M.A. ENGLISH LANGUAGE STUDIES

UNIVERSITY DEPARTMENT

Program Code: ENGA

**2025 – 2026 Onwards**

BHARATHIAR UNIVERSITY

A State University, Accredited with "A++" Grade by NAAC,

(Ranked 26th among Indian Universities by MoE – NIRF)

Coimbatore – 641046, Tamil Nadu, India

Program Educational Objectives (PEOs)	
The **M.A. English Language Studies** describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	Ability to communicate complex information clearly
PEO2	Experience in range of methods and approaches to the study of a language (including documentation, typological analysis, corpora, socio-linguistics, ethnography)
PEO3	Fluency in relevant instructional models, techniques or methods and ability to contribute to developing new ones
PEO4	Research aptitude and demonstrated ability to work independently
PEO5	Potential to assess resource requirements and use it effectively
PEO6	Capacity to design and develop communicative measures and training programmes
PEO7	Contribute to the dissemination of research findings: conduct literature reviews, prepare academic publications
PEO8	Record of excellent academic and creative writing skills
PEO9	Manage research data and maintain research records
PEO10	Encompass diverse roles in Translation studies and Interpretation, Journalism, Media Specialties, Corporate Communication and Training, Digital Content Writing, Public Relations, Script Writing, Copy-Editing and Publishing.
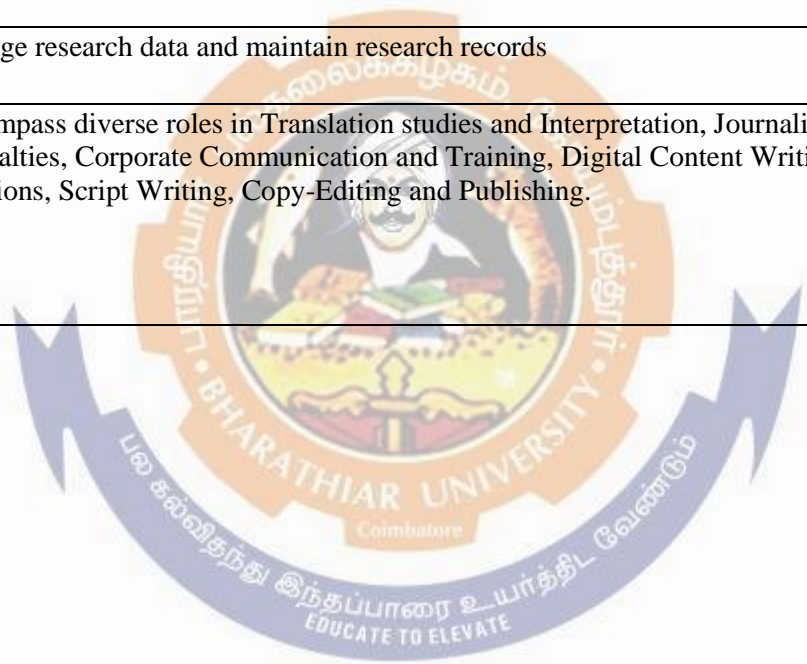
Program Specific Outcomes (PSOs)	
After the successful completion of **M.A. English Language Studies**, the students are expected to	
PSO1	To indulge in the methodical teaching of English language and literature for any level of learners
PSO2	To decode and interpret the complex literatures in the most comprehensive ways
PSO3	To comprehend and connect between the language theories, literary methods and instructional practices (teaching and learning)
PSO4	To creatively communicate using educational technologies (electronic and digital devices)
PSO5	To frame the curriculum design and content, and thereby prepare materials for the teaching and learning of English language
PSO6	To write and proof read content for the books, journals, blog and social media outlets
PSO7	To organize and plan methodological and technical support of educational sessions
PSO8	To critically review books, blogs, articles, movies and other literatures
PSO9	To collate and analyze both qualitative and quantitative data for literary and information needs
PSO10	To apply knowledge in a way that develops new intellectual understanding

Program Outcomes (POs)	
On successful completion of the M. A. English Language Studies program	
PO1	To shift the focus of language acquisition from communicative goals to interpretative strategies
PO2	To familiarize with ELT theories, approaches and pedagogies
PO3	To acquaint with research methodologies in English language studies
PO4	To reflect on English language in the idea of digital and non-digital forms
PO5	To frame interpretative modes of language in digital context
PO6	To prioritize reflective competence over the content mastery and rote learning
PO7	To use language laboratories and digital studios to correlate databases, develop apps and software
PO8	To develop impeccable command of English language and ability to lead team workloads to literary projects
PO9	To synthesize ideas from multidisciplinary perspective and consider alternative ways of knowledge acquisition
PO10	To be authentically creative and critical , and thereby pursue original knowledge in the subject area
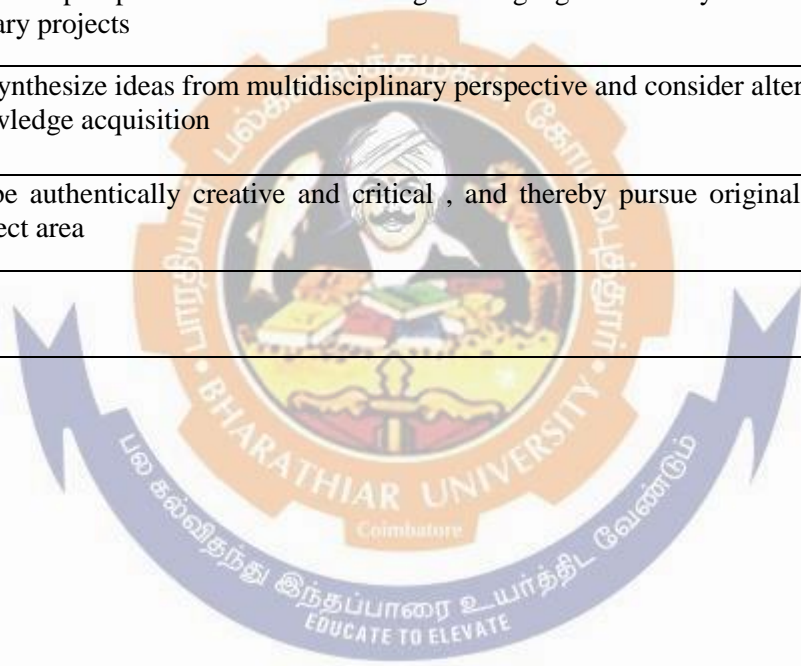
M.A.ENGLISH LANGUAGE STUDIES Curriculum (University Department)
(For the students admitted during the academic year 2025 – 65 onwards)

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

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

I SEMESTER

Course code	25ELSC01	CHAUCER AND THE ELIZABETHAN AGE	L	T	P	C
Core / Elective / Supportive		Core				
Pre-requisite		This paper enables students to enrich their knowledge in the area of English Literature from Chaucer to the Elizabethan Age	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. This course will expose students to early English Literature and transition from middle English to the Elizabethan Age
2. It will introduce students to representative texts of the period and their socio cultural connotations
3. This course will also provide knowledge about socio cultural and historical development of the Elizabethan Age

Expected Course Outcomes:

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

1	To develop a knowledge about different genres of poetry	K1
2	To get an idea about the development of poetry through ages	K2&K4
3	To expose the students early English Literature and the transition of Chaucer and the Elizabethan Age	K3&K5
4	To understand the linguistic changes that took place during this period	K5
5	To provide knowledge about Socio-cultural and historical development of the Elizabethan Age	K4&K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Epic Poem**	**17 hours**

Chaucer - Prologue to Canterbury Tales

Unit:2	**Poems**	**17 hours**

John Donne - Valediction Forbidding Mourning, Ecstasy
Sir Walter Raleigh - The Nymph's Reply to the Shepherd
Robert Harrick – Delight in Disorder
Andrew Marvell – The Garden

Unit:3	**Poems**	**17 hours**

Surrey - Of Soote Season
Wyatt - I find no peace and all my war is done
Marlowe - The Passionate Shepherd to his love
Ballads - Sir Patrick Spenser, The Wife of the Usher's Well

Unit:4	**Prose**	**15 hours**

Francis Bacon - "Of Ambition", " Of Truth", "Of Studies", "Of Marriage and Single Life", "Of Death"

Unit:5	**Drama**	**17 hours**

Marlowe - Dr. Faustus
Ben Jonson - Alchemist
John Webster - The Duchess of Malfi

Unit:6	**Contemporary Issues**	**2 hours**

Expert lectures, online seminars – webinars

	Total Lecture hours	**85 hours**

Textbook(s)

1	Muir,Kenneth. Introduction to Elizabethan Literature, New York: Random House,1967,Print.
2	Kershaw, Arnold. An Introduction to Elizabethan Literature, London: A.H.Stockwell, 1929,Print.

Reference Books

1	Saint, George. A History of Elizabethan Literature, London: Library of Alexandria. Print.
2	Robertson, John. M.Elizabethan Literature. Forgotten books,2015, Print.
3	Brown,George E. Redefining Elizabethan Literature,Cambridge, U.K.:Cambridge,2004, Print.

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

1	NOC: Related - Video Course , NPTEL.
2	Chaucer and the Elizabethan Age - Indian Institute of Technology, Madras and NPTEL via Swayam

Course Designed By: Dr. G. Vinothkumar

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	25ELSC02	LITERATURE OF THE NINETEENTH CENTURY	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		The Romantic Movement – Significance of 1798	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To enhance Students' knowledge on the emergence of romantic and Victorian movement in literature
2. To expose students to the impact of changing trends brought about by social and scientific developments in English Literature
3. To enable Students to identify and analyze diverse literary devices used by the Romantic writers

Expected Course Outcomes:

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

1	To interpret a literary text with respect to the significant traits of Romantic Movement	K1
2	To comprehend the dialectical difference between Neo-classicism and the Romanticism	K3&K4
3	To understand the dominant literary genres of the Romantic age	K3&K5
4	To know the ascent of materialism and impact of Utilitarian philosophy in Literary Readings	K5
5	To identify the dominance of scientific temperament and tradition of realism in novel writing	K4&K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Poetry	17 hours

Coleridge - Dejection: An Ode, Fears in Solitude
Shelley - To a Skylark
Wordsworth - Resolution and Independence
Keats - La Belle Dame Sans Merci
Blake - The Lamb
Byron - When We Two Parted

Unit:2	Poetry	17 hours

Tennyson - The Lady of Shallot, Browning – Fra Lippo Lippi, Arnold - Dover Beach, Emily Pfeiffer - Love Unrequitted, The Rhyme of the Lady of the Rock, Francis Thompson - The Hound of Heaven, Elizabeth Barret Browning - Yet Love, Mere Love (Sonnet X)

Unit:3	Prose	17 hours

Charles Lamb – Dream - Children: A Reverie
Mathew Arnold and Walter Pater - Sweetness and Light
(From Culture and Anarchy)

