

# M.A. English Literature

UNIVERSITY DEPARTMENT

Program Code: ENGA

2024 – 2025 Onwards



**BHARATHIAR UNIVERSITY**

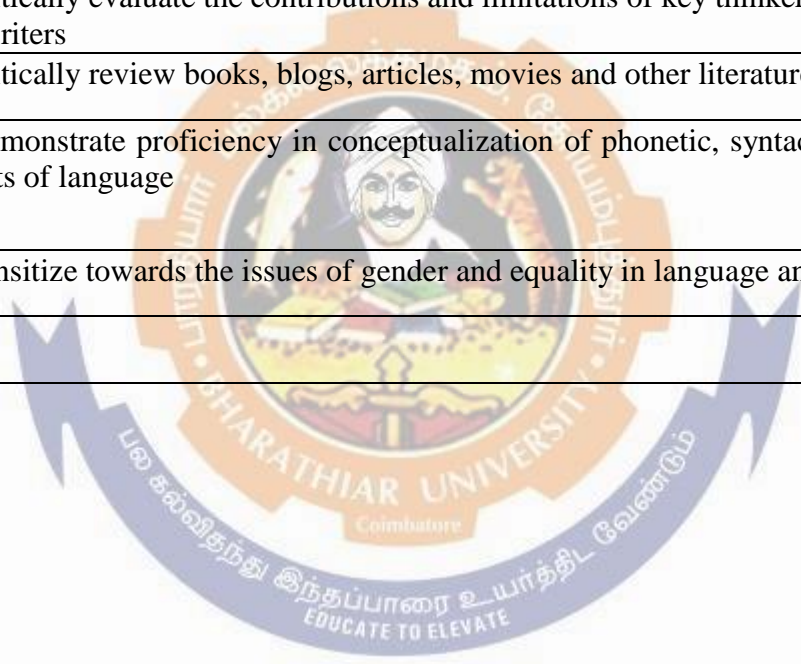
(A State University, Accredited with "A++" Grade by NAAC,  
Ranked 21<sup>st</sup> among Indian Universities by MHRD -NIRF )

Coimbatore - 641 046 , Tamil Nadu, India

<b>Program Educational Objectives (PEOs)</b>	
<b>The M. A English Literature programme will enable the students to</b>	
PEO1	Revive and sustain an academic interest in literary and cultural studies
PEO2	Foster a research culture in literature, that will enhance reading and creativity
PEO3	Experience in relevant literary models, techniques or critical methods and ability to contribute to developing new ones
PEO4	Research aptitude in Literary Studies 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 Discipline specific and Interdisciplinary skills
PEO8	Record of excellent academic and creative writing skills
PEO9	Manage textual data and maintain reading records
PEO10	Participate in Translation studies and Interpretation, Literary Academia, Media Specialties, 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 Literature</b> , the students are expected to	
PSO1	To interpret the relevant social, historical, and artistic contexts of prescribed literary works
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 illustrate MLA style in formatting text and citing sources
PSO5	To devise rhetorical and grammatical conventions in all written assignments
PSO6	To write and proof read content for the books, journals, blog and social media outlets
PSO7	To critically evaluate the contributions and limitations of key thinkers, philosophers and writers
PSO8	To critically review books, blogs, articles, movies and other literatures
PSO9	To demonstrate proficiency in conceptualization of phonetic, syntactic, and semantic aspects of language
PSO10	To sensitize towards the issues of gender and equality in language and literary studies



<b>Program Outcomes (POs)</b>	
On successful completion of the <b>M. A. English Literature</b> program	
PO1	To shift the focus of literary acquisition from literary to social and interpretative perspectives
PO2	To familiarize with literary theories and criticism
PO3	To acquaint with research methodologies in English literature
PO4	To reflect on literary theories and practice discourse analysis
PO5	To frame interpretative modes of literature and narratives 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 undertake close reading and identify literary elements of seminal texts
PO9	To extend beyond basic comprehension of a literature , and thereby evaluate and appraise its themes, motifs, characters, and structure
PO10	To be authentically creative and critical, and thereby pursue original knowledge in the subject area

BHARATHIAR UNIVERSITY: : COIMBATORE 641 046  
**M.A. ENGLISH LITERATURE 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>								
24ENGC01	Core-1	Chaucer and the Elizabethan Age	4	4	-	25	75	100
24ENGC02	Core- 2	The Neo-Classical Age	4	4	-	25	75	100
24ENGC03	Core- 3	Thinking and Cognition	4	4	-	25	75	100
24ENGC04	Core- 4	Lingo –Literary Studies through Contemporary Films	4	4	-	25	75	100
24ENGC05	Core- 5	Language and Linguistics	4	4	-	25	75	100
24ENGE01	Elective-1	Health Humanities	4	4	-	25	75	100
24ENGE02		E- LEARNING						
24G127	Supportive	English for Employability	2	2	-	12	38	50
		<b>Online Courses</b> Introduction to Digital Humanities	2	2		50		50
		<b>Total</b>	<b>28</b>	<b>28</b>		<b>212</b>	<b>488</b>	<b>700</b>
<b>SECOND SEMESTER</b>								
24ENGC06	Core-6	Romantic Era To The Twentieth Century And Beyond	4	4	-	25	75	100
24ENGC07	Core- 7	American Literature	4	4	-	25	75	100
24ENGC08	Core- 8	Indian Literature in English	4	4	-	25	75	100
24ENGC09	Core- 9	Contemporary Literary Criticism and Theory	4	4	-	25	75	100
24ENGE03	Elective- 2	Reading and Writing Skills	4	4	-	25	75	100
24ENGE04		Culture Studies						
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>187</b>	<b>413</b>	<b>600</b>
<b>THIRD SEMESTER</b>								
24ENGC10	Core-10	Research Methodology	4	4	-	25	75	100
24ENGC11	Core-11	Shakespeare	4	4	-	25	75	100

24ENGC12	Core- 12	ELT and ICT	4	4	-	25	75	100
24ENGC13	Core- 13	English Language & Literature for Competitive Examinations	4	4	-	25	75	100
24ENGC14	Core- 14	Literature and Cognitive Sciences	4	4	-	25	75	100
24ENGE05	Elective-3	Alternative Literary Studies	4	4	-	25	75	100
24ENGE06		Young Adult Literature						
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>262</b>	<b>488</b>	<b>750</b>
<b>FOURTH SEMESTER</b>								
24ENGC15	Core - 15	Public Speaking and Soft Skills	4	4	-	25	75	100
24ENGC16	Core - 16	Contemporary Critical Theories	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>

# SEMESTER I



<b>Course code</b>	<b>24ENGC01</b>	<b>CHAUCER AND THE ELIZABETHAN AGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	This paper enable students to enrich their knowledge in the area of English Literature from Chaucer to Elizabethan Age	<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. expose students to early English Literature and transition from middle English to the Elizabethan Age</li> <li>2. introduce students to representative texts of the period and their socio cultural connotations</li> <li>3. 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 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>Speaking Apprehension</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 Sidney - The Nightingale as soon as April Bringeth		
<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>Book(s) for study</b>		
1	Rudolf F. Verderber and Kathleen S. Verderber, <i>The Challenge of Effective Speaking</i> , Thomson Wadsworth 14th ed., 2006	
2	<i>Practical Presentation Skills: Authenticity, Focus &amp; Strength</i> - Brandt Johnson	
<b>Book(s) for Reference</b>		
1	Saint, George. <i>A History of Elizabethan Literature</i> , 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. <a href="https://nptel.ac.in/courses/109/106/109106124/">https://nptel.ac.in/courses/109/106/109106124/</a>	
2	Chaucer and the Elizabethan Age - <a href="#">Indian Institute of Technology, Madras</a> and <a href="#">NPTEL</a> via <a href="#">Swayam</a> <a href="https://onlinecourses.nptel.ac.in/noc19_hs46/preview">https://onlinecourses.nptel.ac.in/noc19_hs46/preview</a>	
Course Designed By: Dr. G. Vinothkumar mail id: vinothkumarmay5@gmail.com Course Verified By : Dr.P.Nagaraj		

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	M	S	S	S	M	S	S	S	S	S
C02	S	M	S	S	S	M	S	S	S	M
C03	S	S	S	M	S	S	M	S	M	S
C04	M	S	S	S	S	S	M	S	M	S
C05	S	S	M	S	S	S	S	S	S	M

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



<b>Course code</b>	<b>24ENGC02</b>	<b>The Neo-Classical Age</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Ability to understand the transition of literary style and the revival of classical rule		<b>Syllabus Version</b>		2024- 25	
<b>Course Objectives:</b>						
The main objectives of this course are						
<ol style="list-style-type: none"> <li>1. To expose the importance of the revival of classical norms</li> <li>2. To enable students to perceive and appreciate experimentation in literary forms</li> <li>3. To train the students to analyse the trends in the literary expression of the period</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the skills involved in public speaking					K1
2	Understand the ways of approaching the literary pieces for language and soft skills acquisition.					K2
3	Use literature as a source to understand the nuances of using the language effectively.					K3
4	Analyse the challenges and possibilities of effective public speaking and presentation.					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>EPIC</b>				<b>17 hours</b>	
John Milton – Paradise Lost Book II						
<b>Unit:2</b>	<b>POETRY</b>				<b>17 hours</b>	
John Dryden - Alexander's Feast						
Alexander Pope - The Rape of the Lock						
Oliver Goldsmith - Deserted Village						
Thomas Gray - Elegy Written in a Country Churchyard						

