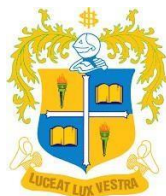


**LEARNING OUTCOMES BASED CURRICULUM
FRAME WORK (LOCF) FOR POSTGRADUATE
PROGRAMMES**

(With effect from 2022-23)

MA ENGLISH LITERATURE
Department of English



LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034

PREFACE

The study of English Language and Literature comprises the pursuit of arts by piquing the thoughts and ideas within an individual, as well as proficiency in the usage of language through training imparted to the learners. With its wide array of diverse and evolving topics, there is a need to remain relevant so that students rise up to the challenges in the modern world.

Keeping this in mind, the learning outcomes-based curriculum for the postgraduate programme in English is designed to facilitate an effective teaching-learning process. The framework helps in maintaining the standard of the course by reviewing and revising the agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes.

With new directions taking shape in humanities, students benefit from courses influenced by culture, gender and research courses that cater to the advancement of knowledge in the form of Academic Writing, Research Methodology and Dissertation. The postgraduate students of English Literature are also provided with theoretical tools to interpret various literatures of the world in addition to the professional skills that are specific to industries.

Students will be able to demonstrate their knowledge and understanding inculcated through this dynamic curriculum and inclusive environment. Focus on content related to environment, sustainability and subalternity fosters critical thinking and development of sensitivity in these areas so that the students work towards social change. Artistic sensibility nourished by the wide and varied reading of texts aid in their creative expression too.

The intended outcomes become observable through the incorporation of Bloom's Taxonomy (classification of student's behaviour) in the curriculum, teaching pedagogy and assessment methodology. This, in turn, will help to assess the cognitive and affective levels of the students and evaluate the expected course outcome attainment.

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VISION AND MISSION OF LOYOLA COLLEGE

VISION

- Towards holistic formation of youth, grounded in excellence, through accompaniment to serve humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills that prepare them for the future.
- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

CORE VALUES

- Cura Personalis
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF ENGLISH DEPARTMENT

VISION

Department of English envisions an inclusive and holistic development of the learners, who are culturally sensitive, socially responsible and academically vibrant, equipped with life coping and employability skills for their sustenance

MISSION

- To empower learners through the study of world literatures and innovative General English Programme
- To evolve into men and women equipped with Critical Sensibility, Employability skills and Social Consciousness for human upliftment

PROGRAMME EDUCATIONAL OBJECTIVES

(PEOs)

School of Languages

(English, French, Hindi, Sanskrit and Tamil)

PEO 1	Academic Excellence & Core Competency To train students through the study of language, literature and culture to enable them to identify, recall and reproduce the lexis and functional grammar to analyse, describe, paraphrase or summarize any content in the chosen language and thereby enhance their core competency and academic excellence.
PEO 2	Effective Communication and Team work To impart in learners globally relevant curriculum that will enhance team spirit, communication skills, adaptability to develop the learners' ability to display and validate their knowledge and apply the acquired skills through effective communication and team work.
PEO 3:	Professionalism & Skill Development To prepare students to demonstrate the ability to analyse, compare, differentiate and to sharpen their skills of observation, analysis and critical thinking thus enabling them to articulate strong technical and professional skills.
PEO 4	Empathy and Empowerment To enable learners to develop sensitivity and consciousness through critical analysis of language, literature, history and civilisation with a true concern towards the society in order to become men and women for and with others.
PEO 5	Social Responsibility, Environment and Sustainability To prepare young minds to internalize their understanding of the society, conscientise them with the values of clean environment and sustainability of natural resources to synthesize research and analysis to defend equity and equality in society and thereby become socially responsible citizens.
PEO 6	Multiculturalism & National Integration To internalize multiculturalism and interculturality through the study of language and literature and thereby promote national integration.

M.A. English

PROGRAMME OUTCOMES (POs)

PO 1	Disciplinary knowledge Students will apply the knowledge acquired in classrooms and language labs to real-life situations and work environment
PO 2	Communication Skills Students will acquire communication skills that make them employable
PO 3	Critical thinking, Problem solving, Reflective thinking & Leadership readiness/qualities Students will acquire employability / soft skills such as teamwork, leadership, critical thinking, problem solving, reflective thinking, etc. to excel in the workplace
PO 4	Professionalism, Moral and ethical awareness Students will internalize the importance of arts and literature which enables them to become skilled professionals and internalize human values embedded in cultural, social, historical and literary texts to deal with various problems in life displaying moral and social values with sensitivity to gender, age, caste, race, religion and nationality.
PO 5	Impact of education on society and the environment & Ethics and equity Students will recognize the values of the environment and sustainability of natural resources for society and practice equity and equality in society and thereby develop social responsibility

PO 6	Self-directed learning & Lifelong learning Students will engage in life-long and holistic learning supported by ICT tools and online resources to skill themselves up to an ever demanding work environment & recognize their global and local needs and attain the ability to engage themselves as independent learners in the context of an ever-changing world.
PO 7	Multicultural competence Students will become competent, committed, conscious, creative, and compassionate men and women for and with others

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO 1	Appreciate the perspectives of English literature at large and world literature across cultures and genres
PSO 2	Demonstrate communication skills, English language teaching and training skills
PSO 3	Gain hands-on experience in applied research methodology on a specific research problem in English
PSO 4	Evaluate and contextualize the values of environment, sustainability and social responsibility
PSO 5	Analyse and imbibe the values embedded in literary texts to be sensitive to moral and social issues
PSO 6	Demonstrate acumen and interest in self-directed learning and lifelong learning
PSO 7	Act as catalysts for social change based on their heightened awareness on pertinent issues like the environment, gender, discourse and the literature of the marginalized

Correlation Rubrics:

High	Moderate	Low	No correlation
3	2	1	0

Mapping of PEOs with Vision and Mission

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
Vision	3	3	3	3	3	3
Mission	3	3	3	3	3	3

Mapping of POs with PEOs

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
PO 1	3	3	3	3	3	3
PO 2	3	3	3	3	2	2
PO 3	3	3	3	3	3	2
PO 4	3	3	3	3	3	3
PO 5	3	3	3	3	3	3
PO 6	3	3	3	2	2	2
PO 7	3	3	3	3	2	3

Mapping of PSOs with PEOs

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
PSO 1	3	3	3	3	3	3
PSO 2	3	3	3	3	2	2
PSO 3	3	3	3	3	3	2
PSO 4	3	3	3	3	3	3
PSO 5	3	3	3	3	3	3
PSO 6	3	3	3	2	2	2
PSO 7	3	3	3	3	2	3

Mapping of PSOs with POs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PSO 1	3	3	3	3	3	3	3
PSO 2	3	3	3	3	3	3	3
PSO 3	3	3	3	3	3	3	3
PSO 4	3	3	3	3	3	3	3
PSO 5	3	3	3	3	3	3	3
PSO 6	3	3	3	3	3	3	3
PSO 7	3	3	3	3	3	3	3

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI

DEPARTMENT OF ENGLISH

(2022 - Restructured Curriculum)

**M.A ENGLISH LITERATURE
OVERALL COURSE STRUCTURE**

Sem	Subject Code	Course Name	T/L	Category	Cr	Hrs
I	PEL1MC01	British Literature I: Chaucerian, Elizabethan and Neo-Classical Age	T	MC	6	6
I	PEL1MC02	Indian Writing in English	T	MC	6	6
I	PEL1MC03	Gender Studies	T	MC	6	6
I	PEL1MC04	Effective Workplace Communication	T	MC	5	6
I	PEL1MC05	Academic Writing	T	MC	5	6
II	PEL2MC01	British Literature II: Romantic and Victorian Age	T	MC	5	6
II	PEL2MC02	American Literature	T	MC	5	6
II	PEL2MC03	Critical Theory	T	MC	5	6
II	PEL2MC04	Research Methodology	T	MC	3	5
II	PEL2ME05	Language and Media	T	ME	2	4
II	PEL2ME06	Discourse Analysis	T	ME	2	4
II	PEL2ME07	Literature and Environment	T	ME	2	4
II		MOOC	T	MO	2	2
II		Life Skills #	T	LS	1	2
II	PEL2CD08	Thesis Writing	T	CD	1	3
II	PEL2CD09	Effective Presentation Skills	T	CD	1	3

II	PEL 2 SI 10	Summer Internship #	-	SI	1	-
III	PEL3MC01	British Literature III: 20th & 21st Century	T	MC	6	6
III	PEL3MC02	Post-Colonial Literature	T	MC	4	5
III	PEL3MC03	Language and Linguistics	T	MC	4	5
III	PEL3MC04	Cultural Studies	T	MC	4	4
III	PEL3ME05	Literary Studies in the New Millennium	T	ME	2	4
III	PEL3ME06	Film Studies	T	ME	2	4
III	PEL3ME07	Subaltern Studies	T	ME	2	4
III	PEL3ID08	Philosophy and Literature	T	ID	3	6
III		Soft Skills #	T	SS	1	2
III	PEL3VA09	English for Professional Development #	T	VA	1	2
III		SERVICE LEARNING#	-	SL	1	2
IV	PEL4MC01	World Classics	T	MC	4	5
IV	PEL4MC02	Shakespeare Studies	T	MC	6	6
IV	PEL4MC03	Contemporary Fiction	T	MC	3	4
IV	PEL4MC04	English Language Teaching and Training	T	MC	4	5
IV	PEL4PJ05	Dissertation	-	PR	3	10
					84	103/ 120*

* 120 Contact hours and 11 Outside Class

#Outside Class

Major Elective (ME)

Sem	Subject Code	Course title	T/L	Category	Cr	Hrs
II	PEL2ME05	Contemporary Mediascape	T	ME	2	4
II	PEL2ME06	Discourse Analysis	T	ME	2	4
II	PEL2ME07	Environment and Literature	T	ME	2	4

III	PEL3ME05	Literary Studies in New Millennium	T	ME	2	4
III	PEL3ME06	Film Studies	T	ME	2	4
III	PEL3ME07	Subaltern Studies	T	ME	2	4

Courses Offered to Other Departments

Sem	Subject Code	Course title	T/L	Category	Cr	Hrs
II	PEL2CD08	Thesis Writing	T	CD	1	3
II	PEL2CD09	Effective Presentation Skills	T	CD	1	3
III	PEL3VA09	English for Professional Development #	T	VA	1	2
III	PEL3ID08	Philosophy and Literature	T	ID	3	6

MC – Major Core; ME-Major Elective; ID-Inter-Disciplinary; MO-MOOC; LS- Life Skills SK-Soft Skills;

CD-Cross Disciplinary; VA- Value Added; SI-Summer Internship; SL-Service Learning; PJ-Project

M.A English literature LOCF Curriculum (effective from June, 2022)

PART	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
MC	British Literature I: Chaucerian, Elizabethan and Neo-Classical Age (6h/6c)	British Literature II: Romantic and Victorian Age (6h/5c)	British Literature III: 20th & 21st Century (6h/6c)	World Classics (5h/4c)
	Indian Writing in English (6h/6c)	American Literature (6h/5c)	Post-Colonial Literature (5h/4c)	Shakespeare Studies (6h/6c)
	Gender Studies (6h/6c)	Critical Theory (6h/5c)	Language and Linguistics (5h/4c)	Contemporary Fiction (4h/3c)
	Effective Workplace communication (6h/5)	Research Methodology (5h/3c)	Cultural Studies (4h/4c)	ELTT (5h/4c)
	Academic Writing (6h/5c)			
ME		Language and Media (4) - (4h/2c) * Discourse Analysis (4) - (4h/2c) * Literature and Environment (4) - (4h/2c) *	Literary Studies in New Millennium (4) - (4h/2c) * Film Studies (4) - (4h/2c) * Subaltern studies (4) - (4h/2c) *	
ID			Philosophy and Literature (6) - (6h/3c)	
MO		2h(2c) (Outside Class Hours)		

LS		2h(1c) (Outside Class Hours)		
SK			2h(1c) (Outside Class Hours)	
CD		Thesis Writing (3h/1c) Effective Presentation Skills (3h/1c)		
VA			English for Professional Development(2) -2h (1c)	
SI		3 to 4 weeks (1c)		
SL			(2h/1c)	
PJ				Dissertation 10 H (3 C)
Hr/c	30h (28c)	30h (25c)	30h (26c)	30h (20c)

MC – Major Core; ME-Major Elective; ID-Inter-Disciplinary; MO-MOOC; LS – Life Skills; SK-Soft Skills; CD-Cross Disciplinary; VA- Value Added; SI-Summer Internship; SL-Service Learning; PJ-Project

* Two courses offered from a pool of six based on students' preference

COURSE DESCRIPTOR

Course Code	PEL1MC01
Course Title	BRITISH LITERATURE – I: CHAUCERIAN, ELIZABETHAN AND NEO-CLASSICAL AGE
Credits	06
Hours/Week	06
Category	Major core (MC) – Theory
Semester	I
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. British Literature exhibits a holistic perspective to the learners about historical, social, religious, cultural and economic background of the ages from Chaucer to Neo-Classical Age 2. The paper encompasses several genres in Literature which record the impact of the historical, social, religious, cultural and economic background of the ages from Chaucer to Neo-Classical Age 3. It focuses to showcase the evolution of the literary forms 4. The learners are encouraged to analyze objectively and critically a given situation 5. It enhances the learners with alternative narratives to express themselves creatively 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To comprehend the social, historic, economic, religious, cultural and political background for centuries 2. To make the learners understand the social history of England 3. To make the students identify various movements and schools in English Literature 4. To enrich the learners with the literary techniques and theories popular of that age 5. To enhance the problem solving, reflective thinking, critical thinking and creative writing skills 	

Prerequisites	A rudimentary knowledge about England and its history
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<ol style="list-style-type: none"> 1. Humanism 2. Renaissance 3. Reformation 4. Puritanism 5. Miracle Plays 6. Mystery Plays 7. Interludes 8. Cavalier Poets 9. University Wits 10. Metaphysical School of Poets 11. Comedy of Manners 12. Comedy of Humours 13. Periodical Essays 14. Neoclassical Movement 15. Graveyard School of Poets 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	POEMS <ol style="list-style-type: none"> 1. Chaucer –Prologue to the Canterbury Tales 2. Edmund Spenser – The Faerie Queene – Book I (Canto 2 – 20-26) 3. John Milton – Paradise Lost Book - IX 4. John Dryden – Absalom and Achitophel (Lines 150-197) 5. Alexander Pope – The Dunciad (Book III – Lines -209-272) 6. Thomas Gray – Elegy Written in a Country Churchyard 	25	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	PROSE <ol style="list-style-type: none"> 1. Francis Bacon – “Of Revenge” 2. John Locke – “Of Retention” (Book II - Chapter X) - <i>An Essay concerning Human Understanding</i> 3. Robert Burton – “Of the Force of Imagination”- <i>The Anatomy of Melancholy</i> 4. Oliver Goldsmith – “A City Night – Piece” 	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	PLAY 1. Ben Jonson – Volpone 2. Christopher Marlowe – The Jew of Malta	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	NOVEL 1. Daniel Defoe– Moll Flanders 2. Samuel Richardson – Pamela or Virtue Rewarded	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Albert, Edward. *History of English Literature*. Oxford University Press. 2009.
2. Couch, Arthur Quiller. (ed) *The Oxford Book of English Verse (1250-1900)*. Oxford: OUP, 1923.
3. Palgrave. (ed) *Golden Treasury of the Best Songs and Lyrical Poems in the English language*. London: OUP, 1977.
4. Roberts., (ed) *Faber Book of Modern Verse*. London: Faber and Faber, 1979.
5. Sinfield, Alan. *The Context of Literature and Society*. Routledge. 1983.

Suggested Readings

1. Kavenik, Frances M. *British Drama. 1660-1779: A Critical History*, Twayne. 1995.
2. Goodman, Jennifer Robin. *British Drama Before 1660: A Critical History*, Twayne. 1991.
3. Grierson and Smith. *Critical History of English Poetry*. London: OUP, 1970.
4. Daiches, David. *A Critical History of English Literature: Volume 1*. Delhi: Allied Publishers Pvt Limited, 1960.

Web Resources

1. <http://academic.brooklyn.cuny.edu/webcore/murphy/canterbury/2genpro.pdf>
2. <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/784/faerieq ueene.pdf>

3. <https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/08/ENGL402-Milton-Paradise-Lost-Book-9.pdf>
4. <http://public-library.uk/ebooks/09/30.pdf>
5. <https://congresoartistas.masonicvipclub.com/wp-content/uploads/2020/10/the-dunciad.pdf>
6. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
7. <https://www.benchtheatre.org.uk/plays10s/volponescriptv1.pdf>
8. <https://www.gutenberg.org/files/901/901-h/901-h.htm>
9. <https://www.bartleby.com/3/1/4.html>
10. <https://www.dca.fee.unicamp.br/~gudwin/ftp/ia005/locke2.pdf>
11. <https://www.exclassics.com/anatomy/anatomy1.pdf>
12. <http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm>
13. <https://www.fulltextarchive.com/page/Moll-Flanders/>
14. <https://www.gutenberg.org/files/6124/6124-h/6124-h.htm>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Identify and record the socio, historic, economic, cultural and political contexts for centuries	K1, K2
CO 2	Apply them objectively in debates, seminars, panel and group discussions	K3
CO 3	Examine the various literary forms, techniques and theories in the literary works and sketch its evolution over the ages	K4
CO 4	Evaluate and distinguish characterization in the literary works based on socio, historic, economic, religious, cultural and political contexts	K5
CO 5	Express themselves creatively and justify the literary movements and its role in chiselling humanity	K6

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 ($6 \times 2 = 12$) – Answer All

Section -B – K3 ($1 \times 7 = 7$) Answer any ONE out of TWO

Section -C – K4 ($1 \times 7 = 7$) Answer any ONE out of TWO

Section -D – K5 ($1 \times 12 = 12$) Answer any ONE out of TWO

Section -E – K6 ($1 \times 12 = 12$) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 ($10 \times 2 = 20$) – Answer All

Section -B – K3 ($2 \times 10 = 20$) Answer any TWO out of FOUR

Section -C – K4 ($2 \times 10 = 20$) Answer any TWO out of FOUR

Section -D – K5 ($1 \times 20 = 20$) Answer any ONE out of TWO

Section -E – K6 ($1 \times 20 = 20$) Answer any ONE out of TWO

COURSE DESCRIPTOR

COURSE CODE	PEL1MC02
COURSE TITLE	INDIAN WRITING IN ENGLISH
CREDITS	6
HOURS / WEEK	6
CATEGORY	MAJOR CORE (MC)
SEMESTER	I
REGULATION	2022

COURSE OVERVIEW

1. This course encompasses literature in English from all parts of India
2. The paper provides insights into Indian literature in English written before and after independence.
3. The learners are exposed to various genres in Indian Literature, focusing on the monumental contributions of writers both men and women.
4. It sensitizes the learners on environmental and social responsibilities.
5. It engages the learners in critical enquiry and imbibes competence in research and writing articles in journals.

COURSE OBJECTIVES

1. To make the learners understand the history and evolution of Indian literature.
2. To acquaint learners with the literary movements of pre and post independent India.
3. To enhance their literary competence and demonstrate knowledge of the genres and themes.
4. To inculcate sensitivity towards moral, environmental and socio-political issues.
5. To hone the learners' skills towards self learning and imbibe social responsibilities.
6. To make them reflect creatively, critically, and develop strong writing skills to write research papers.

PREREQUISITES	Basic knowledge in Indian Writing at the Undergraduate level.
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SYLLABUS

UNIT	CONTENT	HRS	CO	COGNITIVE LEVEL
I	Poetry <ol style="list-style-type: none"> 1. <i>Gitanjali</i> (Songs 68, 69, 70) - Rabindranath Tagore 2. <i>The Truth About the Floods</i>- Nissim Ezekiel 3. <i>Dawn at Puri</i> - Jayanta Mahapatra 4. <i>Snakes</i> - A.K.Ramanujan 5. <i>Old Playhouse</i> - Kamala Das 6. <i>Migrations</i> - Keki Daruwalla 7. <i>A Letter to My Mother</i> - Dom Moraes 8. <i>Mulligatawny Dreams</i> - Meena Kandasamy 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Prose <ol style="list-style-type: none"> 1. Better Late than Never - R.K Narayan 2. The Need for Modern Education - Raja Ram Mohan Roy (<i>The Makers of Modern India</i> - Edited by Ramachandra Guha) 3. The Looting of India - Sashi Tharoor (<i>An Era of Darkness</i>) 4. Adventures of a Brown Man in Search of Civilization - Nirad. C. Chaudhuri (<i>A Passage to India</i>) 	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Play <ol style="list-style-type: none"> 1. <i>Silence! The Court is in Session</i> - Vijay Tendulkar 2. <i>The Fire and the Rain</i> - Girish Karnad 	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Short Stories <ol style="list-style-type: none"> 1. <i>The Cow of the Barricades</i> - Raja Rao 2. <i>Karma</i> - Kushwant Singh 3. <i>The Wedding Suit</i> (from <i>Lifting the Veil</i>) - Ismat 	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6

	Chughtai 4. <i>The Goat Thief</i> (Selective stories) - Perumal Murugan		CO 5	
V	Fiction 1. <i>Serious Men</i> - Manu Joseph 2. <i>Dark Holds No Terror</i> - Sashi Deshpande	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List:

1. *An Anthology of Commonwealth Poetry*. C. D. Narasimhaiah (ed), Madras: Macmillan, 1990.
2. Readings from Commonwealth Literature: William Walsh (Oxford: Clarendon Press), 1973
3. Naik, M.K. *A History of Indian English Literature*. New Delhi: Sahitya Academy. 1982. Reprint 2009
4. Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985.
5. Agrawal, K.A. *Indian Writing in English : A Critical Study*. Atlantic 2003
6. Gokak, V.K. *A Golden Treasury of Indo Anglian Poetry*.
7. *Ten: The New Indian Poets* New Delhi. Mahapatra, Jayanta and Yuyutsu Sharma (ed). Nirala Publications, 1993.
8. King, Bruce Alvin *Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes*. Madras: Oxford University Press, 1991.
9. Dodiya, Jaydipsinh. *Plays of Girish Karnard*, New Delhi, Prestige 1999
10. Roy, Ram Mohan. *Makers of Modern India*. Guha, Ramachandra.(ed) New Delhi: Penguin, 2010.