Unit:4	Plays	17 hours

Wilde - The Importance of Being Earnest
J.M.Synge - Riders to the Sea

Unit:5	Fiction	15 hours

Jane Austen - Sense and Sensibility Emily
Emily Bronte - Wuthering Heights

Unit:6	Contemporary Issues	2 hours

Expert lectures, online seminars - webinars

https://www.skyminds.net/the-19th-century-romanticism-in-art-and-literature/

https://www.youtube.com/watch?reload=9&v=EWA-R60J2cs

	Total Lecture hours	85 hours

Textbook(s)

1	Breen, Jennifer, and Mary Noble. Romantic Literature. London: Arnold, 2002. Print.

Reference Books

1	Curran, Stuart. The Cambridge Companion to British Romanticism. Cambridge: Cambridge UP, 1993. Print.
2	Sitter, John E. The Cambridge Introduction to Eighteenth-century Poetry. Cambridge: Cambridge UP, 2011. Print.
3	Amigoni, David. Victorian Literature. Edinburgh: Edinburgh UP, 2011. Print.
4	A Catalogue of 18th and 19th Century English Literature. London: Pickering &Chatto, Print

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	English Literature of the Romantic Period, 1798-1832 ,Indian Institute of Technology Madras and NPTEL via Swayam
2	Cultural and Literary Expression in the 18th and 19th Centuries (saylor.org) via MOOC

Course Designed By : Dr.M.Ashitha Varghese
Course Verified By: Dr.P.Nagaraj

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

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

Course Code	25ELSC03	INSTRUCTIONAL PACKAGE DEVELOPMENT USING ADOBE CAPTIVATE – PRACTICAL	L	T	P	C
Core/Elective/Supportive		Core	-	-	120	4
Prerequisite		NIL	Syllabus Version			9

Course Objectives

1. To inculcate the knowledge and skill of applying various features available in Adobe Captivate.
2. To train on instructional package development skills such as storyboarding, prototyping and authoring.

Expected Course Outcomes

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

1	Design storyboards for proposed instructional package.	K6
2	Construct prototypes based on the designed storyboards.	K6
3	Using the graphics and interactive animations created using Adobe Photoshop, Adobe Illustrator and Adobe Animate.	K6
4	Develop an instructional package in Adobe Captivate, according to the storyboard, by integrating all multimedia contents and virtual reality components.	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit: 1	STORYBOARDING	12 Hours

Designing storyboards to develop an instructional package in Adobe Captivate.

Unit: 2	INTRODUCTION TO ADOBE CAPTIVATE	12 Hours

Responsive Project – Slides – Master Slides – Timeline – Drag and Drop – Multistate Objects – Effects.

Unit: 3	FEATURES IN ADOBE CAPTIVATE	48 Hours

Text to Speech – Audio Management – Quiz – Software Simulation – Lecture Video Slides with Webcam.

Unit: 4	ADVANCED FEATURES IN ADOBE CAPTIVATE	24 Hours

Actions – Advanced Actions – Variables – Interactive Video – VR Slides.

Unit: 5	PACKAGING	22 Hours

Developing and publishing an instructional package using Adobe Captivate for LMS-Moodle.

Unit: 6	CONTEMPORARY ISSUES	2 Hours

Compare the features of Adobe Captivate with other packaging software used in e-learning industry.

	Total Practical Hours	120 Hours

Text Books

1	Kevin Siegel. (2021). Adobe Captivate 2019: The Essentials (3rd ed.). Iconlogic Inc.
2	Pooja Jaisingh& Damien Bruyndonckx. (2019). Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate (5th. ed.). Packt Publishing Ltd.

Reference Books	
1	Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development.
2	Ray Pastore. (2020). The Instructional Design and Development Process: A 'How To' Guide for Practitioners.
3	Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform.

Related Online Contents	
1	Adobe Captivate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/captivate.html)
Course Designed By: Dr. M. Parthasarathy	

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	S	M	S
CO2	S	S	M	S	S	S	M	S	M	S
CO3	S	S	M	S	S	S	M	S	M	S
CO4	S	S	M	S	S	S	M	S	M	S
*S-Strong; M-Medium; L-Low										

Course code	25ELSC04	META COGNITION	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		Language Acquisition and Comprehension	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:

1. To shape the thinking and interpretation of students
2. To enable the students to perceive and represent the meaning of the language
3. To help the students understand the linguistic and cultural influences of thoughts

Expected Course Outcomes:

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

1	To interpret a literary text by applying cognitive strategies and methods	K1
2	To understand the role of critical thinking in language use and problem solving	K3&K4
3	To evaluate the linguistic relativity and cultural value of literary texts	K3&K5
4	To develop a language-thought framework in the process of reading literature	K5
5	To reflect on one's own thinking and cognitive processes	K4&K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Introduction to Thinking and Cognition**	17 hours
Language and Thought – Metacognition and Theory of Mind (Self-Study)		

Unit:2	**Thinking Methods**	17 hours
The Six-Thinking Hats Method (Edward De Bono) - Applied Metacognition (Self-study)		

Unit:3	**Cognition and Psychology**	17 hours
Cognitive Psychological Foundations of Narrative Experiences – Psychology of Intelligence Analysis (Self-Study)		

Unit:4	**Thinking and Intelligence**	17 hours
Multiple Intelligences		

Unit:5	**Neuro Linguistic Programming**	15 hours
Approaches and Methods in Language Teaching		

Unit:6	**Contemporary Issues**	2 hours
Expert lectures, online seminars - webinars		
https://www.youtube.com/watch?v=ZT7iRjvYUtk		
https://www.cognifit.com/cognition		

	Total Lecture hours	85 hours

Textbook(s)		
1	Richards and Rodgers. Approaches and Methods in Language Teaching, Cambridge University Press
2	Richard J.Gerrig and Giovanna Egidi in Narrative Theory and the Cognitive SciencesEd.David Herman, CSLI Publications

Reference Books	
1	EleonoraPapaleonLiouLauca, 2008. Metacognition and Theory of Mind. Cambridge Scholars Publishing
2	Timothy J.Perfect, Bennett L.Schwartz, 2008. Applied Metacognition – Cambridge University Press
3	Richards J. Heuer, Jr. Center of the study of Intelligence/ Center Intelligence Agency 1999
4	Mayer, Richard E. Thinking, Problem Solving, Cognition. New York: W.H. Freeman, 1983. Print.
5	Kruse, C. G. Thinking about Cognition: Concepts, Targets, and Therapeutics. Amsterdam: IOS, 2006. Print.
6	Bruner, Jerome S. A Study of Thinking. New York: Wiley, 1956. Print.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Language and Emotion at Work (II) (UNED Abierta) via MOOC
2	Language and Mind, Indian Institute of Technology Madras viaNPTEL

Mapping with Programme Outcomes

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

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

Course code	25ELSC05	Applications of ICT in the English Literature Classroom	L	T	P	C
Core/Elective/Supportive		Core	4	-	-	4
Pre-requisite		Nil	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To familiarize the basic forms of literature
2. To know the styles of teaching different genres
3. To understand the nuances of writing for multimedia
4. To learn the skills required for a multimedia writer.

Expected Course Outcomes:

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

1	Understanding the basic tenets of teaching literature using ICT.	K2
2	Knowledge of interactive teaching and narrative strategies.	K1
3	Understanding of writing formats.	K4
4	Knowledge of writing narration for different types of websites.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	17 hours
Teaching English as a Second Language – advantages, challenges, Use of ICT in the language classroom – advantages, challenges		
Unit:2	Teaching of Literary forms with ICT	17 hours
Poetry – Lyric, epic, ode, sonnets, ballads, Drama – comedy, tragedy, romantic comedy, one act play.		
Unit:3	Teaching of Fiction with ICT	17 hours
Fiction – types, scientific, historical, thriller, Linear, non linear, forms, short story		
Unit:4	Teaching of Writing for different media	17 hours
Blog, Writing for chat bots, chats, Digital Format, and Animation, Search Engines, using modern communication technology.		
Unit:5	Teaching E-Content Writing	15 hours
Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy, Brevity,and Clarity, Elements of good writing.		
Unit:6	Teaching of Interactive Writing	2 hours
Thinking Interactively – Interactive Writer – Interactive Devices –Flowcharting, Organizational Tools.		
	Total Lecture hours	**85 hours**

Textbook(s)	
1	Caroline Haythornthwaite and Richard Andrews,(2011), E-Learning Theory & Practice, SAGE
2	NP Ahuja,(2013), Dictionary of Grammer-, Anurol Publications Pvt.Ltd., New Delhi- 110002.
3	Lynda Felder(2012) Writing for the Web, New Riders, Berkeley

Reference Books	
1	Peter Donnelly et al., (2012),How to succeed at E-Learning,Wiley
2	Irene Hammerich and Claire Harrison,(2002), Developing Online Content: The Principles of Writing and Editing for the Web, John Wiley & Sons Inc.

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

Course Designed By: Dr. A.R.BHAVANA
Course Verified By : Dr. P. Nagaraj

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	M	L	L	L	L	L	L	L
CO2	M	L	L	L	L	M	L	L	L	M
CO3	M	M	L	M	M	L	L	L	L	L

CO4	M	M	M	L	M	L	L	L	L	M
CO5	M	L	L	L	M	M	L	L	L	L

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

Course code	25ELSE01	LANGUAGE & LINGUISTICS	L	T	P	C
Core/Elective/Supportive		Elective	4	-	-	4
Pre-requisite		Nil	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To enable students to know and form ideas on growth and development of English
2. Its structural, grammatical and functional aspects
3. Language's links with society, culture and literature
4. Social and cultural implications of language.