<b>Unit:3</b>	<b>DRAMA</b>	<b>17 hours</b>
William Congreve - The Way of the World Oliver Goldsmith - She Stoops to Conquer John Dryden - The Indian Queen		
<b>Unit:4</b>	<b>PROSE</b>	<b>17 hours</b>
Johnson - Life of Milton Addison - From the Coverley Papers: Sir Roger at the Theatre Sir Roger's Opinion of True Wisdom Sir Roger at the Club Jonathan Swift - The Battle of the Books		
<b>Unit:5</b>	<b>FICTION</b>	<b>15 hours</b>
Samuel Richardson - Pamela Jonathan Swift - Gulliver's Travels (Book IV) Daniel Defoe - Robin Crusoe		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars <a href="https://youtu.be/Kn4czpwnBAo">https://youtu.be/Kn4czpwnBAo</a> <a href="https://youtu.be/lpgWaaFMbU4">https://youtu.be/lpgWaaFMbU4</a>		
	<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Book(s) for Reference</b>		
1	Levine, Joseph M. <i>The Battle of the Books: History and Literature in the Augustan Age</i> . Ithaca, NY: Cornell UP, 1991. Print.	
2	Richetti, John J. <i>The Cambridge History of English Literature, 1660-1780</i> . Cambridge: Cambridge UP, 2005. Print.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	MOOC - Baroque Art to Neoclassicism – Online Course	
2	Neo classism – YouTube lectures by IIT, NIT Professors <a href="https://nptel.ac.in/courses/109/106/109106084/">https://nptel.ac.in/courses/109/106/109106084/</a>	
Course Designed By: Dr. M. Kasirajan Email id: rajankasi32@yahoo.co.in 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>24ENGC03</b>	<b>THINKING AND COGNITION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core / Elective / Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Language Acquisition and Comprehension		<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. To shape the thinking and interpretation of students</li> <li>2. To enable the students to perceive and represent the meaning of the language</li> <li>3. 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						



<b>Unit:3</b>	<b>Thinking Problem Solving Cognition Richard E Mayor</b>	<b>17 hours</b>
Cognitive Psychological Foundations of Narrative Experiences – Psychology of Intelligence Analysis		
<b>Unit:4</b>	<b>Thinking and Intelligence</b>	<b>17 hours</b>
Multiple Intelligences – Multimodality-		
<b>Unit:5</b>	<b>Neuro Linguistic Programming</b>	<b>17 hours</b>
Approaches and Methods in Language Teaching – Conduct a Case Study-		
<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>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</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 Sciences Ed.David Herman, CSLI Publications	
3.	Edward de Bono. The Use of Lateral Thinking, Penguin Books. 1990	
<b>Book(s) for Reference</b>		
1	Eleonora Papaleon Liou Lauca, 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 <a href="https://onlinecourses.nptel.ac.in/noc20_hs29/preview">https://onlinecourses.nptel.ac.in/noc20_hs29/preview</a>	
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>24ENGC04</b>	<b>LINGO-LITERARY STUDIES THROUGH CONTEMPORARY FILMS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Basic Knowledge in Film Theories		<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. Teach the students the ways of studying films as a literary form</li> <li>2. Help the students in the comprehension of theories and concepts related to film studies for a deeper understanding of films</li> <li>3. Enable the students to analyze the hidden literary and linguistic elements of films, which are the basis of their construction</li> <li>4. Make the students acquire the English language through film drawn culture-based instruction, so as to enrich their cultural awareness</li> <li>5. Guide the students to critically review films based on lingo-literary, socio-cultural, and psychological aspects</li> </ol>						
<b>Expected Course Outcomes</b>						
On the successful completion of the course, the students will be able to:						
1	Remember the key approaches to films as a literary student					K1
2	Understand the film theories for the better understanding of the films					K2
3	Analyse the literary elements present in films					K4
4	Assess the linguistic elements of the films					K5
5	Review films on linguistic, literary, social, cultural, and psychological grounds					K6
<b>K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Italian Realism, Montage and Apparatus Theories</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>1. <i>English Vinglish</i></li> <li>2. <i>Ready Player One</i></li> </ol>						
<b>Unit:2</b>	<b>Formalism, New Formalism, Auteur Theories</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>3. <i>Fantastic Beasts: The Secrets of Dumbledore</i></li> <li>4. <i>Life of Pi</i></li> </ol>						
<b>Unit:3</b>	<b>Point of View and Screen Theories</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>5. <i>Divergent</i></li> <li>6. <i>A Beautiful Mind</i></li> </ol>						
<b>Unit:4</b>	<b>Rhetoric Theory, Cognitive Film Theory</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>7. <i>Sound of Music</i></li> <li>8. <i>Tare-Zamin Par</i></li> </ol>						

<b>Unit:5</b>	<b>Animation Cinema</b>	<b>15 hours</b>
9. <i>The Frozen II</i> 10. <i>Kung Fu Panda III</i>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, Online Seminars - Webinars <a href="http://www.infocobuild.com/education/audio-video-courses/literature/introduction-to-film-studies-iit-madras.html">http://www.infocobuild.com/education/audio-video-courses/literature/introduction-to-film-studies-iit-madras.html</a> <a href="http://www.infocobuild.com/education/audio-video-courses/literature/film-appreciation-iit-madras.html">http://www.infocobuild.com/education/audio-video-courses/literature/film-appreciation-iit-madras.html</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for Study</b>		
1	Stam, Robert. <i>Literature Through Film: Realism, Magic, and the Art of Adaptation</i> . Wiley, 2004.	
2	Donald, James, and Michael Renov, eds. <i>The Sage Handbook of Film Studies</i> . SAGE, 2008.	
<b>Book(s) for Reference</b>		
1	Tomarken, Edward. <i>Film Speak: How to Understand Literary Theory by Watching Movies</i> . Bloomsbury, 2012	
2	Leitch, Thomas. <i>Film Adaptation and Its Discontents: From "Gone with the Wind" to "The Passion of the Christ."</i> Baltimore, Md.: Johns Hopkins U, 2009.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Film Appreciation by Prof. Aysha Iqbal <a href="https://onlinecourses.nptel.ac.in/noc20_hs63/preview">https://onlinecourses.nptel.ac.in/noc20_hs63/preview</a>	
2	Introduction to Film Studies by Ms. Juhee Prasad <a href="https://onlinecourses.swayam2.ac.in/cec20_ge01/preview">https://onlinecourses.swayam2.ac.in/cec20_ge01/preview</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	M	M	L	L	L	M	L	L	M
CO2	L	S	S	M	S	M	L	M	S	L
CO3	S	M	L	S	M	S	M	S	M	S
CO4	M	M	L	M	S	S	S	S	M	S
CO5	S	S	S	M	S	M	S	S	S	M

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



<b>Course code</b>	<b>24ENGC05</b>	<b>LANGUAGE &amp; LINGUISTICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Knowledge in Linguistic Theories		<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. To enable students to know and form ideas on growth and development of English Its structural, grammatical and functional aspects</li> <li>2. Language's links with society, culture and literature</li> <li>3. 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 , Machine Learning, Knowledge extraction and Summarisation , Sentiment Analysis ( <a href="https://plato.stanford.edu/">https://plato.stanford.edu/</a> )		
<b>Unit:5</b>	<b>Stylistics</b>	<b>15 hours</b>
Language and Literature ( Unit 17 The Language of Literature: Focus on theory- Unit 18,Stylistics From theory to Practice- Unit 19- After Structuralism – Unit 20- Narratology ) From Modern Applied Linguistics by N.Krishnaswamy, S.K.Verma and M.Nagarajan.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
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> 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>Book(s) for study</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>Book(s) for Reference</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	The Psychology Of Language, By Prof.NaveenKashyap, IIT Guwahati - SWAYAM Course	
2	Applied Linguistics By Prof. Rajesh Kumar, IIT Madras- SWAYAM course	
3	David Crystal on Language, Linguistics and Literature - <a href="https://www.youtube.com/watch?v=A9Y8ZHfw50A">https://www.youtube.com/watch?v=A9Y8ZHfw50A</a>	



Course Designed By: Dr.B.Padmanabhan Email Id: padmanabhan@buc.edu.in  
Course Verified by: Dr.P.Nagaraj

### Mapping with Programme Outcomes

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

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





<b>Course code</b>	<b>24ENGE01</b>	<b>HEALTH HUMANITIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Elective		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	The Aesthetics of Health and Well-Being		<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. To provide narrative dimensions to Health sciences, and medical framework.to Arts and Literary Studies</li> <li>2. To broaden the perspectives of illness and public health, providing the literary and cultural scholarship</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Critically evaluate various types of knowledge production in contemporary Health care practices					K1
2	Analyse the role of Language in Well-being, Illness, Mental Health and Regeneration					K3
3	Develop the humanistic and cultural perceptions toward Bioethical sciences					K4
4	Consider the literary and aesthetic discourses in Health Interventions and Pandemic responses					K2
5	Understand the distribution of literary variables in Information and Knowledge					K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Poetry</b>					<b>18 hours</b>
i) The Why, the What and the How of Health Humanities - Introduction, Being a Good Story - The Humanities as Therapeutic Practice {Health Humanities Reader - Therese Jones, Delese Wear & Lester D. Friedman (2014)} (ii) Arts, Health and Well-being {Arts,Health and Well-being : A Theoretical Enquiry for Practice - Stephen Clift, Theo Stickley (2017) - Page No - 43 to 64}						
<b>Unit:2</b>	<b>Poetry</b>					<b>17 hours</b>
i) 'This Weird Incurable Disease' - The Rhetoric of Medicine and Health {Chapter 3, Health Humanities Reader - Therese Jones, Delese Wear & Lester D. Friedman (2014)} (ii) Plaguing Shakespeare by J.Russell Teagarden (Essay) { Essay - J. Russell Teagarden, The Literature,Arts and Medicine Database -LITMED}						

