

# M.A. English Language Studies

**UNIVERSITY DEPARTMENT**

**Program Code: ENGA**



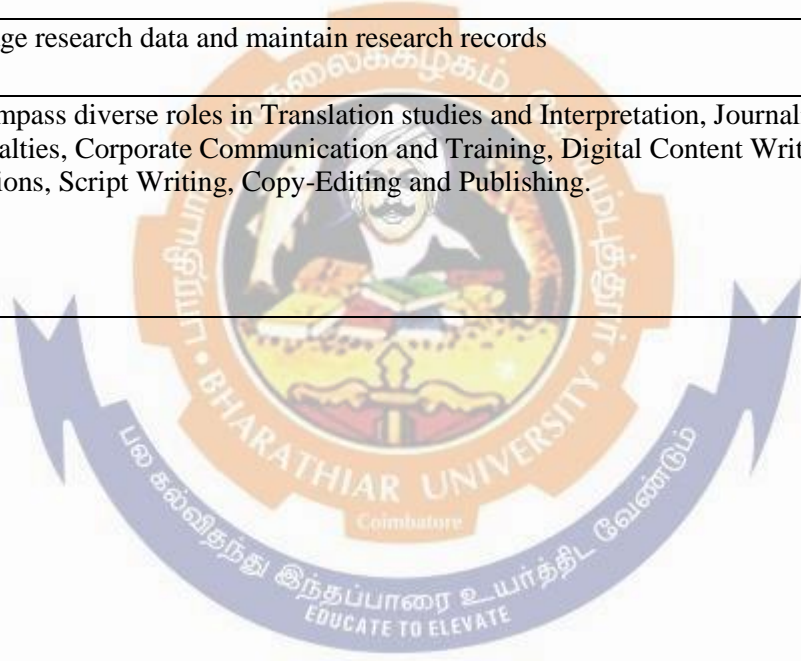
**2024 – 2025 Onwards**

**BHARATHIAR UNIVERSITY**

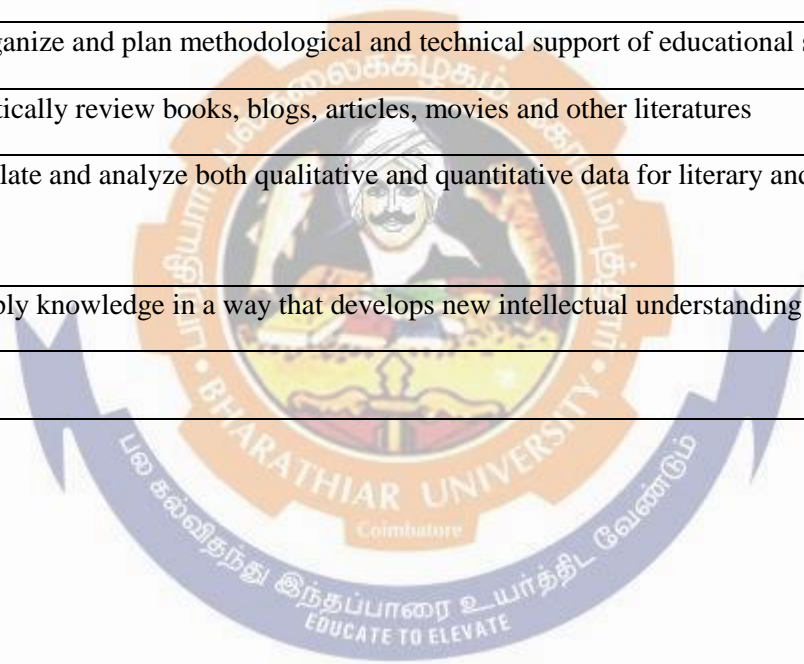
( A State University, Accredited with "A++" Grade by NAAC,  
Ranked 21<sup>st</sup> among Indian Universities by MHRD -NIRF )

Coimbatore - 641 046 , Tamil Nadu, India

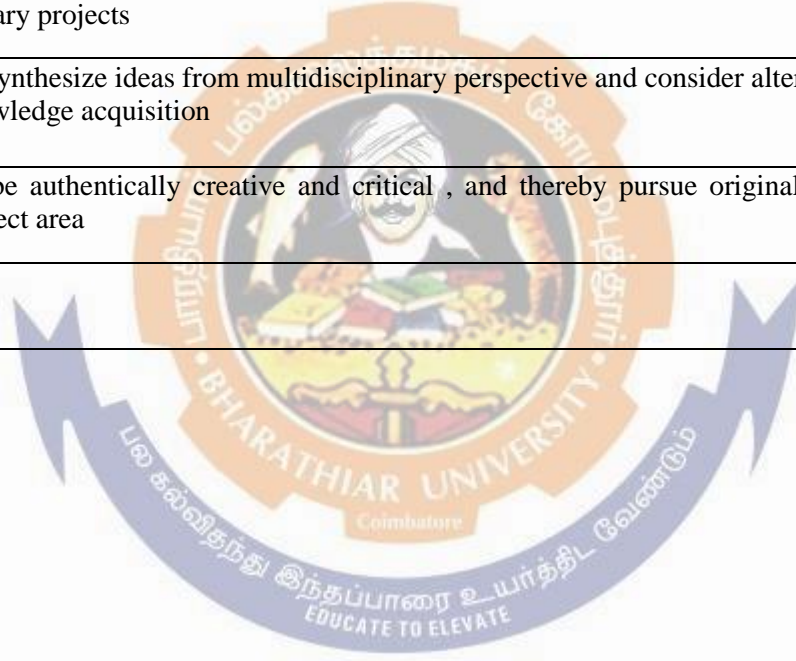
<b>Program Educational Objectives (PEOs)</b>	
The <b>M.A. English Language Studies</b> describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	Ability to communicate complex information clearly
PEO2	Experience in range of methods and approaches 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.



<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion of <b>M.A. English Language Studies</b> , 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



<b>Program Outcomes (POs)</b>	
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 2024 – 25 onwards)*

Course Code		Title of the Course	Credits	Hours		Maximum Marks		
				Theory	Practical	CIA	ESE	Total
<b>FIRST SEMESTER</b>								
24ELSC01	Core-1	Chaucer and the Elizabethan Age	4	4	--	25	75	100
24ELSC02	Core- 2	Literature of the Nineteenth Century	4	4	--	25	75	100
24ELSC03	Core- 3	Instructional Package Development using Adobe Captivate – Practical	4	--	4	25	75	100
24ELSC04	Core- 4	Meta Cognition	4	4	--	25	75	100
24ELSC05	Core- 5	Application of ICT in the English Literature Classroom	4	4	--	25	75	100
24ELSE01	Elective- 1	Language and Linguistics	4	4	--	25	75	100
24G127	Supportive	English for Employability	2	2	-	12	38	50
		<b>Online Courses</b> Introduction to Digital Humanities		2		50		50
		<b>Total</b>	<b>28</b>	<b>16</b>	<b>4</b>	<b>212</b>	<b>488</b>	<b>700</b>
<b>SECOND SEMESTER</b>								
24ELSC06	Core-6	Women and Language in Transition	4	4	--	25	75	100
24ELSC07	Core- 7	Postcolonial Studies	4	4	--	25	75	100
24ELSC08	Core- 8	Contemporary Literary Criticism and Theory	4	4	--	25	75	100
24ELSC09	Core- 9	E- Learning Environment For English Language Teaching	4	4	--	25	75	100
24ELSE02	Elective- 2	Indian and Regional Literatures in English (Elective)	4	4	--	25	75	100
24G135	Supportive	Business English	2	2	--	12	38	50
		<b>Skill Enhancement Course</b> English for Specific Purposes	2	2		50		50
		<b>Total</b>	<b>24</b>	<b>24</b>	<b>--</b>	<b>187</b>	<b>413</b>	<b>600</b>

THIRD SEMESTER								
24ELSC10	Core-10	20 <sup>th</sup> Century British Literature	4	4	--	25	75	100
24ELSC11	Core-11	Research Methodology	4	4	--	25	75	100
24ELSC12	Core- 12	ELT and Theories of Knowledge	4	4	--	25	75	100
24ELSC13	Core- 13	Instructional Technology	4	4	--	25	75	100
24ELSC14	Core- 14	Young Adult Literature	4	4	--	25	75	100
24ELSE03	Elective-3	Literature and Cognitive Sciences	4	4	--	25	75	100
24G127	Supportive	English for Employability	2	2	-	12	38	50
		<b>Certificate Course</b> Content Writing	4	4		100		100
		<b>Total</b>	<b>30</b>	<b>30</b>	<b>--</b>	<b>262</b>	<b>488</b>	<b>750</b>
FOURTH SEMESTER								
24ELSC15		Teaching of English Literature	4	4	--	25	75	100
24ELSC16		Alternative Literary Studies	4	4	--	25	75	100
		Project Work	8	8	-	50	150	200
		<b>Job Oriented Courses</b> Communication Skills	4	4		100		100
		<b>Total</b>	<b>20</b>	<b>20</b>		<b>200</b>	<b>300</b>	<b>500</b>
		<b>Grand Total</b>	<b>102</b>	<b>102</b>		<b>861</b>	<b>1689</b>	<b>2550</b>



