

**Postgraduate and Research Department of English**  
National College (Autonomous), Tiruchirappalli - 620001  
(Nationally Re- Accredited with A+ Grade)  
'College with Potential for Excellence'  
(Affiliated to Bharathidasan University, Tiruchirappalli)  
(For Candidates admitted from **2025** onwards)  
Undergraduate Programme: B.A. English

**Mission:** To impart quality holistic education in English Studies that will lead to aesthetic enjoyment, educational empowerment and employability of students.

**Vision:** To create successive generations of students of English Studies who will be informed readers, creative writers, talented translators, nation builders and cosmopolitan global citizens.

**Programme Specific Objective(PSOs)**

The Undergraduate Programme in English has the following objectives:

1. **PSO1:** Equip students with a comprehensive understanding of world literature, culture, and languages, fostering an appreciation for global diversity.
2. **PSO2:** Cultivate an interest in literature, theatre, television, advertisements, and films, encouraging exploration of creative and media-related fields.
3. **PSO3:** Prepare students to excel in careers such as communication experts, trainers, public relations officials, sales personnel, and educators.
4. **PSO4:** Build a strong foundation in English Studies to nurture creative writers and translators.
5. **PSO5:** Enable students to leverage their knowledge and skills to secure employment or pursue advanced studies.
6. **PSO6:** Inspire lifelong learning and passion for literature by fostering creative expression and innovation, equipping students to navigate diverse professional fields with confidence and adaptability

**Programme Outcomes (POs):**

On completion of the B.A. Degree Programme in the subject English, the Undergraduate will be able to:

1. **PO1: Critical Thinking:** Demonstrate a strong foundation in literary studies, including knowledge of works, genres, literary forms, and movements, while critically analyzing their significance.
2. **PO2: Effective Communication:** Exhibit advanced proficiency in English communication skills, both written and oral, applicable to diverse professional and creative contexts.
3. **PO3: Ethical Reasoning:** Analyze and respond to literature with an understanding of ethical and socio-political contexts, fostering empathy and inclusivity.
4. **PO4: Multidisciplinary Approach:** Integrate knowledge of literature with interdisciplinary fields such as media, theatre, translation, and creative writing to address real-world challenges.
5. **PO5: Global Perspective:** Appreciate and analyze literature from diverse cultures and traditions, understanding their historical, political, and stylistic elements.
6. **PO6: Lifelong Learning:** Develop skills in creative expression, critical thinking, and innovation to foster a lifelong passion for learning and adaptability in professional contexts.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN1	Theory	Prose	Lecture	5 Hrs/Week	5

### **Course Description:**

**Prose I** offers a comprehensive study of prose literature, tracing its historical development, literary techniques, and cultural significance. This course examines various prose forms, including essays, short stories, to explore how they have evolved across different periods and societies. Through critical analysis and close reading, students will engage with key texts that illustrate the enduring relevance of prose in shaping and reflecting human experiences.

### **Course Objectives (CO):**

The Learner will be able to:

1. To introduce students to different types of prose and their distinct styles, enabling a foundational understanding of prose as a literary form.
2. To develop an appreciation for autobiographies, biographies, memoirs, travelogues, essays, and periodical writings through analysis of classic works.
3. To analyze the thematic, philosophical, and stylistic aspects of selected prose works from renowned authors like Francis Bacon, Joseph Addison, and Virginia Woolf.
4. To explore the cultural, historical, and ethical dimensions of prose texts, encouraging students to contextualize literature in its time and relevance today.
5. To enhance critical thinking, reading, and writing skills by engaging with various literary texts that offer diverse perspectives and insights
6. To inspire students to connect literature with personal and societal experiences, fostering intellectual curiosity and ethical awareness.

### **Unit I - Introducing Prose, Prose Styles and Prose Types (15 Hours)**

1. Types of Prose and Prose Styles
2. Auto biography/ Biography & Memoir
3. Travelogue
4. Periodical Essay
5. Formal Essay & Personal Essay

### **Unit -2 (15 Hours)**

Francis Bacon - Of Studies, Of Truth, Of Friendship

### **Unit- 3 (15 Hours)**

Joseph Addison - Sir Roger at the Theatre  
 Sir Richard Steele - The Spectator Club  
 Robert Lynd - The Pleasure of Ignorance

### **Unit -4 (15 Hours)**

Charles Lamb - The Two Races of Men  
 William Hazlit - On the Feeling of Immortality in Youth  
 Virginia Woolf - Professions for women

### **Unit – 5 (15 Hours)**

E V Lucas - The Town Week  
 Rabindranath Tagore - Sadhana :Realization in Action  
 Oliver Gold Smith - Men in Black

**Course Outcomes (CO):**

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>K Level</b>	<b>Cognitive Level (Bloom's Taxonomy)</b>
<b>CO1</b>	Identify and classify different types and styles of prose, demonstrating a thorough understanding of their characteristics and purposes.	<b>K1, K2</b>	Remembering, Understanding
<b>CO2</b>	Analyze and interpret autobiographies, biographies, and memoirs, reflecting on their thematic and stylistic elements.	<b>K3, K4</b>	Applying, Analyzing
<b>CO3</b>	Examine and critically evaluate travelogues, essays, and periodicals to understand the author's intent and socio-historical context.	<b>K4, K5</b>	Analyzing, Evaluating
<b>CO4</b>	Apply critical thinking skills to interpret the works of authors such as Francis Bacon, Charles Lamb, and Rabindranath Tagore, identifying their philosophical and ethical perspectives.	<b>K3, K4</b>	Applying, Analyzing
<b>CO5</b>	Demonstrate improved communication and writing skills through the application of prose analysis in academic and creative contexts.	<b>K5, K6</b>	Evaluating, Creating
<b>CO6</b>	Relate the insights gained from the prose works to contemporary issues, promoting personal growth and ethical understanding.	<b>K4, K5</b>	Analyzing, Evaluating

**Text/Reference Books:**

- **The Essays of Francis Bacon by Mariya Augusta Scott**
- **The Spectator by Richard Steele**
- **The Pleasure of Ignorance by Robert Lynd**
- **On the Feeling of Immortality in the Youth by William Hazlit**
- **The Complete work of Swami Vivekanada, Vol.II,**

**Web Resources:**

## Unit -1

- [https://monad.edu.in/img/media/uploads/Forms%20of%20Prose%20\(BAEN-211\)\(U-2\).pdf](https://monad.edu.in/img/media/uploads/Forms%20of%20Prose%20(BAEN-211)(U-2).pdf)

## Unit -2

- <https://antilogicalism.com/wp-content/uploads/2017/07/essays-bacon.pdf>

## Unit -3

- [https://dn720002.ca.archive.org/0/items/sirrogerdecoverl00addi\\_0/sirrogerdecoverl00addi\\_0.pdf](https://dn720002.ca.archive.org/0/items/sirrogerdecoverl00addi_0/sirrogerdecoverl00addi_0.pdf)
- <https://anthologydev.lib.virginia.edu/work/Spectator/steele-spectator-2>
- <https://archive.org/stream/thepleasuresofig13448gut/13448.txt>

## Unit -4

- [https://dn720504.ca.archive.org/0/items/worksofcharlesla0000unse\\_g2s7/worksofcharlesla0000unse\\_g2s7.pdf](https://dn720504.ca.archive.org/0/items/worksofcharlesla0000unse_g2s7/worksofcharlesla0000unse_g2s7.pdf)
- <http://www.blupete.com/Literature/Essays/Hazlitt/FeelingImmortality.htm>
- <https://www.literaturecambridge.co.uk/news/professions-women>

Unit – 5

- <https://ia904709.us.archive.org/27/items/in.ernet.dli.2015.463632/2015.463632.Selected-Essays-Of-E-V-Lucas.pdf>
- [https://ignca.gov.in/Asi\\_data/76614.pdf](https://ignca.gov.in/Asi_data/76614.pdf)
- <https://ia601500.us.archive.org/30/items/in.ernet.dli.2015.114326/2015.114326.Essays-Of-Oliver-Goldsmith.pdf>
- <https://www.spiritualbee.com/media/sadhana-by-tagore.pdf>

**Question Paper Pattern**

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship matrix between POs and Cos.**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

**Scale: 9: High | 3: Moderate | 1: Low | 0: No correlation**

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2 / K3,K4	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3 / K4, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4 / K3, K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5 / K5, K6	PO4,PO5,PO6	,PO1PO3	-	PO2
CO6 / K4, K5	PO2	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Prose** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN2	Theory	Fiction I – Continental Stories	Lecture	6 Hrs/Week	5

### Course Description:

**Fiction I – Continental Short Stories** offers a broad exploration of short fiction from various continents, providing students with a rich and diverse literary experience. This course examines key themes, narrative techniques, and cultural contexts that shape short stories across different regions. Through critical analysis and discussion, students will develop a deeper appreciation of global literary traditions and their influence on contemporary storytelling. By engaging with works from North America, South America, Europe, Africa, Asia, and beyond, students will gain interdisciplinary insights, refine their analytical and communication skills, and enhance their ability to interpret literature in both professional and creative contexts.

### Course Objectives (COs):

1. Analyze and appreciate short stories from diverse cultural backgrounds, understanding their literary, historical, and socio-political contexts.
2. Develop critical thinking and interpretative skills to examine themes, motifs, and narrative techniques in continental literature.
3. Enhance communication skills through discussions, presentations, and written assignments on literary works.
4. Foster ethical reasoning by engaging with literary texts that explore moral dilemmas and cultural values.
5. Apply interdisciplinary perspectives by relating literature to media, theatre, translation, and creative writing.
6. Encourage lifelong learning by inspiring students to engage in literary analysis and creative expression beyond the classroom.

#### Unit-1 (Europe)

(18 Hours)

Guy de Maupassant	:	The Diamond Necklace
Leo Tolstoy	:	How much Land does a Man Need?
Rudyard Kipling	:	My own True Ghost Story
Sir Arthur Conan Doyle	:	The Dying Detective

#### Unit- 2 (Asia)

(18 Hours)

Rabindranath Tagore	:	Living or Dead
V.M. Basher	:	The world Renowned Nose
R.K. Narayanan	:	An Astrologer's Day
Anita Desai	:	Games at Twilight

#### Unit - 3 (America)

(18 Hours)

Edgar Allan Poe	:	Some words with a Mummy
Henry O'	:	The Gift of the Magi
Mark Twain	:	Luck
Gabriel Garcia Marquez	:	A very Old Man with Enormous Wings

#### Unit-4 (Australia & Antartica)

(18 Hours)

Henry Lawson	:	The Drover's wife
Archie Weller	:	Going Home

Tim Winton	:	Neighbours
Claire keegan	:	Antartica
<b>Unit – 5 (Africa)</b>		<b>(18 Hours)</b>
Nadine Gordimer	:	The Bridegroom (North)
Tayeb Salih	:	A Handful of Dates (South)
Jomo Kenyatta	:	The Gentlemen of the Jungle(East)
Chinua Achebe	:	Civil Peace(West)

### Course Outcomes (COs):

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO1	Demonstrate an understanding of continental short stories and their literary significance.	K1, K2	Remembering, Understanding
CO2	Develop analytical skills to interpret diverse literary works critically.	K3, K4	Applying, Analyzing
CO3	Exhibit effective communication and presentation skills in literary discussions.	K3, K5	Applying, Evaluating
CO4	Apply ethical reasoning and socio-political awareness to literary analysis.	K4, K5	Analyzing, Evaluating
CO5	Integrate literary knowledge with other disciplines like media and theatre.	K5, K6	Evaluating, Creating
CO6	Cultivate a sustained interest in literature and creative writing.	K6	Creating

### Textbooks:

1. **"Continental Short Stories: The Modern Tradition" edited by Edward Mitchell and Rainer Schulte**
  - This anthology offers a diverse selection of European short stories, providing insights into various literary movements and styles.
  - Available at:
    - Amazon: [amazon.com](https://www.amazon.com)
    - Internet Archive: [archive.org](https://archive.org)
2. **"40 Short Stories: A Portable Anthology" edited by Beverly Lawn**
  - This compact anthology includes a variety of classic and contemporary short fiction, suitable for courses in literature and creative writing.
  - Available at:
    - Macmillan Learning: [macmillanlearning.com](https://www.macmillanlearning.com)

### Reference Books:

1. **"The Oxford Book of American Short Stories" edited by Joyce Carol Oates**
  - A comprehensive collection showcasing the richness and diversity of American short fiction.
  - Available at:
    - Barnes & Noble: [barnesandnoble.com](https://www.barnesandnoble.com)
2. **"The Penguin Book of International Short Stories" edited by Christopher Dolley**
  - This anthology features a selection of short stories from writers around the globe, reflecting various cultures and literary traditions.

## Online Resources:

### 1. Classic Short Stories

- A collection of complete short stories from renowned classic authors.
- Access at:
  - [libguides.southernct.edu](http://libguides.southernct.edu)

### 2. Poestories.com

- An exploration of short stories by Edgar Allan Poe, featuring his biography, quotes, and summaries.
- Access at:
  - [libguides.southernct.edu](http://libguides.southernct.edu)

### 3. MIT OpenCourseWare: Writing and Reading Short Stories

- A free online course that guides you through the writing process, suitable for those looking to enhance their storytelling skills.
- Access at:
  - [openlearning.mit.edu](http://openlearning.mit.edu)

## Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

## Relationship Matrix Between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

Scale: 9: High | 3: Moderate | 1: Low | 0: No correlation

## Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / K1,K2	PO1, PO4	PO2, PO3, PO6	PO5	-
CO2 / K3,K4	PO5, PO6	PO1	PO4	PO2,PO3
CO3 / K3,K5	PO1, PO3, PO4	PO2, PO5, PO6	-	-
CO4 / K4,K5	-	PO3, PO5, PO6	PO1,PO3,PO4	-
CO5 / K5,K6	PO4, PO5, PO6	PO1, PO3	-	PO2
CO6 / K6	PO2	PO1, PO3,PO4, PO5, PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks				
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Fiction I – Continental Short Stories** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN1	Theory	History of English Literature I	Lecture	5 Hrs/Week	3

**Course Description:**

**History of English Literature I** provides students with a foundational understanding of the evolution of English literature from its early beginnings to the mid-18th century. This course explores key literary movements, major authors, and significant texts, examining their historical and biographical contexts. Through an in-depth study of poetry, prose, and drama, students will gain insight into how literature developed in response to cultural, social, and political influences.

The course is structured chronologically, covering pivotal literary periods from pre-Chaucerian literature to the Age of Pope, highlighting the contributions of literary stalwarts such as Geoffrey Chaucer, William Shakespeare, John Milton, John Dryden, and Alexander Pope. Special emphasis is placed on the transformation of genres, the evolution of dramatic traditions, and the emergence of distinct literary voices that shaped English literature.

**Course Objectives (COs):**

The Learner will be able to:

1. To offer a critical and historical insight into salient literary trends.
2. To assess and understand the growth of English literature.
3. To analyze various literary epochs and their contributions to national literature.
4. To explore the biographies and major contributions of prominent literary figures.
5. To evaluate the best works of major authors across different literary periods.
6. To appreciate the evolution of English literature and its thematic developments over time.

**UNIT I**

**(15 Hours)**

Introduction

English Literature before Chaucer(500 – 1340)

The Age of Chaucer ( 1340 – 1400)

From Chaucer to Tottel’s Miscellany (1400 -1557)

**UNIT II**

**(15 Hours)**

The Development of The Drama to 1561

The Age of Shakespeare(1558 – 1625) – Verse

The Age of Shakespeare – The Drama

The Age of Shakespeare – Prose

**UNIT III**

**(15 Hours)**

The Age of Milton ( 1625 – 1660)

The Age of Milton – Other Poets and Prose Writers

**UNIT IV**

**(15 Hours)**

The Age of Dryden ( 1660 – 1700) – Verse

The Age of Dryden - Prose and The Drama

**UNIT V**

**(15 Hours)**

The Age of Pope ( 1700 – 1745) – Verse

The Age of Pope – Prose and The Drama

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO1	Demonstrate knowledge of the historical and biographical background of major English literary figures.	K1, K2	Remembering, Understanding
CO2	Analyze the literary trends and thematic developments across different historical periods.	K3, K4	Applying, Analyzing
CO3	Understand the progression of English literature and its cultural significance.	K2, K3	Understanding, Applying
CO4	Critically evaluate major literary works and their impact on subsequent literature.	K4, K5	Analyzing, Evaluating
CO5	Identify key themes, styles, and influences in different literary ages.	K2, K4	Understanding, Analyzing
CO6	Relate literary developments to contemporary literary and cultural contexts.	K5, K6	Evaluating, Creating

Prescribed Text:

Hudson- An Outline of History of English Literature, Maple Press: New Edition, 2012

Reference Books:

A History of English Literature, Edward Albert, Oxford(1 June 1997),Fifth Edition – Call No. 828

A History of English Literature- I for Evans – Call No. 828

History of English Literature- Crompton and Ricket – Call No.820

### Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

Scale:

9: High | 3: Moderate | 1: Low | 0: No correlation

Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / K1,K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2 / K3,K4	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3 / K2,K3	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4 / K4,K5	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5 / K2,K4	PO4,PO5,PO6	PO1,PO3	-	PO2
CO6 / K5,K6	PO2	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **History of English Literature - I** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN3	Theory	Poetry I	Lecture	6 Hrs/Week	5

**Course Description:**

**Poetry I** provides students with a comprehensive understanding of the evolution of English poetry from the **Age of Chaucer to the Augustan Age**, highlighting the contributions of major poets and their literary significance. This course explores key poetic works, examining their themes, styles, and historical contexts while developing students' analytical and interpretative skills.

Through an in-depth study of **Geoffrey Chaucer, Edmund Spenser, William Shakespeare, John Milton, John Dryden, Alexander Pope, and others**, students will trace the transformation of poetic forms—from medieval narratives and Renaissance sonnets to Neoclassical satire and elegy. The course also emphasizes the influence of political, social, and philosophical thought on poetic expression.

**Course Objectives (CO):**

The Learner will be able to:

1. Delve into the roots of modern literature, tracing its evolution from the foundational works of Chaucer to the refined literary achievements of the Augustan Age.
2. Explore, interpret, and deeply appreciate poetry as a literary art form that captures human experience, conveys complex emotions, and uses language in imaginative and thought-provoking ways.
3. Gain insight into, recall, and critically examine the various types of poetry, understanding their unique structures, themes, and stylistic elements.
4. Identify, explore, and appreciate the rhythm, meter, and musical qualities that give poetry its unique cadence and melodic essence.
5. Examine the diverse elements of poetry, including diction, tone, form, genre, imagery, figures of speech, themes, and more, to uncover the depth and complexity of poetic expression.
6. Explore poetry across different languages and civilizations, appreciating its universality and cultural significance.

**UNIT I (18 Hours)**

Geoffrey Chaucer - Prologue to the Canterbury Tales  
 Edmund Spenser - Prothalamion  
 Epithalamion

**UNIT II (18 Hours)**

Sir Thomas Wyatt - Remembrance  
 Henry Howard - London, Hast Thou Accused Me  
 (A Satire against the Citizen of London)  
 Philip Sidney - Astrophel & Stella (Sonnets: 31 and 71)  
 John Donne - Canonization

**UNIT III (18 Hours)**

William Shakespeare - Sonnets: 15, 112, 116, 144  
 Venus and Adonais

**UNIT IV (18 Hours)**

John Milton - Paradise Lost, Book – IX (Lines 1-99)

- Andrew Marvell - The Garden  
 Thomas Gray - Elegy Written in the Country Churchyard

**UNIT V (18 Hours)**

- John Dryden - Absalom & Achitophel (Lines 1-60)  
 Alexander Pope - The Rape of the Lock (Canto I)  
 Oliver Goldsmith - The Deserted Village

**Course Outcomes (CO):**

The Learner will be able to:

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO-1	Compare and contrast the social, cultural, and literary contexts of different eras, highlighting the progression from Chaucer's medieval worldview to the rational, classical focus of the Augustan period.	K4, K5	Analyzing, Evaluating
CO-2	Appreciate the emotional depth and intellectual challenges that poetry offers through the exploration of themes such as love, mortality, nature, and politics.	K3, K4	Applying, Analyzing
CO-3	Identify and categorize different types of poetry (e.g., sonnet, epic, pastoral, lyric, etc.), understanding their distinctive forms and thematic focuses.	K2, K3	Understanding, Applying
CO-4	Explore the musicality of poetry, understanding how rhyme, alliteration, assonance, and other sound devices contribute to a poem's overall impact.	K3, K5	Applying, Evaluating
CO-5	Critically engage with the complexity of poetic expression, understanding how multiple elements work together to deepen the reader's experience of the poem.	K5, K6	Evaluating, Creating
CO-6	Examine poetry across different languages and civilizations, recognizing its historical evolution and global influence.	K1, K4	Remembering, Analyzing

**Recommended Readings**

- Arnold, Matthew. Lectures on Translating Homer. 1861.
- Dryden, John. Fables Ancient and Modern. 1700.
- T.S. Eliot. The Sacred Wood: Essays on Poetry and Criticism. 1920.
- Hamilton, A.C. The Spenser Encyclopedia. Routledge, 1997.

- C.S. Lewis. English Literature in the Sixteenth Century. Oxford University Press, 1954.
- Johnson, Samuel. Lives of the Most Eminent English Poets. 1779-81. (For Wyatt, Sidney, Donne, Surrey, Milton & Gray)
- T.S. Eliot. The Metaphysical Poets (1921). (For Donne and Marvell)
- Johnson, Samuel. Preface to Shakespeare (1765).
- Booth, Stephen. Shakespeare's Sonnets. Yale University Press, 1977.
- Arnold, Matthew. Essays in Criticism (1865). (For Gray)
- Sitter, John. Literature and Enlightenment: Eighteenth-Century Literature and the Problem of Belief. Oxford University Press, 2020.
- Arnold, Matthew. The Study of Poetry (1880).

