Hall) 1978.
3.	Chunawalla and Sethia <i>Advertisement Principles and Practice</i> (New Delhi Himalaya Publications) 1978.
4.	Ahuja & Chhabra <i>Advertising</i> (New Delhi, Surjeet Publications) 1989.
E BOOKS	
6.	https://ndi.iitkgp.ac.in/homestudy/literature
7.	https://visit.bodleian.ox.ac.uk/accessibility
8.	https://libguides.southernct.edu/literatureopenaccessresources
9.	https://guides.library.duq.edu/literary-criticism
10.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

COURSE TITLE	INTRODUCTION TO FILM STUDIES			CREDITS	5						
COURSE CODE	ELA3723	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The course will focus on some important trends and genres in world cinema, along with key concepts in film studies. It aims to make participants familiar with some major international cinematic figures and films.										
Course Objective	<ol style="list-style-type: none"> 1. To provide an introduction to the analysis of narrative films 2. To explore a range of aspects of film including origins, techniques, industry, genres, narrative and audience 3. To develop an understanding of the political, cultural and aesthetic nuances of film making 4. To critically analyse and appreciate cinema as an art. 										
Course Outcome	<p>completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Explain key terms and concepts in film studies 2. Analyse a range of significant films in relation to key questions in film studies 3. Read and interpret criticism and apply it with in an academic argument 4. Write coherent and logical arguments based on evidences and engage in critical debate 5. Make right decisions, communicate effectively, and develop self-management talents, to lead a healthy and productive life & Imbibe the requisite employability skills , learned skills, intuitive skills and people skills. 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO - 2	PSO - 3
CO - 1	3	-	-	-	-	-	-	-	-	-	-
CO - 2	-	3	-	-	-	-	-	-	-	2	-
CO - 3	-	-	-	-	-	-	-	-	-	-	-
CO - 4	-	-	-	-	3	-	-	-	-	2	3
CO - 5	-	-	-	-	-	-	-	3	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											

MODULE 1 : Film Theory I		(6L+6L=12)
Sergei Eisenstein: "Word and Image" (from Film Sense) Andre Bazin: "Evolution of the Language of cinema" (from Movies and Methods) Jean-Louis Baudry: "Ideological Effects of the Basic Cinematographic Apparatus." Suggested Activities : Various Techniques Developed across the ages. Suggested Readings : Jogejai, Faryal. (2020). Film Theory and It's Application.		CO-1 BTL-3
MODULE 2 : Film Theory II		(6L+6L=12)
Laura Mulvey: "Visual Pleasure and Narrative Cinema." Robert Stam& Louis Spence: "Colonialism, Racism and Representation: an Introduction" (all three from Movies and Methods). Wimal Dissanayake: "Rethinking Indian Popular Cinema: Towards Newer Frames of Understanding" (from Rethinking Third Cinema (2003) ed. A. R. Guneratne & Dissanayake) Suggested Activities: Analysing a few movies and giving a critical report. Suggested Readings : Cohn, Neil. (2012). Visual Narrative Structure. Cognitive science. 37. 10.1111/cogs.12016.		CO-2 BTL-2
MODULE 3 : Film Classics		(6L+6L=12)
Battleship Potemkin: Sergei Eisenstein Wild Strawberries: Ingmar Bergman Psycho: Alfred Hitchcock Gone with the Wind: Victor Fleming Ran: Akira Kurosowa Jurassic Park: Steven Spielberg. Suggested Activities: A discussion on Classical Movie vs Modern Movies. Suggested Readings: King, Barry. (1986). 'The Classical Hollywood Cinema'. Screen. 27. 74-89. 10.1093/screen/27.6.74.		CO-3 BTL-5
MODULE 4 : Film Genres		(6L+6L=12)
Italian Neorealism : Bicycle Thieves ((Dir:Vittorio de Sica) French New Wave: Breathless (Dir: Jean Luc-Godard). Suggested Activities: Various Genres of Movies a presentation Suggested Readings: Mariani, Luciano & Eu,. (2019). Film genres.		CO-4 BTL-4
MODULE 5: Film Genres II		(6L+6L=12)
New German Cinema : Marriage of Maria Braun (Dir: Werner Fassbinder) Third Cinema : Lucia (Dir. HumbertoSolás) Documentary : Glass (Dir. Bert Haanstra) Suggested Activities: Documentary Script. Suggested Readings: Bell, Desmond. Documentary Film and History : https://www.gub.ac.uk/sites/media/Media,396697,en.pdf		CO-5 BTL-4
TEXT BOOKS		
1.	Monaca, James : How to read A Film, Movies, Media and Beyond, Oxford University Press, 2009.	
REFERENCE BOOKS		
1.	Philip Rosen(ed.): Narrative, Apparatus, Ideology: a Film Theory Reader(Columbia University Press, 1986)	

2.	Ravi Vasudevan(ed.): Making Meaning in Indian Cinema (Sage 2000)
3.	Gopinathan.K (ed.) : Film and Philosophy (Calicut University, 2003)
4.	LalithaGopalan (ed.): The Cinema of India (London: The Wallflower Press. (2009).
5.	MeenaPillai (Ed.): Women in Malayalam Cinema (Orient Black Swan, 2010)
E BOOKS	
1.	https://archive.org/details/pocketessentialf0000butl/page/18/mode/2up
2.	https://f.hubspotusercontent10.net/hubfs/8195114/Script%20Mag/Free%20PDF%20Downloads/Film-Genre-Freemium.pdf
3.	https://oma.on.ca/en/contestpages/resources/free-report-cinematography.pdf
4.	https://researchguides.dartmouth.edu/filmstudies/themes
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975074
MOOC	
1.	https://www.coursera.org/learn/film-images
2.	https://www.classcentral.com/course/swayam-introduction-to-film-studies-14148
3.	https://www.futurelearn.com/courses/production-design

SEMESTER – II

COURSE TITLE		SHAKESPEARE				CREDITS	5				
COURSE CODE	ELA3731	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Third Periodical Assessment	Surprise Test / Quiz	Attendance	ESE						
10%	10%	15%	15	5%	50%						
Course Description	The course provides a detail description of the Elizabethan Age. It discusses in detail the types of Shakespeare plays. Each unit of the course is divided based on the category of the play. Students learn to understand and analyze the characters in Shakespeare's plays.										
Course Objective	<ol style="list-style-type: none"> 1. To familiarize the students with Elizabethan theatre and drama 2. To introduce them to the major plays of Shakespeare 3. To familiarize students with Shakespearean Criticism over the years 4. To help students to analyse the different characters in the plays 										
Course Outcome	<ol style="list-style-type: none"> 1. Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's plays 2. Analyze verbally and in writing the relationship of the individual reader to Shakespearean literature 3. Compare experiences with themes and issues brought up in Shakespeare's plays, poems, and sonnets 4. Assess reaction to the themes and issues brought up in Shakespeare's plays, poems, and sonnets 5. Identify major literary characters in Shakespeare's work 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO 1	-	-	3	3	3	-	-	-	-	3	-
CO2	-	-	3	3	3	-	-	-	-	3	-
CO 3	-	-	3	3	3	-	-	3	-	3	3
CO 4	-	-	3	3	3	-	-	3	-	3	3
CO 5	-	-	3	3	3	-	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1: (6L+6P=12)											