# **I SEMESTER**



Course code	24ELSC01	CHAUCER AND THE ELIZABETHAN AGE	L	T	P	C
<b>Core / Elective / Supportive</b>		<b>Core</b>				
<b>Pre-requisite</b>		This paper enables students to enrich their knowledge in the area of English Literature from Chaucer to the Elizabethan Age	<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. This course will expose students to early English Literature and transition from middle English to the Elizabethan Age</li> <li>2. It will introduce students to representative texts of the period and their socio cultural connotations</li> <li>3. This course will also provide knowledge about socio cultural and historical development of the Elizabethan Age</li> </ol>						
<b>Expected Course Outcomes:</b>						
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 the 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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Epic Poem</b>					<b>17 hours</b>
Chaucer - Prologue to Canterbury Tales						
<b>Unit:2</b>	<b>Poems</b>					<b>17 hours</b>
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						
<b>Unit:3</b>	<b>Poems</b>					<b>17 hours</b>
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						
<b>Unit:4</b>	<b>Prose</b>					<b>15 hours</b>
Francis Bacon - "Of Ambition", "Of Truth", "Of Studies", "Of Marriage and Single Life", "Of Death"						
<b>Unit:5</b>	<b>Drama</b>					<b>17 hours</b>
Marlowe - Dr. Faustus Ben Jonson - Alchemist John Webster - The Duchess of Malfi						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars – webinars						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
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.					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	NOC: Related - Video Course , NPTEL.					
2	Chaucer and the Elizabethan Age - <a href="#">Indian Institute of Technology, Madras</a> and <a href="#">NPTEL</a> via <a href="#">Swayam</a>					
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	24ELSC02	LITERATURE OF THE NINETEENTH CENTURY	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	The Romantic Movement – Significance of 1798		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enhance Students' knowledge on the emergence of romantic and Victorian movement in literature</li> <li>To expose students to the impact of changing trends brought about by social and scientific developments in English Literature</li> <li>To enable Students to identify and analyze diverse literary devices used by the Romantic writers</li> </ol>						
<b>Expected Course Outcomes:</b>						
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 dialectical difference between Neo-classicism and the 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	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyse; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Poetry</b>				<b>17 hours</b>	
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						
<b>Unit:2</b>	<b>Poetry</b>				<b>17 hours</b>	
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)						
<b>Unit:3</b>	<b>Prose</b>				<b>17 hours</b>	
Charles Lamb – Dream - Children: A Reverie Mathew Arnold and Walter Pater - Sweetness and Light (From Culture and Anarchy)						
<b>Unit:4</b>	<b>Plays</b>				<b>17 hours</b>	
Wilde - The Importance of Being Earnest J.M.Synge - Riders to the Sea						
<b>Unit:5</b>	<b>Fiction</b>				<b>15 hours</b>	
Jane Austen - Sense and Sensibility Emily Emily Bronte - Wuthering Heights						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Expert lectures, online seminars - webinars						
<a href="https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/">https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/</a>						
<a href="https://www.youtube.com/watch?reload=9&amp;v=EWA-R60J2cs">https://www.youtube.com/watch?reload=9&amp;v=EWA-R60J2cs</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	Breen, Jennifer, and Mary Noble. Romantic Literature. London: Arnold, 2002. Print.					
<b>Reference Books</b>						
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	PO 10
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	24ELSC03	INSTRUCTIONAL PACKAGE DEVELOPMENT USING ADOBE CAPTIVATE – PRACTICAL		L	T	P	C
Core/Elective/Supportive	Core		-	-	120	4	
Prerequisite	NIL		Syllabus Version		9		
<b>Course Objectives</b>							
1. To inculcate the knowledge and skill of applying various features available in Adobe Captivate. 2. To train on instructional package development skills such as storyboarding, prototyping and authoring.							
<b>Expected Course Outcomes</b>							
On the successful completion of the course, student will be able to:							
1	Design storyboards for proposed instructional package.						K6
2	Construct prototypes based on the designed storyboards.						K6
3	Using the graphics and interactive animations created using Adobe Photoshop, Adobe Illustrator and Adobe Animate.						K6
4	Develop an instructional package in Adobe Captivate, according to the storyboard, by integrating all multimedia contents and virtual reality components.						K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>							
<b>Unit: 1</b>	<b>STORYBOARDING</b>					<b>12 Hours</b>	
Designing storyboards to develop an instructional package in Adobe Captivate.							
<b>Unit: 2</b>	<b>INTRODUCTION TO ADOBE CAPTIVATE</b>					<b>12 Hours</b>	
Responsive Project – Slides – Master Slides – Timeline – Drag and Drop – Multistate Objects – Effects.							
<b>Unit: 3</b>	<b>FEATURES IN ADOBE CAPTIVATE</b>					<b>48 Hours</b>	
Text to Speech – Audio Management – Quiz – Software Simulation – Lecture Video Slides with Webcam.							
<b>Unit: 4</b>	<b>ADVANCED FEATURES IN ADOBE CAPTIVATE</b>					<b>24 Hours</b>	
Actions – Advanced Actions – Variables – Interactive Video – VR Slides.							
<b>Unit: 5</b>	<b>PACKAGING</b>					<b>22 Hours</b>	
Developing and publishing an instructional package using Adobe Captivate for LMS-Moodle.							
<b>Unit: 6</b>	<b>CONTEMPORARY ISSUES</b>					<b>2 Hours</b>	
Compare the features of Adobe Captivate with other packaging software used in e-learning industry.							
<b>Total Practical Hours</b>						<b>120 Hours</b>	
<b>Text Books</b>							
1	Kevin Siegel. (2021). Adobe Captivate 2019: The Essentials (3rd ed.). Iconlogic Inc.						
2	Pooja Jaisingh & Damien Bruyndonckx. (2019). Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate (5 <sup>th</sup> . ed.). Packt Publishing Ltd.						

<b>Reference Books</b>										
1	Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development.									
2	Ray Pastore. (2020). The Instructional Design and Development Process: A 'How To' Guide for Practitioners.									
3	Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform.									
<b>Related Online Contents</b>										
1	Adobe Captivate Learn & Support – adobe.com ( <a href="https://helpx.adobe.com/in/support/captivate.html">https://helpx.adobe.com/in/support/captivate.html</a> )									
Course Designed By: Dr. M. Parthasarathy										
<b>Mapping with Programme Outcomes</b>										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	S	M	S
CO2	S	S	M	S	S	S	M	S	M	S
CO3	S	S	M	S	S	S	M	S	M	S
CO4	S	S	M	S	S	S	M	S	M	S
*S-Strong; M-Medium; L-Low										





Course code	24ELSC04	META COGNITION				L	T	P	C
Core / Elective / Supportive	Core				4			4	
Pre-requisite	Language Acquisition and Comprehension				Syllabus Version		2024-25		
<b>Course Objectives:</b>									
The main objectives of this course are to:									
<ol style="list-style-type: none"> <li>To shape the thinking and interpretation of students</li> <li>To enable the students to perceive and represent the meaning of the language</li> <li>To help the students understand the linguistic and cultural influences of thoughts</li> </ol>									
<b>Expected Course Outcomes:</b>									
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		
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>									
<b>Unit:1</b>	<b>Introduction to Thinking and Cognition</b>						<b>17 hours</b>		
Language and Thought – Metacognition and Theory of Mind (Self-Study)									
<b>Unit:2</b>	<b>Thinking Methods</b>						<b>17 hours</b>		
The Six-Thinking Hats Method (Edward De Bono) - Applied Metacognition (Self-study)									
<b>Unit:3</b>	<b>Cognition and Psychology</b>						<b>17 hours</b>		
Cognitive Psychological Foundations of Narrative Experiences – Psychology of Intelligence Analysis (Self-Study)									
<b>Unit:4</b>	<b>Thinking and Intelligence</b>						<b>17 hours</b>		
Multiple Intelligences									
<b>Unit:5</b>	<b>Neuro Linguistic Programming</b>						<b>15 hours</b>		
Approaches and Methods in Language Teaching									
<b>Unit:6</b>	<b>Contemporary Issues</b>						<b>2 hours</b>		
Expert lectures, online seminars - webinars									
<a href="https://www.youtube.com/watch?v=ZT7iRjvYUtk">https://www.youtube.com/watch?v=ZT7iRjvYUtk</a>									
<a href="https://www.cognifit.com/cognition">https://www.cognifit.com/cognition</a>									
							<b>Total Lecture hours</b>	<b>85 hours</b>	
<b>Textbook(s)</b>									
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								
<b>Reference Books</b>									
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.								
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>									
1	Language and Emotion at Work (II) (UNED Abierta) via MOOC								
2	Language and Mind, Indian Institute of Technology Madras viaNPTEL								



**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



<b>Course code</b>	<b>24ELSC05</b>	<b>Applications of ICT in the English Literature Classroom</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	<b>Core</b>		<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Nil		<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To familiarize the basic forms of literature</li> <li>To know the styles of teaching different genres</li> <li>To understand the nuances of writing for multimedia</li> <li>To learn the skills required for a multimedia writer.</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction</b>					<b>17 hours</b>
Teaching English as a Second Language – advantages, challenges, Use of ICT in the language classroom – advantages, challenges						
<b>Unit:2</b>	<b>Teaching of Literary forms with ICT</b>					<b>17 hours</b>
Poetry – Lyric, epic, ode, sonnets, ballads, Drama – comedy, tragedy, romantic comedy, one act play.						
<b>Unit:3</b>	<b>Teaching of Fiction with ICT</b>					<b>17 hours</b>
Fiction – types, scientific, historical, thriller, Linear, non linear, forms, short story						
<b>Unit:4</b>	<b>Teaching of Writing for different media</b>					<b>17 hours</b>
Blog, Writing for chat bots, chats, Digital Format, and Animation, Search Engines, using modern communication technology.						
<b>Unit:5</b>	<b>Teaching E-Content Writing</b>					<b>15 hours</b>
Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy, Brevity, and Clarity, Elements of good writing.						
<b>Unit:6</b>	<b>Teaching of Interactive Writing</b>					<b>2 hours</b>
Thinking Interactively – Interactive Writer – Interactive Devices –Flowcharting, Organizational Tools.						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
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					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
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.					
Course Designed By: Dr. A.R.BHAVANA Course Verified By : Dr. P. Nagaraj						

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	L	M	L	L	L	L	L	L	L
<b>CO2</b>	M	L	L	L	L	M	L	L	L	M
<b>CO3</b>	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

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



<b>Course code</b>	<b>24ELSE01</b>	<b>LANGUAGE &amp; LINGUISTICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	<b>Elective</b>		<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Nil		<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to know and form ideas on growth and development of English</li> <li>Its structural, grammatical and functional aspects</li> <li>Language's links with society, culture and literature</li> <li>Social and cultural implications of language.</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Phonology of English</b>					<b>17 hours</b>
Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.						
<b>Unit:2</b>	<b>Levels of Linguistic Analysis</b>					<b>17 hours</b>
Morphology, Semantics and Pragmatics, Discourse Analysis						
<b>Unit:3</b>	<b>Socio Linguistics</b>					<b>17 hours</b>
Language varieties, language, society and culture						
<b>Unit:4</b>	<b>Computational Linguistics</b>					<b>17 hours</b>
Language and Machine, Natural Language Processing, Deep Learning and Machine Learning						
<b>Unit:5</b>	<b>Stylistics</b>					<b>15 hours</b>
Language and Literature						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
1	Noam Chomsky: Language, Cognition, and Deep Learning   Artificial Intelligence (AI) Podcast- <a href="https://www.youtube.com/watch?v=cMscNuSUy0I">https://www.youtube.com/watch?v=cMscNuSUy0I</a>					
2	Steven Pinker - The Stuff of Thought: Language as a window into human nature - <a href="https://www.youtube.com/watch?v=5S1d3cNge24">https://www.youtube.com/watch?v=5S1d3cNge24</a>					
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
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					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
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.					
3						
Course Designed By : Dr.B.Padmanabhan						
Course Verified By : Dr.P.Nagaraj						

**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





<b>Course code</b>	24G127	<b>ENGLISH FOR EMPLOYABILITY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Supportive</b>	Supportive		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Knowledge about Employability Skills		<b>Syllabus Version</b>		2024- 25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Make the students familiar with the English language and its core skills for effective communication, which is the key to successful career.</li> <li>2. Expose the students to different kinds and forms of communications happening in the professional and academic spheres.</li> <li>3. Provide them hands on training on enhancing their English language skills for better employability and career prospects.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the vocabulary, skills and modes of communications used in the professional and academic spheres.					K1
2	Understand phrases and expressions related to professional domains.					K2
3	Use workplace English to communicate with others in both oral and written forms.					K3
4	Analyse the mundane information and instructions related to communication at workplace and reproduce according to the situations.					K4
5	Create communications in required formats and be competent in handling professional situations better.					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Listening Skills</b>					<b>17 hours</b>
Types of Listening - Active Listening – Listening Comprehension - Paraphrasing – Conversational Skills – Developing Effective Listening						
<b>Unit:2</b>	<b>Speaking Skills</b>					<b>17 hours</b>
Workplace Communication – Formal and Informal - Public Speaking - Presentation Skills - Interview Skills						