**Web Sources:**

- <https://www.poetryfoundation.org/poems/43926/the-canterbury-tales-general-prologue>
- [https://ia802907.us.archive.org/21/items/referenceguideto0000carp\\_c3s4/referenceguideto0000carp\\_c3s4.pdf](https://ia802907.us.archive.org/21/items/referenceguideto0000carp_c3s4/referenceguideto0000carp_c3s4.pdf)
- <https://www.poetryfoundation.org/poems/45155/astrophil-and-stella-15-you-that-do-search-for-every-purling-spring->
- [https://talus.artsci.wustl.edu/spenserArchivePrototype/html/calender\\_dec.html](https://talus.artsci.wustl.edu/spenserArchivePrototype/html/calender_dec.html)
- <https://www.furkatingcollege.edu.in/wp-content/uploads/2024/06/Andrew-Sanders-The-Short-Oxford-History-1994.pdf>

**Question Paper Pattern**

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix between =POs, and COs**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	3
CO 3	9	3	9	9	3	9
CO 4	1	0	1	1	0	1
CO 5	3	0	3	9	9	3
CO 6	3	3	9	3	3	9
<b>Weightage</b>	28	9	25	34	27	28
<b>Weightage % of Course Contribution to POs</b>	4.6	1.5	4.1	5.6	4.1	4.7

Scale: 9: High      3: Moderate      1: Low      0: No correlation

**Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K4, K5	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K4	PO5	PO1,PO4,PO6	-	PO2,PO3
CO3/K2, K3	PO1,PO3,PO4,PO6	PO2,PO5	-	-
CO4/K3, K5	-	-	PO1,PO3,PO4,PO6	PO2,PO5
CO5/K5, K6	PO4,PO5	PO1,PO3,PO6	-	PO2
CO6/K1, K4	33PO3,PO6	PO1,PO2,PO4,PO5	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Poetry - I** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN2	Theory	History of English Literature - II	Lecture	5 Hrs/Week	3

### Course Description:

History of English Literature II provides an extensive exploration of **English literary movements and key writers from the mid-18th century to the early 21st century**. This course traces the evolution of literature from the **Age of Johnson (1745-1798) to contemporary English writing (1950-2010)**, focusing on the transformation of poetry, prose, and the novel across different periods. Students will examine how historical, philosophical, and cultural changes influenced literary production, from **the rise of the novel in the 18th century to Romanticism, Victorian ideals, Modernist experimentation, and Postmodernist innovations**. The course emphasizes critical analysis of major literary works and figures, including **Samuel Johnson, William Wordsworth, Alfred Tennyson, Thomas Hardy, and contemporary writers**, fostering an appreciation of English literature's continuous evolution.

### Course Objectives

The Learner will be able to:

1. Gain a comprehensive understanding of the historical and literary evolution of English literature from the Age of Johnson to the modern era.
2. Analyze the socio-cultural and political influences that shaped different literary periods.
3. Explore the contributions of major writers, their literary styles, and the impact of their works on English literature.
4. Identify and examine the key literary trends, themes, and genres across different ages.
5. Develop critical thinking and analytical skills by engaging with significant texts from various periods.
6. Compare and contrast different literary movements and their relevance to contemporary literature and society.

#### UNIT I

(15 Hours)

The Age of Johnson ( 1745 – 1798) – General Prose  
The Age of Johnson - The Novel  
The Age of Johnson – Verse

#### UNIT II

(15 Hours)

The Age of Wordsworth ( 1798 – 1832) – The Older Poets  
The Age of Wordsworth – The Younger Poets  
The Age of Wordsworth – General Prose  
The Age of Wordsworth – The Novel

#### UNIT III

(15 Hours)

The Age of Tennyson (1832 – 1887) – Verse  
The Age of Tennyson – General Prose  
The Age of Tennyson – The Novel

#### UNIT IV

(15 Hours)

The Age of Hardy ( 1887 – 1928)  
The Modern Age

#### UNIT V

(15 Hours)

English Writers from 1950 – 2010 – Prose, Poetry and Novel

### Course Outcomes (COs)

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO-1	Demonstrate knowledge of major literary figures, their works, and historical significance.	K1, K2	Remembering, Understanding
CO-2	Critically analyze and interpret the stylistic and thematic evolution of literature across different periods.	K4, K5	Analyzing, Evaluating
CO-3	Identify and appreciate various literary trends and movements from the 18th century to the modern era.	K2, K3	Understanding, Applying
CO-4	Engage with and evaluate major prose, poetry, and novelistic works of key literary figures.	K4, K5	Analyzing, Evaluating
CO-5	Recognize and discuss recurring themes, motifs, and literary innovations in different time periods.	K3, K4	Applying, Analyzing
CO-6	Relate historical literary developments to contemporary issues, drawing parallels between past and present literary traditions.	K5, K6	Evaluating, Creating

Prescribed Text:

Hudson- An Outline of History of English Literature, Maple Press: New Edition, 2012- Call No. 828

Reference Books:

A History of English Literature, Edward Albert, Oxford(1 June 1997),Fifth Edition– Call No. 828

A History of English Literature- I for Evans – Call No. 828

History of English Literature- Crompton and Ricket– Call No. 820

#### Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

#### Relationship Matrix between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	3
CO 3	9	3	9	9	3	9
CO 4	1	0	1	1	0	1
CO 5	3	0	3	9	9	3
CO 6	3	3	9	3	3	9
<b>Weightage</b>	28	09	25	34	27	28
<b>Weightage % of Course Contribution to POs</b>	4.6	1.5	4.1	5.6	4.1	4.7

Scale: 9: High

3: Moderate

1: Low

0: No correlation

**Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO5	PO2,PO3,PO5,PO6	-	-
CO2/K4, K5	PO5	PO1,PO4,PO6	-	PO2,PO3
CO3/K2, K3	PO1,PO3,PO4,PO6	PO2,PO5	-	-
CO4/K4, K5	-	-	PO1,PO3,PO4,PO6	PO2,PO5
CO5/K3, K4	PO4,PO5	PO1,PO3,PO6	-	PO2
CO6/K5, K6	PO3,PO6	PO1,PO2,PO4,PO5	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **History of English Literature - II** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN3	Theory	Social History of England - I	Lecture	5 Hrs/Week	3

### Course Description:

The **Social History of England** explores the **major socio-political, economic, and cultural transformations** that have shaped England from the **medieval period to the modern era**. This course provides a **chronological study** of historical events, movements, and societal shifts, analyzing their impact on English society and literature.

Students will examine key historical moments such as the **Renaissance and Reformation, the Civil War, the Industrial and Agrarian Revolutions, the Victorian era, and the two World Wars**, tracing their influence on the development of **education, trade, governance, and social reforms**. The course also emphasizes England's role in **colonial expansion, trade unionism, and political evolution**, offering insights into the forces that have shaped contemporary England.

### Course Objectives (COs)

The Learner will be able to:

1. Expand their knowledge of historical events, social movements, and cultural transformations in England.
2. Analyze the chronological shifts in English history and their impact on societal structures.
3. Examine the British national character and the evolution of its cultural and social traditions.
4. Develop an empathetic understanding of the past by assessing historical events in their own context.
5. Identify and appreciate the major revolutions that shaped England's social and political landscape.
6. Evaluate the influence of England's historical developments on modern society and global history.

Unit 1: Medieval and Tudor England (15 Hours)

- Renaissance & Reformation
- The Dissolution of Monasteries
- The Religion of England
- The Tudor Navy and the Armada
- The Elizabethan Theatre

Unit 2: The Civil War & the Restoration England (15 Hours)

- The East India Company
- Colonial Expansion
- The Civil War and its Social Significance
- Puritanism
- Restoration England
- The Origin and Growth of Political Parties in England

Unit 3: The Age of Queen Anne (15Hours)

- Coffee-house Life in London
- The Union of England and Scotland
- The Agrarian Revolution
- The Industrial Revolution
- The Methodist Movement

## Unit 4: Victorian Age

(15 Hours)

- Other Humanitarian Movements
- The War of American Independence
- England and Ireland
- Effects of the French Revolution
- The Reform Bills

## Unit 5: The Modern Age

(15 Hours)

- Development of Education in the Victorian England
- Means of Transport and Communication
- The World Wars and Social Security
- Trade Unionism in England
- From the 1950s to the Present Day

**Course Outcomes**

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO-1	Understand the relationship between the English landscape, culture, and historical identity.	K2, K3	Understanding, Applying
CO-2	Recognize the human aspects of history and how material culture reflects societal values.	K3, K4	Applying, Analyzing
CO-3	Explore how obligations, traditions, and social contracts shaped historical communities.	K4, K5	Analyzing, Evaluating
CO-4	Establish connections between historical figures and the present, drawing parallels between past and contemporary society.	K5, K6	Evaluating, Creating
CO-5	Identify key aspects of British domestic life and its evolving cultural attributes.	K1, K2	Remembering, Understanding
CO-6	Analyze the long-term effects of significant historical events, such as revolutions, wars, and social movements.	K4, K5	Analyzing, Evaluating

**Reference:**

1. Social History of England – G.M.Trevelyan – Call No. 828
2. An Introduction to The Social History of England - A. G . Xavier – Call No.828
3. Social History of England – Padmaja Ashok – Call No.956

**Question Paper Pattern****Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21- 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	0	3	9	3
CO 3	9	3	9	9	3	9
CO 4	1	3	1	1	0	1
CO 5	3	3	3	9	9	3
CO 6	3	3	9	3	3	9
<b>Weightage</b>	28	18	25	34	27	28
<b>Weightage % of Course Contribution to POs</b>	4.6	3.0	4.1	5.6	4.1	4.7

Scale: 9: High    3: Moderate    1: Low    0: No correlation

### Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K3	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K4	PO5	PO1,PO2,PO4,PO6	-	PO3
CO3/K4, K5	PO1,PO3,PO4,PO6	PO2,PO5	-	-
CO4/K5, K6	-	PO2	PO1,PO3,PO4,PO6	PO5
CO5/K1, K2	PO4,PO5	PO1,PO2,PO3,PO6	-	-
CO6/K4, K5	PO3,PO6	PO1,PO2,PO4,PO5	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Social History of England** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN4	Theory	Poetry - II	Lecture	5 Hrs/Week	5

### Course Description:

*Poetry II* provides an in-depth study of **major poets and poetic movements from the Romantic era to contemporary times**, tracing the **evolution of themes, styles, and literary techniques** across different periods. This course explores how poetry reflects and responds to **social, political, and philosophical concerns**, offering students insights into the **personal, cultural, and universal dimensions of poetic expression**.

The syllabus spans from **Romanticism (Wordsworth, Keats, Byron) to the Victorian age (Tennyson, Arnold, Browning), Modernism (Hopkins, Yeats, Owen, Eliot, Auden), and Postmodernism (Walcott, Hughes, Angelou, Atwood)**. Through close reading and analysis, students will examine **thematic concerns such as nature, war, identity, existentialism, resistance, and postcolonialism**, while also developing their critical and interpretive skills.

### Course Objectives:

The Learner will be able to:

1. Recognize poetry from a variety of cultures, languages, and historic periods.
2. Understand and appreciate poetry as a literary art form.
3. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
4. Enhance their understanding of the world the poets lived in.
5. Recognize the rhythms, metrics, and other musical aspects of poetry.
6. Explore the influence of poetry on contemporary literary and cultural trends.

UNIT I: (15 Hours)

Wordsworth : *London*  
 John Keats : *Ode to a Nightingale*  
 Byron : *The Isles of Greece*

UNIT II: (15 Hours)

Tennyson : *Tithonus*  
 Mathew Arnold : *Dover Beach*  
 Robert Browning : *Rabbi Ben Ezra*

UNIT III: (15 Hours)

Hopkins : *Thou art indeed just, Lord, if I contend*  
 Yeats : *Easter 1916*  
 Wilfred Owen : *Futility*

UNIT IV: (15 Hours)

W.H. Auden : *Unknown Citizen*  
 T.S. Eliot : *The Hollowmen*  
 Derek Walcott : *A Far Cry from Africa*

UNIT V: (15 Hours)

Ted Hughes : *Hawk Roosting*  
 Maya Angelou : *Still I Rise*  
 Margaret Atwood : *Morning in the Burned Hous*

Course Outcomes

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO-1	Broaden their vocabularies and develop an appreciation of language.	K1, K2	Remembering, Understanding
CO-2	Develop their critical thinking skills.	K4, K5	Analyzing, Evaluating
CO-3	Develop their own creativity.	K6	Creating
CO-4	Enhance their writing skills.	K3, K6	Applying, Creating
CO-5	Apply the principles of literary criticism to the analysis of poetry.	K3, K5	Applying, Evaluating
CO-6	Understand how poetry serves as a medium for social, political, and philosophical thought.	K2, K4	Understanding, Analyzing

**Text Books:** 1. *English Verse* Ed. W. Peacock Volume I & II.  
2. *Five Centuries of Poetry*: Ed.C. N. Ramachandran & Radha Achar Macmillan.

**Question Paper Pattern**

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix Between POs, and COs**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	3.4	3.1	6.1	5.1	5.1

**Scale:**

9 = High

3 = Moderate

1 = Low

0 = No correlation

Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K4, K5	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3/K6	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K3, K6	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K3, K5	PO4,PO5,PO6	PO1,PO3	-	PO2
CO6/K2, K4	PO2	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Poetry - II** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN5	Theory	Drama - I	Lecture	5 Hrs/Week	5

**Course Description:**

*Drama I* provides a **comprehensive exploration of dramatic traditions from ancient Greek and Roman theatre to the early modern period**, highlighting the evolution of **thematic concerns, dramatic techniques, and performance styles**. The course examines **key works** across various periods, analyzing their **cultural, philosophical, and theatrical significance**.

Beginning with **Greek and Roman drama** (*Aristophanes' Lysistrata*, *Seneca's Phaedra*), the course moves to **Medieval theatre**, focusing on **morality and mystery plays** (*Everyman*, *The Second Shepherd's Play*). It then explores **Renaissance drama**, with an in-depth study of **Shakespeare's The Tempest**, followed by **Restoration and 18th-century drama**, featuring **Aphra Behn's The Rover** and **Thomas Hardy's The Return of the Native**. The course concludes with **Early Modern drama**, analyzing **Oliver Goldsmith's She Stoops to Conquer**.

**Course Objectives (CO):**

The Learner will be able to:

1. Understand the origins and development of drama from ancient to early modern periods.
2. Analyse major dramatic works, identifying themes, techniques, and stylistic elements.
3. Examine the influence of historical, social, and political contexts on dramatic traditions.
4. Explore the relationship between drama as literature and drama as performance.
5. Recognize the contributions of different cultures to the development of drama.
6. Appreciate drama's role in shaping cultural narratives and human experiences.

**Unit I: Greek and Roman Drama (15 Hours)**

**Aristophanes:** *Lysistrata*  
**Seneca:** *Phaedra*

**Unit II: Medieval Drama (15 Hours)**

*Everyman* (Anonymous) – A Morality Play  
*The Second Shepherd's Play* (Anonymous) – A Mystery Play

**Unit III: Renaissance Drama (15 Hours)**

**William Shakespeare:** *The Tempest*

**Unit IV: Restoration and 18th-Century Drama (15 Hours)**

**Aphra Behn:** *The Rover*  
**Thomas Hardy:** *The Return of the Native*

**Unit V: Early Modern Drama (15 Hours)**

**Oliver Goldsmith:** *She Stoops to Conquer*

**Course Outcomes (CO):**

Course Outcome (CO)	Description	K Level	Cognitive Level (Bloom's Taxonomy)
CO-1	Identify the key developments in drama from classical to early modern periods.	K1, K2	Remembering, Understanding
CO-2	Apply critical approaches to analyzing dramatic texts.	K3, K4	Applying, Analyzing
CO-3	Examine how dramatic works reflect historical and cultural influences.	K4, K5	Analyzing, Evaluating
CO-4	Understand the relationship between drama as written text and as performance.	K2, K4	Understanding, Analyzing
CO-5	Compare dramatic traditions from different periods and cultures.	K4, K5	Analyzing, Evaluating
CO-6	Appreciate the enduring relevance of early dramatic forms.	K2, K6	Understanding, Creating

**Recommended Reading:**

1. *Lysistrata* by Aristophanes – Translated by Jeffrey Henderson (Publisher: Hackett Publishing)
2. *Phaedra* by Seneca – Translated by E.F. Watling (Publisher: Penguin Classics)
3. *Everyman and The Second Shepherd's Play* – Norton Critical Editions
4. *The Tempest* by William Shakespeare – Edited by Stephen Orgel (Publisher: Oxford University Press) – Call No. 827
5. *The Rover* by Aphra Behn – Edited by Jane Spencer (Publisher: Penguin Classics)
6. *The Return of the Native* by Thomas Hardy – Publisher: Penguin Classics
7. *She Stoops to Conquer* by Oliver Goldsmith – Edited by James Ogden (Publisher: Oxford University Press) – Call No.464

**Web Resources:**

1. <https://www.gutenberg.org/ebooks/author/1037> (Aristophanes)
2. <https://www.bl.uk/shakespeare/articles/character-analysis-of-the-tempest> (Shakespeare's *The Tempest*)
3. <https://www.encyclopedia.com/literature-and-arts/literature-english/drama/restoration-drama> (Restoration Drama Overview)
4. <https://www.jstor.org/stable/10.2307/433923> (Early Modern Theatre)
5. <https://www.bl.uk/works/the-return-of-the-native> (Hardy's *The Return of the Native*)

**Question Paper Pattern****Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>2.5</b>	<b>3.1</b>	<b>5.6</b>	<b>4.5</b>	<b>4.5</b>

Scale: 9: High    3: Moderate    1: Low    0: No correlation

**Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K4	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3/K4, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K2, K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K4, K5	PO4,PO5,PO6	PO1,PO3	-	PO2
CO6/K2, K6	PO2	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Drama - I** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN4	Theory	Language and Linguistics	Lecture	4 Hrs/Week	3

**Course Description:**

The *Language and Linguistics* course provides an **in-depth exploration of the fundamental principles governing human language**, examining its **nature, structure, functions, and variations**. By tracing the evolution of linguistic theories and concepts, this course enables students to **understand how language operates as a system of communication and meaning-making** across different cultures and societies. It integrates core areas of linguistics, such as **phonetics, morphology, syntax, and sociolinguistics**, to offer a **comprehensive understanding of language structure and use**.

**COURSE OBJECTIVES:**

**The Learner will be able to:**

1. Analyze the pragmatic outcomes of language and its varieties that investigate the acquisition, production, and comprehension of language.
2. Understand key linguistic terms, concepts, and theories.
3. Recognize the basic concepts of word formation and syntax.
4. Gain knowledge on the role and function of linguistics in language teaching.
5. Analyze the structure of the English language and its components.
6. Examine the historical evolution of languages and the impact of sociolinguistics on language change.

**UNIT I: Nature of Language**

**12 Hours**

Characteristics of Language, Animal and Human and communication, design features - Language Variation, Regional and social dialects – Idiolects, Sociolects, Registers - Language shift - Code-switching and code-mixing.

**UNIT II: Speech Organs**

**12 Hours**

Articulatory Phonetics – Manner of articulation – place of articulation – respiratory system – functions of vocal cards – Palates – Tongue positions – Production of Speech Sounds

**UNIT III: Introductory Phonetics**

**12 Hours**

Phonetics: Scope and its branches - Speech Sounds: consonants, vowels and Diphthongs - IPA: International Phonetic Alphabet - Suprasegmental: Suprasegmental features, Syllable: Onset and rhyme; nucleus and coda- Phonetics Transcription

**UNIT IV: Morphology**

**12 Hours**

Morphemic Structure – Word formation: Composition, Derivation, Blending, Inflections – Back Formation – Clipping – Met analysis – Conversion, Acronyms, Re-duplicates

**UNIT V: Syntactic Processes**

**12 Hours**

Word classes: Parts of speech; nouns and verbs, determiners, adjectives, pronouns, Prepositions and postpositions, conjunctions, adverbs, interjections; open and closed classes; content words and function words – Phrases – Types of sentences: Declarative, Interrogative [Yes-no, Wh- questions]; embedded sentences [coordination, complementation, relativization etc.; simple, compound and complex sentences; simple and complex predicates.

**COURSE OUTCOMES:**

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>K Level</b>
<b>CO-1</b>	Gain an appreciation for the field of linguistics and its main sub-fields.	K1 (Remembering)
<b>CO-2</b>	Transcribe speech from varieties of English into the International Phonetic Alphabet (IPA).	K3 (Applying)
<b>CO-3</b>	Become familiar with different types of morphology and how morphology interacts with other components of language.	K2 (Understanding)
<b>CO-4</b>	Provide complete syntactic analyses for various sentence structures in English.	K4 (Analyzing)
<b>CO-5</b>	Formulate and defend hypotheses for the analysis of new linguistic data.	K5 (Evaluating)
<b>CO-6</b>	Evaluate the influence of social, cultural, and historical contexts on language development and change.	K6 (Creating)

**Text/Reference Books:**

1. Bloomfield, L. 1963. Language. Motilal Banarsidas– Call No. 420
2. Lyons, J. 1982. Language and Linguistics: An Introduction; CUP
3. Wardhaugh, R. 1992. An Introduction to Socio Linguistics, Oxford . Blackwell
4. Yule, G. 2009. The Study of Language, Third Edition. Cambridge
5. Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
6. Baltaxe, C.V. 1978. Foundations of Distinctive Feature Theory. Baltimore: University Park Press.
7. Bloch, B. and G.L. Trager, 1950. Outline of Linguistic Analysis. Baltimore: Linguistic Society of America (2nd cd).
8. Fudge, E.C. (ed.) 1973. Phonology. Harmondsworth: Penguin.
9. Ladefoged, P. 1975. A Course in Phonetics. New York: Harcourt Brace Jovanovich.
10. [http://www.universityofcalicut.info/SDE/BAEnglish\\_language\\_linguistics.pdf](http://www.universityofcalicut.info/SDE/BAEnglish_language_linguistics.pdf)
11. Aronoff, M. and K. Fudeman (2005). What is Morphology? Oxford: Blackwell.
12. Bauer, L. 1988. Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press.
13. Hockett, C. 1958. A Course in Modern Linguistics. New York: Macmillan.
14. Katamba, F. 1993. Morphology. London: Macmillan.
15. Burton-Roberts, N. (1986) Analysing Sentences: An Introduction to English Syntax. Cambridge: CUP.
16. Radford, A. (1988) Transformational Grammar: A First Course. CUP, 1988.
17. Tallerman, M. (2005). Understanding Syntax. London: Arnold.
18. Yule, George (2005) The study of Language. Cambridge University Press.

**Question Paper Pattern****Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
Weightage	28	15	19	28	27	27
Weightage % of Course Contribution to POs	4.6	3.4	3.1	6.1	5.0	5.1

Scale: 9 = High      3 = Moderate      1 = Low      0 = No correlation

### Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / K1	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2 / K3	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3 / K2	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4 / K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5 / K5	PO2	PO1,PO3,PO4,PO5,PO6	-	-
CO6 / K6	PO2,	PO1,PO3,PO4,PO5,PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Language and Linguistics** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN6	Theory	Drama II	Lecture	6 Hrs/Week	5

**Course Description:**

Drama II provides an in-depth exploration of significant dramatic works from classical antiquity to contemporary theater, examining their thematic concerns, structural elements, and socio-cultural influences. The course traces the evolution of drama across different historical periods, beginning with Sophocles' *Oedipus Rex*, a cornerstone of Greek tragedy, and progressing through the Renaissance with Christopher Marlowe's *Doctor Faustus*, a defining work of Elizabethan drama.

The study of 18th-century drama includes Richard Brinsley Sheridan's *The School for Scandal*, which highlights wit and satire in social commentary. Moving into modern drama, Henrik Ibsen's *A Doll's House* is explored for its revolutionary approach to realism and gender dynamics. Finally, the course delves into contemporary Indian drama through Mahesh Dattani's *Dance Like a Man*, reflecting on identity, tradition, and modernity in a postcolonial context.