Suggested Readings:

1. "The Panorama of India's Past"- Jawaharlal Nehru (*Discovery of India*)
2. *The Poets of Dawn* - Sri Aurobindo
3. *Reason and Identity (The Argumentative Indian)*- Amartya Sen
4. "The Beginnings of English Literary Study in British India" -Gauri Viswanathan
5. *Breast Stories* - Mahasweta Devi
6. *The God of Small Things* - Arundhati Roy
7. *Quichotte* - Salman Rushdie
8. *The Fate of Butterflies* - Nayantara Sahgal
9. *The White Tiger*- Aravind Adiga
10. *Dance Like a Man* - Mahesh Dattani

11. *Fasting, Feasting* - Anita Desai
12. *A Suitable Boy*-Vikram Seth
13. *The Shadow Lines* - Amitav Ghosh
14. *A Bend in the River* - V.S.Naipaul
15. *A Night with a Black Spider* - Ambai
16. *Desirable Daughters* - Bharathi Mukherjee

Web Resources:

1. The Complete Poems of Rabindranath Tagore's *Gitanjali* <https://bit.ly/3ExiPnf>
2. *Mulligatawny Dreams: Encountering the Noman's Land* <https://bit.ly/39xhPnT>
3. *The Cow of the Barricades* - Raja Rao <https://bit.ly/3OqWaNU>
4. *Makers of Modern India* - Ed. Ramachandra Guha <https://bit.ly/3Qqpmph>
5. *Silence! The Court is in Session* - video lecture <https://bit.ly/3LbEzYo>
6. Conversation: Indian Drama in English <https://bit.ly/3vCwFQY>
7. Article on *The Goat Thief* <https://bit.ly/3mU4Gs7>
8. What is Manu Joseph's Novel *Serious Men* About? <https://bit.ly/3N1ef31>
9. *Adventures of a Brown Man* - Nirad C Chaudry
10. Girish Karnard's *The Fire and the Rain: A Postcolonial perspective* <https://bit.ly/3xDp9GN>
11. Mimicry and Hybridity in Kushwat Singh's *Karma* <https://bit.ly/3OiIaoz>

COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

CO	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	Identify and demonstrate an understanding of nationalism, colonialism, and regionalism in Indian literature in English.	K1, K2
CO 2	Apply the same objectively in group discussions, seminar presentations.	K3

CO 3	Analyze the themes and values ingrained in literary texts to be receptive to moral and social issues.	K4
CO 4	Evaluate critically the literary movements and process information to provide solutions to universal problems.	K5
CO 5	Design and construct well researched critical essays.	K6

COURSE DESCRIPTOR

COURSE CODE	PEL1MC03
COURSE TITLE	GENDER STUDIES
CREDITS	06
HOURS/WEEK	06
CATEGORY	Major core (MC) – Theory
SEMESTER	I
REGULATION	2022

COURSE OVERVIEW

Gender studies is an academic field dedicated to analyse gender identity and gendered representation. It encompasses women's studies, men's studies and queer studies. The paper entitled Gender Studies will discuss concepts and philosophies on gender through the lens of patriarchy, femininity, masculinity, intersectionality, sexuality and queer theories. The paper will thematically interpret relevant written texts such as genres of poetry, essays, memoirs, fiction and visual texts of cinema and graphics to deliberate on traditional and contemporary dynamics and discourses on gender.

COURSE OBJECTIVES

1. To introduce the learners to gender studies through literary texts, theory and visual medium
2. To sensitise about cultural construction of masculinity and femininity
3. To provoke the learners to critically think about gender
4. To acquaint with concepts, terms, ideas and issues relating to gender
5. To enable the students to acquire comprehensive knowledge on different theories pertaining to gender
6. To introduce learners to fields of literary studies that relate to gender discourse.

PREREQUISITES	Any postgraduate student
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SYLLABUS

UNIT	CONTENT	HRS	COS	COGNITIVE LEVEL
I	<p>FEMININITY</p> <ul style="list-style-type: none"> • Facts and Myths- Introduction- <i>The Second Sex</i>- Simone De Beauvoir • “The Problem that Has No Name” - Chapter- 1, <i>The Feminine Mystique</i>- Betty Friedan • Phenomenal Woman- Maya Angelou 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>MASCULINITY</p> <ul style="list-style-type: none"> • ‘What is Masculinity’ (Pg 1 - 24) from “Masculinities and Culture” - John Beynon • ‘Men’s Interests in Contemporary Patriarchy: A Draft Balance Sheet- (Pg 245 - 249) from <i>Masculinities</i> -R.W. Connell 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>QUEERING IDENTITIES</p> <ul style="list-style-type: none"> • “Critically Queer”- Chapter 8- <i>Bodies that Matter</i>- Judith Butler • <i>The Man who would be Queen</i>- Chapter I- “No Man’s Land”- Hoshang Merchant • Queer- Frank Bidart 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	<p>INTERSECTIONALITY</p> <ul style="list-style-type: none"> • <i>Intersectionality as Critical Social Theory</i> (2019) - Patricia Hill Collins - (Pg 1 - 20) • <i>Who Said It Was Simple</i> - Audre Lorde (1973) 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>VISUALISING GENDER THROUGH FILMS, MEMOIR AND GRAPHICS</p> <ul style="list-style-type: none"> • “Kindred: A Graphic Novel adaptation” - Octavia E Butler(Author), John Jennings 	15	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5, K6

	(Illustrator), Damian Duffy (Editor) <ul style="list-style-type: none"> • Call Me by Your Name - Film • <i>A Gift of Goddess Lakshmi</i> - Manobi Bandyopadhyay • Aligarh - Hansal Mehta (Film) 		CO 4 CO 5	
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READING LIST

1. De Beauvoir, Simone. (1974) *The Second Sex*, trans. and ed. H. M. Parshley. New York: Vintage Books
2. Friedan, B. (1974) *The Feminine Mystique*. New York: Dell, 1974
3. Beynon, John. *Masculinities and Culture*.
4. Connell, R.W. *Masculinities*.
5. Butler, Octavia E. *Kindred*.
6. Vidya, Living Smile. *I Am Vidya*.
7. Patricia Hill Collins & Sirma Bilge – *Intersectionality* (2016)

PRACTICUM – FOR SEMINAR PRESENTATION ONLY

FEMININITY

- “In Search of Our Mother’s Gardens” - Alice Walker
- The Homemaker- Ismat Chughtai
- Ayoni- Volga
- At the Museum- Agha Shahid Ali
- Hypocrite Women- Denise Levertov
- Chapters from “Locating Gender in Modernism: The Outsider Female” (2012)
- “The Prisoner of Gender: Foucault and the Disciplining of the Female Body” - Angela King
- ‘Gender Construction in the Workplace’ from “The Social Construction of Gender” - Judith Lorber & Susan A Farrell
- The Fat Black Woman Goes Shopping- Grace Nichols
- Understanding Patriarchy by bell hooks

MASCULINITY:

- Case Studies:
 - ‘Four Studies of the Dynamics of Masculinity’ from “Masculinities” by R.W Connell, Raewyn Connell. (Pg 87 - 182)
- ‘Men, Masculinities, and Feminist Theory’ from “Handbook of Studies on Men and Masculinities” - Judith Kegan Gardiner, Edited by Michael S Kimmel, Jeff R Hearn, Robert W Connell.

- Chapters from “Masculinities and Culture” - John Beynon
- ‘Who is Afraid of Men doing Feminism?’ from “The Politics of Contemporary Masculinities” - Michael Kimmel
- “The Masculine Mystique: The Politics of Masculinity” - Andrew Kimbrell

QUEERING IDENTITIES

- “Good animals”: the past, present, and futures of trans ecology from “Transecology : Transgender Perspectives on Environment and Nature” - Nicole Seymour
- ‘Transgender Liberation: A Movement Whose Time Has Come’ from “The Transgender Studies Reader” (2013)
- “The Truth About Me” (2010) - A Revathi
- “Kari” (2008) - Amruta Patil
- “Trans: A Memoir” - Juliet Jacques
- “I Am Vidya” (2013) - Living Smile Vidya - Memoir
- “*Breast Cancer: A Black Lesbian Feminist Experience*”- *The Cancer Journals*- Audre Lorde
- “Epistemology of the Closet” - Eve Kosofsky Sedgwick (Excerpt)

INTERSECTIONALITY

- ‘Issues in Masculinity and Femininity’ from “Masculinity and Femininity in MMP! -2 and MMPI-A” - Hale Martin, Stephen E Finn.
- ‘Queering the Pitch’ from “Handbook of Studies on Men and Masculinities” – Tim Edwards, Edited by Michael S Kimmel, Jeff R Hearn, Robert W Connell.
- Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Colour- Kimberlé Williams Crenshaw
- Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics - Kimberlé Williams Crenshaw
- Chapters from “Undoing Gender” (2004) - Judith Butler

SUGGESTED READING

1. Friedan, B. (1974) *The Feminine Mystique*. New York: Dell, 1974
2. Wollstonecraft M. (1796) *A Vindication of the Rights of Women: With Structure on Political and Moral Subject*. London: Johnson Publications.
3. bell hooks. (2000) *Feminist Theory: From Margin to Center*. London: Pluto Press.
4. bell hooks. *Understanding Patriarchy*.
5. bell hooks. *Feminism is for Everybody: Passionate Politics*
6. bell hooks. *We Real Cool: Black Men and Masculinity* (2020)
7. Rayle, R. (2011) *Questioning Gender: A Sociological Exploration*. New York: Sage
8. Millet K. (1972) *Sexual Politics*. London: Abacus

9. Kimmel S Michael (2004) *The Gendered Society; Reader*. Oxford: Oxford University Press.
10. Tong, Rosemarie (2009) *Feminist Thought: A Comprehensive Introduction*. Colorado: Westview Press
11. Jackson, S. and Scott, S. (2002) *Gender: A Sociological Reader*. New York: Routledge.
12. Christine L., Williams, S. A. (Ed.) (2002) *Sexuality and Gender*. Massachusetts: Blackwell
13. *Women in Culture: An Intersectional Anthology for Gender and Women's Studies*, Bonnie Kime Scott, Susan E. Cayleff, Anne Donaday, Irene Lara, John Wiley & Sons(2016)
14. Revathi, A. *The Truth About Me: A Hijra Life Story*
15. Barker, Meg John. *Queer: A Graphic History*
16. Lorde, Audre. *The Master's Tools Will Never Dismantle the Master's House*
17. Crenshaw, Kimberle. *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*
18. Gilbert M Sandra and Susan Gubar. *The Norton Anthology of Literature by Women: Traditions in English*, W.W. Norton& Co New York, 1996.

WEB RESOURCES

1. Gender Studies: Foundations and Key Concepts - <https://bit.ly/3MIGIRh>
2. Queer by Frank Bidart - Poems | Academy of American Poets- <https://bit.ly/3rJjsF8>
3. Agha Shahid Ali | Poetry Foundation <https://bit.ly/3Mn5kJw>
4. Phenomenal Woman - MAYA ANGELOU - <https://bit.ly/3EFnd3i>
5. 1949 Simone De Beauvoir The Second Sex- <https://bit.ly/3Oqvk8J>
6. Feminine Mystique - <https://bit.ly/3xIIRDG>
7. The Madwoman In The Attic: Sandra Gilbert and Susan Gubar- <https://bit.ly/3vB96Z0>
8. Feminist icon Judith Butler on JK Rowling, trans rights, feminism and intersectionality - <https://bit.ly/3MG7G6v>
9. Simone de Beauvoir Explains "One is Not Born, but Rather Becomes, a Woman." - <https://bit.ly/3K6zeA9>
10. Mammies , Matriarchs and Other Controlling Images - Patricia Collins - <https://bit.ly/3OtkLS5>
11. What is Womanism? - Kate Blaque - <https://bit.ly/3LeZsSw>
12. The Urgency of Intersectionality - Kimberle Crenshaw - <https://bit.ly/3v5LeNV>
13. What does Queer Really Mean? -<https://bit.ly/3KbfbAu>
14. Decolonising Gender - Raewyn Connell - <https://bit.ly/3xJjHDR>
15. Twenty Years On: Hegemonic masculinity & the global South - Raewyn Connell -

<https://bit.ly/3k0Xedt>

16. On Intersectionality - Kimberle Crenshaw - <https://bit.ly/38guKte>

17. Ain't I a Woman - Sojourner Truth - <https://bit.ly/3La7Xhr>

18. Women's History- Sojourner Truth-<https://bit.ly/3xLrWix>

19. Kimberlé Crenshaw: What is Intersectionality? - <https://bit.ly/3ECD56G>

20. Gender Performativity - Judith Butler - <https://bit.ly/3OvYJhv>

Evaluation Pattern:

INTERNAL -

COMPONENT 1 + COMPONENT 2 = 100 MARKS (WEIGHTAGE: 60 %)

COMPONENT 3 = 40 MARKS (WEIGHTAGE: 40 %)

EXTERNAL –

End Semester Examination – 100 Marks (Pattern as suggested by LOCF)

COS	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	Define and summarise fundamental concepts related to femininity, masculinity, intersectionality and queer studies.	K1, K2
CO 2	Apply the knowledge to demonstrate an understanding of femininity, masculinity, intersectionality and queer studies.	K3
CO 3	Outline the factors that are rudimentary to gender and identity construction.	K4
CO 4	Analyse and illustrate key ideas/ arguments/ terms/ stereotypes relating to Gender Studies.	K5
CO 5	Construct and present a term paper as a seminar on literary texts/theories/ visual medium pertaining to Gender Studies	K6

COURSE DESCRIPTOR

Course Code	PEL1MC04
Course Title	EFFECTIVE WORKPLACE COMMUNICATION
Credits	05
Hours/Week	06
Category	Major core (MC) – Theory
Semester	I
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The aim of the course is to enhance the behavioural and communication etiquettes in workplace 2. The course employs a real examples so as to effectuate modes and manners of communication 3. The different units cater to verbal, non-verbal hues of communication, etiquettes etc. 4. In this course, the students will comprehend the role played by communication in workplace 5. The course deals with various aspects of communication along with preparation of CV/Resume focusing on recent requirements and developments 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To effectuate learners' understanding on communication in workplace 2. To train the learners to inculcate workplace ethics and etiquettes in a hybrid mode (Online and Offline) 3. To enable the students to work in a multicultural and gender inclusive environment 4. To enlighten the students on the importance of interpersonal and group communication 5. To impart essential knowledge on written communication 	

Prerequisites	Basic knowledge of English communication
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p style="text-align: center;">COMMUNICATION ETIQUETTES - ENTRY LEVEL</p> <p>Verbal and nonverbal communication, Grooming, Dressing etiquettes, Interview skills, group discussion, online communication, covering letter, resume, video resume</p> <p>Practicum: Mock interview and Small group discussion</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p style="text-align: center;">CONVERSATION SKILLS IN SOCIAL MEDIA</p> <p>Email etiquette, Telephone etiquette, WhatsApp and other online tools, cyber hygiene, cyber security, Media Management & Analysis</p> <p>Practicum: Drafting a business email</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p style="text-align: center;">DYNAMICS OF MEETING IN WORKPLACE</p> <p>Preparing for a meeting, Agenda, Minutes, Offline meeting etiquettes, Virtual meeting etiquettes</p> <p>Practicum: Preparation of Agenda and minutes</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	<p style="text-align: center;">PRESENTATION SKILLS AND WRITING SKILLS</p> <p>Powerpoint/google slides preparation, report(trip report,annual report) preparation and presentation, Editing a document (punctuation, capitalization etc)</p> <p>Practicum: video resume, slides preparation,</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	report writing			
V	<p align="center">WORKPLACE DYNAMICS</p> <p>Professional behaviour, confidentiality, work ethics, team work and team skills, gender sensitivity and inclusivity, punctuality, business dinner and team outing etiquettes, group dynamics, cross cultural understanding</p> <p>Practicum: group presentation on team skills, demonstrating cross cultural context in workplace</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Mizrahi, Janet. *Writing for the Workplace : Business Communication for Professionals*. New York, New York, Business Expert Press, 2015.
2. Andrewartha, Graham. *Be Understood or Be Overlooked : Mastering Communication in the Workplace*. Crows Nest, N.S.W., Allen & Unwin, 2002.
3. Quintanilla, Kelly M, and Shawn T Wahl. *Business and Professional Communication Keys for Workplace Excellence*. 4th ed., Los Angeles Sage, 2020.
4. Gurak, Laura J, and John M Lannon. *Strategies for Technical Communication in the Workplace*. New York, Ny, Pearson, 2019.
5. Picardi, Richard P, and Inc Ebrary. *Skills of Workplace Communication : A Handbook for T&D Specialists and Their Organizations*. Westport, Conn., Quorum Books, 2001.

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
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CO 1	Students will Identify and classify the significance of workplace communication and its dynamics	K1, K2
CO 2	Students will exemplify the real life instances with regard to workplace communication	K3
CO 3	Students will compare the dynamics of workplace culture across the globe	K4
CO 4	Students will evaluate the merits and demerits of communication in workplace by analysing various aspects of it	K5
CO 5	Students will express their views on communication taking place in workplace and sensitise their understanding towards it.	K6

COURSE DESCRIPTOR

Course Code	PEL1MC05
Course Title	ACADEMIC WRITING
Credits	5
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The course enables a toolkit approach to academic writing2. The course provides an overview on gathering and managing data in the academic context3. The course aims to empower learners to write pertinently by enhancing their academic vocabulary.4. The learners gain confidence to critically think, question, analyze and synthesize data5. The course culminates in learners drafting their research abstracts and sharing the same with peer groups for further discussion.	

Course Objectives

1. To train the students gather, interpret, analyze and synthesize data or information.
2. To provide guidelines on writing with clarity and precision in the academic context
3. To examine the features of academic writing at the postgraduate level
4. To introduce the essential characteristics, major trends and techniques in research through reading and writing
5. To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers

Prerequisites

I PG English Literature Students

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
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I	<p>Basics of Academic writing</p> <ul style="list-style-type: none"> · The purpose of academic writing (to report on a piece of research, answer a question, discuss a subject of common interest, collate/ synthesize research done by others, etc.) · Avoiding plagiarism and maintaining academic integrity · Features of academic writing (objectivity, criticality, formal /English, clear focus, effective structure) - Common types of academic writing (Report, Essay, Project, Thesis/Dissertation, Research Paper) · The format of short and long writing tasks (Introduction, Main body, Literature review, Case study/data analysis, Discussion, Conclusion) · The components of academic writing (words/phrase, sentence, Paragraph, heading, subtitle, title, citation, abbreviation, italics, etc.) <p>Practice: “Fail better” by Zadie Smith Saturday January 13, 2007, Guardian</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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II	Organizing sentences, paragraphs and essays <ul style="list-style-type: none"> · Vocabulary, synonyms · Simple and longer sentences · Paragraph structure · Cohesion and coherence · Introducing paragraphs and linking them together · Argument and Discussion, language of discussion, Counter-arguments, Providing evidence · Cause and Effect, language of cause and effect, Comparison, Comparison structures, Forms of comparison, Using superlatives · Definitions, Simple definitions, Category words, Complex definitions, Examples · Using examples, Phrases to introduce examples, Restatement · Generalizations. Using generalizations, Structure, Building on generalizations · Problems and Solutions, Alternative structure <p>Practice: “Politics and the English Language” by George Orwell</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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III	Academic Style <ul style="list-style-type: none"> · Clarity, being concise and precise · Language and conventions · Free-writing and generative writing · Common features of academic / scientific texts · Language and conventions · Hedging · Impersonal style · Neutral / formal tone · Careful Punctuations · References · Rewriting and Proofreading <p>Practice: An Appeal to the Senses: The Development of the Braille System in Nineteenth-Century France - Published on February 9, 2015 by Shane Bryson. Revised on December 6, 2021 by Shona McCombes.</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Collection of Source & Summarizing and Paraphrasing <ul style="list-style-type: none"> · Pre-writing techniques · Stages of Summarizing · Techniques of paraphrasing <p>Practice: Joseph E. Stiglitz - The Price Of Inequality: How Today's Divided Society Endangers Our Future (2013)</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Writing and Reviewing Academic Essays <ul style="list-style-type: none"> · Writing Academic Essays · Writing the abstract · Formulating the title · Following IMRDC Pattern · Finalizing the draft · Revising the draft · Checking the reference · Reviewing the draft · Reviewing Articles in peer-reviewed journals 	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	Practice: Any well written article in a peer reviewed journal			
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Suggested Readings

1. Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
2. Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
3. Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
4. Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge, 2003.
5. Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
6. Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
7. Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
8. Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
9. Kennedy x. J et al. The Bedford Guide for College Writers with Reader, Research Manual and Handbook Tenth Edition. Bedford, 2014
10. Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
11. Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
12. Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
13. Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.

Web Resources

- 1) The Chicago Manual of Style Online (fifteenth edition) –
www.chicagomanualofstyle.org
- 2) Purdue University: Purdue Online Writing Lab-
https://owl.purdue.edu/owl/general_writing/academic_writing/index.html
- 3) Writing for Academic and Professional Success (for BA/ B.Sc / B.Com- SDE)
http://sdeuoc.ac.in/sites/default/files/sde_videos/Writing%20for%20Academic%20-%20SLM%202019%20Admn..pdf
- 4) Writing for Success- Intro to Academic Writing (BC Campus, Canada)
<https://opentextbc.ca/writingforsuccess/chapter/introduction-to-academic-writing/>
- 5) A Practical Guide to Academic Writing for International Students (Routledge)
https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-FINAL_VERSION_.pdf
- 6) **The Beginner's Guide to Writing an Essay | Steps & Examples**
<https://www.scribbr.com/category/academic-essay/>

CO – Cognitive Level Mapping

ACADEMIC WRITING		Cognitive Level
CO 1	Students will remember and recall the essential characteristics, major trends and techniques in academic writing	K1, K2
CO 2	Students will exemplify the real life instances with regard to academic writing	K3
CO 3	Students will analyse the features of academic writing from various genres	K4
CO 4	Students will evaluate the essential characteristics, major trends and techniques in research through reading and writing	K5

CO 5	Students will write, rewrite,document, edit, publish and present papers	K6
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COURSE DESCRIPTOR

COURSE CODE	PEL2MC01
COURSE TITLE	BRITISH LITERATURE - II ROMANTIC AND VICTORIAN AGE
CREDITS	5
HOURS / WEEK	6
CATEGORY	MAJOR CORE (MC)
SEMESTER	II
REGULATION	2022

COURSE OVERVIEW

1. This course constitutes works of literature of the Romantic and Victorian era.
2. It examines a variety of canonical texts and various genres to familiarize the learners with representative authors.
3. The learners are encouraged to read, appreciate and analyze the texts objectively
4. It enhances the learners to comprehend independently and evaluate texts critically.
5. It imbibes competence in research and writing articles for journals.