<p>The Elizabethan theatre and audience Shakespeare and his Age The Shakespeare Canon (Quarto-folio Distinction, Date of composition, etc) Grouping of Shakespeare Plays As You Like It</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. A power point presentation on Shakespeare Canon 2. Enacting a Scene from the play <p>Suggested Readings: Shakespeare's role as a play wright during the Elizabethan Age</p>	<p>CO 1, BTL 1,2</p>
<p>MODULE 2: (6L+6P=12)</p>	
<p>The language of Shakespeare Music in Shakespeare Shakespeare's sonnets Supernatural in Shakespeare Hamlet</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Enacting the climax scene of Hamlet 2. A group Discussion on the theme of Supernatural elements in Shakespeare's Plays <p>Suggested Readings: Tragic flaw and its importance in the play</p>	<p>CO 2, BTL 2,3</p>
<p>MODULE 3: (6L+6P=12)</p>	
<p>Shakespeare's Imagery Influence on Shakespeare Shakespeare criticism King Lear</p> <p>Suggested Activities: Delivering a soliloquy from the play</p> <p>Suggested Readings: Reading renowned critics of Shakespeare</p>	<p>CO 3, BTL 3,4</p>
<p>MODULE 4: (6L+6P=12)</p>	
<p>Shakespeare studies in India in the postcolonial context Shakespeare's Comedies Roman Plays Antony and Cleopatra</p> <p>Suggested Activities: A debate on the post-colonial aspects in Shakespeare's Plays</p> <p>Suggested Readings: Reading the play Julius Caesar as prelude to Antony and Cleopatra</p>	<p>CO 4, BTL 5</p>
<p>MODULE 5: (9L+3P=12)</p>	
<p>Shakespeare's Tragedies Shakespeare's History Plays Shakespeare's Romances The Winter's Tale</p> <p>Suggested Activities: A group discussion on the various types of Shakespeare's Plays</p> <p>Suggested Readings: Components of History Plays</p>	<p>CO 5, BTL 6</p>
<p>TEXT BOOKS</p>	
1.	Samuel Johnson: Preface to Shakespeare
<p>REFERENCE BOOKS</p>	
1.	AC Bradley: Shakespearean Tragedy
2.	LC Knights: Some Shakespearean Themes and an Approach to Hamlet

3.	Sen Gupta: Aspects of Shakespearean Tragedy
4.	Wolfgang Clemen: The Development of Shakespeare's Imagery
5.	Caroline Spurgeon: Shakespeare's Imagery and What It Tells Us
6.	Wilson Knight: The Wheel of Fire
E BOOKS	
1.	https://www.gutenberg.org/cache/epub/100/pg100-images.html#scenel_3.1
2.	https://www.gutenberg.org/cache/epub/1121/pg1121.html
3.	https://shakespeare.folger.edu/downloads/pdf/shakespeares-sonnets_PDF_FolgerShakespeare.pdf
MOOC	
1.	https://www.edx.org/course/shakespeares-hamlet-the-ghost
2.	https://www.futurelearn.com/courses/shakespeare-context-and-stagecraft

COURSE TITLE	INDIAN WRITING IN ENGLISH				CREDITS	5					
COURSE CODE	ELA3732	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course focuses on some of the major themes of Indian writing, from the rise of nationalism and the freedom struggle, to the trauma of partition and the resurgence of reconstruction, form an integral part of approaching the texts comprising Indian Writing in English. In the process, the identity (in terms of content as well as style) of Indian literature in English will receive special attention in the study of these texts.										
Course Objective	<ol style="list-style-type: none"> 1. To appreciate and understand literary concepts and the underlying aesthetics of Indian Writing in English. 2. To provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English. 3. To appreciate new developments in literature and language. 4. To emphasize the significance of reading skills and writing skills. 5. To apply the life skills thus acquired in solving personal and workplace problems. 										
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Comprehension of social, political, and cultural issues reflected in Indian writing in English, with reference to Indian social reformations, freedom struggle, women education and empowerment in nineteenth century. 2. Estimate the range, significance and scope of Indian Writing in English and the growth and evolution of the Language. 3. Develop cultural awareness. 4. Examine the written texts in a variety of literary genres that demonstrate an ability to apply literary techniques and discriminate among aesthetic values. 5. Employ knowledge of literary traditions to produce imaginative writing. 										
Prerequisites: Under Graduate Level											
CO, PO AND PSO MAPPING											
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	3	3	3	-	-	-	-	3	-
CO-2	-	-	3	3	3	-	-	-	-	3	2

CO - 3	-	-	3	3	3	-	2	-	-	3	1
CO - 4	-	-	3	3	3	-	-	1	-	3	3
CO - 5	-	-	3	3	3	-	-	-	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1										(6L+6L=12)	
Rabindranath Tagore: "Geethanjali" Section 1 to 5. Sarojini Naidu: "Summer Woods", "Village Song." R.K. Narayan - Swami and friends. Suggested Activities: Analysis of prosody in poetry. Suggested Readings: Anatomy of Poetry by Marjorie Boulton.										CO-1 BTL-3	
MODULE 2										(6L+6L=12)	
Kamala Markandeya - Nectar in a Sieve Toru Dutt: "Our Casuarina Tree." Jayanta Mahapatra: "The Whorehouse in a Calcutta Street." Suggested Activities: loud reading of some Nostalgic poems Suggested Readings: literary forms - Elegy										CO-2 BTL-2	
MODULE 3										(6L+6L=12)	
Kamala Das: "My Grandmother's House," "The Dance of Eunuchs." Nissim Ezekiel: "Philosopher," "Poet, Lover, Bird Watcher," and "History." Jawaharlal Nehru: "Life's Philosophy." Arun Joshi - The Strange Case of Billy Biswas Suggested Activities: Structural analysis of the novel Suggested Readings: Anatomy of Fiction by Victoria Rimell										CO-3 BTL-4	
MODULE 4										(6L+6L=12)	
Anita Desai - Cry the Peacock ShashiDeshpande -That Long Silence Anita Desai: Journey to Ithaca. GirishKarnad: Tuqlak. Suggested Activities: enactment of the converted drama - Tughlaq Suggested Readings: Drama and its components										CO-4 BTL-4	
MODULE 5:										6L+6L=12)	
Amitav Gosh - Shadow Lines A.K. Ramanujan: "A River" and "The Striders." Dom Moraes: "Jason." Susie Tharu: "EnglishingIndulekha" (from Haritham 1995) Suggested Activities: character analysis Suggested Readings: Various Personalities in Literature										CO-5 B TL -4	
TEXT BOOKS											
1.	Hindustan Institute of Technology and Science, Study Material 2020.										
REFERENCE BOOKS											
1.	Souza, Eunice de. <i>Early Indian Poetry in English: An Anthology: 1829-1947</i> . New Delhi: Oxford University Press, 2005.										
2.	Mehrotra, Arvind Krishna (ed.). <i>A History of Indian Literature in English</i> . New York: Columbia University Press, 2003.										

3.	Parthasarathy, R. (ed.). <i>Ten Twentieth-Century Indian Poets (New Poetry in India)</i> . New Delhi: Oxford University Press, 1976.
4.	Singh, Bijender. "Indian Writing in English: Critical Insights." New Delhi, Authorspress, 2014.
E BOOKS	
1 .	https://ndi.iitkgp.ac.in/homestudy/literature
2 .	https://visit.bodleian.ox.ac.uk/accessibility
3 .	https://libguides.southernct.edu/literatureopenaccessresources
4 .	https://guides.library.dug.edu/literary-criticism
5 .	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://nptel.ac.in/courses/109/106/109106135/
2.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13
3.	https://www.classcentral.com/course/swayam-indian-writing-in-english-45156
VIDEOS	
1.	https://www.youtube.com/watch?v=RmkQ0klcjE
2.	https://www.youtube.com/watch?v=yYAMk6akP5I
3.	https://www.youtube.com/watch?v=bHr4FIKIU6c

COURSE TITLE	TRANSLATION STUDIES: THEORY AND PRACTICE			CREDITS	5						
COURSE CODE	ELA3733	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course is designed for graduate students with advanced knowledge of one foreign language and/or literary criticism. It will cover readings from the most important texts in translation theory. The course will explore the changing attitudes to translation throughout time and will chart the classifications that have been proposed in different epochs.										
Course Objective	<ol style="list-style-type: none"> To bring in an awareness among the students to treat translation as part of being a social being. To provide students with a thorough knowledge of the history of translation and of its issues To introduce to the students the scientific processes in the making of a translated work as a creative work. To verify the validity and applicability of the theoretical paradigms through the analysis of a number of existing translations. To comprehend the role of a translator as an intercultural mediator according to the functional focus of the study of translation. 										
Course Outcome	<ol style="list-style-type: none"> Understand the skills required to become a professional translator and what is meant by translation competence Have an awareness of what it means to be a professional translator Undertake an independent research activity Evaluate personal language skills Undertake a translation activity 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3
CO-1	-	-	-	-	-	2	-	2	-	-	2
CO-2	-	-	-	-	-	2	-	2	-	-	2
CO-3	-	-	-	-	-	2	2	3	-	-	3
CO-4	-	-	-	-	-	2	-	3	-	-	3
CO-5	-	-	-	-	-	2	2	3	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1: (6L+6L=12)											
History of translation theory - Translation of early religious texts—The Bible translations over the period										CO-1 BTL-1	
Suggested Activities: Discussion on Translation Theories											
Suggested Reading: Various Translation Theories											
MODULE 2: (6L+6L=12)											