<b>Unit:3</b>	<b>Prose</b>	<b>18 hours</b>
<p>Mental Health and Arts</p> <p>Why use Arts to Teach Mental Health and Psychiatry? - Victoria Tischler</p> <p>The Quest to understand the Inflicted Mind - Thomas Schramme</p> <p>The Aesthetics of Mania - Rob van Beek</p> <p>{Mental Health, Psychiatry and the Arts - A Teaching Handbook - Victoria Tischler (2010)}</p> <p>( iv) Understanding the Human Development - Dialogues with Lifespan Psychology Ulman E.R. Lindenberger, Ursula M. Staudinger</p> <p>Maybe You Should Talk to Someone - Lori Gottlieb (2019)</p> <p>The Pains of Sleep (Poem) - S.T.Coleridge</p>		
<b>Unit:4</b>	<b>Plays</b>	<b>16 hours</b>
<p>Language and Regeneration</p> <p>(i) The Physical, Emotional, and Mental Bodies (Page No 13-33) {How We Heal - Understanding Mind - Body - Spirit Connection - Douglas W Morrison (2013)}</p> <p>(ii) Healing by Design - John Wells Thorpe (Page No 11-25) {The Healing Environment - without and within: Ruth Richardson (2003)}</p> <p>(iii) Biodiversity, Cultural Diversity and Diseases (Chapter 2), Well-being (Chapter 8) {Biodiversity and Health: Linking Life, Ecosystems and Societies - Serge Morand, Claire Lajaunie (2017)}</p> <p>(iv) Medicine (Poem) - Alice Walker</p> <p>(v) Meditation in Hydrotherapy (Poem) - Theodore Roethk</p> <p>(vi) Belly Jar - Sylvia Plath</p>		
<b>Unit:5</b>	<b>Fiction</b>	<b>14 hours</b>
<p>Bioethics, Values and Responsibilities - Chapter 12 {Biodiversity and Health : Linking Life, Ecosystems and Societies - Serge Morand, Claire Lajaunie (2017)}</p> <p>Narrative Medicine - (Page No 1-9) {Bridging the Gap between Evidence-Based Care and Medical Humanities - Maria Gilulia Marini (2015)}</p> <p>Vulnerability, Resilience and the Arts (Page No 64-76)</p> <p>The Sick Child - Munch Edvard (Painting)</p> <p>Zygotic Acceleration, Biogenetic, De-Sublimated Libidinal Model (Enlarged x 1000)</p> <p>Chapman, Jake and Dinos (Sculpture)</p> <p>See You On the Other Side - Wong, Matthew (Painting) ( v) The Yellow Wallpaper - Charlotte Perkin's Gilman,</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<p>Expert lectures, online seminars – webinars <a href="https://homepages.wmich.edu/~acareywe/engl680f13.html">https://homepages.wmich.edu/~acareywe/engl680f13.html</a></p>		
<b>Total Lecture hours</b>		<b>85 hours</b>

<b>Book(s) for study</b>	
1	Breen, Jennifer, and Mary Noble. Romantic Literature. London: Arnold, 2002. Print.
<b>Book(s) for Reference</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
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>	
1	English Literature of the Romantic Period, 1798-1832 , Indian Institute of Technology Madras and NPTEL via Swayam <a href="https://sites.udel.edu/britlitwiki/the-victorians/">https://sites.udel.edu/britlitwiki/the-victorians/</a>
2	Cultural and Literary Expression in the 18th and 19th Centuries (saylor.org) via MOOC
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>	

<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

Course code	24ENGE02	E- LEARNING	L	T	P	C
Core/Elective/Supportive		Elective	4	-	-	4
Pre-requisite		Nil	Syllabus Version		2024- 25	
<b>Course Objectives:</b>						
<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1. To understand the concept, principles, and theories of Learning</li> <li>2. To design E-learning Environment that enables the learners to use various styles and strategies of learning.</li> <li>3. To make the students to apply the psychological principles and theories in the e learning Environment</li> <li>4. To inculcate the basic knowledge of e-learning package design.</li> <li>5. To introduce various e-learning environments in which the e-learning packages are deployed.</li> <li>6. 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, principles, and theories of Learning					K2
2	design E-learning Environment that enables the learners to use various styles and strategies of learning.					K4
3	apply the psychological principles and theories in the e learning Environment					K4
4	Understand various e-learning environments in which the e-learning packages are deployed					K2
5	familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments.					K2
<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 – Donal 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>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</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>Book(s) for Reference</b>		
1	Agochya, D.(2010). Life competencies for adolescents. New Delhi : Sage Publications.	
2	Davies, I.K.(2011). Management of Learning. Berkshire : McGraw Hill.	
Course Designed By: Dr.V. David Arputha Raj, Assistant Professor Course Verified By: Dr.P.Nagaraj Email : nagarajenglish@rediffmail.com		

<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	M	L	M	L	S	L	L	M	L
<b>CO3</b>	M	S	M	S	M	S	M	S	S	S
<b>CO3</b>	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



## SUPPORTIVE PAPER

<b>Course code</b>	<b>24G127</b>	<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>CO1</b>	S	M	L	L	S	S	S	M	L	M
<b>CO3</b>	M	S	S	M	M	S	L	L	S	M
<b>CO3</b>	M	L	S	S	M	S	S	M	L	S
<b>CO4</b>	S	M	M	L	S	S	M	S	L	M
<b>CO5</b>	S	M	S	M	L	M	S	S	S	M

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



## ONLINE COURSES

<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>Core/ Elective/ Supportive</b>	Online Course		<b>2</b>	<b>-</b>	<b>-</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: <ul style="list-style-type: none"> <li>➤ Make the students aware of the latest advancements in Digital Humanities</li> <li>➤ Teach the students the basic principles related to Digital Humanities as a research area</li> <li>➤ Enable the students to grasp the operational mechanisms and investigative tools in Digital Humanities for analyzing and interpreting literature</li> <li>➤ Help the students assess the utilization of various file formats for the generation of data</li> <li>➤ Facilitate the students with the employment of tools for the creation of visual analysis of textual content</li> </ul>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, the students will be able to:						
1	Remember the recent developments in Digital Humanities				K1	
2	Understand the functioning of Digital Humanities in literary studies				K2	
3	Explore the tools used in Digital Humanities 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</i> . <i>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



## **SEMESTER II**



<b>Course code</b>	<b>24ENGC06</b>	<b>ROMANTIC ERA TO THE TWENTIETH CENTURY AND BEYOND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	The Romantic Movement – Significance of 1798	<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. To enhance Students' knowledge on the emergence of romantic and Victorian movement in literature</li> <li>2. To enable Students to identify and analyze diverse literary devices used by the Romantic writers</li> <li>3. To familiarise students with the literary trends of the early Twentieth century</li> <li>4. To expose students to the impact of changing trends brought about by social and scientific developments in English Literature</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 understand the dominant literary genres of the Romantic age					K3&K4
3	To comprehend the idea that changes in human experience demand changes in mode of expression					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 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<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 part Tennyson - The lady of Shallot, Arnold - Dover Beach, Elizabeth Barret Browning - Yet Love, mere love. (Sonnet X)						
<b>Unit:2</b>	<b>Poetry</b>					<b>17 hours</b>
T.S.Eliot – The Love Song of J. Alfred Prufrock W.B.Yeats - Second Coming Carol Ann Duffy - Mrs.Lazarus W.H.Auden – Unknown Citizen						



<b>Unit:3</b>	<b>Prose</b>	<b>17 hours</b>
Charles Lamb - Dream Children: A Reverie Arnold - Sweetness and Light Orwell - Politics and the English Language D.H.Lawrence - Why the Novel Matters?		
<b>Unit:4</b>	<b>Plays</b>	<b>17 hours</b>
Wilde - Importance of Being Earnest J.M.Synge - Riders to the Sea John Osborne - Look Back in Anger		
<b>Unit:5</b>	<b>Fiction</b>	<b>15 hours</b>
Integrity / Honesty - George Eliott, <u>Silas Marner</u> , Silas Marner Self-Management - Anita Desai, Village By the Sea, Hari, Lila Self Exploration - Rama Mehta, Inside the Haveli- Geeta.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars <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>Book(s) for study</b>		
1	Breen, Jennifer, and Mary Noble. Romantic Literature. London: Arnold, 2002. Print.	
2	Temple, Ruth Zabriskie., and Martin Tucker. Twentieth Century British Literature: A Reference Guide and Bibliography. New York: F. Ungar Pub., 1968. Print.	
<b>Book(s) for Reference</b>		
1	Curran, Stuart. The Cambridge Companion to British Romanticism. Cambridge: Cambridge UP, 1993. Print.	
2	Ivory, James Maurice. Identity and Narrative Metamorphoses in Twentieth-century British Literature. Lewiston, NY: Edwin Mellen, 2000. Print	
3	Kermode, Frank, and John Hollander. Modern British Literature. New York: Oxford UP, 1973. Print.	
4	A Catalogue of 18th and 19th Century English Literature. London: Pickering &Chatto,Print	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
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
3	Twentieth Century Fiction , Indian Institute of Technology Madras and NPTEL via Swayam
4	Modern Poetry and Poetics (saylor.org) via MOOC
Course Designed By : Dr.M.Ashitha Varghese Course Verified By: Dr.P.Nagaraj	

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

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



<b>Course code</b>	<b>24ENGC07</b>	<b>AMERICAN LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
<b>Core/Elective/Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>	
<b>Pre-requisite</b>	Basic Knowledge about American Literature		<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. Enable the students to develop an idea of how Literature evolved in the United States</li> <li>2. Make the students recall the notable American authors and their literary contributions</li> <li>3. Help the students grasp the diverse array of themes explored and techniques employed in American Literature</li> <li>4. Guide the students in analysing the development of various genres that are now prevalent within American Literature</li> <li>5. Facilitate the students in knowledge building needed to form perspectives about the social, cultural, political, and literary landscapes of the United States</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Remember the renowned authors and their works from American Literature					K1	
2	Understand the variety of themes dealt in American Literature					K2	
3	Gain knowledge about unconventional themes and techniques of American Literature					K3	
4	Analyse the dominant genres in American Literature					K4	
5	Assess the socio-cultural-literary scenario of the United States					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>	
Walt Whitman - Crossing Brooklyn Ferry Emily Dickinson - I Heard A Fly Buzz-When I Died Langston Hughes - The Negro Speaks of Rivers Robert Frost - Stopping by Woods on a Snowy Evening Sylvia Plath - Daddy Maya Angelou - Still I Rise							
<b>Unit:2</b>	<b>Drama</b>					<b>17 hours</b>	
Eugene O'Neill - <i>Long Day's Journey into Night</i> Tennessee Williams - <i>The Glass Menagerie</i> Arthur Miller - <i>All My Sons</i>							

