

M.A. English Language Studies

Syllabus

UNIVERSITY DEPARTMENT

Program Code: ****

2023 – 2024 onwards



BHARATHIAR UNIVERSITY

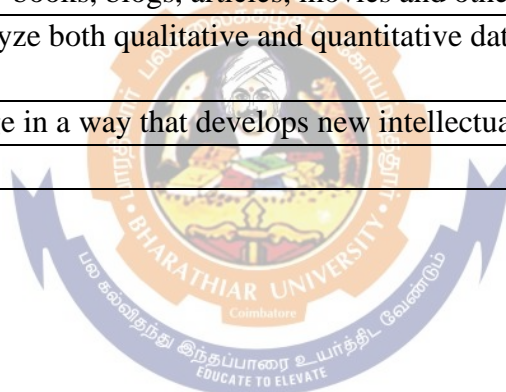
**(A State University, Accredited with “A++” Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)**

Coimbatore - 641 046, Tamil Nadu, India

Program Educational Objectives (PEOs)	
The M. A English Language Studies describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	Ability to communicate complex information clearly
PEO2	Experience in range of methods and approaches to the study of a language (including documentation, typological analysis, corpora, socio-linguistics, ethnography)
PEO3	Fluency in relevant instructional models, techniques or methods and ability to contribute to developing new ones
PEO4	Research aptitude and demonstrated ability to work independently
PEO5	Potential to assess resource requirements and use it effectively
PEO6	Capacity to design and develop communicative measures and training programmes
PEO7	Contribute to the dissemination of research findings: conduct literature reviews, prepare academic publications
PEO8	Record of excellent academic and creative writing skills
PEO9	Manage research data and maintain research records
PEO10	Encompass diverse roles in Translation studies and Interpretation, Journalism, Media Specialties, Corporate Communication and Training, Digital Content Writing, Public Relations, Script Writing, Copy-Editing and Publishing.



Program Specific Outcomes (PSOs)	
After the successful completion of M.A.English Language Studies , the students are expected to	
PSO1	To indulge in the methodical teaching of English language and literature for any level of learners
PSO2	To decode and interpret the complex literatures in the most comprehensive ways
PSO3	To comprehend and connect between the language theories, literary methods and instructional practices (teaching and learning)
PSO4	To creatively communicate using educational technologies (electronic and digital devices)
PSO5	To frame the curriculum design and content, and thereby prepare materials for the teaching and learning of English language
PSO6	To write and proof read content for the books, journals, blog and social media outlets
PSO7	To organize and plan methodological and technical support of educational sessions
PSO8	To critically review books, blogs, articles, movies and other literatures
PSO9	To collate and analyze both qualitative and quantitative data for literary and information needs
PSO10	To apply knowledge in a way that develops new intellectual understanding



Program Outcomes (POs)	
On successful completion of the M. A. English Language Studies program	
PO1	To shift the focus of language acquisition from communicative goals to interpretative strategies
PO2	To familiarize with ELT theories, approaches and pedagogies
PO3	To acquaint with research methodologies in English language studies
PO4	To reflect on English language in the idea of digital and non-digital forms
PO5	To frame interpretative modes of language in digital context
PO6	To prioritize reflective competence over the content mastery and rote learning
PO7	To use language laboratories and digital studios to correlate databases, develop apps and software
PO8	To develop impeccable command of English language and ability to lead team workloads to literary projects
PO9	To synthesize ideas from multidisciplinary perspective and consider alternative ways of knowledge acquisition
PO10	To be authentically creative and critical , and thereby pursue original knowledge in the subject area



BHARATHIAR UNIVERSITY : : COIMBATORE 641 046
M.A.ENGLISH LANGUAGE STUDIES Curriculum (University Department)
(For the students admitted during the academic year 2023 – 24 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
23ELSC01	Chaucer and the Elizabethan Age	4	4	--	25	75	100
23ELSC02	Literature of the Nineteenth Century	4	4	--	25	75	100
23ELSC03	Instructional Package Development – Practical	4	--	4	25	75	100
23ELSC04	Meta Cognition	4	4	--	25	75	100
23ELSC05	Application of ICT in the English Literature Classroom	4	4	--	25	75	100
23ELSE01	Postcolonial Studies	4	4	--	25	75	100
23ELSS01	Supportive	2	2	--	12	38	50
Total		26	22	--	162	488	650
SECOND SEMESTER							
23ELSC06	Women and Language in Transition	4	4	--	25	75	100
23ELSC07	Language and Linguistics	4	4	--	25	75	100
23ELSC08	Literary Criticism	4	4	--	25	75	100
23ELSC09	E- Learning Environment For English Language Teaching	4	4	--	25	75	100
23ELSE02	Indian and Regional Literatures in English (Elective)	4	4	--	25	75	100
23ELSS02	Supportive	2	2	--	12	38	50
Total		22	17	--	137	413	550

THIRD SEMESTER							
23ELSC11	Twentieth Century British Literature	4	4	--	25	75	100
23ELSC12	Research Methodology	4	4	--	25	75	100
23ELSC13	ELT and Theories of Knowledge	4	4	--	25	75	100
23ELSC14	Instructional Technology	4	4	--	25	75	100
23ELSC15	Young Adult's Literature	4	4	--	25	75	100
23ELSE03	Literature and Cognitive Sciences	4	4	--	25	75	100
23ELSS03	Supportive	2	2	--	12	38	50
Total		26	20	--	167	488	650
FOURTH SEMESTER							
23ELSC16	Teaching of English Literature	4	4	--	25	75	100
23ELSC17	Alternative Literary Studies	4	4	--	25	75	100
	Project Work	-	-	-	-	-	200
Total		8	6	-	50	150	400
Grand Total							
ONLINE COURSES							
1.	Introduction to Digital Humanities						
2.	Communication and Film Culture						

Course code	23ELSC01	CHAUCER AND THE ELIZABETHAN AGE	L	T	P	C
Core Paper			4	-	-	4
Pre-requisite	This paper enable students to enrich their knowledge in the area of English Literature from Chaucer to Elizabethan Age		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. This course will expose students to early English Literature and transition from middle English to the Elizabethan Age 2. It will introduce students to representative texts of the period and their socio cultural connotations 3. This course will also provide knowledge about socio cultural and historical development of the Elizabethan Age 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To develop a knowledge about different genres of poetry				K1	
2	To get an idea about the development of poetry through ages				K2&K4	
3	To expose the students early English Literature and transition of Chaucer and the Elizabethan Age				K3&K5	
4	To Understand the linguistic changes that took place during this period				K5	
5	To provide knowledge about Socio cultural and historical development of the Elizabethan Age				K4&K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Epic Poem				14 -- hours	
Chaucer - Prologue to Canterbury Tales						
Unit:2	Poems				14 -- hours	
John Donne - Valediction Forbidding Mourning, Ecstasy						
Sir Walter Raleigh - The Nymph's Reply to the Shepherd						
Robert Herrick – Delight in Disorder						
Andrew Marvell – The Garden						

Unit:3	Poems	14 -- hours
Surrey - Of Soote Season Wyatt - I find no peace and all my war is done Marlowe - The Passionate Shepherd to his love Ballads - Sir Patrick Spenser, The Wife of the Usher's Well		
Unit:4	Prose	14 -- hours
Francis Bacon - "Of Ambition", "Of Truth", "Of Studies", "Of Marriage and Single Life", "Of Death"		
Unit:5	Drama	14 -- hours
Marlowe - Dr. Faustus Ben Jonson - Alchemist John Webster - The Duchess of Malfi		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	72 -- hours
Text Book(s)		
1	Muir, Kenneth. Introduction to Elizabethan Literature, New York: Random House, 1967, Print.	
2	Kershaw, Arnold. An Introduction to Elizabethan Literature, London: A.H. Stockwell, 1929, Print.	
Reference Books		
1	Saint, George. A History of Elizabethan Literature, London: Library of Alexandria. Print.	
2	Robertson, John. M. Elizabethan Literature. Forgotten books, 2015, Print.	
3	Brown, George E. Redefining Elizabethan Literature, Cambridge, U.K.: Cambridge, 2004, Print.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Related - Video Course , NPTEL.	
2	Chaucer and the Elizabethan Age - Indian Institute of Technology, Madras and NPTEL via Swayam	
Course Designed By: Dr. G. Vinothkumar Course Verified By : Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO3	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low



