SCOTT CHRISTIAN COLLEGE (AUTONOMOUS) NAGERCOIL

(Estd. 1893)

CURRICULUM AND SYLLABUS

DEPARTMENT OF ENGLISH & CENTRE FOR RESEARCH

(Approved by the Standing Committee of the Academic Councils

held on 21.10.2023 & 13.01.2024)

POST-GRADUATE PROGRAMME

CBCS-SEMESTER SYSTEM

(For those who join from 2023 to 2026)

An evolution towards revolution …

Education is crucial for attaining full human potential, developing an unbiased and evenhanded society and promoting national and global development. The education sector in India is witnessing a sweeping wave of change. The very first policy for education, *National Policy on Education* (NPE-1968) was promulgated in 1968, with the National Policy on Education (NPE- 1986) following in 1986. The National Policy on Education (NPE- 1992) and the Programme of Action 1992 (POA-1992) refined and implemented the NPE-1986. The National Education Policy 2020 (NEP 2020) is a landmark document and an evolution towards revolution in the Indian educational sector. It presents the vision for greater access, equity, excellence, inclusion, multiple entry and exit and affordability to help India emerge as the global knowledge superpower.

Providing access to quality education is the key to the curriculum and syllabus of Scott Christian College (Autonomous), in terms of social justice and equality, scientific advancement, cultural preservation and national and global integration. Students should have the freedom and flexibility in choosing their courses, skills, and capacities to become moral, successful, innovative, adaptable, and productive human beings.

Higher education plays an important role in promoting human as well as societal wellbeing and in contributing towards sustainable livelihoods and economic development. The present Outcome-Based Education (OBE) curriculum and syllabus, provides valuable insights and recommendations on aspects of education that include moving towards multidisciplinary and holistic education, mastery and high-order learning and promotion of quality research.

The current curriculum has been designed based on NEP 2020, the National Credit Framework (NCrF), the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) which envisage that students must develop into good, thoughtful, well-rounded, creative individuals with a standard of achievement. The themed curriculum aims to support teachers and students in developing their understanding of the curriculum design and delivery process as per the requirement of the world of work.

Dr.Sidney Shirly	Dr. V. Robin Perinba Smith	Dr. B. Shamina Ross
Dean of Arts	Dean of Science	Dean of IT and Technical Education
Scott Christian College	Scott Christian College	Scott Christian College
(Autonomous)	(Autonomous)	(Autonomous)
Nagercoil	Nagercoil	Nagercoil

DEPARTMENT OF ENGLISH & CENTRE FOR RESEARCH

VISION

The vision of the Department is to help the students become worthy scholars endowed with linguistic skills, creative and critical talents in literature and the ability to face the challenges in life.

MISSION

The Department aims at providing the students opportunities and facilities to learn English language and get training in reading, understanding and appreciation of literature in English and develop a wholesome personality.

Eligibility : B. A English with 55% marks

Duration of Course : 2 Years (Four Semesters)

Min. Duration : **2** Years

Medium of Instruction: **English**

FACULTY MEMBERS

1	Dr. J. G. Duresh	Associate Professor & Head of the Department
2	Dr. A. Linda Primlyn	Associate Professor
3	Dr. L. Judith Sophia	Assistant Professor
4	Dr. Sidney Shirly	Associate Professor
5	Dr. A. Belinda Asir	Assistant Professor
6	Dr. J. Chitta	Associate Professor
7	Dr. Susan Roy	Associate Professor
8	Dr. A. Nisha	Associate Professor
9	Dr. A. Evangeline Jemi	Associate Professor
10	Dr. Stephen Foster Davis	Associate Professor
11	Dr. V. Brinsely	Assistant Professor
12	Ms. V. Mercy Gnana Soundari	Assistant Professor
13	Dr. D. Samuel Johnson	Assistant Professor
14	Dr. J. Elizabeth Christina	Assistant Professor
15	Dr. Sheni D.L. Singh	Assistant Professor

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16	Dr. G. Anish S. Georshia	Assistant Professor
17	Dr. Evelin D.R. Melcheja	Assistant Professor
18	Dr. S. Jemi Violet	Assistant Professor
19	Dr. T. Staney Sherin	Assistant Professor
20	Dr. E. R. Anju	Assistant Professor
21	Ms. P. Bibilin Godsmathy	Assistant Professor
22	Mrs. M. P. Jemima	Assistant Professor
23	Dr. G. Melba	Assistant Professor
24	Mrs. Juvi R. Sylfin	Assistant Professor
25	Mrs. Subitha K	Assistant Professor
26	Dr. Rajona Pierson	Assistant Professor
27	Mrs. Delinda Osheen	Assistant Professor
28	Dr. S. Aswin	Assistant Professor
29	Mrs. J. Beryl Issac	Assistant Professor

Members of the Board of Studies

Sl No.	Name	Affiliation	Role
1	Dr. J. G. Duresh	Associate Professor & Head of the Department	Chairperson
2	Dr. A. Linda Primlyn	Associate Professor	Member
3	Dr. L. Judith Sophia	Assistant Professor	Member
4	Dr. Sidney Shirly	Associate Professor	Member
5	Dr. A. Belinda Asir	Assistant Professor	Member
6	Dr. J. Chitta	Associate Professor	Member
7	Dr. Susan Roy	Associate Professor	Member
8	Dr. A. Nisha	Associate Professor	Member
9	Dr. A. Evangeline Jemi	Associate Professor	Member
10	Dr. Stephen Foster Davis	Associate Professor	Member
11	Dr. V. Brinsley	Assistant Professor	Member
12	Ms. V. Mercy Gnana Soundari	Assistant Professor	Member
13	Dr. D. Samuel Johnson	Assistant Professor	Member
14	Dr. J. Elizabeth Christina	Assistant Professor	Member
15	Dr. Sheni D.L. Singh	Assistant Professor	Member
16	Dr. G. Anish S. Georshia	Assistant Professor	Member
17	Dr. Evelin D.R. Melcheja	Assistant Professor	Member
18	Dr. S. Jemi Violet	Assistant Professor	Member
19	Dr. T. Staney Sherin	Assistant Professor	Member
20	Dr. E. R. Anju	Assistant Professor	Member