<b>Unit:3</b>	<b>Prose</b>	<b>17 hours</b>
Ralph Waldo Emerson - Self-Reliance Henry David Thoreau – Walden (Chapters 1, 2, 17)		
<b>Unit:4</b>	<b>Fiction</b>	<b>17 hours</b>
N. Scott Momaday - <i>House Made of Dawn</i> John Steinbeck - <i>Grapes of Wrath</i> William Faulkner - <i>Sound and the Fury</i>		
<b>Unit:5</b>	<b>Short Stories</b>	<b>15 hours</b>
Nathaniel Hawthorne - The Birth-Mark Edgar Allan Poe - The Purloined Letter Kate Chopin - The Story of an Hour F. Scott Fitzgerald - Winter Dreams Ernest Hemingway - Hills Like White Elephants		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, Online Seminars - Webinars <a href="http://www.infocobuild.com/education/audio-video-courses/literature/american-literature-i-nyu.html">http://www.infocobuild.com/education/audio-video-courses/literature/american-literature-i-nyu.html</a> <a href="http://www.infocobuild.com/education/audio-video-courses/literature/american-literature-and-culture-iit-madras.html">http://www.infocobuild.com/education/audio-video-courses/literature/american-literature-and-culture-iit-madras.html</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for Study</b>		
1.	Oliver, Egbert, S. <i>American Literature 1890-1965: An Anthology</i> . S. Chand, 1984.	
2	Samuelson, Fisher and Reninger Vaid. <i>American Literature of the Nineteenth Century: An Anthology</i> . S. Chand, 1984.	
<b>Book(s) for Reference</b>		
1	Kunitz, Stanley, and Howard Haycraft. <i>American Authors, 1600-1900: A Biographical Dictionary of American Literature</i> . New York: The H. W. Wilson Company, 1938. Print.	
2	Hart, James David. <i>The Oxford Companion to American Literature</i> . New York: Oxford UP, 1983. Print.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	American Literature & Culture by Dr. Aysha Iqbal Viswamohan, IIT Madras <a href="https://nptel.ac.in/courses/109/106/109106099/">https://nptel.ac.in/courses/109/106/109106099/</a>	
2	Literature, Culture and Media by Prof. Rashmi Gaur, IIT Roorkee <a href="https://nptel.ac.in/courses/109/107/109107139/">https://nptel.ac.in/courses/109/107/109107139/</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
C01	L	M	L	M	L	S	L	L	M	L
C02	M	S	M	S	M	S	M	S	S	S
C03	M	S	S	M	M	S	M	S	M	M
C04	S	L	M	M	S	L	L	M	L	M
C05	S	M	S	S	S	M	S	S	S	S

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





<b>Course code</b>	<b>24ENGC08</b>	<b>INDIAN LITERATURE IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	This paper provides basic knowledge about Indian Writing in English		<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. To enable students to form an overview of literatures in India</li> <li>2. To help students capture the tenor and manner of expression in writings by non-native user of English</li> <li>3. To enhance the aspects of the English at a common level</li> <li>4. 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					K2
2	To understand the varying themes and techniques of Indian literature					K2&K1
3	To know about the socio-cultural aspects of the people India					K4
4	To understand the sensibilities expressed through these literary works					K2&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 Indrajit		
<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>15 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-in-english/9788120704435">http://books.rediff.com/book/indian-writing-in-english/9788120704435</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	Mehrotra, Arvind K.A. Concise History of Indian Literature in English. Basingstoke: Palgrave Macmillan, 2009. Print.	
2	Srinivasa, Iyengar K.K. Indian Writing in English London: Asia Pub. House, 1969. Print.	
3	Indo-English Prose: A Selection E.d. C.Subbian,Chennai. Emerald Publishers,1991	
4	Speeches and Writings of Swami Vivekananda. Swami Vivekananda Forgotten	
<b>Book(s) for Reference</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: vinothkumarmay5@gmail.com Verified by: Dr. P. Nagaraj		

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	M	S	S	S	M	S	S	S	S	S
C02	S	M	S	S	S	M	S	S	S	M
C03	S	S	S	M	S	S	M	S	M	S
C04	M	S	S	S	S	S	M	S	M	S
C05	S	S	M	S	S	S	S	S	S	M

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



<b>Course code</b>	<b>24ENGC09</b>	<b>CONTEMPORARY LITERARY CRITICISM AND THEORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Basic Knowledge in Literary theories		<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. 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 transtious 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
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<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 Towards a New Consciousness - Gloria Anzaldua</li> </ol>						

<b>Unit:3</b>	<b>Anthropocene, Race and Ethnicity, Minority Discourses</b>	<b>17 hours</b>
1.The Anthropocene: The Promise and Pitfalls of an Epochal Idea – Rob Nixon 2.The Black Atlantic: Modernity and Double Consciousness From Chapter 1. The Black Atlantic as a Counterculture of Modernity - Paul Gilroy 3.What is Minor Literature? – Deluze and Guttari		
<b>Unit:4</b>	<b>Sexuality, Auto theory, Queer</b>	<b>17 hours</b>
1.Visual Pleasure and Narrative Cinema – Laura Mulvey 2.Sick Women, Sad Girls, and Selfie Theory: Auto theory as Contemporary Feminist Practice – Lauren Fournier 3.Epistemology of the Closet – Eve Kosofsky Sedgwick		
<b>Unit:5</b>	<b>Testimony/Memory /Reading</b>	<b>15 hours</b>
1.Witnessing and Testimony – Keilly Oliwer 2.The Ethics of Memory – Avishai Margalit 3.How we read-close, hyper, machine – N. Katheine Hayles		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars Introduction to Queer Theory -NPTEL - <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>Book(s) for study</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>Book(s) for Reference</b>		
1	Rees, C.J Van. Literary Theory and Criticism: Conceptions of Literature and Their Application. S.I.: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=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. B.Padmanabhan Email : padmanabhan@buc.edu.in  
Course Verified By: Dr.P.Nagaraj

### Mapping with Programme Outcomes

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

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





<b>Course code</b>	<b>24ENGE03</b>	<b>READING AND WRITING SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	Elective		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	The Language Acquisition and Comprehension		<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. To apprehend the functions of reading and writing in the language acquisition</li> <li>2. To orient students on different theories, approaches and techniques of reading</li> <li>3. To give insights into the processes involved in the craft and production of a Text</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	To realise their preferred form of creative and communicative expression					K1
2	To explore theories/theoretical postulations on popular reading culture					K3&K4
3	To enable the students with necessary language, vocabulary, style and tools to create a short piece of writing					K3&K5
4	To develop a language-thought framework in the process of reading literature					K5
5	To distinguish the form and function of a Text and Reader					K4&K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Reading</b>					<b>17 hours</b>
Reading a conceptual definition- reading in the complexity of language skills – importance of reading – reading in English and its special relevance to India – traditional approaches to reading – reading and ICT– the process, purposes and pedagogy of reading reading speed and comprehension – types of reading – different perceptions of reading factors effecting reading – reading research						
<b>Unit:2</b>	<b>Pedagogy of Reading</b>					<b>17 hours</b>
Vocabulary Development Strategies — Methods of remembering words– Active Reading Strategy –skilled reading, scanning— reading with a purpose – making predictions about reading – Surveying a chapter — understanding text structure – making inferences– reading Literature critically						



<b>Unit:3</b>	<b>Assessment of Reading</b>	<b>17 hours</b>
Effective literary reading skills: SQ3R technique - skimming, scanning, rapid reading – reading comprehension measures		
<b>Unit:4</b>	<b>Introduction to Creative Writing</b>	<b>17 hours</b>
Creativity –Inspiration –Art –Propaganda –Madness, Imagination –Creative Writing		
<b>Unit:5</b>	<b>Creative Writing in the Digital Age</b>	<b>15 hours</b>
Age of Synapses – Making the Change – Creative Writing and Synapses – The Wonders of Writing , TEDx talk by Nicoletta Demetriou (Jan 2015) – How to Write a Story, TEDx talk by John Dufresne (Dec 2014)		
<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>Book(s) for study</b>		
1	Ways of Reading 2nd Edition, Martin Montgomery and Sara Mills	
2	Anjana Neira Dev, Anuradha Marwah Swati Pal. Creative writing : A Beginner’s Manual Delhi, Pearson Longman, 2009	
3.	Micheal Dean Clark .Creative Writing in the Digital Age: Theory, Practice, and Pedagogy, Bloomsbury . 2015	
<b>Book(s) for Reference</b>		
1	Developing Reading Skills –FranwiseGrellet Cambridge Language Teaching Library	
2	Timothy J.Perfect, Bennett L.Schwartz, 2008. Applied Metacognition – Cambridge University Press	
3	Scientific Studies of Reading- Richard Lenezky and John.P.Sabatini Lawrence Erlbaum Associates	
4	Reading Across the life Span – Steven R.YussnM.Cecil Smith, Springer – veglag	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Academic Literacy (Moscow Institute of Physics and Technology) via MOOC <a href="https://onlinecourses.swayam2.ac.in/cec20_ge29/preview">https://onlinecourses.swayam2.ac.in/cec20_ge29/preview</a>	
2	Teaching EFL,ESL Reading (University of London) via MOOC	
Course Designed and Verified By: Dr.P.Nagaraj email id: nagarajenglish@rediffmail.com		