Course code	23ELSC02	LITERATURE OF THE NINETEENTH CENTURY	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	The Romantic Movement – Significance of 1798		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To enhance Students’ knowledge on the emergence of romantic and Victorian movement in literature 2. To expose students to the impact of changing trends brought about by social and scientific developments in English Literature 3. To enable Students to identify and analyze diverse literary devices used by the Romantic writers 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To interpret a literary text with respect to the significant traits of Romantic Movement					K1
2	To comprehend the dialectic differences between Neo Classicism and Romanticism					K3&K4
3	To understand the dominant literary genres of the Romantic age					K3&K5
4	To know the ascent of materialism and impact of Utilitarian philosophy in Literary Readings					K5
5	To identify the dominance of scientific temperament and tradition of realism in novel writing					K4&K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Poetry					14 hours
Coleridge - Dejection: An Ode, Fears in Solitude Shelley - To a Skylark Wordsworth - Resolution and Independence Keats - La Belle Dame Sans Merci Blake - The Lamb Byron - When we two parted						
Unit:2	Poetry					14 hours
Tennyson - The lady of Shallot, Browning – Fra Lippo Lippi, Arnold - Dover Beach, Emily Pfeiffer - Love Unrequited, The Rhyme of the Lady of the Rock, Francis Thompson - The Hound of Heaven, Elizabeth Barret Browning - Yet Love, mere love....(Sonnet X)						

Unit:3	Prose	14 hours
Charles Lamb - Dream Children: A Reverie Arnold - Sweetness and Light		
Unit:4	Plays	14 hours
Wilde - Importance of Being Earnest J.M.Synge - Riders to the Sea		
Unit:5	Fiction	14 hours
Jane Austen - Sense and Sensibility Emily Bronte - Wuthering Heights		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/		
https://www.youtube.com/watch?reload=9&v=EWA-R60J2cs		
	Total Lecture hours	72 hours
Text Book(s)		
1	Breen, Jennifer, and Mary Noble. Romantic Literature. London: Arnold, 2002. Print.	
Reference Books		
1	Curran, Stuart. The Cambridge Companion to British Romanticism. Cambridge: Cambridge UP, 1993. Print.	
2	Sitter, John E. The Cambridge Introduction to Eighteenth-century Poetry. Cambridge: Cambridge UP, 2011. Print.	
3	Amigoni, David. Victorian Literature. Edinburgh: Edinburgh UP, 2011. Print.	
4	A Catalogue of 18th and 19th Century English Literature. London: Pickering & Chatto, Print	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	English Literature of the Romantic Period, 1798-1832 ,Indian Institute of Technology Madras and NPTEL via Swayam	
2	Cultural and Literary Expression in the 18th and 19th Centuries (saylor.org) via MOOC	
Course Designed By : Dr.M.Ashitha Varghese		
Course Verified By: Dr.P.Nagaraj		

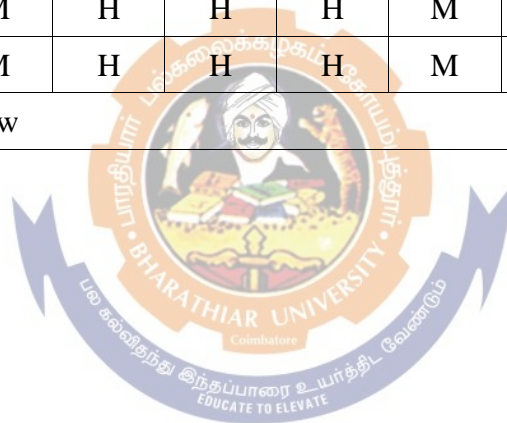
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course Code	23ELSC03/ 23EDUCP02	INSTRUCTIONAL PACKAGE DEVELOPMENT – PRACTICAL	L	T	P	C
		Core	4	-	-	4
Prerequisite		NIL	Syllabus Version			2023- 2024
Course Objectives						
<ol style="list-style-type: none"> To inculcate the knowledge and skill of applying various features available in Adobe Photoshop, Adobe Animate and Adobe Captivate. To train on instructional package designing and development skills such as storyboarding, prototyping, creating components and authoring. 						
Expected Course Outcomes						
On the successful completion of the course, student will be able to:						
1	Design storyboards for proposed instructional packages.					K1
2	Construct prototypes based on the designed storyboards.					K2
3	Edit graphics and create interactive animations using Adobe Illustrator, Adobe Photoshop and Adobe Animate.					K3
4	Prepare audio and video contents, for this instructional package, using the skills acquired in 'Educational Video Production – Practical' course.					K4
5	Develop an instructional package in Adobe Animate, according to the storyboard, by integrating all multimedia contents.					K5
6	Develop an instructional package in Adobe Captivate, according to the storyboard, by integrating all multimedia contents and virtual reality components.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit: 1	STORYBOARDING					12 Hours
Designing storyboards to develop two interactive instructional packages in Adobe Captivate and Adobe Flash.						
Unit: 2	PROTOTYPING					12 Hours
Constructing prototypes for the instructional packages.						
Unit: 3	CONTENT CREATION					42 Hours
Writing text content and creating other multimedia contents using Adobe Illustrator, Adobe Photoshop and Adobe Animate, required for the packages.						

Unit: 4	PACKAGING - 1	26 Hours
Developing instructional package in Adobe Animate by integrating the contents created in unit 3 and designs constructed in unit 1 and unit 2.		
Unit: 5	PACKAGING - 2	26 Hours
Developing instructional package with virtual reality features in Adobe Captivate by integrating the contents created in unit 3 and designs constructed in unit 1 and unit 2.		
Unit: 6	CONTEMPORARY ISSUES	2 Hours
Compare the features of Adobe Captivate with other packaging software used in e-learning industry.		
Total Practical Hours		120 Hours
Text Books		
1	Andrew Faulkner. (2018). Adobe Photoshop CC Classroom in a Book (1st. ed.). Pearson Education.	
2	Brian wood. (2018). Adobe Illustrator CC Classroom in a Book (1st. ed.). Pearson Education.	
3	Pooja Jaisingh& Damien Bruyndonckx. (2019). Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate (5 th . ed.). Packt Publishing Ltd.	
4	Tom Green & Joseph Labrecque. (2017). Beginning Adobe Animate CC: Learn to Efficiently Create and Deploy Animated and Interactive Content. A press.	
Reference Books		
1	Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development.	
2	Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. Create Space Independent Publishing Platform.	
Related Online Contents		
1	Adobe Photoshop Learn & Support – adobe.com (https://helpx.adobe.com/in/support/photoshop.html)	
2	Adobe Illustrator Learn & Support – adobe.com	

	(https://helpx.adobe.com/in/support/illustrator.html)									
3	Adobe Animate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/animate.html)									
4	Adobe Captivate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/captivate.html)									
Course Designed By: Dr. M. Parthasarathy										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H	H	M	H	H	H	M	H	M	H
CO2	H	H	M	H	H	H	M	H	M	H
CO3	H	H	M	H	H	H	M	H	M	H
CO4	H	H	M	H	H	H	M	H	M	H
CO5	H	H	M	H	H	H	M	H	M	H
CO6	H	H	M	H	H	H	M	H	M	H
*S-Strong; M-Medium; L-Low										



Course code	23ELSC04	META COGNITION	L	T	P	C
Core/Elective/Supportive	Core Paper		4	-	-	4
Pre-requisite	Language Acquisition and Comprehension		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> To shape the thinking and interpretation of students To enable the students to perceive and represent the meaning of the language To help the students understand the linguistic and cultural influences of thoughts 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To interpret a literary text by applying cognitive strategies and methods					K1
2	To understand the role of critical thinking in language use and problem solving					K3&K4
3	To evaluate the linguistic relativity and cultural value of literary texts					K3&K5
4	To develop a language-thought framework in the process of reading literature					K5
5	To reflect on one's own thinking and cognitive processes					K4&K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Introduction to Thinking and Cognition					14 hours
Language and Thought – Metacognition and Theory of Mind (Self-study)						
Unit:2	Thinking Methods					14 hours
The Six-Thinking Hats Method (Edward De Bono) - Applied Metacognition (Self-study)						
Unit:3	Cognition and Psychology					14 hours
Cognitive Psychological Foundations of Narrative Experiences – Psychology of Intelligence Analysis (Self-Study)						
Unit:4	Thinking and Intelligence					14 hours
Multiple Intelligences						
Unit:5	Neuro Linguistic Programming					14 hours
Approaches and Methods in Language Teaching						
Unit:6	Contemporary Issues					2 hours
Expert lectures, online seminars - webinars						
https://www.youtube.com/watch?v=ZT7iRjvYUtk						
https://www.cognifit.com/cognition						
Total Lecture hours					72 hours	