21	Ms. P. Bibilin Godsmathy	Assistant Professor	Member
22	Mrs. M. P. Jemima	Assistant Professor	Member
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24	Mrs. Juvi R. Sylfin	Assistant Professor	Member
25	Mrs. Subitha K	Assistant Professor	Member
26	Dr. Rajona Pierson	Assistant Professor	Member
27	Mrs. Delinda Osheen	Assistant Professor	Member
28	Dr. S. Aswin	Assistant Professor	Member
29	Mrs. J. Beryl Issac	Assistant Professor	Member
30	Dr. S. Prabhakar	Professor and Head, Department of English, Manonmaniam Sundaranar University, Tirunelveli	Subject Expert from within Parent University
31	Dr. Kishore Selva Babu	Associate Professor & Coordinator – PhD Programme, Department of English & Cultural Studies, CHRIST (Deemed to be University), Bangalore.	Subject Expert from outside Parent University
32	Dr. Alby Grace	Head, Department of English, Holy Cross College (Autonomous), Nagercoil	University Nominee
33	Dr. C. A. Lal	Professor of English, Institute of English, University of Kerala. Thiruvananthapuram.	Subject Expert (Special Courses)
34	Mrs. Anitha Natarajan	Director, Pioneer Grand Palace, Nagercoil	Industrialist
35	Dr. David Raja Bose	Principal, St. Teresa's Arts and Science College for Women, Mangalakuntru, Karungal.	Alumni

The Scott Christian College (Autonomous) defines the focus reinforcing its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development, multidisciplinary development and contribution to society. These attributes comprise characteristics that are transferable beyond the sphere of study into the national and international realm through curricular, co-curricular and extra-curricular engagements. They equip graduates for life long personal development and employment. Every Graduate of Scott Christian College (Autonomous) – (SCC) is desired to possess the following Graduate Attributes:

GA 1: Intellectual Competencies

Graduates of SCC

- have a comprehensive and incisive understanding of their domain of study as well as the ability for cross-disciplinary learning
- have the ability to apply the knowledge acquired through the curriculum as well as self-directed learning to a broad spectrum ranging from analytical thinking to synthesize new knowledge through research
- are able to have critical, independent and individual outlook regarding academic work and socially relevant issues

GA 2: Problem Solving

Graduates of SCC

- have the capacity to extrapolate from what has been learnt, translate concepts to real-life situations and apply acquired competencies in the required contexts to generate solutions to specific problems
- can view a problem or a situation from multiple perspectives and think 'out of the box' and generate solutions to complex problems in unfamiliar contexts
- are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to challenges

GA 3: Communication Skills

Graduates of SCC

- listen carefully, analyse texts and research papers, and present complex information in a clear and concise manner
- express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media
- confidently express herself/himself and construct logical arguments using correct technical language related to a field of learning and area of professional practice

GA 4: Environmental Awareness

Graduates of SCC

- lessen the effects of environmental degradation, climate change, and pollution
- learn the nuances for cleanliness, conservation and wise use of resources so that it can be used for generations
- know the nuances of waste management, conservation of biological diversity, management of biological resources and biodiversity, and sustainabledevelopment and living

GA 5: Professional Ethics

Graduates of SCC

- develop principled and expert behavior, and this will be showcased in their chosen careers and constructive roles as citizens of the world at large
- imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with diverse people at all levels in life
- acquire new knowledge and skills, including 'learning how to learn' skills, for pursuing learning activities throughout life and adapting to changing demands of the workplace through knowledge, skill development and reskilling, ethically

GA 6: Leadership Qualities

Graduates of SCC

- inculcate leadership qualities and attitudes, and team behaviour along autonomous lines through curricular, co-curricular and extra-curricular activities
- develop managerial and entrepreneurial skills to create new opportunities for diverse careers and gear up to take up competitive examinations

- act together as a group or a team in the interests of a common cause and workefficiently as a member of a team

GA 7: Holistic Skill Development

Graduates of SCC

- develop critical thinking, problem-solving capacity, effective communication, and social skills
- are self-aware, flexible, resilient and have the capacity to accept and give constructive feedback and cope up with stress
- develop soft skills, e-skills and life skills to live, learn and work in the technically sound society globally and use appropriate digital methods for analysis of data

GA 8: Cross-Cultural Competencies

Graduates of SCC

- gain cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities and know how to understand, accept and appreciate individuals at local, national and international levels
- develop a global perspective through contemporary curriculum, culture, language and international exchange programmes
- acquire knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, gender sensitivity and adopt gender-neutral approach and show empathy to the less advantaged and the differently-abled

GA 9: Community Engagement

Graduates of SCC

- are sensitive to social concerns and have conviction toward social justice through active social engagement
- are endowed with a strong sense of environmental awareness through the curriculum and a friendly and serene campus eco-system.
- formulate an inspiring vision and build a team that can help achieve the vision, and motivate people to the right destination

GA 10: Value-Based Ethical Competency

Graduates of SCC

- are rooted in the principles of ethical responsibility and integrity permeated with Christian values, leading to the building of character and constitutional values
- develop virtues such as truth, love, courage, unity, integrity, brotherhood, industry and uprightness
- practice responsible national and global citizenship required for responding to contemporary challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies

Learning Outcomes Descriptors for a Higher Education Qualification at Level 6 on the NHEQF

The Bachelor's degree (Honours / Honours with Research) or the Post-Graduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 6 on the NHEQF.

Descriptors for qualifications at levels 6 on the NHEQF

Element of the Descriptor	NHEQF Level Descriptors
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • advanced knowledge about a specialized field of enquiry, with depth in one ormore fields of learning within a broad interdisciplinary context. • a coherent understanding and awareness of the established methods andtechniques of research and enquiry • procedural knowledge required for performing and accomplishingprofessional tasks
General, Technical and Professional Skills	The graduates should be able to demonstrate the acquisition of: • a range of cognitive and technical skills required for performing and accomplishing complex tasks required to undertake research to generate solutions to real-life problems • generating solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the

	output of the initiatives taken as a practitioner • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems
Generic Learning Outcomes	The graduates should be able to demonstrate the ability to: • communicate technical information and explanations, and the findings/ resultsof the research studies relating to specialized fields of learning and pursue self-paced and self-directed learning • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships
Constitutional, Humanistic, Ethical, and Moral Values	The graduates should be able to demonstrate the willingness and ability to: • embrace and practice constitutional, humanistic, ethical, and moral values in professional practice and life. • present coherent arguments in support of relevant ethical and moral issues and participate in actions to address environmental and sustainable development issues. • follow ethical practices in all aspects of research and development
Employability and Entrepreneurship Skills	The graduates should be able to demonstrate the acquisition of knowledge and skills required for: • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills • managing complex technical or professional activities or projects • should be willing to take a calculated risk and be open to new ideas
Credit Requirements	A Post-Graduate Diploma programme builds on a 3-year/6-semester bachelor's degree and requires a minimum of 40 credits for individuals who have completed aBachelor's programme.
Entry Requirements	• An individual seeking admission to the bachelor's degree (Honours/ Honourswith Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree.