Expected Course Outcomes:

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

1	understand the nuances and hybrid nature of the English Language	K1
2	comprehend the socio-cultural influences on Language	K2 &K5
3	gain an understanding about the varieties of English Language	K3
4	Understand Multiple layers of meaning and possiblities of Machine Learning	K4
5	Understand the significance of Language used in literary discourses	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Phonology of English	17 hours
Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.		
Unit:2	Levels of Linguistic Analysis	17 hours
Morphology, Semantics and Pragmatics, Discourse Analysis		
Unit:3	Socio Linguistics	17 hours
Language varieties, language, society and culture		
Unit:4	Computational Linguistics	17 hours
Language and Machine, Natural Language Processing, Deep Learning and Machine Learning		
Unit:5	Stylistics	15 hours
Language and Literature		
Unit:6	Contemporary Issues	2 hours

1	Noam Chomsky: Language, Cognition, and Deep Learning	Artificial Intelligence (AI) Podcast- https://www.youtube.com/watch?v=cMscNuSUy0I	
2	Steven Pinker - The Stuff of Thought: Language as a window into human nature - https://www.youtube.com/watch?v=5S1d3cNge24	
	Total Lecture hours	**85 hours**

Textbook(s)	
1	T.Balasubramanian : A Text book of English Phonetics for Indian students
2	George Yule : The Study of Language, Second Edition, Cambridge University Press, 1996
3	N.Krishnaswamy et al : Modern Applied Linguistics, Trinity

Reference Books	
1	Wallwork, J. F. Language and Linguistics: An Introduction to the Study of Language. London:Heinemann Educational, 1969. Print
2	Lyons, John. Language and Linguistics: An Introduction. Cambridge: Cambridge UP, 1981. Print.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Design Thinking – A Primer Professor – Ashwin Mahalingam and Professor Bala Rama Durai, IIT Madras – 4 Weeks-NPTEL
2	Elements of Visual Representation – Professor SHATAR UPA, Thakurta Raj, IIT Kanpur, -8 Weeks-NPTEL.
3	

Course Designed By : Dr.B.Padmanabhan
Course Verified By : Dr.P.Nagaraj

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

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

Course code	25G127	ENGLISH FOR EMPLOYABILITY	L	T	P	C
Supportive	Supportive		**4**	-	-	**4**
Pre-requisite	Knowledge about Employability Skills		**Syllabus Version**		2025- 26	

Course Objectives:

The main objectives of this course are to:
1. Make the students familiar with the English language and its core skills for effective communication, which is the key to successful career.
2. Expose the students to different kinds and forms of communications happening in the professional and academic spheres.
3. Provide them hands on training on enhancing their English language skills for better employability and career prospects.

Expected Course Outcomes:

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Listening Skills**	**17 hours**

Types of Listening - Active Listening – Listening Comprehension - Paraphrasing – Conversational Skills – Developing Effective Listening

Unit:2	**Speaking Skills**	**17 hours**

Workplace Communication – Formal and Informal - Public Speaking - Presentation Skills - Interview Skills

Unit:3	Reading Skills		17 hours
Reading Fluency - Reading Comprehension - Types of Reading - Occupational Research - Vocabulary Development			
Unit:4	Writing Skills		17 hours
The Writing Process - Functional Grammar - E-mail Etiquette -- Report Writing - Preparing Resume and Job Application – Blogging - Content and Copy Writing			
Unit:5	Soft Skills		15 hours
Social Etiquettes – Interpersonal Communication – Critical and Creative Thinking – Teamwork – Time Management			
Unit:6	Contemporary Issues		2 hours
https://www.youtube.com/user/bbclearningenglish https://learnenglish.britishcouncil.org/skills https://www.cambridgeenglish.org/learning-english			
		Total Lecture hours	85 hours

Book(s) for study

1	*ACE of Soft Skills*, Gopalaswamy Ramesh, Mahadevan Ramesh, Pearson, 2013

Book(s) for Reference

1	*Speaking Effectively: Developing Speaking Skills for Business English by* Jeremy Comfort, Trish Stott
2	*English Communication Skills for Professionals by* Gregory Allen Barnes

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

1	Developing Soft Skills and Personality by Prof. T. Ravichandran Email Id: https://nptel.ac.in/courses/109/104/109104107/
2	Skills For New Educational Architecture by Prof. Suhas D. Pachpande Email Id: https://onlinecourses.swayam2.ac.in/arp19_ap76/preview

Course Designed By: Dr.M.Ashitha Varghese email id: ashiv86@gmail.com
Course Verified By : Dr.P.Nagaraj

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10

CO1	S	M	L	L	S	S	S	M	L	M
CO3	M	S	S	M	M	S	L	L	S	M
CO3	M	L	S	S	M	S	S	M	L	S
CO4	S	M	M	L	S	S	M	S	L	M
CO5	S	M	S	M	L	M	S	S	S	M

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

Course code	25ENGC15	INTRODUCTION TO DIGITAL HUMANITIES	L	T	P	C
ONLINE COURSE		Value added Course	2	-	-	2
Pre-requisite		Sufficient Knowledge in Digital Humanities	**Syllabus Version**		2025- 26	

Course Objectives:

The main objectives of this course are to:
1. Make the students aware of the latest advancements in Digital Humanities
2. Teach the students the basic principles related to Digital Humanities as a research area
3. Enable the students to grasp the operational mechanisms and investigative tools in Digital Humanities for analyzing and interpreting literature
4. Help the students assess the utilization of various file formats for the generation of data
5. Facilitate the students with the employment of tools for the creation of visual analysis of textual content.

Expected Course Outcomes:

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

1	Remember the recent developments in Digital Humanities.	K1
2	Understand the functioning of DH in literary studies.	K2
3	Explore the tools used in DH for literary analysis and interpretation.	K3
4	Evaluate how various file types can be used to create, gather, and organize data.	K4 & K5
5	Use free tools to create visual text analysis.	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	17 hours

History of humanities computing
Linguistics meeting Sciences
Marking texts of different dimensions
Classification and its structures

Unit:2	Digital Humanities in Literary Analysis	17 hours

Text encoding
Electronic texts
Audiences and purposes
Modelling
Stylistic analysis and authorship studies
Preparation and analysis of linguistic corpora

Unit:3	Digital Humanities in Textual Editing and Analysis	17 hours

Electronic scholarly editing
Textual analysis
Thematic research collections
 Digital resources

Unit:4	**Digital Humanities in Content Creation**	**17 hours**

Cognitive stylistics and literary imagination
Multi variant narratives
Speculative computing
Robotic poetics
Designing sustainable projects
Conversion of primary sources
    Text tools

Unit:5	**Digital Humanities in English Classroom**	**15 hours**

What is Digital Humanities and What is it doing in English Departments?
 Humanistic Theory and Digital Scholarship

Unit:6	**Contemporary Issues**	**2 hours**

https://www.youtube.com/playlist?list=PLN0wiGwlUlbeqKKuqgdJ1N5gRQwgHahLj
https://www.youtube.com/watch?v=Xu6Z1SoEZcc

	Total Lecture hours	**85 hours**

Book(s) for study

1	McCarty, Willard. 2005. Humanities Computing. Basingstoke: Palgrave.
2	Schreibman, S., and Siemens, R., (Eds) (2008). *A Companion to Digital Literary Studies. Blackwell Companions to Literature and Culture*. Available freely online at http://www.digitalhumanities.org/companionDLS

Book(s) for Reference

1	Chaudhuri, S. (2010) *The Metaphysics of Text*. Cambridge University Press.
2	Manovich, Lev. 2001. *The Language of New Media*. Cambridge MA: MIT Press.

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

1	Text, Textuality and Digital Media, by Prof. Arjun Ghosh, IIT Delhi
2	Introduction to Digital Humanities – Harvard University https://www.edx.org/course/introduction-to-digital-humanities

Course Designed By: Dr. V. David Arputha Raj 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
CO1	S	M	L	L	M	L	L	M	M	L
CO3	M	S	S	M	M	S	M	S	S	S
CO3	M	L	S	M	S	S	S	M	S	M
CO4	L	M	M	L	M	M	S	L	M	M
CO5	M	L	S	S	S	S	S	M	S	M

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

II SEMESTER

Course code	25ELSCO6	WOMEN AND LANGUAGE IN TRANSITION	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		Understanding Gender as a concept central to the reading of Literature	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:

1. To familiarise students the significant interlink between Language use and liberation of Women
2. To understand Feminist experience in Literary consciousness
3. To introduce students to the different genres and literary themes presented by Women writers

Expected Course Outcomes:

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

1	To explore the role of gender in English Language and Literature	K1&K2
2	To research on issues that impact women's empowerment in language	K3&K4
3	To appreciate the power of richness and literary production by Women	K4 &K5
4	To demonstrate an advanced critical understanding of the cultural history of women's writing	K4 & K5
5	To understand the sexism in Language and Language change in Verbal and Visual Art	K4&K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Language and Women**	15 hours

Introduction - Feminist Theory: Language and Literature – Women Take Back the Talk.

Unit:2	**Poems**	17 hours

1) Kamala Das – a) Too Late for Making Up b) An Introduction c) The Stone Age
2) Imitiaz Darker – a) Another Women b) Minority
3) Judith Wright – Naked Girl and Mirror
4) Alice Walker – Before I leave the Stage
5) Maya Angelou – Phenomenal Woman
6) Sylvia Plath – Balloons

Unit:3	**Prose**	17 hours

1) We Should All Be Feminists. TED Talk given by ChimamandaNgoziAdichie in the United Kingdom, London.

2) TejaswaniNiranjana. Feminism and Translation in India: Context, Politics and Future

Unit:4	**Short Fiction**	17 hours

Katherine Mansfiled – A Doll's House,

FlanneryO' Connor – A Good Manis HardtoFind,

Ambai – A Kitchen in the Corner of the House,

P.Valsala – The Nectar of the Panguru Flower

Unit:5	**Fiction & Film**	17 hours

Reading Lolita in Tehran – Azar Nafisi

I am Vidya : A Transgender's Journey – Living Smile Vidya

The Liberation of Sita - Volga

Bullbull - AnvitaDutt

Thappad – Anubhav Sinha Vidhu

Unit:6	**Contemporary Issues**	2 hours

Expert lectures, online seminars - webinars

https://www.youtube.com/watch?v=MxhBl6trdfg

https://openlibrary.org/books/OL4106110M/Women_and_language_in_literature_and_society

		Total Lecture hours	85 hours

Textbook(s)

1	MaryEagleton.2003. A Concise Companion to Feminist Theory
2	Ambai. 2019. A Kitchen in the Corner of the House

Reference Books

1	Susie Tharu& K. Lalitha (eds): Women Writing in India (2 Vols)
2	Isobel Armstrong: New Feminist Discourses
3	https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/

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

1	Feminist Writings via SWAYAM
2	NOC : Understanding Creativity and Creative Writing via NPTEL
Course Designed By : Dr.M. Ashitha Varghese Course Verified By: Dr.P.Nagaraj	

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	M	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	S	S	M	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	M	S	S	S	M	S	M	S
CO5	S	M	M	S	S	S	S	M	S	M

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

Course code	25ELSC07	POST COLONIAL STUDIES	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		Understanding Gender as a concept central to the reading of Literature	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. Introduce the complex narratives of post colonial literary texts
2. Introduce the issues and problems discussed in the post colonial texts
3. The language and technique of post colonial theories and literary texts

Expected Course Outcomes:

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

1	Comprehend the historical and social processes of colonization	K1
2	Understand the centrality of race and ethnicity in the discourses of post colonialism	K2
3	Understand the literary representations of nation state and nationality	K3
4	Comprehend the complexities associated with formation of identities	K4& K5
5	Understand the role of language in the process of Colonization	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Colonial influences	17 hours

The Postcolonial and the Postmodern - Kwame Anthony Appiah
Of Mimicry and man: The ambivalence of Colonial Discourse - HomiBhabha J.M.Coetzee - Waiting for the Barbarians