Text Book(s)	
1	Richards and Rodgers. Approaches and Methods in Language Teaching, Cambridge University Press
2	Richard J.Gerrig and Giovanna Egidi in Narrative Theory and the Cognitive SciencesEd.David Herman, CSLI Publications
Reference Books	
1	EleonoraPapaleonLiouLauca, 2008. Metacognition and Theory of Mind. Cambridge Scholars Publishing
2	Timothy J.Perfect, Bennett L.Schwartz, 2008. Applied Metacognition – Cambridge University Press
3	Richards J. Heuer, Jr. Center of the study of Intelligence/ Center Intelligence Agency 1999
4	Mayer, Richard E. Thinking, Problem Solving, Cognition. New York: W.H. Freeman, 1983. Print.
5	Kruse, C. G. Thinking about Cognition: Concepts, Targets, and Therapeutics. Amsterdam: IOS, 2006. Print.
6	Bruner, Jerome S. A Study of Thinking. New York: Wiley, 1956. Print.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Language and Emotion at Work (II) (UNED Abierta) via MOOC
2	Language and Mind, Indian Institute of Technology Madras viaNPTEL
Course Designed and Verified By: Dr.P.Nagaraj	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	23ELSC05	Application of ICT in the English Literature Classroom	L	T	P	C
		Elective	4	-	-	4
Pre-requisite		NIL	Syllabus Version	2023-2024		
Course Objectives:						
<p>To familiarize the basics forms of literature . To know the styles of teaching different genres. To understand the nuances of writing for multimedia. To learn the skills required for a multimedia writer.</p>						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understanding the basic tenets of teaching literature using ICT.					K2
2	Knowledge of interactive teaching and narrative strategies.					K1
3	Understanding of writing formats.					K4
4	Knowledge of writing narration for different types of websites.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Introduction					12 Hours
Teaching English as a second language – advantages , challenges, Use of ICT in the language classroom- advantages , challenges .						
Unit:2	Teaching of Literary forms with ICT					10Hours
Poetry – lyric, epic, ode, sonnets, ballads, Drama- comedy, tragedy, romantic comedy , one act play .						
Unit:3	Teaching of Fiction with ICT					12 Hours
Unit III- Fiction - types, scientific, historical, thriller, Linear, non linear forms short story,						
Unit:4	Teaching of Writing for different media					12 Hours
Blog, Writing for chat bots, chats, Digital Format, and Animation, Search Engines, using modern communication technology.						
Unit:5	Teaching E Content Writing					12 Hours
Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy, Brevity, and Clarity, Elements of good writing.						

Unit:6	Teaching of Interactive Writing	2 Hours
Thinking Interactively – Interactive Writer – Interactive Devices –Flowcharting , Organizational Tools.		
Total Lecture Hours		60 Hours
Text Books		
1	Caroline Haythornthwaite and Richard Andrews,(2011), E-Learning Theory & Practice, SAGE	
2	NP Ahuja,(2013), Dictionary of Grammer-, Anurool Publications Pvt.Ltd., New Delhi-110002.	
3	Lynda Felder(2012) Writing for the Web, New Riders, Berkeley	
Reference Books		
1	Peter Donnelly et al., (2012),How to succeed at E-Learning,Wiley	
2	Irene Hammerich and Claire Harrison,(2002), Developing Online Content: The Principles of Writing and Editing for the Web, John Wiley & Sons Inc.	
Course Designed By: Dr. A.R.BHAVANA		

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Design Thinking – A Primer Professor – Ashwin Mahalingam and Professor Bala Rama Durai, IIT Madras – 4 Weeks-NPTEL
2	Elements of Visual Representation – Professor SHATAR UPA, Thakurta Raj, IIT Kanpur, -8 Weeks-NPTEL.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	M	L	L	L	L	L	L	L
CO2	M	L	L	L	L	M	L	L	L	M
CO3	M	M	L	M	M	L	L	L	L	L
CO4	M	M	M	L	M	L	L	L	L	M
CO5	M	L	L	L	M	M	L	L	L	L

Course code	23ELSE01	POST COLONIAL STUDIES	L	T	P	C
		ELECTIVE	4	-	-	4
Pre-requisite			Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
1. Introduce the complex narratives of post colonial literary texts						
2. Introduce the issues and problems discussed in the post colonial texts						
3. The language and technique of post colonial theories and literary texts						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Comprehend the historical and social processes of colonization					K1
2	Understand the centrality of race and ethnicity in the discourses of post colonialism					K2
3	Understand the literary representations of nation state and nationality					K3
4	Comprehend the complexities associated with formation of identities					K4& K5
5	Understand the role of language in the process of Colonization					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Colonial influences					-- hours
The Postcolonial and the Postmodern - Kwame Anthony Appiah Of Mimicry and man: The ambivalence of Colonial Discourse - HomiBhabha J.M.Coetzee - Waiting for the Barbarians						
Unit:2	Nationalism					-- hours
Frantz Fanon - On National culture Partha Chatterjee - Nationalism as a Problem Benedict Anderson - The emergence of national Consciousness Amitav Ghosh - Shadow Lines						
Unit:3	Feminist Voices					-- hours
Under Western Eyes: Feminist Scholarship and Colonial Discourses- Chandra TalpadeMohanty Three Women's Texts and a Critique of Imperialism –Gayatri Chakravorty Spivak Wide Sargosso Sea- Jean Rhys						
Unit:4	Language and Culture					-- hours
Decolonising the Mind - NgugiWaThiongo Nation Language --- Edward Kamau Brathwaite Edward Said - Redrawn Frontiers, Redefined Issues, Secularized Religion Wole Soyinka - The Lion and the Jewel Dereck Walcott - A far Cry From Africa						

Unit:5	Ethnicity and Race	-- hours
Stuart Hall - New Ethnicities The Representation of the Indegene - Terry Goldie The History of Kelly Gang - Peter Carey		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
1. Post Colonialism in Literature - https://study.com/academy/lesson/post-colonialism-in-literature-definition-theory-examples.html 2. What is Post Colonialism - https://www.youtube.com/watch?v=c99SbGYKrGw 4. Introduction to Post Colonial Studies - https://www.youtube.com/watch?v=gtQlrE_tOKI		
	Total Lecture hours	-- hours
Text Book(s)		
1	The Post Colonial Reader - Bill Ashcroft, Gareth Griffiths, Helen Tiffin	
2	Imagined Communities - Benedict Anderson	
3	Wretched of the earth - Frantz Fa	
Reference Books		
1	The Location of Culture - Homi .K.Bhabha	
2	Orientalism- Edward Said	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Edward Said Interviewed by Salman Rushdie- https://www.youtube.com/watch?v=vAmLNc_4VtE	
2	Prof. HomiBhabha on Post Colonial Studies - https://www.youtube.com/watch?v=vAmLNc_4VtE	
3	www.postcolonialweb.org	
Course Designed By: Dr.B.Padmanabhan Course Verified by: Dr. P. Nagaraj		

Unit:5	Fiction & Film	14 hours
Reading Lolita in Tehran – Azar Nafisi I am Vidya : A Transgender’s Journey – Living Smile Vidya The Liberation of Sita - Volga Bullbull - AnvitaDutt Thappad – Anubhav Sinha Vidhu		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars https://www.youtube.com/watch?v=MxhBl6trdfg https://openlibrary.org/books/OL4106110M/Women_and_language_in_literature_and_society		
Total Lecture hours		72 hours
Text Book(s)		
1	Mary Eagleton. 2010. Feminist Literary Theory: A Reader. John Wiley & Sons	
2	EwaPlonowskaZiarek. 2012. Feminist Aesthetics and the Politics of Modernism. Columbia University Press.	
3.	Joyce Penfield.1987. Women and Language in Transition. Suny Press	
Reference Books & Web Links		
1	Susie Tharu & K. Lalitha (eds): Women Writing in India (2 Vols)	
2	Isobel Armstrong: New Feminist Discourses	
3.	https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Feminist Writings via SWAYAM	
2	NOC : Understanding Creativity and Creative Writing via NPTEL	
Course Designed By : Dr.M.Ashitha Varghese Verified By: Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	23ELSC07	LANGUAGE & LINGUISTICS	L	T	P	C
		CORE PAPER	4	-	-	4
Pre-requisite			Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
1.To enable students to know and form ideas on growth and development of English Its structural, grammatical and functional aspects						
2.Language's links with society, culture and literature						
3. Social and cultural implications of language						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	understand the nuances and hybrid nature of the English Language					K1
2	comprehend the socio-cultural influences on Language					K2 &K5
3	gain an understanding about the varieties of English Language					K3
4	Understand Multiple layers of meaning and possibilities of Machine Learning					K4
5	Understand the significance of Language used in literary discourses					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Phonology of English					17 hours
Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.						
Unit:2	Levels of Linguistic Analysis					17 hours
Morphology, Semantics and Pragmatics, Discourse Analysis						
Unit:3	Socio Linguistics					17 hours
Language varieties, language, society and culture						
Unit:4	Computational Linguistics					17 hours
Language and Machine, Natural Language Processing, Deep Learning and Machine Learning						
Unit:5	Stylistics					17 hours
Language and Literature						
Unit:6	Contemporary Issues					2 hours
1. Noam Chomsky: Language, Cognition, and Deep Learning Artificial Intelligence (AI) Podcast- https://www.youtube.com/watch?v=cMscNuSUy0I						