<b>Unit:3</b>	<b>Reading Skills</b>	<b>17 hours</b>
Reading Fluency - Reading Comprehension - Types of Reading - Occupational Research - Vocabulary Development		
<b>Unit:4</b>	<b>Writing Skills</b>	<b>17 hours</b>
The Writing Process - Functional Grammar - E-mail Etiquette -- Report Writing - Preparing Resume and Job Application – Blogging - Content and Copy Writing		
<b>Unit:5</b>	<b>Soft Skills</b>	<b>15 hours</b>
Social Etiquettes – Interpersonal Communication – Critical and Creative Thinking – Teamwork – Time Management		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<a href="https://www.youtube.com/user/bbclearningenglish">https://www.youtube.com/user/bbclearningenglish</a> <a href="https://learnenglish.britishcouncil.org/skills">https://learnenglish.britishcouncil.org/skills</a> <a href="https://www.cambridgeenglish.org/learning-english">https://www.cambridgeenglish.org/learning-english</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	<i>ACE of Soft Skills</i> , Gopaldaswamy Ramesh, Mahadevan Ramesh, Pearson, 2013	
<b>Book(s) for Reference</b>		
1	<i>Speaking Effectively: Developing Speaking Skills for Business English</i> by Jeremy Comfort, Trish Stott	
2	<i>English Communication Skills for Professionals</i> by Gregory Allen Barnes	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Developing Soft Skills and Personality by Prof. T. Ravichandran Email Id: <a href="https://nptel.ac.in/courses/109/104/109104107/">https://nptel.ac.in/courses/109/104/109104107/</a>	
2	Skills For New Educational Architecture by Prof. Suhas D. Pachpande Email Id: <a href="https://onlinecourses.swayam2.ac.in/arp19_ap76/preview">https://onlinecourses.swayam2.ac.in/arp19_ap76/preview</a>	
Course Designed By: Dr.M.Ashitha Varghese email id: ashiv86@gmail.com Course Verified By : Dr.P.Nagaraj		

#### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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<b>C01</b>	S	M	L	L	S	S	S	M	L	M
<b>C03</b>	M	S	S	M	M	S	L	L	S	M
<b>C03</b>	M	L	S	S	M	S	S	M	L	S
<b>C04</b>	S	M	M	L	S	S	M	S	L	M
<b>C05</b>	S	M	S	M	L	M	S	S	S	M

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



<b>Course code</b>	<b>23ENGC15</b>	<b>INTRODUCTION TO DIGITAL HUMANITIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ONLINE COURSE</b>	Value added Course		<b>2</b>	-	-	<b>2</b>
<b>Pre-requisite</b>	Sufficient Knowledge in Digital Humanities		<b>Syllabus Version</b>		2024- 25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Make the students aware of the latest advancements in Digital Humanities</li> <li>2. Teach the students the basic principles related to Digital Humanities as a research area</li> <li>3. Enable the students to grasp the operational mechanisms and investigative tools in Digital Humanities for analyzing and interpreting literature</li> <li>4. Help the students assess the utilization of various file formats for the generation of data</li> <li>5. Facilitate the students with the employment of tools for the creation of visual analysis of textual content.</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction</b>				<b>17 hours</b>	
History of humanities computing Linguistics meeting Sciences Marking texts of different dimensions Classification and its structures						
<b>Unit:2</b>	<b>Digital Humanities in Literary Analysis</b>				<b>17 hours</b>	
Text encoding Electronic texts Audiences and purposes Modelling Stylistic analysis and authorship studies Preparation and analysis of linguistic corpora						
<b>Unit:3</b>	<b>Digital Humanities in Textual Editing and Analysis</b>				<b>17 hours</b>	
Electronic scholarly editing Textual analysis Thematic research collections Digital resources						

<b>Unit:4</b>	<b>Digital Humanities in Content Creation</b>	<b>17 hours</b>
Cognitive stylistics and literary imagination Multi variant narratives Speculative computing Robotic poetics Designing sustainable projects Conversion of primary sources Text tools		
<b>Unit:5</b>	<b>Digital Humanities in English Classroom</b>	<b>15 hours</b>
What is Digital Humanities and What is it doing in English Departments? Humanistic Theory and Digital Scholarship		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<a href="https://www.youtube.com/playlist?list=PLN0wiGwIUlbeqKKuqgdJ1N5gRQwgHahLj">https://www.youtube.com/playlist?list=PLN0wiGwIUlbeqKKuqgdJ1N5gRQwgHahLj</a> <a href="https://www.youtube.com/watch?v=Xu6Z1SoEZcc">https://www.youtube.com/watch?v=Xu6Z1SoEZcc</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	McCarty, Willard. 2005. <i>Humanities Computing</i> . Basingstoke: Palgrave.	
2	Schreibman, S., and Siemens, R., (Eds) (2008). <i>A Companion to Digital Literary Studies. Blackwell Companions to Literature and Culture</i> . Available freely online at <a href="http://www.digitalhumanities.org/companionDLS">http://www.digitalhumanities.org/companionDLS</a>	
<b>Book(s) for Reference</b>		
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.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Text, Textuality and Digital Media, by Prof. Arjun Ghosh, IIT Delhi	
2	Introduction to Digital Humanities – Harvard University <a href="https://www.edx.org/course/introduction-to-digital-humanities">https://www.edx.org/course/introduction-to-digital-humanities</a>	
Course Designed By: Dr. V. David Arputha Raj email id: davidarputharaj@buc.edu.in Course Verified By: Dr.P.Nagaraj		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	M	L	L	M	L	L	M	M	L
C03	M	S	S	M	M	S	M	S	S	S
C03	M	L	S	M	S	S	S	M	S	M
C04	L	M	M	L	M	M	S	L	M	M
C05	M	L	S	S	S	S	S	M	S	M

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



## **II SEMESTER**



Course code	24ELSCO6	WOMEN AND LANGUAGE IN TRANSITION	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite	Understanding Gender as a concept central to the reading of Literature		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To familiarise students the significant interlink between Language use and liberation of Women</li> <li>To understand Feminist experience in Literary consciousness</li> <li>To introduce students to the different genres and literary themes presented by Women writers</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	To explore the role of gender in English Language and Literature					K1&K2
2	To research on issues that impact women's empowerment in language					K3&K4
3	To appreciate the power of richness and literary production by Women					K4 &K5
4	To demonstrate an advanced critical understanding of the cultural history of women's writing					K4 & K5
5	To understand the sexism in Language and Language change in Verbal and Visual Art					K4&K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Language and Women</b>					<b>15 hours</b>
Introduction - Feminist Theory: Language and Literature – Women Take Back the Talk.						
<b>Unit:2</b>	<b>Poems</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>Kamala Das – a) Too Late for Making Up b) An Introduction c) The Stone Age</li> <li>Imitiaz Darker – a) Another Women b) Minority</li> <li>Judith Wright – Naked Girl and Mirror</li> <li>Alice Walker – Before I leave the Stage</li> <li>Maya Angelou – Phenomenal Woman</li> <li>Sylvia Plath – Balloons</li> </ol>						
<b>Unit:3</b>	<b>Prose</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>We Should All Be Feminists. TED Talk given by Chimamanda Ngozi Adichie in the United Kingdom, London.</li> <li>Tejaswani Niranjana. Feminism and Translation in India: Context, Politics and Future</li> </ol>						
<b>Unit:4</b>	<b>Short Fiction</b>					<b>17 hours</b>
Katherine Mansfield – A Doll's House, Flannery O' Connor – A Good Man is Hard to Find, Ambai – A Kitchen in the Corner of the House, P.Valsala – The Nectar of the Panguru Flower						
<b>Unit:5</b>	<b>Fiction &amp; Film</b>					<b>17 hours</b>
Reading Lolita in Tehran – Azar Nafisi I am Vidya : A Transgender's Journey – Living Smile Vidya The Liberation of Sita - Volga Bullbull - Anvita Dutt Thappad – Anubhav Sinha Vidhu						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars - webinars						
<a href="https://www.youtube.com/watch?v=MxhBl6trdfg">https://www.youtube.com/watch?v=MxhBl6trdfg</a>						
<a href="https://openlibrary.org/books/OL4106110M/Women_and_language_in_literature_and_society">https://openlibrary.org/books/OL4106110M/Women_and_language_in_literature_and_society</a>						
<b>Total Lecture hours</b>						<b>85 hours</b>
<b>Textbook(s)</b>						
1	Mary Eagleton. 2003. A Concise Companion to Feminist Theory					
2	Ambai. 2019. A Kitchen in the Corner of the House					
<b>Reference Books</b>						
1	Susie Tharu & K. Lalitha (eds): Women Writing in India (2 Vols)					
2	Isobel Armstrong: New Feminist Discourses					
3	<a href="https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/">https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/</a>					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						

1	Feminist Writings via SWAYAM
2	NOC : Understanding Creativity and Creative Writing via NPTEL
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	24ELSC07	POST COLONIAL STUDIES	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	Understanding Gender as a concept central to the reading of Literature		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Introduce the complex narratives of post colonial literary texts</li> <li>2. Introduce the issues and problems discussed in the post colonial texts</li> <li>3. The language and technique of post colonial theories and literary texts</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Colonial influences</b>					<b>17 hours</b>
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						
<b>Unit:2</b>	<b>Nationalism</b>					<b>17 hours</b>
Frantz Fanon - On National culture Partha Chatterjee - Nationalism as a Problem Benedict Anderson - The emergence of national Consciousness Amitav Ghosh - Shadow Lines						
<b>Unit:3</b>	<b>Feminist Voices</b>					<b>17 hours</b>
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						
<b>Unit:4</b>	<b>Language and Culture</b>					<b>15 hours</b>
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						
<b>Unit:5</b>	<b>Ethnicity and Race</b>					<b>17 hours</b>
Stuart Hall - New Ethnicities The Representation of the Indegene - Terry Goldie The History of Kelly Gang - Peter Carey						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars - webinars						
Post Colonialism in Literature - <a href="https://study.com/academy/lesson/post-colonialism-in-literature-definition-theory-examples.html">https://study.com/academy/lesson/post-colonialism-in-literature-definition-theory-examples.html</a>						
What is Post Colonialism - <a href="https://www.youtube.com/watch?v=c99SbGYKrGw">https://www.youtube.com/watch?v=c99SbGYKrGw</a>						
Introduction to Post Colonial Studies - <a href="https://www.youtube.com/watch?v=gtQ lrE tOKI">https://www.youtube.com/watch?v=gtQ lrE tOKI</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	The Post Colonial Reader - Bill Ashcroft, Gareth Griffiths, Helen Tiffin					
2	Imagined Communities - Benedict Anderson					
3	Wretched of the earth - Frantz Fa					
<b>Reference Books</b>						
1	Susie Tharu& K. Lalitha (eds): Women Writing in India (2 Vols)					
2	Isobel Armstrong: New Feminist Discourses					
3	<a href="https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/">https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/</a>					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	The Post Colonial Reader - Bill Ashcroft, Gareth Griffiths, Helen Tiffin					