Through critical readings, discussions, and performance analysis, students will gain a deeper appreciation of dramatic literature, its historical transformations, and its continued relevance in addressing human experiences. The course will also encourage students to engage with drama as both a textual and performative medium, fostering analytical skills and interpretative insights.

**Course Objectives (CO):**

The Learner will be able to:

1. To provide students with a comprehensive understanding of the evolution of drama from classical to contemporary times, highlighting key movements, genres, and styles.
2. To develop critical and analytical skills for interpreting dramatic texts, focusing on themes, character development, and dramatic techniques
3. To examine how social, political, and cultural contexts influence the creation and reception of dramatic works across different periods and regions
4. To explore the relationship between script and performance, understanding the role of staging, direction, and audience in bringing dramatic works to life
5. To foster the ability to compare and contrast diverse dramatic traditions, identifying universal themes and unique cultural expressions in drama
6. To encourage students to engage with drama as a medium for social commentary and self-expression, fostering an appreciation for its relevance in addressing contemporary issues and human experiences

**Unit I: Classical Drama** **18 Hours**

**Sophocles** : *Oedipus Rex*

**Unit II: Elizabethan Drama** **18 Hours**

**Christopher Marlowe** : *Doctor Faustus*

**Unit III: 18th-Century Drama** **18 Hours**

**Richard Brinsley Sheridan** : *The School for Scandal*

**Unit IV: Modern Drama** **18 Hours**

**Henrik Ibsen** : *A Doll's House*

**Unit V: Contemporary Drama****18 Hours****Mahesh Dattani***Dance Like a Man***Course Outcomes (CO):**

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>K Level(s)</b>	<b>Cognitive Level (Bloom's Taxonomy)</b>
<b>CO-1</b>	Demonstrate an understanding of the evolution and major traditions of drama.	K1, K2	(Knowledge) (Comprehension)
<b>CO-2</b>	Critically analyze dramatic texts, exploring themes, characters, and techniques.	K4, K5	(Analysis) (Evaluation)
<b>CO-3</b>	Evaluate the impact of historical and cultural contexts on dramatic works.	K3, K5	(Application) (Evaluation)
<b>CO-4</b>	Interpret the relationship between dramatic texts and their theatrical performances.	K3, K4	(Application) (Analysis)
<b>CO-5</b>	Appreciate diverse dramatic forms and traditions from a global perspective.	K2, K4	(Comprehension) (Analysis)
<b>CO-6</b>	Apply insights to broader discussions on human behavior, ethics, and society.	K5, K6	(Evaluation) (Creation)

**Recommended Reading:**

1. *Oedipus Rex* by Sophocles (Translated by Robert Fagles) – *Publisher: Penguin India*
2. *Doctor Faustus* by Christopher Marlowe (Edited by A.P. Ramer) – *Publisher: Orient Black Swan*
3. *The School for Scandal* by Richard Brinsley Sheridan – *Publisher: Oxford University Press India*
4. *A Doll's House* by Henrik Ibsen (Translated by William Archer) – *Publisher: Oxford University Press India*
5. *Dance Like a Man* by Mahesh Dattani – *Publisher: Penguin India*

**Web Resources:**

1. <https://study.com/academy/lesson/oedipus-rex-by-sophocles-summary-theme-analysis.html>
2. <https://www.open.edu/openlearn/mod/oucontent/view.php?id=1835&printable=1>
3. <https://www.litcharts.com/lit/the-school-for-scandal/summary>
4. <https://www.britannica.com/topic/A-Dolls-House>
5. <https://www.javatpoint.com/dance-like-a-man-summary>

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.)

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>2.5</b>	<b>3.1</b>	<b>5.6</b>	<b>4.5</b>	<b>4.5</b>

Scale: 9: High      3: Moderate      1: Low      0: No correlation

### Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K4, K5	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3/K3, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K3,K4	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K2, K4	PO2	PO1,PO3,PO4,PO5,PO6	-	-
CO6/K5, K6	PO2,	PO1,PO3,PO4,PO5,PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Drama II** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN5	Theory	Literary Forms	Lecture	4 Hrs/Week	3

**Course Description:**

The course *Literary Forms* offers a comprehensive exploration of the fundamental genres and structures of literature, equipping students with an in-depth understanding of poetry, prose, drama, and fiction. Through a detailed study of literary forms and techniques, students will develop analytical skills to appreciate the evolution and diversity of literary expression across various traditions and historical periods. By the end of this course, students will gain a well-rounded understanding of the various literary forms, enabling them to critically engage with texts and recognize the intricate relationship between form, content, and meaning in literature.

**Course Objectives (COs)**

**The Learner will be able to:**

1. Understand the nature, elements, and various forms of literature.
2. Familiarize themselves with different poetic forms, literary devices, and techniques used in poetry.
3. Analyze various types of prose, including essays, biographies, and autobiographies.
4. Identify and explain the elements of drama and different dramatic forms.
5. Comprehend the elements of fiction and explore the various forms of fictional writing.
6. Develop critical thinking and analytical skills by applying literary concepts to different genres.

**12 Hours**

**UNIT I** : Poetry - Nature and Elements of poetry, Definitions, Classifications of Poetry, Subjective, Objective Poetry, Genres of Poetry.

**12 Hours**

**UNIT II** : Literary Terms- Metaphor, Simile, Alliteration, Hyperbole. Sounded Rhythm, Onomatopoeia, Paradox, Imagery, Soliloquy, Dramatic Monologue, Allegory.

**12 Hours**

**UNIT III** : Prose; The essay, Biography, Autobiography, Literary Criticism.

**12 Hours**

**UNIT IV** : Elements of Drama, Tragedy, Comedy, One Act play, Tragicomedy, The Masque, Farce

**12 Hours**

**UNIT V** : Fiction - Elements of Fiction, Historical Novel, Picaresque Novel, Detective Fiction, Science Fiction, Short Story, The Stream of Consciousness Novel.

**Course Outcomes (COs)**

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Gain a comprehensive understanding of the different forms of literature.	K1, K2	Knowledge, Comprehension
CO-2	Recognize and appreciate various forms of poetry and their distinctive features.	K2, K3	Comprehension, Application
CO-3	Analyze different types of essays and distinguish between biographies and autobiographies.	K4, K2	Analysis, Comprehension
CO-4	Identify the key elements of drama and discuss different dramatic forms.	K1, K3	Knowledge, Application
CO-5	Explain the fundamental aspects of fiction and differentiate between various fictional genres.	K2, K4	Comprehension, Analysis
CO-6	Apply literary theories and critical approaches to the study of literature.	K5, K6	Evaluation, Creation

**REFERENCES:**

- 1) W.H. Hudson, Introduction to the study of Literature. – Call No.824
- 2) Prasad, A Background to the study of English Literature. – Call No.829
- 3) R .J. Rees, An Introduction to English Literature for Foreign Students. – Call No.820

**Question Paper Pattern****Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix Between PEOs, POs, and Cos**

CO/PEO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

Scale: 9 = High

3 = Moderate

1 = Low

0 = No correlation

**Course Outcomes (COs) mapped with Knowledge Levels (Revised Bloom's Taxonomy) and Programme Outcomes (POs)**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K2, K3	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3/K4, K2	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K1, K3	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K2, K4	PO2	PO1,PO3,PO4,PO5,PO6	-	-
CO6/K5, K6	PO2,	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Literary forms** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25AEN6	Theory	Children's Literature	Lecture	4 Hrs/Week	3

**Course Description:**

Children's Literature is a dynamic and evolving field that plays a crucial role in shaping young minds through storytelling, imagination, and moral instruction. This course explores the history, growth, and development of children's literature across different cultures and time periods, examining its classification, major themes, and notable authors and works. Through a study of fairy tales, mythologies, modern Indian narratives, classic and contemporary literature, and fantasy fiction, students will gain insight into how literature for children serves as a tool for education, entertainment, and cultural transmission. This course will encourage students to critically analyze and appreciate children's literature as a literary form, understanding its thematic richness, artistic value, and cultural impact. By engaging with a variety of texts, students will develop a deeper understanding of how stories help shape identity, social values, and cognitive development in children.

**Course Objectives:**

The Learner will be able to

1. Understand the historical development and evolution of children's literature
2. Analyze different forms and genres of children's literature, identifying key themes
3. Apply critical approaches to evaluate children's literature
4. Explore how literature impacts children's emotional, cognitive, and social development
5. Integrate children's literature into various learning curricula, with a focus on multicultural perspectives
6. Utilize different media and creative techniques in the presentation of children's literature

**Unit I–Essentials**

**12 Hours**

- History and growth of Children's Literature around the world
- Classifications
- Themes
- Prominent writers
- Famous works

**Unit II–Fairy Tales and Mythologies**

**12 Hours**

- The Story of the Blue Jackal
- The Rat that Ate Iron
- The Emperor's New Clothes
- The Little Mermaid
- The Mittens (Ukrainian Folktale)
- Anansi and the Pot of Wisdom (How Wisdom became the Property of the Human Race)
- Grace Lin, *Where the Mountain Meets the Moon*

**Unit III– Modern Indian Literature**

**12 Hours**

- R.K. Narayan: *Swami and Friends*
- Mahasweta Devi, *The Why-Why Girl*

**Unit IV- Classic and Contemporary Literature**

**12 Hours**

- Dr. Seuss: *The Lorax*

- Jeff Kinney- *Diary of a Wimpy Kid: The Long Haul*

### Unit V- Fantasy Literature

12 Hours

- J.K. Rowling: *Harry Potter and the Philosopher's Stone*
- R. S. Dhanyasri: *Master of Death Returns: The beginning*

#### Course Outcomes:

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Understand key issues in children's literature, such as the representation of gender, ethnicity, and nature	K2, K4	Comprehension, Analysis
CO-2	Write research essays with a balance of original analysis and existing scholarship	K3, K5	Application, Evaluation
CO-3	Create and present original children's stories	K6	Creation
CO-4	Integrate children's literature into teaching practices, using it as a professional tool	K3, K5	Application, Evaluation
CO-5	Evaluate the literary and artistic merits of children's books	K5	Evaluation
CO-6	Select appropriate books for children, considering their diverse goals and interests	K4, K5	Analysis, Evaluation

#### PRESCRIBED TEXTS

<https://www.talesofpanchatantra.com/short-stories-for-kids>

R.K.Narayan. *Swami and Friends: A Novel of Malgudi*. Mysore: India Thought Publications, 1969. Print. Shubha Tiwari. *Children and Literature*. New Delhi: Atlantic Publishers, 2006. Print.

<http://hca.gilead.org.il/>- Hans Andersen's Fairy Tales

<https://diasporiana.org.ua/wp-content/uploads/books/19795/file.pdf> - *The Mittens*

[https://www.forgottenbooks.com/en/download/WestAfricanFolkTales\\_10745543.pdf](https://www.forgottenbooks.com/en/download/WestAfricanFolkTales_10745543.pdf) - Anansi and the Pot of Wisdom (How Wisdom became the Property of the Human Race)

[https://melissasmitchell.weebly.com/uploads/4/3/0/6/43067145/where\\_the\\_mountain\\_meets\\_the\\_moon\\_-\\_grace\\_lin\\_-\\_1.pdf](https://melissasmitchell.weebly.com/uploads/4/3/0/6/43067145/where_the_mountain_meets_the_moon_-_grace_lin_-_1.pdf) - *Where the Mountain meets the Moon*

Mahasweta Devi, *The Why-Why Girl*. Tulika Publishers, 2003. Print.

[https://yale.learningu.org/download/91736886-e31e-47c0-8a3b-f1c1843a6f7c/H3146\\_The%20Lorax\\_Storybook.pdf](https://yale.learningu.org/download/91736886-e31e-47c0-8a3b-f1c1843a6f7c/H3146_The%20Lorax_Storybook.pdf) - *The Lorax* by Dr. Seuss

Jeff Kinney. *Diary of a Wimpy Kid: The Long Haul*. Puffin Books, 2014.

R. S. Dhanyasri: *Master of Death Returns: The beginning*, M. J. Publication House, 2024

#### BOOKS FOR REFERENCE

Miriam Blanton Huber. *Story and Verse for Children*. 2<sup>nd</sup> ed., Madras: United States, 1957. Print. N Pearson. *Happy Stories for Children*. Pondicherry: Sri Aurobindo Ashram, 1957. Print. [https://en.wikisource.org/wiki/Tales\\_from\\_Shakespeare](https://en.wikisource.org/wiki/Tales_from_Shakespeare)

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25 Paragraph questions)

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	0	1	1	0	0
CO 5	3	0	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	15	19	34	27	27
<b>Weightage % of Course Contribution to POs</b>	4.6	2.5	3.1	5.6	4.5	4.5

Scale: 9 = High      3 = Moderate      1 = Low      0 = No correlation

Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K4	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K5	PO5,PO6	PO1,PO4	-	PO2,PO3
CO3/K6	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K3, K5	-	-	PO1,PO3,PO4	PO2,PO5,PO6
CO5/K5	PO2	PO1,PO3,PO4,PO5,PO6	-	-
CO6/K4, K5	PO2,	PO1,PO3,PO4,PO5,PO6	-	-

Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	4	10	6	20	5	25	100

The Cos and Pos for the **Children's Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN7	Theory	Indian Writing in English	Lecture	6 Hrs/Week	5

### Course Description:

The course **Indian Writing in English** explores the rich and diverse literary tradition of Indian authors who have chosen English as their medium of expression. It traces the historical evolution of Indian literature in English, from its colonial origins to its contemporary global presence. The course examines a range of genres, including poetry, drama, fiction, and essays, to highlight the themes, narrative styles, and socio-political concerns reflected in Indian English literature.

Students will engage with the works of pioneering authors such as Rabindranath Tagore, R.K. Narayan, Aurobindo, Kamala Das as well as contemporary voices like Amartya Sen, Rohinton Mistry, Kiran Desai and Salman Rushdie. The course delves into significant themes such as postcolonial identity, nationalism, partition, gender and caste dynamics, diaspora experiences, and the impact of globalization on Indian literary expression.

By analyzing major texts, students will develop critical perspectives on how Indian Writing in English negotiates indigenous traditions with Western literary forms. The course also encourages discussions on how literature functions as a medium of cultural representation, political resistance, and social transformation. Through close reading, literary analysis, and contextual discussions, students will enhance their appreciation of the contributions of Indian English writers to world literature.

This course is designed to foster a deeper understanding of India's literary heritage, while also equipping students with analytical skills to critically interpret and engage with literary texts in a broader global context.

### Course Objectives (CO):

The Learner will be able to:

1. To introduce students to the thematic and stylistic diversity of Indian Writing in English across genres, including poetry, prose, drama, and fiction.
2. To familiarize students with the works of eminent Indian authors like Rabindranath Tagore, Sri Aurobindo, Kamala Das, Girish Karnad, and Salman Rushdie.
3. To develop critical and analytical skills to evaluate Indian literature in its socio-political, historical, and cultural contexts.
4. To encourage reflection on issues such as identity, gender, caste, class, and diaspora as explored in Indian literary texts.
5. To enhance communication and interpretative skills through discussions, presentations, and creative writing inspired by Indian literature.
6. To develop the ability to identify and appreciate the cultural, historical, and emotional nuances in Indian writings.

### Unit – I (Poetry)

**18 Hours**

Rabindranath Tagore	:	<i>Gitanjali : Heaven of Freedom, Seperation</i>
Sri Aurbindo	:	<i>Transformation</i>
Toru Dutt	:	<i>Our Casuarina Tree</i>
Kamala Das	:	<i>Introduction, My Grandmother's House</i>

### Unit – II ( Prose)

**18 Hours**

Swami Vivekanada	:	“The Secret of Work”
Amartya Sen's	:	“The Argumentative Indian”
Salman Rushdie	:	“Imaginary Homelands”

**Unit- III (Short Stories)****18 Hours**

Ruskin Bond : *The Night Train at Deoli*  
 Anita Desai : *The Devoted Son*  
 R. K Narayan : *Under the Banyan Tree*

**Unit – IV ( Drama)****18 Hours**

Girish Karnad : *Yayati*  
 Mahesh Datani : *Dance Like a Man*  
 Manjula Padmanaban : *Harvest*

**Unit – V (Fiction)****18 Hours**

Rohinton Mistry : *A Fine Balance*  
 Kiran Desai : *The Inheritance of Loss*  
 Anita Desai : *The Clear Light and the Day*

**Course Outcomes (CO):****K Levels with Bloom’s Taxonomy for Indian Writing in English**

Course Outcome (CO)	Description	K Level	Bloom’s Taxonomy
CO-1	Identify and explain the key themes and literary techniques in Indian poetry, prose, drama, and fiction.	K1, K2	Remembering, Understanding
CO-2	Analyze and interpret the works of Indian writers like Rabindranath Tagore, Anita Desai, Ruskin Bond, and others, within their socio-cultural and historical contexts.	K3, K4	Applying, Analyzing
CO-3	Evaluate the portrayal of Indian identity, cultural diversity, and philosophical thought in literary works.	K5	Evaluating
CO-4	Apply critical thinking skills to explore issues like gender, caste, class, and diaspora in Indian Writing in English.	K4, K5	Analyzing, Evaluating
CO-5	Demonstrate improved communication and analytical skills through written assignments, presentations, and discussions on Indian literature.	K3, K6	Applying, Creating
CO-6	Develop an appreciation for Indian Writing in English and its role in shaping global literary traditions.	K2, K5	Understanding, Evaluating

**Recommended Reading:**

- *Dance Like a Man* by Mahesh Datani
- *Harvest* by Manjula Padmanaban
- *The Inheritance of Loss* by Kiran Desai
- *Clear Light of the Day* by Anita Desai

**Web Resources:****Unit - 1**

- <https://crpf.gov.in/writereaddata/images/pdf/Gitanjali.pdf>
- <https://allpoetry.com/Transformation:-Sonnet>
- <https://allpoetry.com/our-casuarina-Tree>
- <https://kavilit.neocities.org/An%20Introduction%20WEB.pdf>
- <https://www.poetrynook.com/poem/my-grandmothers-house>

## Unit – 2

- [https://ia903109.us.archive.org/17/items/TheArgumentativeIndian\\_201805/The%20Argumentative%20Indian.pdf](https://ia903109.us.archive.org/17/items/TheArgumentativeIndian_201805/The%20Argumentative%20Indian.pdf)
- <https://www.terrain.org/wp-content/uploads/2015/11/Rushdie1992ImaginaryHomelands.pdf>

## Unit-3

- <https://www.selfstudys.com/sitepdfs/iTaLJA2AiOuVXA1VA1Br>
- <https://digestablewords.wordpress.com/short-story-a-devoted-son-by-anita-desai/>
- <https://ncert.nic.in/textbook/pdf/jefp107.pdf>

## Unit – 4

- <https://www.bcu.ac.in/documents/text%20book/English/2022/3rd-sem/Dance%20Like%20a%20Man-Stage%20Play-min.pdf>

## Unit -5

- [https://ia800805.us.archive.org/11/items/RohintonMistryAFineBalance/Rohinton\\_Mistry\\_A\\_Fine\\_Balance.pdf](https://ia800805.us.archive.org/11/items/RohintonMistryAFineBalance/Rohinton_Mistry_A_Fine_Balance.pdf)
- <https://ia800304.us.archive.org/2/items/dli.bengal.10689.17790/10689.17790.pdf>
- <https://1.dirzon.com/Doc/Details/telegram%3AThe%20Inheritance%20of%20Loss%20by%20Kiran%20Desai%20.pdf>
- <https://libraryblogkvs.wordpress.com/wp-content/uploads/2020/06/clear-light-of-day-pdfdrive.com-.pdf>
- Yayati - [https://archive.org/details/yayati\\_202006/page/n3/mode/2up](https://archive.org/details/yayati_202006/page/n3/mode/2up)
- The Clear light of the day – <https://libraryblogkvs.wordpress.com/wp-content/uploads/2020/06/clear-light-of-day-pdfdrive.com-.pdf>  
<https://libraryblogkvs.wordpress.com/wp-content/uploads/2020/06/clear-light-of-day-pdfdrive.com-.pdf>
- Dance like a man - <https://www.bcu.ac.in/documents/text%20book/English/2022/3rd-sem/Dance%20Like%20a%20Man-Stage%20Play-min.pdf>

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21- 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between PEOs, POs, and COs

CO/PEO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	0	1	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	1	1	1	0	0
CO 5	3	1	3	9	9	9
CO 6	3	9	3	3	3	3
Weightage	28	17	20	34	27	27
Weightage % of Course Contribution to POs	4.6	2.8	3.3	5.6	4.5	4.5

Scale: 9: High

3: Moderate

1: Low

0: No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K4	PO5,PO6	PO1,PO4	PO3	PO2
CO3/K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K4, K5	-	-	PO1,PO2,PO3,PO4	PO5,PO6
CO5/K3, K6	PO4,PO5,PO6	PO1,PO3	PO2	-
CO6/K2, K5	PO2,	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Indian Writing in English** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN8	Theory	Fiction II - Novels	Lecture	6 Hrs/Week	5

### General Objectives:

The **Fiction II - Novels** course is designed for **III BA English Literature** students to deepen their understanding of the novel as a literary form. This course explores a diverse selection of novels from different literary periods, genres, and cultural backgrounds, allowing students to analyze the evolution of storytelling, narrative techniques, character development, and thematic concerns.

Through critical reading and discussion, students will examine how novels reflect historical, social, and philosophical contexts. The course will focus on significant literary movements, including realism, modernism, and postmodernism, while also addressing themes such as identity, gender, colonialism, migration, and the human experience.

By engaging with classic and contemporary works, students will develop analytical and interpretative skills, enhancing their ability to critique and appreciate fiction. Assignments, presentations, and discussions will encourage students to articulate their insights effectively and connect literary texts to broader cultural and intellectual discourses.

This course ultimately aims to foster a lifelong engagement with literature and strengthen students' ability to critically assess the novel as a powerful medium of artistic and social expression.

### Course Objectives (COs)

The Learner will be able to:

1. Understand the evolution of fiction as a literary genre across different time periods and cultures.
2. Analyze the narrative techniques, themes, and characterization used by various novelists.
3. Explore different sub-genres of fiction, such as adventure, mystery, modernist, science fiction, and postcolonial fiction.
4. Compare and contrast the literary styles and perspectives of diverse authors.
5. Examine the socio-cultural and historical contexts reflected in the selected works.
6. Develop critical thinking and analytical skills through the interpretation of fictional texts.