2. Steven Pinker - The Stuff of Thought: Language as a window into human nature - https://www.youtube.com/watch?v=5S1d3cNge24	
Total Lecture hours	
85 hours	
Text Book(s)	
1	T.Balasubramanian : A Text book of English Phonetics for Indian students
2	George Yule : The Study of Language, Second Edition, Cambridge University Press, 1996
3.	N.Krishnaswamy et al : Modern Applied Linguistics, Trinity
Reference Books	
1	Wallwork, J. F. Language and Linguistics: An Introduction to the Study of Language. London:Heinemann Educational, 1969. Print
2	Lyons, John. Language and Linguistics: An Introduction. Cambridge: Cambridge UP, 1981. Print.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	The Psychology Of Language,By Prof.NaveenKashyap, IIT Guwahati - SWAYAM Course
2	Applied LinguisticsByProf. Rajesh Kumar, IIT Madras- SWAYAM course
3	David Crystal on Language, Linguistics and Literature - https://www.youtube.com/watch?v=A9Y8ZHfw50A
Course Designed By:Dr.B.Padmanabhan	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	M	M	M	L	L
CO3	S	M	M	S	S	L	M	L	L	M
CO3	M	S	S	M	M	M	M	L	M	M
CO4	M	M	M	S	S	M	L	M	L	L
CO5	M	M	S	S	M	L	M	L	L	M

Course code	23ELSC08	LITERARY THEORY AND CRITICISM	L	T	P	C
		Core	4	-	-	4
Pre-requisite	Basic Knowledge about in Literary theories	Syllabus Version	2023-2024			
The main objectives of this course are to:						
1. Introduce Students to one of the most enabling forms of literary study						
4. To help students to analyze literary writings, based on ever evolving traditions of criticism						
5. sensitize students to transition from Humanistic to Modern to Postmodern critical traditions						
6. Orient students about the interdisciplinary nature of Literary theory and Criticism						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	understand the significance of theory in literary interpretation					K1
2	understand the factors that contributed to the transtious that happened in literary studies					K2
3	understand about the functioning of various method and sources of Literary Criticism					K3 & K4
4	analyseLiterary works employing the evolving traditions of criticism					K4 & K5
5	Understand the socio cultural and linguistic influences in the interpretation of Literary text					K6
K1 - Remember; K2 - Undestand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Indian Aesthetics				-- hours	
Introduction to classical criticism. Plato, Aristotle, Horace, Longinus and Sanskrit aesthetics :Rasa, Dhvani, Literary genres, names and features of poetics, theme and technique of plot construction, other aspects of criticism						
Unit:2	18th and 19th Century Criticism				-- hours	
Johnson - Preface to Shakespeare						
William Wordsworth - Preface to Lyrical Ballads						
Mathew Arnold - Study of Poetry						

Unit:3	Early Twentieth Century	-- hours
T.S.Eliot - Tradition and the Individual Talent William Empson - Seven Types of Ambiguity Walter Benjamin - The work of Art in the Age of Mechanical Reproduction		
Unit:4	New Criticism and Deconstruction	-- hours
Cleanth Brooks - The Language of Paradox Northrop Frye - Archetypes of Literature Jaques Derrida – Structure Sign and Play in the Discourse of Human Sciences		
Unit:5	Practical Criticism and Semiotics	-- hours
I.A.Richards - Four Kinds of Meaning Roland Barthes - Death of the Author Jean Paul Sartre - Why Write?		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
1. Semiotics and Structuralism-Yale Courses - https://www.youtube.com/watch?v=VsMfaIOsT3M		
2. Russian Formalism -Yale Courses - https://www.youtube.com/watch?v=11_oV1wfv2M		
	Total Lecture hours	-- hours
Text Book(s)		
1	.Ramaswamy, S., and V. S. Seturaman. The English Critical Tradition: An Anthology of EnglishLiterary Criticism. Bombay: MacMillan of India, 1977. Print.	
2	Grodan, Michael, and Martin Kreiswirth. The Johns Hopkins Guide to Literary Theory and Criticism.Baltimore: Johns Hopkins UP, 1994. Print.	
3.	Schoenberg, Thomas J, and Lawrence J. Trudeau. Twentieth-century Literary Criticism: Volume 223.Detroit: Gale, 2009. Print.	
Reference Books		
1	Rees, C.J Van. Literary Theory and Criticism: Conceptions of Literature and Their Application. S.l.:S.n., 1986. Print.	
2	Wimsatt, William K. Literary Criticism. London: Routledge&Kegan Paul, 1970. Print.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Introduction to Theory of Literature - https://www.youtube.com/watch?v=4YY4CTSQ8nY&list=PLD00D35CBC75941BD									
2	The New Criticism and Other Western Formalisms - https://www.youtube.com/watch?v=47YyqXdrIhU									
3	New Criticism: The Basics - https://www.youtube.com/watch?v=YFHPdrq6uv8									
Course Designed By: Dr. B.Padmanabhan Email : padmanabhan@buc.edu.in										
Course Verified By: Dr.P.Nagaraj										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	M	M	M	L	L
CO3	S	M	M	S	S	L	M	L	L	M
CO3	M	S	S	M	M	M	M	L	M	M
CO4	M	M	M	S	S	M	L	M	L	L
CO5	M	M	S	S	M	L	M	L	L	M



Course code	23ELSC09	E- LEARNING ENVIRONMENT FOR ENGLISH LANGUAGE TEACHING	L	T	P	C
		CORE PAPER	4	-	-	4
Pre-requisite	Nil		Syllabus Version		2023-2024	
Course Objectives:						
The main objectives of this course are :						
<ol style="list-style-type: none"> 1. To understand the concept, principles, and theories of Learning 2. To design E-learning Environment that enables the learners to use various styles and strategies of learning. 3. To make the students to apply the psychological principles and theories in the e learning Environment 4. To inculcate the basic knowledge of e-learning package design. 5. To introduce various e-learning environments in which the e-learning packages are deployed. 6. To familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	understand the concept, principles, and theories of Learning					K2
2	design E-learning Environment that enables the learners to use various styles and strategies of learning.					K4
3	apply the psychological principles and theories in the e learning Environment					K4
4	Understand various e-learning environments in which the e-learning packages are deployed					K2
5	familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Learning					11 hours
Learning – Concept and Principles –Behavioral Theory: Classical and Operant Conditioning, Cognitive Theory: Gagne’s Theory, Bruner’s Theory and Piaget’s Cognitive Development: Information Processing Theory –Donald Norman.						
Unit:2	E-Learning Environment Design					12 hours
Perspectives of E-Learning Design – Identifying Goal – Writing Learning Objectives – Identifying Prerequisites – Teaching Sequences – Creating Learning Objects – Learning Activities – Redesigning.						

Unit:3	E-Learning tools and devices	11 hours
Blended Learning – Flipped classroom – Virtual Classroom- Virtual lab, Collaboration Tools, Online Meetings, Discussion Activities, and Virtual Courses.		
Unit:4	Education 4.0	12 hours
Artificial Intelligence:meaning, Concept and Application in Education		
Unit:5	Measurement and Assessment	hours
Concept of Evaluation, Measurement and Assessment – Tests – Nature Characteristics and Types – Norm Referenced Test – Criterion Referenced Test-E-assessment		
Unit:6	Contemporary Issues	2 hours
Expert lecture: Application of psychological theories in the e learning industrial Environment online seminars / webinars: Pros and cons of E-learning Environment		
	Total Lecture hours	60 hours
Text Book(s)		
1	Mangal, S.K. (2007). Advanced Educational Psychology. New Delhi: Prentice Hall of India.	
2	Feldman, R. S. (2004). Understanding Psychology. Tata McGraw-Hill, New Delhi, India.	
3	Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (7th Edition). Introduction to Psychology. Singapore: McGraw-Hill.	
Reference Books		
1	Agochya, D.(2010). Life competencies for adolescents. New Delhi : Sage Publications.	
2	Davies, I.K.(2011). Management of Learning. Berkshire : McGraw Hill.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1		
2		
Course Designed By: Dr.S.THANGARAJATHI,Associate Professor,		