2	Imagined Communities - Benedict Anderson
3	Wretched of the earth - Frantz Fa
Course Designed By : Dr.B.Padmanabhan 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

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





Course code	24ELSC08	CONTEMPORARY LITERARY CRITICISM AND THEORY	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	Basic Knowledge in Literary theories		Syllabus Version	2024-25		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Introduce Students to one of the most enabling forms of literary study</li> <li>2. To help students to analyze literary writings, based on ever evolving traditions of criticism</li> <li>3. sensitize students to contemporary critical traditions</li> <li>4. Orient students about the interdisciplinary nature of Literary theory and Criticism</li> </ol>						
<b>Expected Course Outcomes:</b>						
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 transious that happened in literary studies				K2	
3	understand about the functioning of various methods and sources of Literary Criticism				K3 & K4	
4	Analyse Literary 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 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create						
<b>Unit:1</b>	<b>Deconstruction/Intersectionality/ Modernity</b>				<b>17 hours</b>	
<ol style="list-style-type: none"> <li>1. Structure, Sign and Play in the Discourse of the Human Sciences - Derrida</li> <li>2. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour- Kimberle Crenshaw</li> <li>3. Modernity—An Incomplete Project – Jurgen Habermas.</li> </ol>						
<b>Unit:2</b>	<b>Difference, Bio politics, Identity</b>				<b>17 hours</b>	
<ol style="list-style-type: none"> <li>1. The New Cultural Politics of Difference – Cornel West</li> <li>2. Homo Sacer: Sovereign Power and Bare Life : The camp as Biopolitical Paradigm of the Modern – Giorgio Agamben</li> <li>3. Borderlands/ La Frontera: The New Mestiza</li> <li>4. Towards a New Consciousness - Gloria Anzaldua</li> </ol>						
<b>Unit:3</b>	<b>Anthropocene, Race and Ethnicity, Minority Discourses</b>				<b>17 hours</b>	
<ol style="list-style-type: none"> <li>1. The Anthropocene: The Promise and Pitfalls of an Epochal Idea – Rob Nixon</li> <li>2. The Black Atlantic: Modernity and Double Consciousness From Chapter 1 The Black Atlantic as a Counterculture of Modernity - Paul Gilroy</li> <li>3. What is Minor Literature? – Deluze and Guttari</li> </ol>						
<b>Unit:4</b>	<b>Sexuality, Auto theory, Queer</b>				<b>15 hours</b>	
<ol style="list-style-type: none"> <li>1. Visual Pleasure and Narrative Cinema – Laura Mulvey</li> <li>2. Sick Women, Sad Girls, and Selfie Theory: Auto theory as Contemporary Feminist Practice – Lauren Fournier</li> <li>3. Epistemology of the Closet – Eve Kosofsky Sedgwick</li> </ol>						
<b>Unit:5</b>	<b>Testimony/Memory /Reading</b>				<b>17 hours</b>	
<ol style="list-style-type: none"> <li>1. Witnessing and Testimony – Keilly Oliwer</li> <li>2. The Ethics of Memory – Avishai Margalit</li> <li>3. How we read-close, hyper, machine – N. Katheine Hayles</li> </ol>						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Expert lectures, online seminars - webinars						
<b>Introduction to Queer Theory -NPTEL</b> - <a href="https://www.youtube.com/watch?v=QO_GUENuXFM">https://www.youtube.com/watch?v=QO_GUENuXFM</a>						
Queer Theory and Gender Performativity -Yale Courses - <a href="https://www.youtube.com/watch?v=7bkFIJfxyF0">https://www.youtube.com/watch?v=7bkFIJfxyF0</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	Leitch, Vincent B. The Norton Anthology of Theory and Criticism. W.W. Norton and Company, 2010.					
2	Grodin, 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.					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						

1	The urgency of intersectionality   Kimberlé Crenshaw-TED - <a href="https://www.youtube.com/watch?v=akOe5-UsQ2o">https://www.youtube.com/watch?v=akOe5-UsQ2o</a>
2	Who and Where We are in the Anthropocene: The Contexts of Ecocriticism   Swarnalatha Rangarajan - <a href="https://www.youtube.com/watch?v=DA Ae01Lj8dU&amp;t=627s">https://www.youtube.com/watch?v=DA Ae01Lj8dU&amp;t=627s</a>
3	Eve Kosofsky Sedgwick The Epistemology of the Closet - <a href="https://www.youtube.com/watch?v=tgDB_YbR6WE">https://www.youtube.com/watch?v=tgDB_YbR6WE</a>

Course Designed By : Dr.B.Padmanabhan

Course Verified By: Dr.P.Nagaraj

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### 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

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





Course code	24ELSC09	E-Learning Environment for English Language Teaching	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	Nil		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To understand the concept, principles, and theories of Learning</li> <li>To design E-learning Environment that enables the learners to use various styles and strategies of learning.</li> <li>To make the students to apply the psychological principles and theories in the e learning Environment</li> <li>To inculcate the basic knowledge of e-learning package design.</li> <li>To introduce various e-learning environments in which the e-learning packages are deployed.</li> <li>To familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the concept, principle, 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	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Learning</b>				<b>17 hours</b>	
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.						
<b>Unit:2</b>	<b>E-Learning Environment Design</b>				<b>17 hours</b>	
Perspectives of E-Learning Design – Identifying Goal – Writing Learning Objectives – Identifying Prerequisites – Teaching Sequences – Creating Learning Objects – Learning Activities – Redesigning.						
<b>Unit:3</b>	<b>E-Learning tools and devices</b>				<b>17 hours</b>	
Blended Learning – Flipped classroom – Virtual Classroom- Virtual lab, Collaboration Tools, Online Meetings, Discussion Activities, and Virtual Courses.						
<b>Unit:4</b>	<b>Education 4.0</b>				<b>17 hours</b>	
Artificial Intelligence: Meaning, Concept and Application in Education						
<b>Unit:5</b>	<b>Measurement and Assessment</b>				<b>15 hours</b>	
Concept of Evaluation, Measurement and Assessment – Tests – Nature Characteristics and Types – Norm Referenced Test – Criterion Referenced Test-E-assessment						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Expert lecture: Application of psychological theories in the e learning industrial Environment online seminars / webinars: Pros and cons of E-learning Environment						
<b>Introduction to Queer Theory -NPTEL - <a href="https://www.youtube.com/watch?v=QO_GUENuXFM">https://www.youtube.com/watch?v=QO_GUENuXFM</a></b>						
Queer Theory and Gender Performativity -Yale Courses - <a href="https://www.youtube.com/watch?v=7bkFIJfyF0">https://www.youtube.com/watch?v=7bkFIJfyF0</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
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.					
<b>Reference Books</b>						
1	Agochya, D.(2010). Life competencies for adolescents. New Delhi : Sage Publications.					
2	Davies, I.K.(2011). Management of Learning. Berkshire : McGraw Hill.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	The urgency of intersectionality   Kimberlé Crenshaw-TED - <a href="https://www.youtube.com/watch?v=akOe5-UsQ2o">https://www.youtube.com/watch?v=akOe5-UsQ2o</a>					

2	Who and Where We are in the Anthropocene: The Contexts of Ecocriticism   Swarnalatha Rangarajan - <a href="https://www.youtube.com/watch?v=DAAe0Lj8dU&amp;t=627s">https://www.youtube.com/watch?v=DAAe0Lj8dU&amp;t=627s</a>
3	Eve Kosofsky Sedgwick The Epistemology of the Closet - <a href="https://www.youtube.com/watch?v=tgDB_YbR6WE">https://www.youtube.com/watch?v=tgDB_YbR6WE</a>
Course Designed By : Dr.S.THANGARAJATHI Course Verified By : Dr. P. Nagaraj	

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

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



<b>Course code</b>	<b>24ELSE02</b>	<b>INDIAN AND REGIONAL LITERATURES IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>	<b>Elective</b>		<b>4</b>			<b>4</b>
<b>Pre-requisite</b>	This paper provides basic knowledge about Indian Writing in English		<b>Syllabus Version</b>	<b>2024-25</b>		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to form an overview of the literature in India</li> <li>To help students capture the tenor and manner of expression in writings by non-native users of English</li> <li>To enhance the aspects of English at a common level</li> <li>To make the learners aware of Indian sensibility in the representative works</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	To understand the Characteristics of Indian Literature					K1
2	To understand the varying themes and techniques of Indian literature					K2
3	To knowledge about the socio-cultural aspects of the people India					K3
4	To understand the sensibilities expressed through the literary works					K4
5	To Experience and derive meaning from life like situations					K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Poetry</b>					<b>17 hours</b>
Sri Aurobindo - 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 - A River Rabindranath Tagore -Where the Mind is Without Fear						
<b>Unit:2</b>	<b>Prose</b>					<b>17 hours</b>
Swami Vivekananda - Work without Motive Abdul Kalam - When I Failed Nirad C.Chaudhuri - Our Behaviour						
<b>Unit:3</b>	<b>Drama</b>					<b>17 hours</b>
Vijay Tendulkar - Silence! The court is in Session Badal Sircar – Evam Indrajith						
<b>Unit:4</b>	<b>Novel</b>					<b>17 hours</b>
Aravind Adiga – The White Tiger Kiran Desai – The Inheritance of Loss Bharati Mukherjee - Jasmine						
<b>Unit:5</b>	<b>Short Stories</b>					<b>17 hours</b>
Mulk Raj Anand - The Lost Child Gita Hariharan - The Remains of the Feast Kushwant Singh - Karma						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars – webinars						
<a href="http://books.rediff.com/book/indian-writing-inenglish/9788120704435">http://books.rediff.com/book/indian-writing-inenglish/9788120704435</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	Mehrotra, Arvind K.A. Concise History of Indian Literature in English. Basingstoke: Palgrave Macmillan, 2009. Print. Srinivasa, Iyengar K.K. Indian Writing in English London: Asia Pub. House, 1969. Print.					
2	Indo-English Prose: A Selection E.d. C.Subbian,Chennai. Emerald Publishers,1991					
3	Speeches and Writings of Swami Vivekananda. Swami Vivekananda Forgotten					
<b>Reference Books</b>						
1	Indian Writing in English . K.R. Srinivasa Iyengar. Sterling Publishers,2012					
2	Writing India Anew: Indian English Fiction 2000-2010. Rituparna Roy. Amsterdam University Press,2013.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	NOC: Related - Video Course , NPTEL.					