#### Unit I : (18 Hours)

1. R.L.Stevenson - The Treasure Island
2. Agatha Christie - The Murder at the Vicarage

#### Unit II : (18 Hours)

3. James Joyce - Ulysses
4. Herman Melville - Moy Dick: The White Whale

#### Unit III: (18 Hours)

5. Andrew Dean Greer - Less
6. Isaac Asimov - The Robots of the Dawn

#### Unit IV : (18 Hours)

7. Arundhati Roy - The Ministry of Utmost Happiness
8. Jumpha Lahari - Interpreter of Maladives

## Unit V: (18 Hours)

9. Bapsi Sidhwa - Ice Candy Man  
10. Richard Powers - The Overstory

### Course Outcomes (COs)

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Gain a broad understanding of fiction as a literary form and its historical development.	K1, K2	Knowledge, Comprehension
CO-2	Identify and critically analyze various narrative techniques, themes, and character developments in fiction.	K3, K4	Application, Analysis
CO-3	Differentiate between various sub-genres of fiction and their unique characteristics.	K2, K4	Comprehension, Analysis
CO-4	Evaluate the impact of literary fiction on social, political, and cultural discourses.	K5, K6	Evaluation, Creation
CO-5	Appreciate the diversity of fiction by engaging with works from different geographical and cultural backgrounds.	K3, K5	Application, Evaluation
CO-6	Apply literary theories and critical frameworks to interpret fictional texts.	K4, K6	Analysis, Creation

### Books:

- "The Cambridge Companion to Robert Louis Stevenson" edited by John C. I. Pilling
  - ❖ A critical analysis of Stevenson's works, including *The Treasure Island*, offering insight into themes and historical context.
- "Agatha Christie: An Autobiography" by Agatha Christie
  - ❖ This autobiography provides valuable insight into Christie's life and work, including *The Murder at the Vicarage*.
- "The Cambridge Companion to James Joyce" edited by Derek Attridge
  - ❖ A detailed guide to Joyce's works, including *Ulysses*, with discussions on literary styles, themes, and influences.
- "The Cambridge Companion to Herman Melville" edited by Robert S. Levine
  - ❖ A comprehensive resource for understanding Melville's work, including *Moby Dick: The White Whale*.
- "The Art of the Novel" by Andrew Dean Greer
  - ❖ This book is an excellent resource for understanding the structure and themes of *Less*.
- "Isaac Asimov: The Complete Stories" by Isaac Asimov
  - ❖ A collection of Asimov's short stories, offering a broad view of his contributions to science fiction.
- "The Cambridge Companion to Isaac Asimov" edited by Sherryl Vint
  - ❖ Provides an overview of Asimov's life, works, and the intellectual climate surrounding his writings, especially *The Robots of the Dawn*.
- "The Ministry of Utmost Happiness: A Guide" by Arundhati Roy
  - ❖ Provides in-depth analyses and summaries to understand Roy's complex narrative in *The Ministry of Utmost Happiness*.

9. "The Best American Short Stories" Series by Jumpha Lahiri
  - ❖ A collection of Lahiri's best works, including those that explore the themes in *Interpreter of Maladies*.
10. "Ice-Candy-Man" (The Pakistani Novel) by Bapsi Sidhwa
  - ❖ An analysis of *Ice Candy Man* within the context of post-colonial literature, offering perspectives on Indian and Pakistani history.
11. "The Overstory: A Novel" by Richard Powers
  - ❖ A study of Powers' *The Overstory*, looking at the themes of nature, humanity, and ecological preservation.

Websites:

1. Project Gutenberg ([www.gutenberg.org](http://www.gutenberg.org))
  - ❖ For free access to public domain works, including *The Treasure Island*, *Moby Dick*, and others.
2. JSTOR ([www.jstor.org](http://www.jstor.org))
  - ❖ Offers academic articles, papers, and book reviews on authors like Stevenson, Christie, Joyce, and Melville.
3. The Official Agatha Christie Website ([www.agathachristie.com](http://www.agathachristie.com))
  - ❖ Features a wealth of resources about her life and works, including *The Murder at the Vicarage*.
4. The James Joyce Centre ([www.jamesjoyce.ie](http://www.jamesjoyce.ie))
  - ❖ Provides resources for studying Joyce, including *Ulysses*.
5. The Melville Society ([www.melvillesociety.org](http://www.melvillesociety.org))
  - ❖ Dedicated to the study and preservation of Herman Melville's works.
6. Isaac Asimov's Official Website ([www.asimovonline.com](http://www.asimovonline.com))
  - ❖ A great resource for information on Asimov's works, particularly his *Robot* series.
7. The Arundhati Roy Website ([www.arundhatiroy.com](http://www.arundhatiroy.com))
  - ❖ Official site with details on *The Ministry of Utmost Happiness* and Roy's other works.
8. The Bapsi Sidhwa Website ([www.bapsisidhwa.com](http://www.bapsisidhwa.com))
  - ❖ Offers insights into Sidhwa's life and work, including *Ice Candy Man*.
9. Richard Powers' Official Website ([www.richardpowers.org](http://www.richardpowers.org))
  - ❖ A great resource for understanding the themes and contexts behind *The Overstory*.

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and COs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	1	0	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	1	1	1	1	0
CO 5	3	1	3	9	9	9
CO 6	3	9	3	3	3	3
Weightage	28	18	19	34	28	27
Weightage % of Course Contribution to POs	4.6	2.6	3.1	5.6	4.6	4.2

Scale: 9 = High      3 = Moderate      1 = Low      0 = No correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K4	PO5,PO6	PO1,PO4	PO2	PO3
CO3/K2, K4	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K5, K6	PO1,PO2,PO3,PO4,PO5	-	-	PO6
CO5/K3, K5	PO4,PO5,PO6	PO1,PO3	PO2	-
CO6/K4, K6	PO2	PO1,PO3,PO4,PO5,PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks		20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Fiction II – Novels** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN11	Theory	American Literature	Lecture	6 Hrs/Week	5

**Course Description:**

This course offers an in-depth exploration of **American literature** from its origins to the present, tracing its historical, cultural, and literary evolution. Students will engage with key literary movements, including **Pre-colonization narratives, Puritan influences, Romanticism, Realism, Naturalism, Modernism, and Postmodernism**, analyzing how they shaped American thought and identity.

The course includes a diverse selection of **prose, poetry, drama, and fiction**, featuring influential authors such as **Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Emily Dickinson, Robert Frost, Walt Whitman, Sylvia Plath, Audre Lorde, and Derek Walcott**. Their works reflect themes of **individualism, democracy, race, gender, and social justice**.

Students will also examine **American drama** through the works of **Arthur Miller, Eugene O’Neill, and Edward Albee**, exploring the complexities of human relationships, morality, and power. Fictional narratives, including **Harriet Beecher Stowe’s *Uncle Tom’s Cabin*** and **Ernest Hemingway’s *The Old Man and the Sea***, provide a window into social consciousness and storytelling traditions in America.

By the end of the course, students will develop **critical reading, analytical, and interpretative skills** necessary to engage with American literature in its **historical, social, and philosophical** contexts. Through class discussions, written assignments, and research projects, they will deepen their appreciation of the **literary and cultural richness of American writing**.

**Course Objectives (COs)**

The Learner will be able to:

1. Appreciate the poetic style and literary devices used by American poets and their influence on American literature.
2. Examine the social, political, and cultural background of America through its prose works.
3. Evaluate the significance of American dramas concerning themes, characters, settings, and literary techniques.
4. Analyze the representation of American society and culture in fiction.
5. Explore the contributions of short story writers to American literature and their narrative techniques.
6. Develop a critical perspective on the evolution of American literature and its impact on global literary traditions.

**UNIT I : (History of American Literature)**

**18 Hours**

Pre-colonization

The Colonial and Early National period (17<sup>th</sup> century – 1830)

The Romantic period (1830-1870)

Realism and Naturalism (1870 - 1910)

The Modernist Period (1910 – 1945)

The Contemporary Period (1945 to Present)

**UNIT II: (Prose and Non-fiction)**

**18 Hours**

Emerson : The American Scholar (1837, Pg 21-48, - Speech)

David Thoreau : Civil Disobedience (1849, Pg: 1-9, - Political Essay)

Abraham Lincoln : Gettysburg Address (1863, Prose poetry)

**UNIT III (Poetry)**

**18 Hours**

Edgar Allan Poe : Annabel Lee (1849)

Emily Dickinson : A Bird came Down a Walk (1819)  
 Robert Frost : The Gift Outright (1942)  
 Walt Whitman : O Captain ! My Captain! (1865)  
 Sylvia Plath : Lady Lazarus (1965)  
 Derek Walcott : A Far Cry from Africa (1962)  
 Audre Lorde : The Black Unicorn (1978)

**UNIT IV: ( Drama)**

**18 Hours**

Arthur Miller : Crucible (1953)  
 Eugene O' Neill : Emperor Jones (1921)  
 Edward Albee : Who is Afraid of Virginia Woolf?

**UNIT V : (Fiction, Novel, Novella & short stories)**

**18 Hours**

Novel

Harriet Beacher Stowe: Uncle Tom's Cabin (1852)

Novella

Ernest Hemingway : The old Man and the sea (1952)

Short Stories

ww Jacobs : The Monkey's Paw

Mark Twain : Eve's Diary

**References books**

**UNIT I: History of American Literature**

- **"The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times"** by Daniel S. Burt – Call No. 810  
 This comprehensive guide provides an overview of American literary history, detailing significant works and authors across different periods. [Google Books](#)

**UNIT II: Prose and Non-fiction**

- **"Essays and Lectures"** by Ralph Waldo Emerson  
 A collection that includes "The American Scholar," offering insights into Emerson's philosophy and literary contributions. [Amazon](#)
- **"Civil Disobedience and Other Essays"** by Henry David Thoreau– Call No.824  
 This compilation features Thoreau's "Civil Disobedience," reflecting his thoughts on individual resistance to civil government. [Encyclopedia Britannica+1Google Books+1](#)
- **"Great Speeches"** by Abraham Lincoln  
 A collection that includes the "Gettysburg Address," showcasing Lincoln's eloquence and rhetorical skill.

**UNIT III: Poetry**

- **"Six Great American Poets: Poems by Poe, Dickinson, Whitman, Longfellow, Frost, and Millay"**  
 This anthology presents selected works from notable poets, including Edgar Allan Poe's "Annabel Lee," Emily Dickinson's "A Bird Came Down the Walk," Robert Frost's "The Gift Outright," and Walt Whitman's "O Captain! My Captain!" [Amazon](#)
- **"The Collected Poems"** by Sylvia Plath  
 An extensive collection of Plath's poetry, including "Lady Lazarus."
- **"Collected Poems, 1948–1984"** by Derek Walcott  
 This volume encompasses a wide range of Walcott's poetry, offering insight into his thematic concerns and stylistic evolution.
- **"The Collected Poems of Audre Lorde"**  
 A comprehensive collection that includes "The Black Unicorn," reflecting Lorde's exploration of identity and social justice.

**UNIT IV: Drama**

- **"A Critical Introduction to Twentieth-Century American Drama: Volume 2, Williams, Miller, Albee"** by C. W. E. Bigsby– Call No. 822  
 This scholarly work analyzes the major plays of Arthur Miller and Edward Albee, providing context and critical perspectives. [Google Books+2Amazon+2Amazon+2](#)
- **"Eugene O'Neill: Complete Plays 1913–1920"**  
 This collection includes "The Emperor Jones," offering insight into O'Neill's early work and thematic explorations.

## UNIT V: Fiction, Novella & Short Stories

- **"Uncle Tom's Cabin" by Harriet Beecher Stowe**– Call No.812  
A seminal novel addressing the harsh realities of slavery, pivotal in American literature and history.
- **"The Old Man and the Sea" by Ernest Hemingway**  
A novella depicting an aging fisherman's struggle, exemplifying Hemingway's narrative style and thematic depth.
- **"100 Great American Short Stories" edited by John Grafton**– Call No.823  
This anthology includes classic short stories such as W.W. Jacobs' "The Monkey's Paw" and Mark Twain's "Eve's Diary," providing a broad overview of American short fiction.

### Course Outcomes (COs)

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Critically analyze the themes, styles, and literary techniques in American poetry.	K4, K5	Analysis, Evaluation
CO-2	Evaluate the historical, social, and political aspects presented in American prose.	K5, K6	Evaluation, Creation
CO-3	Demonstrate an understanding of the structural and thematic aspects of American drama.	K2, K3	Comprehension, Application
CO-4	Examine how American fiction reflects the struggles, aspirations, and ideologies of different time periods.	K4, K5	Analysis, Evaluation
CO-5	Identify and interpret the literary devices and storytelling techniques used in American short stories.	K2, K3, K4	Comprehension, Application, Analysis
CO-6	Apply literary theories and critical thinking to the study of American literary texts.	K5, K6	Evaluation, Creation

### Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	1	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	3	1	3	1	1
CO 5	3	3	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	<b>28</b>	<b>24</b>	<b>20</b>	<b>36</b>	<b>28</b>	<b>28</b>
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>5</b>	<b>3.3</b>	<b>5.6</b>	<b>4.6</b>	<b>4.6</b>

Scale: 9 = High

3 = Moderate

1 = Low

0 = No correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K4, K5	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K5, K6	PO5,PO6	PO1,PO2,PO4	PO3	-
CO3/K2, K3	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K4, K5	-	PO2,PO4	PO1,PO3,PO5,PO6	-
CO5/K2, K3, K4	PO4,PO5,PO6	PO1,PO2,PO3	-	-
CO6/K5, K6	PO2	PO1,PO3,PO4,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **American Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN9E.1	Theory	Translation Theory and Practice	Lecture	4 Hrs/Week	4

### Course Description:

The **Translation Theory and Practice** course introduces students to the fundamental concepts, principles, and techniques of translation. It explores the historical development of translation studies, major translation theories, and their practical applications. Students will engage with different types of texts, analyzing linguistic, cultural, and contextual challenges in translation.

The course covers **key aspects of translation**, including **literal vs. free translation, equivalence, loss and gain in translation, adaptation, and transcreation**. It examines **the role of the translator**, ethical considerations, and the impact of cultural and ideological influences on translation. Special attention is given to **literary, technical, and media translation**, as well as **machine translation tools** and their effectiveness.

Through **practical exercises, comparative analysis, and hands-on translation projects**, students will develop proficiency in translating texts from English to regional languages and vice versa. By the end of the course, students will have a strong foundation in **translation studies**, enhanced linguistic skills, and the ability to critically evaluate translations.

### COURSE OBJECTIVES

Upon successful completion of the course, students will be able to

1. Understand the fundamental relationship between language, culture, and translation, identifying different types of translation and the challenges they present.
2. Examine the historical evolution of translation theory, from early theorists to modern translation paradigms.
3. Analyze key translation theories across different literary periods, including the Classical era, Renaissance, Romanticism, and the Twentieth Century.
4. Explore specific problems in literary translation, such as translating poetry and prose within socio-cultural constraints.
5. Develop practical translation skills by working on short literary and scientific texts, identifying and resolving translation challenges.
6. Apply critical thinking to translation tasks, demonstrating ethical reasoning, interdisciplinary integration, and effective communication.

UNIT I 12 Hours

Central Issues: Language and culture, Types of Translation Problems of equivalence, Untranslatability Decoding and recoding

UNIT II 12 Hours

History of Translation Theory Problems of 'Period study' The Romans; Bible Translation; Education and the vernacular ; Early theorists, The Renaissance

UNIT III 12 Hours

Theories, (Contd.,) The Seventeenth century The Eighteenth Century Romanticism; post – Romanticism, The Victorians, Archaizing The Twentieth century

UNIT IV 12 Hours

Specific Problems of Literature Translation Structures, Poetry and Translation Translating Prose constraints imposed by socio - cultural contexts

UNIT V 12 Hours

Practical work Two short literary or scientific texts to be given; Students are asked to identify and discuss the difficulties in translating the text.

Text Book: 1. Susan Bassett Mc Guire, Translation Studies

Reference Books i)The Routledge Encyclopaedia of Translation ii)Savoy Theodore. H. The Art of Translation– Call No.452, 420, 425

### COURSE OUTCOMES

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Demonstrate a critical understanding of translation as a linguistic and cultural practice.	K1, K2, K3	Comprehension, Application
CO-2	Analyze the historical development of translation theories and their impact on contemporary translation studies.	K1, K4, K5	Analysis, Evaluation
CO-3	Apply theoretical frameworks to evaluate and resolve translation challenges across literary genres.	K1, K3, K5	Application, Evaluation
CO-4	Identify and assess the ethical and socio-political dimensions of translation.	K1, K4, K5	Analysis, Evaluation
CO-5	Translate short literary and scientific texts while addressing linguistic and cultural difficulties.	K1, K3, K6	Application, Creation
CO-6	Integrate translation skills into interdisciplinary domains such as media, creative writing, and communication.	K1, K5, K6	Evaluation, Creation

### Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and COs

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO1	9	3	3	9	3	3
CO2	9	0	3	3	9	9
CO3	9	3	9	9	3	3
CO4	1	0	9	3	0	0
CO5	3	0	3	9	9	9
CO6	3	9	3	3	3	3
<b>Weightage</b>	34	15	30	36	27	27
<b>Weightage % of Course Contribution to POs</b>	5.6	2.5	5.5	7	4.5	4.5

Scale: 9 = High

3 = Moderate

1 = Low

0 = No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2, K3	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K1, K4, K5	,PO1PO5,PO6	PO3,PO4	-	PO2
CO3/K1, K3, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K1, K4, K5	PO3	PO4	PO1	PO2,PO5,PO6
CO5/K1, K3, K6	PO4,PO5,PO6	PO1,PO3	-	PO2
CO6/K1, K5, K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic	4				5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Translation theory and Practice** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN10E.1	Theory	English Language Teaching	Lecture	4 Hrs/Week	4

**Course Description:**

The **English Language Teaching (ELT)** course provides students with a **theoretical and practical foundation** in language teaching methodologies, equipping them with essential skills for effective classroom instruction. It introduces key concepts in **language acquisition, pedagogical approaches, and curriculum design**, helping students understand the principles of teaching English as a second or foreign language.

Students will explore **historical and modern teaching methods**, from **Grammar-Translation and Direct Method to Communicative Language Teaching (CLT) and Task-Based Learning (TBL)**. The course also delves into **lesson planning, material development, assessment techniques, and classroom management strategies**, preparing students for real-world teaching scenarios.

Additionally, students will engage with **psycholinguistics and sociolinguistics**, gaining insights into **learner diversity, motivation, and second-language acquisition (SLA)**. Special emphasis is placed on integrating **technology in language teaching, using multimedia, and digital tools to enhance learning experiences**.

By the end of the course, students will be able to **design lesson plans, evaluate teaching materials, apply innovative teaching strategies, and assess student performance effectively**. This course is ideal for those considering a career in **teaching, curriculum development, language training, or applied linguistics**.

**Course Objectives:**

Upon successful completion of the course, students will:

1. Understand the significance of English as a global language and its role in communication and education.
2. Analyze and apply various teaching approaches, methods, and techniques in English Language Teaching (ELT).
3. Develop effective strategies for teaching prose, poetry, drama, composition, pronunciation, and lesson planning.
4. Gain proficiency in teaching grammar and rhetoric while addressing challenges through remedial teaching and assessment techniques.
5. Explore innovative teaching tools such as audio-visual aids and the internet to enhance classroom engagement.
6. Cultivate critical thinking and communication skills by integrating effective language teaching techniques in real-world scenarios.

<b>UNIT I</b>	:	English as a global language for interaction – The importance of teaching English as a second language.	<b>12 Hours</b>
<b>UNIT II</b>	:	Teaching Approaches, Methods, Techniques	<b>12 Hours</b>
<b>UNIT III</b>	:	Teaching of Prose, Poetry, Drama, Composition and Pronunciation and Writing a lesson plan	<b>12 Hours</b>
<b>UNIT IV</b>	:	Teaching of Grammar and Rhetoric, Remedial teaching and Testing.	<b>12 Hour</b>
<b>UNIT V</b>	:	Teaching Reading – oral and silent reading; extensive and	<b>12 Hours</b>

intensive reading; use of audio visual aids in language teaching  
Internet in the ELT classroom.

### Course Outcomes (COs)

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy
CO1	Demonstrate competence in writing, speaking, reading, and listening for effective language teaching.	K2, K3	Comprehension, Application
CO2	Exhibit an advanced understanding of the English language and its pedagogical applications.	K1, K2	Knowledge, Comprehension
CO3	Apply various strategies to teach prose, poetry, and drama effectively.	K3, K4	Application, Analysis
CO4	Implement suitable teaching approaches, methods, and techniques for different learning contexts.	K4, K5	Analysis, Evaluation
CO5	Utilize language teaching techniques to enhance writing skills and effective communication.	K3, K5	Application, Evaluation
CO6	Integrate digital resources and innovative teaching tools to improve English language teaching.	K5, K6	Evaluation, Creation

### Question Paper Pattern

**Marks : 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### REFERENCE

- Teaching of Grammar and Rhetoric  
Internet in the ELT Classroom, Oxford University Press / PGCTE Material – Call No.420
- Jeremy Harmer** – *The Practice of English Language Teaching* (Pearson Education) – Call No. 420
- Jack C. Richards & Theodore S. Rodgers** – *Approaches and Methods in Language Teaching* (Cambridge University Press) – Call No. 420
- Keith Johnson** – *An Introduction to Foreign Language Learning and Teaching* (Routledge)

### Websites for English Language Teaching (ELT)

- British Council – Teaching English**  
<https://www.teachingenglish.org.uk/>
  - Offers lesson plans, teaching resources, and professional development courses.
- TESOL (Teachers of English to Speakers of Other Languages)**  
<https://www.tesol.org/>
  - A global organization providing ELT research, resources, and training.
- Cambridge English Teaching**  
<https://www.cambridgeenglish.org/teaching-english/>
  - Provides teacher training materials, assessment tools, and methodologies.
- BBC Learning English – Teaching Resources**  
<https://www.bbc.co.uk/learningenglish>
  - Free English teaching and learning resources, including pronunciation guides.

## 5. Oxford University Press – ELT Resources

<https://elt.oup.com/>

- Offers classroom activities, teaching techniques, and professional development.

### Relationship Matrix Between POs, and COs

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO1	9	9	3	3	3	9
CO2	9	3	3	9	9	9
CO3	9	3	3	3	3	3
CO4	9	3	9	9	3	3
CO5	3	9	3	9	9	9
CO6	3	9	3	3	9	9
Weightage	42	36	24	36	36	42
Weightage % of Course Contribution to POs	7	6	4	6	6	7

Scale: 9 = High Correlation 3 = Moderate Correlation 1 = Low Correlation  
0 = No Correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K3	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO2/K1, K2	PO1,PO4,PO5,PO6	PO2,PO3	-	-
CO3/K3, K4	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO4/K4, K5	PO1,PO3,PO4	PO1,PO3	-	-
CO5/K3, K5	PO2,PO4,PO5,PO6	PO1,PO3	-	-
CO6/K5, K6	PO2,PO4,PO5,PO6	PO1,PO3	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **English Language Teaching** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course-In-Charge

Signature of HOD.