Learning Outcomes Descriptors for a Higher Education Qualification at Level 6.5 on the NHEQF

The Master's degree (e.g. M.A., M.Com., M.Sc., etc.) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5 on the NHEQF.

Descriptors for qualifications at levels 6.5 on the NHEQF

Element of the Descriptor	NHEQF Level Descriptors
Knowledge and Understanding	The graduates should be able to demonstrate the acquisition of: • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field of learning or professional practice, • procedural knowledge required for performing and accomplishing complex, specialized and professional tasks relating to teaching, and research and development.
General, Technical and Professional Skills	The graduates should be able to demonstrate the acquisition of: • advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning. • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge. • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Application of Knowledge and Skills	The graduates should be able to demonstrate the ability to: • apply the acquired advanced theoretical and/or technical knowledge abouta specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues associated with the chosen fields of learning. • apply advanced knowledge relating to research methods to carry out research and investigations and to formulate evidence-based solutions to complex and unpredictable problems. • develop appropriate tools for data collection for research

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Generic Learning Outcomes	The graduates should be able to demonstrate the ability to: • communicate in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study, • evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints • pursue self-paced and self-directed learning to upgrade knowledge andskills, including research-related skills, required to pursue a higher level of education and research.

Constitutional, Humanistic, Ethical, and Moral Values	The graduates should be able to demonstrate the willingness and ability to: • embrace and practice constitutional, humanistic, ethical, and moral values in one's life and in the field of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants and avoid unethical practices
Employability and Entrepreneurship Skills	The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for: • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills • transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for the output of own work as well asfor group outputs and for managing work that is complex and unpredictable requiring new strategic approaches.
Credit Requirements	• The 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires a total of a minimum of 80 credits from the first and second years of the programme, with a minimum of 40 credits in the first year and minimum of 40 credits in the second year of the programme at level 6.5 on the NHEQF.
Entry Requirements	• A 3-year Bachelor's degree for the 2-year/4-semester Master's degreeprogramme (e.g. M.A., M.Com., M.Sc., etc.).

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PLO & GA Mapping

Programme Learning Objective #	Programme Learning Objective (PLO)	Description of PLO	PLO Mapped with GA#
PLO 1	Learning Dispositions	Recognize and reflect on the production of knowledge in multiple spaces	GA 1 GA 8
		Develop the leadership capacity to negotiate intercultural learning spaces	GA 1 GA 6 GA 8
		Engage dialogically with distinct and/or intersecting intellectual communities to develop the scope of inquiry	GA 2 GA 3
PLO 2	Domain specific knowledge	Develop intensive and extensive knowledge and expertise in their respective domains	GA 1
		Formulate and extrapolate the knowledge gained to be applied in real– life situations, for self-directed learning and in competitive examinations	GA 1 GA 2 GA 3
		Evaluate and create domain specific knowledge in areas of learning, research and industry	GA 1 GA 2
PLO 3	Application oriented knowledge and diverse perspectives	Translate theoretical understanding to experimental knowledge for solving complex problems	GA 1 GA 3
		Ability to solve problems using pragmatic, alternative and creative approaches	GA 1 GA 2 GA 3 GA 5
		Capacity to apply advanced knowledge and approaches to solve concrete and abstract problems in domain-related and multi-disciplinary issues.	GA 1 GA 2
PLO 4	Innovation and research	Develop aptitude for innovation and entrepreneurship	GA 6
		Identify contemporary research problems, analyze data qualitatively and quantitatively and propose solutions	GA 1 GA 2 GA 9
		Create new ideas, analyze problems,	GA 6

		diagnose them and identify their causes independently and/or in groups	GA 7
PLO 5	Scientific communication skills	Document, prepare and present research work as reports and articles in academic forums	GA 6
		Critically assess, review and present theories and concepts	GA 1
		Take technically complex scientific topics and craft them into accessible, informative, and compelling content for specific audiences	GA 1 GA 2
PLO 6	Digital competency	Use domain-related advanced software resources, computational skills and digital tools for data analysis and interpretation	GA 2 GA 5
		Ethically apply digital skills to creatively communicate ideas and issues related to academic experiences	GA 5 GA 10
		Acquire the ability to leverage digital technologies to communicate, collaborate, and analyze data	GA 5
PLO 7	Ethical reasoning	Apply domain specific ethical principles and practices in academic, professional and social engagements	GA 1 GA 5
		Transform the behaviour of students to preserve public interest, the environment and be a source of help	GA 4 GA 5
		Being honest and taking responsibility for academic work and environmental sustainability	GA 4 GA 5
PLO 8	Comparative and interdisciplinary knowledge practices	Develop an interdisciplinary approach to research	GA 1 GA 7
		Compare scientific, social and historical phenomena in order to yield new insights	GA 1 GA 9
		Articulate how the complexities of social differentiation, like sex, gender, disability, race, ethnicity, nation, class, and such give insights and shape intellectual projects	GA 3 GA 5 GA 8 GA 9
PLO 9	Career readiness	Choose from diverse career options available in local, national and international realms.	GA 8
		Find success in workplace, manage one's career and apply the skills learned	GA 7

		Carry out further research or pursue higher education in the country or abroad	GA 1
PLO 10	Creating collaboration with the corporate world	Cultivate relationship with mentors and advisors, whose expertise and experience can assist in the development of work	GA 3 GA 7
		Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations	GA 5 GA 9
		Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary fields	GA 1

METHODS OF ASSESSMENT

Remembering (K1)	• The lowest level of questions require students to recall information from the course content • Knowledge questions usually require students to identify information in the textbook
Understanding (K2)	• Understanding of acts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words • The questions go beyond simple recall and require students to combine the ideas together
Application (K3)	• Students have to solve problems by using/applying a concept learned in the classroom • Students must use their knowledge to determine exact response
Analyze (K4)	• Analyzing the question by asking students to break down something into its component parts • Analyzing requires students to identify reasons, causes or motives and reach conclusions or generalizations
Evaluate (K5)	• Evaluation requires an individual to make judgment on something • Questions to judge the value of an idea, a character, a work of art, or a solution to a problem • Students are engaged in decision-making and problem–solving
Create (K6)	• The questions of this category challenge students to get engaged in creative and original thinking • Developing original ideas and problem solving skills