Unit:2	Nationalism	17 hours

Frantz Fanon - On National culture
Partha Chatterjee - Nationalism as a Problem
Benedict Anderson - The emergence of national Consciousness Amitav Ghosh -
Shadow Lines

Unit:3	Feminist Voices	17 hours

Under Western Eyes: Feminist Scholarship and Colonial Discourses- Chandra TalpadeMohanty Three Women's Texts and a Critique of Imperialism –Gayatri Chakravorty Spivak
Wide Sargosso Sea- Jean Rhys

Unit:4	Language and Culture	15 hours

Decolonising the Mind - NgugiWaThiongo
Nation Language - Edward Kamau Brathwaite
Edward Said - Redrawn Frontiers, Redefined Issues, Secularized Religion
Wole Soyinka - The Lion and the Jewel
Dereck Walcott - A far Cry From Africa

Unit:5	Ethnicity and Race	17 hours

Stuart Hall - New Ethnicities
The Representation of the Indegene - Terry Goldie The History
of Kelly Gang - Peter Carey

Unit:6	Contemporary Issues	2 hours

Expert lectures, online seminars - webinars

Post Colonialism in Literature -https://study.com/academy/lesson/post- colonialism-in-literature-definition-theory-examples.html

What is Post Colonialism - https://www.youtube.com/watch?v=c99SbGYKrGw

Introduction to Post Colonial Studies - https://www.youtube.com/watch?v=gtQ lrE_tOKI

		Total Lecture hours	85 hours

	Textbook(s)		
1	The Post Colonial Reader - Bill Ashcroft, Gareth Griffiths, Helen Tiffin		
2	Imagined Communities - Benedict Anderson		
3	Wretched of the earth - Frantz Fa		

	Reference Books	
1	Susie Tharu& K. Lalitha (eds): Women Writing in India (2 Vols)	
2	Isobel Armstrong: New Feminist Discourses	
3	https://drdevika.wordpress.com/2016/11/02/womens-writing-stories/	

	Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	The Post Colonial Reader - Bill Ashcroft, Gareth Griffiths, Helen Tiffin	

| 2 | Imagined Communities - Benedict Anderson |
| 3 | Wretched of the earth - Frantz Fa |

Course Designed By : Dr.B.Padmanabhan
Course Verified By: Dr.P.Nagaraj

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

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

Course code	25ELSC08	CONTEMPORARY LITERARY CRITICISM AND THEORY	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite	Basic Knowledge in Literary Theories		Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. Introduce Students to one of the most enabling forms of literary study
2. To help students to analyze literary writings, based on ever evolving traditions of criticism
3. sensitize students to contemporary critical traditions
4. Orient students about the interdisciplinary nature of Literary theory and Criticism

Expected Course Outcomes:

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

1	Understand the significance of theory in literary interpretation	K1
2	understand the factors that contributed to the transtious that happened in literary studies	K2
3	understand the functioning of various methods and sources of Literary Criticism	K3 & K4
4	Analyse Literary works employing the evolving traditions of criticism	K4 &K5
5	Understand the socio-cultural and linguistic influences in the interpretation of Literary text	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Deconstruction/Intersectionality/ Ethics	17 hours

1. Structure, Sign and Play in the Discourse of the Human Sciences - Derrida
2. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour- Kimberle Crenshaw
3**.** Cultivating Humanity – Martha Nussbaum.

Unit:2	Difference, Bio politics, Identity	17 hours

1.The New Cultural Politics of Difference – Cornel West
2.Homo Sacer: Sovereign Power and Bare Life : The camp as Biopolitical Paradigm of the Modern – Giorgio Agamben
3.Borderlands/ La Frontera: The New Mestiza
4.Towards a New Consciousness - Gloria Anzaldua

Unit:3	Anthropocene, Race and Ethnicity, Minority Discourses	17 hours

1.The Anthropocene: The Promise and Pitfalls of an Epochal Idea – Rob Nixon
2. An Image of African: Racism in Conrad's Heart of Darkness – Chinua Achebe
3. Disjuncture and Difference in the Global Cultural Economy – Arjun Appadurai

Unit:4	Sexuality, Auto theory, Queer	15 hours

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

Unit:5	Testimony/Trauma /Reading	17 hours

1.Witnessing and Testimony – Keilly Oliwer
2.Freud and The Scene of Trauma –-John Fletcher
3.How we read-close, hyper, machine – N. Katheine Hayles

Unit:6	Contemporary Issues	2 hours

Expert lectures, online seminars - webinars

Introduction to Queer Theory -NPTEL - https://www.youtube.com/watch?v=QO_GUENuXFM

Queer Theory and Gender Performativity -Yale Courses - https://www.youtube.com/watch?v=7bkFlJfxyF0

		Total Lecture hours	85 hours

Textbook(s)

1	Leitch, Vincent B. The Norton Anthology of Theory and Criticism. W.W. Norton and Company, 2010.
2	Groden, Michael, and Martin Kreiswirth. The Johns Hopkins Guide to Literary Theory and Criticism.Baltimore: Johns Hopkins UP, 1994. Print.
3	Schoenberg, Thomas J, and Lawrence J. Trudeau. Twentieth-century Literary Criticism: Volume 223.Detroit: Gale, 2009. Print.

Reference Books

1	Rees, C.J Van. Literary Theory and Criticism: Conceptions of Literature and Their Application. S.l.:S.n., 1986. Print.
2	Wimsatt, William K. Literary Criticism. London: Routledge&Kegan Paul, 1970. Print.

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

1	The urgency of intersectionality	Kimberlé Crenshaw-TED -

	https://www.youtube.com/watch?v=akOe5-UsQ2o
2	Who and Where We are in the Anthropocene: The Contexts of Ecocriticism | Swarnalatha Rangarajan - https://www.youtube.com/watch?v=DAAe0lLj8dU&t=627s
3	Eve Kosofsky Sedgwick The Epistomology of the Closet - https://www.youtube.com/watch?v=tgDB_YbR6WE

Course Designed By : Dr.B.Padmanabhan
Course Verified By: Dr.P.Nagaraj

Mapping with Programme Outcomes

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

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

Course code	25ELSC09	E-Learning Environment for English Language Teaching	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		Nil	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To understand the concept, principles, and theories of Learning
2. To design E-learning Environment that enables the learners to use various styles and strategies of learning.
3. To make the students to apply the psychological principles and theories in the e learning Environment
4. To inculcate the basic knowledge of e-learning package design.
5. To introduce various e-learning environments in which the e-learning packages are deployed.
6. To familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments

Expected Course Outcomes:

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

1	Understand the concept, principle, and theories of learning	K2
2	Design E-learning Environment that enables the learners to use various styles and strategies of learning.	K4
3	Apply the psychological principles and theories in the e learning Environment	K4
4	Understand various e-learning environments in which the e-learning packages are deployed	K2
5	Familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Learning**	**17 hours**

Learning – Concept and Principles –Behavioral Theory: Classical and Operant Conditioning,

Cognitive Theory: Gagne's Theory, Bruner's Theory and Piaget's Cognitive Development: Information Processing Theory –Donald Norman.

Unit:2	**E-Learning Environment Design**	**17 hours**

Perspectives of E-Learning Design – Identifying Goal – Writing Learning Objectives – Identifying Prerequisites – Teaching Sequences – Creating Learning Objects – Learning Activities – Redesigning.

Unit:3	**E-Learning tools and devices**	**17 hours**

Blended Learning – Flipped classroom – Virtual Classroom- Virtual lab, Collaboration Tools, Online Meetings, Discussion Activities, and Virtual Courses.

Unit:4	**Education 4.0**	**17 hours**

Artificial Intelligence: Meaning, Concept and Application in Education

Unit:5	**Measurement and Assessment**	**15 hours**

Concept of Evaluation, Measurement and Assessment – Tests – Nature Characteristics and Types – Norm Referenced Test – Criterion Referenced Test-E-assessment

Unit:6	**Contemporary Issues**	**2 hours**

Expert lecture: Application of psychological theories in the e learning industrial Environment online seminars / webinars: Pros and cons of E-learning Environment

Introduction to Queer Theory -NPTEL - https://www.youtube.com/watch?v=QO_GUENuXFM

Queer Theory and Gender Performativity -Yale Courses - https://www.youtube.com/watch?v=7bkFlJfxyF0

	Total Lecture hours	**85 hours**

Textbook(s)

1	Mangal, S.K. (2007). Advanced Educational Psychology. New Delhi: Prentice Hall of India.
2	Feldman, R. S. (2004). Understanding Psychology. Tata McGraw-Hill, New Delhi, India.
3	Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (7th Edition). Introduction to Psychology. Singapore: McGraw-Hill.

Reference Books

1	Agochya, D.(2010). Life competencies for adolescents. New Delhi : Sage Publications.
2	Davies, I.K.(2011). Management of Learning. Berkshire : McGraw Hill.

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

1	The urgency of intersectionality	Kimberlé Crenshaw-TED - https://www.youtube.com/watch?v=akOe5-UsQ2o

2	Who and Where We are in the Anthropocene: The Contexts of Ecocriticism | Swarnalatha Rangarajan - https://www.youtube.com/watch?v=DAAe0lLj8dU&t=627s
3	Eve Kosofsky Sedgwick The Epistomology of the Closet - https://www.youtube.com/watch?v=tgDB_YbR6WE
Course Designed By : Dr.S.THANGARAJATHI	
Course Verified By : Dr. P. Nagaraj	

Mapping with Programme Outcomes

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

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

Course code	25ELSE02	INDIAN AND REGIONAL LITERATURES IN ENGLISH	L	T	P	C
Core / Elective / Supportive		Elective	4			4
Pre-requisite		This paper provides basic knowledge about Indian Writing in English	**Syllabus Version**		**2025-26**	

Course Objectives:

The main objectives of this course are to:
1. To enable students to form an overview of the literature in India
2. To help students capture the tenor and manner of expression in writings by non-native users of English
3. To enhance the aspects of English at a common level
4. To make the learners aware of Indian sensibility in the representative works

Expected Course Outcomes:

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

1	To understand the Characteristics of Indian Literature	K1
2	To understand the varying themes and techniques of Indian literature	K2
3	To knowledge about the socio-cultural aspects of the people India	K3
4	To understand the sensibilities expressed through theseliterary works	K4
5	To Experience and derive meaning from life like situations	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Poetry**	**17 hours**

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

Unit:2	**Prose**	**17 hours**

Swami Vivekananda - Work without Motive
Abdul Kalam - When I Failed
Nirad C.Chaudhuri - Our Behaviour

Unit:3	**Drama**	**17 hours**

Vijay Tendulkar - Silence! The court is in Session
Badal Sircar – Evam Indrajith

Unit:4	**Novel**	**17 hours**

Aravind Adiga – The White Tiger
Kiran Desai – The Inheritance of Loss
Bharati Mukherjee   - Jasmine

Unit:5	**Short Stories**	**17 hours**

Mulk Raj Anand   - The Lost Child
Gita Hariharan - The Remains of the Feast
Kushwant Singh   - Karma

Unit:6	**Contemporary Issues**	**2 hours**

Expert lectures, online seminars – webinars

http://books.rediff.com/book/indian-writing-inenglish/9788120704435

		Total Lecture hours	**85 hours**

Textbook(s)	
1	Mehrotra, Arvind K.A. Concise History of Indian Literature in English. Basingstoke: Palgave Macmillan, 2009. Print. Srinivasa, Iyengar K.K. Indian Writing in English London: Asia Pub. House, 1969. Print.
2	Indo-English Prose: A Selection E.d. C.Subbian,Chennai. Emerald Publishers,1991
3	Speeches and Writings of Swami Vivekananda. Swami Vivekananda Forgotten

Reference Books	
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.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	NOC: Related - Video Course , NPTEL.