2	Indian Literature in English - Indian Institute of Technology, Madras and NPTEL via Swayam <a href="https://onlinecourses.nptel.ac.in/noc19_hs47/preview">https://onlinecourses.nptel.ac.in/noc19_hs47/preview</a>
Course Designed by: Dr. G. Vinothkumar email id: <a href="mailto:vinothkumarmay5@gmail.com">vinothkumarmay5@gmail.com</a>	
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	24G135	BUSINESS ENGLISH	L	T	P	C
Core/Elective/Supportive	Supportive		2	-	-	2
Pre-requisite	This paper aims to impart a working knowledge of the basic rules of the English language and Literature		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to: To cater to the four essential aspects of communication skills namely, Listening, Speaking Reading and Writing and thereby create a congenial class room atmosphere, leaving enough scope for confident interactions and free of individual thought. To equip the students to effectively acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication.						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	This paper will helps students to develop verbal and non-verbal communication skills placing emphasis the practical applications of both				K2	
2	To enable the students to get acquainted with the fundamental knowledge of the purpose of grammar.				K2&K1	
3	To enable the learners to apply grammatical knowledge in spoken English and written English with the grammatical structure.				K3	
4	To impart a working knowledge of the basic rules of the English Language through Literature				K4&K5	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyse; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Business Communication</b>				<b>17 hours</b>	
Enquiries and Replies – Offers and Quotations - Orders and their execution. Credit and Status Enquirie – Complaints and Adjustments – Collection Letters – Sales Letters –Circular Letters						
<b>Unit:2</b>	<b>Institutional Letters</b>				<b>17 hours</b>	
Bank and Insurance Letters, Import and Export Business Letters, Agency Letters						
<b>Unit:3</b>	<b>Public Letters</b>				<b>17 hours</b>	
Letter to the Editor, Representations and Requests						
<b>Unit:4</b>	<b>Grammar</b>				<b>17 hours</b>	
Noun, Pronoun, Articles, Tense, Preposition, Conjunction, Voices, Direct and Indirect						
<b>Unit:5</b>	<b>Composition</b>				<b>15 hours</b>	
Report Writing, Dialogue Writing, Drafting an Email						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
1	Expert lectures, Practical test , Assignment, Online seminars – webinars <a href="https://www.google.com/search?sxsrf=ALeKk0330ZO8Znwp7eWvH2oddGdcVjLP0A:1597743924354&amp;source=univ&amp;tbm=isch&amp;q=Varinder+Kumar+and+Bodh+Raj,+Busines+Co+mmunication,+Kalyani+Publishers,+Mahalakshmi+Street,+T.Nagar,+Chennai+%E2%80%93+600+017.&amp;sa=X&amp;ved=2ahUKEwj3-Pj3u6TrAhXEW3wKHTjkD0QQsAR6BAGKEAE&amp;biw=1366&amp;bih=657">https://www.google.com/search?sxsrf=ALeKk0330ZO8Znwp7eWvH2oddGdcVjLP0A:1597743924354&amp;source=univ&amp;tbm=isch&amp;q=Varinder+Kumar+and+Bodh+Raj,+Busines+Co+mmunication,+Kalyani+Publishers,+Mahalakshmi+Street,+T.Nagar,+Chennai+%E2%80%93+600+017.&amp;sa=X&amp;ved=2ahUKEwj3-Pj3u6TrAhXEW3wKHTjkD0QQsAR6BAGKEAE&amp;biw=1366&amp;bih=657</a>					
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	Mable Chan - <i>English for Business Communication</i>					
2	Mary Ellen Guffey - Dana Loewy					
<b>Reference Books</b>						
1	Urmila Rai and S.M.Rai, Business Communicationj, Himalaya Publishing House, ‘Ramdoot’ Dr.BhaleraoMarg, Girgaon, Mumbai – 400 004.					
2	Varinder Kumar and Bodh Raj, Business Communication, Kalyani Publishers, Mahalakshmi Street, T.Nagar, Chennai – 600 017.					
3	R.S.N. Pillai and Bagavathi, Commercial Correspondence and Office Management, S.Chand & Sons, NewDelhi 110055					
4	K. Chellappan, Creative Communication, Emerald Publishers, Chennai, 2008					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	NOC: Related - Video Course , NPTEL.					

2	Business English - Indian Institute of Technology, Madras and NPTEL via Swayam
Course Designed By : Dr.M.Ashitha Varghese Email id: <a href="mailto:ashiv86@gmail.com">ashiv86@gmail.com</a>	
Course Verified By: Dr.P.Nagaraj Email : <a href="mailto:nagarajenglish@rediffmail.com">nagarajenglish@rediffmail.com</a>	

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



**Skill Enhancement Course**

Course Code	ENGLISH FOR SPECIFIC PURPOSES		L	T	P	C
<b>Core / Elective / Supportive</b>	Skill Enhancement Course		2	-	-	2
<b>Pre-requisite</b>	An understanding of the importance of how English is required for specific needs		<b>Syllabus Version</b>	2024-2025		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ul style="list-style-type: none"> <li>➤ Acquaint the students with the evolution of how English became necessary for meeting out specific purposes</li> <li>➤ Teach the students the theories related to the application of English for Specific Purposes</li> <li>➤ Help the students work out the specific needs for which learning and applying English is necessary</li> <li>➤ Encourage the students to design course materials essential for ESP instruction</li> <li>➤ Make the students understand the need for teaching ESP and the role of an ESP instructor</li> </ul>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, the students will be able to:						
1	Trace the origin and development of how English came to be necessary for specific purposes				K1	
2	Comprehend the theories of learning and associated language descriptions				K2	
3	Conduct an effective needs assessment for language instruction				K4	
4	Evaluate and develop materials for ESP instruction				K5 & K6	
5	Understand the importance of teaching ESP and the significant role played by an ESP teacher in language instruction				K2	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Origin and Development of ESP</b>				<b>17 hours</b>	
The Origin of English for Specific Purposes The Development of ESP ESP: Approach not product						
<b>Unit:2</b>	<b>Theories of Learning</b>				<b>17 hours</b>	
Language Descriptions Theories of Learning						
<b>Unit:3</b>	<b>Analysis of the Specific Purposes</b>				<b>17 hours</b>	
Needs Analysis Approaches to Course Design						
<b>Unit:4</b>	<b>Designing the Syllabus for ESP</b>				<b>17 hours</b>	
The Syllabus Materials Evaluation Materials Design						
<b>Unit:5</b>	<b>Teaching English for Specific Purposes</b>				<b>15 hours</b>	
Application and Evaluation The Role of the ESP Teacher						
<b>Unit: 6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Lecture: <a href="https://youtu.be/62sMGrmxjto?feature=shared">https://youtu.be/62sMGrmxjto?feature=shared</a>						
<b>Total Lecture hours</b>					<b>85 hours</b>	
<b>Textbook(s)</b>						
Tom Hutchinson and Alan Waters. <i>English for Specific Purposes: A Learning-Centered Approach</i> . Cambridge University Press.						



<b>Reference Books</b>
Starfield, Sue, and Christoph Hafner, eds. <i>Introduction to English for Specific Purposes</i> . Routledge. Taylor and Francis, 2018.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>
<a href="https://ebooks.inflibnet.ac.in/engp12/chapter/english-for-specific-purposes-english-for-academic-purposes/">https://ebooks.inflibnet.ac.in/engp12/chapter/english-for-specific-purposes-english-for-academic-purposes/</a>
Course Designed By: Dr. V. David Arputha Raj Email Id: <a href="mailto:davidarputharaj@buc.edu.in">davidarputharaj@buc.edu.in</a> Course Verified By: Dr. P. Nagaraj

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

S- Strong; M - Medium; L - Low



## **III SEMESTER**

Course code	24ELSC11	20 <sup>th</sup> CENTURY BRITISH LITERATURE	L	T	P	C
<b>Core / Elective / Supportive</b>		<b>Core</b>	4			4
<b>Pre-requisite</b>		The Romantic Movement – Significance of 1798	<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To sensitize students to the momentous changes in the 20<sup>th</sup> century, particularly in literature</li> <li>To enable them to understand experimental and innovative techniques used in literature</li> <li>To clarify that changes in human experience necessitate corresponding changes in mode of expression</li> <li>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.</li> <li>It enables them to frame and apply the interdisciplinary perspectives to literature</li> </ol>						
<b>Expected Course Outcomes:</b>						
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 <sup>th</sup> 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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>POETRY</b>					<b>17 hours</b>
T.S.Eliot - The Love Song of J. Alfred Prufrock W.B.Yeats - The Second Coming Ted Hughes - The Thought Fox, Hawk Roosting Philip Larkin - Church Going Seamus Heaney - Mid- Term Break						
<b>Unit:2</b>	<b>POETRY</b>					<b>15 hours</b>
G.M. 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						
<b>Unit:3</b>	<b>DRAMA</b>					<b>17 hours</b>
Bernard Shaw - Arms and the Man John Osborne - Look Back in Anger Samuel Becket - Waiting for Godot						
<b>Unit:4</b>	<b>PROSE</b>					<b>17 hours</b>
Orwell - Politics and the English Language D.H.Lawrence - Why the Novel Matters?						
<b>Unit:5</b>	<b>FICTION</b>					<b>17 hours</b>
Virginia Woolf - To the Lighthouse Kazuo Ishiguro - The Remains of the Day						
<b>Unit:6</b>	<b>20<sup>TH</sup> CENTURY LITERARY DEVELOPMENT</b>					<b>2 hours</b>
Expert lectures, online seminars – webinars						
<a href="https://youtu.be/zj8jW857edE">https://youtu.be/zj8jW857edE</a> <a href="https://youtu.be/zj8jW857edE">https://youtu.be/zj8jW857edE</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						

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

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



<b>Course code</b>	<b>24ELSC12</b>	<b>RESEARCH METHODOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>	<b>Core</b>		<b>4</b>			<b>4</b>
<b>Pre-requisite</b>	Ability to approach critical theories and texts		<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To facilitate the students do qualitative and quantitative research</li> <li>To help the students understand the difference between Textual analysis and Action Research</li> <li>To enable the students identify subjective and objective techniques of literary analysis</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>An Introduction to Research</b>					<b>17 hours</b>
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?						
<b>Unit:2</b>	<b>Review of Related Research</b>					<b>17 hours</b>
Visual Methodology Discourse Analysis						
<b>Unit:3</b>	<b>Quantitative and Qualitative Methods</b>					<b>17 hours</b>
The use of Ethnographical Methods in English Studies Numbers and Works - Qualitative methods for Scholars of Texts						
<b>Unit:4</b>	<b>Research Drafting and Writing</b>					<b>17 hours</b>
Plagiarism and Research - Format of Research Writing						
<b>Unit:5</b>	<b>Research Documentation</b>					<b>15 hours</b>
Documentation: Preparing the List of Works Documentation: Citing Sources in the Text						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars - webinars						
<a href="https://www.youtube.com/watch?v=pANIDaCYA_M">https://www.youtube.com/watch?v=pANIDaCYA_M</a>						
<a href="https://www.youtube.com/watch?v=uCM2hk54Mbl">https://www.youtube.com/watch?v=uCM2hk54Mbl</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	MLA Handbook for Writers of Research Papers – Joseph Gibaldi– Eighth Edition					
2	Research Methods for English Studies – Gabriel Griffin – Edinburg University Press					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
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						