Language and culture: Ancient, Modern, Postmodern perspectives - Critical views - Culture-based views Suggested Activities: Group Discussion on Language and Culture Suggested Reading: Postmodern Readings	CO-2 BTL-2
MODULE 3: (6L+6L=12)	
Specialized type of translation - General translation - Literary translation - Legal , Adm Suggested Activities: Oral Presentation on Different types of Translation Suggested Reading: Domain Specific Translations	CO-3 BTL-2
MODULE 4: (6L+6L=12)	
Trends and issues in translation - Machine translation, Cultural translation, Translation and ideology, Functionalism in translation- Structural, Post-structural vie Suggested Activities: Group discussion on trends and issues in translation Suggested Reading: Post – colonial views on translation	CO-4 BTL-3
MODULE 5: (6L+6L=12)	
From theory to practice - Problems in translation - General issues—Problem of translatability—cultural barriers in translation Suggested Activities: Discussion on common issues in translation Suggested Reading: Problems and Perspectives in Translation	CO-1 BTL-4
TEXTBOOKS	
1. Susan Bassnet(2014), Translation Studies, Routledge Taylor & Francis Group, London.	
REFERENCE BOOKS	
1. Bassnet& Harish Trivedi: Postmodern Translation	
2. Bassnet and Andre Lefevere: (eds.) Constructing Cultures	
3. Nida.E. Theory of Practice of Translation	
4. Cronon.M. Translation and Globalization	
E-BOOKS	
1. //ndi.iitkgp.ac.in/homestudy/literature	
2. //visit.bodleian.ox.ac.uk/accessibility	
3. //libguides.southernct.edu/literatureopenaccessresources	
4. //guides.library.duq.edu/literary-criticism	
5. https://guides.libraries.psu.edu/englit	
MOOC	
1. https://nptel.ac.in/courses/109/104/109104050/	
2. https://www.hse.ru/en/edu/courses/219859215	

COURSE TITLE		INTRODUCTION TO COMPARATIVE LITERATURE				CREDITS	5				
COURSE CODE	ELA3734	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course teaches comparative methods designed to confront the (mis) understandings and (mis) translations that constitute reading across the world's languages, locations, cultures, historical periods, and expressive forms. Classwork consists of hands-on exercises that engage ancient and modern myths and materials drawn from various media: text, movies, video games, anime, and digital arts.										
Course Objective	<ol style="list-style-type: none"> To enable the students to perceive all literatures of all languages as inevitable cultural artifacts without which the speech community cannot exist. To enable the students to compare and contrast literary discoursed—oral and written—in terms of their cultural necessities To attain a broad knowledge of various literary traditions both in their specificity and interrelation To think historically about the multiple ways in which globalization affects contemporary culture To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural 										
Course Outcome	<ol style="list-style-type: none"> Attain a broad knowledge of various literary traditions both in their specificity and interrelation Interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from a variety of different traditions, genres, periods, and areas Cultivate a complex, trans-disciplinary understanding and appreciation of literary texts, cultural artifacts, and diverse media in their wide political and social contexts Consider the role of translation in the production of textual and cultural meaning Think critically about the relations between literature and other modes of cultural production, including digital and new media 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3

CO-1	-	-	2	1	-	-	-	-	-	-	2
CO-2	-	-	2	2	-	-	-	-	-	-	2
CO-3	-	-	-	-	2	-	-	-	-	-	2
CO-4	-	-	2	-	-	-	-	3	-	-	3
CO-5	-	-	-	-	-	2	-	3	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:											(6L+6L=12)
Comparative literature: An overview Definition and scope Historical developments French and American schools European and Indian traditions Suggested Activities: Discussions on various theories Suggested Reading: Growth and Development of Comparative Literature											CO-1 BTL-1
MODULE 2:											(6L+6L=12)
Regional, national, general & world literature Reception and influence: Direct, indirect, false influence Analogy Modes and Conventions Suggested Activities: Group Discussion on world literature Suggested Reading: Different forms of Comparisons in Literature											CO-2 BTL-2
MODULE 3:											(6L+6L=12)
Genres Thematology —Thematological concepts and typology--Universal themes Epoch, Period, Movement Suggested Activities: Creating concepts Suggested Reading: Dealing with Different Themes											CO-3 BTL-2
MODULE 4:											(6L+6L=12)
Literature, psychology & Sociology Mutual illumination of arts Music, Fine arts & Sculpture Suggested Activities: Presentation on different forms of arts Suggested Reading: Interdisciplinary Studies											CO-4 BTL-3
MODULE 5:											(6L+6L=12)
New comparative literature—crises Comparative methodology: Practice Suggested Activities: Practice on comparative devices Suggested Reading: Modern comparative Literature and its problems											CO-1 BTL-4
TEXTBOOKS											
1.	Hindustan Institute of Technology and Science, Study Material 2020.										
REFERENCE BOOKS											
1.	Stalknett NP et al (eds,) Comparative Literature										
2.	Wellek et al: Theory of Literature										
3.	Susan Bassnet: The Challenge of Comparative Literature										
E-BOOKS											
1.	//ndi.iitkgp.ac.in/homestudy/literature										

2.	/visit.bodleian.ox.ac.uk/accessibility
3.	/libguides.southernct.edu/literatureopenaccessresources
4.	/guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://complit.uchicago.edu/

SEMESTER – III

COURSE TITLE		WORLD DRAMA				CREDITS	5				
COURSE CODE	ELA3821	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	2	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Third Periodical Assessment	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The course deals in detail the various aspects of drama. Each play is chosen in order to help students to understand the cultural, social and political background of the countries around the world. Through character analysis, students will be able to understand how the culture influences a human's emotion and psychology. This course guides the student to learn human behaviour at various stages of life.										
Course Objective	<ol style="list-style-type: none"> To give the students an overall idea about the origin and development of drama across cultures To create an understanding of the technical aspects of theatre and drama To make a study of some major works in Britain and other European countries 										
Course Outcome	<p>completion of this course, the students will be able to</p> <ol style="list-style-type: none"> Interpret text with due sensitivity to both textual and contextual cues Articulate an appreciation of the aesthetic qualities of the texts by their standards of time and place Demonstrate historical, geographical, and cultural empathy by reading texts written in other places, times, and cultures Apply interpretive strategies developed in literary study to other academic and professional context Write cogently with sensitivity to contexts 										
Prerequisites: Any Undergraduate degree											
CO, PO AND PSO MAPPING											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO 1	-	-	3	-	-	-	-	-	-	3	2
CO 2	-	-	3	-	-	-	-	-	-	3	-
CO 3	-	-	3	-	-	-	-	-	-	3	-
CO 4	-	-	-	-	3	2	-	-	-	-	3

CO 5	-	-	-	-	3	-	2	-	-	-	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:						(9L+3P=12)					
Sophocles: Oedipus Rex Sudraka: The Little Clay Cart Suggested Activity: Exercising acting skills with the help of activities Suggested Readings: Articles on Greek Tragedy and World Drama										CO 1, BTL 2	
MODULE 2:						(9L+3P=12)					
Ibsen: A Doll's House Chekhov: The Cherry Orchard Suggested Activity: A group discussion on the themes and motifs of the plays Suggested Readings: Research Articles on the plays.										CO 2, BTL 3	
MODULE 3:						(9L+3P=12)					
Strindberg: A Dream Play Bertolt Brecht: Mother courage Suggested Activity: Attempting to write a play on a given theme Suggested Readings: Reading the different techniques										CO 3, BTL 3	
MODULE 4:						(9L+3P=12)					
Ionesco: Amedee Genet: The Balcony Suggested Activity: An analytical study of the protagonists in the prescribed plays Suggested Readings: Articles on the cultural background of the countries around the world										CO 4, BTL 4	
MODULE 5:						(9L+3P=12)					
Soyinka: The Lion and the Jewel Sir Aurobindo: The Viziers of Bassora. Suggested Activity: Suggested Readings: Research articles on the prescribed authors.										CO 5 BTL 4	
TEXT BOOKS											
1.		The prescribed works of the concerned Authors									
REFERENCE BOOKS											
1.		Harsh, Philip Whaley. 1944. <i>A Handbook of Classical Drama</i> . Stanford: Stanford UP; Oxford: Oxford UP.									
2.		Ley, Graham. 2006. <i>A Short Introduction to the Ancient Greek Theater</i> . Rev. ed. Chicago									