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN12	Theory	Post Colonial Literature	Lecture	6 Hrs/Week	5

### Course Description:

This course provides an in-depth exploration of **Postcolonial Literature**, focusing on the literary responses to colonialism and its aftermath. **Unit I introduces key concepts and theories in postcolonial studies**, including identity, race, nationalism, hybridity, diaspora, and resistance. It examines the impact of colonial discourse and the ways in which writers from formerly colonized nations challenge imperial narratives.

**Units II to V** concentrate on postcolonial **poetry, prose, drama, and novels**, offering students a broad spectrum of literary expressions from Africa, Asia, the Caribbean, and Australia. Through the study of diverse texts, students will analyze how postcolonial writers negotiate language, reclaim history, and redefine cultural identities. The course also integrates major postcolonial theoretical frameworks, enabling students to critically engage with texts and explore their socio-political significance.

By the end of the course, students will develop a deeper understanding of postcolonial literature and its role in shaping global literary traditions, fostering critical perspectives on colonial legacies and contemporary cultural discourses.

### Course Objectives (COBs):

1. To introduce students to a wide range of poetry, prose, fiction, and drama from different literary traditions.
2. To develop analytical skills by engaging with complex themes of identity, culture, colonialism, and social justice.
3. To enhance students' appreciation of literary techniques and styles used by renowned authors.
4. To encourage a comparative approach in understanding literature from different cultural and geographical contexts.
5. To strengthen students' ability to articulate informed and well-structured responses to literary texts.
6. To foster lifelong engagement with literature as a means of understanding global human experiences.

Unit I 18 Hours

Concepts: Colonialism, Imperialism, Neocolonialism, Postcolonialism, Hybridity, Discourse, Hegemony, Representation, othering, Resistance, Mimicry, Identity, Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism

Unit II – Poetry 18 Hours

- Kofi Awonoor - Easter Dawn  
-The Weaver Bird (Ghana)
- James Reaney - Maps (Canada)
- Derek Walcott - Ruins of a Great House (Caribbean Islands)
- Lakdasa Vikramsimha - Don't talk to me about Matisse (Sri Lanka)
- Pablo Neruda - The Dictators (Chile)
- Wole Soyinka - Telephone Conversation (Africa)

## UNIT III: Prose

18 Hours

- Margaret Atwood – *Survival*
- Chinua Achebe – *The Novelist as Teacher*
- Ngũgĩ wa Thiong'o – *Decolonising the Mind* (Selections)

## UNIT IV: Drama

18 Hours

- Sharon Pollock – *Walsh*
- Wole Soyinka – *Death and the King's Horseman*
- George Lamming – *In the Castle of My Skin* (Dramatized Version)

## UNIT V: Novels

18 Hours

- Margaret Laurence – *The Stone Angel*
- Chinua Achebe – *Things Fall Apart*
- Bapsi Sidhwa – *Ice-Candy Man*

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Develop the ability to critically analyze poetry, prose, fiction, and drama within their historical and cultural contexts.	K1, K4, K5	Knowledge, Analysis, Evaluation
CO-2	Engage with postcolonial literature, gaining insights into themes of identity, oppression, and resilience.	K1, K3, K4	Knowledge, Application, Analysis
CO-3	Enhance written and oral communication skills through discussions, presentations, and analytical writing.	K1, K3, K6	Knowledge, Application, Creation
CO-4	Gain an understanding of the influence of colonial and postcolonial perspectives in literary studies.	K1, K2	Knowledge, Comprehension
CO-5	Appreciate different literary forms and styles, applying theoretical frameworks to their interpretation.	K1, K5, K6	Knowledge, Evaluation, Creation
CO-6	Demonstrate the ability to relate literary themes to contemporary social and political issues.	K1, K5, K6	Knowledge, Evaluation, Creation

## Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 to 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which

Three to be answered)

### Relationship Matrix Between POs, and Cos

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	1	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	3	1	3	1	1
CO 5	3	3	3	9	9	9
CO 6	3	9	3	3	3	3
Weightage	28	24	20	36	28	28
Weightage % of Course Contribution to POs	4.6	4	3.3	5.6	4.6	4.6

Scale: 9 = High    3 = Moderate    1 = Low    0 = No correlation

Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI	PO1,PO4	PO2, PO3,PO5,PO6	-	-
CO2 / K2	PO5,PO6	PO1,PO2,PO4	PO3	-
CO3 / K3	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4 / K4	-	PO2,PO4	PO1,PO3,PO5 PO6	-
CO5 / K5	PO4,PO5,PO6	PO1,PO2,PO3	-	-
CO6 / K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Post-Colonial Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN13	Theory	Shakespeare	Lecture	6 Hrs/Week	6

### Course Description

This course provides an in-depth study of **William Shakespeare’s life, works, and literary legacy**, exploring his influence on English literature and drama. It offers students a comprehensive understanding of Shakespearean theatre, his poetic and dramatic techniques, and the socio-political context of the Elizabethan era.

Unit I introduces the **essentials of Shakespearean studies**, including an overview of drama during Queen Elizabeth’s reign, the playwright’s biography, the role of women in his plays, and an analysis of his sonnets. Units II to V focus on Shakespeare’s mastery across **different dramatic genres**, covering a **history play (Julius Caesar)**, a **comedy (Twelfth Night)**, a **tragedy (Macbeth)**, and a **romance (The Winter’s Tale)**. Through a detailed study of these plays, students will analyze themes such as **power, fate, identity, love, betrayal, and redemption**.

This course enhances students’ **literary analysis, critical thinking, and interpretative skills**, equipping them with the ability to engage with Shakespeare’s language, characters, and dramatic techniques. By the end of the course, students will be able to appreciate Shakespeare’s enduring relevance in literature and performance, as well as his contribution to the evolution of drama.

### Course Objectives (CO):

The Learner will be able to:

1. Analyze the socio-political and cultural context of the Elizabethan era and its influence on Shakespeare’s works
2. Distinguish between Shakespeare’s genres—history, comedy, tragedy, romance and evaluate their thematic and structural elements
3. Critically assess the complexity of Shakespeare’s characters, exploring their psychological depth, motivations, and relevance to contemporary issues
4. Develop an appreciation for Shakespeare’s poetic and dramatic techniques, including his use of imagery, symbolism, and themes like love, ambition and power
5. Evaluate the enduring legacy of Shakespeare’s plays and sonnets by connecting their themes and characters to modern adaptations and societal issues
6. Explore the global adaptability and relevance of Shakespeare’s works across cultures and mediums

### UNIT I – ESSENTIALS

**18 Hours**

- Drama at the age of Queen Elizabeth
- Life of Shakespeare and his works
- Shakespearean Theatre, Audience and Women in his plays
- Famous characters of Shakespeare
- Sonnets 18 and 116

### UNIT II – *Genre*: HISTORY

**18 Hours**

*Julius Caesar*

**UNIT III- Genre: COMEDY****18 Hours***Twelfth Night***UNIT IV- Genre: TRAGEDY****18 Hours***Macbeth***UNIT V- Genre: ROMANCE****18 Hours***The Winter's Tale***Course Outcomes (CO):**

Course Outcome (CO)	Description	K Level	Bloom's Taxonomy
CO-1	Analyze the influence of the Elizabethan era on Shakespeare's themes and storytelling.	K2, K4	Understanding, Analyzing
CO-2	Differentiate between Shakespeare's dramatic genres—history, comedy, tragedy, and romance.	K1, K3	Remembering, Applying
CO-3	Evaluate the complexity and evolution of Shakespeare's characters across various plays.	K4, K5	Analyzing, Evaluating
CO-4	Interpret Shakespeare's use of language, poetic techniques, and thematic elements.	K2, K4	Understanding, Analyzing
CO-5	Connect Shakespeare's works to contemporary adaptations and societal issues.	K3, K5	Applying, Evaluating
CO-6	Assess the universal relevance of Shakespeare's works and their impact on diverse cultures and artistic traditions worldwide.	K5, K6	Evaluating, Creating

**Prescribed Text:**

Craig, WJ. Shakespeare Complete Works. 1st ed., Agra: Lakshmi Narain Agarwal, 1991. Print.  
– Call No. 827, 956, 829, 421, 822

**Recommended Reading:**

B Ifor Evans. Language of Shakespeare Plays. London: Methuen, 1952. Print.  
Jhon Dover Wilson. Life in Shakespeare's England - A Book of Elizabethan Prose.  
Cambridge: At the University Press, 1915. Print. Joseph Quiency Adams. Life of William Shakespeare. London: Constable and Company, 1923. Print. Stanley Wells. Shakespeare's Sonnets. Jaipur: Oxford Book Company, 1956. Print

**Web Resources:**

1. <https://study.com/learn/lesson/julius-caesar-by-shakespeare-history-overview-publication.html>
2. <https://www.litcharts.com/lit/twelfth-night>
3. <https://www.orlandoshakes.org/wp-content/uploads/2019/01/Macbeth-Study-Guide.pdf>
4. <https://www.gradesaver.com/the-winters-tale>

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and Cos

CO//PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	1	3	9	9
CO 3	9	3	9	9	3	3
CO 4	1	3	1	3	1	0
CO 5	3	3	3	9	9	9
CO 6	3	9	3	3	3	3
<b>Weightage</b>	28	24	20	36	28	27
<b>Weightage % of Course Contribution to POs</b>	4.6	3.8	3.1	5.6	4.6	4.2

Scale: 9: High      3: Moderate      1: Low      0: No correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K4	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K1, K3	PO5,PO6	PO1,PO2,PO4	PO3	-
CO3/K4, K5	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K2, K4	-	PO2,PO4	PO1,PO3,PO5	-
CO5/K3, K5	PO4,PO5,PO6	PO1,PO2,PO3	-	-
CO6/K5, K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Shakespeare** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN14	Theory	Secular Literature	Lecture	6 Hrs/Week	6

**Course Description:**

The course **Secular Literature** explores literary works that transcend religious and theological boundaries, focusing on universal human experiences, philosophies, and artistic expressions across different cultures and time periods. It introduces students to **major literary traditions, themes, and genres**, emphasizing how secular texts engage with issues of **morality, identity, social justice, existentialism, and cultural exchange**.

Students will engage with **poetry, prose, drama, and fiction** from diverse historical and geographical contexts, analyzing the ways in which secular literature **challenges dogma, fosters critical thinking, and shapes global literary discourse**. Through close reading, comparative analysis, and theoretical interpretations, students will develop a **broader appreciation of literature's role in shaping intellectual and social movements**.

By the end of the course, students will gain a **well-rounded understanding of secular narratives**, enhancing their analytical and interpretative skills while exploring literature's contribution to humanistic and philosophical thought.

**Course Objectives (CO):**

The Learner will be able to

1. To analyze and evaluate the poetry of renowned global literary masters, focusing on universal human experiences.
2. To critically examine prose works that explore fundamental aspects of human relationships, emotions, and morality.
3. To appreciate and interpret the stylistic and philosophical elements of fictional narratives in world literature.
4. To explore thematic representations in short stories and understand their cultural and social relevance.
5. To study and evaluate the impact of drama as a medium of empowerment, particularly in the context of women and societal issues.
6. To foster an appreciation of global literary traditions, highlighting the interconnectedness of diverse cultures and perspectives.

**Unit I – Poetry**

**18 Hours**

Thiruvalluvar – Thirukkural (30 Couplets)

1. The Excellence of Rain
2. Purity in Action
3. Courtesy

Dante Alighieri – Inferno: Canto 1&2

**Unit II – Prose**

**18 Hours**

Kahlil Gibran

– On Love, On Children, On Marriage, On Joy and Sorrow

Frantz Fenon

– Black Skin, White Masks

Chapter 4 (trans. Richard Philcox)

**Unit III – Fiction** **18 Hours**

- Albert Camus – The Myth of Sisyphus  
Somtow S.P – From Jasmine Nights

**Unit IV – Short Stories** **18 Hours**

- Leo Tolstoy – Three Hermits  
Guy de Maupassant – Two Friends

**Unit V – Drama** **18 Hours**

- Kalidas – Shakuntala  
Henrik Ibsen – The Doll's House

**Text**

- [https://www.sas.upenn.edu/~cavitch/pdf-library/Fanon\\_Black\\_Skin.pdf](https://www.sas.upenn.edu/~cavitch/pdf-library/Fanon_Black_Skin.pdf) (Frantz Fenon, pg.no:1-14)
- <https://www.livrosgratis.com.br/ler-livro-online-151629/two-friends>
- <https://theasp16.wordpress.com/wp-content/uploads/2016/04/a-dolls-house.pdf>
- Alighieri, Dante. *The Divine Comedy (Unabridged Classics): The Originals*. – Call No.821
- Camus, Albert. *The Myth of Sisyphus and Other Essays*. Translated by Justin O'Brien, Vintage Books, 1991. Originally published as *Le Mythe de Sisyphe*, Librairie Gallimard, 1942. – Call No.330.5
- Gandhi, Gopalakrishna. *Tiruvalluvar: The Thirukkural: A New English Version*. Aleph Book Company, 2015.
- Gibran, Kahlil. *The Prophet*. Rupa Publications, 2021. – Call No.822
- Rao, Adhithi. *Shakuntala and Other Timeless Tales from Ancient India*. Scholastic India, 2011. – Call No.826
- Tolstoy, Leo. *Three Hermits*. Otbebookpublishing, 2015.

**Recommended Readings**

- Hawley C. John. Ed. *Encyclopedia of Postcolonial Studies*. Noida: Greenwood Press, 2004. Print. Scholastic India publications, 1<sup>st</sup> January 2011.
- Hollander, Robert. *Dante: A Life in Works*. Yale University Press, 2001.
- Singleton, Charles. *Dante Studies: Inferno*. Harvard University Press, 1954.
- Cutler, Norman. *Songs of Experience: The Poetics of Tamil Devotion*. Indiana University Press, 1987.
- Waterfield, Robin. *Prophet: The Life and Times of Kahlil Gibran*. St. Martin's Press, 1998.
- Sekyi-Otu, Ato. *Fanon's Dialectic of Experience*. Harvard University Press, 1996.
- Sharpley-Whiting, T. Denean. *Frantz Fanon: Conflicts and Feminisms*. Rowman & Littlefield, 1998.
- Foley, John. *Albert Camus: From the Absurd to Revolt*. Routledge, 2008.
- May, Charles E. *The New Short Story Theories*. Ohio University Press, 1994.
- Anderson, Hephzibah Roskelly. *Exoticism and Identity in Contemporary Southeast Asian Fiction*. Routledge, 2013.
- Gustafson, Richard. *Leo Tolstoy: Resident and Stranger*. Princeton University Press, 1986.
- Knapp, Liza. *The Annihilation of Inertia: Dostoevsky and Metaphysics*. Northwestern University Press, 1996.
- Krishnamoorthy, K. *Kalidasa: Shakuntala, Text with Commentary*. Sahitya Akademi, 1989.
- De, Sushil Kumar. *History of Sanskrit Literature: Classical Period*. Firma KLM, 1976.

- Moi, Toril. *Henrik Ibsen and the Birth of Modernism: Art, Theater, Philosophy*. Oxford University Press, 2006.

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy
CO-1	Analyze and interpret the poetry of global literary masters, understanding universal themes and cultural nuances.	K2, K4	Comprehension, Analysis
CO-2	Critically examine human experiences and realities presented in world literature, fostering empathy and cultural awareness.	K3, K5	Application, Evaluation
CO-3	Identify and appreciate stylistic techniques and narrative forms across different literary traditions.	K1, K2	Knowledge, Comprehension
CO-4	Evaluate short stories for their thematic relevance and literary artistry within diverse cultural contexts.	K4, K5	Analysis, Evaluation
CO-5	Assess the societal impact of drama, particularly regarding gender empowerment and social issues.	K5, K6	Evaluation, Creation
CO-6	Apply insights from world literature to develop a broader perspective on global human values and cultural diversity.	K3, K6	Application, Creation

#### Question paper pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

#### CO-PO Mapping Table

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	9	3	3	9	3	3
CO 2	3	3	0	3	3	9
CO 3	9	3	3	9	9	3
CO 4	3	3	3	3	3	0
CO 5	3	3	3	9	3	9
CO 6	9	3	3	9	3	3
<b>Weightage</b>	<b>36</b>	<b>18</b>	<b>15</b>	<b>42</b>	<b>24</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>6.0</b>	<b>3.0</b>	<b>2.5</b>	<b>7.0</b>	<b>4.0</b>	<b>4.2</b>

Scale: 9 = High

3 = Moderate

1 = Low

0 = No correlation

30% of the syllabus is revised

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K2, K4	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K3, K5	-	PO1,PO2,PO4,PO5 PO6	-	PO3
CO3/K1, K2	PO1,PO4,PO5	PO2,PO3,PO6	-	-
CO4/K4, K5	-	PO1,PO2,PO3,PO4 PO5	-	PO6
CO5/K5, K6	PO4,PO6	PO1,PO2,PO3,PO5	-	-
CO6/K3, K6	PO1,PO4	PO2,PO3,PO5,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Secular Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN15	Theory	Introduction to Literary Criticism	Lecture	6 Hrs/Week	6

**Course Description:**

This course provides students with a foundational understanding of literary criticism as a discipline, tracing its evolution from classical to contemporary approaches. It introduces key critical theories, methodologies, and influential critics who have shaped literary analysis over time. Students will explore formalism, structuralism, post-structuralism, feminism, psychoanalysis, Marxism, postcolonialism, and reader-response criticism, among other theoretical perspectives.

Through close reading, analytical essays, and classroom discussions, students will develop critical thinking skills and learn how to apply various theoretical frameworks to interpret literary texts. The course aims to enhance students' ability to evaluate literature beyond personal impressions, equipping them with the tools to construct well-supported arguments and engage with texts in a scholarly manner. By the end of the course, students will gain an appreciation for the dynamic relationship between literature and critical discourse, as well as its relevance to contemporary cultural and intellectual debates.

**Course Objectives (COs):**

The Learner will be able to:

1. Understand the evolution of literary criticism from Classical to Modern theories and its significance in literary interpretation.
2. Identify and explain key critical terms, theories, and concepts used in literary studies.
3. Analyze major critical perspectives, including Classical, Romantic, New Criticism, and Structuralism, to appreciate different modes of textual analysis.
4. Apply theoretical frameworks to literary texts for enhanced interpretation and evaluation.
5. Compare and contrast the perspectives of different critics and their impact on literary studies.
6. Develop independent critical thinking skills to form personal interpretations and engage in literary discourse.

UNIT I:

18 Hours

Literary Critical Terms : 1) Mimesis 2) Sublime 3) Negative Capability 4) Fancy and Imagination 5) Touchstone 6) Pathetic Fallacy 7) Dissociation of Sensibility 8) Objective Correlative 9) Intentional Fallacy 10) Implied reader 11) Gynocriticism 12) Stream of Consciousness

UNIT II

18 Hours

Aristotle : On Poetics

UNIT III

18 Hours

John Dryden : Essay on Dramatic Poesy

## UNIT IV

18 Hours

D.H.Lawrence : Why the Novel Matters

## UNIT V

18 Hours

I.A.Richards : Four Kinds of Meaning

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy
CO-1	Recognize and relate literary critical theories to texts studied or yet to be studied.	K1, K2	Remembering, Understanding
CO-2	Describe and explain the theoretical approaches of each critic and discuss their relevance in contemporary literary studies.	K2, K3	Understanding, Applying
CO-3	Apply critical theories to analyze and interpret modern literary texts.	K3, K4	Applying, Analyzing
CO-4	Differentiate between various schools of criticism and assess their strengths and limitations.	K4, K5	Analyzing, Evaluating
CO-5	Summarize critical approaches and formulate independent interpretations based on prescribed theories.	K5, K6	Evaluating, Creating
CO-6	Evaluate different perspectives of critics and develop individual critical and analytical skills.	K5, K6	Evaluating, Creating

## Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

## Relationship Matrix Between POs, and Course Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO-1	9	3	3	9	3	3
CO-2	3	0	3	3	9	9
CO-3	9	3	9	9	3	3
CO-4	1	3	1	1	3	0
CO-5	3	0	3	9	9	9
CO-6	3	9	3	3	3	3
<b>Weightage</b>	<b>28</b>	<b>18</b>	<b>22</b>	<b>34</b>	<b>30</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>3</b>	<b>3</b>	<b>5.6</b>	<b>4.3</b>	<b>4.1</b>

Scale: 9 = High

3 = Moderate

1 = Low

0 = No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2/K2, K3	PO5,PO6	PO1,PO3,PO4	-	PO2
CO3/K3, K4	PO1,PO3,PO4	PO2,PO5,PO6	-	-
CO4/K4, K5	-	PO2,PO5	PO1,PO3,PO4	PO6
CO5/K5, K6	PO4,PO5,PO6	PO1,PO3	-	PO2
CO6/K5, K6	PO2	PO1,PO3,PO4,PO5 PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Introduction to Literary Criticism** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN16E.1	Theory	Media Studies	Lecture	5 Hrs/Week	4

### Course Description:

The **Media Studies** course introduces students to the evolving landscape of media, examining its role in shaping public perception, communication, and culture. The course explores key media theories, the history and development of print, broadcast, and digital media, and the ethical considerations in media production and consumption. Through an interdisciplinary approach, students will analyze various media texts, including news, advertisements, films, and social media, to understand their impact on society.

Additionally, the course delves into the principles of media literacy, journalism, visual storytelling, and audience reception, equipping students with critical thinking skills to assess media messages. By engaging with contemporary media debates, case studies, and practical applications, students will develop a nuanced understanding of the media's influence on politics, economy, and global culture. This course prepares students for careers in journalism, content creation, digital communication, and media analysis, fostering a responsible and informed approach to media consumption and production.

### Course Objectives (COs):

The Learner will be able to:

1. Understand the history, evolution, and impact of media in shaping society and culture.
2. Analyze various forms of media, including print, radio, television, cinema, and digital platforms, from theoretical and critical perspectives.
3. Develop research skills to evaluate media texts and messages through different academic and practical approaches.
4. Explore the ethical, political, economic, and cultural dimensions of media production and consumption.
5. Acquire technical skills for media production, including writing, reporting, broadcasting, and content creation.
6. Understand career opportunities in media industries and develop professional skills applicable to journalism, broadcasting, advertising, and digital media.