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	S	S	M	S	S	S	S	S
<b>CO2</b>	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	24ELSC13	ELT AND THEORIES OF KNOWLEDGE	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	Critical Thinking and Inference making		Syllabus Version		2024-25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To familiarize students with core theories of language education</li> <li>To provide a detailed historical view of English Language Teaching</li> <li>To enable students in understanding how English language evolved from multiple Contexts</li> </ol>						
<b>Expected Course Outcomes:</b>						
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 practice				K4 & K5	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Twenty First Century Language Teaching</b>				<b>17 hours</b>	
A brief history of Language Teaching - Attitudinal Changes in Language and Communication - From English to Englishes - Language Ethics						
<b>Unit:2</b>	<b>ELT Theories</b>				<b>15 hours</b>	
Competency- based Language Teaching - Communicative Language Teaching - Content- based instructions - Task-based Language Teaching - Blended Teaching method						
<b>Unit:3</b>	<b>ELT in Knowledge System</b>				<b>17 hours</b>	
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						
<b>Unit:4</b>	<b>ELT and Service Learning</b>				<b>17 hours</b>	
Defining Service Learning- Service learning and Community Needs – English Language and Community Research – Review and Challenges						
<b>Unit:5</b>	<b>ICT and English Language Instruction</b>				<b>17 hours</b>	
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)						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Expert lectures, online seminars – webinars						
<a href="https://www.youtube.com/watch?v=ksPAkvAXFSM">https://www.youtube.com/watch?v=ksPAkvAXFSM</a>						
<a href="https://www.youtube.com/watch?v=IXTdPKScsSg">https://www.youtube.com/watch?v=IXTdPKScsSg</a>						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
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). Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing					
<b>Reference Books</b>						
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					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	NOC : Practical English – Learning and Teaching via NPTEL					
2	NOC : Outcome Based Pedagogic Principles for Effective Teaching via NPTEL					

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	24ELSC14	INSTRUCTIONAL TECHNOLOGY	L	T	P	C
Core / Elective / Supportive	Core		4			4
Pre-requisite	1. Psychology of Learning (20EDUCC02) 2. Introduction to E-Learning Technology (0EDUCC01)		Syllabus Version	2024-25		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
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.						
<b>Expected Course Outcomes:</b>						
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	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit: 1</b>	<b>Introduction to Instructional Technology</b>				<b>17 Hours</b>	
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.						
<b>Unit: 2</b>	<b>Instructional Models</b>				<b>17 Hours</b>	
Instructional Development Models: Kemp Model – Instructional Development Institute Model – ADDIE Model - Rapid ISD, SAM, Dick and Carey Models.						
<b>Unit: 3</b>	<b>Instructional Theories</b>				<b>15 Hours</b>	
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						
<b>Unit: 4</b>	<b>Instructional Media &amp; Strategies</b>				<b>17 Hours</b>	
Instructional Methods and Media – Instructional Strategies for Declarative Knowledge, Concepts, Procedures, Principles, Problem-Solving, Cognitive Strategy, Attitude, Psychomotor Skill.						
<b>Unit: 5</b>	<b>Evaluation and Assessment</b>				<b>17 Hours</b>	
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.						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Issues and Trends in Instructional Technology; Instructional Technology tools.						
					<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>						
1	Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston.					
<b>Reference Books</b>						
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.					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	Emerging Instructional Technology Trends ( <a href="https://www.slideshare.net/juniamarin/ten-emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e-486bccb5cf6b&amp;v=&amp;b=&amp;from_search=3">https://www.slideshare.net/juniamarin/ten-emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e-486bccb5cf6b&amp;v=&amp;b=&amp;from_search=3</a> )					
2	Reimaging the role of Technology in Education ( <a href="https://tech.ed.gov/files/2017/01/NETP17.pdf">https://tech.ed.gov/files/2017/01/NETP17.pdf</a> )					

3	Instructional Design and Technology ( <a href="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&amp;v=&amp;b=&amp;from_search=4">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&amp;v=&amp;b=&amp;from_search=4</a> )
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.

Course Designed By: Dr.T.Enok Joel  
Course Verified By : Dr. P. Nagaraj

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	24ELSC15	YOUNG ADULT LITERATURE	L	T	P	C
Core / Elective / Supportive	Core		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	2024-25		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Enable the students to trace the growth and evolution of Young Adults' Literature</li> <li>2. Acquaint the students with the existing genres of Young Adults' Literature and the notable authors writing in this field</li> <li>3. Help the students grasp the diverse range of themes and techniques employed within Young Adults' Literature</li> <li>4. Guide the students in analysing the conflicting interactions between reality and fantasy found in young minds</li> <li>5. Facilitate the students in acquiring knowledge necessary to gauge the dynamic adolescent world</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, the students will be able to:						
1	Be familiar with the history of Young Adults' Literature				K1	
2	Understand the prevalent genres within Young Adults' Literature and the prominent authors who have made their literary contributions in this area				K2	
3	Identify the techniques and examine the themes commonly used in Young Adults' Literature				K3&K6	
4	Analyse the dichotomy between reality and fantasy present in adolescent minds				K4	
5	Comprehend the changing nature of the world of adolescents				K5	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyse; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Poetry</b>					<b>17 hours</b>
R. L. Stevenson – From a Railway Carriage William Blake – The Chimney Sweeper Sylvia Plath – Winter Trees Kamala Das – My Grandmother's House Lewis Carroll – A Strange Wild Song Roald Dahl – Television						
<b>Unit:2</b>	<b>Drama</b>					<b>17 hours</b>
J.M. Barrie – <i>Peter Pan</i> David Lindsay-Ablaire – <i>Rabbit Hole</i>						
<b>Unit:3</b>	<b>Fiction</b>					<b>17 hours</b>
Frances Hodgson Burnett – <i>The Secret Garden</i> J.K. Rowling – <i>Harry Potter and the Philosopher's Stone</i>						
<b>Unit:4</b>	<b>Short Stories</b>					<b>17 hours</b>
Leo Tolstoy – The Little Girl and The Mushrooms Ruskin Bond – The Tiger in the House Rudyard Kipling – The Jungle Books Washington Irving – The Legend of Sleepy Hollow						
<b>Unit:5</b>	<b>Prose</b>					<b>15 hours</b>
James Baldwin – Notes of A Native Son Annie Dillard – The Chase, Seeing David Foster Wallace – Consider the Lobster E.B. White – Once More to the Lake						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>
Expert lectures, online seminars – webinars						
<a href="https://www.google.com/search?xsrf=ALeKk03CU7iUih9v1lpDwt8IM-UlmjXIUa:1597743875225&amp;q=Norton.+E.+Donna,+4th+ed.+Through+the+eyes+of+a+Child:+An+Introduction+to+Children%E2%80%99s+Literature,+Englewood+Cliffs,+N.J.Meril.&amp;spell=1&amp;sa=X&amp;ved=2ahUKEwiDt_gu6TrAhXy7XMBHc1ZBdIQBSgAegQIAxAo&amp;biw=1366&amp;bih=657">https://www.google.com/search?xsrf=ALeKk03CU7iUih9v1lpDwt8IM-UlmjXIUa:1597743875225&amp;q=Norton.+E.+Donna,+4th+ed.+Through+the+eyes+of+a+Child:+An+Introduction+to+Children%E2%80%99s+Literature,+Englewood+Cliffs,+N.J.Meril.&amp;spell=1&amp;sa=X&amp;ved=2ahUKEwiDt_gu6TrAhXy7XMBHc1ZBdIQBSgAegQIAxAo&amp;biw=1366&amp;bih=657</a>						

		Total Lecture hours	85 hours
<b>Book(s) for Study</b>			
1	Norton. E. Donna, 4 <sup>th</sup> ed. <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> , Eaglewood Cliffs, N. J. Meril.		
2	Barrie. J.M., <i>Peter Pan</i> ( Illustrated with Interactive Elements) (Harper Design Classics)		
3	Robert Louis Stevenson, <i>From a Railway Carriage, From A Child's Garden of Verses</i> , 1885.		
<b>Book(s) for Reference</b>			
1	M. H. Abrams and Stephen Greenblatt, ed (2001). <i>The Norton Anthology of English Literature</i> (7 <sup>th</sup> ed). New York: Norton.		
2	Sylvia Plath, <i>Winter Trees</i> , Faber Poetry, Faber: Main edition (October5, 2017)		
3	Morris Eaves: Robert. N. Essick; Joseph Viscomi (eds). "Comparison of Songs of Innocence's, "The Chimney Sweeper" (Of Innocence)". <i>William Blake Archive</i> . Retrieved April 30, 2015.		
4	Dwivedi A. N. <i>Kamala Das and Her Poetry</i> , Atlantic Publishers and Dist, 2000.		
5	<i>Kim</i> by Rudyard Kipling. Ed. By Zohreh T. Sullivan. W. W. Norton and Company.		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>			
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 Email id: <a href="mailto:vinothkumarmay5@gmail.com">vinothkumarmay5@gmail.com</a> Course Verified By : Dr. P. Nagaraj			

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	L	L	M	L	L	M	L	L
CO2	S	S	M	S	S	M	S	L	S	M
CO3	S	S	M	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	L	L	M	S	L	S	M	S	M	M