Cognitive Level (CL)

No.	Code	Cognitive Level
1	R	Remember
2	U	Understanding
3	Ap	Apply
4	An	Analyse
5	E	Evaluate
6	C	Create

Knowledge Category (KC)

No	Code	Knowledge
1	F	Factual
2	C	Conceptual
3	P	Procedural
4	M	Metacognitive

Learning Activities
A. Participative Learning

No	Code	Description
1	GD	Group Discussion
2	SI	Simulation
3	OO	One to One Learning
4	RF	Rapid Fire
5	KWL	Know, Want to Know, Learned
6	Sem	Seminar
7	WSQ	Watch Summarise Question
8	FC	Flipped Class

B. Cooperative Learning

No	Code	Description
1	Lec	Lecture
2	Soc	Socrates Method
3	BS	Brain Storming
4	GT	Group Learning
5	OT	One to One Tutoring

C. Peer Learning

No	Code	Description
1	TPS	Think Pair Share
2	RPT	Reciprocal Peer learning
3	PT	Peer Learning

D. Experiential Learning

No	Code	Description
1	RP	Roleplay
2	FW	Fieldwork
3	MPr	Micro/Mini Project
4	Pr	Project
5	Viv	Viva-Voce
6	Rep	Report Writing
7	Rev	Review Writing
8	CW	Critique Writing

E. Problem Solving Method

No	Code	Description
1	CS	Case Study
2	Ess	Essay
3	AW	Article Writing
4	SP	Solution to Problem
5	PF	Problem Finding

Assessment Task

No	Code	Description
1	CA	Class Assignment
2	HrA	Hour Assignment
3	CT	Class Test
4	ST	Self Test
5	OT	Online Test
6	OBT	Open Book Test
7	Qui	Quiz
8	HoA	Home Assignment
9	MCQ	Multiple Choice Question
10	SA	Short Answer
11	Ess	Essay

METHODS OF EVALUATION

Evaluation	Methods	Marks
Internal	Continuous Internal Assessment Test	**40**
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External	End Semester Examination	**75**
Total		**100**

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CURRICULUM TABLE 2023-2026

Year	Semester	Course No.	Courses		Course Code	Hours							Total Hours	Credit	Credit Points
						Lecture	Tutorial	Practical	Internship	Self-Learning	Demonstration	Research Project			
I	I	1.1	Core Course 1	English Poetry	23PE11	5				1			6	4	24
		1.2	Core Course 2	English Drama	23PE12	3		1		1	1		6	4	24
		1.3	Core Course 3	English Fiction	23PE13	5				1			6	4	24
		1.4	Elective I	Indian Writing in English	23PE14	5				1			6	4	24
		1.5	Elective II	Theatre Arts	23PEEA	2		1	1	1	1		6	4	24
			Total			**20**		**2**	**1**	**5**	**2**		**30**	**20**	**120**
	II	2.1	Core Course 4	Indigenous Literature	23PE21	5				1			6	4	24

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												Hrs	Cr	Marks
		2.2	Core Course 5	American Literature	23PE22	5				1		6	4	24
		2.3	Core Course 6	English Language Teaching: Study and Practice	23PE23	4		1		1		6	4	24
		2.4	Elective III	Fundamentals of Research Methodology	23PEEB	4	1			1		6	4	24
		2.5	Elective IV	English for Effective Communication	23PEN1	3	1		1	1		6	4	24
				Total		**21**	**2**	**1**	**3**	**3**		**30**	**20**	**120**
II	III	3.1	Core Course 7	English Language and Linguistics	23PE31	5				1		6	4	26
		3.2	Core Course 8	Shakespeare Studies	23PE32	4			1	1		6	4	26
		3.3	Core Course 9	Project	23PED2						6	6	4	26

												Hrs	Cr	Marks
		3.4	Elective V	Cyber Literature	23PEEC	4	1			1		6	4	39

	No	Category	Title	Code							Hrs	Cr	Marks
	3.5	Elective VI	Journalism	23PEEH	5				1		6	4	39
			Internship	23PED1								4	39
			Total		**18**	**1**		**1**	**4**	**6**	**30**	**24**	**195**
IV	4.1	Core Course – 10	Twentieth Century British Literature	23PE41	5			1			6	4	26
	4.2	Core Course –11	Women's Writing	23PE42	5			1			6	4	26
	4.3	Core Course – 12	Modern Literary Theories	23PE43	3		1	1	1		6	4	26
	4.4	Elective V	Disability in Literature	23PEEI	3	1		1	1		6	4	26
	4.5	Elective VI	World Literature in Translation	23PEEJ	3	1		1	1		6	4	26
			Total		**19**	**2**	**1**	**5**	**3**		**30**	**20**	**130**

Core Course - I

| Course Title: **English Poetry** | Course Code: 23PE11 Course Type:**Theory** |

| Total Hours: 90 | Hours/week: 6 | Credits: 4 |

Pass-Out Policy : Minimum Contact Hours: 54
Total Score :100% Internal: 40 External: 60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator:
Dr. Susan Roy
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Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Interpret the ideas about the old English writing style.	1(12) 7(8)	1,2, 3	U, E	F,C
CLO-2	Classify the various forms of poetry during different centuries	2(6) 5(8) 7(6)	1,3,4	U, An	C,M
CLO-3	Evaluate various poets as representatives of their periods	5(8) 8(12)	3,4,5	An, E	C,F
CLO-4	Analyze the evolution of various literary movements	2(5 5(10) 7(5)	1,5,6	U, A	C, M
CLO-5	Justify British Poetry as an aesthetic record of the societies concerned	1(5) 2(9) 5(6)	2,5,8	E, An	C,M