Course code	23ELSE02	INDIAN AND REGIONAL LITERATURES IN ENGLISH	L	T	P	C
Elective	Elective Paper		4	-	-	4
Pre-requisite	This paper provides basic knowledge about Indian Writing in English		Syllabus Version	2023- 2024		
Course Objectives:						
The main objectives of this course are to: <ul style="list-style-type: none"> • To enable students to form an overview of literatures in India • To help students capture the tenor and manner of expression in writings by non-native user of English • To enhance the aspects of the English at a common level • To make the learners aware of Indian sensibility in the representative works 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	TO understand the Characteristics of Indian Literature					KX
2	To understand the varying themes and techniques of Indian literature					KX
3	To knowledge about the socio-cultural aspects of the people India					KX
4	To understand the sensibilities expressed through these literary works					KX
5	To Experience and derive meaning from life like situations					KX
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Poetry					14 -- hours
Sri Aurobindo - The Pilgrim of the night, The stone Goddess Sarojini Naidu - Indian weavers, Song of Radha, The Milkmaid Niseim Ezekiel - Enterprise , Goodbye Party for Miss Pushpa T.S A.K.Ramanujan - Love poem for a wife, A River Kamala Das - My Grandmother's House, Extended family summer in calcutta						
Unit:2	Prose					14 -- hours
Swami Vivekananda - Work without Motive Jawaharlal Nehru - Animals in Prison Abdul Kalam - When I Failed						
Unit:3	Drama					14 -- hours
Vijay Tendulkar - Silence ! The court is in Session Badal Sircar – - Evam Indrajit						

Unit:4	Novel	14 -- hours
R.K.Narayan - The Man Eater of Malgudi Anita Desai -Where shall we go This Summer Bharati Mukherjee - Jasmine		
Unit:5	Short Stories	14 -- hours
Mulk Raj Anand - The Lost Child Gita Hariharan - The Remains of the Feast Kushwant Singh - Karma		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars http://books.rediff.com/book/indian-writing-in-english/9788120704435		
Total Lecture hours		72-- hours
Text Book(s)		
1	An Anthology of Commonwealth Poetry, ED. CD.Narasimhaiah. Macmillan.2011	
2	Indo-English Prose: A Selection E.d.C.Subbian,Chennai. Emerald Publishers,1991	
3	Speeches and Writings of Swami Vivekananda. Swami Vivekananda Forgotten	
Reference Books		
1	Indian Writing in English . K.R. SrinivasaIyengar. Sterling Publishers,2012	
2	Writing India Anew: Indian English Fiction 2000-2010. Rituparna Roy. Amsterdam University Press,2013.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Related - Video Course , NPTEL.	
2	Indian Literature in English - Indian Institute of Technology, Madras and NPTEL via Swayam	
Course Designed By: Dr. G. Vinothkumar		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO3	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	23ELSC11	20th CENTURY BRITISH LITERATURE	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	The Romantic Movement – Significance of 1798		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> • To sensitize students to the momentous changes in the 20th century, especially, literature • To enable them to understand experimental and innovative techniques used in literature • To make clear the idea that changes in human experience demand changes in mode of expression • The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques. • It enables them to frame and apply the interdisciplinary perspectives to literature 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To understand the interdisciplinary nature of literary studies.					K1&K2
2	To understand the socio-cultural changes that influenced Literature during 20 th Century.					K3&K4
3	To understand how the different modes of literary expression have influenced human life.					K4
4	To gain knowledge about the changes in the use of literary devices and techniques.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	POETRY					14 hours
T.S.Eliot	-	The Love Song of J.AlfredPrufrock				
W.B.Yeats	-	Second Coming				
Ted Hughes	-	The Thought Fox, Hawk Roosting				
Philip Larkin	-	Church Going				
Seamus Heaney	-	Mid- Term Break				
Unit:2	POETRY					14 hours
Hopkins	-	The Wreck of the Deutschland				
Carol Ann Duffy	-	Mrs.Lazarus				
Rubert Brooke	-	Soldier				
Wilfred Owen	-	Anthem for the Doomed Youth				
W. H. Auden	-	Unknown Citizen				
Unit:3	DRAMA					14 hours
Bernard Shaw	-	Arms and the Man				
John Osborne	-	Look Back in Anger				
Samuel Becket	-	Waiting for Godot				

Unit:4	PROSE	14 hours
Orwell	- Politics and the English Language	
D.H.Lawrence	- Why the Novel Matters?	
Unit:5	FICTION	14 hours
Virginia Woolf	- To the Light House	
Kazuo Ishiguro	- The Remains of the Day	
Unit:6	20TH CENTURY LITERARY DEVELOPMENT	2 hours
Expert lectures, online seminars – webinars		
https://youtu.be/zj8jW857edE		
https://youtu.be/zj8jW857edE		
Total Lecture hours		72 hours
Reference Books		
1	Temple, Ruth Zabriskie., and Martin Tucker. <i>Twentieth Century British Literature: A Reference Guide and Bibliography</i> . New York: F. Ungar Pub., 1968. Print.	
2	Kermode, Frank, and John Hollander. <i>Modern British Literature</i> . New York: Oxford UP, 1973. Print.	
3	Sauerberg, Lars Ole. <i>Intercultural Voices in Contemporary British Literature: The Implosion of Empire</i> . Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.	
4	Ivory, James Maurice. <i>Identity and Narrative Metamorphoses in Twentieth-century British Literature</i> . Lewiston, NY: Edwin Mellen, 2000. Print.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	MOOC – courses on Modernism and Post Modernism - Online Course	
2	YouTube lectures by IIT, NIT Professors	
Course Designed By: Dr. M. Ashitha Varghese & Dr. M. Kasirajan		
Course Verified By : Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M



Course code	23ELSC12	RESEARCH METHODOLOGY	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	Ability to approach critical theories and texts		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To facilitate the students do qualitative and quantitative research 2. To help the students understand the difference between Textual analysis and Action Research 3. To enable the students identify subjective and objective techniques of literary analysis 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To identify a problem of research and formulate definite research hypothesis					K1
2	To narrow down the relevant reviews and resources of related research					K2&K4
3	To evaluate the theories, ideas and approaches to be applied in a research study					K3&K5
4	To develop a conceptual framework and how to apply it in a research study					K5
5	To conduct field based observations, interviews and case studies in an Action Research					K4&K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	An Introduction to Research					14 hours
The Research Methods for English Studies - An Introduction Archived Methods- Autobiography as a Research Method, How to identify a Research Problem? - How to frame Research objectives and Hypotheses?						
Unit:2	Review of Related Research					14 hours
Visual Methodology Discourse Analysis						
Unit:3	Quantitative and Qualitative Methods					14 hours
The use of Ethnographical Methods in English Studies Numbers and Works - Qualitative methods for Scholars of Texts						
Unit:4	Research Drafting and Writing					14 hours
Plagiarism and Research - Format of Research Writing						
Unit:5	Research Documentation					14 hours
Documentation: Preparing the List of Works Documentation: Citing Sources in the Text						

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
https://www.youtube.com/watch?v=pANIDaCYA_M		
https://www.youtube.com/watch?v=uCM2hk54MbI		
	Total Lecture hours	72 hours
Text Book(s)		
1	MLA Handbook for Writers of Research Papers – Joseph Gibaldi– Eighth Edition	
2	Research Methods for English Studies – Gabriel Griffin – Edinburg University Press	
Reference Books		
1	Research Methods and Techniques – Kothari	
2	Brady, Mary. 2008. Review of The good research guide for small-scale social research projects, by Martyn Denscombe.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC:Introduction to Research - Video Course , NPTEL.	
2	Research Methodology, Indian Institute of Technology Madras and NPTEL via Swayam	
Course Designed By: Dr.M.Ashitha Varghese Course Verified By : Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	23ELSC13	ELT AND THEORIES OF KNOWLEDGE	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	Critical Thinking and Inference making		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> To familiarise students with core theories of language education To provide a detailed historical view of English Language Teaching To enable students in understanding how English language evolved from multiple Contexts 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To explore the role of language in Education and understand notions of language hegemony and hierarchy					K1&K2
2	To research on issues that impact language education					K3&K4
3	To teach English both as an acquired and skill based subject					K4 &K5
4	To discuss measures, policies and changes in language education					K4 & K5
5	To participate in service learning by integrating it as a part of both theory and practise					K4&K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Twenty First Century Language Teaching					14 hours
A brief history of Language Teaching - Attitudinal Changes in Language and Communication - From English to Englishes - Language Ethics						
Unit:2	ELT Theories					14 hours
Competency- based Language Teaching - Communicative Language Teaching - Content- based instructions - Task-based Language Teaching - Blended Teaching method						
Unit:3	ELT in Knowledge System					14 hours
English for specific purposes / social purposes - Teaching English in multilingual societies- Research in Second language acquisition- Teaching large classes and mixed ability classes 5. Strategies and techniques for effective self s						
Unit:4	ELT and Service Learning					14 hours
Defining Service Learning- Service learning and Community Needs – English Language and Community Research – Review and Challenges						