#### Mapping with Programme Outcomes

<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>
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<b>C01</b>	M	S	S	S	M	S	S	M	S	S
<b>C02</b>	S	M	S	S	S	M	S	S	M	M
<b>C03</b>	S	S	S	M	S	S	M	S	M	S
<b>C04</b>	M	S	M	S	S	S	M	S	M	S
<b>C05</b>	S	M	M	S	S	S	S	M	S	M

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



<b>Course code</b>	<b>24ENGE04</b>	<b>Cultural Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/ Supportive</b>	Elective		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Knowledge about the emergence of Culture studies and sound knowledge in Literary Theory		<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. familiarize students with the beginnings of Cultural studies.</li> <li>2. introduce the representations of nation, class and gender in literary texts.</li> <li>3. Introduce social political and economic dimensions of Culture studies</li> <li>4. Introduce the methodologies followed for the interpretation of literary texts</li> <li>5. Orient students about the nuances of transnationalism and multiculturalism</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	acquire knowledge about emerging theories of culture					K1
2	gain knowledge about complex cultural artifacts					K2 & K3
3	understand the interdisciplinary nature of cultural studies					K4
4	understand, social, linguistic, political and economic dimensions of cultural theories					K5
5	To interpret literary text from the context of cultural production					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Cultural Studies</b>				<b>17 hours</b>	
Wilfred L. Guerin & et.al: What is Cultural Studies? Jonathan Culler: Literature and Cultural Studies Madhava Prasad: 'Cultural Studies in India: Reasons and a History' Theodor Adorno and Max Horkheimer : The Culture Industry: Enlightenment As Mass Deception Stuart Hall : Cultural Studies and its Theoretical Legacies						
<b>Unit:2</b>	<b>Nation and Nationality</b>				<b>17 hours</b>	
Partha Chatterjee: 'Whose Imagined Community?' Benedict Anderson :The Origins of National Consciousness Frantz Fanon : On National Culture Desai, Kiran : The Inheritance of Loss Sadat Hassan Manto :Toba Tek Singh.						

<b>Unit:3</b>	<b>Gender, Class</b>	<b>17 hours</b>
Judith Butler: Subjects of Sex/Gender/Desire Mick Leach: 'The Politics of Masculinity: An overview of contemporary theory' Days Without End – Sebastian Barry Rudali – Mahashweta Devi Thus Spake Shoorpanaka So said Shakuni : Piole Senguptha		
<b>Unit:4</b>	<b>Language, Digital Culture</b>	<b>17 hours</b>
Devy, G.N: 'The Being of Bhasha: A General Introduction Chinua Achebe : The Politics of Language Donna Haraway: The 'Homework Economy' Outside 'The Home' William Gibson :Neuromancer Yasmine Gooneratne : This language , This Woman		
<b>Unit:5</b>	<b>Race, Ethnicity , Multiculturalism</b>	<b>15 hours</b>
Global Ethnoscapes: Notes and Queries for a Transnational Anthropology : Arjun Appadurai Cornel West :The new Cultural Politics of Difference: They Eat Meat, The Adivasi Will not Dance from The Adivasi Will Not Dance by Hansda Sowvendra Shekhar Wole Soyinka:Telephonic Conversation Mamang Dai :The Black Hill		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars Introduction to Cultural Studies- Mini Lecture <a href="https://www.youtube.com/watch?v=FK9MhONotwQ">https://www.youtube.com/watch?v=FK9MhONotwQ</a> "Cultural Studies and its Theoretical Legacies" Stuart Hall <a href="https://www.youtube.com/watch?v=1cWvOuESiYY">https://www.youtube.com/watch?v=1cWvOuESiYY</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	MUNNS, JESSICA. <i>Cultural Studies Reader: History, Theory, Practice</i> . ROUTLEDGE, 2016.	
2	During, Simon. <i>The Cultural Studies Reader</i> . London ; New York, Routledge, 2007.	
3	Gopal Balakrishnan, et al. <i>Mapping the Nation</i> . London ; New York, Verso, 2012.	
4	Anderson, Benedict. <i>Imagined Communities</i> . London, Verso, 1982.	
5	Fanon, Frantz. <i>The Wretched of the Earth</i> . Cape Town, Kwela Books, 1961.	
<b>Book(s) for Reference</b>		
1	Longhurst, Brian. <i>Introducing Cultural Studies</i> . Abingdon, Oxon ; New York, Ny, Routledge, 2017.	
2	<i>Cultural Studies</i> . Bloomsbury, 2016.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Introduction to Cultural Studies - <a href="https://onlinecourses.nptel.ac.in/noc21_hs24/preview">https://onlinecourses.nptel.ac.in/noc21_hs24/preview</a>	

2	Cultural Studies - <a href="https://nptel.ac.in/courses/109103018">https://nptel.ac.in/courses/109103018</a>
3.	Literature, Culture and Media- <a href="https://nptel.ac.in/courses/109107139">https://nptel.ac.in/courses/109107139</a>
Course Designed By: Dr.B.Padmanabhan Course Verified By: Dr.P.Nagaraj email id: nagarajenglish@rediffmail.com	

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





## SUPPORTIVE PAPER

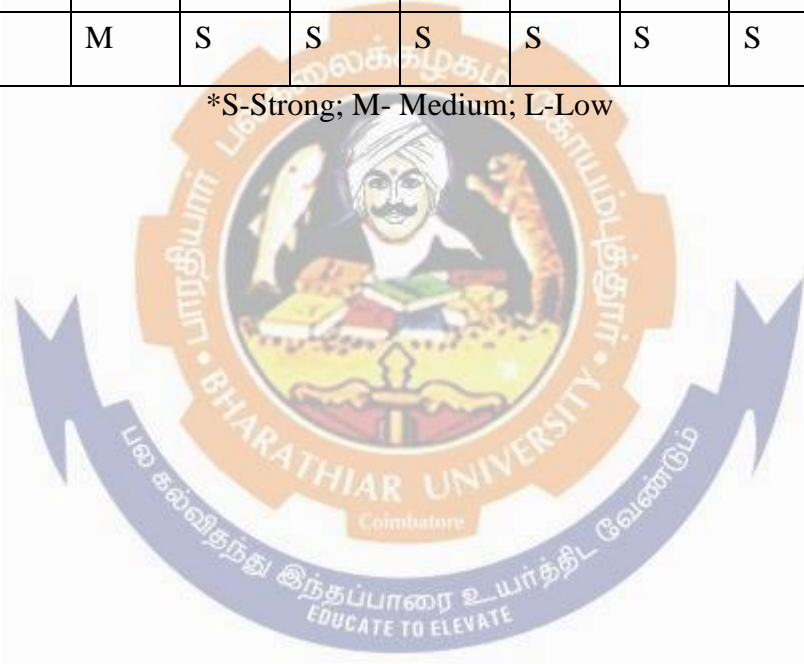
Course code	24G135	BUSINESS ENGLISH	L	T	P	C
<b>Core/Elective/Supportive</b>		<b>Supportive</b>	2	-	-	2
<b>Pre-requisite</b>	This paper aims to impart a working knowledge of the basic rules of the English language and Literature		<b>Syllabus Version</b>		<b>2024-25</b>	
<b>Course Objectives:</b>						
<p>The main objectives of this course are to:</p> <p>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.</p> <p>To equip the students to effectively acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication.</p>						
<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 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<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 Enquire – 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,+Business+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,+Business+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 - <u>Indian Institute of Technology, Madras</u> and <u>NPTEL</u> via <u>Swayam</u>
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>	

<b>Mapping with Programme Outcomes</b>										
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
Core / Elective / Supportive	Skill Enhancement Course	2	-	-	2
Pre-requisite	An understanding of the importance of how English is required for specific needs	Syllabus Version	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>
Expert lectures, Online Seminars – Webinars: <a href="https://youtu.be/62sMGrmjto?feature=shared">https://youtu.be/62sMGrmjto?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.

### Reference Books

Starfield, Sue, and Christoph Hafner, eds. *Introduction to English for Specific Purposes*. Routledge. Taylor and Francis, 2018.

### Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]

<https://ebooks.inflibnet.ac.in/engp12/chapter/english-for-specific-purposes-english-for-academic-purposes/>

Course Designed By: Dr. V. David Arputha Raj

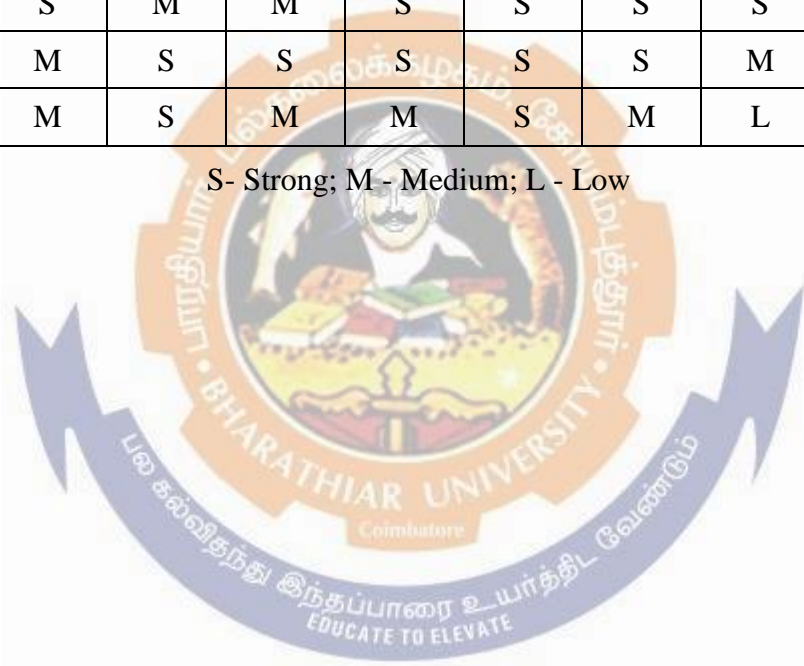
Email Id: [davidarputharaj@buc.edu.in](mailto:davidarputharaj@buc.edu.in)