Module	English Poetry **Course Description**	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Poetry					
1.1	Author introduction -Geoffrey Chaucer	4	1(22)	Lec	CA	4
1.2	Introduction to "The Prologue to the Canterbury Tales"	3	1(16)	Lec	HA	4
1.3	Analysis of "The Prologue to the Canterbury Tales"	4	1(22)	Lec	CT	4
1.4	Tales in "The Prologue to the Canterbury Tales"- Analysis	3	1(16)	Lec	Qui	5
1.5	Characters in "The Prologue to the Canterbury Tales"	4	1(24)	KWL	MCQ	3
	Unit II					
2.1	Introduction to Elizabethan Poetry	4	2(24)	KWL	CT	4
2.2	Analysis of Spenser's "Epithalamion"	3	2(12)	KWL	HA	3
2.3	Analysis of John Donne's "A Valediction: Forbidding Mourning"	4	2(16)	RP	CA	1
2.4	Analysis of John Donne's "The Canonization"	3	2(20)	CW	Qui	5
2.5	Analysis of George Herbert 's "Collar"	4	2(17)	KWL	MCQ	4
	Unit III					
3.1	Introduction to Seventeenth Century Poetry John Milton - "Paradise Lost" Book IX	2	3(11)	KWL	CA	4
3.2	Author introduction of John Milton	2	3(12)	KWL	HA	3

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3.3	Contexts & background of John Milton's "Paradise Lost" Book IX	3	3(16)	Sem	CT	1
3.4	Textual Reading of John Milton's "Paradise Lost" Book IX	2	3(11)	CW	Qui	5
3.5	Analysis of John Milton's "Paradise Lost" Book IX	2	3(11)	KWL	MCQ	4
3.6	Critical Observations of John Milton's "Paradise Lost" Book IX	2	3(12)	KWL	CA	3
3.7	Author introduction to Andrew Marvell and textual reading of Andrew Marvell - "Garden"	3	3(16)	Sem	CT	1
3.8	Analysis of Andrew Marvell - "Garden"	2	3(11)	CW	Qui	5
	Unit IV					
4.1	Analysis of Dryden's "Absalom and Achitophel" Lines 150 - 476	4	4(22)	KWL	CT	4
4.2	Critical analysis of Gray's "The Bard"	3	4(22)	KWL	CA	3
4.3	Content and analysis of Burns' "Holy Willie's Prayer"	6	4(34)	Sem	CT	1
4.4	Analysis of Wordsworth's "Tintern Abbey"	5	4(22)	CW	Qui	5
	Unit V					
5.1	Analysis of Rupert Brooke: "The Soldier"	2	5(10)	Lec	CA	4
5.2	Analysis of Wilfred Owen: "Anthem for Doomed Youth"	2	5(10)	Lec	HA	3
5.3	Analysis of W. H. Auden: "Elegy on the Death of W. B. Yeats"	2	5(10)	Lec	CT	2
5.4	Analysis of Dylan Thomas: "Do Not Go Gentle into That Good Night"	2	5(10)	KWL	Qui	3
5.5	Analysis of Philip Larkin: "Whitsun Weddings"	2	5(10)	Lec	MCQ	2
5.6	Analysis of Ted Hughes: "Hawk Roosting"	2	5(10)	Lec	CT	3
5.7	Analysis of "Life after Death"	2	5(20)	KWL	Hom	2

5.8	Analysis of Carol Ann Duffy "Standing Female Nude"	1	5(10)	Lec	CT	3
5.9	Analysis of Eavan Boland: "A Chill Woman"	1	5(10)	Lec	KWL	2

Books Recommended:

1. 1973, *The Oxford Anthology of English Literature* Vol. I. The Middle Ages Through the 18th century. OUP, London
2. T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber
3. limited, London.
4. H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
5. Malcolm Bradbury and David Palmer, ed., *1970 Metaphysical Poetry*, Stratford - upon
6. – Avon Studies Vol. II, Edward Arnold, London.
7. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
8. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Critical Books Ltd., London.
9. David Daiches, 1981, A *History of English Literature* Vols. I &II., Secker & Warburg, London.
10. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell,* Cambridge University Press, Cambridge.

Core Course - 2

Course Title: **English Drama**

Course Code: 23PE12
Course Type:**Theory**

Total Hours: 90   Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
         Total Score :100% Internal: 40 External: 60
         Minimum Pass : 50% [No Minimum for Internal]

Course Creator:	**Expert 1**	**Expert 2**
Dr. Jemi Violet	Dr. Sidney Shirly	Dr. Evangeline Jemi
Assistant Professor	Associate Professor	Associate Professor
Ph. No: 9486961222	Ph. No: 9488210754	Ph. No: 9486864151
E-Mail: jemiviolet@scottchristian.org	E-Mail:drsidneyshirly@gmail.com	E-Mail:jeshjuan@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Analyse various aspects of drama and theatre	1(6) 2(8) 7(6)	1,3, 4	R , U	C,F
CLO-2	Evaluate plot structure, characterization and dialogue	2(5) 4(10) 7(5)	2,3,4	An, E	C,M
CLO-3	Discuss drama texts as aesthetic records of their times viz., Elizabethan, Restoration and Victorian	1(10) 8(10)	1,4,5	E, C	C,F
CLO-4	Identify drama and performance as a cultural process and an artistic discourse.	2(4) 5(6) 7(10)	2,5, 7	U, A	F,M
CLO-5	Examine the sequential course dealing with Modern British Drama	4(8) 8(6) 9(6)	6,8,9	U,A	C,F

Module	Course Description	CLO with Module Percentage	Learning Activities	Assessment Tasks	References	
SS	**Unit I**					
1.1	Introduction to Beginnings of Drama	4	1(22)	Lec	CA	4
1.2	Analysis of Miracle and Morality Plays	3	1(16)	Lec	HA	4
1.3	Analysis of *Everyman*	4	1(22)	Lec	CT	4

1.4	Introduction to the Senecan and Revenge Tragedy	3	1(16)	Lec	Qui	5
1.5	Analysis of Thomas Kyd's *The Spanish Tragedy*	4	1(24)	KWL	MCQ	3
	Unit II					
2.1	Introduction to Elizabethan Theatre - Theatres, Theatre groups,	4	2(22)	KWL	CT	4
2.2	Introduction to audience, actors and conventions	3	2(12)	KWL	HA	3
2.3	Introduction to Tragedy and Comedy	4	2(16)	RP	CA	1
2.4	Analysis of Christopher Marlowe's *The Jew of Malta*	3	2(24)	CW	Qui	5
2.5	Analysis of Ben Jonson's *Volpone*	4	2(26)	KWL	MCQ	4
	Unit III					
3.1	Introduction to Jacobean Drama	2	3(22)	KWL	CA	4
3.2	Author introduction to John Webster	2	3(12)	KWL	HA	3
3.3	Plot analysis of *The White Devil*	3	3(16)	CW	CT	1
3.4	Themes in *The White Devil*	2	3(11)	CW	Qui	5
3.5	Character Analysis of *The White Devil*	4	3(17)	KWL	MCQ	4
3.6	Critical observations of *The White Devil*	5	3(22)	KWL	CA	3
	Unit IV					
4.1	Introduction to Restoration -	4	4(22)	KWL	CT	4
4.2	Content and background analysis of William Congreve's *The Way of the World*	3	4(22)	KWL	CA	3
4.3	Introduction to Irish Dramatic Movement	6	4(34)	Sem	CT	1
4.4	Plot analysis of J.M Synge's *The Playboy of the Western World*	5	4(22)	CW	Qui	5