Unit:5	ICT and English Language Instruction	14 hours
Using Technology – Internet, Mobile, Smart Classroom, web resources, ipod - e-content development, e-publishing- education-portal.com - Writing Blog and websites - Free online services- MOOC,Edx,Coursera - Internet of Things(IOT), Social media , mobility, analytics and Cloud (SMAC)		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
https://www.youtube.com/watch?v=ksPAkvAXFSM		
https://www.youtube.com/watch?v=IXTdPKScsSg		
	Total Lecture hours	72 hours
Text Book(s)		
1	Approaches and Methods in Language Teaching - Jack.C.Richards and Theodore Rodgers	
2	A history of English Language, Teaching, Second Edition A.P.R Howett with H.G.Widdowson	
3.	Freire, P. (2014). <i>Pedagogy of hope: Reliving pedagogy of the oppressed</i> . Bloomsbury Publishing	
Reference Books		
1	Developments in English for Specific Norms: A multi-disciplinary approach. Cambridge, England. Dudley – Evans.T. and St. John.M.J.(1998) Cambridge University Press.	
2	Richards Jack C. Curriculum Development in Language Teaching. India: Cambridge University Press. 2001	
3	Bayer, Jennifer. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111. 1990	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC : Practical English – Learning and Teaching via NPTEL	
2	NOC : Outcome Based Pedagogic Principles for Effective Teaching via NPTEL	
Course Designed and Verified By: Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course Code	23ELSC14	INSTRUCTIONAL TECHNOLOGY	L	T	P	C
		CORE	4	-	-	4
Pre-requisite		1. Psychology of Learning (20EDUCC02) 2. Introduction to E-Learning Technology (0EDUCC01)	Syllabus Version			2023-2024
Course Objectives						
1. To understand the meaning and significance of Instructional Technology. 2. To relate instructional objectives to instructional technology. 3. To learn the importance of instructional theories and models in Instructional System Design. 4. To understand the evaluation of instructional materials and assessment of learning.						
Expected Course Outcomes						
On the successful completion of the course, student will be able to:						
1	Understand the history and development of Instructional Technology.					K2
2	Differentiate the educational objectives from writing objectives of instructional design.					K4
3	Understand different learning theories.					K2
4	Analyze instructional media and methods of instructional design.					K4
5	Enhance instructional design, evaluation and assessment format.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit: 1	Introduction to Instructional Technology				10 Hours	
Definition – History of Instructional Technology – Concept of Systems Approach –Need Assessment – Task Analysis-Taxonomies of Educational Objectives: Bloom’s Cognitive Domain, Krathwohl’s Affective Domain, Dave’s , Harrow’s & Simpson’s Psychomotor Domain - Writing Objectives: Mager Method, Gagne Method, ABCD Method.						
Unit: 2	Instructional Models				12 Hours	
Instructional Development Models: Kemp Model – Instructional Development Institute Model – ADDIE Model - Rapid ISD, SAM, Dick and Carey Models.						

Unit: 3	Instructional Theories	13 Hours
Gagne-Briggs' Instructional Events – Gropper's Behavioral Approach to Instructional Prescription – Scandura's Structural Learning Theory –Collins-Stevens' Cognitive Theory of Inquiry Teaching – Merrill's Component Display Theory		
Unit: 4	Instructional Media & Strategies	11 Hours
Instructional Methods and Media – Instructional Strategies for Declarative Knowledge, Concepts, Procedures, Principles, Problem-Solving, Cognitive Strategy, Attitude, Psychomotor Skill.		
Unit: 5	Evaluation and Assessment	12 Hours
Evaluation of Instructional Materials: Overview – Evaluation Process – Evaluation Models – Assessment of Learning: Overview – Purposes – Types of Assessment –Characteristics of Good Assessment Instruments – Formats of Assessment.		
Unit: 6	Contemporary Issues	2 Hours
Issues and Trends in Instructional Technology; Instructional Technology tools.		
Total Lecture Hours		60 Hours
Text Book		
1	Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston.	
Reference Books		
1	Charles M. Reigeluth, (2013),Instructional-Design Theories and Models: An Overview of Their Current Status,Routledge.	
2	David H. Jonassen et al,(1999), Task Analysis Methods for Instructional Design, Book by.,Lawrence Erlbaum Associates.	
3	Gary R. Morrison et al., Wiley,(2006),Designing Effective Instruction, 7th Edition. L. Smith and Tillman J. Ragan, Wiley,(2005), Instructional Design, Patricia.	
4	Rita C. Richey et al., (2010), The Instructional Design Knowledge Base: Theory, Research, and Practice,Routledge.	
5	Robert M. Gagne,(2013),Instructional Technology: Foundations,Routledge.	
6	RobertM.Hashway,(1998),Assessment and Evaluation of Developmental Learning,,Greenwood Publishing Group.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Emerging Instructional Technology Trends (https://www.slideshare.net/juniamarin/ten-emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e-486bccb5cf6b&v=&b=&from_search=3)									
2	Reimagining the role of Technology in Education (https://tech.ed.gov/files/2017/01/NETP17.pdf)									
3	Instructional Design and Technology (https://www.slideshare.net/gaxapywa53085/2017-trends-and-issues-in-instructional-design-and-technology-4th-edition-whats-new-in-ed-psych-tests-measurements-pdf-by-robert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a5-2e7ba848bcdb&v=&b=&from_search=4)									
Course Designed By: Dr.T.Enok Joel										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	L	M	M	S
CO2	S	M	M	M	M	M	L	M	M	S
CO3	S	S	S	S	M	M	L	S	S	S
CO4	S	M	M	M	M	M	L	M	M	S
CO5	S	M	M	M	M	M	L	M	M	S
*S-Strong; M-Medium; L-Low										

Course code	23ELSC15	YOUNG ADULTS LITERATURE	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	This paper helps the students to know the current trends and the changing culture of Young Adult's world		Syllabus Version		2023-2024	
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> • To introduce the students to the history of Young Adult's Literature • To identify the various techniques and themes unique to Young Adult's Literature • To understand the changing culture of the Young Adult's world • To analyze the perspectives of the young minds 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Introduction to the history of Young Adult's Literature					KX
2	Identify and analyse the techniques and themes unique to Young Adult's Literature					KX
3	Understanding the changing culture of the Children's world					KX
4	Analysing the perspective of the young minds					KX
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Poetry					14 -- hours
Robert Louis Stevenson - From a Railway Carriage William Blake - The Chimney Sweeper Sylva Plath - Winter Trees Kamala Das - My Grandmother's House						
Unit:2	Poetry					14 -- hours
Lewis Caroll - A Strange Wild Song Roald Dahl - Television Maxine Kumin - The Quarrel Maya Angelou - Life Doesn't Frighten Me Maya Howitt - The spider and The Fly						
Unit:3	Drama					14 -- hours
J.M. Barrie - Peter Pen						

Unit:4	Fiction	14 -- hours
Frances Hodgson Burnett - The Secret Garden J.K. Rowling - Harry Potter and the Philosopher's Stone C.. S. Lewis - The Chronicles of Narnia : The Lion, witch and the Wardrobe		
Unit:5	Short Stories	14 -- hours
Leo Tolstoy - The Little Girl and The Mushrooms Ruskin Bond - The Tiger in the House Rudyard Kipling - The Jungle Books Oliver Goldsmith - The History of Little Goody Two – Shoes Washington Irving - The Legend of Sleepy Hollow		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars https://www.google.com/search?sxsrf=ALeKk03CU7iUih9v1lpDwt8IM-UlmjXlUA:1597743875225&q=Norton.+E.+Donna,+4th+ed.+Through+the+eyes+of+a+Child:+An+Introducti+on+to+Children%E2%80%99s+Literature,+Englewood+Cliffs,+N.J.Meril.&spell=1&sa=X&ved=2ahUKewiDt_gu6TrAhXy7XMBHc1ZBdIQBSgAegQIAxAo&biw=1366&bih=657		
Total Lecture hours		72-- hours
Text Book(s)		
1	Norton. E. Donna, 4 th ed. Through the eyes of a Child: An Introduction to Children's Literature, Eaglewood Cliffs, N.J.Meril.	
2	Barrie.J.M., Peter Pan (Illustrated with Interactive Elements) (Harper Design Classics)	
3	Robert Louis Stevenson, From a Railway Carriage, From A Child's Garden of Verses,1885.	
Reference Books		
1	M.H.Abrams and Stephen Greenblatt, ed (2001). The Norton Anthology of English Literature(7thed). New York: Norton.	
2	Sylvia Plath , winter Trees, Faber Poetry, Faber : Maind edition (October 5, 2017)	
3	Morris Eaves: Robert N. Essick; Joseph Viscomi (eds). "Comparison of Songs of Innocence's," "The Chimney Sweeper" (Of Innocence)". William Blake Archive. Retrieved April 30,2015.	
8.	Bruce King, Modern Indian Poetry in English, KamalaDas and Her Poetry, Atlantic Publishers and Dist,2000	
9.	Kim, by Rudyard Kipling. Ed. By Zohreh T Sullivan. W.W. Norton and company.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Related - Video Course , NPTEL.	
2	Young Adult's Literature - Indian Institute of Technology, Madras and NPTEL via Swayam	
Course Designed By: Dr. G. Vinothkumar		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO3	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low