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



Course code	24ELSE03	LITERATURE & COGNITIVE SCIENCES	L	T	P	C
<b>Core / Elective / Supportive</b>	<b>Elective</b>		<b>4</b>			<b>4</b>
<b>Pre-requisite</b>	This paper helps the students to know the current trends and the changing culture of Young Adult's world		<b>Syllabus Version</b>	<b>2024-25</b>		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enhance the metacognitive awareness while reading and comprehending literary texts</li> <li>To promote a working perspective on the interfaces between literature and life</li> <li>To recognize experiential parallels between literature and life</li> <li>To identify and enable the use of reasoning skills</li> <li>To form perspectives on affect-reason dialectic interface</li> </ol>						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Reading and Memory</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>On Memory and Literature - Ed Simon</li> <li>"Memory and the Self"- Martin A. Conway, Journal of Memory and Language - <a href="https://doi.org/10.1016/j.jml.2005.08.005">https://doi.org/10.1016/j.jml.2005.08.005</a></li> <li>"Literature Through Recall: Ways of Connecting Literary Studies and Memory Studies" - Lovro Skopljanac - Interdisciplinary Literary Studies - <a href="https://muse.jhu.edu/article/484547">https://muse.jhu.edu/article/484547</a></li> <li>The Sense of an Ending - Julian Barnes</li> <li>I Come from there – Mahmoud Darwish</li> </ol>						
<b>Unit:2</b>	<b>Affect and Cognition in Dreams</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>"States of Consciousness: Dreams, Literature and the Neurochemistry of the Brain" – Isabel Jaen – <a href="http://www.cognitivecircle.org/ct&amp;lit">www.cognitivecircle.org/ct&amp;lit</a></li> <li>Consciousness and the Novel – David Lodge – Chapter I</li> <li>Kubla Khan – ST Coleridge</li> <li>The Hand Maid's Tale - Margaret Atwood</li> </ol>						
<b>Unit:3</b>	<b>Emotional Intelligence and Moral Cognition</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>Why do we read Fiction? – Chapter - V - Lisa Zunshine</li> <li>"Theory of Mind and Moral Cognition: Exploring the Connections"- Joshua Knobe <a href="http://www.unc.edu/knobe/">www.unc.edu/knobe/</a></li> <li>"The Neural Basis of Human Moral Cognition" – Jorge Moll, Roland Zahn Ricardo de Olivera – Souza, Frank Krueger and Jordan Crafman – <a href="http://www.hss.caltech.edu/stevell_moll.pdf">www.hss.caltech.edu/stevell_moll.pdf</a></li> <li>Reading Literary Fiction Improves Theory of Mind - David Comer Kidd and Emanuele Castano- Science</li> <li>Fahrenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011</li> </ol>						
<b>Unit:4</b>	<b>Emergence of Culture</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>"The Human Adaptation for Culture" - Michael Tomasello, Annual Review of Anthropology- <a href="https://doi.org/10.1146/annurev.anthro.28.1.509">https://doi.org/10.1146/annurev.anthro.28.1.509</a></li> <li>"What is Cognitive Cultural Studies?" from Introduction to Cognitive Cultural Studies - Lisa Zunshine, Johns Hopkins University Press</li> <li>"A Silent Emergence of Culture: The Social Tuning effect"- Garry Shteynberg – <a href="http://www.gsb.stanford.edu">www.gsb.stanford.edu</a></li> <li>Purple Hibiscus – Chimimanda Ngozi Adichie</li> <li>Mother of 1084 – Mahashwetha Devi</li> </ol>						
<b>Unit:5</b>	<b>Epiphanies and Characteristics</b>					<b>15 hours</b>
<ol style="list-style-type: none"> <li>Peak experiences – Abraham Maslow – Penguin</li> <li>"The Nature of Epiphanic Experience" - Matthew McDonald, Journal of Humanistic Psychology - <a href="http://dx.doi.org/10.1177/0022267807311878">http://dx.doi.org/10.1177/0022267807311878</a></li> <li>Excerpts from "Wings of Fire" related to the concept of flow</li> <li>Miss Brill- Catherine Mansfield</li> <li>"The Epiphanic Mode in Wordsworth and Modern Literature." - Langbaum, Robert ,New Literary History, vol. 14, no. 2, 1983, pp. 335–358. JSTOR, <a href="http://www.jstor.org/stable/468689">www.jstor.org/stable/468689</a></li> <li>Mihaly Csikszentmihalyi's Idea of 'Flow' &amp; How We Can Create it by Reading Great Fiction- Lucy- <a href="https://www.tolstoytherapy.com/mihaly-csikszentmihalyis-idea-of-flow-reading-fiction-diagram/">https://www.tolstoytherapy.com/mihaly-csikszentmihalyis-idea-of-flow-reading-fiction-diagram/</a></li> </ol>						

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		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Why We Read Literature: Cognitive approach-</b> <a href="https://www.youtube.com/watch?v=WoS1onedRAI">https://www.youtube.com/watch?v=WoS1onedRAI</a>		
On Cognitive Literary Studies: Why We Read Fiction by Lisa Zunshine - <a href="https://www.youtube.com/watch?v=48-LRC9bigc">https://www.youtube.com/watch?v=48-LRC9bigc</a>		
	<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Textbook(s)</b>		
1	Cognitive Cultural Studies - Lisa Zunshine, Johns Hopkins University Press	
2	The Story and Science of the Reading Brain- Maryanne Wolf , Harper Collins Publishers	
3	The Brain and Emotional Intelligence: New Insights – Daniel Goleman	
4	Consciousness and the Novel – David Lodge- Penguin	
5	Peak experiences – Abraham Maslow – Penguin	
<b>Reference Books</b>		
1	The Tell Tale Brain - V.S. Ramachandran	
2	What is Art For - Ellen Dissanayake	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	What Literature Knows About Your Brain - <a href="https://www.english.cam.ac.uk/research/cogblog/?paged=41">https://www.english.cam.ac.uk/research/cogblog/?paged=41</a>	
2	Cognitive Approaches To Literature - NPTEL Course	
3	Literary Neuroscience: The Power of Bridging Arts & Sciences - <a href="https://www.youtube.com/watch?v=cM9KzephFWc">https://www.youtube.com/watch?v=cM9KzephFWc</a>	
Course Designed By: Dr.B. Padmanabhan		
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

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

<b>Course code</b>	24G127	<b>ENGLISH FOR EMPLOYABILITY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Supportive</b>	Supportive		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Knowledge about Employability Skills		<b>Syllabus Version</b>		2024- 25	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Make the students familiar with the English language and its core skills for effective communication, which is the key to successful career.</li> <li>2. Expose the students to different kinds and forms of communications happening in the professional and academic spheres.</li> <li>3. Provide them hands on training on enhancing their English language skills for better employability and career prospects.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the vocabulary, skills and modes of communications used in the professional and academic spheres.					K1
2	Understand phrases and expressions related to professional domains.					K2
3	Use workplace English to communicate with others in both oral and written forms.					K3
4	Analyse the mundane information and instructions related to communication at workplace and reproduce according to the situations.					K4
5	Create communications in required formats and be competent in handling professional situations better.					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Listening Skills</b>				<b>17 hours</b>	
Types of Listening - Active Listening – Listening Comprehension - Paraphrasing – Conversational Skills – Developing Effective Listening						
<b>Unit:2</b>	<b>Speaking Skills</b>				<b>17 hours</b>	
Workplace Communication – Formal and Informal - Public Speaking - Presentation Skills - Interview Skills						

<b>Unit:3</b>	<b>Reading Skills</b>	<b>17 hours</b>
Reading Fluency - Reading Comprehension - Types of Reading - Occupational Research - Vocabulary Development		
<b>Unit:4</b>	<b>Writing Skills</b>	<b>17 hours</b>
The Writing Process - Functional Grammar - E-mail Etiquette -- Report Writing - Preparing Resume and Job Application – Blogging - Content and Copy Writing		
<b>Unit:5</b>	<b>Soft Skills</b>	<b>15 hours</b>
Social Etiquettes – Interpersonal Communication – Critical and Creative Thinking – Teamwork – Time Management		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<a href="https://www.youtube.com/user/bbclearningenglish">https://www.youtube.com/user/bbclearningenglish</a> <a href="https://learnenglish.britishcouncil.org/skills">https://learnenglish.britishcouncil.org/skills</a> <a href="https://www.cambridgeenglish.org/learning-english">https://www.cambridgeenglish.org/learning-english</a>		
	<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Book(s) for study</b>		
1	<i>ACE of Soft Skills</i> , Gopalaswamy Ramesh, Mahadevan Ramesh, Pearson, 2013	
<b>Book(s) for Reference</b>		
1	<i>Speaking Effectively: Developing Speaking Skills for Business English</i> by Jeremy Comfort, Trish Stott	
2	<i>English Communication Skills for Professionals</i> by Gregory Allen Barnes	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		



1	Developing Soft Skills and Personality by Prof. T. Ravichandran Email Id: <a href="https://nptel.ac.in/courses/109/104/109104107/">https://nptel.ac.in/courses/109/104/109104107/</a>
2	Skills For New Educational Architecture by Prof. Suhas D. Pachpande Email Id: <a href="https://onlinecourses.swayam2.ac.in/arp19_ap76/preview">https://onlinecourses.swayam2.ac.in/arp19_ap76/preview</a>
Course Designed By: Dr.M.Ashitha Varghese email id: ashiv86@gmail.com Course Verified By : Dr.P.Nagaraj	

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	24ELSC13	CONTENT WRITING				L	T	P	C
<b>Core / Elective / Supportive</b>		<b>Certificate Course</b>				4			4
<b>Pre-requisite</b>		Knowledge in Creative Writing				<b>Syllabus Version</b>		2024-25	
<b>Course Objectives:</b>									
The main objectives of this course are to:									
<ol style="list-style-type: none"> <li>1. Provide the students with an exposure to the career prospects available in the field of content writing</li> <li>2. Teach the students the aspects of different forms of content writing</li> <li>3. Give the students hands-on training in content writing to independently create content for a better career</li> <li>4. Teach the students the strategies involved in the refinement of content for optimal audience engagement</li> <li>5. Facilitate the students to craft content tailored for specific needs</li> </ol>									
<b>Expected Course Outcomes:</b>									
On the successful completion of the course, student will be able to:									
1	Be aware of the possible job opportunities in the field of content writing							K1	
2	Differentiate between the different forms of content writing and their requirements.							K2	
3	Create blogs and SEO contents on their own.							K3	
4	Edit and proofread content to reach the audience in its best form.							K4 & K5	
5	Create contents on their own, based on the context and the requirement.							K6	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>									
<b>Unit:1</b>	<b>Introduction</b>							<b>17 hours</b>	
Introduction to Content Writing Types of Content Writing Content Marketing									
<b>Unit:2</b>	<b>Online Content</b>							<b>17 hours</b>	
Blog Writing SEO Content Writing and Keyword Strategy Web Content Writing									
<b>Unit:3</b>	<b>Business Content</b>							<b>17 hours</b>	
Technical Writing Instructional Design Writing Business / Industry Writing									
<b>Unit:4</b>	<b>Media Content</b>							<b>17 hours</b>	
Journalistic Writing Feature Writing Marketing and Advertising Copywriting									
<b>Unit:5</b>	<b>Content Review</b>							<b>15 hours</b>	



Research and Report Writing Content Editing and Proof reading Language of the Content		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars - webinars		
<a href="https://www.coursera.org/learn/content-marketing">https://www.coursera.org/learn/content-marketing</a>		
<a href="https://www.coursera.org/specializations/good-with-words">https://www.coursera.org/specializations/good-with-words</a>		
<a href="https://www.udemy.com/course/content-writing/">https://www.udemy.com/course/content-writing/</a>		
<a href="https://www.udemy.com/course/how-to-write-the-best-online-content/">https://www.udemy.com/course/how-to-write-the-best-online-content/</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Textbook(s)</b>		
1	Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content by Paul Lima	
2	On Writing: A Memoir of the Craft by Stephen King	
<b>Reference Books</b>		
1	Valuable Content Marketing: Why Quality Content is Key to Business by Sonja Jefferson and Sharon Tanton	
2	On Writing Well: The Classic Guide to Writing Nonfiction by William Zinsser	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	E-Content Development by Dr. P. Malliga - SWAYAM	
2	Academic & Research Report Writing by Dr. Samir Roy - SWAYAM	
Course Designed By: Dr. V. David Arputha Raj email id: <a href="mailto:davidarputharaj@buc.edu.in">davidarputharaj@buc.edu.in</a> Course Verified By : Dr. P. Nagaraj		