COURSE OBJECTIVES

1. To introduce learners to the evolution of Literature of Romantic and Victorian era
2. To sensitize the learners to the periodization, and literary movements through the prescribed texts.
3. To acquaint students with the genres and themes in Romantic and Victorian era.
4. To examine and appreciate the literary techniques and dramatic structure and engage in discussions in response to the theoretical concepts in literature.
5. To enhance their critical acumen and respond to themes of literature with ethical responsibility.

PREREQUISITES	Rudimentary knowledge of the literary trends of the Neo-classical age.
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SYLLABUS

UNIT	CONTENT	HRS	CO	COGNITIVE LEVEL
I	<p>ROMANTIC POETRY</p> <ol style="list-style-type: none"> 1. William Wordsworth- <i>Lines Composed a Few Miles Above Tintern Abbey</i> 2. Coleridge - <i>Dejection: An Ode</i> 3. John Keats - <i>Ode to Nightingale</i> 4. Percy Bysshe Shelley - <i>To a Skylark</i> 5. Lord Byron - <i>She Walks in Beauty</i> 6. Robert Southey – <i>My Days Among the Dead are Past</i> 	25	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>VICTORIAN POETRY</p> <ol style="list-style-type: none"> 1. Lord Tennyson - <i>Lotus -Eaters</i> 2. Robert Browning - <i>Fra Lippo Lippi</i> 3. Mathew Arnold - <i>The Scholar Gypsy</i> 4. Gerard Manley Hopkins - <i>The Windhover</i> 5. Edward FitzGerald - <i>The Dream called Life</i> 6. Christina Rossetti - <i>Uphill</i> 	25	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>PROSE</p> <ol style="list-style-type: none"> 1. William Hazlitt - <i>On Going a Journey</i> 2. Charles Lamb - <i>Grace Before Meat</i> 3. Thomas de Quincey - <i>On Knocking at the Gate in Macbeth</i> 4. Matthew Arnold - <i>Culture and Anarchy: Chapter I. Sweetness and Light.</i> 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	5. Mary Wollstonecraft - A Vindication of the Rights of Woman Chapter IX <i>Of the Pernicious Effects Which Arise From the Unnatural Distinctions Established in Society.</i>			
IV	FICTION 1. Jane Austen - <i>Sense and Sensibility</i> 2. Thomas Hardy - <i>Return of the Native.</i>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	PLAY 1. Oscar Wilde - <i>Lady Windermere's Fan</i> 2. William Schwenck Gilbert - <i>Rosencrantz and Guildenstern</i>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

READING LIST:

1. Stanley Appelbaum, English Romantic Poetry. Dover Thrift Edition, 1991
2. Francis O Gorman, Victorian Poetry: An Annotated Anthology. Wiley-Blackwell, 2004.
3. Jane Austen, Sense and Sensibility. Penguin Books, 1811
4. Walter Scott, Kenilworth. Penguin, 1821
5. Thomas Hardy, Return of the Native, Penguin, 1878
6. Charlotte Bronte, Jane Eyre

SUGGESTED READINGS:

1. Robert Burns – *Auld Lang Syne*
2. William Blake - *Auguries of Innocence*
3. Walter Scott- *The Lady of the Lake*
4. Elizabeth Barret Browning - *How Do I Love Thee (Sonnet 43)*
5. Dante Gabriel Dante - *My Sister's Sleep*
6. Oscar Wilde – *The Ballad of Reading Gaol*
7. Arthur Hugh Clough – *Say not the Struggle Nought Availeth/ The Thread of Truth.*
8. Coventry Patmore – *The Toys*
9. Mathew Arnold - *Essays in Criticism*
10. Arthur Hugh Clough - *The Thread of Truth*

11. John Ruskin - *Unto This Last*
12. Thomas Carlyle- On Heroes, Hero-Worship and the Heroic in History. Lecture III. *The Hero as a Poet. Dante: Shakespeare.*
13. William Makepeace Thackeray - *Vanity Fair* (1847-48)
14. Mary Shelley - *Frankenstein*
15. Lewis Carroll - *Alice's Adventures in Wonderland*
16. Charles Dickens - *Great Expectations*
17. Rudyard Kipling - *The Jungle Book*
18. Arthur Conan Doyle - *Stories of Sherlock Holmes*
19. Robert Browning - *Colombe's Birthday* (1853)
20. Edward Bulwer-Lytton - *The Lady of Lyons* (1838)

WEB RESOURCES:

1. On Going a Journey - William Hazlitt <https://bit.ly/3OtyAA6>
2. Grace Before Meat - Charles Lamb <https://bit.ly/3v7HyeN>
3. On Knocking at the Gate in Macbeth - Thomas De Quincey <https://bit.ly/3OrtUdY>
4. Culture and Anarchy - Matthew Arnold <https://bit.ly/3MpHEE8>
5. The Hero as Poet - Thomas Carlyle <https://bit.ly/3K0iGd7>
6. Life and Vanity Fair - Journal Academia <https://bit.ly/3MIWSKq>
7. Literature and the Transformation of Topography: The Case of Kenilworth Castle <https://bit.ly/3k2wnxv>
8. Romanticism: Definition, History, Characteristics and Poetry <https://bit.ly/37x4U4z>
9. Victorian Prose: Fictional and Non-fictional <https://bit.ly/3v52W42>
10. Sense and Sensibility - The Movie <https://bit.ly/3K0jLU>
11. Vanity Fair - The Movie <https://bit.ly/3L9TZfF>
12. The Return of the Native - The Movie <https://bit.ly/3L62nww>
13. Jane Eyre - The Movie <https://bit.ly/3k3W5BO>
14. Victorian Poetry <https://bit.ly/3rIT2mG>

COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

CO	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	Identify and demonstrate a knowledge of the evolution of the literatures of the Romantic and Victorian period.	K1, K2
CO 2	Apply the knowledge acquired in presentations and group discussions.	K3
CO 3	Analyze the various themes of the select texts in the given genres.	K4
CO 4	Evaluate critically the literary techniques and think creatively to process information and provide solutions to universal problems.	K5
CO 5	Design and construct well researched critical essays.	K6

COURSE DESCRIPTOR

Course Code	PEL2MC02
Course Title	AMERICAN LITERATURE
Credits	05
Hours/Week	06
Category	Major core (MC) – Theory
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1. American Literature gives a holistic perspective to the learners about the United States of America through literary works2. The paper encompasses several genres which record the social, cultural, political, gender, historical, economical, religious contexts3. The learners are equipped to identify and interpret various movements in the history of American Literature4. The learners are encouraged to analyze objectively and critically a given situation5. It enhances the learners with alternative narratives to express themselves creatively	
Course Objectives <ol style="list-style-type: none">1. To comprehend the social, historic, economic, religious, cultural and political background of the United States of America for centuries2. To identify the literary movements and developments for a holistic perception3. To interpret various literary genres, techniques and theories4. To sensitize students on issues of the plight of African Americans and the role of Literature in the cause5. To enhance the learners' ability in problem solving, critical thinking and creative writing skills	

Prerequisites	A rudimentary knowledge about America and its history
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	POEMS – ENGLISH 1. Walt Whitman – As I Ebbd with the Ocean of Life 2. Robert Frost – The Vindictives 3. Carl Sandburg – The People, Yes 4. Joakin Miller – Westward Ho 5. Amanda Gorman - The Hill We Climb 6. Sherman Alexie - How to Write the Great American Indian Novel 7. Joy Harjo - An American Sunrise 8. Sylvia Plath- Lady Lazarus	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	PROSE 1. Langston Hughes - The Negro Artist and the Racial Mountain 2. Civil Disobedience- Henry David Thoreau	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	SHORT STORY 1. Edgar Allan Poe - The Fall of the House of Usher 2. The Yellow Wall Paper- Charlotte Perkins Gilman	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	PLAY 1. Eugene O Neill– The Emperor Jones	24	CO 1 CO 2	K1, K2, K3, K4,

	2. Tennessee Williams- Cat on a Hot Tin Roof		CO 3 CO 4 CO 5	K5, K6
V	NOVEL 1. Cormac McCarthy – The Road 2. Toni Morrison - Beloved	22	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Baym, Nina (ed). *The Norton Anthology of American Literature*. New York: W.W. Norton &Co. 2003
2. Lanter, Paul. (ed). *The Heath Anthology of American Literature*, Toronto: D.C. Heath & Co., 1990.
3. Mc Carthy, Cormac. *The Road*. Vintage International, 2007.
4. Neill, Eugene O. *The Emperor Jones*. Digireads.Com. 2009.

Suggested Readings

1. Allen, Paula Gunn. *Studies in American Indian Literature*. New York: Modern Language Association, 1983.
2. Andrews, W., F. Foster, and T. Harris (eds). *The Oxford Companion to African American Literature*. Oxford, 1997.
3. *Anthology of American Literature*. Upper Saddle River, N.J. : Prentice Hall, 1997
4. Gilyard, K., and A. Wardi. *African American Literature*. Pearson Longman, 2004.
5. Krasner, David (ed). *A Companion to Twentieth Century American Drama*, Blackwell Publishing, USA, 2005.
6. Belasco Susan, Linck Johnson. *The Bedford Anthology of American literature*, Boston : Bedford/St. Martins, 2008
7. Yarborough, Richard. *The Heath Anthology of American literature*, Wadsworth, 2014

Web Resources

1. As I Ebb'd with the Ocean of Life by Walt Whitman-
<https://www.poetryfoundation.org/poems/51003/as-i-ebbd-with-the-ocean-of-life>
2. The Hill We Climb by Amanda Gorman-
<https://www.poetry.com/poem/60572/the-hill-we-climb>
3. Poem: The People, Yes by Carl Sandburg - <https://internetpoem.com/joaquin-miller/westward-ho-poem/>
4. Westward Ho! Poem by Joaquin Miller (internetpoem.com)-
<https://internetpoem.com/joaquin-miller/westward-ho-poem/>
5. How to Write the Great American Indian Novel by...-
<https://www.poetryfoundation.org/poems/52775/how-to-write-the-great-american-indian-novel>
6. An American Sunrise by Joy Harjo - Poems- <https://poets.org/poem/american-sunrise>
7. Langston Hughes: The Negro Artist and the Racial Mountain -
<https://abagond.wordpress.com/2009/10/08/langston-hughes-on-wanting-to-be-white/#:~:text=%E2%80%9CThe%20Negro%20Artist%20and%20the%20Racial%20Mountain%E2%80%9D%20%281926%29,they%20will%20never%20create%20anything%20great%20that%20way.>
8. Civil Disobedience - <https://www.thoreau-online.org/civil-disobedience.html>
9. The Fall of the House of Usher by Edgar Allan Poe-
<https://poestories.com/read/houseofusher>
10. Gilman, Charlotte Perkins-The Yellow Wallpaper (1892).doc -
<https://d1lexza0zk46za.cloudfront.net/history/american-documents/documents/cpgilman-yellow-wallpaper-1892.pdf>
11. Captivity Narratives | Donna M. Campbell-
<https://hub.wsu.edu/campbell/literary-movements/captivity-narratives/>
12. Native Literature - What is Native American Literature?-
<http://nativeliterature.org/>
13. Cat on a Hot Tin Roof - https://www.youtube.com/watch?v=b4fr_ZzaDV0

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Identify and record the socio, historic, economic, religious, cultural and political contexts for centuries	K1, K2
CO 2	Apply them objectively in debates, seminars, panel and group discussions	K3
CO 3	Illustrate the various techniques and narrative styles in the literary works and sketch the conditions prevailed through ages	K4
CO 4	Evaluate and distinguish characterization in the literary works based on socio, historic, economic, religious, cultural and political contexts	K5
CO 5	Express themselves creatively and justify the movements that paved way for the betterment of humanity	K6

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 (6x2=12) – Answer All

Section -B – K3 (1x7=7) Answer any ONE out of TWO

Section -C – K4 (1x7=7) Answer any ONE out of TWO

Section -D – K5 (1x12=12) Answer any ONE out of TWO

Section -E – K6 (1x12=12) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 (10x2=20) – Answer All

Section -B – K3 (2x10=20) Answer any TWO out of FOUR

Section -C – K4 (2x10=20) Answer any TWO out of FOUR

Section -D – K5 (1x20=20) Answer any ONE out of TWO

Section -E – K6 (1x20=20) Answer any ONE out of TWO

COURSE DESCRIPTOR

Course Code	PEL2MC03
Course Title	CRITICAL THEORY
Credits	05
Hours/Week	06
Category	Major core (MC) – Theory
Semester	II
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. Critical theory is an interdisciplinary subject integrating the fields of psychology, environmental science, linguistics and history 2. The aim of the course is to give deep insight to the students on the major literary movements of 20th and 21st century 3. The different units in the syllabus cater to the leading critical theories of the 20th and 21st century in a chronological and thematic manner 4. In this course, the students will apply the critical theories on literary texts 5. The course also focusses on the prospective theories of the future 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1.To introduce the leading critical theories of the 20th century and 21st century for the postgraduate students 2.To familiarize the students with the intellectual and critical movements from various cultural backgrounds 3.To enable the students to apply the critical theories to literary texts 4. To sensitise the students on the plight of the environment and marginalised people with a focus on colonial, race and gender-based discourse in society 5.To enlighten the students on the scope and future of theory with an emphasis on contemporary trends like post-truth and post humanism 	

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Prerequisites	Familiarity with fundamental critical theories
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Introduction to 20th century critical theory Formalism, New criticism, Structuralism, Reader response theory, Modernism, Colonialism, Psychoanalysis (Freud)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	i)Post-structuralism - Gilles Deleuze and Félix Guattari's- Thousand Plateaus ii)Deconstruction - Jacques Derrida- Structure, Sign, and Play in the Discourse of the Human Sciences iii)Psychoanalysis -Jacques Lacan- The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience iv)Postmodernism - Jean Francois Lyotard-The Postmodern condition	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	i)Marxism - Louis Althusser- Ideology and Ideological State Apparatuses ii)Feminism - Luce Irigaray -The Power of	15	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5, K6

	Discourse and the Subordination of the Feminine iii)Gender studies- Michel Foucault-The History of Sexuality iv)Postcolonialism- Ania Loomba-Situating Colonial and Postcolonial Studies		CO 4 CO 5	
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IV	i)New historicism - Louis Montrose-Professing the Renaissance: The Poetics and Politics of Culture ii)Cultural materialism - Alan Sinfield-Cultural Materialism, Othello, and the Politics of Plausibility iii)Cultural studies- Max Horkheimer and Theodor Adorno-Culture Industry: Enlightenment as Mass Deception iv) Ecocriticism- Lawrence Buell- The Environmental imagination-Extract from the introduction	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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V	i)Post humanism and trans humanism- Stefan Lorenz Sorgner- Pedigrees ii)Post-truth- Lee McIntyre- What is post-truth? iii) Future scope of theory- Jonathan Culler -What is left of theory? -The literary in theory iv) Practicum: Analysis of Animal farm in terms of post-truth concept	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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Reading list

1. Rivkin, Julie, and Michael Ryan. Literary Theory: An Anthology. 3rd ed., Chichester, West Sussex, Uk, Wiley Blackwell, 2017.

Suggested Readings

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester, Manchester University Press, 2017.
2. Butler, Judith, et al. *What's Left of Theory? : New Work on the Politics of Literary Theory*. New York, Routledge, 2000.
3. McIntyre, Lee C. *Post-Truth*. Cambridge, MA, MIT Press, 2018.
4. Arendt, Hannah. *The Origins of Totalitarianism*. 1951. United Kingdom, Penguin Classics, 2017.
5. Habib, M., *A history of literary criticism and theory*. Malden, Mass: Blackwell Publ, 2009.
6. Sorgner, S. and Ranisch, R., 2015. *Post- and Transhumanism*. Frankfurt a.M.: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

Web Resources

1. Stanford Encyclopaedia of Philosophy
<https://plato.stanford.edu/entries/critical-theory/>
2. Britannica-Critical theory
<https://www.britannica.com/topic/critical-theory>
3. Thoughtco. Understanding critical theory
<https://www.thoughtco.com/critical-theory-3026623>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Students will remember and recall the leading theories of 20 th and 21 st century	K1, K2
CO 2	Students will develop an understanding of the cultural, social and historical background of these theories	K3
CO 3	Students will apply the critical theories and analyse the literary text	K4

CO 4	Students will evaluate the impact of literature on other domains	K5
CO 5	Students will write essays on critical theories based on their understanding and knowledge	K6

COURSE DESCRIPTOR

Course Code	PEL2MC04
Course Title	RESEARCH METHODOLOGY
Credits	03
Hours/Week	05
Category	Major core (MC) – Theory
Semester	II
Regulation	2022
Course Overview	
<ol style="list-style-type: none">1. The course enables students to acquire a thorough knowledge of the research process2. The students are able to recognize and use appropriate research methods and approaches in language and literature3. The course throws light upon the ethical dimensions of research thereby encouraging the students to do quality work4. At the end of the course the learners demonstrate the advanced skills required to write and publish research work5. The course helps students to the launch into their dissertation work and also prepare them for their doctoral research in the future	
Course Objectives	
<ol style="list-style-type: none">1. To acquaint learners with the fundamentals of research2. To enable students to identify the research problem and the research gap3. To train students to formulate clear objectives and research questions4. To introduce the different research methods and approaches in language and literature5. To equip students with the knowledge of research mechanics and documentation	

Prerequisites	I PG ENGLISH LITERATURE STUDENTS
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>RESEARCH BASICS</p> <p>What is Research? What are the types of Research? What is Referencing and why do we need it? Research Ethics/Academic Integrity/Avoiding Plagiarism Generating research ideas and identifying the research problem Framing objectives and research questions Features of a Good Research Design</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>REVIEW OF LITERATURE</p> <p>Primary and Secondary Sources Literature Survey Methods Literature Review Methods Arriving at a Hypothesis and testing the Hypothesis Framing the thesis Statement Creating a Bibliography</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>METHODOLOGY</p> <p>Qualitative-Quantitative Approaches Mixed Methods Approach Hermeneutics or Interpretation Phenomenology</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	Pilot Study Case Study Ethnography Grounded Theory Sampling Design and Techniques Survey methods Classroom experiment Questionnaire			
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IV	CITATION, DOCUMENTATION AND FORMATTING MLA Style 9 th Edition (2021) APA Style 7 th Edition (2021) Chicago Manual (2021)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	WRITING A RESEARCH ARTICLE FOR PUBLICATION Writing an abstract First draft to Final draft Peer Reviewing Publication Guidelines	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

<p>Reading List</p> <ol style="list-style-type: none"> 1. Dornyei, Zoltan. Questionnaires in Second Language Research- Construction, Administration and Processing. Lawrence Erlbaum Publishers, 2003 2. Kothari, C. R. Research Methodology-Methods and Techniques. New Age International Publishers, 2004. 3. Iida, Paul et. al. The Concise APA Handbook. APA 7th Edition, 2021 4. Mackey, Alison et al., Second Language Research Methodology and Design, Lawrence Erlbaum Associates Publishers, London, 2005 5. Mackey, Alison and Susan M. Gass. Research Methods in Second Language Acquisition- A Practical Guide. Blackwell Publishing Ltd, 2012. 6. Modern Language Association. MLA Handbook-9th Edition, 2021

7. Nunan, D. Research Methods in Language Learning 1997
8. Salkind, J Neil. 100 Questions (and Answers) About Research Methods.Sage Publications, 2012.

Web Resources

1. Academic Integrity <https://www.turnitin.com/>
2. MLA Handbook-9th Edition <https://literariness.org/wp-content/uploads/2021/05/Literariness.org-MLA-Handbook-9th-Edition-2021.pdf>
3. www.mendeley.com
4. The Chicago Manual of Style Online (fifteenth edition) www.chicagomanualofstyle.org
5. What is Research? <https://www.hampshire.edu/dof/what-is-research>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Understand the basic concepts and principles of Research Writing	K1, K2
CO 2	Illustrate and examine the research problem and the research gap and arrive at a research topic	K3
CO 3	Classify the research objectives and research questions in the study	K4
CO 4	Compare and distinguish the different research methods for the study	K5
CO 5	Infer the principles of research writing and apply them in the process of writing an article	K6

COURSE DESCRIPTOR

COURSE CODE	PEL2ME05
COURSE TITLE	CONTEMPORARY MEDIASCAPE
CREDITS	2
HOURS/WEEK	4
CATEGORY	MAJOR ELECTIVE (ME) – Theory
SEMESTER	II
REGULATION	2022

COURSE OVERVIEW

The course will focus on developing the digital literacy of the learner in interpreting images, narratives, texts and subtexts of contemporary media through key concepts, critical essays and case studies.

COURSE OBJECTIVES

1. To instruct students on the skill set required to infer changes from media literacy to digital literacy.
2. To challenge the students' understanding of gender, race, class, society, environment through 21st century media scenarios.
3. To represent media concepts required to evaluate media narratives.
4. To demonstrate the status quo of information, misinformation that govern the politics of global affairs through various media.
5. To have a hands-on approach towards media appreciation through mini projects and seminars.