	Unit V					
5.1	Introduction to Epic Theatre -	2	5(10)	Lec	CA	4
5.2	Author introduction to Bertolt Brecht	2	5(10)	Lec	HA	3
5.3	Plot analysis of "Mother Courage and her Children"	2	5(10)	Lec	CT	2
5.4	Themes in "Mother Courage and her Children"	2	5(10)	KWL	Qui	3
5.5	Characters in "Mother Courage and her Children"	2	5(10)	Lec	MC Q	2
5.6	Introduction to Comedy of Menace	2	5(10)	Lec	CT	3
5.7	Analysis of Harold Pinter's *Birthday Party*	2	5(10)	KWL	Hom	2
5.8	Introduction to Post-Modern Drama	1	5(20)	Lec	CT	3
5.9	Analysis of Samuel Beckett's *Waiting for Godot*	1	5(10)	Lec	KW L	2

Books Recommended:

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.

2. Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare,* London.

3. Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.

4. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.

5. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.

6. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance,* Routledge, London.

7. Kinney, Arthur.F., 2004, A *Companion to Renaissance Drama,* Oxford: Blackwell Publishing.https://www.britannica.com/art/epic-theatre

Core Course - 3

Course Title: **English Fiction**	Course Code; 23PE13 Course Type:**Theory**

Total Hours: 90   Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
         Total Score :100% Internal: 40 External: 60
         Minimum Pass : 50% [No Minimum for Internal]

Course Creator	Expert 1	Expert 2
Course Creator Dr. J. Chitta Associate Professor Ph.No:9894307505 E- mail:chittaj77@gmail.com	Dr. Samuel Johnson Assistant Professor Ph.No:9840507888 E- mail:samueljohnson@scottchristian.org	Expert 2 Dr. Melba Assistant Professor Ph. No:8695122430 E- mail:melbashiju@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped with GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Create wide knowledge about different types of novels.	1(6) 4(6) 10(8)	1,2,3	An E	C F
CLO-2	Construct the art of writing different forms of novel with the learned notions.	2(12) 3(8)	2,5	U R	F M
CLO-3	Examine Social, domestic and gothic novels	4(13) 5(7)	1,3,6	U An	C F
CLO-4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	1(6) 5(8) 7(6)	3,6	E A	C M
CLO-5	Identify themes relating to the turn of the century events through close reading of text.	2(8) 8(12)	1,5,9	U An	C F

English Fiction

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Poetry					
1.1	Novel as a Form and Concepts	4	1(22)	Lec	CA	4
1.2	Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.	3	1(16)	Lec	HA	4
1.3	Introduction to Allegorical Novel and Satire	4	1(22)	Lec	CT	4
1.4	Analysis of John Bunyan's *The Pilgrim's Progress*	3	1(16)	Lec	Qui	5
1.5	Analysis of George Orwell – *Animal Farm*	4	1(24)	KWL	MCQ	3
	Unit II					
2.1	Analysis of the New World Novel	4	2(24)	KWL	CT	4
2.2	Author introduction to Daniel Defoe	3	2(12)	KWL	HA	3
2.3	Analysis of *Robinson Crusoe*	4	2(16)	RP	CA	1
2.4	Introduction to Picaresque Novel	3	2(34)	CW	Qui	5
2.5	Analysis of Laurence Stern's *Tristram Shandy*	4	2(14)	KWL	MCQ	4
	Unit III					
3.1	Introduction to Middle Class Novel of Manners	2	3(11)	KWL	CA	4
3.2	Author introduction to Jane Austen	2	3(12)	KWL	HA	3
3.3	Content and background of *Persuasion*	3	3(16)	Sem	CT	1
3.4	Plot analysis of *Persuasion*	2	3(11)	CW	Qui	5
3.5	Character analysis of *Persuasion*	2	3(11)	KWL	MCQ	4
3.6	Critical observations of *Persuasion*	2	3(18)	KWL	CA	3
3.7	Themes in *Persuasion*	5	3(21)	Sem	CT	1
	Unit IV					
4.1	Introduction to Women's issues	4	4(22)	KWL	CT	4
4.2	Analysis of Charlotte Bronte's *Jane Eyre*	3	4(22)	KWL	CA	3
4.3	Characters in *Jane Eyre*	6	4(34)	Sem	CT	1

4.4	Themes in Charlotte Bronte's *Jane Eyre*	5	4(22)	CW	Qui	5
	Unit V					
5.1	Introduction to Liberal Humanism,	4	5(20)	Lec	CA	4
5.2	Analysis of Individual Environment and Class Issues	3	5(22)	Lec	HA	3
5.3	Analysis of Lawrence's *The Rainbow*	5	5(25)	Lec	CT	2
5.4	Author introduction to James Joyce	3	5(22)	Lec	Hom	3
5.5	Plot analysis of *Portrait of the Artist as a Young Man*	3	5(11)	Lec	MCQ	2

Books Recommended:

1.   Wayne C. Booth, 1f.r. leavis, 1973, the great tradition, chatto&windus, london.

2.   F.R. Leavis, 1973, *The Great Tradition,* Chatto &Windus, London.

3.   Ian Watt, 1974, *Rise of the English Novel*, Chatto &Windus, London.

4.   Frederick R Karl, 1977, *Reader's Guide to the Development of the English Noveltill the 18th Century,* The Camelot Press Ltd. Southampton.

5.   Arnold Kettle, 1967, An *Introduction to English Novel* Vol. II, Universal Book Stall, New Delhi.

6.   Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence,* Chatto&Windus, London.