<b>Mapping with Programme Outcomes</b>										
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

# **IV SEMESTER**

Course code	24ELSC16	TEACHING OF ENGLISH LITERATURE	L	T	P	C
<b>Core / Elective / Supportive</b>		<b>Core</b>	<b>4</b>			<b>4</b>
<b>Pre-requisite</b>	Approaches and Pedagogies in English Language Teaching		<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To help the students teach and imagine literature texts in English language classrooms						
2. To familiarize the students with contemporary notions and paradigms in the teaching of English Literature						
3. To develop intellectual commitment and independence of the students in terms of pedagogical thinking						
<b>Expected Course Outcomes:</b>						
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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Using Literature in the Language Classroom</b>					<b>17 hours</b>
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)						
<b>Unit:2</b>	<b>Developing Literary Response</b>					<b>17 hours</b>
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)						
<b>Unit:3</b>	<b>Exploring Context and Interpretation</b>					<b>15 hours</b>
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						
<b>Unit:4</b>	<b>Teaching Thinking and Contexts</b>					<b>17 hours</b>
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)						
<b>Unit:5</b>	<b>The Teaching of English Literature in India</b>					<b>17 hours</b>
Retrospect and Prospect – English Studies in India: Reviewing Borders, Remapping the Terrain. (Page No 1-24, English Studies in India, BanibrataMahanta)						
<b>Unit:6</b>	<b>Contemporary Issues</b>					<b>2 hours</b>

Expert lectures, online seminars – webinars	
<a href="https://www.youtube.com/watch?v=ixc71ithEEw">https://www.youtube.com/watch?v=ixc71ithEEw</a>	
<a href="https://homepages.wmich.edu/~acareywe/engl680f13.html">https://homepages.wmich.edu/~acareywe/engl680f13.html</a>	
	<b>Total Lecture hours</b>   <b>85 hours</b>
<b>Textbook(s)</b>	
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.
<b>Reference Books</b>	
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.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
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 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

<b>Course code</b>	<b>24ELSC17</b>	<b>ALTERNATIVE LITERARY STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>		<b>Core</b>	<b>4</b>			<b>4</b>
<b>Pre-requisite</b>		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.	<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To gain knowledge about unexplored research areas in Literary studies</li> <li>2. To gain knowledge about emerging research areas in English studies</li> <li>3. To be introduced to Marginalized literary expressions</li> <li>4. To acquire knowledge about disability and Minority discourses</li> <li>5. To enable students to perceive and appreciate experimentation in literary forms</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, the students 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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Subaltern Studies</b>					<b>17 hours</b>
The Outcaste - Sharankumar Limbale Hunger - Namdeo Dhasal The Scar - KA. Gunasekaran. Translated by Dhasal V. Kadambari Pethavan: The Begetter - Imayam Translated by Gita Subramanian						
<b>Unit:2</b>	<b>Aboriginal / First Nation Studies</b>					<b>17 hours</b>
The Man from Snowy River – Banjo Paterson Around the Third Barrel - Melanie Garant A Far Cry From Africa - Derek Walcott Travel the Road - Mamang Dai						
<b>Unit:3</b>	<b>Disability Studies</b>					<b>17 hours</b>
Thinking In Pictures - Temple Grandin One Little Finger - Malini Chib Trying To Grow- Firdaus Kanga						
<b>Unit:4</b>	<b>Gender Studies</b>					<b>15 hours</b>
On A Muggy Night in Mumbai: A Stage Play - Mahesh Dattani The Lion of Beauty - Alan Hollinghurst The Truth About Me: A Hijra Life Story - A. Revathi						
<b>Unit:5</b>	<b>Minority Studies</b>					<b>17 hours</b>
The Slaves - Frederick Douglass The Hour Past Midnight - Salma						



The Ship - Jabra Ibrahim Jabra	
<b>Unit:6</b>	<b>Gender studies, disabilities studies and Minority studies</b>
Expert lectures, online seminars – webinars	
<a href="https://www.youtube.com/watch?v=ixc71ithEEw">https://www.youtube.com/watch?v=ixc71ithEEw</a>	
<a href="https://homepages.wmich.edu/~acareywe/engl680f13.html">https://homepages.wmich.edu/~acareywe/engl680f13.html</a>	
	<b>Total Lecture hours</b>   <b>85 hours</b>
<b>Reference Books</b>	
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.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	MOOC –World Literature - Online Course
2	YouTube lectures by IIT, NIT Professors and <u>NPTEL</u> via <u>Swayam</u>
Course Designed By: Dr. M. Kasirajan Course Verified By : Dr. P. Nagaraj	

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

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

## JOB ORIENTED COURSE

Course Code	COMMUNICATION SKILLS		L	T	P	C
Core / Elective / Supportive	Job Oriented Course		4	-	-	4
Pre-requisite	An understanding of the importance of Communication Skills		Syllabus Version	2024-2025		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ul style="list-style-type: none"> <li>➤ Help the students become aware of the nuances of communication skills in the English language</li> <li>➤ Teach the students the ways of improving the communication skills</li> <li>➤ Make the students familiar with the different forms of communication</li> <li>➤ Impart to the students the cultural and relational perspectives of communication</li> <li>➤ Expose the students towards the impact of communication in technology and the influence of technology on communication</li> </ul>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, the students will be able to:						
1	Understand the fundamentals of communication					K1
2	Use the language in multiple ways for effective communications					K2
3	Create innovative and effective communication, both in speaking and writing					K3
4	Relate culture, identity and relations with communication					K4
5	Analyse the relationship between technology, internet, language, and communication					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Developing English Communication Skills</b>				<b>17 hours</b>	
Fundamentals of Communication Applied Grammar and Usage Common Errors and Misappropriations Indianisms Basics of Phonetics Building Advanced Vocabulary						
<b>Unit:2</b>	<b>Oral Communication</b>				<b>17 hours</b>	
Developing Effective Listening Skills Non-Verbal Communication Dynamics of Professional Presentations Job Interviews Public Speaking Art of Negotiation						

<b>Unit:3</b>	<b>Written Communication</b>	<b>17 hours</b>
Art of Effective Reading Reading Comprehension Art of Condensation Paragraph Writing Email and Blog Writing Movie and Book Review		
<b>Unit:4</b>	<b>Culture and Communication</b>	<b>17 hours</b>
Perceiving Encounters and Transacting Identities Transacting a Self in Interactions with Others Identity and Culture in Communication Structure-Based Cultural Characteristics of Communication Transacting Culture Relating through Informative and Persuasive Speeches		
<b>Unit:5</b>	<b>Technology in Communication</b>	<b>15 hours</b>
Relational Technology and Construction of Identities Construction of Identities Online Relational Technology and Personal Communication Online Communication and Personal Relationships Preparing, Developing and Delivering a Public Presentation		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Lecture: <a href="https://youtu.be/HAnw168huqA?feature=shared">https://youtu.be/HAnw168huqA?feature=shared</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Textbook(s)</b>		
1	Communication Skills (Oxford) by Sanjay Kumar and Pushp Lata (2 <sup>nd</sup> Edition)	
2	The Basics of Communication: A Relational Perspective (2 <sup>nd</sup> Edition)	
<b>Reference Books</b>		
1	Speaking Effectively: Developing Speaking Skills for Business English by Jeremy Comfort, Trish Stott	
2	English Communication Skills for Professionals by Gregory Allen Barnes	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
<a href="https://onlinecourses.swayam2.ac.in/nou21_lb11/preview">https://onlinecourses.swayam2.ac.in/nou21_lb11/preview</a>		

Course Designed By: Dr. V. David Arputha Raj

Email Id: [davidarputharaj@buc.edu.in](mailto:davidarputharaj@buc.edu.in)

Course Verified By: Dr. P. Nagaraj

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

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



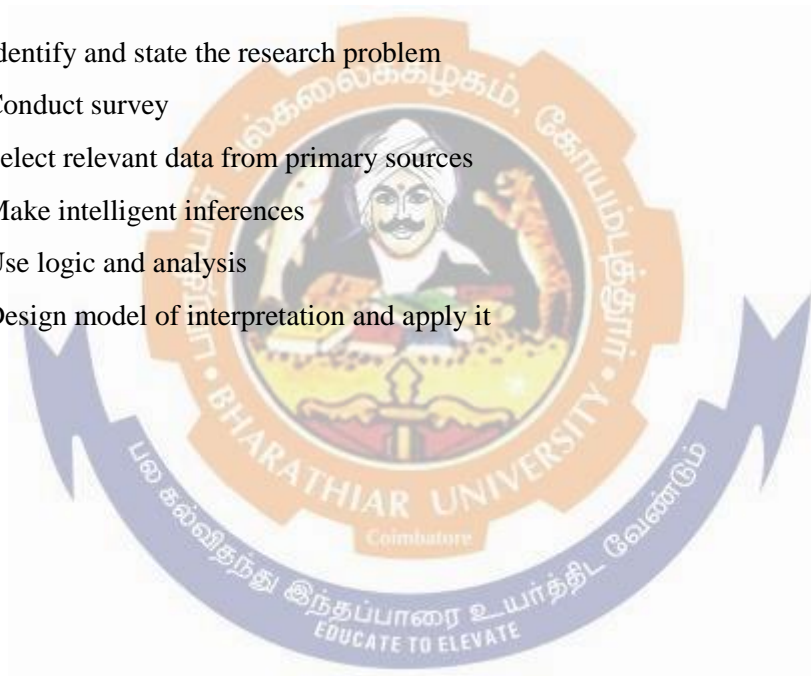
## PROJECT WORK

**Title of the Subject: PROJECT WORK**

**No. of Credits: 8**

To introduce students to the art of research based on the project work the students are to be tested for their ability to

- Identify and state the research problem
- Conduct survey
- Select relevant data from primary sources
- Make intelligent inferences
- Use logic and analysis
- Design model of interpretation and apply it





### Additional Credit Courses

(To be completed before third semester through NPTEL / SWAYAM)

The following courses are identified for 2018-19, 2019-20 batches

- American Literature and Culture
- Better Spoken English
- Emotional Intelligence
- Feminist Writings
- Introduction to Modern Indian Drama
- Introduction to World Literature
- Literature, Culture and Media
- Post-Modernism in Literature
- 19<sup>th</sup> Century English Novel
- Introduction to English Studies
- English Literature of the Romantic Period
- History of English Language and Literature
- Indian Fiction in English
- Short Fiction in Indian Literature
- The Victorian Gothic short Story
- Learning English Language
- Textuality and Digital Media
- Feminism: Concepts and Theories
- Disability Studies: Introduction
- Introduction to Film Studies

(One Credit for courses with duration of two weeks and two credits for courses of four weeks duration)