PREREQUISITES	Any postgraduate student.
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SYLLABUS

UNIT	CONTENT	HR S	COS	COGNITIV E LEVEL
I	KEY CONCEPTS <ul style="list-style-type: none"> • Key Concepts in Media Literacy - List of Concepts • Sponsored Content - Articles, Listicles, Videos, Photos, Infographics, Sponsored Tweets, Carousel Ads, Facebook Stories, YouTube Videos, Podcast Episodes. • Practicum - Creation of Sponsored Content 	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	CRITICAL WORKS <ul style="list-style-type: none"> • “The Medium is the Message” - Marshall McLuhan • “Racist Ideologies and the Media”- Stuart Hall • “The Masses: The Implosion of the Social in the Media” by Jean Baudrillard • “Advertising: The Magic System” by Raymond Williams • “Numero Zero” - Umberto Eco 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	DOMAINS AND CASE STUDIES OF JOURNALISM <ul style="list-style-type: none"> • Investigative Journalism- The Watergate • Citizenship Journalism- Nirbhaya in India • Social Media Journalism • Parachute Journalism • Political Journalism • Education Journalism • Development Journalism- <i>Everyone Loves a Good Drought</i> (P. Sainath) 	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	ADVERTISEMENT AND VISUAL MEDIA ANALYSES <p style="text-align: center;"><u>Films</u></p> <ul style="list-style-type: none"> • Force Majeure - Ruben Östlund. 	12	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • New Boy - Oscar Nominated Short Film <u>Documentaries</u> • “Manufacturing Consent” - Mark Achbar & Peter Wintonick • “Killing Us Softly: Advertising’s Image of Women” - Margaret Lazarus, Renner Wunderlich, Patricia Stallone, and Joseph Vitagliano. 		CO 5	
V	<p>SEMINAR PRESENTATIONS AND JOURNALISTIC WRITING PRACTICUM</p> <ul style="list-style-type: none"> • Persuasive writing - Editorials, Op-Eds, Letters to the Editor, Advertorials and Features • Digital Media Storytelling/ Citizenship Journalism- Group Project • Content writing - Scripting TV Shows (Fiction & Non-Fiction) and Web Content • Texts for Presentations <ul style="list-style-type: none"> ➔ “The Revolution will not be Televised” - Kim Bartley, Donnacha Ó Briain. ➔ The Assailant - Kitty Green (Film) ➔ Athlete A - Bonni Cohen (Film) 	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
<p>READING LIST</p> <ol style="list-style-type: none"> 1. “Language, Media and Culture: The Key Concepts” - Martin Montgomery (2019) 2. “Media Studies: A Reader”- Paul Marris and Sue Thornham (1996) 3. “New Media: The Key Concepts” – Nicholas Gane, David Beer (2008) 4. “Media, Institutions and Audience” – Nick Lacey (2002) 5. “Communication, Cultural and Media Studies” – John Hartley (2002) <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> 1. “Marxism and Media Studies” - Mike Wayne (2003) 2. “New Media” - Nicholas Gane and David Beer (2008) 3. “Communication, Cultural and Media Studies” - John Hartley (2002) 4. “Media, Institutions and Audiences” - Nick Lacey (2002) 5. Discourse of Twitter and Social Media: How we use Language to Create Affiliation on the Web - Michelle Zapavigna (2012) 6. The Language of New Media - Lev Manovich (2002) 				

7. How to Read a Film: The World of Movies, Media and Multimedia: Language, History and Theory- James Monaco (2000)

WEB RESOURCES

1. Teaching media studies - <https://bit.ly/3k9jRfv>
2. Nclibrararies – Open Educational Resources - <https://bit.ly/3Oxhnpc>
3. The Revolution Will Not Be Televised (2002 Venezuela Coup) - https://youtu.be/wF_5xZIstPw
4. The dangerous ways ads see women - <https://youtu.be/Uy8yLaoWybk>
5. The New Audience: Henry Jenkins - <https://youtu.be/AjkyvIBCqmU>

EVALUATION PATTERN:

INTERNAL -

COMPONENT 1 + COMPONENT 2 = 100 MARKS (WEIGHTAGE: 60 %)

COMPONENT 3 = 40 MARKS (WEIGHTAGE: 40 %)

EXTERNAL –

End Semester Examination – 100 Marks (Pattern as suggested by LOCF)

COURSE OUTCOMES (COS) AND COGNITIVE LEVEL MAPPING

COS	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	To understand key media concepts and terminologies.	K1, K2
CO 2	To illustrate digital media through the lens of gender, race, class, society and environment	K3
CO 3	To classify various types of contemporary media forms influencing content.	K4
CO 4	To compare media techniques with respect to digital literacy <i>vis-à-vis</i> media literacy.	K5
CO 5	To deduce biases, misinformation and disinformation in global media forms.	K6

COURSE DESCRIPTOR

Course Code	PEL2ME06
Course Title	DISCOURSE ANALYSIS
Credits	2
Hours/Week	4
Category	ME
Semester	II
Regulation	2022
Course Overview	
<p>The course <i>Discourse Analysis</i> deals with learning different concepts and frameworks of discourse analysis to elucidate meanings appropriate to the socio-cultural contexts in which the discourses are created. The course gives an exposure to interpret and perceive discourses originated in different fields and come up with relevant meaning and solutions.</p>	
Course Objectives	
<ul style="list-style-type: none"> ● To develop skills for applying the techniques of discourse analysis to the study of texts, discuss the application of DA and teach ESL. ● To introduce major theoretical frameworks and current issues in discourse analysis and ● Demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics. ● To provide for the practical application of the course to research a particular topic in discourse analysis ● To investigate relationships between grammatical forms and their meanings and functions in discourse 	

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level

CO 1	Understand the basic concepts and theoretical frameworks of discourse analysis and functions of language	K1, K2
CO 2	Illustrate and examine the elements of discourse and usage of language in the social contexts	K3
CO 3	Differentiate and classify language variations in different speech communities	K4
CO 4	Perceive and interpret various discourses applying the different concepts and frameworks of discourse analysis	K5
CO 5	Develop patterns and frameworks to propose alternative/relevant meanings and solutions to multifaceted discourses	K6

SYLLABUS

S. No.	Content	Hrs	COs	Cognitive Level
I	Introduction to Discourse Analysis 1. Discourse Analysis - Definition 2. Relevance of Discourse Analysis 3. Interdisciplinary Use of Discourse Analysis 4. Language and Society	5	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Pragmatics and Semantics 1. Semantics Vs Pragmatics 2. Speech Acts and Speech Events - Constatives, Performatives, Locution, Illocution, Perlocution 3. Meaning, Sense and Force, Turn-taking, Cooperative Principle, Politeness Maxim 4. Discourse and Meaning, Different types of meaning - I.A. Richard's Four Types of Meaning, Leech's Seven Types of meaning, Form, Meaning and Concept 5. Discourse Markers - Cohesion and Coherence	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

III	Words and Culture <ol style="list-style-type: none"> 1. The Sapir Whorf Hypothesis. 2. Language, Thought and Culture 3. Intercultural communication, Kingship, Taxonomies, Color, Prototypes, Taboos and Euphemism 4. Solidarity and Politeness 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Languages and Social Variations <ol style="list-style-type: none"> 1. The Standard Language, Diglossia, Social markers 2. Dialectology - sociolects, dialects, idiolects, pidgin and creole, bilingualism and multilingualism 3. Styles, Registers, and Beliefs 4. Restricted and Elaborated Code, Speech style - style-shifting and style-mixing 5. Speech Communities, Ethnographies - Ethnography of Communication, Ethnomethodology 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Analysis of Specific Discourse <ol style="list-style-type: none"> 1. Critical Discourse 2. Conversation Discourse Analysis 3. Digital Discourse: Language in the New Media 4. Ideology and Political Discourse 5. Gender, Age, Power Discourse 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Brown, Gillian, and George Yule. 1983. Discourse Analysis. Cambridge: CUP.
2. Jenny Thomas, Meaning in Interaction (London & New York: Longman, 1997).
3. Searle J Speech Act CUP 1969.
4. Chafe, W. 1994. Discourse, Consciousness, and Time. Chicago: UCP.
5. Fairclough N. 2003. Analysing Discourse: Text Analysis for Social Research, London: Routledge.
6. Ford, C. E. & S.A. Thompson. 1986. "Conditionals in discourse: a Textbased study from English." In On Conditionals. Pp.353-372.

7. Fraser, Bruce. 1999. "What are discourse markers?" *Journal of Pragmatics*. 31: 931-952.
8. Givon, T. 1987. "Beyond Foreground and Background." In Tomlin, R. S. (ed.) *Coherence and Grounding in Discourse*. pp. 175-188.
9. Hughes, R. & M. McCarthy. 1998. "From sentence to discourse: discourse grammar and English language teaching." *TESOL Quarterly*. 32: 263-287.
10. Nunan, D. 1993. *An introduction to discourse analysis*. Harmondsworth, England: Penguin.
11. Rogers, R. (2004) *An Introduction to Critical Discourse Analysis in Education*. Mahwah, NJ: Lawrence Erlbaum.
12. Tomlin, R. S. (ed.) 1987. *Coherence and Grounding in Discourse*. Amsterdam: JBPC.
13. Tyler, A. 1992. "Discourse Structure and the Perception of Incoherence in International Teaching Assistants' Spoken Discourse." *TESOL Quarterly*. 26: 713-729.
14. Van Dijk, T. (2004) 'Critical Context Studies' plenary session at International Conference on Critical Discourse Analysis, Valencia, 5th May 2004.
15. Wodak, R. & Chilton P. (2005) *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*. Amsterdam: John Benjamins.
16. Wodak, R. & Meyer, M. (2001) *Methods of Critical Discourse Analysis*. London: Sage
17. Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.
18. Schiffrin, D. Tannen, D. & Hamilton, H. (2003) *The handbook of discourse analysis*. Malden, MA: Blackwell.
19. Georgakopoulou, A. & Goutsos, D. (2000). *Revisiting discourse boundaries: The narrative and non-narrative mode*.
20. Noveck, I. A. & Reboul, A. (2008). *Experimental pragmatics: A Gricean turn in the study of language*. *TRENDS in CogSci*, 12, 425-431.
21. Barbara Johnstone (2008). *Discourse Analysis, Second Edition*. Blackwell Publishing (ISBN 978-1-4051-4427-8).
22. Adam Hodges (2011). *The "War on Terror" Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality*. Oxford University Press (ISBN 0-199-75958-8).
23. Adam Jaworski and Nikolas Coupland (eds.) (2006). *The Discourse Reader, Second Edition*. Routledge (ISBN 0-415-34632-0).

Web Resources

1. What (Exactly) Is Discourse Analysis?. GradCoach. <<https://gradcoach.com/discourse-analysis-101/>>

2. Nordquist, Richard. "Understanding the Use of Language Through Discourse Analysis." ThoughtCo, Aug. 26, 2020, [thoughtco.com/discourse-analysis-or-da-1690462](https://www.thoughtco.com/discourse-analysis-or-da-1690462). <<https://www.thoughtco.com/discourse-analysis-or-da-1690462>>
3. Green, Mitchell, "Speech Acts", *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/fall2021/entries/speech-acts/>>.
4. Nordquist, Richard. "Discourse Marker (DM) In English Grammar." ThoughtCo, Aug. 27, 2020, [thoughtco.com/discourse-marker-or-dm-1690463](https://www.thoughtco.com/discourse-marker-or-dm-1690463). <<https://www.thoughtco.com/discourse-marker-or-dm-1690463>>
5. Korta, Kepa and John Perry, "Pragmatics", *The Stanford Encyclopedia of Philosophy* (Spring 2020 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/spr2020/entries/pragmatics/>>.
6. Susana Martinez Guillem. "Critical Discourse Studies and Race/Ethnicity: Accounting for Racialization". URL = <<http://surl.li/cfsrd>>
7. Nikola Zdravkovic. "The Meaning of Meaning: Leech's Seven Types of Meaning in Comparison to Palmer's and Lyons' Approaches". URL = <<http://surl.li/cfsqy>>.

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 (6x2=12) – Answer All

Section -B – K3 (1x7=7) Answer any ONE out of TWO

Section -C – K4 (1x7=7) Answer any ONE out of TWO

Section -D – K5 (1x12=12) Answer any ONE out of TWO

Section -E – K6 (1x12=12) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 (10x2=20) – Answer All

Section -B – K3 (2x10=20) Answer any TWO out of FOUR

Section -C – K4 (2x10=20) Answer any TWO out of FOUR

Section -D – K5 (1x20=20) Answer any ONE out of TWO

Section -E – K6 (1x20=20) Answer any ONE out of TWO

COURSE DESCRIPTOR

Course Code	PEL2ME07
Course Title	LITERATURE AND ENVIRONMENT
Credits	02
Hours/Week	04
Category	Major Elective (ME)-Theory
Semester	II
Regulation	2022

Course Overview

1. The course enables the study of literature in relation to the physical environment
2. Ecocriticism is the fundamental theory and practice that connects literature and environment in this course
3. The course sensitizes the students to be aware of the environmental issues and challenges in the contemporary times
4. The different types of eco-critical methods and approaches are introduced to the learners.
5. The course equips the students with the necessary skills to appreciate and critique environmental values and concerns in literature

Course Objectives

1. To introduce the learners to the interdisciplinary nature of the course and to sensitize the learners on grave ecological concerns
2. To render a historical perspective of the said criticism across the world
3. To familiarize the learners with the contemporary ecocritical tools, theories and practices
4. To expose the learners to the relevant literature in the ecocritical realm
5. To facilitate the understanding of ecocritical theory and practice

Prerequisites

I PG English Literature Students

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Theoretical Background <ul style="list-style-type: none">● Earth Charter● Universal Declaration of Rights of Mother Earth● Laudato Si-Encyclical – Pope Francis● Principles of Deep Ecology - Arne Naess● Ecofeminism - Vandana Shiva and Maria Mies● <i>Tinai</i> Studies - Nirmal Selvamony● And the Meek Shall Inherit the Earth: Until a Project Comes Along – P. Sainath	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

II	Romanticism, Transcendentalism and Ecocriticism <ul style="list-style-type: none"> ● Lines Composed A Few Miles Above Tintern Abbey - William Wordsworth (poem) ● Walden - Thoreau (extracts) (prose) ● The Cherry Orchard – Anton Chekov (play) ● For the Children - Gary Snyder (poem) ● Being Prey- Val Plumwood (Memoir) ● The Negro Speaks of Rivers- Langston Hughes (poem) 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Ecocriticism in India <ul style="list-style-type: none"> ● Akam and Puram poetry (selections) ● Bhoma - Badal Sircar (play) ● Gift in Green - Sarah Joseph ● Ecology - A K Ramanujan (poem) ● The Adivasi Will Not Dance - Hansda Sowendra Shekhar (Short Story) 	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	Films and Documentaries <ul style="list-style-type: none"> ● Home (2009) - Yann Arthus-Bertrand ● Anbulla Kaadu (Beloved Forest) (2008) – Tarun Saldanha ● Animals are Beautiful People (1974) – Jamie Uys ● Victim of WWF (World Wildlife Fund) – Jos Van Dongen ● A Plastic Ocean (2016) – Craig Leeson ● I am a Hummingbird (short film) – Wangari Maathai ● How Wolves Change Rivers (short film) 	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Fieldwork, Documentary, Project, Mini Conference, Panel Discussion, Book Review, Film Review	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Silent Spring - Rachel Carson
2. Shakuntala -Kalidasa
3. Muktheadhara – Rabindranath Tagore
4. The End of Imagination - Arundathi Roy
5. Unbowed - Wangari Maathai
6. When the Kurinji Blooms - Rajam Krishnan
7. The Secret Life of Bees - Sue Monk Kidd
8. A Flowering Tree - A K Ramanujan
9. Kocharethi: The Araya Woman – Narayan
10. Surfacing- Margaret Atwood
11. The Overstory- Richard Powers
12. Animal's People - Indra Sinha (novel)

Suggested Readings

1. Bate, Jonathan. *Romantic Ecology*. London and New York: Routledge; 1991.
2. Buell, Lawrence. *The Environmental Imagination*. London: Harvard University Press. 1995.
3. Carson, Rachel. *Silent Spring*. London: Penguin books ltd, 2000. Print
4. Coupe, Lawrence. *The Green Studies Reader*. London and New York: Routledge, 2000.
5. Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
6. Glotfelty, Cheryl. ed. *The Ecocriticism Reader*. University of Georgia Press, 1996.
7. Mies, Maria and Vandana Shiva. *Ecofeminism*. New Delhi: Kate for Women, 1993
8. Selvamony, Nirmal, Nirmaldasan and Rayson. K. Alex, eds. *Essays in Ecocriticism*. New Delhi: Sarup and Sons and Osle-India. 2007. Print
9. Shiva, Vandana. *Staying Alive- Women, Ecology and Development*. New York: South End Press, 2010. Print.
10. Warren, J. Karen, ed. *Ecofeminism - Women, Culture, Nature*. Indiana: Indiana University Press. 1997. Print.
11. Sainath, Palagummi. *Everybody Loves a Good Drought*. Penguin Books India. 2017. Print
12. Hansda Sowvendra Shekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, New Delhi. 2017;

Web Resources

- Harding, Stephen. What is Deep Ecology?
- [http://www.schumachercollege.org.uk/learningresources/](http://www.schumachercollege.org.uk/learningresources/what-is-deep-ecology) what-is-deep-ecology
- Proposal of Bolivia to Rio+20. Universal Declaration of the
- Rights of MotherEarth. <http://motherearthrights.org/universaldeclaration/>
- <https://www.ecofem.org/journal>
- <https://www.rediff.com/news/dec/24devi.htm>
- <https://www.spiritoftrees.org/>
- <https://www.navdanya.org/>
- <https://www.ecofem.org/>
- <https://www.nobelprize.org>
- <https://www.resurgence.org/>
- <https://www.bhoomimagazine.org/>
- <https://www.greenbeltmovement.org/>
- <https://www.wettheworld.org>
- <https://kurungabaa.wordpress.com/2011/01/18/being-prey-val-plumwood/>
- https://www.youtube.com/watch?v=AHH_vlhnC0
- <https://www.youtube.com/watch?v=kmdOhciq8c0>

Course Outcomes and Cognitive Level Mapping

PEL2ME07 - Literature and Environment		Cognitive Level
CO 1	To identify and understand environmental concerns, concepts and themes in literature	K1, K2
CO 2	To recognize and analyze the relevance of eco-critical perspectives literatures down the ages	K3

CO 3	To critically evaluate eco-literature from different cultures that foster wellbeing of the planet	K4
CO 4	To display skills to interpret, analyze, evaluate and synthesize eco-literature in the contemporary times	K5
CO 5	To create, adapt, review literature and films to spread environmental awareness in the larger society	K6

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 (6x2=12) – Answer All

Section -B – K3 (1x7=7) Answer any ONE out of TWO

Section -C – K4 (1x7=7) Answer any ONE out of TWO

Section -D – K5 (1x12=12) Answer any ONE out of TWO

Section -E – K6 (1x12=12) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 (10x2=20) – Answer All

Section -B – K3 (2x10=20) Answer any TWO out of FOUR

Section -C – K4 (2x10=20) Answer any TWO out of FOUR

Section -D – K5 (1x20=20) Answer any ONE out of TWO

Section -E – K6 (1x20=20) Answer any ONE out of TWO

COURSE DESCRIPTOR

Course Code	PEL2CD08
Course Title	THESIS WRITING
Credits	1
Hours/Week	3
Category	CD
Semester	II
Regulation	2022
<p>Course Overview</p> <p>This course is designed for postgraduate students who are about to start writing their thesis. It aims to provide learners with the fundamental knowledge of English writing required to begin their thesis. It also teaches students how to write a paragraph with clarity, unity, and coherence. It also provides students with hands-on experience proofreading, editing, and paraphrasing their thesis papers. It also teaches students how to use digital tools to improve their writing and editing skills. It also teaches students various techniques for avoiding plagiarism in their thesis writing.</p>	
<ul style="list-style-type: none"> ● To provide students with the fundamental knowledge of English writing required to begin their thesis. ● To train students to write paragraphs with clarity, unity and coherence ● To enable students to develop their ideas into expression in writing ● To enhance the proofreading, editing, and paraphrasing skills of students 	
Prerequisites	Basics of English language skills

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Getting started- myths of writing thesis Starting thesis writing Statement of problem Framing Hypothesis Framing the research title Research question Objectives of thesis Writing a Research Proposal	7	CO1, 2,3,4, 5	K1, K2, K3, K4, K5
II	Writing style Writing Process: Prewriting, Drafting, Revising, Editing Paraphrasing, Sentence structures, Subject-Verb Agreement (Advanced) Cohesion, Signposting, Punctuation, Transitional Markers Common Errors in Writing	7	CO 1, 2, 3,4,5	K1, K2, K3, K4, K5, K6
III	Writing Abstract Structured and non-structured abstract, words and phrases for abstract, ingredients of an abstract, Format of abstracts, Incorporating Keywords Writing Introduction: e difference between abstract and Introduction, Components of introduction: relevance of research, research gap, objectives, brief of literature review, Words and Phrases for introduction	7	CO 1, 2, 3,4, 5	K1, K2, K3, K4, K5

IV	Writing Literature Review Writing arguments (Comparison & Contrast, Descriptions, Cause & Effect, Narrations) Interpreting results (Data interpretations) Writing Conclusion	7	CO 1, 2, 3,4, 5	K1, K2, K3, K4, K5, K6
V	Avoiding plagiarism Paraphrasing Editing and proofreading Digital Proofreading Tools & Techniques	7	CO 1, 2, 3, 4, 5	K1, K2, K3, K4, K5, K6

Reading List

Halyna M. Kornuta & Ron W. Germaine, *A Concise Guide to Writing a Thesis or*

Dissertation. Routledge. 2019

Daniel & Elizabeth Fisher, *Enjoy Writing Your Science Thesis or Dissertation*. IMP.