#### UNIT I

15 Hours

Media studies – Concept – Definition – Growth – History –Effects of Various Media – Theoretical and Methodological Focus- Understanding Media Studies on the basis of Creative Industries, Politics, Economics and Culture – Media Psychology

#### UNIT II

15 Hours

Journalism – Functions & Departments of Newspaper, The Editorial department, Reporting, Types of Reporting, Qualities of a Reporter, Role and Duties of a Reporter, Advertising, Types of Advertising, Ethics in Advertising

#### UNIT III

15 Hours

Radio Broadcasting in India – History - All India Radio -External Services -Vividh Bharathi -National Programme - Careers in Broadcasting, FM

#### UNIT IV

15 Hours

Television in India –Trends in Indian Television – Cable DTH Services in India – Formats of Television Programs -TV Programs Productions – Key Professionals involved in the TV Production : Telemetric Media

Unit: V

15 Hours

Indian Cinema – Various genres of Indian Cinema –Cinema and Society –Film Making :  
 Film appreciation /Criticism-Censorship-Documentaries- Film Reviews-Social  
 Media(FB/Twitter/WhatsApp/Instagram.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Levels	Bloom's Taxonomy
CO-1	Demonstrate reading, writing, listening, and presentation skills in various media contexts.	K1, K3	Remembering, Applying
CO-2	Analyze and interpret the evolution of media technologies and their impact on communication and society.	K2, K4	Understanding, Analyzing
CO-3	Evaluate media messages considering moral, ethical, and cross-cultural dimensions.	K5, K6	Evaluating, Creating
CO-4	Apply media theories to critically assess real-world media issues and formulate solutions.	K3, K5	Applying, Evaluating
CO-5	Create media content demonstrating technical competence and creativity.	K6	Creating
CO-6	Identify and explore career prospects in journalism, broadcasting, advertising, film, and digital media.	K1, K2	Remembering, Understanding

Question Paper Pattern

Marks : 75%

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25

Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

**Relationship Matrix Between POs, and Course Outcomes**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO-1	9	1	3	9	3	3
CO-2	3	0	0	3	9	3
CO-3	9	3	9	3	1	9
CO-4	1	3	1	3	0	0
CO-5	3	0	9	9	9	3
CO-6	3	9	3	3	3	9
<b>Weightage</b>	<b>28</b>	<b>16</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>27</b>
<b>Weightage % of Course Contribution to POs</b>	<b>4.6</b>	<b>2.6</b>	<b>4.1</b>	<b>5.1</b>	<b>4</b>	<b>4.1</b>

Scale: 9 = High

3 = Moderate

1 = Low

0 = No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI	PO1,PO4	PO3,PO5,PO6	PO2	-
CO2 / K2	PO5	PO1,PO4,PO6	-	PO2,PO3
CO3 / K3	PO1,PO3,PO6	PO2,PO4	PO5	-
CO4 / K4	-	PO2	PO1,PO3,PO4	PO5,PO6
CO5 / K5	PO3,PO4,PO5	PO1,PO6	-	PO2
CO6 / K6	PO2,PO6	PO1,PO3,PO5	PO4	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks				
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Media Studies** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

**SYLLBUS FOR SKILL  
BASED ELECTIVES, NON-  
MAJOR ELECTIVES AND  
MAJOR BASED  
ELECTIVES**

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25ENSBE1	Theory	Creative Writing and Digital Storytelling	Lecture	2 Hrs/Week	2

### Course Description:

The course aims to provide students with foundational and advanced skills in creative writing and digital storytelling. It will empower students to develop their creative potential in writing while integrating technology and digital tools to express narratives across various platforms. This course introduces students to the art and craft of creative writing and digital storytelling, blending traditional literary techniques with modern multimedia tools. The course emphasizes the development of storytelling skills through visual, auditory, and interactive elements, engaging with emerging trends in digital media.

Through workshops, peer reviews, and hands-on projects, students will refine their writing style, build compelling narratives, and experiment with digital tools such as blogs, podcasts, and video storytelling. The course also highlights the significance of audience engagement and digital literacy in contemporary storytelling. By the end of the course, students will have created a portfolio showcasing their ability to craft impactful stories across different formats and platforms.

### Course Objectives (CO):

1. To introduce students to the concepts and techniques of creative writing, including storytelling, character development, and plot construction.
2. To familiarize students with the integration of digital tools and platforms for storytelling, including blogs, social media, and digital media.
3. To enable students to write creatively for a variety of digital formats, including interactive storytelling, podcasts, and digital fiction.
4. To equip students with skills to develop and manage a digital portfolio for showcasing their creative writing work.
5. To help students understand the dynamics of digital storytelling, including the use of visual, auditory, and written elements for narrative creation.
6. To encourage critical thinking and reflection on the role of digital platforms in shaping modern creative writing.

#### Unit 1: Introduction to Creative Writing

**6 Hours**

- **Introduction to Creative Writing:** Overview of creative writing techniques and its genres—fiction, poetry, creative non-fiction, and drama.
- **Key Elements of Storytelling:** Plot, character development, setting, theme, and narrative voice.
- **Creative Writing Exercises:** Writing prompts, flash fiction, and character development.

#### Unit 2: Basics of Digital Storytelling

**6 Hours**

- **Introduction to Digital Storytelling:** What is digital storytelling? Understanding digital platforms and formats.
- **Digital Tools for Writers:** Blogging platforms, podcasting tools, and social media for creative writing.
- **Writing for Digital Spaces:** Adapting creative writing for blogs, YouTube, Instagram, and other digital platforms.

**Unit 3: Multimedia and Interactive Storytelling****6 Hours**

- **Incorporating Visual and Audio Elements:** Using visuals, videos, sound effects, and music to enhance narrative.
- **Interactive Storytelling:** Techniques for creating interactive stories (e.g., branching narratives, text-based games, web-based stories).
- **Exercises:** Create a digital short story that includes multimedia elements like images or videos.

**Unit 4: Crafting a Digital Portfolio****6 Hours**

- **Creating an Online Portfolio:** Setting up a professional blog or website to showcase creative writing.
- **Presenting Your Work:** Writing for your portfolio, managing digital content, and sharing your work effectively.
- **Building an Online Presence:** Engaging with readers, using social media for writing promotion.

**Unit 5: Advanced Digital Storytelling Techniques****6 Hours**

- **Digital Fiction:** Understanding the difference between traditional fiction and digital fiction, including non-linear storytelling.
- **Podcasting and Audio Storytelling:** Writing scripts and recording audio stories for podcasts or digital media platforms.
- **Collaborative Digital Storytelling:** Working with digital artists, graphic designers, and other content creators to produce a multi-layered story.

**Final Project and Presentation**

- **Final Project:** Create a complete digital storytelling piece, either a written short story, a podcast, or an interactive digital experience.
- **Presentation:** Present the project in class, showcasing the creative process and use of digital tools.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Students will develop the ability to craft compelling narratives and original characters across various genres of creative writing.	K3, K6	Application, Creation
CO2	Students will gain proficiency in using digital platforms (e.g., blogs, social media, podcasts) to create and share stories.	K2, K3	Comprehension, Application
CO3	Students will learn how to incorporate multimedia elements (visuals, audio, and text) into their storytelling for digital platforms.	K3, K5	Application, Evaluation
CO4	Students will create a digital portfolio that showcases their creative writing and digital storytelling skills.	K4, K6	Analysis, Creation
CO5	Students will apply advanced storytelling techniques to create interactive narratives for digital media.	K3, K5, K6	Application, Evaluation, Creation
CO6	Students will demonstrate an understanding of how digital storytelling can influence the way stories are consumed and experienced by audiences.	K1, K4	Knowledge, Analysis

**Recommended Reference Books:**

1. **The Creative Writer’s Handbook** by John Gillard
2. **On Writing: A Memoir of the Craft** by Stephen King
3. **Digital Storytelling: A Creator’s Guide to Interactive Entertainment** by Carolyn Handler Miller
4. **Writing for the Web** by Lynda Felder
5. **The Art of Digital Storytelling** by Mary P. O’Donnell
6. **The Digital Writer’s Toolkit** by Michael Alvarado

**Website References:**

1. [www.podcast.co](http://www.podcast.co) – Resource for creating and launching podcasts.
2. [www.medium.com](http://www.medium.com) – Platform for digital storytelling and creative writing.
3. [www.blogger.com](http://www.blogger.com) – Tool for creating blogs and managing digital content.
4. [www.canva.com](http://www.canva.com) – For creating visual content to accompany stories.
5. [www.journalism.co.uk](http://www.journalism.co.uk) – Information on digital journalism and storytelling techniques.

**Relationship Matrix of COs, POs, and PEOs:**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	9	3	3
CO2	1	9	3	9	3	3
CO3	3	3	9	9	3	1
CO4	3	3	9	9	3	3
CO5	3	1	9	9	9	9
CO6	9	3	9	9	9	3
<b>Weightage</b>	22	22	42	54	30	22
<b>Weightage % of Course Contribution to POs</b>	<b>3.7</b>	<b>3.3</b>	<b>7.0</b>	<b>9.0</b>	<b>5.0</b>	<b>3.3</b>

**Course Outcomes mapped with knowledge level (Revised Bloom’s Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K3, K6	PO4	PO1,PO3,PO5,PO6	PO2	-
CO2/K2, K3	PO2,PO4	PO3,PO5,PO6	PO1	-
CO3/K3, K5	PO3,PO4	PO1,PO2,PO5	PO6	-
CO4/K4, K6	PO3,PO4	PO1,PO2,PO5,PO6	-	-
CO5/K3, K5, K6	PO3,PO4,PO5,PO6	PO1	PO2	-
CO6/K1, K4	PO1,PO3,PO4,PO5	PO2,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Creative Writing and Digital Storytelling** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25ENSBE2	Theory	Travel Writing	Lecture	2 Hrs/Week	2

### General Objective:

The aim of this course is to enable students from rural Tamil Nadu to explore the world of travel writing, by teaching them how to document and share their journeys, local heritage, and unique cultural insights. Students will develop the ability to write about places and experiences both near and far, enhancing their appreciation of the world beyond their immediate surroundings, while also refining their communication skills for a wide range of audiences.

The **Travel Writing** course introduces students to the art of crafting engaging and immersive narratives based on travel experiences. It explores the historical and contemporary significance of travel writing, examining how personal journeys can be transformed into compelling literary works. Students will study various styles and formats, including travel blogs, memoirs, essays, and journalism, while analyzing renowned travel writers.

The course emphasizes observational skills, cultural sensitivity, and storytelling techniques essential for effective travel writing. Additionally, it incorporates digital tools and multimedia elements to enhance travel narratives for online and print media. By the end of the course, students will develop their own travel narratives, demonstrating creativity, critical reflection, and an understanding of the diverse perspectives that shape travel literature.

### Course Objectives:

1. To introduce students to travel writing as an accessible genre of writing, emphasizing local and regional travel experiences.
2. To foster a creative writing habit by encouraging students to observe and document their surroundings.
3. To teach the basic principles of travel writing, including descriptive techniques and structuring narratives.
4. To promote understanding and exploration of Tamil Nadu's rich cultural and geographical landscape through travel writing.
5. To develop digital literacy by introducing students to writing for online platforms, such as blogs and social media.
6. To encourage students to see travel writing as a tool for self-expression and potential income through tourism or online platforms.

### Unit 1: Introduction to Travel Writing and Regional Travel

**6 Hours**

- Key Topics: What is travel writing? Understanding its significance. The importance of writing about local travel and regional places.
- Text: Excerpt from "The Guide" by R. K. Narayan  
*"The train chugged across the dry plains of Tamil Nadu, the dust billowing in the air like a cloud of forgotten memories. I could almost smell the earth—rich, dark, and full of secrets yet to be discovered."*  
This text provides a glimpse of the rural and local settings, which students can relate to while learning about travel writing.
- Activities: Encourage students to reflect on their personal travel experiences within Tamil Nadu. Identify unique locations in their surroundings that could serve as writing subjects.

- Assignment: Write a short descriptive piece about a local landmark or place in their village or town.

## Unit 2: Forms of Travel Writing

6 Hours

- Key Topics: Types of travel writing—blogs, memoirs, travel guides, and personal narratives.
- Text: Excerpt from "A Passage to India" by E. M. Forster  
*"India was a land where nothing moved in straight lines, where every train journey carried one into another world, both beautiful and chaotic. The time here was never predictable, as if it existed only in a place outside the concept of hours."*  
 This piece captures India's unpredictability, a theme that can resonate with the diverse cultures and landscapes in Tamil Nadu.
- Activities: Explore different forms of travel writing—students read blogs, essays, and excerpts from novels that deal with travel within India and abroad.
- Assignment: Write a blog post or short essay about a local destination or festival, using the travel narrative form.

## Unit 3: Writing Descriptive Travel Narratives, Digital Travel Writing and Social Media

6 Hours

- Key Topics: Sensory writing—using the five senses to bring places to life. Capturing people, landscapes, food, and atmosphere.
- Key Topics: Using platforms like WordPress, Instagram, and YouTube for travel writing. How to connect with audiences and share travel experiences online.
- Text: Excerpt from "The Road to the Sea" by Amitav Ghosh  
*"The sea, vast and indifferent, seemed endless. But it was the smell of salt in the air, the feel of the warm breeze on my face, and the soft lap of water against the shore that made the journey unforgettable."*  
 This passage demonstrates how sensory details enhance the writing experience and how such writing can be applied to the rural coastlines of Tamil Nadu, for example.
- Text: Excerpt from a Popular Indian Travel Blog (e.g., "The Jugaad Traveler")  
*"When I first set foot in the hills of Kodaikanal, it wasn't just the view that took my breath away, but the simplicity of life that struck me. No busy schedules, no digital distractions—just nature and time to reflect."*  
 This passage can inspire students to think about how to write engagingly for social media and travel blogs.
- Activities: Take students on a field visit to a local site (a river, temple, or village). Ask them to note sensory details (sight, smell, sound, touch) to incorporate into their writing.
- Assignment: Write a descriptive travel narrative focusing on a local destination using sensory language.
- Activities: Teach students how to set up a travel blog and use Instagram for sharing travel stories. Walk them through photography tips and digital writing tools.
- Assignment: Set up a travel blog or Instagram account and post about a recent trip to a local location or festival.

## Unit 4: Cultural Sensitivity and Ethical Considerations in Travel Writing 6 Hours

- Key Topics: Writing respectfully about different cultures, communities, and practices. Understanding the ethical responsibilities of travel writers.
- Text: Excerpt from "India: A Million Mutinies Now" by V. S. Naipaul  
*"India is not a country of one identity, but a country of hundreds of identities living side by side, with occasional clashes and compromises, each with its own story to tell."*  
 This passage helps students appreciate the diversity of India and understand the importance of portraying it respectfully in their own travel writing.
- Activities: Discuss ethical writing practices and the importance of representing people and cultures accurately, especially in rural and underrepresented areas.
- Assignment: Write a reflective piece on the ethical responsibilities of a travel writer when documenting local communities and cultures.

**Unit 5: Crafting Travel Stories from Personal Experience****6 Hours**

- Key Topics: How to craft engaging personal travel narratives. The structure of travel writing: introduction, journey, climax, and conclusion.
- Text: Excerpt from "Into the Wild" by Jon Krakauer  
*"The world is still a big place, despite all the gadgets that try to shrink it, and every day you're bound to find something worth writing about."*  
 This quote can inspire students to see the world through the lens of a writer, documenting everything that catches their attention during their travels.
- Activities: Students create a personal travel narrative, focusing on a journey they've experienced in Tamil Nadu or other parts of India, incorporating structure and vivid description.
- Assignment: Write a detailed travel story (1500-2000 words) of a personal trip or exploration, paying attention to story structure and depth.

**Course Outcomes:**

Course Outcomes (COs)	Description	K Levels	Bloom's Taxonomy Level
CO1	Identify the key features of travel writing, especially in the Indian context, and understand its evolution.	K1, K2	Remembering, Understanding
CO2	Write descriptive and engaging travel pieces, focusing on personal experiences, local culture, and the landscape of rural and urban Tamil Nadu.	K3, K4	Applying, Analyzing
CO3	Use various forms of travel writing, including blog posts, short essays, and photo-essays, with an emphasis on documenting local heritage.	K3, K4	Applying, Analyzing
CO4	Develop the ability to write with cultural sensitivity, reflecting on the history, traditions, and diversity of their own and other regions.	K4, K5	Analyzing, Evaluating
CO5	Integrate modern technology, such as blogging platforms and social media, to share travel narratives.	K3, K6	Applying, Creating
CO6	Produce travel writing pieces that reflect a strong sense of place, combining local flavor with global appeal.	K5, K6	Evaluating, Creating

**Recommended Reference Books:**

1. "Footprints of the Buddha" by Khushwant Singh
2. "In the Land of the Blind: The Saga of the Indian Partition" by Shashi Tharoor
3. "Tamil Nadu: A Cultural History" by K. K. Aziz
4. "The India of My Dreams" by Subhash Chandra Bose

**Website References for Travel Writing:**

1. India Travel Guide: [www.india.com](http://www.india.com)
2. Taj Hotels Blog: <https://www.tajhotels.com>
3. WordPress: [www.wordpress.com](http://www.wordpress.com)
4. YourStory: [www.yourstory.com](http://www.yourstory.com)

**Relationship Matrix Between POs, and Course Outcomes**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	1	3	3
CO2	3	9	3	9	3	3
CO3	3	3	9	9	3	1
CO4	3	3	9	9	3	3
CO5	3	1	9	9	9	9
CO6	9	3	9	9	9	3
<b>Weightage</b>	30	22	42	46	30	22
<b>Weightage % of Course Contribution to POs</b>	<b>5.0</b>	<b>3.7</b>	<b>7.0</b>	<b>7.7</b>	<b>5.0</b>	<b>3.7</b>

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO5,PO6	PO4	-
CO2/K3, K4	PO2,PO4	PO1,PO3,PO5,PO6	-	-
CO3/K3, K4	PO3,PO4	PO1,PO2,PO5	PO6	-
CO4/K4, K5	PO3,PO4,	PO1,PO2,PO5,PO6	-	-
CO5/K3, K6	,PO3PO4,PO5,PO6	PO1	PO2	-
CO6/K5, K6	PO1,PO3,PO4,PO5	PO2,PO6	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Travel Writing** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25ENSBE3	Theory	Content Writing	Lecture	2 Hrs/Week	2

**Course Description:**

The objective of this course is to equip students with the fundamental and advanced skills required for effective content writing across various digital and print platforms. The course aims to enhance their ability to write clearly, creatively, and persuasively while adapting to different audiences and purposes. Special emphasis is given to improving English proficiency, fostering creativity, and developing technical skills necessary for professional writing.

This course provides students with a foundational understanding of content writing for various digital and print platforms. It covers essential writing techniques, audience analysis, SEO strategies, and the adaptation of content for different media formats. Students will explore various content types, including blogs, articles, website copy, social media posts, press releases, and technical writing.

The course emphasizes clarity, creativity, and engagement, enabling students to craft compelling and effective content tailored to specific audiences. Through hands-on practice, students will develop the skills necessary for freelance writing, corporate content creation, and digital marketing. Additionally, they will learn how to leverage AI tools, content management systems, and analytics to enhance their writing impact. By the end of the course, students will have a portfolio of original content demonstrating their proficiency in professional writing.

**Course Objectives**

On successful completion of the course, students will be able to:

1. Understand the fundamentals of content writing and its applications in various domains.
2. Develop proficiency in writing for digital platforms, including blogs, websites, and social media.
3. Apply SEO (Search Engine Optimization) techniques to enhance online visibility.
4. Learn editing and proofreading skills to improve content quality.
5. Explore different genres of content writing, such as technical writing, copywriting, and creative content.
6. Enhance research skills to create engaging and fact-based content for various audiences.

UNIT I: Fundamentals of Content Writing 6 Hours

- Introduction to Content Writing: Definition, Scope, and Importance
- Types of Content: Articles, Blogs, Web Content, Social Media Posts
- Understanding Audience and Purpose in Writing
- Basics of Grammar, Clarity, and Readability

UNIT II: Writing for Digital Media 6 Hours

- Essentials of Blog Writing: Structure, Tone, and Style
- Social Media Content: Writing for Facebook, Instagram, Twitter, and LinkedIn
- SEO Basics: Keywords, Meta Descriptions, and Readability
- Plagiarism and Ethical Writing Practices

UNIT III: Creative and Engaging Content 6 Hours

- Storytelling Techniques for Engaging Content
- Writing Product Descriptions and Reviews
- Persuasive Writing for Advertisements and Promotions
- Case Studies and Success Stories

UNIT IV: Technical and Professional Writing 6 Hours

- Writing Resumes, Cover Letters, and Emails

- Writing Reports and Proposals
- Writing for Print Media: Newspaper Articles and Magazines
- Translating Ideas from Tamil to English for Effective Communication

UNIT V: Practical Applications and Portfolio Building 6 Hours

- Content Editing and Proofreading Techniques
- Using Free Online Tools for Content Improvement
- Creating a Personal Blog or Website
- Final Project: Writing and Publishing an Article or Blog Post

### Course Outcomes

Course Outcomes (COs)	Description	K Levels	Bloom's Taxonomy
CO1	Identify different types of content writing and their significance in professional and creative fields.	K1, K2	Remembering, Understanding
CO2	Create structured, engaging, and audience-specific content for different platforms.	K3, K6	Applying, Creating
CO3	Utilize SEO strategies and keyword optimization techniques to improve digital content visibility.	K3, K4	Applying, Analyzing
CO4	Apply editing, proofreading, and formatting skills to enhance clarity and coherence in writing.	K3, K5	Applying, Evaluating
CO5	Adapt writing styles to meet industry standards in digital marketing, blogging, and technical documentation.	K4, K5	Analyzing, Evaluating
CO6	Develop an independent portfolio showcasing their expertise in various forms of content writing.	K5, K6	Evaluating, Creating

### Textbooks:

1. **Meenakshi Raman & Sangeeta Sharma** – *Technical Communication: Principles and Practice* (Oxford University Press)
2. **Sunita Mishra & Muralikrishna** – *Communication Skills for Engineers* (Pearson)

### Reference Books:

3. **Aruna Koneru** – *Professional Communication* (McGraw Hill)
4. **Routledge Editorial Team** – *Content Writing Handbook* (Routledge India)
5. **R. L. Trask** – *Mind the Gaffe: The Penguin Guide to Common Errors in English*

### Relationship Matrix Between Cos and POs

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	9	3	3	3	0
CO2	3	9	9	0	3	3
CO3	3	9	9	9	0	3
CO4	9	3	9	3	9	0
CO5	0	9	9	3	9	9
CO6	9	9	0	3	9	9
<b>Weightage</b>	33	48	39	22	33	24
<b>Weightage % of Course Contribution to POs</b>	6	7.9	6.4	3	6	4

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO2	PO3,PO4,PO5	-	PO6
CO2/K3, K6	PO2,PO3	PO1,PO5,PO6	-	PO4
CO3/K3, K4	PO2,PO3,PO4	PO1,PO6	-	PO5
CO4/K3, K5	PO1,PO3,PO5	PO2,PO4	-	PO6
CO5/K4, K5	PO1,PO2,PO5,PO6	PO4	-	PO3
CO6/K5, K6	PO1,PO2,PO5,PO6	PO4	-	PO3

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Content Writing** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25ENNME1	Theory	Creative Writing and Digital Storytelling	Lecture	2 Hrs/Week	2

**Course Description:**

The course aims to provide students with foundational and advanced skills in creative writing and digital storytelling. It will empower students to develop their creative potential in writing while integrating technology and digital tools to express narratives across various platforms. This course introduces students to the art and craft of creative writing and digital storytelling, blending traditional literary techniques with modern multimedia tools. The course emphasizes the development of storytelling skills through visual, auditory, and interactive elements, engaging with emerging trends in digital media.