2	Indian Literature in English - Indian Institute of Technology, Madras and NPTEL via Swayam https://onlinecourses.nptel.ac.in/noc19_hs47/preview

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
CO1	M	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

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

Course code	25G135	BUSINESS ENGLISH	L	T	P	C
Core/Elective/Supportive		Supportive	2	-	-	2
Pre-requisite		This paper aims to impart a working knowledge of the basic rules of the English language and Literature	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:

To cater to the four essential aspects of communication skills namely, Listening, Speaking Reading and Writing and thereby create a congenial class room atmosphere, leaving enough scope for confident interactions and free of individual thought.

To equip the students to effectively acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication.

Expected Course Outcomes:

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Business Communication	17 hours

Enquiries and Replies – Offers and Quotations - Orders and their execution. Credit and Status Enquirie – Complaints and Adjustments – Collection Letters – Sales Letters –Circular Letters

Unit:2	Institutional Letters	17 hours

Bank and Insurance Letters, Import and Export Business Letters, Agency Letters

Unit:3	Public Letters	17 hours

Letter to the Editor, Representations and Requests

Unit:4	Grammar	17 hours

Noun, Pronoun, Articles, Tense, Preposition, Conjunction, Voices, Direct and Indirect

Unit:5	Composition	15 hours

Report Writing, Dialogue Writing, Drafting an Email

Unit:6	Contemporary Issues	2 hours

1	Expert lectures, Practical test , Assignment, Online seminars – webinars https://www.google.com/search?sxsrf=ALeKk0330ZO8Znwp7eWvH2oddGdcVjLP0A:159 7743924354&source=univ&tbm=isch&q=Varinder+Kumar+and+Bodh+Raj,+Business+Co mmunication,+Kalyani+Publishers,+Mahalakshmi+Street,+T.Nagar,+Chennai+%E2%80% 93+600+017.&sa=X&ved=2ahUKEwj3-Pj3u6TrAhXEW3wKHTjkD0QQsAR6BAgKEAE&biw=1366&bih=657	

	Total Lecture hours	85 hours

Textbook(s)		
1	Mable Chan - *English for Business Communication*	
2	Mary Ellen Guffey - Dana Loewy	

Reference Books		
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	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Related - Video Course , NPTEL.	

2	Business English - Indian Institute of Technology, Madras and NPTEL via Swayam

Course Designed By : Dr.M.Ashitha Varghese Email id: ashiv86@gmail.com
Course Verified By: Dr.P.Nagaraj Email : 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	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		2025-2026	

Course Objectives:

The main objectives of this course are to:
- Acquaint the students with the evolution of how English became necessary for meeting out specific purposes
- Teach the students the theories related to the application of English for Specific Purposes
- Help the students work out the specific needs for which learning and applying English is necessary
- Encourage the students to design course materials essential for ESP instruction
- Make the students understand the need for teaching ESP and the role of an ESP instructor

Expected Course Outcomes:

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Origin and Development of ESP	17 hours

The Origin of English for Specific Purposes
The Development of ESP
ESP: Approach not product

Unit:2	Theories of Learning	17 hours

Language Descriptions
Theories of Learning

Unit:3	Analysis of the Specific Purposes	17 hours

Needs Analysis
Approaches to Course Design

Unit:4	Designing the Syllabus for ESP	17 hours

The Syllabus
Materials Evaluation
Materials Design

Unit:5	Teaching English for Specific Purposes	15 hours

Application and Evaluation
The Role of the ESP Teacher

Unit: 6	Contemporary Issues	2 hours

Lecture: https://youtu.be/62sMGrmxjto?feature=shared

	Total Lecture hours	85 hours

Textbook(s)

Tom Hutchinson and Alan Waters. *English for Specific Purposes: A Learning-Centered Approach.* 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
Course Verified By: Dr. P. Nagaraj

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

S- Strong; M - Medium; L - Low

III SEMESTER

Course code	25ELSC11	20th CENTURY BRITISH LITERATURE	L	T	P	C
Core / Elective / Supportive		**Core**	**4**			**4**
Pre-requisite		The Romantic Movement – Significance of 1798	**Syllabus Version**		**2025-26**	

Course Objectives:
The main objectives of this course are to:

1. To sensitize students to the momentous changes in the 20th century, particularly in literature
2. To enable them to understand experimental and innovative techniques used in literature
3. To clarify that changes in human experience necessitate corresponding changes in mode of expression
4. The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques.
5. It enables them to frame and apply the interdisciplinary perspectives to literature

Expected Course Outcomes:	
On the successful completion of the course, student will be able to:	
1	To understand the interdisciplinary nature of literary studies.	K1&K2
2	To understand the socio-cultural changes that influenced Literature during 20th Century.	K3&K4
3	To understand how the different modes of literary expression have influenced human life.	K4
4	To gain knowledge about the changes in the use of literary devices and techniques.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**POETRY**	**17 hours**
T.S.Eliot	- The Love Song of J. Alfred Prufrock	
W.B.Yeats	- The Second Coming	
Ted Hughes	- The Thought Fox, Hawk Roosting	
Philip Larkin	- Church Going	
Seamus Heaney	- Mid- Term Break	
Unit:2	**POETRY**	**15 hours**
G.M. Hopkins	- The Wreck of the Deutschland	
Carol Ann Duffy	- Mrs.Lazarus	
Rubert Brooke	- Soldier	
Wilfred Owen	- Anthem for the Doomed Youth	
W. H. Auden	- Unknown Citizen	
Unit:3	**DRAMA**	**17 hours**
Bernard Shaw	- Arms and the Man	
John Osborne	- Look Back in Anger	
Samuel Becket	- Waiting for Godot	
Unit:4	**PROSE**	**17 hours**
Orwell	- Politics and the English Language	
D.H.Lawrence	- Why the Novel Matters?	
Unit:5	**FICTION**	**17 hours**
Virginia Woolf	- To the Lighthouse	
Kazuo Ishiguro	- The Remains of the Day	
Unit:6	**20TH CENTURY LITERARY DEVELOPMENT**	**2 hours**
Expert lectures, online seminars – webinars		
https://youtu.be/zj8jW857edE https://youtu.be/zj8jW857edE		
	Total Lecture hours	**85 hours**

Textbook(s)

Reference Books	
1	Temple, Ruth Zabriskie., and Martin Tucker. *Twentieth Century British Literature: A Reference Guide and Bibliography*. New York: F. Ungar Pub., 1968. Print.
2	Kermode, Frank, and John Hollander. *Modern British Literature*. New York: Oxford UP, 1973. Print.
3	Sauerberg, Lars Ole. *Intercultural Voices in Contemporary British Literature: The Implosion of Empire*. Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.
4	Ivory, James Maurice. *Identity and Narrative Metamorphoses in Twentieth-century British Literature*. Lewiston, NY: Edwin Mellen, 2000. Print.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	

1	MOOC – courses on Modernism and Post Modernism - Online Course
2	YouTube lectures by IIT, NIT Professors

Course Designed by: Dr. M. Ashitha Varghese **&** Dr. M. Kasirajan
Course Verified by : Dr.P. Nagaraj

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

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

Course code	25ELSC12	RESEARCH METHODOLOGY	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite		Ability to approach critical theories and texts	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To facilitate the students to do qualitative and quantitative research
2. To help the students understand the difference between Textual analysis and Action Research
3. To enable the students to identify subjective and objective techniques of literary analysis

Expected Course Outcomes:

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

1	To identify a problem of research and formulate definite research hypothesis	K1
2	To narrow down the relevant reviews and resources of related research	K2&K4
3	To evaluate the theories, ideas and approaches to be applied in a research study	K3&K5
4	To develop a conceptual framework and how to apply it in a research study	K5
5	To conduct field based observations, interviews and case studies in an Action Research	K4&K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	An Introduction to Research	17 hours

The Research Methods for English Studies - An Introduction Archived Methods- Autobiography as a Research Method, How to identify a Research Problem? - How to frame Research objectives and Hypotheses?

Unit:2	Review of Related Research	17 hours

Visual Methodology Discourse Analysis

Unit:3	Quantitative and Qualitative Methods	17 hours

The use of Ethnographical Methods in English Studies Numbers and Works - Qualitative methods for Scholars of Texts

Unit:4	Research Drafting and Writing	17 hours

Plagiarism and Research - Format of Research Writing

Unit:5	Research Documentation	15 hours

Documentation: Preparing the List of Works Documentation: Citing Sources in the Text

Unit:6	Contemporary Issues	2 hours

Expert lectures, online seminars - webinars

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

https://www.youtube.com/watch?v=uCM2hk54MbI

	Total Lecture hours	85 hours

Textbook(s)		
1	MLA Handbook for Writers of Research Papers – Joseph Gibaldi– Eighth Edition
2	Research Methods for English Studies – Gabriel Griffin – Edinburg University Press

Reference Books	
1	Research Methods and Techniques – Kothari
2	Brady, Mary. 2008. Review of The good research guide for small-scale social research projects, by Martyn Denscombe.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	NOC:Introduction to Research - Video Course , NPTEL.
2	Research Methodology, Indian Institute of Technology Madras and NPTEL via Swayam

Course Designed By: Dr.M.Ashitha Varghese
Course Verified By : Dr.P.Nagaraj

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

CO3	S	S	S	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	M

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

Course code	25ELSC13	ELT AND THEORIES OF KNOWLEDGE	L	T	P	C
Core / Elective / Supportive		Core	4			4
Pre-requisite	Critical Thinking and Inference making		Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:

1. To familiarize students with core theories of language education
2. To provide a detailed historical view of English Language Teaching
3. To enable students in understanding how English language evolved from multiple Contexts

Expected Course Outcomes:

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

1	To explore the role of language in Education and understand notions of language hegemony and hierarchy	K1 & K2
2	To research on issues that impact language education	K3 & K4
3	To teach English both as an acquired and skill-based subject.	K4 & K5
4	To discuss measures, policies, and changes in language education	K4 & K5
5	To participate in service learning by integrating it as a part of both theory and practice	K4 & K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Twenty First Century Language Teaching**	17 hours
	A brief history of Language Teaching - Attitudinal Changes in Language and Communication - From English to Englishes - Language Ethics	
Unit:2	**ELT Theories**	15 hours
	Competency- based Language Teaching - Communicative Language Teaching - Content- based instructions - Task-based Language Teaching - Blended Teaching method	
Unit:3	**ELT in Knowledge System**	17 hours
	English for specific purposes / social purposes - Teaching English in multilingual societies Research in Second language acquisition- Teaching large classes and mixed ability classes 5. Strategies and techniques for effective self s	
Unit:4	**ELT and Service Learning**	17 hours
	Defining Service Learning- Service learning and Community Needs – English Language and Community Research – Review and Challenges	
Unit:5	**ICT and English Language Instruction**	17 hours
	Using Technology – Internet, Mobile, Smart Classroom, web resources, ipod - e-content development, e-publishing- education-portal.com - Writing Blog and websites - Free online services- MOOC,Edx,Coursera - Internet of Things(IOT), Social media , mobility, analytics and Cloud (SMAC)	
Unit:6	**Contemporary Issues**	2 hours
	Expert lectures, online seminars – webinars	

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

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

	Total Lecture hours	85 hours

Textbook(s)

1	Approaches and Methods in Language Teaching - Jack.C.Richards and Theodore Rodgers
2	A history of English Language, Teaching, Second Edition A.P.R Howett with H.G.Widdowson
3	Freire, P. (2014). Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing

Reference Books

1	Developments in English for Specific Norms: A multi-disciplinary approach. Cambridge, England. Dudley – Evans.T. and St. John.M.J.(1998) Cambrdge University Press.
2	Richards Jack C. Curriculum Development in Language Teaching. India: Cambridge University Press. 2001
3	Bayer, Jennifer. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111. 1990

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

1	NOC : Practical English – Learning and Teaching via NPTEL
2	NOC : Outcome Based Pedagogic Principles for Effective Teaching via NPTEL

Course Designed and Verified By: Dr.P.Nagaraj

Mapping with Programme Outcomes

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

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

Course code	25ELSC14	INSTRUCTIONAL TECHNOLOGY	L	T	P	C
Core / Elective / Supportive		**Core**	**4**			**4**
Pre-requisite	1. Psychology of Learning (20EDUCC02) 2. Introduction to E-Learning Technology (0EDUCC01)		**Syllabus Version**		**2025-26**	

Course Objectives:

The main objectives of this course are to:
1. To understand the meaning and significance of Instructional Technology.
2. To relate instructional objectives to instructional technology.
3. To learn the importance of instructional theories and models in Instructional System Design.
4. To understand the evaluation of instructional materials and assessment of learning.

Expected Course Outcomes:

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

1	Understand the history and development of Instructional Technology.	K2
2	Differentiate the educational objectives from writing objectives of instructional design.	K4
3	Understand different learning theories.	K2
4	Analyze instructional media and methods of instructional design.	K4
5	Enhance instructional design, evaluation and assessment format.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit: 1	**Introduction to Instructional Technology**	**17 Hours**

Definition – History of Instructional Technology – Concept of Systems Approach –Need
Assessment – Task Analysis-Taxonomies of Educational Objectives: Bloom's Cognitive Domain, Krathwohl's Affective Domain, Dave's , Harrow's & Simpson's Psychomotor Domain - Writing Objectives: Mager Method, Gagne Method, ABCD Method.

Unit: 2	**Instructional Models**	**17 Hours**

Instructional Development Models: Kemp Model – Instructional Development Institute Model – ADDIE Model - Rapid ISD, SAM, Dick and Carey Models.

Unit: 3	**Instructional Theories**	**15 Hours**

Gagne-Briggs' Instructional Events – Gropper's Behavioral Approach to Instructional
Prescription – Scandura's Structural Learning Theory –Collins-Stevens' Cognitive Theory of Inquiry Teaching – Merrill's Component Display Theory

Unit: 4	**Instructional Media & Strategies**	**17 Hours**

Instructional Methods and Media – Instructional Strategies for Declarative Knowledge,
Concepts, Procedures, Principles, Problem-Solving, Cognitive Strategy, Attitude, Psychomotor Skill.

Unit: 5	**Evaluation and Assessment**	**17 Hours**

Evaluation of Instructional Materials: Overview – Evaluation Process – Evaluation Models –
Assessment of Learning: Overview – Purposes – Types of Assessment –Characteristics of Good Assessment Instruments – Formats of Assessment.

Unit:6	**Contemporary Issues**	**2 hours**

Issues and Trends in Instructional Technology; Instructional Technology tools.

	Total Lecture hours	**85 hours**

Textbook(s)

1	Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston.

Reference Books

1	Charles M. Reigeluth, (2013),Instructional-Design Theories and Models: An Overview of Their Current Status,Routledge.
2	David H. Jonassen et al,(1999), Task Analysis Methods for Instructional Design, Book by.,Lawrence Erlbaum Associates.
3	Gary R. Morrison et al., Wiley,(2006),Designing Effective Instruction, 7th Edition. L. Smith and Tillman J. Ragan, Wiley,(2005), Instructional Design, Patricia.

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

1	Emerging Instructional Technology Trends (https://www.slideshare.net/juniamarin/ten- emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e-486bccb5cf6b&v=&b=&from_search=3)
2	Reimaging the role of Technology in Education (https://tech.ed.gov/files/2017/01/NETP17.pdf)

3	Instructional Design and Technology (https://www.slideshare.net/gaxapywa53085/2017- trends-and-issues-in-instructional-design-and-technology-4th-edition-whats-new-in-ed- psych-tests-measurements-pdf-by-robert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a5-2e7ba848bcdb&v=&b=&from_search=4)
4	Rita C. Richey et al., (2010), The Instructional Design Knowledge Base: Theory, Research, and Practice,Routledge.
5	Robert M. Gagne,(2013),Instructional Technology: Foundations,Routledge.
Course Designed By: Dr.T.Enok Joel Course Verified By : Dr. P. Nagaraj	

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	L	M	M	S
CO2	S	M	M	M	M	M	L	M	M	S
CO3	S	S	S	S	M	M	L	S	S	S
CO4	S	M	M	M	M	M	L	M	M	S
CO5	S	M	M	M	M	M	L	M	M	S

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

Course code	**25ELSC15**	**YOUNG ADULT LITERATURE**	**L**	**T**	**P**	**C**
Core / Elective / Supportive		**Core**	**4**			**4**
Pre-requisite		This paper helps the students to know thecurrent trends and the changing culture of Young Adult's world	**Syllabus Version**		2025-26	

Course Objectives:

The main objectives of this course are to:
1. Enable the students to trace the growth and evolution of Young Adults' Literature
2. Acquaint the students with the existing genres of Young Adults' Literature and the notable authors writing in this field
3. Help the students grasp the diverse range of themes and techniques employed within Young Adults' Literature
4. Guide the students in analysing the conflicting interactions between reality and fantasy found in young minds
5. Facilitate the students in acquiring knowledge necessary to gauge the dynamic adolescent world

Expected Course Outcomes:

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

1	Be familiar with the history of Young Adults' Literature	K1
2	Understand the prevalent genres within Young Adults' Literature and the prominent authors who have made their literary contributions in this area	K2
3	Identify the techniques and examine the themes commonly used in Young Adults' Literature	K3&K6
4	Analyse the dichotomy between reality and fantasy present in adolescent minds	K4
5	Comprehend the changing nature of the world of adolescents	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Poetry**	**17 hours**

R. L. Stevenson – From a Railway Carriage
William Blake – The Chimney Sweeper
Sylvia Plath - Winter Trees
Kamala Das - My Grandmother's House
Lewis Caroll - A Strange Wild Song
Roald Dahl - Television

Unit:2	**Drama**	**17 hours**

J.M. Barrie - *Peter Pen*
David Lindsay-Ablaire - *Rabbit Hole*

Unit:3	**Fiction**	**17 hours**

Frances Hodgson Burnett - *The Secret Garden*
J.K. Rowling - *Harry Potter and the Philosopher's Stone*

Unit:4	**Short Stories**	**17 hours**

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

Unit:5	**Prose**	**15 hours**

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

Unit:6	**Contemporary Issues**	**2 hours**

Expert lectures, online seminars – webinars

https://www.google.com/search?sxsrf=ALeKk03CU7iUih9v1lpDwt8lM-UlmjXlUA:1597743875225&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.&spell=1&sa=X&ved=2ahUKEwiDt__gu6TrAhXy7XMBHc1ZBdIQBSgAegQIAxAo&biw=1366&bih=657

		Total Lecture hours	85 hours

Book(s) for Study

1	Norton. E. Donna, 4th ed. *Through the Eyes of a Child: An Introduction to Children's Literature*, Eaglewood Cliffs, N. J. Meril.
2	Barrie. J.M., *Peter Pan* (Illustrated with Interactive Elements) (Harper Design Classics)
3	Robert Louis Stevenson, *From a Railway Carriage, From A Child's Garden of Verses*, 1885.

Book(s) for Reference

1	M. H. Abrams and Stephen Greenblatt, ed (2001). *The Norton Anthology of English Literature* (7th ed). New York: Norton.
2	Sylvia Plath, *Winter Trees*, Faber Poetry, Faber: Main edition (October5, 2017)
3	Morris Eaves: Robert. N. Essick; Joseph Viscomi (eds). "Comparison of Songs of Innocence's, "The Chimney Sweeper" (Of Innocence)". *William Blake Archive*. Retrieved April 30, 2015.
4	Dwivedi A. N. *Kamala Das and Her Poetry*, Atlantic Publishers and Dist, 2000.
5	*Kim* by Rudyard Kipling. Ed. By Zohreh T. Sullivan. W. W. Norton and Company.