	and London: U of Chicago P. ISBN 0-226-47761-4 .
3.	Brockett, Oscar G. and Franklin J. Hildy. 2003. <i>History of the Theatre</i> . Ninth edition, International edition. Boston: Allyn and Bacon. ISBN 0-205-41050-2 .
4.	Bhatta, S. Krishna. 1987. <i>Indian English Drama: A Critical Study</i> . New Delhi: Sterling.
E BOOKS	
1.	https://classical-inquiries.chs.harvard.edu/seven-greek-tragedies-seven-simple-overviews/
2.	https://www.gutenberg.org/files/21020/21020-h/21020-h.htm
3.	https://www.gutenberg.org/files/2542/2542-h/2542-h.htm
4.	https://www.gutenberg.org/files/45375/45375-h/45375-h.htm
5.	https://elearning.raghunathpurcollege.ac.in/files/1068BEC815874692530.pdf
6.	https://qdoc.tips/wole-soyinkax27s-the-lion-and-the-jewel-pdf-free.html
MOOC	
1.	https://www.coursera.org/learn/global-theatre
2.	https://ocw.mit.edu/courses/literature/21l-486-modern-drama-spring-2006/

COURSE TITLE	EUROPEAN FICTION			CREDITS	5						
COURSE CODE	ELA3822	COURSE CATEGORY	ELECTIVE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This subject traces the history of the European novel by studying texts that have been influential in that history in connection with two interrelated ideas. The first of these ideas underlies much of our modern regard for the novel as a literary form—namely, the idea that if fiction intends to deal with the most important forces animating the collective life of humanity, it will not deal with the actions of persons of immense consequence—kings, princes, high elected officials and the like—but rather with the lives of apparently ordinary people and the everyday details of their social ambitions and desires: to use a phrase of Balzac's, with " <i>ce qui se passe partout</i> " (what happens everywhere).										
Course Objective	<ol style="list-style-type: none"> To familiarize students with European fiction translated to English To enable them to study representative works in fiction from different European countries To trace the development of the European novel as an art form To discuss the techniques of fiction To articulate how the assigned novels reflect social history. 										
Course Outcome	<ol style="list-style-type: none"> Perceive on wider concepts of European history through fiction Ability to relate to the historical past of the literary text to the present Understand the texts using the literary tools Learn the European classical literature Attain a broad knowledge of European literary traditions both in their specificity and interrelation 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO-2	PSO-3
CO-1	-	-	3	-	-	-	-	-	-	3	-
CO-2	-	-	3	-	2	-	-	2	-	3	2
CO-3	-	-	3	-	-	-	-	-	-	3	-
CO-4	-	-	3	-	3	-	-	3	-	3	3
CO-5	-	-	3	-	2	-	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1: (6L+6L=12)											
Introduction to European Fiction and nuances in translation. Cervantes: <i>Don Quixote</i> Suggested Activities: Seminar on European Fiction										CO-1 BTL-1	

Suggested Reading: Technical readings of novels		
MODULE 2:		(6L+6L=12)
Tolstoy: <i>Anna Karenina</i> Franz Kafka: <i>The Trial</i> Suggested Activities: Group discussion of selected novels Suggested Reading: Kafka's works		CO-2 BTL-2
MODULE 3:		(6L+6L=12)
Herman Hesse: <i>Sidhartha</i> Kazantzakis: <i>Zorba, the Greek</i> Suggested Activities: Writing themes of selected works Suggested Reading: Origin of fictions		CO-3 BTL-2
MODULE 4:		(6L+6L=12)
Pasternak: <i>Doctor Zhivago</i> Gunter Grass: <i>The Tin Drum</i> Suggested Activities: Presentation on characters in novels Suggested Reading: Use of various devices in Novels		CO-4 BTL-3
MODULE 5:		(6L+6L=12)
Milan Kundera: <i>The Joke</i> Flaubert: <i>Madame Bovary</i> Suggested Activities: Group discussion on authors' point of view Suggested Reading: Modern European writers		CO-1 BTL-4
TEXTBOOKS		
1	Hindustan Institute of Technology and Science, Study Material 2020	
REFERENCE BOOKS		
1.	Bakhtin , Mikhail. <i>About novel. The Dialogic Imagination: Four Essays</i> . Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin and London: University of Texas Press, 1981. [written during the 1930s	
2.	Madden, David; Charles Bane; Sean M. Flory (2006) [1979]. <i>A Primer of the Novel: For Readers and Writers</i> (revised ed.). Lanham, MD: Scarecrow Press. ISBN 978-0-8108-5708-7 .	
3.	McKeon, Michael, <i>Theory of the Novel: A Historical Approach</i> (Baltimore: Johns Hopkins University Press, 2000).	
4.	Cervantes: <i>Don Quixote</i> . Penguin Classics.	
5.	Herman Hesse: <i>Sidhartha</i> . Fingerprint Publicsaion, 2012.	
6.	Kazantzakis: <i>Zorba, the Greek</i> . Faber & Faber, 2008.	
7.	Tolstoy: <i>Anna Karenina</i> . Fingerprint Publishing, 2016.	
8.	Franz Kafka: <i>The Trial</i> . Penguin Modern Classics, 2015.	
9.	Pasternak: <i>Doctor Zhivago</i> . RHUK, 2002.	
10	Gunter Grass: <i>The Tin Drum</i> . The Mariner Books, 2010.	
11	Milan Kundera: <i>The Joke</i> . Faber & Faber, 2000.	
12	Flaubert: <i>Madame Bovary</i> . Peacock, 2008	
E-BOOKS		
1.	/ndi.iitkgp.ac.in/homestudy/literature	
2.	/visit.bodleian.ox.ac.uk/accessibility	
3.	/libguides.southernct.edu/literatureopenaccessresources	
4.	/guides.library.dug.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

MOOC	
1.	https://ocw.mit.edu/courses/literature/21l-472-major-european-novels-fall-2008/
2.	https://artforintrovert.com/course-lit

COURSE TITLE	WOMEN'S WRITINGS			CREDITS	5						
COURSE CODE	ELA3823	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	Students will learn about the literature written by women from various centuries. This course even focuses on the writings which has been translated in English. The students can learn about the formal features of women's writings. It clearly explains about the conditions under which women wrote and published and what criticism they received from their readers. It gives an opportunity to explore the key issues and debates on women's writings. It pays a special attention on what constitutes 'women's writings' and the its effects.										
Course Objective	<ol style="list-style-type: none"> To introduce the students to the origin and development of feminist movements To trace their repercussions in writings To bring in an awareness of gender equity through selected writing To explore historical background about womens writings linguistics within a framework of cultural analysis. To relate changes in the structure of writing in the sociocultural contexts and also in which those changes occur 										
Course Outcome	<ol style="list-style-type: none"> Interpret literary works by women at an advanced postgraduate level Explain and participate in critical and theoretical debates surrounding women's writing Analyse cultural, intercultural, and trans-historical concerns relating to women's writing Locate and compile selections from primary and secondary sources relevant to women authors Understand the status and reception of women's writing across various geographical locations and time periods 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO -2	PO-3	PO - 4	PO - 5	PO - 6	PO -7	PO - 8	PSO - 1	PSO - 2	PSO -3
CO - 1	-	-	3	2	3	-	-	-	-	3	-
CO - 2	-	-	3	2	3	-	-	-	-	3	-
CO - 3	-	-	3	2	3	-	-	-	-	3	-
CO - 4	-	-	3	2	3	-	-	3	-	3	3
CO - 5	-	-	3	2	3	-	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1: (6L+6L=12)											