Through workshops, peer reviews, and hands-on projects, students will refine their writing style, build compelling narratives, and experiment with digital tools such as blogs, podcasts, and video storytelling. The course also highlights the significance of audience engagement and digital literacy in contemporary storytelling. By the end of the course, students will have created a portfolio showcasing their ability to craft impactful stories across different formats and platforms.

**Course Objectives (CO):**

1. To introduce students to the concepts and techniques of creative writing, including storytelling, character development, and plot construction.
2. To familiarize students with the integration of digital tools and platforms for storytelling, including blogs, social media, and digital media.
3. To enable students to write creatively for a variety of digital formats, including interactive storytelling, podcasts, and digital fiction.
4. To equip students with skills to develop and manage a digital portfolio for showcasing their creative writing work.
5. To help students understand the dynamics of digital storytelling, including the use of visual, auditory, and written elements for narrative creation.
6. To encourage critical thinking and reflection on the role of digital platforms in shaping modern creative writing.

**Unit 1: Introduction to Creative Writing**

**6 Hours**

- **Introduction to Creative Writing:** Overview of creative writing techniques and its genres—fiction, poetry, creative non-fiction, and drama.
- **Key Elements of Storytelling:** Plot, character development, setting, theme, and narrative voice.
- **Creative Writing Exercises:** Writing prompts, flash fiction, and character development.

**Unit 2: Basics of Digital Storytelling**

**6 Hours**

- **Introduction to Digital Storytelling:** What is digital storytelling? Understanding digital platforms and formats.
- **Digital Tools for Writers:** Blogging platforms, podcasting tools, and social media for creative writing.
- **Writing for Digital Spaces:** Adapting creative writing for blogs, YouTube, Instagram, and other digital platforms.

**Unit 3: Multimedia and Interactive Storytelling**

**6 Hours**

- **Incorporating Visual and Audio Elements:** Using visuals, videos, sound effects, and music to enhance narrative.
- **Interactive Storytelling:** Techniques for creating interactive stories (e.g., branching narratives, text-based games, web-based stories).

- **Exercises:** Create a digital short story that includes multimedia elements like images or videos.

#### Unit 4: Crafting a Digital Portfolio

**6 Hours**

- **Creating an Online Portfolio:** Setting up a professional blog or website to showcase creative writing.
- **Presenting Your Work:** Writing for your portfolio, managing digital content, and sharing your work effectively.
- **Building an Online Presence:** Engaging with readers, using social media for writing promotion.

#### Unit 5: Advanced Digital Storytelling Techniques

**6 Hours**

- **Digital Fiction:** Understanding the difference between traditional fiction and digital fiction, including non-linear storytelling.
- **Podcasting and Audio Storytelling:** Writing scripts and recording audio stories for podcasts or digital media platforms.
- **Collaborative Digital Storytelling:** Working with digital artists, graphic designers, and other content creators to produce a multi-layered story.

#### Final Project and Presentation

- **Final Project:** Create a complete digital storytelling piece, either a written short story, a podcast, or an interactive digital experience.
- **Presentation:** Present the project in class, showcasing the creative process and use of digital tools.

#### Course Outcomes (COs):

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Students will develop the ability to craft compelling narratives and original characters across various genres of creative writing.	K3, K6	Application, Creation
CO2	Students will gain proficiency in using digital platforms (e.g., blogs, social media, podcasts) to create and share stories.	K2, K3	Comprehension, Application
CO3	Students will learn how to incorporate multimedia elements (visuals, audio, and text) into their storytelling for digital platforms.	K3, K5	Application, Evaluation
CO4	Students will create a digital portfolio that showcases their creative writing and digital storytelling skills.	K4, K6	Analysis, Creation
CO5	Students will apply advanced storytelling techniques to create interactive narratives for digital media.	K3, K5, K6	Application, Evaluation, Creation
CO6	Students will demonstrate an understanding of how digital storytelling can influence the way stories are consumed and experienced by audiences.	K1, K4	Knowledge, Analysis

#### Recommended Reference Books:

1. **The Creative Writer's Handbook** by John Gillard
2. **On Writing: A Memoir of the Craft** by Stephen King
3. **Digital Storytelling: A Creator's Guide to Interactive Entertainment** by Carolyn Handler Miller
4. **Writing for the Web** by Lynda Felder
5. **The Art of Digital Storytelling** by Mary P. O'Donnell
6. **The Digital Writer's Toolkit** by Michael Alvarado

#### Website References:

1. [www.podcast.co](http://www.podcast.co) – Resource for creating and launching podcasts.

2. [www.medium.com](http://www.medium.com) – Platform for digital storytelling and creative writing.
3. [www.blogger.com](http://www.blogger.com) – Tool for creating blogs and managing digital content.
4. [www.canva.com](http://www.canva.com) – For creating visual content to accompany stories.
5. [www.journalism.co.uk](http://www.journalism.co.uk) – Information on digital journalism and storytelling techniques.

#### Relationship Matrix of COs, POs, and PEOs:

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	9	3	1
CO2	1	9	3	9	3	3
CO3	1	3	9	9	3	3
CO4	3	3	9	9	3	3
CO5	3	1	9	9	9	9
CO6	9	3	9	9	9	3
Weightage	20	20	42	54	30	22
Weightage % of Course Contribution to POs	3.2	3.2	7.2	8	5.8	3.4

#### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and Pos

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1,PO2	PO3,PO4,PO5	-	PO6
CO2/K3, K6	PO2,PO3	PO1,PO5,PO6	-	PO4
CO3/K3, K4	PO2,PO3,PO4	PO1,PO6	-	PO5
CO4/K3, K5	PO1,PO3,PO5	PO2,PO4	-	PO6
CO5/K4, K5	PO1,PO2,PO5,PO6	PO4	-	PO3
CO6/K5, K6	PO1,PO2,PO5,PO6	PO4	-	PO3

#### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks		20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Creative Writing and Digital Storytelling** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25ENNME2	Theory	Content Writing and Presentation Skills	Lecture	2 Hrs/Week	2

### Course Description:

This course is designed to equip students with the essential skills required for effective content creation and professional presentation. It introduces students to various forms of content writing, including digital writing, business communication, technical writing, and creative storytelling. The course also emphasizes the importance of structuring content for different audiences and platforms, integrating SEO strategies, and refining editing and proofreading techniques. Additionally, students will develop their public speaking and presentation skills, learning how to deliver content confidently and persuasively in both written and oral formats. Through hands-on projects, peer reviews, and industry-relevant exercises, students will build a strong foundation in content strategy and visual storytelling, preparing them for careers in media, marketing, corporate communication, and beyond. This course aims to develop students' proficiency in content writing and presentation by equipping them with the skills to analyze writing contexts, create structured and engaging content for print and digital media, and deliver effective presentations using professional communication techniques.

### Course Objectives (COs)

Upon completing this course, students will be able to:

1. Understand the fundamental principles of content writing, including audience analysis, purpose identification, and content structuring.
2. Analyze, organize, and develop content efficiently through appropriate research, information grouping, and planning strategies.
3. Apply drafting, editing, and presentation techniques to enhance content clarity and engagement.
4. Create structured and effective content for print media, such as newsletters, journals, and press releases.
5. Adapt writing techniques for web-based platforms, including blogs, vlogs, and social media, ensuring reader engagement and digital optimization.
6. Develop and deliver compelling presentations using verbal, visual, and interactive communication strategies.

Unit I - Introduction to Content Writing & Analysing Content 6 Hours  
 Analysing the writing situation: audience and purpose, choosing/discovering content, arranging content, drafting and editing, Collecting and grouping information, planning content development, strategies for developing content, organisation and content development

Unit II -Preparing and Presenting 6 Hours  
 Analysing audience and context, determining presentation, using techniques to enhance presentation

Unit III- Experiential Content Writing for Print Media & Web Sources 6 Hours  
 Content structuring, development and writing to newsletter, journal &press releases  
 Module development and writing to vlogs, blogs & social media Learning Resources

Unit IV- Presentation Skills 6 Hours  
 Introduction to powerful presentation: How to gain attention? How to create, develop, maintain interest – Feedback-Reinforcement – Multi-sensory Learning – Active Listening – Presentation plan – checklist - Visual aids – data projector – Mind mapping – Types and methods of presentation

Unit V

6 Hours

Develop an agenda – Conference report – Writing Skills – Importance to present in clear English– Obstacles to clear communication-Capitalization spelling – Gender – Tautology – Presenter’s check list.

Books for Reference:

Elango, K. (2016). Resonance. CUP.

Kenneth W. Houp, T.E. (2009). Reporting technical information. OUP.

PRESENTATION SKILLS – ROZ TOWNSEND.

**Course Outcomes (COs)**

Course Outcomes (COs)	Knowledge Level (K1 - K6)	Bloom’s Taxonomy Domain
CO1: Demonstrate knowledge of content writing fundamentals, including writing structures and audience-focused communication.	K1 (Remember)	Recall and explain fundamental concepts of content writing.
CO2: Exhibit the ability to research, collect, and organize information effectively for different types of content.	K2 (Understand)	Comprehend and categorize information for content creation.
CO3: Develop clear, coherent, and engaging written content tailored for print and digital media.	K3 (Apply)	Utilize writing techniques to produce high-quality content.
CO4: Implement content writing techniques in real-world applications such as newsletters, blogs, press releases, and social media content.	K4 (Analyze)	Break down and apply different writing styles for various platforms.
CO5: Apply presentation skills effectively by integrating visual, verbal, and interactive elements to enhance communication impact.	K5 (Evaluate)	Assess and improve presentations by incorporating effective communication strategies.
CO6: Exhibit confidence in delivering professional presentations, considering audience needs, feedback, and engagement techniques.	K6 (Create)	Design and present well-structured and engaging content.

**Question paper pattern**

**Marks: 75%**

Section A: MCQ:20x1=20- Questions 1 to 20

Section B; 5x5=25 - (Either or pattern- One question from each unit: Questions 21 - 25 Paragraph questions.

Section C: 3x10=30(Essay Type questions- Five questions each from one unit out of which Three to be answered)

### Relationship Matrix Between POs, and COs

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	9	3	3
CO2	9	3	3	3	3	9
CO3	9	3	3	9	9	3
CO4	9	3	3	3	3	3
CO5	3	3	3	9	3	9
CO6	9	3	3	9	3	3
<b>Weightage</b>	48	18	18	42	24	30
<b>Weightage % of Course Contribution to POs</b>	8	3	3	7	4	6

Scale: 9 = High 3 = Moderate 1 = Low 0 = No correlation

Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI	PO1,PO4	PO2,PO3,PO5,PO6	-	-
CO2 / K2	PO1,PO6	PO2,PO3,PO4,PO5	-	-
CO3 / K3	PO1,PO4,PO5	PO2,PO3,PO6	-	-
CO4 / K4	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO5 / K5	PO4,PO6	PO1,PO2,PO3,PO5	-	-
CO6 / K6	PO1,PO4	PO2,PO3,PO5,PO6		

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Content Writing and Presentation Skills** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

**SYLLABUS FOR  
ELECTIVE COURSES  
(OTHER THAN THE  
CHOSEN ONES)**

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN9E.2	Theory	Mythical Literature	Lecture	4 Hrs/Week	4

**Course Description:**

This course explores the rich and diverse traditions of mythical literature, tracing its origins, themes, and cultural significance across various civilizations. From ancient epics to contemporary retellings, students will examine how myths shape and reflect human experiences, values, and belief systems. The course delves into classical Greco-Roman, Norse, Indian, and other global mythologies, along with their literary adaptations in poetry, drama, and fiction.

Through close reading, critical analysis, and comparative studies, students will gain insights into the narrative structures, archetypes, and symbolism embedded in mythical literature. The course also investigates the influence of myths on modern literature, film, and popular culture.

**Course Objectives (COs):**

1. Understand the origins, significance, and evolution of myths in literature across cultures.
2. Analyze theoretical frameworks and methodologies for interpreting myths and their influence on literature and culture.
3. Examine myths from diverse traditions (Greek, Indian, Norse, Celtic, and Aboriginal) to understand their narrative structures and cultural relevance.
4. Explore symbolic and thematic connections between myths, rituals, and philosophies within literature.
5. Critically evaluate modern adaptations and reinterpretations of myth in contemporary literature and media.
6. Develop an appreciation for multicultural and cross-disciplinary approaches to mythological studies.

**Unit 1: Introduction to Mythology**

**12 Hours**

- Definition, features, and relevance of myths in literature.
- Theoretical perspectives: Myth-ritual theory, archetypes, and symbolism (Northrop Frye's *Anatomy of Criticism*).
- Retelling myths: *Sita's Ramayana* by Samhita Arni and Moyna Chitrakar (Graphic Novel).

**Unit 2: Greek and Roman Mythology**

**12 Hours**

- Key myths: Orpheus and Eurydice, Hercules and Atlas, Ulysses and the Cyclops, and Echo & Narcissus.
- Themes of heroism, love, and fate.
- Influence of Greek and Roman mythology on Western literature.

**Unit 3: Indian and Norse Mythologies**

**12 Hours**

- Indian myths: *Nala and Damayanthi* (Mahabharata), Shiva's anger (*Tales and Legends from India* by Ruskin Bond).
- Norse myths: Loki, Odin's lost eye, and Sif's golden hair.
- Symbolism and cosmological perspectives.

**Unit 4: Celtic and Aboriginal Mythologies**

**12 Hours**

- Celtic mythology: *Oisín in the Land of Forever Young*.
- Aboriginal myths: *Why Kookaburra Laughs at Dawn* (A.W. Reed) and *The Whale Rider* (Witi Ihimaera).
- Comparative themes of creation, transformation, and connection to nature.

**Unit 5: Modern Reinterpretations and Applications**

**12 Hours**

- Adaptations of myths in contemporary literature and media.
- Critical analysis of modern texts using mythological frameworks.
- Exploring multicultural perspectives and global themes.

**Course Outcomes (COs):**

CO No.	Course Outcome	Knowledge Level (K1 - K6)	Bloom's Taxonomy Level
CO1	Students will develop the ability to craft compelling narratives and original characters across various genres of creative writing.	K3, K6	Application, Creation
CO2	Students will gain proficiency in using digital platforms (e.g., blogs, social media, podcasts) to create and share stories.	K2, K3	Comprehension, Application
CO3	Students will learn how to incorporate multimedia elements (visuals, audio, and text) into their storytelling for digital platforms.	K3, K5	Application, Evaluation
CO4	Students will create a digital portfolio that showcases their creative writing and digital storytelling skills.	K4, K6	Analysis, Creation
CO5	Students will apply advanced storytelling techniques to create interactive narratives for digital media.	K3, K5, K6	Application, Evaluation, Creation
CO6	Students will demonstrate an understanding of how digital storytelling can influence the way stories are consumed and experienced by audiences.	K1, K4	Knowledge, Analysis

**Textbooks and References:**

1. Northrop Frye, *Anatomy of Criticism*.
2. Witi Ihimaera, *The Whale Rider*.
3. Ruskin Bond, *Tales and Legends from India*.
4. Karen Armstrong, *A Short History of Myth*.
5. Richard Bauman, *A Genre in Folklore and Cultural Performance*.

**Relationship Matrix: POs, and COs**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	42	36	36	33	30	36
<b>Weightage % of Course Contribution to POs</b>	7	6	6	5.5	5	6

**Scale: 9:** High Correlation    **3:** Medium Correlation    **1:** Low Correlation    **0:** No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K3, K6	PO1	PO2,PO3,P5,PO6	-	PO4
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K5	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4/K4, K6	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5/K3, K5, K6	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6/K1, K4	PO1,PO2,PO3,PO4,PO5 PO6	-	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Mythical Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN9E.3	Theory	Comparative Literature Theory and Practice	Lecture	4 Hrs/Week	4

### Course Description:

This course provides an in-depth exploration of **Comparative Literature**, emphasizing its theoretical foundations and practical applications. It introduces students to the methodologies of comparing literary texts across different **languages, cultures, and historical contexts**, fostering a broader and more inclusive perspective on literature.

Students will engage with **key theoretical approaches**, including **influence studies, thematics, genre studies, intertextuality, reception theory, and world literature**. The course will also address the role of **translation studies**, examining how texts are transformed across linguistic and cultural boundaries. Through a comparative framework, students will analyze how **literary traditions intersect**, how themes and motifs travel across time and space, and how cultural exchanges shape storytelling.

Practical applications of **comparative analysis** will be emphasized through close reading of selected texts, allowing students to examine literary and philosophical dialogues between works from **Western, Eastern, and Indigenous traditions**. Additionally, the course will explore the **relationship between literature and other disciplines**, such as history, philosophy, and film, highlighting the interdisciplinary nature of Comparative Literature. By the end of the course, students will develop **critical and analytical skills** that enable them to examine literature **beyond national, linguistic, and cultural boundaries**. They will also gain an appreciation for the **global literary landscape**, recognizing the impact of literary movements and translation on world literature. The course will prepare students for further studies in **literary criticism, cultural studies, and translation studies**, while also enhancing their ability to **interpret texts from diverse perspectives** in an increasingly interconnected world.

### Course Objectives (COs):

1. Familiarize learners with the definition, scope, and principles of comparative literature.
2. Explore the major theoretical frameworks, including the French and American schools of comparative literature.
3. Understand the concepts of influence, imitation, and periodization in literature.
4. Analyze genres, themes, and movements across cultures and languages.
5. Investigate the relationship between literature and other disciplines, including arts and sciences.
6. Equip learners with skills to apply comparative methodologies for analyzing texts.

### Unit I: Introduction to Comparative Literature

**12 Hours**

- Definition and Scope.
- Key concepts: National Literature, Comparative Literature, General Literature, World Literature.

### Unit II: Schools of Comparative Literature

**12 Hours**

- Overview of the French School and its focus on influence and imitation.
- American School and its emphasis on cross-disciplinary approaches.

### Unit III: Influence and Periodization

**12 Hours**

- Influence, Imitation, and Reception Theory.
- Periodization: Epochs, Schools, Movements.

**Unit IV: Genre and Thematology****12 Hours**

- Genre Studies: Epic, Tragedy, Novel, Poetry.
- Thematology: Comparative analysis of recurring themes.

**Unit V: Literature and Other Disciplines****12 Hours**

- Literature and Other Arts (Painting, Music, Film).
- Literature's intersection with History, Philosophy, and Science.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Recall key definitions, scope, and concepts of comparative literature.	K1, K2	Knowledge, Understanding
CO2	Summarize and differentiate the French and American schools of comparative literature.	K2, K3	Understanding, Application
CO3	Apply concepts like influence, imitation, and periodization to literary texts.	K3, K4	Application, Analysis
CO4	Compare and contrast themes, genres, and movements in literature across cultures.	K4, K5	Analysis, Evaluation
CO5	Analyze the interdisciplinary connections between literature and other arts.	K4, K5	Analysis, Evaluation
CO6	Create original comparative studies by synthesizing insights from world literature.	K6	Creation

**Books for Reference:**

1. Ulrich Weisstein: *Comparative Literature and Other Arts*
2. Wellek & Warren: *Theory of Literature* (Part II)
3. S.S. Prawer: *Comparative Literature*
4. Susan Bassnett: *Comparative Literature: A Critical Introduction*
5. Gayatri Chakravorty Spivak: *Death of a Discipline*
6. René Wellek: *Discriminations: Further Concepts of Criticism*

**Web Resources for Reference:**

1. [Modern Language Association \(MLA\)](#) – Resources on comparative literature studies.
2. [Comparative Literature Association](#) – American Comparative Literature Association official website.
3. [The Literary Encyclopedia](#) – For literary themes, authors, and movements.
4. [Project Gutenberg](#) – Free access to literary texts for comparative analysis.
5. [Internet Archive](#) – A vast collection of books and resources for world literature.
6. [JSTOR](#) – Academic journal articles on comparative literature topics.
7. [World Literature Today](#) – Articles and reviews on world literature.
8. [Stanford Encyclopedia of Philosophy](#) – Insights into philosophical themes and interdisciplinary studies.
9. [Academia.edu](#) – Scholarly papers and discussions on comparative literature.

### Relationship Matrix: POs, and COs

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	1	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	9	9
CO4	9	3	9	3	9	3
CO5	3	9	3	9	9	9
CO6	9	3	9	3	9	9
Weightage	48	30	30	22	42	36
Weightage % of Course Contribution to POs	8.0	5.0	5.0	3.67	7.0	6.0

**Key:** 9: High Correlation 3: Medium Correlation 1: Low Correlation  
0: No Correlation

### Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO3,PO5,PO6	PO4	-
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K4	PO1,PO2,PO5,PO6	PO3,PO4	-	-
CO4/K4, K5	PO1,PO3,PO5	PO2,,PO4,PO6	-	-
CO5/K4, K5	PO2,PO4,PO5,PO6	PO1,PO3	-	-
CO6/K6	PO1,PO4,PO5,PO6	PO2,PO4		

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Comparative Literature Theory and Practice** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN10E.2	Theory	Popular Literature and Culture	Lecture	4 Hrs/Week	4

### Course Description:

Popular literature and culture have played a crucial role in shaping societal values, entertainment, and mass communication. This course introduces students to the study of popular literature, examining its evolution, themes, and impact on contemporary culture. It explores the intersections between literature, media, and society by analyzing diverse forms such as graphic novels, science fiction, fantasy, detective fiction, romance, horror, and children's literature.

Students will critically engage with popular texts, assessing how they reflect and influence cultural, political, and social ideologies. The course will also explore the impact of digital media, fandom cultures, and the commodification of literature in the modern entertainment industry. Through a combination of theoretical perspectives and close textual analysis, students will develop an understanding of how popular literature shapes public discourse and identity.

By the end of the course, students will be able to evaluate the literary and artistic significance of popular genres, compare their historical and cultural contexts, and examine their role in shaping contemporary thought and global cultural trends. This course encourages students to question traditional literary hierarchies and appreciate the relevance of popular narratives in everyday life.

### Course Objectives (COs):

1. Develop a comprehensive understanding of popular literature and its relationship with cultural studies.
2. Differentiate between genre fiction and literary fiction and explore their unique features.
3. Understand the folk roots of popular literature and how it informs modern narratives.
4. Examine the debates between high and low culture in the context of popular literature.
5. Analyze popular literary texts such as poetry, short stories, and prose from different cultural perspectives.
6. Appreciate the artistic and intellectual value of contemporary writings and their connection to social trends.