Course code	23ELSE03	LITERATURE & COGNITIVE SCIENCES	L	T	P	C
		ELECTIVE	4	-	-	4
Pre-requisite			Syllabus Version		2023-2024	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1.To enhance the metacognitive awareness while reading and comprehending literary texts 2. To promote a working perspective on the interfaces between literature and life 3.To recognize experiential parallels between literature and life 4.To identify and enable the use of reasoning skills 5. To form perspectives on affect-reason dialectic interface 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	get a metacognitive awareness while reading and comprehending Literature					K1
2	acquire a working perspective on the interfaces between Life and Literature					K2 & K3
3	Understand the parallels between Life and Literature					K4
4	acquire knowledge about affect reason dialectic interface					K5
5	To identify the neural bases for cognitive functions traceable in literature					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Reading and Memory					-- hours
<ol style="list-style-type: none"> 1. The Story and Science of the Reading Brain- Maryanne Wolf , Harper Collins Publishers 2. The Sense of an Ending - Julian Barnes 3. I Come from there –MahmoudDarwish 						
Unit:2	Affect and Cognition in Dreams					-- hours
<ol style="list-style-type: none"> 1. “States of Consciousness: Dreams, Literature and the Neurochemistry of the Brain” – Isabel Jaen – www.cognitivecircle.org/ct&lit 2.Kubla Khan – ST Coleridge 3.The Hand Maid’s Tale - Margaret Atwood 						
Unit:3	Emotional Intelligence and Moral Cognition					-- hours
<ol style="list-style-type: none"> 1.The Brain and Emotional Intelligence: New Insights – Daniel Goleman 2. “Theory of Mind and Moral Cognition: Exploring the Connections”- Joshua Knobewww.unc.edu/knobe/ 3. “The Neural Basis of Human Moral Cognition”– Jorge Moll, Roland Zahn Ricardo de Olivera – Souza, Frank Krueger and Jordan Craffman – www.hss.caltech.edu/stevol_moll.pdf 4. Fahrenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011 						

Unit:4	Emergence of Culture	-- hours
1. Reading Human Nature: Literary Darwinism in Theory and Practice – Joseph Carroll 2. “A Silent Emergence of Culture: The Social Tuning effect”- GariyShteynberg – www.gsb.stanford.edu 3. Purple Hibiscus – ChimimandaNgoziAdichie 4. Mother of 1084 – Mahashwetha Devi		
Unit:5	Epiphanies and Characteristics	-- hours
1. Peak experiences – Abraham Maslow – Penguin 2. “The Golden Flow of the Now moment” – www.kristopher Raphael.com 3. Excerpts from „Wings of Fire“ related to the concept of flow 4. Miss Brill- Catherine Mansfield 5. “Discovery: The Eureka! Moment Revisited” by Robert P. Crease www.winston brill.com 6. “Self actualization – The Maslow Theory” – sushinisen.hubpages.com 7. Seize the Day - Saul Bellow 8. Renaissance Man (Movie)- Speech from Henry V 9. Dead Poets Society (Movie)- Final tribute of students to Mr. Keating		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
1. Why We Read Literature: Cognitive approach- https://www.youtube.com/watch?v=WoSlonedRAI		
2. On Cognitive Literary Studies: Why We Read Fiction by Lisa Zunshine - https://www.youtube.com/watch?v=48-LRC9bigc		
	Total Lecture hours	-- hours
Text Book(s)		
1	Reading Human Nature: Literary Darwinism in Theory and Practice – Joseph Carroll	
2	The Story and Science of the Reading Brain- Maryanne Wolf , Harper Collins Publishers	
Reference Books		
1	The Tell Tale Brain - V.S. Ramachandran	
2	What is Art For - Ellen Dissanayake	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	What Literature Knows About Your Brain - https://www.english.cam.ac.uk/research/cogblog/?paged=41	
2	Cognitive Approaches To Literature - NPTEL Course	
3.	Literary Neuroscience: The Power of Bridging Arts & Sciences - https://www.youtube.com/watch?v=cM9KzephFWc	

Course Designed By: Dr.B.Padmanabhan										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	M	M	M	L	L
CO3	S	M	M	S	S	L	M	L	L	M
CO3	M	S	S	M	M	M	M	L	M	M
CO4	M	M	M	S	S	M	L	M	L	L
CO5	M	M	S	S	M	L	M	L	L	M



Course code	23ELSC16	TEACHING OF ENGLISH LITERATURE	L	T	P	C
		Core Paper	4	-	-	4
Pre-requisite	Approaches and Pedagogies in English Language Teaching		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> To help the students teach and imagine literature texts in English language classrooms To familiarize the students with contemporary notions and paradigms in the teaching of English Literature To develop intellectual commitment and independence of the students in terms of pedagogical thinking 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To constitute the pedagogical value and implications of literature in English language Teaching					K1
2	To identify the objective properties of literary texts that differentiates it from other forms of discourse					K2&K3
3	To ascertain cultural background knowledge in the teaching of English literature					K3&K4
4	To contour the trajectory of English literature in Indian academia					K5
5	To actualise the literary curriculum in the English language classroom instruction					K4&K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Using Literature in the Language Classroom					14 hours
What is distinctive about the language of literature? – The Reader and the Text – Literary Competence and the Language Classroom – Why use Literature in the Language Classroom – A Language-based approach to Teaching Literature – Literature as Content – The Role of Metalanguage. (Page 1- 43, Literature and Language Teaching, Gillian Lazar)						
Unit:2	Developing Literary Response					14 hours
Imagining Literature in the Classroom – Defining, Debating and Actualising the Literature Curriculum –Teaching Poetry – Teaching Novel (Unit 1,2,3; Teaching Literature(16-19) An Essential Guide – Carol Atherton)						
Unit:3	Exploring Context and Interpretation					14 hours
Teaching Drama – Teaching Shakespeare - Teaching Theory and Criticism – Questions of Value – Questions of Meaning – Using Literary Criticism. Unit 4&5,Teaching Literature(16-19) An Essential Guide – Carol Atherton						

Unit:4	Teaching Thinking and Contexts	14 hours
Crossing Forms and Time – Teaching narrative and literary modes – Bringing Text and Context Together – Teaching Creativity and Criticism (Unit 5&6, Teaching Literature(16-19) An Essential Guide – Carol Atherton)		
Unit:5	The Teaching of English Literature in India	14 hours
Retrospect and Prospect – English Studies in India: Reviewing Borders, Remapping the Terrain. (Page No 1-23, English Studies in India, BanibrataMahanta)		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
https://www.youtube.com/watch?v=ixc71ithEEw		
https://homepages.wmich.edu/~acareywe/engl680f13.html		
	Total Lecture hours	72 hours
Text Book(s)		
1	Carol Atherton, Andrew Green, Gary Snapper, (2016), Teaching Literature(16-19) An Essential Guide, Routledge	
2	Gillian Lazar (1993), Literature and Language Teaching , Cambridge University Press	
3	BanibrataMahanta, Rajesh Babu Sharma, (2018), English Studies in India :Contemporary and Evolving Paradigms, Springer.	
Reference Books		
1	SudhakarMarathe, Mohan Ramanan, Robert Bellarmine, (1993). Provocations, the Teaching of English Literature in India. Orient Blackswan and British Council, India.	
2	Ben Knights, (2017), Teaching Literature : Text and Dialogue in the English Classroom, Palgrave Macmillan.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC : English Language and Literature - Video Course , NPTEL.	
2	Introduction to Literary Studies (Saylor.org) , MOOC	
Course Designed By:Dr.M.Ashitha Varghese &Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	23ELSC17	ALTERNATIVE LITERARY STUDIES	L	T	P	C
			4	-	-	4
CORE						
Pre-requisite	The paper will introduce possible a research area in English studies. It covers unexplored areas of literary studies like Subaltern, Disability, Aboriginal and other Marginalize Discourses.		Syllabus Version		2023-2024	
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> To gain knowledge about unexplored research areas in Literary studies To gain knowledge about emerging research areas in English studies To be introduced to Marginalized literary expressions To acquire knowledge about disability and Minority discourses To enable students to perceive and appreciate experimentation in literary forms 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To understand the literary expressions and its relevance to the social and political changes,					K1&K2
2	To gain a perspective about the disability and minority studies					K3&K4
3	To understand the point of view of minority voices					K4
4	To gain new perspective about disability and gendered discourses					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	SUBALTERN STUDIES					14 hours
	The Outcaste	-	Sharan Kumar Limbale			
	Hunger	-	NamdeoDhasal			
	The Scar	-	KA. Kunasekaran. Translated by Kadambari			
	Pethavan: The Begetter	-	Imayam Translated by Gita Subramanian			
Unit:2	ABORIGINAL/FIRST NATION STUDIES					14 hours
	The Man from Snowy River	-	Peterson			
	Around the Third Barrel	-	Melanie Garant			
	A Far Cry From Africa	-	Derek Walcott			
	Travel the Road	-	Mamang Dai			
Unit:3	DISABILITY STUDIES					14 hours
	Thinking In Pictures	-	Temple Grandin			
	One Little Finger	-	MaliniChib			
	Trying To Grow-	Firdaus Kanga				