2000

Liberaro, Felix, *Writing Your Thesis*, University of Philippines Press. 2012

Bullock, Richard, *The Norton Field Guide to Writing*. Norton & Company. 2009

Bailey, Stephen, *Academic Writing*. Routledge

Web Resources

1. Write & Improve with Cambridge English. <https://writeandimprove.com/>
2. British Council Learn English: Writing <https://learnenglish.britishcouncil.org/skills/writing>
3. Thesis Builder. <http://www.ozline.com/electraguide/thesis.php>
4. Citation Machine. <https://www.citationmachine.net/grammar-and-plagiarism/>
5. How to Write an Effective Research Paper. <https://www.youtube.com/watch?v=cMJWtNDqGzI>
6. Purdue Online Writing Lab. https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	State and summarise techniques and concepts of writing a thesis	K1, K2
CO 2	Employ process, style and techniques of writing paragraphs and thesis with clarity, unity and coherence	K3
CO 3	Analyse the academic writing style appropriate for thesis writing as well as the characteristics of good paragraphs in various research writings.	K4
CO 4	Choose the appropriate style, methods, vocabulary, and tone while writing, and Develop self-editing and proofreading skills.	K5
CO 5	Create and write original paragraphs, essays, research proposals and research papers with an academic standard.	K6

COURSE DESCRIPTOR

COURSE CODE	PEL2CD09
COURSE TITLE	EFFECTIVE PRESENTATION SKILLS
CREDITS	1
HOURS/WEEK	3
CATEGORY	CROSS DISCIPLINARY
SEMESTER	II
REGULATION	2022
COURSE OVERVIEW	
<p>This course aims to equip learners with good communication and presentation skills. It exposes the learners to the updated versions of ICTs. It focuses on better structuring of presentations ensuring clarity and conviction. It provides the knowledge and tactics that empower the learners to communicate in a professional environment with confidence.</p>	
COURSE OBJECTIVES	
<ul style="list-style-type: none">• To understand the nuances and intricacies associated with presentation of ideas effectively• To emphasize the relevance of different forms of presentation and use them meticulously in a workplace environment.• To familiarize learners with varied presentation tools.• To draft and demonstrate error free presentations.• To conduct an audience analysis and adapt messages according to the audience.	

PREREQUISITES	Access to basic presentation software
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SYLLABUS

UNIT	CONTENT	HR S	COS	COGNITIV E LEVEL
I	<p>Modes and forms of presentations</p> <ul style="list-style-type: none"> • Modes of Presentation (Traditional, Virtual, Hybrid) • Presentation styles (Lessig style, Takahashi Style, Storytelling style, Freeform style) • Presentation Tools (Powerpoint, Keynote, Google slides, Canva, Prezi, Zoho etc.) <p>Task based learning : Analyze recorded presentations and prepare a comparative report on the efficacy and relevance of different types of presentations</p>	9	CO 1, CO 2, CO 3, CO4, CO5	K 1, K 2, K 3, K 4, K 5, K 6
II	<p>Drafting Presentations</p> <ul style="list-style-type: none"> • Vocabulary - Connecting ideas and sentences • Grammar and Rhetoric - Error free sentences <p>Drafting style (cohesion, coherence, conciseness)</p> <ul style="list-style-type: none"> • Online Writing Resources <p>Task based learning : Draft content on a given topic and submit it for peer review</p>	9	CO 1, CO 2, CO 3, CO4, CO5	K 1, K 2, K 3, K 4, K 5, K 6
III	<p>Designing Presentations</p> <ul style="list-style-type: none"> • Principles of design (text, decoration, templates) 	9	CO 1, CO 2, CO	K 1, K 2, K 3, K 4, K 5, K 6

	<ul style="list-style-type: none"> • Colour palettes and fonts • Interpreting data visualization (diagrams, charts, photos and vector arts) <p>Task based learning: Design effective presentation based on a given topic</p>		3, CO4, CO5	
IV	<p>Delivery</p> <ul style="list-style-type: none"> • Verbal presentation skills (articulation, inflection, verbal pacing) • Non-verbal presentation skills (body language, appearance) <p>Task based learning: Prepare demonstration speech and deliver the oral presentation in class</p>	9	CO 1, CO 2, CO 3, CO4, CO5	K 1, K 2, K 3, K 4, K 5, K 6
V	<p>Managing Presentations</p> <ul style="list-style-type: none"> • Understanding the audience (audience analysis and engagement) • Handling Q & A sessions (inviting questions, answering questions) • Overcoming psychological barriers <p>Task based learning: Answering questions raised by peers based on the presentation</p>	9	CO 1, CO 2, CO 3, CO4, CO5	K 1, K 2, K 3, K 4, K 5, K 6

References :

1. *Giving Presentations*. Jo Billingham, OUP, New Delhi, 2004
2. *Successful Presentation Skills*. Andrew J Bradbury, 2000 Kogan Page India Pvt Ltd, New Delhi
3. *Body Language at Work*. Peter Clayton, Duncan Petersen Publishing Ltd, London, 2003
4. *Developing Presentation Skills*. R L Bhatia, Wheeler Publishing, 1998, New Delhi
5. *Design Elements*. Timothy Samara, Rockport Publishers, Beverly, 2007.
6. *Presentation Zen*. Garr Reynolds, New Riders, Berkeley, 2011
7. *Slideology*. Nancy Duarte, O'Reilly, California, 2008
8. *The Presentation Secrets of Steve Jobs* by Carmine Gallo, McGraw Hill, 2009

9. *The Visual Display of Quantitative Information* by Edward Tufte, Graphics Press, USA 2001

Web Resources:

1. How to Give a Presentation - Business English- <https://www.youtube.com/watch?v=fzIxDIjXn44>
2. Phil Waknell on Delivering Presentations- <https://www.youtube.com/watch?v=yoD8RMq2OkU>
3. Speech Analysis - Mark Zuckerberg's presentation skills - <https://youtu.be/XqopUmljN4I>
4. Visual Rhetoric - <https://youtu.be/-vJvivIzkDg>
5. How to Beat Social Anxiety and Fear of Public Speaking - Jordan Peterson - <https://youtu.be/KjG3CML1HQ>

COURSE OUTCOMES (COS) AND COGNITIVE LEVEL MAPPING

COS	CO DESCRIPTION	COGNITIVE LEVEL
CO 1	Identify the context and select the apt form of presentation	K 1, K 2
CO 2	Execute the principles of presentation while drafting one	K 3
CO 3	Analyze the implications of visual and non-verbal forms of communication in professional presence for adaptation in different presentation contexts	K 4
CO 4	Evaluate presentations, give and receive specific, productive, constructive feedback as a professional/managerial skill	K 5
CO 5	Design and deliver logical, evidence-based, trustworthy information in an accessible format	K 6

COURSE DESCRIPTOR

Course Code	PEL3MC01
Course Title	BRITISH LITERATURE III : 20th & 21st Century
Credits	6
Hours/Week	6
Category	MAJOR CORE
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course enables the study of British literature of the Modern Era (20 and 21st centuries). 2. British Literature helps the students to understand the society, culture and the various literary movements and familiarizes them with the writing style of the British contemporary writers. 3. The course helps the students understand the various genres, themes and techniques and develop their analytical and research skills 4. The course equips the students with the necessary skills to appreciate and critique British writings and concerns in literature. 5. The Course will help in inculcating an aptitude for research by creating a research ambience of reading and critiquing. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To introduce the learners to the British Literature of the Modern Era (20 and 21st century) and trace the development of literature from the medieval ages to the contemporary times 2. To expose the learners to the society, culture and the various literary, philosophical and political movements of contemporary Britain that provides the necessary contextual background for writers. 3. To help the learners to interpret the various themes and the literary style and techniques employed by the contemporary writers of British Literature. 	

3. To appreciate the aesthetics and artfulness of the selected texts and enhance the critical and analytical skills of the learners
4. To create an aptitude for research by providing extensive and intensive reading and critique sessions. .

Prerequisites

I PG English Literature

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY:</p> <ol style="list-style-type: none"> 1. T.S. Eliot- The Hollow Men 2. Wilfred Owen: Strange Meeting. 3. Dylan Thomas-And Death Shall Have No Dominion 4. Seamus Heaney- Death of a Naturalist. 5. W B. Yeats: Sailing to Byzantium 6. W H Auden-Refugee Blues 7. Ted Hughes- Pike 8. Siegfried Sassoon-The Hero 9. Carol Ann Duffy-Valentine 10. Elaine Feinstein: Getting Older 	15	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4,K5,K6</p>

<p>II</p>	<p>PROSE</p> <ol style="list-style-type: none"> Bertrand Russell: In Praise of Idleness E. M Forster: Notes on the English Character George Orwell- Why I Write A.G. Gardiner: On Habits 	<p>15</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5, K6</p>
<p>III</p>	<p>SHORT STORIES</p> <ol style="list-style-type: none"> Elizabeth Bowen- The Demon Lover Graham Greene- The Destructors. James Joyce- Eveline G K Chesterton- The Blue Cross 	<p>20</p>	<p>CO 1 CO 2 CO3 CO4 CO 5</p>	<p>K1, K2, K3, K4, K5, K6</p>
<p>IV</p>	<p>DRAMA</p> <ol style="list-style-type: none"> George Bernard Shaw: Candida Tom Stoppard- Rosencrantz and Guildenstern Are Dead 	<p>20</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5, K6</p>
<p>V</p>	<p>NOVEL</p> <ol style="list-style-type: none"> Zadie Smith- White Teeth Aldous Huxley-Brave New World 	<p>20</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
	<p>METHODOLOGY</p> <p>Book Reading and Presentations</p> <p>Poetry Appreciation</p> <p>Re-creating the plays</p> <p>Writing a critique</p>			

Reading List

1. Black, Joseph, ed. The Norton Anthology of English Literature, Volume C. New York: W. W. Norton, 2006
2. David Ian Rabey. English Drama Since 1940. Longman, 2003.
3. Drabble, Margaret The Oxford Companion to English Literature. Oxford: Oxford University Press, 1996.
4. Harmon, William and C. Hugh Holman, A Handbook to Literature. Upper Saddle River, NJ: Prentice Hall, 1986.
5. N. Holdsworth and M. Luckhurst, ed. A Concise Companion to Contemporary British and Irish Drama. Blackwell, 2006.
6. V. K. Janik and Del Ivan Janik, ed. Modern British Women Writers: An A-to-Z Guide. Greenwood, 2002.
7. James F. English, ed. A Concise Companion to Contemporary British Fiction. Blackwell, 2006.
8. A. Lee. Realism and Power: Postmodern British Fiction. Routledge, 1990.
9. Steven Connor, ed. The Cambridge Companion to Postmodernism. 2004.

Web Resources

<http://www.blupete.com/Literature/Essays/Best/ChestertonFrenchEnglish.htm>

https://orwell.ru/library/essays/lion/english/e_eye

https://www.gutenberg.org/files/5070/5070-h/5070-h.htm#link2H_4_0001

<http://www.wwnorton.com/english/nael>

<http://www.contemporarywriters.com/>

Course Outcomes (COs) and Cognitive Level Mapping

PEL3MC01-BRITISH LITERATURE III		Cognitive Level
CO 1	To demonstrate an understanding of the development of British Literature from the Medieval Ages to the contemporary times	K1, K2
CO 2	To Identify the various themes and literary style and techniques employed by the 20th and 21st century British writers	K3
CO 3	To analyze the social, political, cultural history of England and various political, philosophical and literary movements that provided the contextual background for the writers.	K4
CO 4	To critically appreciate the selected texts for the style, themes and other literary techniques used by the 20th and 21st century British writers	K5
CO 5	To develop an aptitude for research through extensive and intensive reading and critiquing.	K6

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 (6x2=12) – Answer All

Section -B – K3 (1x7=7) Answer any ONE out of TWO

Section -C – K4 (1x7=7) Answer any ONE out of TWO

Section -D – K5 (1x12=12) Answer any ONE out of TWO

Section -E – K6 (1x12=12) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 (10x2=20) – Answer All

Section -B – K3 (2x10=20) Answer any TWO out of FOUR

Section -C – K4 (2x10=20) Answer any TWO out of FOUR

Section -D – K5 (1x20=20) Answer any ONE out of TWO

Section -E – K6 (1x20=20) Answer any ONE out of TWO

COURSE DESCRIPTOR

Course Code	PEL3MC02
Course Title	POSTCOLONIAL LITERATURE
Credits	4
Hours/Week	5
Category	MC
Semester	III
Regulation	2022
Course Overview	
<p>Postcolonial Literature looks critically at colonialism, the ongoing histories of colonialism and neo-colonialism across different languages and cultures in different parts of the world. The paper encompasses several genres of postcolonial texts from the socio-cultural, political, gender, historical, economic, and religious perspectives</p>	
Course Objectives	
<ol style="list-style-type: none"> 1. To introduce learners to texts produced in countries that were under the control of European colonial powers at some point in history. 2. To enable learners to understand concepts related to Postcolonialism. 3. To familiarize learners with the works of writers writing in English from different geographical areas of the world. 4. To enable learners to discover the richness and diversity of Anglophone postcolonial cultures and literatures 	

Prerequisites	Basic knowledge of Colonialism
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	INTRODUCTION Significance of postcolonial literature and studies Concepts and Themes of postcolonial literature <i>The Empire Writes Back</i> ; Ashcroft, Griffiths & Tiffin (p 1 -11)	13	CO1, 2,3,4, 5	K1, K2, K3, K4, K5
II	PROSE 1. "An Image of Africa: Racism in Conrad's 'Heart of Darkness'" -Chinua Achebe. 2. <i>Orientalism</i> - Edward Said (Page Nos: 39-59)	13	CO 1, 2, ,4,5	K1, K2, K3, K4, K5, K6
III	POETRY 1. Leda at the Billabong, Bernadette Hall (New Zealand) 2. South of My Days, Judith Wright (Australia) 3. Indian Reservation: Caughnawaga - A.M.Klein (Canada) 4. A Far Cry from Africa - Derek Walcott (Caribbean) 5. Telephone Conversation - Wole Soyinka (Nigerian) 6. Apocalypse - Jean Arasanayagam (Sri Lanka) 7. Arrival of the Monsoon-Taufiq Rafat (Pakistan) 8. Gods can die- Edwin Thumboo (Singapore) 9. Piano and Drums, Gabriel Okara (Nigeria) 10. Colonisation in Reversal, Louise Bennette (Jamaica)	13	CO 1, 2, 3,4, 5	K1, K2, K3, K4, K5
IV	DRAMA 1. <i>The Black Hermit</i> - Ngugi wa Thiong'o	13	CO 1, 2,	K1, K2, K3, K4, K5, K6

	2. <i>Stolen</i> -Jane Harrison		3,4, 5	
V	NOVEL <i>No Longer at Ease</i> -Chinua Achebe <i>Kiss of the Fur Queen</i> -Tomson Highway	13	CO 1, 2, 3, 4, 5	K1, K2, K3, K4, K5, K6

Reading List

Robert J. C. Young, *A Short Introduction to Postcolonialism*. Oxford: OUP, 2006.

Bill Ashcroft, et. al, *The Empire Writes Back*. London: Routledge, 1989.

C.D. Narasimhaiah, Ed., *An Anthology of Commonwealth Poetry*. Chennai: Macmillan, 1990

Suggested Reading

Trevor James, *English Literature from the Third World*. Oxford: Longman, 1986.

Ngugi wa Thiong'o, *Decolonizing the Mind*. Nairobi: East African Educational Publishers, 1986.

Michael Etherton, *The Development of African Drama*. London: Hutchinson, 1982.

William Walsh, Ed., *Readings in Commonwealth Literature*. London: OUP, 1973.

A Bend in the River : V.S Naipul (West Indies)

Cry the Beloved Country : Alan Paton (South Africa)

The Impersonators : Jessica Anderson (Australia)

The English Patient : Michael Ondaatje (Canada)

Stone Angel : Margaret Laurence (Canada)

The Conservationist : Nadine Gordimer (South Africa)

How the Garcia Girls Lost their Accents :Julia Alvarez

Web Resources

Postcolonial Literature- Introduction <https://youtu.be/g739dCwq0kk>

Colonialism and Imperialism Intro -

<https://edpuzzle.com/assignments/5f323910a32d513f82765a67/watch>

African Drama - <https://www.youtube.com/watch?v=zxPI3PGAi58>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Identify and describe the postcolonial concepts and themes.	K1, K2
CO 2	Discover the socio-cultural, political, gender, historical, economic, and religious perspectives in the postcolonial texts.	K3
CO 3	Examine the various techniques and narrative styles in postcolonial works.	K4
CO 4	Evaluate and distinguish colonial and post-colonial discourses.	K5
CO 5	Express their views on postcolonial texts critically through presentations, debates and discussions.	K6

COURSE DESCRIPTOR

Course Code	PEL3MC03
Course Title	Language and Linguistics
Credits	04
Hours/Week	05
Category	Major Core (MC) – Theory
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The Course aims to facilitate learners in understanding core concepts in both macro-linguistics as well as micro-linguistics. 2. It provides students comprehensive exposure to the language-brain association, its deeper implications, and remediations through psycholinguistics. 3. Students are familiarized with key linguists, their contributions, key concepts and the debates arising therefrom. 4. It aims to keep students abreast with current practices in the domain of linguistics through explorations in morphophonemics, syntax, semantics, pragmatics, SLA and translations. 5. Students may well become catalysts for the preservation of vulnerable and endangered languages. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To enrich learners with the knowledge of the scientific study of language 2. To understand the history and evolution of the English language. 3. To familiarize learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics. 4. To facilitate students to gain an informed approach on how language interfaces with literature and also to show how it feeds into the discipline of cognitive sciences. 5. To empower students to pursue research in various branches of applied linguistics. 	

Prerequisites	Students should have had an introductory exposure to linguistics.
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	HISTORY AND NATURE OF LANGUAGE: The origin and evolution of language and linguistics; English as a Global Language; Language Death, Human and non-human systems of communication; design features of languages, linguistic form (free and bound), Micro and Macrolinguistics, Saussurean Dichotomies, Psychology of Language	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	PHONETICS AND PHONOLOGY: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their classification. Suprasegmentals. Acoustic Characteristics of Speech. Phoneme, Phonological Processes and Features.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	MORPHOLOGY: Morph, Morpheme, Allomorph, Morphological processes, Morphophonemics, Compounds, Analyzing Morphological Structure, Word classes, Word Formation.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	SYNTAX AND SEMANTICS: Phrase Structure Grammar, Transformational Grammar, Root, Stem and Base, Theory of Govt. and	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6

	Binding; Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations, Amelioration/Pejoration, Pragmatics.		CO 5	
V	<p>APPLIED LINGUISTICS:</p> <p>a. Stylistics: The relationship of language to literature, Stylistics and Literary Criticism, Poetic discourse, narrative discourse and dramatic discourse.</p> <p>b. Language Disorders: The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.</p> <p>c. Lexicography: Monolingual dictionary, Interlingual dictionary, Problems of Inter-translatability, General and Special Purpose Dictionaries.</p> <p>d. Language Acquisition and teaching</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

1. Aitchison, J. 1995. *Linguistics: An Introduction*. London: Hodder & Stoughton.
2. Crystal, D. *Linguistics*. Harmondsworth: Penguin, 1971.
3. Crystal, David. *English as a Global Language*. 2nd ed, Cambridge University Press, 2003.
4. Genetti, Carol. *How Languages Work: An Introduction to Language and Linguistics*. 2nd ed., Cambridge University Press, 2018.
5. Gregoriou, Christiana. *English Literary Stylistics*. New York. Palgrave Macmillan, 2009.

Suggested Readings

1. Akmajian, A., Demers, R., Farmer, Harnish, R.1996.*Linguistics: An Introduction to Language and Communication*. Cambridge, Massachusetts: MIT Press. (Indian reprint,1996, Prentice-Hall).
2. Atkinson, M., Kilby, D.& Rocca, I.1982.*Foundations of General Linguistics*. London: George Allen& Unwin.
3. Carr, P.1999.*English Phonetics and Phonology: An Introduction*. U.K: Blackwell.
4. Chapman, S.2000. *Philosophy of Language*. London: Routledge.
5. Fromkin, V.(ed.).2000. *Linguistics: An Introduction to Linguistics*. Cambridge. Blackwell.
6. Laver, J.1994.*Principles of Phonetics*.UK: Cambridge University Press.
7. Leech, G.1969.*A Linguistic Guide To English Poetry*. London. Longman.
8. Michael,1985, *Style in Fiction, A Linguistic Introduction To English Fictional Prose*. London and New York. Longman.
9. Obler, L.K.& Gjerlow, K.1999. *Language and the Brain*
10. Poole, C.Stuart.1999.*An Introduction to Linguistics*. Palgrave Macmillan.
11. Radford, A.et al.1999. *Linguistics: An Introduction*. UK: Cambridge University Press.
12. Landau.S.I.1989.*Dictionaries: The Art and Craft of Lexicography*. Cambridge. Cambridge University Press.
13. Lyons, J.1995.*Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press.

Web Resources

1. <https://cola.unh.edu/linguistics/resources>
2. <https://lexicon.hum.uu.nl/>
3. <https://www.linguisticsociety.org/>
4. <https://bit.ly/3k4z4yx>
5. <https://bit.ly/3KlnnhT>
6. <https://bit.ly/3vFifje>

EVALUATION PATTERN:

INTERNAL -

COMPONENT 1 + COMPONENT 2 = 100 MARKS (WEIGHTAGE: 60 %)

COMPONENT 3 = 40 MARKS (WEIGHTAGE: 40 %)

EXTERNAL –End Semester Examination – 100 Marks (Pattern as suggested by LOCF)

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Learners will recall and understand the different facets in the broad domain of linguistics.	K1, K2
CO 2	Learners will apply the knowledge of psycholinguistics and language disorders for speech language therapy and other tools of remediation.	K3
CO 3	Learners will evaluate the overarching phenomenon of language deaths and the global status of the English language	K4
CO 4	Learners will analyse SLA theories, ELT approaches and methods, stylistics, pragmatics and semantics in different contexts.	K5
CO 5	Learners will create engaging teaching plans for different target learners as well as document phonetic scripts to preserve endangered and vulnerable languages.	K6

COURSE DESCRIPTOR

Course Code	PEL3MC04
Course Title	Cultural Studies
Credits	04
Hours/Week	04
Category	Major Core (MC) – Theory
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course will be relevant for students interested in popular culture and the cultures of day-to-day life. 2. It shall focus on principal thinkers and how identities are produced and sustained through material culture. 3. The course content includes topics such as fashion, taste, race, gender, film, music, and the environment. 4. It shall explore key theories, concepts and methods of Cultural Studies as a globally-relevant discipline. 5. It aims to equip students with new tools of critique and analysis forged by this discipline. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 6. To introduce the students to the transdisciplinary nature of Cultural Studies, discuss its evolution and evolution as well as familiarize them with its crucial concepts. 7. To highlight the various theoretical positions adopted within cultural studies through critical essays by preeminent cultural theorists. 8. To understand the complexity of culture through various approaches that include media, society, science, power and gender. 9. To map the correlation between culture and the environment. 10. To interrogate and analyse literary texts where concepts studied can be reinforced 	

and applied.