7.   Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Course Title: : **Indian Writing in English** **DSE _1**	Course Code: 23PE14 Course Type:**Theory**

Total Hours 90	Hours/week: 6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
        Total Score :100%   Internal: 40   External: 60
        Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Judith Sophia Assistant Professor Ph.No:9486459061 E-mail: judithsophia@scottchristian.org	Expert 1 Dr. Linda Primlyn Associate Professor Ph.No:9442278091 E-mail: lindaprimlyn8884@gmail.com	Expert 2 Dr. Stephen Foster Associate Professor Ph.No:9365859731 E-mail: stephenfoster263@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Outline the themes of Indian Writing in English	1(4) 4(6) 6(10)	1, 5, 6	U E	C F
CLO-2	Identify the major trends in Indian Writing in English	2(10) 3(10)	1,2,3	U M	F C
CLO-3	Examine the background and settings of the prescribed texts	3(12) 4(8)	1,8,9	An U	C M
CLO-4	Evaluate the cultural significance of Indian English Literature	2(8) 5(12)	2,3,6	E A	C F
CLO-5	Interpret diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	2(6) 4(8) 10(6)	1,6,10	E C	M C

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Poetry					
1.1	Critical analysis of Aurobindo's "Rose of God"	4	1(22)	Lec	CA	4
1.2	Critical analysis of Adil Jussawalla's "Waiters"	3	1(16)	Lec	HA	4
1.3	Critical analysis of Agha Shahid Ali's "Postcard from Kashmir	4	1(22)	Lec	CT	4
1.4	Critical analysis of Sarojini Naidu's "Palanquin Bearers	3	1(16)	Lec	Qui	5
1.5	Critical analysis of Sarojini Naidu's "Coromandel Fishers"	2	1(12)	KWL	MCQ	3
1.6	Critical analysis of Sarojini Naidu's " An Indian Love Song"	2	1(12)	Lec	CT	3
	Unit II					
2.1	Critical analysis of Kamala Das' "A Hot Noon in Malabar"	4	2(11)	KWL	CT	4
2.2	Critical analysis of Kamala Das"	3	2(12)	KWL	HA	3
2.3	Critical analysis of Parthasarathy's "A River Once"	4	2(24)	RP	CA	1
2.4	Critical analysis of Parthasarathy's " Under another Sky"	3	2(18)	CW	Qui	5
2.5	Critical analysis of Nissim Ezekiel's " Morning Prayer"	2	2(11)	KWL	MCQ	4
2.6	Critical analysis of Nissim Ezekiel's " Enterprise"	2	2(24)	RP	CA	3
	Unit III					
3.1	*The Fire and the Rain*- Introduction	2	3(11)	KWL	CA	4
3.2	Summary and Analysis - *The Fire and the Rain*	2	3(12)	KWL	HA	3

3.3	Treatment of Myth - *The Fire and the Rain*	3	3(16)	Sem	CT	1
3.4	Character Analysis - *The Fire and the Rain*	2	3(11)	CW	Qui	5
3.5	Background of the play *Inquilab*	2	3(11)	KWL	MCQ	4
3.6	Characters in *Inquilab*	2	3(18)	KWL	CA	3
3.7	Critical analysis of *Inquilab*	5	3(21)	Sem	CT	1
	Unit IV					
4.1	Analysis of Sri Aurobindo's "Essence of Poetry"	4	4(22)	KWL	CT	4
4.2	Analysis of Radhakrishan's "Creative Religion" – Contributions of the East and the West	3	4(22)	KWL	CA	3
4.3	Analysis of Radhakrishan's "Creative Religion" – Content of the text	6	4(34)	Sem	CT	1
4.4	Analysis of Abdul Kalam's "Orientation"	5	4(22)	CW	Qui	5
5.1	Anita Desai-Biographical sketch	4	5(20)	Lec	CA	4
5.2	*Where Shall We go this Summer*-Summary and Analysis	3	5(22)	Lec	HA	3
5.3	Central themes in the Novel *Where Shall We go this Summer*	5	5(25)	Lec	CT	2
5.4	Shashe Deshpande's *Roots and Shadows*- Introduction	3	5(22)	Lec	Hom	3
5.5	Critical Analysis - *Roots and Shadows*	3	5(11)	Lec	MCQ	2

Books Recommended

1. Ramamurti, K.S. (ed.). *Twenty five Indian Poets in English Macmillan*. 1995.

2. K.R. SrinivasaIyengar, 1962, –*History of Indian Writing In English*, Sterling

3. Publishers, New Delhi.

4. Herbert H. Gowen, 1975, A *History of Indian Literature,* Seema Publications,Delhi.

5. Katchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature,* Pencraft International, New Delhi.

6. AmitChandri, 2001, The *Picador Book of Modern Indian Literature,* Macmillan,

7. London.

8. TabishKhair, 2001, *Babu Fictions: Alienation in Contemporary Indian English Novels.,* OUP.

	Course Title: **Theatre Arts** **DSE - 2**	Course Code: 23PEEA Course Type:**Theory**

Total Hours 90 Hours/week: 6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
             Total Score :100% Internal: 40 External: 60
             Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Ms. Juvi R. Sylfin Assistant Professor Ph. No: 9486925590 E-mail: jsylfin@gmail.com	Expert 1 Dr. Susan Roy Associate Professor Ph. No:9842776358 E-mail:susankroy@gmail.com	Expert 2 Dr. Sidney Shirly Associate Professor Ph. No: Ph. No: 9488210754 E-Mail: drsidneyshirly@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Interpreta broad range of theatrical disciplines and Experiences	1(12) 2(8)	1,2,3	U An	F C
CLO-2	Identify the diversity of theatrical experiences and the role of theatre in society	1(7) 2(5) 4(8)	3,5	U E	F M
CLO-3	Discover the relationships among the various facets of Theatre	2(8) 4(8) 5(4)	2,5,6	An A	C F
CLO-4	Explain drama as a performing art and the aspects of Stagecraft	5(8) 6(12)	5,6	U A	F C
CLO-5	Assess diverse components of acting and techniques	8(11) 9(9)	6,8,10	E C	C M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I					
1.1	Introduction to Drama as a performing art	4	1(22)	Lec	CA	4
1.2	Analysis of Drama as a performing art	3	1(16)	Lec	HA	4
1.3	Relation between drama and theatre	4	1(22)	Lec	CT	4
1.4	The role of theatre	3	1(16)	Lec	Qui	5
1.5	The need for permanent theatres	4	1(24)	KWL	MCQ	3
	Unit II					
2.1	Greek theatre and Shakespearean theatre	4	2(20)	KWL	CT	4
2.2	The Absurd theatre The Epic theatre	3	2(20)	KWL	HA	3
2.3	The Multipurpose theatre Designing for a particular theatre	4	2(16)	RP	CA	1
2.4	The Eastern theatre - conventional and the non- conventional theatre	3	2(124)	CW	Qui	5
2.5	Folk theatre, urban theatre, third theatre, and other theatres in vogue	4	2(20)	KWL	MCQ	4
	Unit III					
3.1	Fundamentals of Play directing	2	3(11)	KWL	CA	4
3.2	Concept of Play directing,	2	3(12)	KWL	HA	3
3.3	Techniques of Play directing	3	3(16)	Sem	CT	1
3.4	Physical balance	2	3(11)	CW	Qui	5
3.5	Demonstration of Play directing	2	3(11)	KWL	MCQ	4
3.6	demonstration of Play directing	2	3(18)	KWL	CA	3
3.7	The director and the stage	5	3(21)	Sem	CT	1
	Unit IV					