Course Verified By: Dr. P. Nagaraj

### 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



# SEMESTER III

Course code	24ENGC10	RESEARCH METHODOLOGY	L	T	P	C
Core/Elective/ Supportive	Core		4	-	-	4
Pre-requisite	Ability to approach critical theories and texts	Syllabus Version	2024- 25			
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To facilitate the students do qualitative and quantitative research</li> <li>2. To help the students understand the difference between Textual analysis and Action Research</li> <li>3. 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</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>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=uCM2hk54MbI">https://www.youtube.com/watch?v=uCM2hk54MbI</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</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>Book(s) for Reference</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 <a href="https://www.classcentral.com/course/swayam-research-methodology-17760">https://www.classcentral.com/course/swayam-research-methodology-17760</a>	
Course Designed By: Dr.M.Ashitha Varghese email id: ashiv86@gmail.com 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



Course code	24ENGC11	SHAKESPEARE	L	T	P	C	
<b>Core/Elective/ Supportive</b>		Core	4	-	-	4	
<b>Pre-requisite</b>		This paper aims to introduce the dramatic prowess of the literary genius to the students Themes, Characterization, Narrative Techniques and the use of the language will be analyzed.	<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. To enable students to establish Shakespeare's importance to English Literature and Language</li> <li>2. To identify communicative strategies in the prescribed plays</li> <li>3. Orient them to concrete understanding of his "University" which means his ability to communicate to all sections of society and all times.</li> <li>4. To Train them to recognize and appreciate his skills as a wordsmith</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	To understand the greatness of Shakespeare in the usage of Language and Characterization					K1	
2	To understand the personality traits of dominant characters					K2	
3	To gain a working knowledge of communicative strategies and like skills					K3	
4	To experience and derive meaning from life like situations					K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>							
<b>Unit:1</b>	<b>Sonnets</b>					<b>17 hours</b>	
Sonnet - 18, 26, 29, 30, 55							
<b>Unit:2</b>	<b>Tragedy</b>					<b>17 hours</b>	
Hamlet King Lear							

<b>Unit:3</b>	<b>Comedy</b>	<b>17 hours</b>
Merchant of Venice As you like it		
<b>Unit:4</b>	<b>Romances &amp; History</b>	<b>17 hours</b>
Antony and Cleopatra Othello		
<b>Unit:5</b>	<b>General Shakespeare</b>	<b>15 hours</b>
Elizabethan Theatre and Audience Fools and Clowns Shakespeare's Style and Linguistics Analysis Shakespeare Tragedy – A.C. Bradley		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars <a href="https://books.google.co.in/books/about/Preface_to_Shakespeare_s_Plays.html?id=MVUoAQAACAAJ&amp;redir_esc=y">https://books.google.co.in/books/about/Preface_to_Shakespeare_s_Plays.html?id=MVUoAQAACAAJ&amp;redir_esc=y</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	Julius Ceasar, William Shakespeare, Verity Edition, Macmillan, 2005	
2	Antony and Cleopatra, William Shakespeare, Verity Edition, Macmillan, 2005	
3	Merchant of Venice, William Shakespeare, Verity Edition, Macmillan, 2005	
4	Shakespeare's Sonnets, William Shakespeare, Verity Edition, Macmillan, 2005	
<b>Book(s) for Reference</b>		
1	Preface to Shakespeare , Samuel Johnson, Kessinger Publishers, 2004.	
2	Shakespearean Tragedy, A.C.Bradley, Martino Fine Books, 2016. General Shakespeare, Net Sources	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	NOC: Related - Video Course , NPTEL.	
2	Shakespeare - Indian Institute of Technology, Madras and NPTEL via Swayam <a href="https://www.classcentral.com/course/swayam-shakespeare-across-cultures-14286">https://www.classcentral.com/course/swayam-shakespeare-across-cultures-14286</a>	

Course Designed By: Dr. G. Vinothkumar email id: vinothkumarmay5@gmail.com  
Course Verified By: Dr. P. Nagaraj

### Mapping with Programme Outcomes

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

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



Course code	24ENGC12	ELT AND ICT	L	T	P	C
<b>Core/Elective/ Supportive</b>		Core	4	-	-	4
<b>Pre-requisite</b>		Critical Thinking and Inference making	<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. To familiarise students with core theories of language education</li> <li>2. To provide a detailed historical view of English Language Teaching</li> <li>3. 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 practise					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 English's - Language Ethics						
<b>Unit:2</b>	<b>ELT Theories</b>					<b>17 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 – Assessment and Evaluation in ELT- Strategies and techniques for effective self study		
<b>Unit:4</b>	<b>Special Educational needs and Service Learning in ELT</b>	<b>17 hours</b>
Defining Service Learning- Service learning and Community Needs – English Language and Community Research – Review and Challenges - Special Educational Needs in ELT		
<b>Unit:5</b>	<b>ICT and English Language Instruction</b>	<b>15 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		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</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). <i>Pedagogy of hope: Reliving pedagogy of the oppressed</i> . Bloomsbury Publishing	
<b>Book(s) for Reference</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	
4	Special Educational Needs in English Language Teaching – Robert J Lowe – Research gate July 2016	
<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	
3	Peter Walker : Inclusive Education – TEDx Talks Dec 20,2016 <a href="https://shyaontitalwar.com/associations/swayam/">https://shyaontitalwar.com/associations/swayam/</a>	

Course Designed and Verified By: Dr.P.Nagaraj email id: nagarajenglish@rediffmail.com

**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>24ENGC13</b>	<b>ENGLISH LANGUAGE AND LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/ Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Sufficient Knowledge about History of English Literature		<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. Introduce the students to the structure of competitive examinations</li> <li>2. Teach the students the strategies to prepare for competitive examinations</li> <li>3. Train the students to answer multiple-choice and descriptive questions within a set-time frame</li> <li>4. Make the students trace the evolution of literature and teach them the application of rhetoric and prosody to literary works</li> <li>5. Make the students gain in-depth knowledge in literature by helping them establish links between literary periods, genres, and writers</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the pattern of Competitive Examinations					K1
2	Get an idea about answering multiple choice and descriptive questions in a time bound manner					K2
3	Use Rhetoric and Prosody in literary interpretation					K3
4	Analyse and understand the origin and evolution of literature					K4
5	Create connections between different authors, genres, ages and theories of literature					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>British Literature I</b>					<b>17 hours</b>
Chaucer to Shakespeare Jacobean to Restoration August Age to Eighteenth Century Literature						
<b>Unit:2</b>	<b>British Literature II</b>					<b>17 hours</b>
Romantic and Victorian Periods Modern British Literature Contemporary British Literature						

<b>Unit:3</b>	<b>Non-British Literature</b>	<b>17 hours</b>
American Literature African, Australian and Canadian Literatures		
<b>Unit:4</b>	<b>English in India</b>	<b>17 hours</b>
Indian Writing in English English Language Teaching in India		
<b>Unit:5</b>	<b>Theory and Criticism</b>	<b>15 hours</b>
Literary Theory and Criticism Rhetoric and Prosody		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, Online Seminars - Webinars <a href="http://www.infocobuild.com/education/audio-video-courses/literature/english-language-and-literature-iit-guwahati.html">http://www.infocobuild.com/education/audio-video-courses/literature/english-language-and-literature-iit-guwahati.html</a> <a href="http://www.infocobuild.com/education/audio-video-courses/literature/the-renaissance-and-shakespeare-uod.html">http://www.infocobuild.com/education/audio-video-courses/literature/the-renaissance-and-shakespeare-uod.html</a> <a href="http://www.infocobuild.com/education/audio-video-courses/literature/engl300-spring2009-yale.html">http://www.infocobuild.com/education/audio-video-courses/literature/engl300-spring2009-yale.html</a> <a href="http://www.infocobuild.com/education/audio-video-courses/literature/contemporary-literature-iit-madras.html">http://www.infocobuild.com/education/audio-video-courses/literature/contemporary-literature-iit-madras.html</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for Study</b>		
1	<i>The Routledge History of Literature in English</i> . Britain and Ireland, Ronald Carter & John Mc Rae.	
2	<i>Modern Criticism and Theory</i> . A Reader, David Lodge and Nigel Wood: Pearson Publishers.	
<b>Book(s) for Reference</b>		
1	<i>Dictionary of Literary Terms &amp; Literary Theory</i> . J.A. Cuddon: Penguin Books	
2	Atwood, Margaret. <i>Survival: A Thematic Guide to Canadian Literature</i> (1972)	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	Literature for Competitive Exams by Dr. Aysha Iqbal Viswamohan, IIT Madras. <a href="https://nptel.ac.in/courses/109/106/109106122/">https://nptel.ac.in/courses/109/106/109106122/</a>	
2	History of English Language and Literature by Prof. Merin Simi Raj, IIT Madras. <a href="https://nptel.ac.in/courses/109/106/109106124/">https://nptel.ac.in/courses/109/106/109106124/</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	L	M	L	L	M	S	S	L	M	L
C02	M	L	M	M	S	S	S	L	M	M
C03	M	M	S	S	M	L	M	M	S	S
C04	S	M	M	L	S	M	L	M	S	M
C05	S	S	S	S	M	M	S	S	S	S