Prerequisites	None
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>CULTURAL STUDIES: AN OVERVIEW AND KEY CONCEPTS</p> <ul style="list-style-type: none"> • History, Evolution and Schools of Thought (Stuart Hall -The Origins of Cultural Studies: A Lecture) • Culture: Etymology, Definition, Types and Significance • Critical Terms in Cultural Studies (*terms enlisted below) 	20	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5, K6
II	<p>CULTURE, GENDER AND SOCIETY</p> <ul style="list-style-type: none"> • Critical Essay: “A Cyborg Manifesto” by Donna Harraway • Literary Application- The Incredible Shrinking Man (1957 Film- Jack Arnold) 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>CULTURE AND THE MEDIA</p> <ul style="list-style-type: none"> • Critical Essay- “The Culture Industry: Entertainment as Mass Deception” by Theodore Adorno and Max Horkheimer • Literary Application- Manufacturing Consent (Noam Chomsky) 	10	CO 1 CO 2 CO 3 CO 4 CO5	K1, K2, K3, K4, K5, K6

IV	<p>CULTURE AND THE ENVIRONMENT</p> <ul style="list-style-type: none"> • Critical Essay- “ Cultivating the American Garden” by Frederick Turner • Literary Application- Extracts from ‘Pride and Prejudice’ and ‘Sense and Sensibility’ 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>CULTURE AND POWER</p> <ul style="list-style-type: none"> • Critical Essay- “Space, Power and Knowledge” - Michel Foucault • Literary Application- “All Life in a Life” (Edgar Lee Masters) <p><u>*Key Concepts to be Discussed</u></p> <p>Acculturation, Anti-essentialism, CCCS, Circuit of Culture, Commodification, Counterculture, Cultural Capital, Cultural Imperialism, Cultural Materialism, Cultural Politics, Cultural Populism, Disability Studies, Encoding-Decoding, Epistemology, Ethnography, Governmentality, Hegemony, Hyperreality, Identity Politics, Imagined Community, Myth, Performativity, Post-humanism.</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
*Key concepts	<p>Reading List</p> <ol style="list-style-type: none"> 6. Adorno, Theodor W., and J. M. Bernstein. The Culture Industry: Selected Essays on Mass Culture. Taylor and Francis, 2005. 7. Barker, Chris. The Sage Dictionary of Cultural Studies. 2012. 8. Baudrillard, Jean. Simulacra and Simulation (1981). Trans. Sheila Glaser. Ann Arbor: University of Michigan Press, 1994. 9. Bordieu, Pierre. The Field of Cultural Production. Cambridge:Polity Press, 1993. 10. Durham, Meenakshi Gigi, and Douglas Kellner, editors. Media and Cultural Studies: Keywords. 2nd ed, Wiley-Blackwell, 2012. 11. During, Simon, (Ed.). The Cultural Studies Reader. 3. ed., Reprint, Routledge, 2010. 12. Easthope, Antony. Literary into Cultural Studies. Taylor and Francis, 2003. 13. Featherstone, Mike. Consumer Culture and Postmodernism. London: Sage, 2007. 			

14. Hall, Stuart. 'Cultural Studies: Two Paradigms.' *Media, Culture and Society* 2 (1980): 37-72.
15. Pramod K Nayar. *An Introduction to Cultural Studies*. New Delhi: Viva Books, 2009.
16. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Oxford University Press, 2017.
17. Williams, Raymond. *Culture and Society, 1780-1950*. Spokesman, 2013.

Suggested Readings

14. Johnson, Richard. "What Is Cultural Studies Anyway?" *Social Text*, no. 16, Duke University Press, 1986, pp. 38–80, <https://doi.org/10.2307/466285>.
15. "The Analysis of Culture" - Raymond Williams
16. "Scattered Speculations on the Question of Cultural Studies" - Gayatri Chakravorty Spivak
17. "Cultural Studies and Its Theoretical Legacies" - Stuart Hall
18. "Advertising: The Magic System"- Raymond Williams
19. "The Function of Subculture"- Dick Hebdige
20. "Subjects of Sex/Gender/Desire"- Judith Butler
21. Murphy, Peter F. "Cultural Studies as Praxis: A Working Paper." *College Literature*, vol. 19, no. 2, Johns Hopkins University Press, 1992, pp. 31–43, <http://www.jstor.org/stable/25111965>.
22. Hall, Stuart. "The Emergence of Cultural Studies and the Crisis of the Humanities." *October*, vol. 53, The MIT Press, 1990, pp. 11–23, <https://doi.org/10.2307/778912>.
23. Jameson, Fredric. "On 'Cultural Studies.'" *Social Text*, no. 34, Duke University Press, 1993, pp. 17–52, <https://doi.org/10.2307/466353>.

Web Resources

1. Resources for Cultural Studies <https://bit.ly/3y6LzBm>
2. Open Educational Resources <https://bit.ly/3MoDfB1>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Learners will understand the integrated and holistic essence of cultures.	K1, K2
CO 2	Learners will contextualize culture through its subtexts of power, class, cyberspace, environment and gender	K3
CO 3	Learners will evaluate the disempowerment process of consumers in relation to ‘the culture industry’	K4
CO 4	Learners will apply cultural theories to literary analyses.	K5
CO 5	Learners will write research papers on this contemporary and emerging field of study.	K6

COURSE DESCRIPTOR

Course Code	PEL3ME05
Course Title	LITERARY STUDIES IN THE NEW MILLENIUM
Credits	02
Hours/Week	04
Category	Major Elective (ME) – Theory
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course aims to enhance the learners’ understanding on new avenues of Literature 2. The course provides a panoramic overview on how interdisciplinary is a new norm 3. Students are familiarised with major research possibilities 4. It also provides comprehensive knowledge on the current trends in research 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To introduce the learners New Avenues of Literature 2. To enable their understanding on various research 3. To interest the learners in various interdisciplinarity of literary learning 4. To develop in them an awareness of research possibility in new avenues 	

Prerequisites	PG with relevant UG in English
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	DISABILITY <u>Memoir</u> (Disability Studies) <i>Autistic Blessings and Bipolar Me</i> by E J Plows <u>Novel</u> (Mind Studies) <i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5 K6
II	ANIMAL STUDIES & LITERATURE OF BODY <u>Essay</u> (Animal Studies) <i>'Why Look at Animals?'</i> In <i>About Looking</i> by John Berger <u>Memoir</u> (Human Body) <i>Hunger</i> by Roxane Gay	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	MEMORY & TRAUMA STUDIES <u>Novels</u> (Memory & Trauma) <i>The Boy in the Striped Pyjamas</i> by John Boyne <i>The Discomfort of Evening</i> by Marieke Lucas Rijneveld		CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	CLIMATE STUDIES & TRAVEL LITERATURE <u>Non-fictions</u> <i>The Great Derangement</i> by Amitav Ghosh (Climate Studies) <i>Voices from Chernobyl</i> by Svetlana Alexievich (Travel Lit.)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

V	<p style="text-align: center;">DIGITAL & MEDICAL HUMANITIES</p> <p><u>Essay</u> <i>What is Digital Humanities?</i> by Matthew Kirschenbaum</p> <p><u>Non-fiction</u> <i>Being Mortal</i> by Atul Gawande</p>	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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Reading List

1. Plows, E J. *Autistic Blessings and Bipolar Me*. Penguin. 2015
2. Kesey, Ken. *One Flew Over the Cuckoo's Nest*. Penguin. 2007
3. Berger, John, *Why Look at Animals?*. Penguin. 2009
4. Gay, Roxane. *Hunger*. Harper Collins. 2017
5. Boyne, John. *The Boy in Stripped Pajamas*. Random House LLC.
6. Ghosh, Amitav, *The Greatest Derangement*. Penguin. 2021
7. Alexievich, Svetlana, *Voices from Chernobyl*. Penguin. 1997
8. Gawade, Atul, *Being Mortal*. Penguin. 2014
9. Kirschenbaum, Matthew, *What is Digital Humanities?*.
<https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfb1e/section/f5640d43-b8eb-4d49-bc4b-eb31a16f3d06>
10. Rijineveld, Marieke, *The Discomfort of Evening*. Penguin. 2018

Suggested Readings

1. Brock, Bill. *Wondrously Wounded: Theology, Disability, and the Body of Christ*. Routledge. 2019
2. Hans, Brown & Nancy. *The Routledge History of Disability*. Routledge. 2017
3. Foucault, Michael. *History of Madness*. Routledge. 2006
4. Eghigian, Greg. *The Routledge History of Madness and Mental Health*. 2017
5. Gary, Marvin. *Routledge Handbook of Human-Animal Studies*. Routledge. 2014
6. Calarco, Matthew. *Animal Studies: The Key Concepts*. Routledge. 2020
7. Wann, Marilyn. *The Fat Studies Reader*. Routledge. 2009
8. Pausé, Cat & Taylor, Renee. *The Routledge International Handbook of Fat Studies*. Routledge. 2021.
9. Bergson, Henry. *Matter and Memory*. Routledge. 2011
10. Morisson, Tony. *The Sight of Memory*. Penguin. 2010
11. Marzillier, John. *The Trauma Therapies*. Penguin. 2014
12. Gibbs, Alan. *Contemporary American Trauma Narratives*. Penguin. 2014
13. Ammons & Roy. *Sharing the Earth*. IMP. 2021
14. Ray, Sarah. *A Field Guide to Climate Anxiety*. Routledge. 2021
15. Burton, Stacy. *Travel Narratives and the End of Modernity*. Routledge. 2013
16. Polo, Marco. *Travel Stories*. Routledge. 2002
17. Unsworth, John. *A Companion to Digital Humanities*. Routledge. 2017

Web Resources

1. <https://www.nationalgeographic.com/animals/invertebrates/>
2. <https://bit.ly/3kABzKa>
3. <https://www.nio.org/>
4. <https://greatbarrierreef.org/>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Understand the basic concepts of new avenues of English.	K1, K2
CO 2	Illustrate and examine various possibility of research in recent times.	K3
CO 3	Differentiate and classify new avenues in line with international standards.	K4
CO 4	To compare and distinguish different process of writing embedded in the fields of particular interest.	K5
CO 5	Infer and integrate those tenets of literature in day-to-day interaction.	K6

COURSE DESCRIPTOR

Course Code	PEL3ME06
Course Title	Film Studies
Credits	2
Hours/Week	4
Category	Major Elective– Theory
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course aims to impart knowledge on concepts and technical elements associated with films. 2. The course shall introduce various film theories, genres and movements to facilitate analysis of films. 3. Recent developments like documentaries and over the Top platforms shall also be discussed. 4. Teacher is given the autonomy to choose films for reference and examples. 5. Script Writing is also one of the important features of this syllabus. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To identify and explore the key terms and concepts used in film studies 2. To analyze the formal elements of film used in the storytelling process 3. To introduce the various film movements to help understand the evolution of cinema 4. To aid the learner to interpret films through the lens of gender, class and sexuality 5. To examine the importance of scripts in the making of films by providing an overview of the script writing process. 	
Prerequisites	Basic knowledge in films.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p style="text-align: center;">Introduction to Film Studies</p> <p>History and Scope of Film Studies Evolution of Cinema Indian and World Film Festivals Over the Top platforms Career Prospects in Indian Cinema</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p style="text-align: center;">Filmmaking- Terms and Techniques</p> <p>The Language of Cinema Cinematography Editing - Space and Time Sound- Diegetic and non diegetic</p>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p style="text-align: center;">Film -Theories and Movements</p> <p>Schools of world Cinema- German Expressionism, Russian Formalism, Italian Neo-realism, Classical, French and Iranian New Wave Film</p> <p>Theories-Semiotics, Post-modernism, Auteur, Apparatus, Narrative, Feminist, Queer, Marxist and Psychoanalytic</p> <p>Indian new Waves - Indian Cinema and Liberalization, Parallel cinema</p>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	<p style="text-align: center;">Film - Culture and Ideology</p> <p>Western Film Genres, Indian Film Genres, Critique of genre Film Culture Star Studies Audience and Fandom Evolution of Censorship Exhibition and Distribution of films.</p>	<p style="text-align: center;">12</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5, K6</p>
V	<p style="text-align: center;">Script writing</p> <p>What is a script? - Thinking process Theatre Directions Creating a script- Developing a script- Adapting a script Character spin off- Creating a sequel- Characterization Qualities of a scriptwriter- Themes and Social Obligations Case studies</p>	<p style="text-align: center;">10</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5, K6</p>

Films for Reference

Bergman, Ingmar, director. *Persona*. AB Svensk Filmindustri, 1966.

Godard, Jean-Luc, director. *Breathless*. Les Films Impéria, 1960.

Mahendran, director. *Uthiripookkal*. Dimple Creations, 1979.

Murnau, Friedrich Wilhelm, director. *Nosferatu*. Prana Film, 1922.

Ray, Satyajit, director. *Pather Panchali*. Government of West Bengal, 1955.

Sciamma, Céline, director. *Portrait of a Lady on Fire*. Pyramide Films, 2019.

Sica, Vittorio De, director. *Bicycle Thieves*. Produzioni De Sica, 1948.

Tarkovsky, Andrei, director. *Stalker*. Mosfilm, 1979.

Truffaut, Francois, director. *The 400 Blows*. Les Films Du Carrosse, 1959.

Welles, Orson, director. *Citizen Kane*. 1941.

Reading List

Butler, Andrew M. *Film Studies*. Pocket Essentials, 2008.

Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2020.

Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta Trade Paperbacks, 2005.

Gaffney, Freddie, and John White. *As Film Studies: The Essential Introduction*. Taylor & Francis, 2009.

Hayward, Susan. *Cinema Studies: The Key Concepts*, Routledge, Abingdon, Oxon, 2006.

Metz, Christian, and Michael Taylor. *Film Language a Semiotics of the Cinema*. Univ. of Chicago Press, 2007.

Piper, Jim. *The Film Appreciation Book: The Film Course You Always Wanted to Take*. Allworth Press, 2014.

Vasudevan, Ravi. *Making Meaning in Indian Cinema*, Oxford University Press, New Delhi, 2009.

Villarejo, Amy. *Film Studies: The Basics*. Routledge, 2022.

Web Resources

1. Why do so many people enjoy violence? <https://bit.ly/3Oq80H5>
2. Netflix and Global mediascape <https://bit.ly/3QygNc8>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	The students will understand the terms and techniques associated with film studies.	K1, K2
CO 2	The students will apply the theories and movements to interpret representative films from different genres.	K3
CO 3	The students will analyze various themes and compare the characteristics of movies from different regions.	K4
CO 4	The students will evaluate the current trends in film industry and deliberate on the latest technologies.	K5

CO 5	The students will create short scripts for films, documentaries and the like.	K6
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EVALUATIVE PATTERN

Internal Assessment:

First C.I.A - Theory- 30 Marks.

Second CIA – Theory – 30 Marks

Quiz-10 marks

Seminar presentation- 10 marks

Assignment - Writing a script - 20 marks

External Assessment- Theory- 100 Marks.

COURSE DESCRIPTOR

Course Code	PEL3ME07
Course Title	SUBALTERN STUDIES
Credits	02
Hours/Week	04
Category	Major Elective (ME) – Theory
Semester	III
Regulation	2022
Course Overview <ol style="list-style-type: none">1. Subaltern Studies gives a holistic perspective to the learners about the fundamental human rights through literary works2. The paper encompasses several genres which record the discriminatory practices in the social, cultural, political, gender, historical, economical, religious contexts3. It focuses to question the status quo which deprives the marginalized sections of the society4. The learners are encouraged to analyze objectively and critically a given situation5. It enhances the learners with alternative narratives to express themselves creatively	
Course Objectives <ol style="list-style-type: none">1. To comprehend the social, historic, economic, cultural and political context for subaltern discourse.2. To sensitize learners on issues of oppression and marginalization through the selected literary texts.3. To create awareness among the learners against deliberate silence on the various discriminatory practices.4. To provide national and international perspectives on ethnicity and expose the learners to relevant literature in the area5. To make the learners understand and follow a ‘Rights Based Approach’6. To enhance the critical thinking and creative writing skills	

Prerequisites	A rudimentary knowledge about the fundamental rights
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Theories 1. Subalternity 2. Binarism 3. Counter Discourse 4. Marginality 5. Mulatto 6. Harlem Renaissance 7. Other/other 8. Testimonio	4	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	POEMS 1. Carl Sandburg – The Mayor of Gary 2. Yala Korwin – The Little Boy with His Hands Up 3. Tenzin Tsundue – Refugee 4. Namdeo Dhasal- Hunger 5. Arjun Dangle- Revolution 6. Indran- ‘The City of Burning Slums’, ‘River’	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	PROSE 1. Isabel Wilkerson - Dehumanization and Stigma 2. Shashi Deshpande- Telling Our Own Stories	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	SHORT STORY 1. Mahaswetha Devi – The Hunt 2. Daya Pawar- Son, Eat your Fill	10	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6

			CO 5	
V	PLAY 1. Amiri Baraka - Dutchman NOVEL 2. Y.B. Satyanarayana- My Father Baliah	30	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading Lists

1. Anand, Mulk Raj, Eleanor Zelliot. *An Anthology of Dalit Literature*. Gyan Publishing House, 1992.
2. Bajwa, G.S. *Human Rights in Theory and Practice*. USA, Cornell University Press, 1989.
3. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Literature*, Orient Blackswan Private Limited. New Delhi, 2014.
4. Deshpande, Shashi. *Telling Our Own Stories, Writing From the Margin and Other Essays*. Penguin Books. New Delhi. 2003
5. Jack Donnelly. *Universal Human Rights in Theory and Practice*. USA: Cornell University Press, 1989.
6. Chandra Sathish. *International Documents of Human Rights*. New Delhi: Mittal Publications, 1990.
7. Satyanarayana, Y.B. *My Father Baliah*. Harper Collins India. 2011
8. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and The Interpretation of Culture*. Cary Nelson and Lawrence Grossberg, eds. London: Macmillan, 1988.
9. Ravikumar, Azhagarasan. R. *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi. Oxford University Press. 2012
10. Wilkerson, Isabel. *Caste: The Lies that Divide Us*, UK: Penguin Random House, 2020.

Suggested Readings

1. Scott Davidson. *Human Rights*. Buckingham and Philadelphia: Open University Press, 1993.
2. Tony Evans (Ed), *Human Rights Fifty Years on A Reappraisal*. Manchester University Press, 1998.
3. Srivastava and Narayan, *United Nations on Human Rights*. New Delhi: Indian Publishing Distributors, 2002.
4. Jarrett, Gene A. *Representing the Race: A New Political History of African*

American Literature. NY: New York UP, 2011.

5. Pratiba.V et al, ed. The Oxford India Anthology of Malayalam Dalit Writing. New Delhi: Oxford University Press, 2012.
6. Ravikumar and R. Azhagarasan, ed. The Oxford India Anthology of Tamil Dalit Writing. New Delhi: Oxford University Press, 2012.
7. Dangle, Arjun, ed. Poisoned Bread. Hyderabad: Orient Longman, 1994.
8. Contemporary Writers in English. Kuthari Chaudhuri Foundation Books, 2005.
9. Guha, Ranajit. A Subaltern Studies Reader (1986-1995). Oxford University Press, 2011.

Web Resources

1. <https://doi.org/10.1080/07407709008571141>
2. [Dalit Literature: A Critical Exploration - Google Books](#)
3. [Dalit Autobiographical Narratives \(ccrss.org\)](#)
4. <https://minds.wisconsin.edu/handle/1793/73722>
5. <https://ejournal3.undip.ac.id/index.php/engliterature/article/view/2565>
6. https://www.poemhunter.com/i/ebooks/pdf/carl_sandburg_2012_3.pdf
7. https://www.amnesty.org.uk/files/2019-01/The%20Little%20Boy%20With%20His%20Hands%20Up%20by%20Yala%20Korwin.pdf?VersionId=6bkan8o6LDTAI6HIVG_GH56SU6GtZcLJ
8. https://www.tenzintsundue.com/wp-content/get/kora_stories_and_poems-tenzin_tsundue-november_2002.pdf
9. <http://www.uubloomington.org/wp-content/uploads/2021/03/Questions-Week-3.pdf>
10. https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/transnational/the_hunt.pdf
11. https://docs.google.com/leaf?id=0B1cyBmNB_SxwYjVINzE5Y2MtNWNmMS00ZTgxLWJmYmQtYmEwM2UzZTZmN2Rh&sort=name&layout=list&pid=0B1cyBmNB_SxwMzIyYmU2MGYtMTBiMy00ZWVmLWE1ZmEtNDY1MzhiNWQ0ODMw&cindex=2
12. <https://faculty.atu.edu/cbrucker/engl2013/texts/dutchman.pdf>
13. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://faculty.atu.edu/cbrucker/engl2013/texts/dutchman.pdf&ved=2ahUKEwjIzuvDuJf2AhUOSGwGHVK2DIYQFnoECEYQAQ&usq=AOvVaw1dBT92MKvmVtlOQBbfC7E>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Identify and record the statistical data of violation of human rights in the socio, historic, economic, cultural and political contexts for centuries	K1, K2
CO 2	Apply them objectively in debates, seminars, panel and group discussions	K3
CO 3	Examine the various discriminatory practices in the literary works and sketch solutions for the empowerment of the downtrodden	K4
CO 4	Evaluate and distinguish characterization in the literary works based on socio, historic, economic, cultural and political contexts	K5
CO 5	Express themselves creatively and justify the 'Rights based approach' for the betterment of humanity	K6

Evaluative Pattern

Continuous Internal Assessment – Total Marks -50

Section -A – K1 & K2 (6x2=12) – Answer All

Section -B – K3 (1x7=7) Answer any ONE out of TWO

Section -C – K4 (1x7=7) Answer any ONE out of TWO

Section -D – K5 (1x12=12) Answer any ONE out of TWO

Section -E – K6 (1x12=12) Answer any ONE out of TWO

Semester Examination – Total Marks -100

Section -A – K1 & K2 (10x2=20) – Answer All

Section -B – K3 (2x10=20) Answer any TWO out of FOUR

Section -C – K4 (2x10=20) Answer any TWO out of FOUR

Section -D – K5 (1x20=20) Answer any ONE out of TWO

Section -E – K6 (1x20=20) Answer any ONE out of TWO

COURSE DESCRIPTOR

Course Code	PEL3ID08
Course Title	PHILOSOPHY AND LITERATURE
Credits	3
Hours/Week	6
Category	ID
Semester	III
Regulation	2022

Course Overview

Philosophy and Literature, is an introductory course to the major thoughts and schools of Western Philosophy and how seamlessly they were integrated into the literary productions across the ages. The course exposes the learners to the basic concepts, elements, and popular thinkers of different philosophical trends starting from Pre-Socratic school of philosophy to the modern movement of Analytical philosophy. While going through the prescribed literary texts, they learners will be able to investigate the point of encounter between philosophy and literature and discover what it would mean to study literature philosophically.