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

1	NOC: Related - Video Course , NPTEL.
2	Young Adult's Literature - Indian Institute of Technology, Madras and NPTEL via Swayam

Course Designed By: Dr. G. Vinothkumar
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	M	L	L	M	L	L	M	L	L
CO2	S	S	M	S	S	M	S	L	S	M
CO3	S	S	M	M	S	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	M	S
CO5	L	L	M	S	L	S	M	S	M	M

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

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Course code	25ELSE03	LITERATURE & COGNITIVE SCIENCES	L	T	P	C
Core / Elective / Supportive		Elective	4			4
Pre-requisite		This paper helps the students to know thecurrent trends and the changing culture of Young Adult's world	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. To enhance the metacognitive awareness while reading and comprehending literary texts
2. To promote a working perspective on the interfaces between literature and life
3. To recognize experiential parallels between literature and life
4. To identify and enable the use of reasoning skills
5. To form perspectives on affect-reason dialectic interface

Expected Course Outcomes:

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

1	Get a metacognitive awareness while reading and comprehending Literature	K1
2	Acquire a working perspective on the interfaces between Life and Literature	K2 & K3
3	Understand the parallels between Life and Literature	K4
4	Acquire knowledge about affect reason dialectic interface	K5
5	To identify the neural bases for cognitive functions traceable in literature	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Reading and Memory**	17 hours

1. On Memory and Literature - Ed Simon
2. "Memory and the Self"- Martin A. Conway, Journal of Memory and Language - https://doi.org/10.1016/j.jml.2005.08.005
3. "Literature Through Recall: Ways of Connecting LiteraryStudies and Memory Studies" - LovroSkopljanac - Interdisciplinary Literary Studies - https://muse.jhu.edu/article/484547
4. The Sense of an Ending - Julian Barnes
5. I Come from there –MahmoudDarwish

Unit:2	**Affect and Cognition in Dreams**	17 hours

1. "States of Consciousness: Dreams, Literature and the Neurochemistry of the Brain" – Isabel Jaen – www.cognitivecircle.org/ct&lit
2. Consciousness and the Novel – David Lodge – Chapter I
3. Kubla Khan – ST Coleridge
4. The Hand Maid's Tale - Margaret Atwood

Unit:3	**Emotional Intelligence and Moral Cognition**	17 hours

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 Crafman – www.hss.caltech.edu/stevel moll.pdf
4.Reading Literary Fiction Improves Theory of Mind - David Comer Kidd and Emanuele Castano- Science
5. Farenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011

Unit:4	**Emergence of Culture**	17 hours

1. "The Human Adaptation for Culture" - Michael Tomasello, Annual Review of Anthropology- https://doi.org/10.1146/annurev.anthro.28.1.509

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"- GarriyShteynberg – www.gsb.stanford.edu

4. Purple Hibiscus – ChimimandaNgoziAdichie

5. Mother of 1084 – Mahashwetha Devi

Unit:5	**Epiphanies and Charateristics**	15 hours

1. Peak experiences – Abraham Maslow – Penguin
2. "The Nature of Epiphanic Experience" - Matthew McDonald, Journal of Humanistic Psychology - http://dx.doi.org/10.1177/0022267807311878
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, www.jstor.org/stable/468689
6. Mihaly Csikszentmihalyi's Idea of 'Flow' & How We Can Create it by Reading Great Fiction- Lucy- https://www.tolstoytherapy.com/mihaly-csikszentmihalyis-idea-of-flow-reading-fiction-diagram/

7. Seize the Day - Saul Bellow
8. Renaissance Man (Movie)– Speech from Henry V
9. Dead Poets Society (Movie)– Final tribute of students to Mr. Keating

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Why We Read Literature: Cognitive approach- https://www.youtube.com/watch?v=WoS1onedRAI		
On Cognitive Literary Studies: Why We Read Fiction by Lisa Zunshine - https://www.youtube.com/watch?v=48-LRC9bigc		

		Total Lecture hours	85 hours
Textbook(s)			
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		
Reference Books			
1	The Tell Tale Brain - V.S. Ramachandran		
2	What is Art For - Ellen Dissanayake		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	What Literature Knows About Your Brain - https://www.english.cam.ac.uk/research/cogblog/?paged=41		
2	Cognitive Approaches To Literature - NPTEL Course		
3	Literary Neuroscience: The Power of Bridging Arts & Sciences - https://www.youtube.com/watch?v=cM9KzephFWc		
Course Designed By: Dr.B. Padmanabhan Course Verified By : Dr. P. Nagaraj			

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

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

Course code	25G127	ENGLISH FOR EMPLOYABILITY	L	T	P	C
Supportive	Supportive		4	-	-	4
Pre-requisite		Knowledge about Employability Skills	Syllabus Version		2025- 26	

Course Objectives:

The main objectives of this course are to:
1. Make the students familiar with the English language and its core skills for effective communication, which is the key to successful career.
2. Expose the students to different kinds and forms of communications happening in the professional and academic spheres.
3. Provide them hands on training on enhancing their English language skills for better employability and career prospects.

Expected Course Outcomes:

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Listening Skills		17 hours

Types of Listening - Active Listening – Listening Comprehension - Paraphrasing – Conversational Skills – Developing Effective Listening

Unit:2	Speaking Skills		17 hours

Workplace Communication – Formal and Informal - Public Speaking - Presentation Skills - Interview Skills

Unit:3	**Reading Skills**	**17 hours**
Reading Fluency - Reading Comprehension - Types of Reading - Occupational Research - Vocabulary Development		
Unit:4	**Writing Skills**	**17 hours**
The Writing Process - Functional Grammar - E-mail Etiquette -- Report Writing - Preparing Resume and Job Application – Blogging - Content and Copy Writing		
Unit:5	**Soft Skills**	**15 hours**
Social Etiquettes – Interpersonal Communication – Critical and Creative Thinking – Teamwork – Time Management		
Unit:6	**Contemporary Issues**	**2 hours**
https://www.youtube.com/user/bbclearningenglish https://learnenglish.britishcouncil.org/skills https://www.cambridgeenglish.org/learning-english		
	Total Lecture hours	**85 hours**

Book(s) for study

1	*ACE of Soft Skills*, Gopalaswamy Ramesh, Mahadevan Ramesh, Pearson, 2013

Book(s) for Reference

1	*Speaking Effectively: Developing Speaking Skills for Business English by* Jeremy Comfort, Trish Stott
2	*English Communication Skills for Professionals by* Gregory Allen Barnes

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

1	Developing Soft Skills and Personality by Prof. T. Ravichandran Email Id: https://nptel.ac.in/courses/109/104/109104107/
2	Skills For New Educational Architecture by Prof. Suhas D. Pachpande Email Id: https://onlinecourses.swayam2.ac.in/arp19_ap76/preview

Course Designed By: Dr.M.Ashitha Varghese email id: ashiv86@gmail.com
Course Verified By : Dr.P.Nagaraj

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

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

Course code	25ELSC13	CONTENT WRITING	L	T	P	C
Core / Elective / Supportive		Certificate Course	4			4
Pre-requisite		Knowledge in Creative Writing	Syllabus Version		2025-26	

Course Objectives:

The main objectives of this course are to:
1. Provide the students with an exposure to the career prospects available in the field of content writing
2. Teach the students the aspects of different forms of content writing
3. Give the students hands-on training in content writing to independently create content for a better career
4. Teach the students the strategies involved in the refinement of content for optimal audience engagement
5. Facilitate the students to craft content tailored for specific needs

Expected Course Outcomes:

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	17 hours

Introduction to Content Writing
Types of Content Writing
Content Marketing

Unit:2	Online Content	17 hours

Blog Writing
SEO Content Writing and Keyword Strategy
Web Content Writing

Unit:3	Business Content	17 hours

Technical Writing
Instructional Design Writing
Business / Industry Writing

Unit:4	Media Content	17 hours

Journalistic Writing
Feature Writing
Marketing and Advertising Copywriting

Unit:5	Content Review	15 hours

	Research and Report Writing Content Editing and Proof reading Language of the Content		
Unit:6	**Contemporary Issues**		**2 hours**
	Expert lectures, online seminars - webinars		

https://www.coursera.org/learn/content-marketing

https://www.coursera.org/specializations/good-with-words

https://www.udemy.com/course/content-writing/

https://www.udemy.com/course/how-to-write-the-best-online-content/

	Total Lecture hours	**85 hours**
Textbook(s)		
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	
Reference Books		
1	Valuable Content Marketing: Why Quality Content is Key to Business by Sonja Jeffersonand Sharon Tanton	
2	On Writing Well: The Classic Guide to Writing Nonfiction by William Zinsser	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
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: 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	M	L	L	S	S	S	M	L	M
CO3	M	S	S	M	M	S	L	L	S	M
CO3	M	L	S	S	M	S	S	M	L	S
CO4	S	M	M	L	S	S	M	S	L	M
CO5	S	M	S	M	L	M	S	S	S	M

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

IV SEMESTER

Course code	25ELSC16	TEACHING OF ENGLISH LITERATURE	L	T	P	C
			4			4
Core / Elective / Supportive		**Core**	4			4
Pre-requisite		Approaches and Pedagogies in English Language Teaching	**Syllabus Version**		**2025-26**	

Course Objectives:

The main objectives of this course are to:

1. To help the students teach and imagine literature texts in English language classrooms
2. To familiarize the students with contemporary notions and paradigms in the teaching of English Literature
3. To develop intellectual commitment and independence of the students in terms of pedagogical thinking

Expected Course Outcomes:

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

1	To constitute the pedagogical value and implications of literature in English language Teaching	K1
2	To identify the objective properties of literary texts that differentiates it from other forms of discourse	K2&K3
3	To ascertain cultural background knowledge in the teaching of English literature	K3&K4
4	To contour the trajectory of English literature in Indian academia	K5
5	To actualise the literary curriculum in the English language classroom instruction	K4&K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Using Literature in the Language Classroom**	**17 hours**

What is distinctive about the language of literature? – The Reader and the Text – Literary Competence and the Language Classroom – Why use Literature in the Language Classroom – A Language-based approach to Teaching Literature – Literature as Content – The Role of Metalanguage. (Page 1- 43, Literature and Language Teaching, Gillian Lazar)

Unit:2	**Developing Literary Response**	**17 hours**

Imagining Literature in the Classroom – Defining, Debating and Actualising the Literature Curriculum –Teaching Poetry – Teaching Novel
(Unit 1,2,3; Teaching Literature(16-19) An Essential Guide – Carol Atherton)

Unit:3	**Exploring Context and Interpretation**	**15 hours**

Teaching Drama – Teaching Shakespeare - Teaching Theory and Criticism – Questions of Value – Questions of Meaning – Using Literary Criticism. Unit 4&5,Teaching Literature(16-19) An Essential Guide – Carol Atherton

Unit:4	**Teaching Thinking and Contexts**	**17 hours**

Crossing Forms and Time – Teaching narrative and literary modes – Bringing Text and Context Together – Teaching Creativity and Criticism
(Unit 5&6,Teaching Literature(16-19) An Essential Guide – Carol Atherton)

Unit:5	**The Teaching of English Literature in India**	**17 hours**

Retrospect and Prospect – English Studies in India: Reviewing Borders, Remapping the Terrain. (Page No 1-24, English Studies in India, BanibrataMahanta)

Unit:6	**Contemporary Issues**	**2 hours**

	Expert lectures, online seminars – webinars		
	https://www.youtube.com/watch?v=ixc71ithEEw		
	https://homepages.wmich.edu/~acareywe/engl680f13.html		
		Total Lecture hours	**85 hours**