UNIT	CONTENTS	NO. OF HOURS
I	<b>Poetry: Wings of Poesy</b> Distant Gods - Anjum Hasan Woman - Nikki Giovanni Time - Rupi Kaur	12

II	<b>Prose : Culture</b> Fish Cheeks – Amy Tan	12
III	<b>Short Stories: Murder Mystery</b> The Problem of Thor Bridge (Sherlock Holmes) – Arthur Conan Doyle	12
IV	<b>Short Stories :Detective</b> The Mystery of Hunter’s Lodge – Agatha Christie	12
V	<b>Short Stories: Humour / Wit</b> Right Ho, Jeeves - Episode - Gussie Fink Nottle presents the prize at Market Snodsbury Grammar School. Luncheon - Somerset Maugham	12

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom’s Taxonomy Level
CO1	Identify and recall key concepts in popular literature and its connection to cultural studies.	K1, K2	Knowledge, Comprehension
CO2	Understand the distinguishing features of genre fiction and literary fiction.	K2, K3	Comprehension, Application
CO3	Apply knowledge to analyze the folk roots and contemporary trends in popular literature.	K3, K4	Application, Analysis
CO4	Evaluate the cultural and intellectual debates surrounding high and low cultures in literary studies.	K4, K5	Analysis, Evaluation
CO5	Critically analyze and interpret popular literary texts using different perspectives.	K5	Evaluation
CO6	Synthesize insights from contemporary writings to create critical and creative responses to popular literature.	K6	Creation

**TEXT BOOKS**

1. Right Ho, Jeeves, P.G. Wodehouse, RHUK, June 2008.
2. The Case-book of Sherlock Holmes, Arthur Conan Doyle, Fingerprint Publishing,2018
3. The Hunter’s Lodge Case, Agatha Christie, Zinc Read, Feb 2023.

**REFERENCE BOOKS**

1. John .M. Cunningham, Popular Literature. EncyloBrittanica

**WEB RESOURCES**

1. <https://www.thecanadianencyclopedia.ca/en/article/popular-literature-in-english>
2. <https://www.studocu.com/in/document/university-of-calcutta/englishliterature/popular-literature/34259818>

**Relationship Matrix: POs, and COs**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	1	0	3	1
CO2	9	3	3	3	3	3
CO3	9	9	3	3	9	9
CO4	3	9	9	9	3	3
CO5	9	9	9	3	9	9
CO6	9	3	9	9	9	9
<b>Weightage</b>	48	36	34	27	36	34
<b>Weightage % of Course Contribution to POs</b>	<b>8.0</b>	<b>6.0</b>	<b>5.7</b>	<b>4.5</b>	<b>6.0</b>	<b>5.7</b>

**Key: 9:** High Correlation    **3:** Medium Correlation    **1:** Low Correlation    **0:** No Correlation

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2	PO1	PO2,PO5	PO3,PO6	PO4
CO2/K2, K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3/K3, K4	PO1,PO2,PO5,PO6	PO3,PO4	-	-
CO4/K4, K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5/K5	PO1,PO2,PO3,PO5,PO6	PO4	-	-
CO6/K6	PO1,PO3,PO4,PO5,PO6	PO2	-	-

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
		T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Popular Literature and Culture** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN10E.3	Theory	Folk Literature	Lecture	4 Hrs/Week	4

**Course Description:**

Folk literature is a vital part of cultural heritage, offering insights into the beliefs, traditions, and values of diverse communities. This course introduces students to the oral and written traditions of folk literature, including myths, legends, folktales, ballads, and epics. Students will explore how folk narratives evolve over time and examine their impact on contemporary literature and media. The course also highlights the role of folklore in shaping cultural identity and collective memory. Through comparative analysis, students will engage with folk literature from various regions, with a special focus on Indian and Tamil folk traditions. Additionally, students will develop critical and creative responses to folk narratives, recognizing their continuing relevance in modern storytelling.

**Course Objectives (COs):**

1. Introduce students to the origin, development, and significance of folk literature across cultures.
2. Develop an understanding of the relationship between folk traditions and cultural identity.
3. Explore and analyze prominent folk narratives, songs, and performances from British, American, Indian, Australian, and African traditions.
4. Enable students to critically interpret the symbolism, themes, and socio-cultural relevance of folk texts.
5. Compare folk literature across cultures to identify universal themes and cultural uniqueness.
6. Provide skills to analyze folk literature as a tool for storytelling, preserving history, and cultural expression.

**Unit 1: British Folk Literature**

**12 Hours**

- *Beowulf* (translated by Seamus Heaney)
  - *Robin Hood and His Merry Men* (selected stories from traditional ballads, compiled by Howard Pyle)
- Focus:** Heroic epics, legendary outlaws, and medieval traditions.

**Unit 2: American Folk Literature**

**12 Hours**

- *The Adventures of Huckleberry Finn* by Mark Twain (selected chapters focusing on folklore elements)
  - *Uncle Remus: Tales of the Old Plantation* by Joel Chandler Harris
- Focus:** Storytelling traditions rooted in Native American, African-American, and rural life.

**Unit 3: Indian Folk Literature**

**12 Hours**

- *Panchatantra Tales* (selected stories, translated by Arthur W. Ryder)
  - *Kathasaritsagara: The Ocean of Streams of Stories* (selected stories, translated by Somadeva Bhatta)
- Focus:** Ancient Indian fables and tales with moral and philosophical lessons.

**Unit 4: Australian Folk Literature****12 Hours**

- *The Speaking Land: Myths and Stories of the Aboriginal People* by Ronald and Catherine Berndt (selected stories)
- *Dreamtime: Aboriginal Stories* by A.W. Reed  
**Focus:** Aboriginal myths, Dreamtime stories, and oral traditions shaping Australian identity.

**Unit 5: African Folk Literature****12 Hours**

- *Things Fall Apart* by Chinua Achebe (folk elements in Igbo culture)
- *African Folktales* by Roger D. Abrahams (selected stories)  
**Focus:** African oral traditions, colonial impact, and cultural resilience through folktales.

**Course Outcomes (COs):**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Recall and understand the origin and purpose of folk literature across cultures.	K1, K2	Knowledge, Comprehension
CO2	Explain the cultural and historical significance of folk narratives, songs, and traditions.	K2, K3	Comprehension, Application
CO3	Apply critical skills to interpret and analyze folk texts from diverse regions.	K3, K4	Application, Analysis
CO4	Analyze and assess the socio-cultural and symbolic relevance of folk traditions in literature.	K4, K5	Analysis, Evaluation
CO5	Compare and contrast folk literature from different regions to understand universal and localized aspects.	K5	Evaluation
CO6	Develop new interpretations of folk literature by synthesizing its themes and exploring its modern relevance.	K6	Creation

**Textbooks**

1. *Beowulf* (translated by Seamus Heaney), Faber & Faber, 2000.
  2. Howard Pyle, *The Merry Adventures of Robin Hood*, Dover Publications, 1883.
  3. Mark Twain, *The Adventures of Huckleberry Finn*, Penguin Classics, 2003.
  4. Joel Chandler Harris, *Uncle Remus: Tales of the Old Plantation*, Applewood Books, 2001.
  5. A.K. Ramanujan, *Folktales from India*, Penguin Books, 1994.
  6. C. Rajagopalachari, *The Mahabharata*, Bharatiya Vidya Bhavan, 2015.
  7. Ronald and Catherine Berndt, *The Speaking Land: Myths and Stories of the Aboriginal People*, Penguin Books, 1994.
  8. A.W. Reed, *Dreamtime: Aboriginal Stories*, New Holland Publishers, 1999.
  9. Chinua Achebe, *Things Fall Apart*, Penguin Classics, 1994.
  10. Roger D. Abrahams, *African Folktales*, Pantheon Books, 1983.
-

## Reference Books

1. Ruth Finnegan, *Oral Literature in Africa*, Open Book Publishers, 2012.
2. Joseph Campbell, *The Hero with a Thousand Faces*, Princeton University Press, 2008.
3. William Bascom, *African Folktales in the New World*, Indiana University Press, 1992.
4. Zora Neale Hurston, *Mules and Men*, Harper Perennial Modern Classics, 2008.
5. Jack Zipes, *The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm*, W.W. Norton & Company, 2000.

## Web Resources

1. [Project Gutenberg](#) – Free access to folktales and oral literature texts.
2. [World Folklore](#) – Comprehensive information on folk traditions and stories.
3. [Internet Sacred Text Archive](#) – A collection of sacred and folk literature from around the world.
4. [National Library of Australia](#) – Resources on Aboriginal folk literature.
5. [African Storybook](#) – Free African folktales for education and research.

## Relationship Matrix: POs, and Course Outcomes (COs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
Weightage	42	36	36	33	30	36
Weightage % of Course Contribution to POs	7	6	6	5.6	5	6

Key 9: High Correlation    3: Medium Correlation    1: Low Correlation    0: No Correlation

## Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI,K2	PO1	PO2,PO3,PO5,PO6	-	PO4
CO2 / K2,K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3 / K3,K4	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4 / K4,K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5 / K5	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6 / K6	PO1,PO2,PO3,PO4,PO5 PO6			

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks		20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Folk Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN16E.2	Theory	Subaltern Literature	Lecture	5 Hrs/Week	4

### Course Description:

Subaltern Literature is an essential field of literary studies that amplifies the voices of marginalized and oppressed communities. This course introduces students to the critical perspectives, themes, and narratives of subaltern groups, including the working class, indigenous people, Dalits, women, and other historically silenced communities.

The course begins by exploring key theoretical frameworks, including Subaltern Studies and postcolonial thought, to understand the dynamics of power, resistance, and representation. Students will engage with a diverse range of texts—poetry, fiction, autobiographies, and oral narratives—originating from different socio-cultural backgrounds. The course also examines how subaltern voices challenge dominant historical narratives and reshape literary discourse. Through critical reading, analysis, and discussion, students will develop an in-depth understanding of issues such as caste discrimination, gender oppression, colonial subjugation, and class struggles. The course encourages students to apply interdisciplinary approaches and comparative methods to analyze subaltern texts within their historical and cultural contexts. By the end of the course, students will gain a nuanced perspective on subalternity in literature, recognize the significance of alternative histories, and develop critical insights into contemporary issues of marginalization and empowerment.

### Course Objectives:

1. To equip students with the ability to critically analyze literary works from diverse cultural, gender, caste, and ethnic backgrounds.
2. To engage students with literary works addressing issues of identity, sexuality, and ethnicity, enabling them to contextualize texts within social and political landscapes.
3. To develop students' understanding of the role of literature in constructing and deconstructing ideas about caste, race, gender, and sexuality.
4. To provide a comprehensive study of postcolonial, feminist, and Dalit literatures in the Indian and global context.
5. To enhance students' creative and critical thinking skills, fostering a deeper understanding of the interconnections between literature, society, and identity.
6. To prepare students to engage with advanced literary and cultural studies through independent research and academic discourse.

### Unit I: Prose

15 Hours

- Dr. B.R. Ambedkar** – *Annihilation of Caste*  
**Uma Chakravathy** – *Caste and Gender in Contemporary India*  
**Arundhati Roy** – *The Doctor and the Saint*  
**Patricia Hill Collins** – *Black Feminist Thought*

### Unit II: Fiction

15 Hours

- Kalyana Rao** – *Untouchable Spring*  
**Bama** – *Ponnuthaayi*  
**Aravind Adiga** – *The White Tiger*

### Unit III: Poetry

15 Hours

- S. Joseph Trans** – *Identity Card* (tr. K. Satchidanadan)  
**Koshal Parwar** – *Life*  
**Namdeo Dhasal** – *Hunger*  
**J.V. Pawar** – *Birds in Prison*  
**Arun Kamble** – *Which Language I Spoke*  
**Dr. Siddalingaiah** – *The Dalits are Here* (tr. M. Madhava Prasad)  
**Kamala Das** – *An Introduction*

### Unit IV: Ethnicity

15 Hours

- Ben Okri** – *Laughter Beneath the Bridge*

**Indira Goswami** – *Jaatra*  
**Uwem Akpan** – *Luxurious Hearses*  
**Jean Arasanayagam** – *All is Burning*  
**Thomas King** – *The One About Coyote Going West*

**Unit V: Sexuality**

**15 Hours**

**Shyam Selvadurai** – *Funny Boy*  
**Ambai** – *One Person and Another* (Trans. Kanchana Natarajan)  
**Jeanette Winterson** – *Oranges Are Not the Only Fruit*

**Course Outcomes:**

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Identify and recall key concepts, themes, and historical developments in subaltern literature.	K1, K2	Knowledge, Understanding
CO2	Explain and interpret literary texts that explore issues of caste, race, gender, sexuality, and ethnicity within socio-political contexts.	K2, K3	Understanding, Application
CO3	Apply critical frameworks such as postcolonial, feminist, and Dalit literary theories to analyze subaltern texts.	K3, K4	Application, Analysis
CO4	Evaluate the role of literature in constructing and deconstructing power structures and marginalized identities.	K4, K5	Analysis, Evaluation
CO5	Compare and contrast different subaltern narratives across cultures to recognize universal and specific struggles.	K5	Evaluation
CO6	Synthesize knowledge from subaltern literature to produce independent research and critical arguments in literary and cultural studies.	K6	Creation

**References:**

1. Aloysius, G. *Nationalism without a Nation in India*. Oxford UP, 1997.
2. Dirks, Nicholas B. *Castes of Mind Colonialism and the Making of Modern India*. Princeton UP, 2002.
3. Narayan, Badri, and A. R. Misra. *Multiple Marginalities*. Manohar Publishers and Distributors, 2004.
4. Nelson, Emmanuel S. *Ethnic American Literature: An Encyclopedia for Students*. ABC-CLIO, 2015.
5. Satyanarayana, K., Susie J. Tharu. *Steel Nibs Are Sprouting: New Dalit Writing from South India*. Harper Collins, 2013.
6. Satyanarayana, K., Tharu, S., *No Alphabet in Sight: New Dalit Writing from South India*. Penguin Books, 2011.
7. Vanitha, Ruth and Saleem Kidwai, editors. *Same Sex Love in India: A Literary History*. Penguin Books, 2008.

**Web References:**

1. Nationalism without a Nation in India
2. Castes of Mind: Colonialism and the Making of Modern India
3. Same Sex Love in India: A Literary History
4. Steel Nibs Are Sprouting: New Dalit Writing from South India
5. No Alphabet in Sight: New Dalit Writing from South India
6. Toni Morrison's *The Bluest Eye*

### Relationship Matrix: POs and Course Outcomes (COs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	3	3	0	3	3
CO2	9	3	3	3	3	3
CO3	9	9	3	3	3	9
CO4	3	9	9	9	3	3
CO5	3	3	9	9	9	9
CO6	9	9	9	9	9	9
<b>Weightage</b>	42	36	36	33	30	36
<b>Weightage % of Course Contribution to POs</b>	7	6	6	5.8	5	6

**Scale: 9:** High Correlation    **3:** Medium    **1:** Low Correlation    **0:** No Correlation  
**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1 / KI,K2	PO1	PO2,PO3,PO5,PO6	-	PO4
CO2 / K2,K3	PO1	PO2,PO3,PO4,PO5 PO6	-	-
CO3 / K3,K4	PO1,PO2,PO6	PO3,PO4,PO5	-	-
CO4 / K4,K5	PO2,PO3,PO4	PO1,PO5,PO6	-	-
CO5 / K5	PO3,PO4,PO5,PO6	PO1,PO2	-	-
CO6 / K6	PO1,PO2,PO3,PO4,PO5 PO6			

### Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks	20	5	25	
KI	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
<b>Total</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100</b>

The Cos and Pos for the **Subaltern Literature** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD

Program Code	Course Code	Course Type	Course Title	Category	Hrs/Week	Credits
ENUG1969	U25EN16E.3	Theory	Regional Literature in India(Translated Literary Works)	Lecture	5 Hrs/Week	4

### Course Description:

The course **Regional Literatures in India** explores the rich and diverse literary traditions of various Indian languages, focusing on their historical, cultural, and socio-political contexts. It introduces students to major literary movements, authors, and themes from different linguistic regions, analyzing their contributions to Indian literature as a whole.

Through an in-depth study of translated texts from languages such as Tamil, Bengali, Kannada, Malayalam, Marathi, Telugu, and others, students will engage with narratives that reflect regional histories, folklore, identity politics, gender issues, caste struggles, and indigenous traditions. The course also examines the interplay between oral and written traditions and the impact of colonialism, nationalism, and globalization on regional literary expressions.

By the end of the course, students will develop critical and comparative perspectives on Indian literature beyond the dominance of English and Hindi, gaining insights into the pluralistic and multilingual literary landscape of India.

### Course Objectives:

1. To introduce students to significant literary works translated from different regional languages in India, highlighting the diversity of thought, culture, and traditions.
2. To foster an understanding of regional literature's contribution to Indian national identity and the larger global literary landscape.
3. To develop students' analytical skills in evaluating translated works and their cultural nuances.
4. To engage students with historical, social, and political contexts that have shaped regional literary traditions in India.
5. To expose students to different literary forms and techniques used in regional writing, from epics to contemporary works.
6. To develop students' research skills through assignments and projects focused on regional literary movements and writers.

#### Unit I: Literature from Tamil Nadu

**15 Hours**

- **Sivakamiyin Sabadham** (The Song of the Women) by Kalki Krishnamurthy (Translated by K. R. Srinivasa Iyengar)
- **Ponniyin Selvan** by Kalki Krishnamurthy (Translated by C.V. Kunjiraman)
- **The Penguin Tamil Reader** (Anthology of Tamil Literature Translated into English)

#### Unit II: Literature from Kerala

**15 Hours**

- **Khasakkinte Itihasam** (*The Legends of Khasak*) by O.V. Vijayan (Translated by K.A. R. Menon)
- **Naalukettu** by M.T. Vasudevan Nair (Translated by A. M. Chughtai)
- **Chemmeen** by Thakazhi Sivasankara Pillai (Translated by G. Sankara Kurup)

#### Unit III: Literature from Bengal

**15 Hours**

- **Pather Panchali** by Bibhutibhushan Bandopadhyay (Translated by T.W. Clark and Tarapada Mukherjee)
- **Gitanjali** by Rabindranath Tagore (Translated by the Author)
- **Chander Pahar** by Bibhutibhushan Bandopadhyay (Translated by the Author)

#### Unit IV: Literature from Maharashtra

**15 Hours**

- **Shyamchi Aai** by Shankar Patil (Translated by D. R. Bendre)

- **Kosala** by Bhalchandra Nemade (Translated by A. K. Ramanujan)
- **Raja Shiva Chhatrapati** by Babasaheb Purandare (Translated by Sudhir Joshi)

### Unit V: Literature from Punjab and Haryana

15 Hours

- **Train to Pakistan** by Khushwant Singh (Translated by the Author)
- **The Sundial** by Surjit Patar (Translated by Harvinder Kaur)
- **Chhattisgarh Ke Lok Sahitya** (An anthology of folk literature translated into English)

### Course Outcomes(Cos)

Course Outcome (CO)	Description	K Level(s)	Bloom's Taxonomy Level
CO1	Students will identify, understand, and critically analyze translated works of regional literature and their cultural contexts.	K1, K2, K4	Knowledge, Comprehension, Analysis
CO2	Students will develop skills in comparing and contrasting literary works from different Indian states, exploring their thematic concerns and narrative styles.	K2, K3, K4	Comprehension, Application, Analysis
CO3	Students will recognize and recall the impact of regional literature on the formation of Indian national identity and its interaction with global literature.	K1, K2, K5	Knowledge, Comprehension, Evaluation
CO4	Students will gain insights into the translation process, including the challenges and ethical considerations involved in translating literary works.	K1, K2, K3	Knowledge, Comprehension, Application
CO5	Students will apply literary theory to regional texts, appreciating their aesthetic and social value.	K3, K4, K5	Application, Analysis, Evaluation
CO6	Students will engage in research and discussion regarding the role of language, translation, and regionalism in shaping Indian literature.	K4, K6	Analysis, Creation

### Book References:

1. Krishnamurthy, Kalki. *Sivakamiyin Sabadham* (The Song of the Women), Translated by K. R. Srinivasa Iyengar.
2. Vijayan, O.V. *Khasakkinte Itihasam* (The Legends of Khasak), Translated by K.A. R. Menon.
3. Tagore, Rabindranath. *Gitanjali* (Poems), Translated by the Author.
4. Patil, Shankar. *Shyamchi Aai*, Translated by D. R. Bendre.
5. Singh, Khushwant. *Train to Pakistan*, Translated by the Author.
6. Bandopadhyay, Bibhutibhushan. *Pather Panchali*, Translated by T.W. Clark and Tarapada Mukherjee.
7. Nemade, Bhalchandra. *Kosala*, Translated by A. K. Ramanujan.

### Web References:

1. Penguin Random House India - Gitanjali
2. O.V. Vijayan's *Khasakkinte Itihasam*
3. Train to Pakistan on Amazon
4. Shyamchi Aai by Shankar Patil
5. Pather Panchali by Bibhutibhushan Bandopadhyay

**Relationship Matrix between POs, and Course Outcomes:**

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	9	0	3	9	0	0
CO2	3	9	9	9	9	3
CO3	9	3	9	3	9	3
CO4	9	3	3	9	0	3
CO5	3	9	9	0	9	9
CO6	3	3	3	0	9	9
Weightage	36	27	36	30	36	27
Weightage % of Course Contribution to POs	6	4.6	6	5	6	4.6

**Course Outcomes mapped with knowledge level (Revised Bloom's Taxonomy) and POs**

CO / K - Level	Level of Correlation			
	High	Medium	Low	Zero
CO1/K1, K2, K4	PO1,PO4	PO3	-	PO2,PO5
CO2/K2, K3, K4	PO2,PO3,PO4,PO5	PO1,PO6	-	-
CO3/K1, K2, K5	PO1,PO3,PO5	PO2,PO4,PO6	-	-
CO4/K1, K2, K3	PO1,PO4	PO2,PO3,PO6	-	PO5
CO5/K3, K4, K5	PO2,PO3,PO5,PO6	PO1	-	PO4
CO6/K4, K6	PO5,PO6	PO1,PO2,PO3	-	PO4

**Course Outcome (CO) Attainment Assessment Tools & Evaluation Procedure:**

K Levels	C1	C2	C3	Total Scholastic Marks	Attendance C4	CIA Total	% of Assessment
	T1 4 Marks	T2 10 Marks	Assign. 6 Marks		20	5	25
K1	01	01	02	3	-	3	12
K2		01		2	-	2	08
K3	01	02	02	4	-	4	16
K4	01	02		4	-	4	16
K5	01	02	02	3.5	-	3.5	14
K6		02		3.5	-	3.5	14
Non Scholastic					5	5	20
Total	4	10	6	20	5	25	100

The Cos and Pos for the **Regional Literatures in India(Translated Literary Works)** Course in **B.A., English** Programme is effectively matched by the course in-charge

Signature of the Course in-charge

Signature of the HoD