Course Objectives

- To make students familiar with the inexhaustible richness of Western philosophical tradition from Pre-Socratic philosophers to the modern analytical thinkers.
- To help the learners analyse, interpret and appreciate the treatment of the basic insights, key concepts, themes and thoughts of each school of Western philosophy in the diverse range of literary productions across the ages
- To help learners write explanatory and interpretative essays on the prescribed/recommended literary texts using philosophical ideas, interests and perspectives.

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Understand the basic concepts and thoughts of various schools of Western philosophy	K1, K2
CO 2	Illustrate and examine the philosophical elements and the process of how a philosophical problem/idea is conceived, developed and argued in terms of logic, aesthetics, ethics, epistemology and metaphysics	K3
CO 3	Differentiate and classify the wide range of philosophical styles and temperaments from Pre-Socratic Philosophers to the modern Analytical thinkers	K4
CO 4	Compare and interpret the various prescribed/recommended literary texts according to the philosophical perspectives and trends by which they are influenced and developed	K5
CO 5	Formulate philosophical problems and arguments concerning the perplexing issues of human life and construct explanatory essays	K6

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Introduction</p> <ul style="list-style-type: none"> • What is philosophy • Ancient philosophy - the Pre-Socratics, the Milesians and the Sophists • What is the value of philosophy • How philosophy is done - Truth, Fallacies, Arguments, Deductive and Inductive Validity <p>Elements of Philosophy: Logic, Epistemology, Metaphysics, Ethics and Aesthetics</p> <p>Key Concepts: Rationalism, Empiricism, Idealism, Realism, Monism, Dualism, Positivism, Relativism, Materialism, Marxism, Existentialism, Hermeneutics, Phenomenology, Postmodernism, Deconstruction</p> <p>Text:</p> <p>(1) Ralph Waldo Emerson's <i>Brahma</i> (Detailed)</p> <p>(2) Bertrand Russell's Problems of Philosophy, Chapter 15: "The Value of Philosophy." (Non-Detailed)</p>	5	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>Moral, Truth and Beauty</p> <p>Philosophers: Socrates, Plato, Aristotle, Augustine, Aquinas,</p> <p>Key Concepts: Relativism, Ethics and Aesthetics</p> <p>Texts:</p> <p>(1) Polonius' Advice to Laertes, Hamlet I, iii, 55-81 (Detailed)</p> <p>(2) <i>Euthyphro</i> by Plato (Non-Detailed)</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>Rights, Liberty and Beyond</p> <p>Philosophers: Rene Descartes, Francis Bacon, Spinoza, John Locke, George Berkeley, David Hume, Jean Jacques Rousseau, Immanuel Kant</p> <p>Key Concepts: Rationalism, Empiricism, Logical Positivism, Metaphysics, Being, Transcendentals, Time: Past, Present and</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	<p>Future, Enlightenment, Liberty, Equality and Fraternity, Thesis, Antithesis and Synthesis</p> <p>Text:</p> <p>(1) Andrew Marvell's <i>To His Coy Mistress</i> (Detailed)</p> <p>(2) Immanuel Kant's <i>The Critique of Pure Reason</i> (Non-Detailed)</p>			
IV	<p>The Man, the Mind and the Matter</p> <p>Philosophers: Sigmund Freud, Jacques Marie Émile Lacan, Carl Jung, Karl Marx and Friedrich Engels</p> <p>Key Concepts: Id, ego and superego, Libido, Wish Fulfillment, Instincts, Subconscious and Unconscious, Primitive notions of Mind and Modern Common Sense Notions of Mind, The Psychologist and the Mind, Materialism, Class Struggle, Capitalists, Proletarians Ideology, Revolution</p> <p>Text:</p> <p>(1) T.S. Eliot's <i>The Love Song of J. Alfred Prufrock</i> (Detailed)</p> <p>(2) Thomas Hardy's <i>The Mayor of Casterbridge</i> (Non-Detailed)</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>Being, Experience and Reality</p> <p>Philosophers: Arthur Schopenhauer, Søren Kierkegaard and Friedrich Nietzsche, Jean-Paul Sartre, Albert Camus, Martin Heidegger, Eugen Fink, Maurice Merleau-Ponty, Paul Ricoeur, Gilles Deleuze, Jean-François Lyotard, Jacques Derrida, Michel Henry, Noam Chomsky</p> <p>Key Concepts: Existentialism, Analytical Philosophy, Sufficient Reason, Causality, Logical Necessity & Volition, Being and Nothingness, Being-for-Itself, Being-in-Itself, Nausea, the Other, Phenomenology, Hermeneutics, Postmodernism, Deconstruction, Text-Centered traditions, Interpretative understanding, Writing and difference, Reader response theory</p> <p>Text:</p> <p>(1) Alan Davies' <i>The New Sentience</i> (Detailed)</p> <p>(2) Samuel Beckett's <i>Waiting for Godot</i> (Non-Detailed)</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Recommended Reading

1. Bertrand Russel, *A History of Western Philosophy and its Connection with Political and Social Circumstances from the Earliest Times to the Present Day*. London: Allen & Unwin, 1946.
2. John Skorupski, *English-Language Philosophy 1750-1945* (Oxford, 1993)
3. Anthony Kenny, *A New History of Western Philosoph*, Vol 4: *Philosophy in the Modern World* (Oxford, 20007)
4. David Stewart, H. Gene Blocker, James Petrik. *Fundamentals of Philosophy*. New Jersey: Pearson Education, 2013.
5. Fullerton, George Stuart. *An Introduction to Philosophy*. London: Macmillan Co., Ltd., 1915.
6. Descartes, Rene. *Discourse on Method and Meditations on First Philosophy*. 4th ed., Hackett, 1998.
7. Lamarque, Peter. *The Philosophy of Literature*. Blackwell, 2009.
8. Rawlinson, Mary C. "Liminal Agencies: Literature as Moral Philosophy." *Literature and Philosophy: A Guide to Contemporary Debates*, edited by David Rudrum, Palgrave Macmillan, 2006.
9. Schopenhauer, Arthur, *The World as Will and Representation. Vol. 1*. Dover Publications, Inc. New York, 1969.
10. Durant, Will. *The Story of Philosophy: The Lives and Opinions of the World's Greatest Philosophers*. Simon & Schuster. New York, 1967.

	<p>Web Resources</p> <ol style="list-style-type: none"> 1. The Basics of Philosophy. https://www.philosophybasics.com/ 2. The Ethics of Ethics and Literature. https://ethics.utoronto.ca/ethics-ethics-literature/ 3. Philosophical Poems. https://www.waynevisser.com/philosophical-poems 4. <i>The Philosophy of Poetry</i>, John Gibson (Editor), Oxford University Press, 253pp, ISBN: 9780199603671 <https://philosophynow.org/issues/114/The Philosophy of Poetry> 5. Philosophy and Literature. http://www.bu.edu/wcp/MainLite.html 			
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COURSE DESCRIPTOR

Course Code	PEL3VA09
Course Title	ENGLISH FOR PROFESSIONAL DEVELOPMENT
Credits	01
Hours/Week	02
Category	Value Added Course - VA
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course aims at imparting essential communication skills for professional growth 2. The units are designed to cater to the job requirements of 21st century market 3. The course emphasises on activities and group tasks for skill enhancement 4. The course will boost self-confidence of the students and will enable them to appear for job interviews and group discussions 5. The course will enable the students to interact well in social and professional milieu 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1.To enable learners to communicate effectively in formal/informal contexts 2.To enable learners to enhance their oral and written skills through simulated contexts 3.To train learners to perform better in competitive contexts and in their chosen careers 4.To empower students with the requisite employability skills required for success in the Professional, business and social realms. 5.To bridge the gap between industry requirements and academic practices 	
Prerequisites	Students of other disciplines

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Elements of Communication</p> <p>i) Verbal and nonverbal communication (Importance of gestures, postures and eye contact)</p> <p>ii) Overcoming barriers to communication</p> <p>iii) Salient features of professional communication</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>Effective Speaking</p> <p>i) Drafting a speech on a given topic in simple English</p> <p>ii) Using the “Building Block Approach” - the drafted speech is rehearsed in parts till confidence builds up. (Opening of a Talk, Body of a Speech, How to close a Talk)</p> <p>iii) Preparing a speech begins right from choosing a subject matter, material collection, choice of words and organization of the speech.</p> <p>iv) Speeches for various occasions such as farewell, inaugural, welcome and vote of thanks to be delivered.</p> <p>v) The training sessions include Panic Clinic Exercises, which a step-by-step approach is based on Behaviour Therapy Assertiveness training to break the fear barrier and develop confidence.</p> <p>vi) Voice culture in which students would be alert to pay special attention to their intonation and stress patterns. Voice and video recordings of the speeches would be used as training tools.</p> <p>vii) Key factors such as eye contact, gestures, postures, articulation and conviction will be reinforced during practice.</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

III	<p>Group Discussion</p> <p style="text-align: center;">Theory</p> <p>i)The definition of group discussion ii)The characteristics of an effective group iii)Skills and duties of discussion leaders and discussants iv)Problem solving in group discussion v)Role of the moderator vi)Listening skills and voice exercises</p> <p style="text-align: center;">Practice</p> <p>i) Small group discussion involving problem-solving, decision making, information sharing etc. ii)Students will be divided into small groups of five to eight members each and very relevant topics on contemporary concerns will be given for discussion iii) The leader/facilitator will prepare and present the final report.</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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IV	<p>Job Interview</p> <p style="text-align: center;">Theory</p> <p>i) What is a Job Interview? ii)Success in Interview iii) What is a resume? iv) Telephonic and virtual interviews</p> <p style="text-align: center;">Practice</p> <p>i) Simulated job-interviews shall be conducted in the classroom to instil confidence in the students. ii)Students will be asked to prepare resumes for interview iii)Mock Panel-Interviews shall be held at regular intervals iv) A checklist of the frequently asked questions will</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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	be provided to the trainees and they will have to work out the answers on these topics of interest to a prospective employer.			
V	<p>Communication essentials in the professional sphere</p> <p>i) Mechanics of language (Explanation and Tasks on Nouns – noun endings, formation and spelling, Verbs – regular and irregular verbs, tricky verbs, transitive and intransitive verbs, etc. Prepositions, Relative Pronouns, Adjectives – meaning of adjectives, forming adjectives, Adverbs – definition, meaning forming with adverbs , Using Direct and Indirect Speech, Concord: Subject-Verb agreement, Comparisons: comparatives and superlatives, Spelling Problems - Common spelling errors to overcome)</p> <p>ii)Email Etiquettes</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

- 1) Devaraj, A., and K. S. Antonysamy. *Executive Communication*. Tata McGraw-Hill Education Private Ltd., 2009.

Suggested Readings

1. Sánchez, H., *English for professional success*. Boston, Mass: Thomson, 2006.
2. Smith, L. and Moore, R., *English for careers*. 2014.
3. Chan, M., *English for business communication*. London: Routledge, 2020.
4. Piotrowski, K., *The career coward's guide to career advancement*. Indianapolis, IN: JIST Works, 2009.
5. Wallwork, A., *English for Academic CVs, Resumes, and Online Profiles*. Cham: Springer International Publishing, 2019.

Web Resources

1. Interview questions and answers-YouTube
<https://www.youtube.com/watch?v=KCm6JVtoRdo>
2. How to discuss a topic in a group? -YouTube
<https://www.youtube.com/watch?v=YY2yjEEoB3U>
3. Tell me about yourself? -Interview question-YouTube
<https://www.youtube.com/watch?v=5v-wyR5emRw>
4. How to be confident in interviews?
<https://www.youtube.com/watch?v=wBJ0MUKA1cA>
5. The quick and easy way to effective speaking
<https://www.youtube.com/watch?v=XaDv0QwBRoI>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Students will remember and recall the basic principles of communication	K1, K2
CO 2	Students will develop an understanding of the dynamics of communication in the professional sphere	K3
CO 3	Students will apply the communication skills in their speeches and analyse their performance	K4
CO 4	Students will evaluate the impact of presentation skills in job interview and group discussion	K5
CO 5	Students will perform confidently in job interviews, group discussions and other professional activities	K6

COURSE DESCRIPTOR

Course Code	PEL4MC01
Course Title	WORLD CLASSICS
Credits	04
Hours/Week	05
Category	Major core (MC) – Theory
Semester	IV
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1.The aim of the course is to introduce the best literary works from ancient to modern times 2.The course employs a chronological approach in locating the classics 3. The different units cater to themes like mythology, folklore and mysticism etc. 4.In this course, the students will comprehend the role played by world classics on a global scale 5.The course deals with texts that belong to various genres like epic, poetry, short story, novel and folktales etc. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1.To expose the students to the best of ancient and modern classics around the world 2.To sensitize the students on the diverse cultural practices across the world 3.To instill ethical and moral values in the minds of young learners 4.To enable the students to appreciate the artistic merit of the pioneers of literature across the world 5.To enlighten the students on the philosophical underpinnings of world literature 	

Prerequisites	Basic knowledge of important world classics
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p style="text-align: center;">ANCIENT WORLD CLASSICS</p> 1.Dialogues of Plato- extract 2.Sangam literature-Akam/Puram (Extracts from akananuru and purananuru)- Song 108 from akananuru,kalithogai ,Song 2 from Purananuru by Muanjiyur Mudinakkanar 3.Epic of Gilgamesh	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p style="text-align: center;">MEDEIVAL PERIOD</p> 1.The tale of Genji 2. Dante-Inferno (Cantos 1-7)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p style="text-align: center;">MYTHOLOGY AND MYSTICISM</p> 1.Myth of Sisyphus 2.Tales from Mahabaratha- Yayati(Chapter 7), Abimanyu(Chapter 79,80), The death of Karna (Chapter 91) 3. Poseidon-Franz Kafka 4.The book of Joy- Dalai Lama and Desmond Tutu	15	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5, K6

			CO 4 CO 5	
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IV	<p style="text-align: center;">CLASSICS FROM FOLKLORE</p> <p>1. One thousand and one nights- The Tale of the Hunchback, The Vizier and the Sage Duban, Ali Baba and the Forty Thieves.</p> <p>2. Mexican Folktales- The two Marias, The seven Oxen</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p style="text-align: center;">MODERN CLASSICS</p> <p>1.1984-George Orwell</p> <p>2. Fatelessness- Imre Kertesz</p> <p>3. Life and times of Michael K-J.M.Coetzee</p> <p>4. The Handmaid’s Tale-Margaret Atwood</p> <p>Assignments and seminar:</p> <ul style="list-style-type: none"> • Analects-confucius • Thirukkural-Thiruvalluvar • Silappathikaram-Ilango adigal • Savitri-Shri Aurobindo • War and Peace-Leo Tolstoy • Trial- Franz Kafka • Fountainhead- Ayn Rand • Lusiad • Terigata • Gitanjali • Plague-Albert Camus 	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
<p>Reading List</p> <p>1) Orwell,G. and Dunster,M.,2012.<i>George Orwell’s 1984</i>.London:Oberon Books Ltd</p> <p>2) Imre Kertész. <i>Fatelessness</i>. London, Vintage, 2006.</p> <p>3) Coetzee, J M, and Stephanie Bishop. <i>Life & Times of Michael K</i>. Melbourne, Victoria, Text Publishing Company, 2019.</p> <p>4) Atwood, Margaret. <i>The Handmaid’s Tale</i>. S.L., Doubleday, 1985.</p> <p>5) Lama, Dalai, and Desmond Tutu. <i>The Book of Joy</i>. Hutchinson, 2016.</p>				

Suggested Readings

- 1) Ma Ile Taikappā, and Ā Irā Vēṅkaṭācalapati. *Love Stands Alone: Selections from Tamil Sangam Poetry*. New Delhi, Penguin Books, 2013.
- 2) Dixon, Kevin H, et al. *The Epic of Gilgamesh*. New York, Ny, Seven Stories Press, 2018.
- 3) Kafka, Franz, and Malcolm Pasley. *Shorter Works [Of] Franz Kafka*. London, Secker & Warburg, 1973.
- 4) Camus, Albert, and Josph Laredo. *The Outsider: Albert Camus*. England, Penguin Books, 1987.
- 5) Ayn Rand. *The Fountainhead*. New York, New American Library, 2017.
- 6) C Rajagopalachari. *Mahabharata*. Bombay, Bharatiya Vidya Bhavan, 2002.
- 7) Ḥanān Shaykh. *One Thousand and One Nights: A Retelling by Hanan Al-Shaykh*. New York, Anchor Books, 2014.
- 8) Piggott, Juliet. *Mexican Folk Tales*. London, Muller, 1973.

Web Resources

- 1) Oxford University Press-Academic-World Classics
<https://global.oup.com/academic/content/series/o/oxford-worlds-classics-owc/?cc=in&lang=en&>
- 2) The greatest books-list of world classics
<https://thegreatestbooks.org/lists/132>
- 3) Penguin classics
<https://www.penguin.co.uk/articles/2018/100-must-read-classic-books.html>

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Students will Identify and classify the classics based on the theme and era	K1, K2
CO 2	Students will Interpret the universal themes of the classics	K3
CO 3	Students will Compare the classics from different cultural backgrounds	K4
CO 4	Students will evaluate the merits of the literary masterpieces	K5

CO 5	Students will express their views on world classics in the form of essays and seminar	K6
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COURSE DESCRIPTOR

Course Code	PEL4MC02
Course Title	SHAKESPEARE STUDIES
Credits	6
Hours/Week	6
Category	MC
Semester	IV
Regulation	2022
Course Overview <ul style="list-style-type: none">● The paper aims at amplifying the learner's existing knowledge in the study of Shakespearean plays and sonnets.● The paper aims at training the learners in understanding the socio-cultural document and historicity of the works of Shakespeare.● The course equips the learners to comprehend and appreciate the uniqueness of Shakespearean language.● The course concentrates on facilitating the learners in reading, comprehending, analysing and appreciating the works of Shakespeare through different perceptions.● The course propels the learners to create works of literary merit deriving inspiration from the great bard of Avon.	
Course Objectives <ul style="list-style-type: none">● To enable the learners to develop an interest in the works of Shakespeare and appreciate the same in terms of Shakespearean language, technique and skill.● To intensify the learners knowledge of the major Shakespearean plays● To enable the learners to identify, recognize the human values and virtues captured in Shakespearean plays and comprehend its time testedness.● To introduce the learners to various dimensions of interpretation.	

- To introduce the learners to critical vocabularies, language and intertextuality in the study of Shakespeare.

Prerequisites	<ol style="list-style-type: none"> 1. Competency in the skills of reading and comprehension, appreciation and analysis 2. Flair for Shakespeare
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	King Lear	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Twelfth Night	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Richard II	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	The Tempest	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>Critical Approaches:</p> <p>1) Prologue to Hamlet in Purgatory by Greenbalt and Payne</p> <p>2) Discourse and the Individual: The Case of Colonialism in The Tempest by Meredith Anne Skura</p> <p>3) Staging Richard II for a new millennium by Margaret Shewring</p> <p>4) Imagination in A Midsummer Night's Dream by R. W. Dent</p>	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Practicum:

- Play reading
- Mono Acting and Dramatization
- Channel conversion
- Quotable quotes of Shakespeare
- Retelling/Revisioning and subversion of Shakespearean plays

Application Oriented:

- Understanding the sources for Shakespearean plays like Holinshed chronicles
- Cultural studies and Shakespeare
- Presentist Interpretation
- Indian interpretation of Shakespeare
- Localization of Shakespeare
- Political ideologies and theology and philosophy of Shakespeare
- Sexuality and Gender
- East West relations
- Shakespeare and Absolutism
- The revolutionary in Shakespeare
- Nationalism, Colonial legacy and Postcolonial readings

Reading List: Poems/Plays

- Sonnets 127 to 154
- Henry IV
- Julius Caesar
- Macbeth
- Antony and Cleopatra
- Othello
- As you Like It
- Hamlet
 - Midsummer Night's Dream
- The Taming of the Shrew
- The Merchant of Venice
- Romeo and Juliet

Reading List: Essays

- Brown R.J., A.C Bradley on Shakespeare's Tragedies: A concise edition and Re assessment. Bloomsbury. 2006.
- Chedgzoy, Kate. Shakespeare, Feminism and Gender. Basingstoke: Palgrave, 2001.
- Dollimore, Jonathan and Allan Sinfield. (eds) Political Shakespeare: New Essays in Cultural Materialism. Ed. Manchester: Manchester UP, 1985.Print.
- Dollimore, Jonathan, Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his contemporaries. Hound mills: Palgrave Macmillan, 2010.
- Grazia de Margreta, Hamlet without Hamlet. Cambridge University Press. 2007.
- Greenbalt Stephen, Tyrant: Shakespeare on Politics, W.W. Norton, 2018.
- Harris, Jonathan Gil. Masala Shakespeare: How a Firanji Writer Became Indian. Aleph Book company, 2018.
- Hope, Jonathan, Shakespeare's Grammar: Bloomsbury, 2003.
- Lowenstein, David, and Michael Witmore, eds, Shakespeare and Early Modern Religion. Cambridge: Cambridge University Press. 2014.
- Moschovakis, Nick, editor. Macbeth: New Critical Essays. Routledge, 2008.
- Ryan, Kiernan. Shakespeare's Universality: Here's Fine Revolution. London: Bloomsbury, 2015.
- Sonia Massai, Twelfth Night: A Sourcebook(2007)
- Smith, Emma, editor. Shakespeare's Tragedies. Blackwell Publishing Ltd., 2004.
 - Taylor et al, (eds)The New Oxford Shakespeare: William Shakespeare, The Complete Works.OUP,2016
- Vendler Helen, The Art of Shakespeare's Sonnets. Harvard University Press, 1997.