Helene Cixous: "The Laugh of the Medusa" (1976)(Full Text available online). Sappho: "Hymn to Aphrodite" (www. Sacred-texts.com) Emily Dickinson: "She rose to his requirements." (www.poemhunter.com) Kate Chopin: <i>The Awakening</i> (1899).	CO-1 BTL-3
MODULE 2: (6L+6L=12)	
Gayatri Spivak: "Can the Subaltern Speak?" 1983. Anne Bradstreet: "The Author to her Book" Maya Angelou: "I know why the caged bird sings." Jeanette Winterson: <i>Oranges are not the only Fruit</i> (1985).	CO-2 BTL-3
MODULE 3: (6L+6L=12)	
Tharu&Lalita: "Introduction: Women Writing in India" (1994). Margaret Atwood: "This is a Photograph of me." (www.poemhunter.com) Alice Walker: <i>The Color Purple</i> (1982) ShashiDeshpande: <i>That Long Silence</i> (1990).	CO-3 BTL-3
MODULE 4: (6L+6L=12)	
RajeswariSundararajan: "Subjectivity, representation and the politics of postcoloniality" from <i>Real and Imagined Women: Gender, Culture and Post-colonialism</i> (Routledge, 1993) Kamala Das: "A Man is a Season" & "The Sunshine Cat." Caryl Churchill: <i>Top Girls</i> .	CO-4 BTL-4
MODULE 5: (6L+6L=12)	
Sylvia Plath: "Mirror" & "Stings" (www.americanpoems.com) Adrienne Rich: "Twenty-one Love Poems" (www.angelfire.com) Mahaswetha Devi: <i>Mother of 1084</i> .	CO-1 BTL-4
TEXTBOOKS	
1. Hindustan Institute of Technology and Science, Study Material 2020.	
REFERENCE BOOKS	
1. Virginia Woolf: <i>A Room of One' Own</i>	
2. Charlotte Perkins Gilman, <i>The Yellow Wall Paper</i> (1892)	
3. Elaine Showalter, <i>Toward a Feminist Poetics</i> (1979)	
4. Sandra Gilbert and Susan Gubar, <i>The Mad Woman in the Attic</i> (1979)	
5. Judith Butler, <i>Gender Trouble</i> (1990)	
6. Patricia Hill Collins, "Defining Black Feminist Thought" (www. Feministezine.com)	
7. Essed, goldbert&Kobayashi. Eds <i>A Companion to Gender Studies</i> (Rawat Publications)	
E-BOOKS	
1. /ndi.iitkgp.ac.in/homestudy/literature	
2. /visit.bodleian.ox.ac.uk/accessibility	
3. /libguides.southernnet.edu/literatureopenaccessresources	
4. /guides.library.dug.edu/literary-criticism	
5. /guides.libraries.psu.edu/englit	
MOOC	
1. https://onlinecourses.nptel.ac.in/noc20_hs58/preview	
2. https://online-learning.harvard.edu/course/women-making-history-ten-objects-many-stories?delta=2	

COURSE TITLE	CANADIAN LITERATURE				CREDITS	5					
COURSE CODE	ELA3824	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	Students will learn about the selected Canadian literature, including novels and short stories and analyse various key points of each piece of literature. They will be also able to discuss the relevance of setting and plot in relation to Canadian culture and history. This course intends to explore selected works by Canadian authors, primarily contemporary, within the contexts of Canadian culture and identity.										
Course Objective	<ol style="list-style-type: none"> To help students understand world culture through reading the literatures of different nations and cultures To enable students how language and literature get branched into regional spheres To enable students to trace the common elements as well unique features of Canadian literature as distinct from American and British literature To identify authors and texts in Canadian Literature from the historical to the present day To identify and describe major genres and literary techniques that have influence the development of Canadian Literature 										
Course Outcome	<ol style="list-style-type: none"> Demonstrate a thorough understanding of the place of Canadian Literature in the world context Acquire a sound basis for further work in Canadian Literature and Canadian Studies Obtain a critical knowledge of the literary themes, motifs, structures, narratives, points of view, and values that are typical of various regions of Canada Begin to study Canadian immigrant writing and ethnic minority writing as a part of Canadian Studies Read, understand, and enjoy a number of significant works of English-Canadian and French-Canadian Literature 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO - 1	PSO - 2	PSO - 3
CO-1	-	-	3	2	3	-	2	-	-	3	2
CO-2	-	-	3	-	3	-	2	-	-	3	2
CO-3	-	-	3	-	3	-	2	3	-	3	3
CO-4	-	-	3	-	3	-	-	3	-	3	3
CO-5	-	-	3	-	3	-	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											

MODULE 1:		(6L+6L=12)
Al Purdy: The Cariboo Horses : The Country North of Belleville Eli Mandel: Ventriloquists Dennis Lee: Cadence, Country, Silence: Writing in Colonial Space (<i>An Anthology of Canadian Literature in English Vol. II</i>) Sharon Pollock: <i>Blood Relations</i>		CO-1 BTL-2
MODULE 2:		(6L+6L=12)
Jay Macpherson: The Fisherman, The Boatman KateriDamu : Says Who: Colonialism Identity and Defining Indigenous Literature, in Looking at the Words of Our people first nations Analysis of Literature. Ed. Jeanette Armstrong, British Colombia: Theytus, 1993)		CO-2 BTL-2
MODULE 3:		
Margaret Atwood: Departure from the Bush, First Neighbors : Disembarking at Quebec, The Two Fires Michael* Ondaatje: Letter and Other Worlds Sinclair Ross: As for Me and My House Beatrice Culleton: April Rain Tree Arnold Harchandltwaru: Shanti		CO-3 BTL-3
MODULE 4:		
Connie Fife: Resistance (from The Colour of Resistance: A Contemporary Collection of writing by Aboriginal Women, Toronto, Sister Vision Press, 1997) George Ryga: <i>The Ecstasy of Rita Joe</i> : Tomson Highway: <i>The Rez Sisters</i>		CO-4 BTL-4
MODULE 5:		
Beth Cuthand: Post-Oka Woman Sue Deranger: Untitled, from (Gathering; The En'owking, Journal of First North American Peoples, Vol. II, Princeton, Theytus Books, 1992)		CO-1 BTL-4
TEXTBOOKS		
1.	Hindustan Institute of Technology and Science, Study Material 2021.	
REFERENCE BOOKS		
1.	K. Balachandran, K. (2007) <i>Canadian Literature</i> , Volume 7. Dundurn Press. ISBN 1-55002-145-1	
2.	Jeffrey M. Heath (1991). <i>Profiles in Canadian Literature</i> , Volume 7. Dundurn Press. ISBN 1-55002-145-1	
3.	William H. New (1990). <i>Native writers and Canadian Writing</i> . UBC Press. ISBN 0-7748-0370-3	
4.	An Anthology of Canadian Literature in English, Vol. II ed. By Donna Bennet and Russel Brown, Toronto: OUP, 1983	
E-BOOKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	
MOOC		
1.	https://www.algonquincollege.com/online/courses/canadian-literature/	
2.	https://www.queensu.ca/artsci_online/courses/canadian-literature	

COURSE TITLE	INTRODUCTION TO CULTURAL STUDIES				CREDITS	5					
COURSE CODE	ELA3825	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	1.0	Approval Details	24 ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This course intends to examine culture, cultural identities and politics of production across various human historical conditions. Culture is examined in this course as an asymmetrical entanglement of material and abstract attributes and hence the course draws on political theory, psychology and critical theory, among other disciplines, in order to investigate the constructed categories of identity, authority and knowledge.										
Course Objective	<ol style="list-style-type: none"> 1. To introduce to students how literature and culture are intertwined and therefore to bring in an awareness of treating literature as part of the broad culture 2. To initiate students into the scholarly studies of various cultural representations such as folk art, music, film and so on 3. To introduce to students the significance of Political theory, Psychology and Critical theories and the relevance of these theories in cultural studies. 										
Course Outcome	<p>completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Analyse the relationship between literature and culture as well as its reflections 2. Understand how literature and culture are intertwined 3. Aware of literature being a part of the broad culture 4. Able to involve in scholarly studies of various cultures 5. Examine the various cultural representations such as folk art, music, film and so on 										
Prerequisites:											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO-1	PSO - 2	PSO - 3
CO - 1	-	-	-	-	-	-	2	2	-	3	2
CO - 2	-	-	-	-	-	-	2	2	-	3	2
CO - 3	-	-	-	-	-	-	2	2	-	3	2
CO - 4	-	-	-	-	3	-	2	3	-	3	3
CO - 5	-	-	-	-	3	-	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1										(6L+6L=12)	