Unit:4	GENDER STUDIES	14 hours
	On A Muggy Night in Mumbai - Mahesh Dattani The Lion of Beauty - Alan Hollinghurst The Truth About Me - A. Revathi	
Unit:5	MINORITY STUDIES	14 hours
	The Slaves - Frederick Douglass The Hour Past Midnight - Salma The Ship - Jabra Ibrahim Jabra	
Unit:6	GENDER STUDIES, DISABILITIES STUDIES AND MINORITY STUDIES	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		72 hours
Reference Books		
1	<i>Reading Subaltern Studies: Critical History Contested Meaning and the Globalization of South Asia.</i> Edited by David Ludden, Anthem South Asian Studies, 2002.	
2	<i>Nelson Aboriginal Studies, Editors Allison Cadzow, John Maynard,</i> Published by Cengage Learning, 2011.	
3	<i>Women and Media, challenging feminist discourses,</i> Edited by Kiran Prasad, the Women Press, Edition: 2010	
4	<i>Feminist Approaches to Literature (Vistas and Perspectives),</i> Edited by Sunita Sinha, Atlantic Publishers.	
5	<i>Delusions of Gender: How Our Minds, Society and Neurosexism Create Difference</i> by Cordelia Fine, Published by W.W Norton and Company.	
6	<i>We should all be Feminists</i> by Chimamanda Ngozi Adichie, Vintage Publications, 2014.	
7	<i>The Minority Body (A Theory of Disability)</i> by Elizabeth Barnes by Oxford University Press.	
8	<i>Minority Studies,</i> Edited by Rowena Robinson, Oxford Press, 2012.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	MOOC –World Literature - Online Course	
2	YouTube lectures by IIT, NIT Professors and NPTEL via Swayam	
Course Designed By: Dr. M. Kasirajan Course Verified By : Dr. P. Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M



ONLINE COURSES

Course code	INTRODUCTION TO DIGITAL HUMANITIES	L	T	P	C
	Online course				
Pre-requisite		Syllabus Version	2022-2023		
Course Objectives:					
The main objectives of this course are to:					
<ol style="list-style-type: none"> 1. Make the learners understand the basic principles related to Digital Humanities as a research area. 2. Analyse the impact of Digital Humanities in the way of approaching and interpreting a literary text. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to:					
1	Remember the recent developments in Digital Humanities.	K1			
2	Understand the functioning of DH in literary studies.	K2			
3	Explore the tools used in DH for literary analysis and interpretation.	K3			
4	Evaluate how various file types can be used to create, gather, and organize data.	K4 & K5			
5	Use free tools to create visual text analysis.	K6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create					
Unit:1	Introduction	17 hours			
History of humanities computing Linguistics meeting sciences Marking texts of different dimensions Classification and its structures					
Unit:2	DH in Literary Analysis	17 hours			
Text encoding Electronic texts Audiences and purposes Modelling Stylistic analysis and authorship studies Preparation and analysis of linguistic corpora					
Unit:3	DH in Textual Editing and Analysis	17 hours			
Electronic scholarly editing Textual analysis Thematic research collections Digital resources					

Unit:4	DH in Content Creation	17 hours
Cognitive stylistics and literary imagination Multi variant narratives Speculative computing Robotic poetics - Designing sustainable projects - Conversion of primary sources - Text tools		
Unit:5	DH in English Classroom	15 hours
What is digital humanities and what is it doing in English Departments Humanistic Theory and Digital Scholarship		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	85 hours
Textbook(s)		
1	McCarty, Willard. 2005. Humanities Computing. Basingstoke: Palgrave.	
2	Schreibman, S., and Siemens, R., (Eds) (2008). <i>A Companion to Digital Literary Studies</i> . Blackwell Companions to Literature and Culture. Available freely online at http://www.digitalhumanities.org/companionDLS	
Reference Books		
1	Chaudhuri, S. (2010) <i>The Metaphysics of Text</i> . Cambridge University Press.	
2	Manovich, Lev. 2001. <i>The Language of New Media</i> . Cambridge MA: MIT Press.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]		
1	Text, Textuality and Digital Media, by Prof. Arjun Ghosh, IIT Delhi	
2	Introduction to Digital Humanities – Harvard University https://www.edx.org/course/introduction-to-digital-humanities	
Course Designed By: Dr. V. David Arputha Raj, Assistant Professor		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	L	S	S	S	M	L	M
CO3	M	S	S	M	M	S	L	L	S	M
CO3	M	L	S	S	M	S	S	M	L	S
CO4	S	M	M	L	S	S	M	S	L	M
CO5	S	M	S	M	L	M	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	Communication and Film Culture			L	T	P	C
Core / Elective / Supportive	Core						
Pre-requisite				Syllabus Version	2022-2023		
Course Objectives							
The main objectives of this course are to:							
<ul style="list-style-type: none"> • Enrich the cultural awareness of the learners through films • Teach them the ways of approaching films as a literary form • Make them acquire the English language through culture based instruction 							
Expected Course Outcomes							
On the successful completion of the course, student will be able to:							
1	Remember the key approaches to films as a literary student.						K1
2	Understand the film theories for better understanding of the films.						K2
3	Analyse the literary elements present in films.						K4
4	Assess the linguistic elements of the films.						K5
5	Review films on linguistic, literary, social, cultural and psychological grounds.						K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create							
Unit:1	Italian Realism, Montage and Apparatus Theories					17 hours	
1. English Vinglish 2. Ready Player One							
Unit:2	Formalism, New Formalism, Auteur Theories					17 hours	
3. Fantastic Beasts and Where to Find Them 4. Life of Pi							
Unit:3	Point of view and Screen Theories					17 hours	
5. Divergent 6. A Beautiful Mind							
Unit:4	Rhetoric Theory, Cognitive Film Theory					17 hours	
7. Sound of Music 8. Sherlock Holmes							
Unit:5	Animation Cinema					15 hours	
9. The Frozen II 10. Kung Fu Panda III							
Unit:6	Contemporary Issues					2 hours	
http://www.infocobuild.com/education/audio-video-courses/literature/introduction-to-film-studies-iit-madras.html							

http://www.infocobuild.com/education/audio-video-courses/literature/film-appreciation-iit-madras.html	
	Total Lecture hours
	85 hours
Textbook(s)	
1	Stam, Robert. Literature Through Film: Realism, Magic, and the Art of Adaptation. Wiley, 2004.
2	Donald, James, and Michael Renov, eds. The Sage Handbook of Film Studies. SAGE, 2008.
Reference Books	
1	Tomarken, Edward. Filmspeak: How to Understand Literary Theory by Watching Movies. Bloomsbury, 2012
2	Leitch, Thomas. Film Adaptation and Its Discontents: From "Gone with the Wind" to "The Passion of the Christ" Baltimore, Md.: Johns Hopkins U, 2009.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]	
1	Film Appreciation by Prof. Aysha Iqbal
2	Introduction to Film Studies by Ms Juhee Prasad
Course Designed By: Dr. V. David Arputha Raj, Assistant Professor	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	L	S	S	S	M	L	M
CO3	M	S	S	M	M	S	L	L	S	M
CO3	M	L	S	S	M	S	S	M	L	S
CO4	S	M	M	L	S	S	M	S	L	M
CO5	S	M	S	M	L	M	S	S	S	M

*S-Strong; M-Medium; L-Low