- William Shakespeare, The Complete Works, Atlantic Publishers and Distributors.
- Wilson, Richard. Free Will: Art and Power on Shakespeare's stage. Manchester: Manchester University Press, 2016.

Web Resources

1)The Dark Lady of the Sonnets part2:

<https://www.youtube.com/watch?v=5hIhP0jwM-k>

2)Shakespearean sources:

<https://www.britannica.com/biography/William-Shakespeare/Shakespeares-sources>

3) Teaching, learning resources on Shakespeare

<https://www.shakespearesglobe.com/learn/teaching-resources/>

4) Shakespeare's Freedom:

<https://www.youtube.com/watch?v=qhCsL2UDJ5A>

5)A study of Prince Hamlet and his Madness:

<https://www.ijcrt.org/download.php?file=IJCRT2101079.pdf>

6)Richard II and Realities of Power

https://www.researchgate.net/publication/297446992_Richard_II_and_the_realities_of_power

7)Identities in the Tempest, Tempest Identities

<https://academicjournals.org/journal/IJEL/article-abstract/280722E58642>

8)Parted Eyes in Midsummer Night's Dream

<https://journals.ub.uni-heidelberg.de/index.php/IJoDR/article/view/9845>

9)Shakespeare's Twelfth Night: A Quest for an ideal woman of his own concept

<https://www.allresearchjournal.com/archives/2015/vol1issue12/PartK/1-11-134.pdf>

Evaluation Pattern: LOCF model

I CIA 30 mark

II CIA 30 marks

Component III A 20 marks

Component III B 20 marks

Semester exam 100 marks

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Learners will appreciate, interpret and analyse the works of Shakespeare from socio political, economic, historical and contemporary context and perspectives. K1,K2	K1, K2
CO 2	Learners will demonstrate an outstanding knowledge in the titular Shakespearean plays and create works of their own.	K3
CO 3	Learners will apply their knowledge of Shakespearean works to engage in meaningful issue-based discussions.	K4
CO 4	Learners will analyse the recurring themes, values and virtues presented in Shakespearean works in academics and personal life.	K5
CO 5	Learners will elaborate on the language and intertextuality in the works of Shakespeare.	K6

COURSE DESCRIPTOR

Course Code	PEL4MC03
Course Title	CONTEMPORARY FICTION
Credits	03
Hours/Week	04
Category	Major core (MC) – Theory
Semester	IV
Regulation	2022
<p>Course Overview</p> <p>Contemporary Fiction will enable learners to understand how social, cultural and political life influenced, revolutionised the way literature is written, perceived and interpreted. The course will focus on varied forms of literary works in contemporary fiction that in themselves can be considered as texts in isolation.</p>	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To introduce contemporary fictional works to the learners 2. To explore the concepts of post-World War II fiction 3. To analyse the narrative structures, forms and contextual significance of literary works 4. To critically examine the disintegration of literary boundaries and conventional structures 5. To associate concepts of fiction with scholarly articles written on the concepts. 	
Prerequisites	Any postgraduate student

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Metafiction</p> <ul style="list-style-type: none"> • <i>If on a Winter's Night a Traveller (1979)</i> by Italo Calvino (trans by William Weaver, 1981) • <i>Historiographic Metafiction (1988)</i> - Linda Hutcheon 	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>Hyperlink Narrative</p> <ul style="list-style-type: none"> • A Visit from the Goon Squad - Jennifer Egan (2011) • <i>Transparent Minds: Narrative Modes for Presenting Consciousness in Fiction</i> by Dorrit Cohn 	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>Speculative Fiction</p> <ul style="list-style-type: none"> • Cloud Atlas - David Mitchell (2004) • <i>Film and Fiction: The Dynamics of Exchange</i> by Keith Cohen 	12	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5, K6
IV	<p>Magic Realism</p> <ul style="list-style-type: none"> • <i>Shalimar the Clown</i> - Salman Rushdie (2005) <p><i>Magic Realism</i> (Illustrated through works of Milan Kundera) - David Lodge</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>Interactive Fiction</p> <ul style="list-style-type: none"> • <i>Galatea</i> (2000) - Emily Short <p><i>In the End: The Beginning</i> from "Narrative" by Paul Cobley (Pg 201 - 228)</p>	6	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Reading List

- *Routledge Encyclopaedia of Narrative Theory* (2008) - David Herman, Manfred Jahn, Marie-Laure Ryan (Editors)
- *Theory of the Novel: A Historical Approach* (2000) - Michael McKeon
- *The Art of Fiction* (1992) - David Lodge
- *Narrative* - Paul Cobley

Pedagogy:

- Assessment modules:
 - Interactive Fiction
 - Presentation
 - Write a short fiction with postmodern narrative techniques - Stream of Consciousness, Magic realism, Metafiction, Fragmentation, narrated monologue, unreliable narrator, Anti-narrative, Auto diegetic narration, Autofiction, Chinese narrative, Cineroman, Coming-out story, Composite novel, Confessional narrative, conversational storytelling, courtroom narrative, Cyberpunk fiction, detective fiction, Denarration, Digital narrative, dream narrative, dystopian fiction, eco-narratives, encyclopaedic novel, ergodic literature, Extradiegetic narrator, figural narration, framed narrative, heterodiegetic narration, historiographic metafiction, holocaust narrative, homodiegetic narration, hypodiegetic narrative, interactive fiction, intradiegetic narrator, magical realism, metafiction, modernist narrative, multi-path narrative, parody, pastiche, postmodern narrative, retrospective narration, simultaneous narration, slash fiction, Sur fiction, surrealist narrative, tabloid narrative, testimonio, transgressive fiction, unreliable narration.

Suggested Readings

- The New Novel, the postmodern Novel
- The Unreliable Narrator (Illustrated through works of Kazuo Ishiguro) by David Lodge
- The Novel Today - Malcolm Bradbury

Web Resources

1. *Galatea* - <https://bit.ly/3k0knfW>
2. *Zork* - <https://bit.ly/3vEWC2v>
3. **Salman Rushdie on Novel Writing** - <https://bit.ly/3MphEsu>
4. **Salman Rushdie's Opening Keynote address on Gabriel Garcia Marquez Symposium** - <https://bit.ly/3vAtWHO>
5. **Introduction to interactive fiction-** <https://bit.ly/3xNKajA>

Evaluation Pattern:**INTERNAL -**

COMPONENT 1 + COMPONENT 2 = 100 MARKS (WEIGHTAGE: 60 %)

COMPONENT 3 = 40 MARKS (WEIGHTAGE: 40 %)

EXTERNAL –

End Semester Examination – 100 Marks (Pattern as suggested by LOCF)

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	Identify and classify varied literary forms in fiction which have emerged after World Wars.	K1, K2
CO 2	Interpret concepts which have become relevant with contemporary fiction.	K3
CO 3	Demonstrate an understanding of contemporary fiction as a socio-political and revolutionary tool.	K4
CO 4	Critique contemporary literary fiction through reading of pertinent research articles.	K5
CO 5	Create new forms of fiction using innovative narrative techniques.	K6

COURSE DESCRIPTOR

Course Code	PEL4MC04
Course Title	ENGLISH LANGUAGE TEACHING AND TRAINING
Credits	4
Hours/Week	5
Category	MC
Semester	IV
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The course aims to train the students in the relevant concepts, theories and practical skills required for teaching and training of ESL/EFL 2. The course bridges the gap between theoretical knowledge and practical classroom teaching and training experience. 3. The course equips the learners in the use of technology for teaching and training of ESL/EFL 4. The course will enable learners to become familiar with the principles of effective teaching, acquire a range of practical skills for teaching English to adult learners and demonstrate their ability to apply their learning in a real teaching context. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To enable the learners to formulate and devise appropriate teaching methodology, materials strategies and techniques according to the learner's needs in teaching and training of EFL/ESL. 2. To enhance the learners' knowledge of concepts, theories, methods and approaches in ELT. 3. To empower the learners to use technology in teaching and training of ESL/EFL. 4. To train the learners in language skills and strategies necessary for teaching and 	

training

5. To enable learners to consolidate and further sharpen all the acquired skills in presentation and language and employ them professionally.

Prerequisites	<ul style="list-style-type: none"> • Proficiency in the major skills of English and its sub skills • Aptitude for teaching of ESL/EFL • Ability to use technology
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Introduction <ul style="list-style-type: none"> • Approaches, Methods, Techniques • Theories of Second Language Acquisition: Behaviourism, Cognitivism, Nativism, Information Processing Models, Dogme • Language Acquisition Device • Krashen's hypotheses • Interlanguage • Error Analysis and Contrastive Analysis • Universal Grammar • Transformational Generative Grammar 	13	CO 1,2,3, 4,5	K1,K2, K3,K4, K5, K6
II	<ul style="list-style-type: none"> • Grammar Translation Method • Direct Method • Audio Lingual Method • Communicative Language Teaching • Counselling Language Learning • Suggestopedia • Eclectic Method 	13	CO 1,2,4, 5	K1,K2, K3,K4, K5,K6

III	<p>Teaching Strategies and Syllabus Design</p> <ul style="list-style-type: none"> • Learners and their needs • Classroom management • Roles of a teacher • Types of Language Syllabus • Different kinds of content • Material creation and evaluation • Types of Lesson Plan • Writing a Lesson Plan • Preparing a Syllabus for Gen English course with a specific target group based on LOCF model 	13	CO1, 2,3,4, 5	K1,K2, K3,K4, K5
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IV	<p>ICT in English Language Teaching</p> <ul style="list-style-type: none"> • Technology, teacher and the learner • CLIL,CALL, MALL, TALL, TELL, SMALL, BALL • Online teaching and learning • Online Apps and Platforms to enhance Language Learning • Online tools to enhance language teaching-interactive whiteboards, Presentation software etc 	10	CO1, 2, 3,4,5	K1,K 2,K3, K4,K 5,K6
V	<p>Importance of Continuing Professional Development for teachers and Trainers</p> <ul style="list-style-type: none"> • Skills needed for a trainer • Trainer vs. Teacher • How to Plan and organize training sessions offline and online. • Designing training sessions for enhancing language skills • Creative thinking • Problem solving • Soft Skills • Team building 	10	CO 1,2,3, 4,5,6	K1,2, 3,4,5, 6

	<ul style="list-style-type: none"> • Public Speaking and Self confidence • Creating practical activities and interactive tasks to develop the learners' language skills • Developing strategies for their further development as a trainer. 			
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Reading List:

1. Richards, Jack C. and T.S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP, 1986.
2. Mc Namra, Tim, Language Testing.Oxford: Oxford UP, 2002.

Suggested Readings:

1. Bachman, Lyle. Language Testing in Practice. Designing and Developing Useful Language Tests. Oxford: Oxford University Press. 1996.
2. Brumfit Christopher, Johnson, K. The Communicative Approach towards Language Teaching. Oxford University Press. 1979.
3. Nunan, David. Syllabus Design. Cambridge: Cambridge UP, 1988.
4. Prabhu, N.S. Second Language Pedagogy. Oxford: Oxford UP, 1987
5. Richards Jack C. and Graves Kathleen. Teachers as course developers. Cambridge University Press. 1996.
6. Thornbury, Scott. The New A-Z of ELT: A Dictionary of Terms and Concepts. (2nd ed.) UK: Macmillan, 2017.
7. Ur, Penny. A Course in English Language Teaching. Second edition, Cambridge University Press, 2012.
8. Bachman, Lyle. Language Testing in Practice. Designing and Developing Useful Language Tests. Oxford: Oxford University Press. 1996

Web Resources :

1) Teaching an ESL class

https://www.youtube.com/watch?v=oYCNd_NPvkE

ESL and ELL teaching strategies

https://www.youtube.com/watch?v=SyJ_pNaazso

2) English Language online

<https://languagetrainingpro.com/english-language-programs/english-classes-online-with-live-teachers/>

3) ESL Language Training Program

<https://www.bua.edu/en/academics/certificate-programs/esl/>

4) Intensive English program

<https://global.ucf.edu/programs/intensive-english-program/>

5) Teaching of English as a Foreign Language

<https://www.youtube.com/watch?v=Rxgl01ay5-E>

[Journal articles](#)

6) [Learning Teaching English as a second Language](#)

<http://www.diva-portal.org/smash/get/diva2:791452/ATTACHMENT01.pdf>

7) Factors affecting the Learning of EFL students

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1738184>

Evaluation Pattern: LOCF model

I CIA 30 marks

II CIA 30 marks

Component III A 20 marks

Component III B 20 marks

Semester exam 100 marks

Evaluation Pattern: LOCF model

- I CIA 30 marks
- II CIA 30 marks
- Component III A 20 marks
- Component III B 20 marks
- Semester exam 100 marks

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	The learners will understand and illustrate their knowledge of concepts, theories, methods and approaches in ELT.	K1, K2
CO 2	The learners will demonstrate knowledge of appropriate teaching methodology, materials strategies and techniques according to the learner's needs in teaching and training of ESL/EFL.	K3
CO 3	The learners will experiment with technology in the teaching and training of ESL/EFL.	K4
CO 4	Learners will examine multiple curriculum frameworks, pedagogic practices, and assessment techniques.	K5

CO 5	Learners will formulate practical knowledge of various teaching methods, tools, techniques and resources	K6
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COURSE DESCRIPTOR

Course Code	PEL4PJ05
Course Title	DISSERTATION
Credits	3
Hours/Week	10
Category	PJ
Semester	IV
Regulation	2022
Course Overview : <ol style="list-style-type: none">1. Dissertation/Project is an academic field dedicated to train students to identify, develop and complete their original, independent research work.2. The course instructs about current research methodologies, approaches and styles.3. It imparts the knowledge required in the mechanics of research writing.4. It demonstrates the skills acquired in research writing through the production of a dissertation and successful defence.	
Course Objectives : <ol style="list-style-type: none">1. To intensify the learners knowledge of basic nuances of research and its methodology2. To enable the learners in the collection of primary and secondary sources from latest and authentic sources3. To train the learners to write relevant and distinguished research papers and dissertation4. To train the learners in the nuances of empirical and quantitative research	

Prerequisites	Academic writing skills
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SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Topic Selection/criteria for selecting a topic</p> <ul style="list-style-type: none"> • Formulation of the title of the Dissertation • Revising the dynamics of Academic Writing • Identifying Primary and Secondary sources: • Introduction to MLA and APA style sheets • Consulting open access resources. • Research tools • Peer discussion • Research ethics • Using the library • Using web resources 	2	CO1 CO2 CO3 CO4 CO5	K1,K2, K3,K4, K5,K6
II	<p>Exploration of the topic</p> <ul style="list-style-type: none"> • Thesis Structure • Abstract • Formulation of Thesis statement • Formulation of Hypothesis • Research questions • Limitations and Delimitations of research • Structuring the Review of Literature 	2	CO1 CO2 CO3 CO4 CO5	K1,K2, K3,K4, K5,K6
III	<p>Methodology</p> <ul style="list-style-type: none"> • Works Cited • Data collection • Pilot study • Questionnaire 	2	CO1 CO2 CO3 CO4 CO5	K1,K2, K3,K4, K5,K6

	<ul style="list-style-type: none"> • Survey • Empirical verification • Statistical Analysis. • Proofreading 			
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IV	Data Interpretation <ul style="list-style-type: none"> • Findings • Identifying scope for further research 	2	CO1 CO2 CO3 CO4 CO5	K1,K2 , K3,K 4,K5, K6
V	<ul style="list-style-type: none"> • Proposal Writing • Preparing list of Works cited • Implementation of research ethics 	2	CO1 CO2 CO3 CO4 CO5	K1,K2 , K3,K 4,K5, K6

Reading List:

1. Dorothea Kelher, Problems in Literary Research. Scarecrow Press, 1996
APA style sheet
2. MLA Handbook Paperback – Illustrated, 2021
3. Thomson Heinle. Publication Manual of the American Psychological Association, 5th edition. Washington, D.C.: American Psychological Association, 2001

Extended Reading:

1. Androsova, Natalya. *Dissertation Without Tears: How to Break Up with Your Inner Critic and Nourish the Writer Within*. North Spirit Publishers, 2022.
2. Eco, Umberto. *How to Write a Thesis*. MIT Press, 2015.
3. Folse, K., Vestri Solomon, E., & Smith-Palinkas, B. *Top 20. Great Grammar for Great Writing*, 2nd Edition. Boston:MA, 2008.
4. Diana Ridley, *The literature review : a step-by-step guide for students*. Sage Publications, 2008.
5. Masanja, Ndalahwa Musa. *Practical Handbook to Dissertation and Thesis*. Tanzania: NMM Printers, 2019.
6. Murray, Rowena. *How to Write a Thesis*. Milton Keynes : Open University Press, 2006.
7. Single, Peg Boyle. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, 2009.
8. Sylvia, Paul.J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*, APA, 2018.
9. Uwe Flick, *An Introduction to Qualitative Research*, Sixth Edition. Sage Publications, 2018.

Web Resources

1. Seven Steps to Writing a Dissertation.
<https://www.prospects.ac.uk/applying-for-university/university-life/7-steps-to-writing-a-dissertation>.
2. How to structure a dissertation. <https://www.scribbr.com/category/dissertation/>
3. How to Write a Dissertation or a Thesis
<https://gradcoach.com/how-to-write-a-dissertation-or-thesis-101/>
4. Creating Blue Print for a dissertation
<https://ajscholasticahq.com/article/7.pdf>
5. Romanticism and Cultural studies
https://www.mdpi.com/journal/humanities/special_issues/Romanticism
6. Shakespeare and the nature of Woman
<https://link.springer.com/book/9781403917294>

Evaluation Pattern: LOCF model

I CIA 30 marks

II CIA 30 marks

Component III A 20 marks

Component III B 20 marks

Semester exam 100 marks

Course Outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive Level
CO 1	The learners will be able to demonstrate a distinguished knowledge of research and its methodology.	K1, K2
CO 2	The learners will identify, analyse and apply the appropriate primary and secondary sources from offline and online sources.	K3
CO 3	The learners will be able to produce dissertation/research papers of academic relevance, originality and integrity	K4
CO 4	The learners will understand the apply the nuances of empirical research like Pilot study and data analysis	K5
CO 5	The learners will be able to understand plagiarism and other unethical practices in order to pursue fair and honest research.	K6

LOCF BASED DIRECT ASSESSMENTS

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED CIA QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(5 x 1 = 5) Answer ALL	1(a)	+					
		(b)	+					
		(c)	+					
		(d)	+					
		(e)	+					
	(5 x 1 = 5) Answer ALL	2(a)		+				
		(b)		+				
		(c)		+				
		(d)		+				
		(e)		+				
B	(1 x 8 = 8) Answer 1 out of 2	3			+			
		4			+			
C	(1 x 8 = 8) Answer 1 out of 2	5				+		
		6				+		
D	(1 x 12 = 12) Answer 1 out of 2	7					+	
		8					+	
E	(1 x 12 = 12) Answer 1 out of 2	9					+	
		10					+	
No. of CL based Questions with Max. marks			5 (5)	5 (5)	1 (8)	1 (8)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5
			10 (10)		1 (8)	1 (8)	1 (12)	1 (12)

Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters. Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/with sub sections. Component III shall be exclusively for cognitive levels K5 and K5 with 20 marks each. CIA shall be conducted for 50 marks with 90 min duration.

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED END SEMESTER EXAMINATION QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(5 x 1 = 5) Answer ALL	1(a)	+					
		(b)	+					
		(c)	+					
		(d)	+					
		(e)	+					
	(5 x 1 = 5) Answer ALL	2(a)		+				
		(b)		+				
		(c)		+				
		(d)		+				
		(e)		+				
B	(3 x 10 = 30) Answer 3 out of 5	3			+			
		4			+			
		5			+			
		6			+			
		7			+			
C	(2 x 12.5 = 25) Answer 2 out of 4	8				+		
		9				+		
		10				+		
		11				+		
D	(1 x 15 = 15) Answer 1 out of 2	12					+	
		13					+	
E	(1 x 20 = 20) Answer 1 out of 2	14						+
		15						+
No. of CL based Questions with Max. marks			5 (5)	5 (5)	3 (30)	2 (25)	1 (15)	1 (20)
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5
			10 (10)		3 (30)	2 (25)	1 (15)	1 (20)

IMPORTANT

- Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters.
- Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/questions with sub divisions.
- Maximum sub divisions in questions of Sections B, C shall be 2 and 4 in Sections D, E).

TOTAL MARKS DISTRIBUTION OF DIRECT ASSESSMENTS BASED ON CL AND CO (PG)

Course Outcome	CO1		CO2	CO3	CO4	CO5	TOTAL
Cognitive Levels	K1	K2	K3	K4	K5	K6	
CIA 1	5	5	8	8	12	12	50
CIA 2	5	5	8	8	12	12	50
Comp III	-	-	-	-	20	20	40
Semester	5	5	30	25	15	20	100
Total Marks (CL)	15 (6%)	15 (6%)	46 (19%)	41 (17%)	59 (25%)	64 (27%)	240
Total Marks (CO)	30 (12%)		46 (19%)	41 (17%)	59 (25%)	64 (27%)	240