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



<b>Course code</b>	<b>24ENGC14</b>	<b>LITERATURE &amp; COGNITIVE SCIENCES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/ Supportive</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Knowledge about Cognitive Approaches to Literature		<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. To enhance the metacognitive awareness while reading and comprehending literary texts</li> <li>2. To promote a working perspective on the interfaces between literature and life</li> <li>3. To recognize experiential parallels between literature and life</li> <li>4. To identify and enable the use of reasoning skills</li> <li>5. 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>1. On Memory and Literature - Ed Simon</li> <li>2. "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>3. "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>4. The Sense of an Ending - Julian Barnes</li> <li>5. I Come from there –Mahmoud Darwish</li> </ol>						
<b>Unit:2</b>	<b>Emotional Intelligence and Moral Cognition</b>					<b>17 hours</b>
<ol style="list-style-type: none"> <li>1. "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>2. Consciousness and the Novel – David Lodge – Chapter I</li> <li>2. Kubla Khan – ST Coleridge</li> <li>3. The Hand Maid's Tale - Margaret Atwood</li> </ol>						

<b>Unit:3</b>	<b>Emotional Intelligence and Moral Cognition</b>	<b>17 hours</b>
1. Why do we read Fiction? – Chapter - V - Lisa Zunshine 2. “Theory of Mind and Moral Cognition: Exploring the Connections”- Joshua Knobewww.unc.edu/knobe/ 3. “The Neural Basis of Human Moral Cognition”– Jorge Moll, Roland Zahn Ricardo de Olivera – Souza, Frank Krueger and Jordan Craffman – www.hss.caltech.edu/stevel.moll.pdf 4. Reading Literary Fiction Improves Theory of Mind - David Comer Kidd and Emanuele Castano- Science 5. Fahrenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011		
<b>Unit:4</b>	<b>Emergence of Culture</b>	<b>17 hours</b>
1. “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> 2. “What is Cognitive Cultural Studies?” from Introduction to Cognitive Cultural Studies - Lisa Zunshine, Johns Hopkins University Press 3. “A Silent Emergence of Culture: The Social Tuning effect”- GarryShteynberg – www.gsb.stanford.edu 4. Purple Hibiscus – ChimimandaNgoziAdichie 5. Mother of 1084 – Mahashwetha Devi		
<b>Unit:5</b>	<b>Epiphanies and Charateristics</b>	<b>15 hours</b>
1. Peak experiences – Abraham Maslow – Penguin 2. “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> 3. Excerpts from “Wings of Fire” related to the concept of flow 4. Miss Brill- Catherine Mansfield 5. “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> 6. Mihaly Csikszentmihalyi’s Idea of ‘Flow’ & 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> 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 1. Why We Read Literature: Cognitive approach- <a href="https://www.youtube.com/watch?v=WoS1onedRAI">https://www.youtube.com/watch?v=WoS1onedRAI</a> 2. 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>Book(s) for study</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>Book(s) for Reference</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	

<b>Mapping with Programme Outcomes</b>										
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>	<b>24ENGE05</b>	<b>ALTERNATIVE LITERARY STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/ Supportive</b>	Elective		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	The paper will introduce a possible research area in English studies. It covers unexplored areas of literary studies like Subaltern, Disability, Aboriginal and other Marginalize Discourses.		<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. 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 introduce 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, student will be able to:						
1	To understand the literary expressions and their relevance to the social and political changes					K1&K2
2	To gain different perspectives on disability and minority studies					K3&K4
3	To understand the point of view of minority voices					K4
4	To gain new perspectives 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 - Sharan Kumar Limbale Mother - Waman Nirmalkar Pethavan: The Begetter - Imayam Translated by Gita Subramanian The Slaves - Frederick Douglass						
<b>Unit:2</b>	<b>Romances &amp; History</b>					<b>17 hours</b>
The Adivasi Will Not Dance - Hansda Sowendra Shekhar Around the Third Barrel - Melanie Garant A Far Cry From Africa - Derek Walcott Travel the Road - Mamang Dai						

<b>Unit:3</b>	<b>Comedy</b>	<b>17 hours</b>
Thinking In Pictures - Temple Grandin One Little Finger - Malini Chib No Looking Back: A True Story - Shivani Gupta Trying To Grow - Firdaus Kanga Firdaus		
<b>Unit:4</b>	<b>GENDER STUDIES</b>	<b>17 hours</b>
The Color Purple - Alice Walker The Line of Beauty - Alan Hollinghurst The Truth About Me - A. Revathi Poor Miss Finch - Wilkie Collins		
<b>Unit:5</b>	<b>MINORITY STUDIES/ DALIT STUDIES</b>	<b>15 hours</b>
The Scar - KA. Kunasekaran. Translated by Kadambari Hunger - Namdeo Dhasal The Hour Past Midnight - Salma A Thousand Splendid Suns - Khalid Hosseini		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars <a href="https://youtu.be/MvJfZQsI6us">https://youtu.be/MvJfZQsI6us</a> <a href="https://youtu.be/O07Y7HRg_Tg">https://youtu.be/O07Y7HRg_Tg</a> <a href="https://youtu.be/-OPElr-Qdqq">https://youtu.be/-OPElr-Qdqq</a> <a href="https://youtu.be/2ZHH4ALRFHw">https://youtu.be/2ZHH4ALRFHw</a> <a href="https://www.youtube.com/playlist?list=PLbMVogVj5nJRF1Envz3MSfxIT3rLe5Ds7">https://www.youtube.com/playlist?list=PLbMVogVj5nJRF1Envz3MSfxIT3rLe5Ds7</a>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for Reference</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.	
6	<i>We should all be Feminists</i> by Chimamanda Ngozi Adichie, Vintage Publications, 2014.	
7	<i>The Minority Body (A Theory of Disability)</i> by Elizabeth Barnes by Oxford University Press.	
8	<i>Minority Studies,</i> Edited by Rowena Robinson, Oxford Press, 2012.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		

1	MOOC –World Literature - Online Course
2	YouTube lectures by IIT, NIT Professors and NPTEL via Swayam <a href="https://onlinecourses.nptel.ac.in/noc19_hs61/preview">https://onlinecourses.nptel.ac.in/noc19_hs61/preview</a>
Course Designed By: Dr. M. Kasirajan email id: rajankasi32@yahoo.co.in Course Verified By: Dr.P.Nagaraj	



Course code	24ENGE06	YOUNG ADULT LITERATURE	L	T	P	C
<b>Core/Elective/ Supportive</b>		Elective	4	-	-	4
<b>Pre-requisite</b>		Knowledge about the current trends and the changing culture of the adolescents' world	<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. 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, student 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 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<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-Ablair – <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?sxsrf=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?sxsrf=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>		
	<b>Total Lecture hours</b>	<b>85 hours</b>
<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 (October 5, 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>										
<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	M	L	L	M	L	L	M	L	L
<b>CO2</b>	S	S	M	S	S	M	S	L	S	M
<b>CO3</b>	S	S	M	M	S	S	M	S	M	S
<b>CO4</b>	M	S	S	S	S	S	M	S	M	S
<b>CO5</b>	L	L	M	S	L	S	M	S	M	M

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





## SUPPORTIVE PAPER

<b>Course code</b>	<b>24G127</b>	<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>CO1</b>	S	M	L	L	S	S	S	M	L	M
<b>CO3</b>	M	S	S	M	M	S	L	L	S	M
<b>CO3</b>	M	L	S	S	M	S	S	M	L	S
<b>CO4</b>	S	M	M	L	S	S	M	S	L	M
<b>CO5</b>	S	M	S	M	L	M	S	S	S	M

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



## CERTIFICATE COURSE

Course code	24ELSC13	CONTENT WRITING	L	T	P	C
<b>Core / Elective / Supportive</b>		<b>Certificate Course</b>	<b>4</b>			<b>4</b>
<b>Pre-requisite</b>		Knowledge in Creative Writing	<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. 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	

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

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



# SEMESTER IV



<b>Course code</b>	<b>23ENGC15</b>	<b>PUBLIC SPEAKING AND SOFT SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	Core		<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	Basic Knowledge about Public Speaking and Soft Skills		<b>Syllabus Version</b>		2023- 24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Help the students recall the skills essential for public speaking</li> <li>2. Teach the students language and soft skills through literary works</li> <li>3. Teach the students the subtleties of presentation and train them with presentation skills</li> <li>4. Enable the students to identify the barriers and opportunities that hinder effective public speaking and presentations</li> <li>5. Help the students develop their communication and soft skills for effective public speaking</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the skills involved in public speaking					K1
2	Understand the ways of approaching the literary pieces for language and soft skills acquisition					K2
3	Use literature as a source to understand the nuances of using the language effectively					K3
4	Analyse the challenges and possibilities of effective public speaking and presentation					K4
5	Shape their personality and communication in a better way to express effectively and impress their audience					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Public Speaking</b>					<b>17 hours</b>
Audience Context Speaker Speech Planning Process Speech Making Process Speech Effectiveness						
<b>Unit:2</b>	<b>Speaking Apprehension</b>					<b>17 hours</b>
Understanding Public Speaking Apprehension: Signs of Speech Apprehension, Causes of Speech Apprehension, Idea level of Apprehension Overcoming Public Speaking Apprehension: General methods and Specific techniques Confidence through Effective Public Speaking						