<p>Barthes, Roland (1957) "Mythologies," Nilanjana Gupta .ed. <i>Cultural Studies I</i> (Delhi: Worldview Publications, 2004).</p> <p>Williams, Raymond, (1958) "Culture is Ordinary" from <i>The Everyday Life Reader</i>. Ed. Ben Highmore, Routledge, 2002.</p> <p>Walter Benjamin (1968) "The Work of Art in the Age of Mechanical Reproduction," in Hannah Arendt (ed) <i>Illuminations</i> (New York: Schocken Books)</p> <p>Suggested Activities: Seminar</p> <p>Suggested Readings: https://bit.ly/3DkiLFs</p>	<p>CO-1 BTL-3</p>
<p>MODULE 2: (6L+6L=12)</p>	
<p>Hall, Stuart. (1980). "'Cultural Studies: Two Paradigms'". <i>Media, Culture and Society</i> 2: 57–72.</p> <p>Eric Hobsbawm (1983)"Inventing Traditions," <i>The Invention of Traditions</i>. Eds. Eric Hobsbawm& Terence Ranger (Cambridge University Press).</p> <p>Ella Shohat "From Eurocentrism to Polycentrism," <i>Unthinking Eurocentrism: Multiculturalism and the Media</i> by Ella Shohat and Robert Stam, London & New York: Routledge, 1995</p> <p>Suggested Activities: Seminar</p> <p>Suggested Readings: https://bit.ly/3ilVnJN</p>	<p>CO-2 BTL-2</p>
<p>MODULE 3 (6L+6L=12)</p>	
<p>Chakravorty, GayatriSpivak "Politics of Translation" in <i>Outside in the Teaching Machine</i> (Newyork: Routledge, 1993) 179-200</p> <p>Stuart Hall (1980) "Encoding/Decoding" extract in Nilanjana Gupta .ed. <i>Cultural Studies I</i> (Delhi: Worldview Publications, 2004).</p> <p>Suggested Activities: Seminar</p> <p>Suggested Readings: https://bit.ly/3AmUyMM</p>	<p>CO-3 BTL-5</p>
<p>MODULE 4: (6L+6L=12)</p>	
<p>Bourdieu, Pierre (1982) "The Uses of the People," In <i>Other Words: Essays Towards a Reflexive Sociology</i> (Stanford University Press, 1990).</p> <p>Rubin, Gayle "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" <i>Pleasure and Danger: Exploring Female Sexuality</i>. Ed. Carole S. Vance. London: Pandora. 1992. 267-293.</p> <p>Suggested Activities: Seminar</p> <p>Suggested Readings: https://bit.ly/308O6g3</p>	<p>CO-4 BTL-4</p>
<p>MODULE 5: (6L+6L=12)</p>	
<p>Connell, R W "Hegemonic Masculinity: Rethinking the Concept," in <i>Gender & Society</i>, Vol. 19, No. 6, December 2005. P.829-859.</p> <p>Kluge, Alexander, "On Film and the Public Sphere," <i>New German Critique</i>, No. 24/25, Autumn, 1981 – Winter 1981. (pp. 206-220).</p> <p>Suggested Activities: Seminar</p> <p>Suggested Readings: https://bit.ly/2YEe3DE</p>	<p>CO-5 BTL-4</p>
<p>TEXT BOOKS</p>	
<p>1.</p>	<p>Hindustan Institute of Technology and Science, Study Material 2020</p>
<p>REFERENCE BOOKS</p>	
<p>1.</p>	<p>Storey, John (ed.) (1994) <i>Cultural Theory and Popular Culture: A Reader</i>, New York: Harvester Wheatsheaf</p>

2.	Milner, Andrew (1994) Contemporary Cultural Theory: An Introduction, London: UCL Press
3.	Turner, Graeme (1992) British Cultural Studies: An Introduction.
E BOOKS	
1.	https://ndl.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://nptel.ac.in/courses/109/106/109106136/
2.	https://nptel.ac.in/courses/109/103/109103019/

SEMESTER – IV

COURSE TITLE	INTRODUCTION TO CHILDREN'S LITERATURE				CREDITS	5						
COURSE CODE	ELA3831	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0							
Version	1.0	Approval Details	24 ACM 30th May 2018	LEARNING LEVEL	BTL-4							
ASSESSMENT SCHEME												
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE							
15%	15%	10%	5%	5%	50%							
Course Description	This course is designed to help students to view how writing for children form a distinct genre by itself											
Course Objective	<ol style="list-style-type: none"> To help students to view how writing for children form a distinct genre by itself To enable students to delve deep into the complexities of writing for children To show them how writing for children fuse in it the fundamental concepts of child psychology, pedagogy, sociology, gender studies, myths, folk studies, science, language arts and so on 											
Course Outcome	<ol style="list-style-type: none"> Develop reading competencies through children's literature Develop thinking dispositions and habits of mind to take advantage of children's literature Understand whole learning integrating children's books Connect theory and practice Able to delve deep into the writing complexities of children's literature 											
Prerequisites:												
CO, PO AND PSO MAPPING												
C O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	
CO-1	-	-	2	1	3	3	-	-	-	3	-	
CO-2	-	-	2	1	3	2	-	-	-	3	-	
CO-3	-	-	2	1	3	3	-	-	-	3	-	
CO-4	-	-	2	1	3	3	-	3	-	3	3	
CO-5	-	-	2	-	1	3	3	-	3	-	3	3
1: Weakly related, 2: Moderately related and 3: Strongly related												
MODULE 1:										(6L+6L=12)		

<p>Robert Louis Stevenson : “My Shadow” Ted Hughes : “Tiger” Vishnu Sharma : The Panchatantra Rudyard Kipling :Just So Stories Roderick McGillis : “Looking in the Mirror: Pedagogy, Theory, and Children’s Literature” Hans HeinoEwers : “The Market for Children’s Books and Media”</p> <p>Suggested Activities: Seminar Suggested Readings: Banerjee, Jacqueline. Through the Northern Gate: childhood and growing up in British fiction, 1719-1901. New York: P. Lang, 1996.</p>	<p>CO-1 BTL-3</p>
MODULE 2: (6L+6L=12)	
<p>Roald Dahl : “Little Red Riding Hood and the Wolf” Grace Nicholas : “Lizard” Charles Perrault : “Little Red Riding Hood” E. B. White : Charlotte’s Web Zohar Shavit : “The Concept of Childhood and Children’s Folktales: Test Case – ‘Little Red Riding Hood’</p> <p>Suggested Activities: Group discussion Suggested Readings: Zipes, Jack, ed. Oxford Encyclopedia of Children's Literature. 4 volumes. Oxford and New York: Oxford University Press, 2006.</p>	<p>CO-2 BTL-3</p>
MODULE 3: (6L+6L=12)	
<p>Valery Nash: “Witch Words” Kunjnni Master : “A Tongue-Twister”, “Tell Me a Story” Dr. Seuss : The Cat in the Hat Brothers Grimm : “Hansel and Gretel” Kirsty Murray :<i>Bridie’s Fire</i> Bruno Bettelheim : “Hansel and Gretel”</p> <p>Suggested Activities: Presentation Suggested Readings: Demers, Patricia. Heaven upon Earth: the form of moral and religious children's literature, to 1850. Knoxville: University of Tennessee Press, 1993.</p>	<p>CO-3 BTL-4</p>
MODULE 4: (6L+6L=12)	
<p>Anushka Ravishanker : Excuse me, is this India? Russell Hoban: Best Friends for Frances J.M. Barrie: <i>Peter Pan</i> Donna Jo Napoli: <i>The Magic Circle</i> Perry Nodelman : “How Picture Books Work”</p> <p>Suggested Activities: Analysis of the style Suggested Readings: Goldthwaite, John. The natural history of make-believe: a guide to the principal works of Britain, Europe, and America. New York: Oxford University Press, 1996.</p>	<p>CO-4 BTL-4</p>
MODULE 5: (6L+6L=12)	
<p>Maurice Sendak : Where the Wild Things Are DeepaAgarwal : Shanti’s Friend Lawrence Yep: <i>Dragon wings</i> J. K. Rowling: Harry Potter & the Philosopher’s Stone Suchismita Banerjee: “Contemporary Children’s Literature in India: New Trajectories”</p>	<p>CO-5 BTL-4</p>