<table>
<tr><td colspan="2" align="center">Textbook(s)</td></tr>
<tr><td>1</td><td>Carol Atherton, Andrew Green, Gary Snapper, (2016), Teaching Literature(16-19) An Essential Guide, Routledge</td></tr>
<tr><td>2</td><td>Gillian Lazar (1993), Literature and Language Teaching , Cambridge University Press</td></tr>
<tr><td>3</td><td>BanibrataMahanta, Rajesh Babu Sharma, (2018), English Studies in India :Contemporary and Evolving Paradigms, Springer.</td></tr>
<tr><td colspan="2" align="center">Reference Books</td></tr>
<tr><td>1</td><td>SudhakarMarathe, Mohan Ramanan, Robert Bellarmine, (1993). Provocations, the Teaching of English Literature in India. Orient Blackswan and British Council, India.</td></tr>
<tr><td>2</td><td>Ben Knights, (2017), Teaching Literature : Text and Dialogue in the English Classroom, Palgrave Macmillan.</td></tr>
<tr><td colspan="2" align="center">Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</td></tr>
<tr><td>1</td><td>NOC: English Language and Literature - Video Course , NPTEL.</td></tr>
<tr><td>2</td><td>Introduction to Literary Studies (Saylor.org) , MOOC</td></tr>
<tr><td colspan="2">Course Designed by: Dr. M. Ashitha Varghese & Dr.P.Nagaraj
Course Verified By : Dr. P. Nagaraj</td></tr>
</table>

Mapping with Programme Outcomes

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

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

Course code	25ELSC17	**ALTERNATIVE LITERARY STUDIES**	L	T	P	C
Core / Elective / Supportive		**Core**	4			4
Pre-requisite		The paper will introduce possible a research area in English studies. It covers unexplored areas of literary studies like Subaltern, Disability, Aboriginal and other Marginalize Discourses.	**Syllabus Version**		**2025-26**	

Course Objectives:

The main objectives of this course are to:
1. To gain knowledge about unexplored research areas in Literary studies
2. To gain knowledge about emerging research areas in English studies
3. To be introduced to Marginalized literary expressions
4. To acquire knowledge about disability and Minority discourses
5. To enable students to perceive and appreciate experimentation in literary forms

Expected Course Outcomes:

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

1	To understand the literary expressions and its relevance to the social and political changes	K1&K2
2	To gain a perspective about the disability and minority studies	K3&K4
3	To understand the point of view of minority voices	K4
4	To gain new perspective about disability and gendered discourses	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Subaltern Studies**	**17 hours**

The Outcaste - Sharankumar Limbale
Hunger - Namdeo Dhasal
The Scar - KA. Gunasekaran. Translated by Dhasal V. Kadambari
Pethavan: The Begetter - Imayam Translated by Gita Subramanian

Unit:2	**Aboriginal / First Nation Studies**	**17 hours**

The Man from Snowy River – Banjo Paterson
Around the Third Barrel - Melanie Garant
A Far Cry From Africa - Derek Walcott
Travel the Road - Mamang Dai

Unit:3	**Disability Studies**	**17 hours**

Thinking In Pictures - Temple Grandin
One Little Finger - Malini Chib
Trying To Grow- Firdaus Kanga

Unit:4	**Gender Studies**	**15 hours**

On A Muggy Night in Mumbai: A Stage Play - Mahesh Dattani
A Lion of Beauty - Alan Hollinghurst
The Truth About Me: A Hijra Life Story - A. Revathi

Unit:5	**Minority Studies**	**17 hours**

The Slaves - Frederick Douglass
The Hour Past Midnight - Salma

	Persepolis – Marjane Satrapi		
Unit:6	**Gender studies, disabilities stdies and Minority studies**		**2 hours**
	Expert lectures, online seminars – webinars		
	https://www.youtube.com/watch?v=ixc71ithEEw		
	https://homepages.wmich.edu/~acareywe/engl680f13.html		
		Total Lecture hours	**85 hours**
	Reference Books		
1	*Reading Subaltern Studies: Critical History Contested Meaning and the Globalization of South Asia*. Edited by David Ludden, Anthem South Asian Studies, 2002.		
2	*Nelson Aboriginal Studies, Editors Allison Cadzow, John Maynard,* Published by Cengage Learning, 2011.		
3	*Women and Media, challenging feminist discourses*, Edited by Kiran Prasad, the Women Press, Edition: 2010		
4	*Feminist Approaches to Literature (Vistas and Perspectives)*, Edited by SunitaSinha, Atlantic Publishers.		
5	*Delusions of Gender: How Our Minds, Society and Neurosexism Create Difference* by Cordelia Fine, Published by W.W Norton and Company.		
	Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	MOOC –World Literature - Online Course		
2	YouTube lectures by IIT, NIT Professors and NPTEL via Swayam		
Course Designed By: Dr. M. Kasirajan Course Verified By : Dr. P. Nagaraj			

Mapping with Programme Outcomes

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

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

JOB ORIENTED COURSE

Course Code		COMMUNICATION SKILLS	L	T	P	C
Core / Elective / Supportive		Job Oriented Course	**4**	**-**	**-**	**4**
Pre-requisite		An understanding of the importance of Communication Skills	**Syllabus Version**		2025-2026	

Course Objectives:
The main objectives of this course are to:

- ➢ Help the students become aware of the nuances of communication skills in the English language
- ➢ Teach the students the ways of improving the communication skills
- ➢ Make the students familiar with the different forms of communication
- ➢ Impart to the students the cultural and relational perspectives of communication
- ➢ Expose the students towards the impact of communication in technology and the influence of technology on communication

Expected Course Outcomes:	
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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

Unit:1	**Developing English Communication Skills**	**17 hours**

Fundamentals of Communication
Applied Grammar and Usage
Common Errors and Misappropriations
Indianisms
Basics of Phonetics
Building Advanced Vocabulary

Unit:2	**Oral Communication**	**17 hours**

Developing Effective Listening Skills
Non-Verbal Communication
Dynamics of Professional Presentations
Job Interviews
Public Speaking
Art of Negotiation

Unit:3	Written Communication	17 hours
Art of Effective Reading Reading Comprehension Art of Condensation Paragraph Writing Email and Blog Writing Movie and Book Review		
Unit:4	Culture and Communication	17 hours
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		
Unit:5	Technology in Communication	15 hours
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		
Unit:6	Contemporary Issues	2 hours
Lecture: https://youtu.be/HAnw168huqA?feature=shared		
	Total Lecture hours	**85 hours**

Textbook(s)

1	Communication Skills (Oxford) by Sanjay Kumar and Pushp Lata (2nd Edition)
2	The Basics of Communication: A Relational Perspective (2nd Edition)

Reference Books

1	Speaking Effectively: Developing Speaking Skills for Business English by Jeremy Comfort, Trish Stott
2	English Communication Skills for Professionals by Gregory Allen Barnes

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

https://onlinecourses.swayam2.ac.in/nou21_lb11/preview

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
CO1	L	L	M	L	M	L	L	M	L	L
CO3	M	M	L	S	L	S	M	S	L	M
CO3	M	S	M	M	S	S	M	S	S	S
CO4	S	M	S	S	S	M	S	M	M	M
CO5	S	M	S	M	S	S	M	S	S	M

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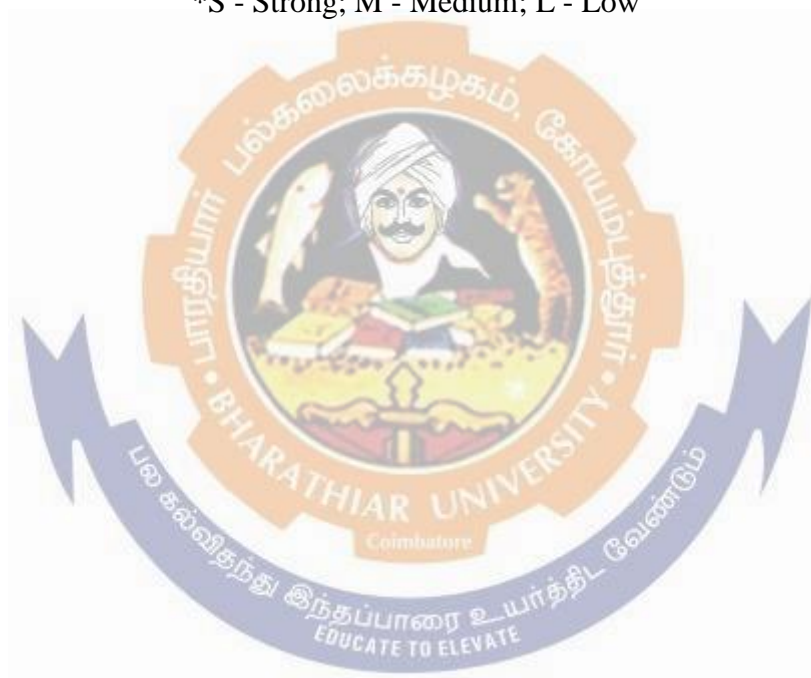
PROJECT WORK

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
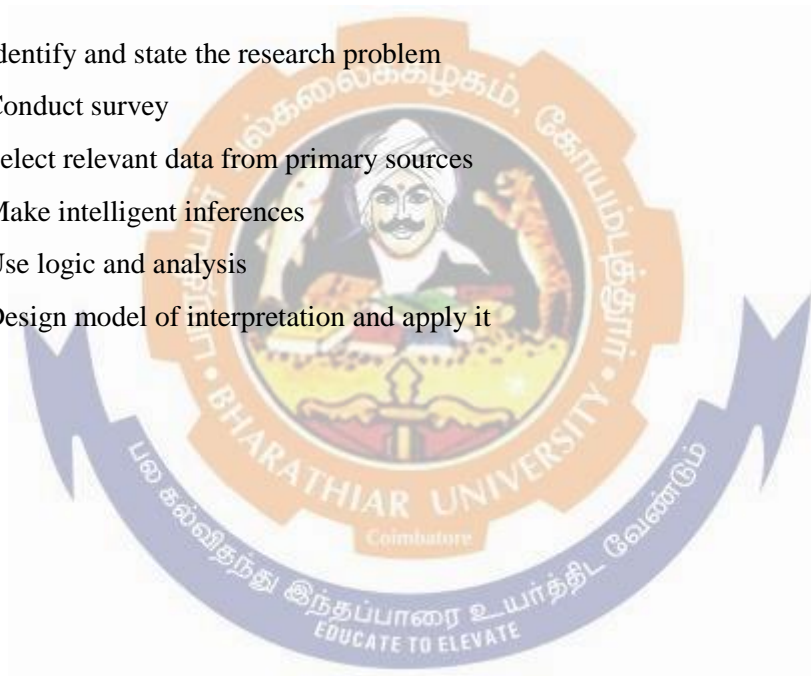
Additional Credit Courses

(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)