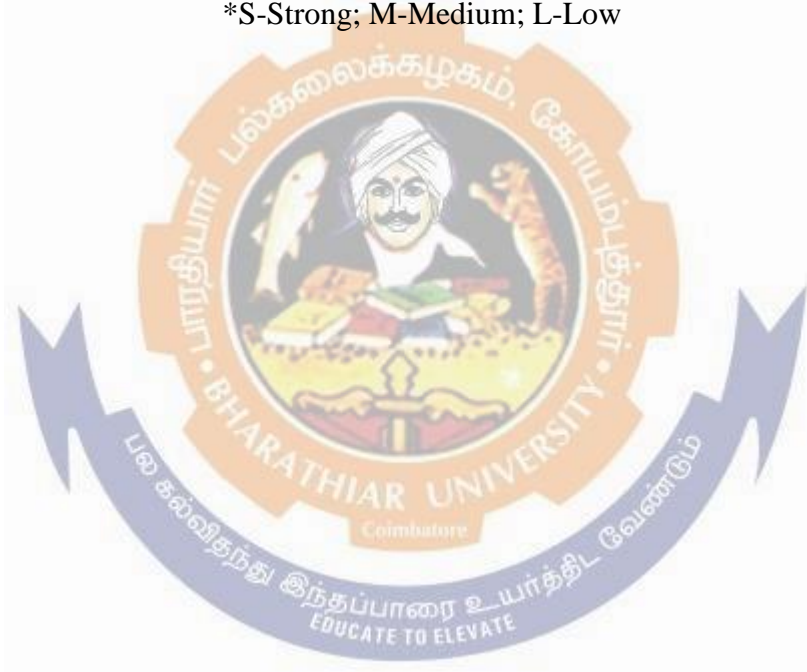
<b>Unit:3</b>	<b>Informative Speaking and Effective Presentations Skills</b>	<b>17 hours</b>
<p>Characteristics: Intellectual stimulation, Creativity, Emphasis to aid Memory  Methods of Informing: Description, Definition, Comparison and Contrast, Narration, Demonstration  Presentation Aids  ICT in Public Speaking and Presentation</p>		
<b>Unit:4</b>	<b>Soft Skills through Literature</b>	<b>17 hours</b>
<p>Responsibility / Altruism – Sydney Carton in A Tale of Two Cities by Charles Dickens  Self – esteem - Coriolanus in Coriolanus by Shakespeare  Critical Thinking - Sherlock Holmes in The Hound of Baskervilles by Sir Arthur Conan Doyle</p>		
<b>Unit:5</b>	<b>Practice Literature</b>	<b>15 hours</b>
<p>Integrity / Honesty - Silas Marner in <i>Silas Marner</i> by George Eliot  Self-Management - Hari, Lila in <i>Village by the Sea</i> by Anita Desai  Self-Exploration - Geeta in <i>Inside the Haveli</i> by Rama Mehta</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<p><a href="http://www.infocobuild.com/education/audio-video-courses/literature/speaking-effectively-iit-kharagpur.html">http://www.infocobuild.com/education/audio-video-courses/literature/speaking-effectively-iit-kharagpur.html</a>  <a href="http://www.infocobuild.com/education/audio-video-courses/literature/better-spoken-english-iit-madras.html">http://www.infocobuild.com/education/audio-video-courses/literature/better-spoken-english-iit-madras.html</a></p> <p>Rhetoric Pieces on Public Speaking:  1. Barack Obama – A More Perfect Union (2008)  2. Martin Luther King, Jr – I Have A Dream (1963)  3. Jawaharlal Nehru – Tryst with Destiny (1947)  4. Franklin D. Roosevelt – Day of Infamy (1941)  5. Winston Churchill – Their Finest Hour (1940)  6. Abraham Lincoln – Gettysburg Address (1863)  7. George Bernard Shaw – <i>How I Became a Public Speaker</i></p>		
	<b>Total Lecture hours</b>	<b>85 hours</b>
<b>Book(s) for study</b>		
1	Rudolff F.Verderber and Kathleen S. Verderber, <i>The Challenge of Effective Speaking</i> , Thomson Wadsworth 14th ed., 2006	
2	<i>Practical Presentation Skills: Authenticity, Focus &amp; Strength</i> - Brandt Johnson	
<b>Book(s) for Reference</b>		
1	<i>TED Talks: The Official TED Guide to Public Speaking: Tips and Tricks for Giving Unforgettable Speeches and Presentations</i> by Chris Anderson	
2	<i>English and Soft Skills</i> by S P Dhanavel	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		

1	Soft Skills by Prof. Binod Mishra, IIT Roorkee. <a href="https://onlinecourses.nptel.ac.in/noc20_hs60/preview">https://onlinecourses.nptel.ac.in/noc20_hs60/preview</a>
2	Speaking Effectively by Prof. Anjali Gera Roy, IIT Kharagpur. <a href="https://nptel.ac.in/courses/109/105/109105117/">https://nptel.ac.in/courses/109/105/109105117/</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	M	L	L	M	M	L	L	M	L	L
CO3	M	S	S	M	S	M	S	M	S	S
CO3	M	M	S	S	S	M	S	S	M	M
CO4	S	M	M	L	M	S	M	L	L	L
CO5	S	S	M	S	S	S	S	M	S	S

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



Course code	24ENGC16	CONTEMPORARY CRITICAL THEORIES	L	T	P	C
<b>Core/Elective/ Supportive</b>		Core	4	-	-	4
<b>Pre-requisite</b>		An understanding about the Contemporary issues in English Literary Studies	<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. Familiarize students with contemporary issues in literary theory and criticism.</li> <li>2. Introduce the recent developments in complex critical theories.</li> <li>3. Introduce Culture studies, ecological theories and political theories</li> <li>4. Introduce the connections between various social elements in the interpretation of literary texts</li> <li>5. Orient students about the complexities of understanding a literary text</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	acquire knowledge about emerging literary studies					K1
2	gain knowledge about complex critical theories					K2 & K3
3	understand the interdisciplinary nature of literary interpretation					K4
4	understand, socio- cultural, linguistic, political and economic influences on literary					K5
5	To interpret literary text from different contexts					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Structuralism, Post structuralism and Reader Response theories</b>					<b>17 hours</b>
Gerard Genette - Structuralism and Literary Criticism Wolfgang Iser - Interaction between Text and Reader iii) Harold Bloom - The Breaking of Form.						
<b>Unit:2</b>	<b>Eco criticism, Psychoanalysis and Hermeneutics</b>					<b>17 hours</b>
Peter Brooks - The idea of Psycho Analytic Criticism Michael Foucault - Subjectivity and Truth I Toxic Discourse - Lawrence Buell						

<b>Unit:3</b>	<b>Marxist Criticism, Gender theory and Postcolonialism</b>	<b>17 hours</b>
<p>Terry Eagleton - Capitalism, Modernism, Post Colonialism          Judith Butler - Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory          Homi K Bhaba - The Post Colonial and the Post Modern (From the Location of Culture)</p>		
<b>Unit:4</b>	<b>Neo Pragmatism, Cultural Studies and Digital Humanities</b>	<b>17 hours</b>
<p>Stuart Hall: Cultural Identity and Diaspora.          Stanley Fish: Mind Your P's and B's: The digital Humanities and Interpretation Iii)          Against Theory - Steven Knapp and Walter Benn Michaels</p>		
<b>Unit:5</b>	<b>Subaltern, Minority Discourses and Posthumanism</b>	<b>15 hours</b>
<p>Saran Kumar Limbale: Towards Dalit Aesthetics          Posthumanism, Digitalisation and New media – Stefan Herbrechter          Gayathri Chakravorty Spivak: Can the Subaltern Speak?</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
<p>Expert lectures, online seminars - webinars          3. The End of Theory? : Neo-Pragmatism- Yale Courses  <a href="https://www.youtube.com/watch?v=rVOTdheq5eU">https://www.youtube.com/watch?v=rVOTdheq5eU</a>          2. Queer Theory and Gender Performativity <a href="https://www.youtube.com/watch?v=7bkFIJfxyF0">https://www.youtube.com/watch?v=7bkFIJfxyF0</a></p>		
<b>Total Lecture hours</b>		<b>85 hours</b>
<b>Book(s) for study</b>		
1	Steele, Meili. Contemporary Critical Theory: From Hermeneutics to Cultural Studies. Columbia, SC:U of South Carolina, 1996. Print.	
2	Leitch, Vincent B. Literary Criticism in the 22st Century: Theory Renaissance	
3	Castle, Gregory. The Blackwell Guide to Literary Theory. Malden, MA: Blackwell, 2007. Print.	
<b>Book(s) for Reference</b>		
1	. Moran, Charles, and Elizabeth Penfield. Conversations: Contemporary Critical Theory and The Teaching of Literature. Urbana: National Council of Teachers of English, 1990. Print.	
2	. Allen, Amy. The Politics of Our Selves - Power, Autonomy and Gender In: Contemporary Critical Theory. New York: COLUMBIA UP, 2012. Print.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]</b>		
1	HORKHEIMER AND ADORNO, CRITICAL THEORY AND ACTUALITY OF PHILOSOPHY - <a href="http://blogs.law.columbia.edu/critique1313/2-13/">http://blogs.law.columbia.edu/critique1313/2-13/</a>	
2	Introduction to Literary Theory - NPTEL Course	
3	TRAUMA, POLITICS, AND THE USES OF MEMORY- <a href="https://www.criticaltheory.northwestern.edu/mellon-project/critical-theory-in-the-global-south/sub_projects/trauma,-politics,-and-the-uses-of-memory.html">https://www.criticaltheory.northwestern.edu/mellon-project/critical-theory-in-the-global-south/sub_projects/trauma,-politics,-and-the-uses-of-memory.html</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





## JOB ORIENTED COURSE

Course Code	COMMUNICATION SKILLS			L	T	P	C
<b>Core / Elective / Supportive</b>	Job Oriented Course			4	-	-	4
<b>Pre-requisite</b>	An understanding of the importance of Communication Skills			<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>➤ 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>
Expert lectures, Online Seminars - Webinars <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	<i>Communication Skills</i> (Oxford) by Sanjay Kumar and Pushp Lata (2 <sup>nd</sup> Edition)	
2	<i>The Basics of Communication: A Relational Perspective</i> (2 <sup>nd</sup> Edition)	
<b>Reference Books</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>		
<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: <a href="mailto:davidarputharaj@buc.edu.in">davidarputharaj@buc.edu.in</a> 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
- 19th 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)