Suggested Activities: Group discussion on Children Psychology.	
Suggested Readings: Robson, Catherine. <i>Men in Wonderland: The Lost Girlhood of the Victorian Gentlemen</i> . Princeton and Oxford: Princeton University Press, 2001.	
TEXT BOOKS	
1.	Hindustan Institute of Technology and Science, Study Material 2020.
REFERENCE BOOKS	
1.	Ewers, Hans-Heino. <i>Fundamental Concepts of Children’s Literature Research: Literary and Sociological Approaches</i> . Tr. William J. McCann. New York: Routledge, 2009.
2.	Ankar, Anushka and Anita leutwiler. <i>Excuse me, is this India?</i> Tara Publishing, 2003.
3.	Rowling, J.K. <i>Harry Potter and the Philosopher’s Stone</i> . London: Bloomsbury, 1997.
4.	Suchismita Banerjee. “Contemporary Children’s Literature in India: New Trajectories”. <i>Journal of Children’s Literature</i> 2.2.(July 2008). Thrissur: Children’s Literature Association of India. (p. 6-25).
E BOOKS	
11.	https://ndi.iitkgp.ac.in/homestudy/literature
12.	https://visit.bodleian.ox.ac.uk/accessibility
13.	https://libguides.southernct.edu/literatureopenaccessresources
14.	https://ndi.iitkgp.ac.in/homestudy/literature
15.	https://visit.bodleian.ox.ac.uk/accessibility
MOOC	
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/
3.	https://www.udemy.com/share/103aSR/

COURSE TITLE	POST-COLONIAL POETRY				CREDITS	5					
COURSE CODE	ELA3832	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
VERSION	1.0	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL 4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	Students will study poetry written in English from formerly colonized nations in their historical and cultural contexts. It also examines central concepts, questions, and debates in postcolonial studies. This course gives a clear idea about the histories produced in postcolonial literature as well as the field of postcolonial studies. It also throws light about the negotiation between colonial and indigenous cultural traditions.										
Course Objective	<ol style="list-style-type: none"> 1. To enable students to trace the characteristic features of postcolonial writings in general and poetry in particular 2. To guide students to critically identify the differences and similarities across the writings in different regions which were once colonies of the West 3. To identify and discuss about the postcolonial poets in their historical and cultural contexts 4. To define the central terms and concepts in postcolonial studies 5. To comprehend and analyse the postcolonial literary criticism 										
Course Outcome	<ol style="list-style-type: none"> 1. Familiarised with some of the poems of post colonialism 2. Acquainted with the key concepts of post-colonial poems 3. Introduced to aspects of subjectivity, race, class and feminism as they inhere in the post-colonial space 4. Understand and evaluate the key debates in post-colonial theory 5. Able to identify the differences and similarities across the writings in different colonial regions 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO - 1	PSO - 2	PSO - 3
CO-1	-	-	2	2	2	2	-	-	-	-	2
CO-2	-	-	2	2	2	2	-	-	-	2	2
CO-3	-	-	2	2	2	-	2	-	-	2	2
CO-4	-	-	2	2	2	-	2	3	-	2	3
CO-5	-	-	2	2	2	2	-	3	-	2	3
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1:							(6L+6L=12)				
A.K. Ramanujan - "Self Portrait", "Small-scale Reflections" Kamala Das - "An Introduction", "Nani" Keki N. Daruwalla - "The Ghagra in Spate" Dom Moraes - "A Letter", "Sinbad" JayantaMahapatra - "A Ram of Rites" (Indian)										CO-1 BTL-3	

Suggested Activities: Seminar		
Suggested Readings: Foss, Paul (ed. (1988).) <i>Iskznd in the Stream: Myths ofPkace in Australian Culture</i> . Leichardt, New South Wales: Pluto Press.		
MODULE 2:		(6L+6L=12)
Leopold Senghor - "New York" Gabriel Okara - "Once upon a Time", "The Mystic Drum" David Diop - "Africa" (Africa) John Pepper Clark - "The Casualties" Wole Soyinka - "Telephonic Conversation" Suggested Activities: Seminar Suggested Readings: Grirnshaw, Patricia; Lake, Marilyn; McGrath, Ann and Quartly, Marian (1994). <i>Creating a Nation: 1788-1900</i> . Ringwood: McPhee Gribble		CO-2 BTL-3
MODULE 3:		(6L+6L=12)
Ama Ata Aidoo - "Motherhood and the Numbers Game" Allen Curnow (New Zealand) - "House and Land", <i>Landfall in Unknown Seas</i> A.D. Hope - "Australia" (Australia) Jack Davis - "Aboriginal Australian" Kenneth Slessor "South Country", <i>The Night Ride</i> Suggested Activities: Seminar Suggested Readings: Kirpal, Viney (1990). <i>The New Indian Novel in English: A Study of the 1980s</i> . Delhi: Allied Publishers		CO-3 BTL-3
MODULE 4:		(6L+6L=12)
F.R. Scott - "Laurentian Shield" Margaret Atwood - "Journey to the Interior" James Reaney - "Maps" Derek Walcott - "Ruins of a Great House" (West Indies) E.E. Tiang Hong - "Arrival" (Malaysia) Suggested Activities: Seminar Suggested Readings: Suleri, Sara (1992). <i>The Rhetoric of English India</i> . Chicago: Chicago University Press		CO-4 BTL-4
MODULE 5:		(6L+6L=12)
Edwin Thumbo - "A Quite Evenings" (Singapore) Kishwar Naheed - "I am not that woman" (Pakistan) Almaghir Hashmi - "So What if I Live in House Made by Idiots" (Bangladesh) Lakdasa Vikramsimha - "Don't Talk to Me about Matisse" (Sri Lanka) Suggested Activities: Seminar Suggested Readings: Dabydeen, David (ed.) (1985). <i>The Black Presence in EngM Literature</i> . Manchester: Manchester University Press		CO-1 BTL-4
TEXTBOOKS		
1.	C.D. Narasimhaiah(2016), <i>An Anthology of Commonwealth Poetry ed.</i> , Madras, Macmillan,	
REFERENCE BOOKS		
1.	Quayson, Ato, ed (2012). <i>The Cambridge History of Postcolonial Literature, Vol 1</i> . Cambridge University Press.	
2.	Gunning, Dave (2013). <i>Postcolonial Literature</i> . Edinburgh University Press.	
E-BOOKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	

2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit
MOOC	
1.	https://onlinecourses.nptel.ac.in/noc21_hs48/preview
2.	https://www.udemy.com/course/how-to-analyse-poetry-short-course/

COURSE TITLE		POST-COLONIAL FICTION AND DRAMA				CREDITS	5				
COURSE CODE	ELA3833	COURSE CATEGORY	DE	L-T-P-S	5-0-0-0						
Version	2	Approval Details	24ACM 30 th May 2018	LEARNING LEVEL	BTL-4						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Third Periodical Assessment	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	The Course deals in detail the fiction and drama that portray the postcolonial aspects. Students learn to assess the psychology of the characters during the postcolonial days. The course also helps the student to analyze the different characteristics of drama and fiction.										
Course Objective	<ol style="list-style-type: none"> To enable the students to trace the characteristic features of postcolonial writings in general and fiction and drama in particular To guide students to critically identify the differences and similarities across the writings in different regions which were once colonies of the West. 										
Course Outcome	<p>completion of this course, the students will</p> <ol style="list-style-type: none"> Familiarize with some of the fiction and plays of post colonialism Learn with the key concepts of post-colonial fiction and drama Learn aspects of subjectivity, race, class and feminism as they are in the post-colonial space Analyze and evaluate the key debates in post-colonial theory Identify the differences and similarities across the writings in different colonial regions 										
Prerequisites: Any Undergraduate degree											
CO, PO AND PSO MAPPING											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO 1	-	-	-	-	-	3	-	-	3	-	-
CO 2	-	-	3	-	-	-	-	-	-	2	-
CO 3	-	-	-	-	-	2	-	-	3	-	-
CO 4	-	-	-	-	-	3	-	3	-	-	3
CO 5	-	-	2	-	-	-	-	3	-	2	3
1: Weakly related, 2: Moderately related and 3: Strongly related											

MODULE 1:		(6L+6P=12)
Introduction to postcolonial fiction and drama Chinua Achebe: <i>Arrow of God</i> Suggested Activities: Seminar Suggested Readings: Whitlock, Gillian & Carter, David (eds,) (1992). Images of Australia: An Introductory Reader in Australian Studies. St. Lucia: University of Queensland Press		CO 1, BTL 1
MODULE 2:		(6L+6P=12)
V.S. Naipaul: <i>The Mimic Men</i> Margaret Laurence: <i>Stone Angel</i> Suggested Activities: Seminar Suggested Readings: Thieme, John (ed.) (1996). The Arnold Anthology of Post-Colonial Literatures in English. London: Arnold		CO 2, BTL 2,3
MODULE 3:		(6L+6P=12)
Khaled Hosseini: <i>The Kite Runner</i> Vikram Seth: <i>The Golden Gate</i> Suggested Activities: Seminar Suggested Readings: Mongia, Padmini (ed.) (1996). Contemporary Postcolonial Theory. A Reader. London: Arnold		CO 3, BTL 3, 4
MODULE 4:		(6L+6P=12)
Wole Soyinka: <i>The Road</i> Ray Lawler: <i>Summer of the Seventeenth Doll</i> Suggested Activities: Seminar Suggested Readings: Canadian Children's Books, 1799-1939, in the Special Collections and University Archives Division, The University of British Columbia Library: A Bibliographical Catalogue, ed. by Sheila A. Egoff		CO 4, BTL 5
MODULE 5:		(6L+6P=12)
James Reaney: <i>The Canadian Brothers</i> Girish Karnad: <i>Hayavadana</i> Suggested Activities: Seminar Suggested Readings: Pflieger, P., & Hill, H. (1984). A reference guide to modern fantasy for children. Westport, Conn: Greenwood Press.		CO 5, BTL 6
TEXT BOOKS		
1.	Hindustan Institute of Technology and Science, Study Material 2020.	
REFERENCE BOOKS		
5.	Ross, Robert L., ed. (1999). <i>Colonial and Postcolonial Fiction: An Anthology</i> . New	

	York, Oxford: Routledge
6.	Eugene Benson and L. W. Conolly (eds.), <i>Encyclopedia of Post-Colonial Literatures in English</i> , 1994, 2005.
7.	Prem Poddar and David Johnson, <i>A Historical Companion to Postcolonial Literature in English</i> , 2005.
E BOOKS	
1.	https://www.yushanth.org.tw/templates/cache/26459/images/562cdb88a72fa.pdf
2.	http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf
3.	https://kcsepdf.co.ke/wp-content/uploads/2020/04/Arrow-of-God-by-Chinua-Achebe.pdf
4.	https://booksvoooks.com/scrolablehtml/the-mimic-men-pdf-vs-naipaul.html
5.	https://indianpdf.files.wordpress.com/2021/03/the-kite-runner-pdf-by-indianpdf.com_.pdf
6.	http://online.fliphtml5.com/kmfb/xrnv/#p=6
MOOC	
1.	https://www.coursera.org/lecture/learnerdifferences/postcolonial-theory-a-personal-view-OOKFJ
2.	https://www.classcentral.com/course/swayam-postcolonial-literature-7942

COURSE TITLE	THEATRE AND COMMUNICATION				CREDITS	5					
COURSE CODE	ELA3834	COURSE CATEGORY	DE	COURSE CODE	ELA3834						
Version	1.0	Approval Details	24ACM 30 th May 2018	Version	1.0						
ASSESSMENT SCHEME											
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE						
15%	15%	10%	5%	5%	50%						
Course Description	This Course is designed to introduce theatre as a complex network of varied skills and arts										
Course Objective	<ol style="list-style-type: none"> 1. Introduce theatre as a complex network of varied skills and arts 2. Bring in least academically - engaged theatrical forms and explore complexities and possibilities in such experimentations 3. Re- examine ideas of playwright, script, stage, audience and their interrelationships 										
Course Outcome	<ol style="list-style-type: none"> 1. Demonstrate understanding of the social and artistic movements that have shaped theatre 2. Analyze, and interpret texts and performances both in writing and orally 3. Practice collaborative skills in various theatrical contexts 4. Demonstrate problem-solving skills in the creation of artistic work 5. Apply discipline-specific skills to the creation of performance 										
Prerequisites: Undergraduate Level											
CO, PO AND PSO MAPPING											
CO	PO - 1	PO - 2	PO - 3	PO - 4	PO - 5	PO - 6	PO - 7	PO - 8	PSO - 1	PSO - 2	PSO - 3
CO-1	-	-	-	-	-	-	-	-	-	-	-
CO-2	-	-	-	-	-	-	-	2	-	-	-
CO-3	-	-	-	-	-	-	1	-	-	-	-
CO-4	-	-	-	-	-	-	1	-	-	-	-
CO-5	-	-	-	-	-	-	-	1	-	-	-
1: Weakly related, 2: Moderately related and 3: Strongly related											
MODULE 1: (6L+6L=12)											
A two - day theatre workshop in collaboration with professionals, Performance Studies—a theoretical introduction Street Theatre										CO-1 BTL-3	
Suggested Activities: Seminar Suggested Readings: Andal, N. (2004). Communication Theories and Models. Mumbai: Himalaya Publishing House.											
MODULE 2: (6L+6L=12)											
Chandrasekhar Kambar's The Shadow of the Tiger and Other Plays (Any one)										CO-2 BTL-3	
Character Sketches (Each student has to choose or script a character-building											

monologue for 10 minutes and perform) Suggested Activities: Seminar Suggested Readings: Ghosh, M. (1950). <i>The Natya Shastra</i> (English Translation) Volume I (Chapters I-XXVII). Calcutta: The Royal Asiatic Society of Bengal.		
MODULE 3:		(6L+6L=12)
Evam Indrajit by Badal Sircar Suggested Activities: Seminar Suggested Readings: Pandya, S. P. (1990). <i>A Study of The Technique of Abhinaya in Relation to Sanskrit Drama</i> . Bombay: Somaiya Publications Pvt. Ltd.		CO-3 BTL-3
MODULE 4:		(6L+6L=12)
Phoenix and four other Mime Plays by Chi Srinivasaraju Suggested Activities: Seminar Suggested Readings: Vir Bala Aggarwal, V. S. (2002). <i>Handbook of Journalism and Mass Communication</i> . New Delhi: Concept Publishing Company.		CO-4 BTL-4
MODULE 5:		(6L+6L=12)
Yayati by Girish Karnad Suggested Activities: Seminar Suggested Readings: Ramamurti, K. S. (1964). <i>Drama: The Finest Form of Literary Creation</i> . Rupaka Samiksa (pp. 17-22). Tirupati: Sri Venkateshwara University.		CO-1 BTL-4
TEXTBOOKS		
1.	Hindustan Institute of Technology and Science, Study Material 2020	
REFERENCE BOOKS		
1.	Carlson, M. <i>Theatre Semiotics: Signs of Life</i> , Bloomington, Indiana: University of Indiana Press, 1991.	
2.	Karnad, Girish. <i>Collected Plays (Volume One)</i> , New Delhi: Oxford University Press, 2005. ISBN: 019567311-5	
3.	Banham, Martin, ed. <i>The Cambridge Guide to Theatre</i> . Cambridge: Cambridge University Press.	
4.	Kambar, Chandrasekhar. <i>The Shadow of the Tiger and Other Plays</i> , Seagull Books Pvt. Ltd.	
5.	Esslin, Martin. <i>An Anatomy of Drama</i> . New York: Hill & Wang, 1976.	
6.	Roach, Joseph R. <i>The Player's Passion: Studies in the Science of Acting</i> . Newark: University of Delaware Press, 1985.	
7.	Yajnik, R.K. <i>The Indian theatre: Its origins and its Later Developments under European Influence</i> , New York: Haskell House. 1970..	
E-BOOKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	
MOOC		
1.	https://www.edx.org/professional-certificate/ritx-communication-skills?index=product&queryID=80e7dbc67e0f06cee4d898c5ba5ee959&position=2	
2.	https://nptel.ac.in/noc/courses/noc21/SEM2/noc21-hs57/	