4.1	Components of acting: Gesture, voice, costume, make-up, mask	4	4(22)	KWL	CT	4
4.2	Different styles in acting as an art form	3	4(22)	KWL	CA	3
4.3	Violence in the theatre and Need for censorship	6	4(34)	Sem	CT	1
4.4	Managing time and space	5	4(22)	CW	Qui	5
	Unit V					
5.1	Reactions against the theatre of illusion	4	5(20)	Lec	CA	4
5.2	Expressionism and dramatic symbolism	3	5(22)	Lec	HA	3
5.3	Stage design in the modern world	5	5(25)	Lec	CT	2
5.4	Lighting in the modern World	3	5(22)	Lec	Hom	3
5.5	Word versus spectacle	3	5(11)	Lec	MCQ	2

Recommended References:

1. Sangeetha, K and A.Selvalakshmi. An *Introduction to Theatre Art*. New Century Book House (P) Ltd.,2015.

2. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.

3. Leach, Robert. *Theatre Studies: The Basics.* Routledge, 2013.

4. https://paradisevalley.libguides.com/the111/theatre_history_websites

5. https://www.britannica.com/place/England/Performing-arts

6. https://www.worldhistory.org/Greek_Theatre/

7. https://archive.org/details/fundamentalsofpl0000dean_y3x3

8. http://scriptclickcreate.weebly.com/acting.html

9. https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre

Course Title: **Indigenous Literature**	Course Code:
Core Course - 4	23PE21
	Course Type:**Theory**

Total Hours: 90	Hours/week: 6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
                Total Score :100% Internal: 40 External: 60
                Minimum Pass : 50% [No Minimum for Internal]

Course Creator:	**Expert 1**	**Expert 2**
Dr. T. Staney Sherin	Dr. Sidney Shirly	Dr. Evangeline Jemi
Assistant Professor	Associate Professor	Associate Professor
Ph. No: 9487658971	Ph. No: 9488210754	Ph. No: 9486864151
E-Mail:	E-Mail:	E-Mail:
staneysherin@gmail.com	drsidneyshirly@gmail.com	jeshjuan@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Percentage	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop an understanding of diverse cultural perspectives	1(8) 2 (12)	1 , 2	U C	C
CLO-2	Constrast the meaning and nature of the indigenous history	1 (6) 3 (8) 8 (6)	2,3,5	U E	F
CLO-3	Build a connection to the literary heritage of various regions including Australia, Africa, New Zealand, and America	1 (5) 7 (9) 8 (6)	1,5,6	C Ap	P
CLO-4	Evaluatetheir analytical writing skills, articulating insights gained from the examination of cultural and individual perspectives presented	2 (12) 5 (8)	3,6,8	An E	M
CLO-5	Develop a broader awareness of the socio-cultural contexts that influence poetic creation, promoting a more comprehensive understanding of global literary traditions.	3 (8) 8 (12)	1,2,9	Ap	M

Module	Course Description	Hours	CLO % with Module	Learning Activities	Assessment Tasks	References
	Unit I Prose					
1.1	Introduction to Indigenous Literature	4	1(22)	KWL	CT	4
1.2	Contexts & background	4	1(10)	KWL	CA	3
1.3	Textual Reading of Daniel Heath Justice - *Why Indigenous Literatures Matter: Introduction* (American-Canadian, 2018)	6	1(10)	Sem	CT	1
1.4	Critical Observations in *Why Indigenous Literatures Matter: Introduction*	4	1(10)	CW	Qui	5
1.5	Introduction to Thomas King and his work	4	1(10)	KWL	CT	4
1.6	Contexts & background	4	1(10)	KWL	CA	3
1.7	Textual Reading of Thomas King - *The Inconvenient Indian: A Curious Account of Native People in North America* (Canadian, 2021)	6	1(11)	Sem	CT	1
1.8	Critical Observations in Thomas King - *The Inconvenient Indian: A Curious Account of Native People in North America*	4	1(17)	CW	Qui	5
	Unit II Poetry					
2.1	Gabriel Okara (Nigerian) - "The Snow Flakes Sail Gently Down" (1959)	4	2(22)	Lec	CT	4
2.2	Colin Johnson (Mudrooroo Narogin (Australian)) - "They Give Jacky Rights" (1986)	4	2(22)	Lec	CA	4
2.3	Margaret Armstrong (American) - "Tribal Birth" (1998)	4	2 (24)	Lec	MCQ	3
2.4	Cilla McQueen (New Zealand) - "Ripples" (2010)	3	2 (16)	KWL	Qui	5
2.5	Qiniso Mogale (African) - "River Never Go Reverse" (2017)	3	2 (16)	Lec	HA	4
	Unit III Fiction					
3.1	Introduction to Alexis Wright and her novel	2	3(11)	KWL	CA	4
3.2	Contexts & Plot Analysis	2	3(12)	KWL	HA	3
3.3	Textual Reading of Alexis Wright - *Plains of Promise* (Australian, 1997)	3	3(16)	Sem	CT	1
3.4	Critical Observations in Alexis Wright	2	3(11)	CW	Qui	5

	- *Plains of Promise*					
3.5	Introduction to Laxman Gaikwad and his novel	2	3(11)	KWL	MCQ	4
3.6	Contexts & Plot Analysis	2	3(12)	KWL	CA	3
3.7	Textual Reading of Laxman Gaikwad - *The Branded: Uchalya* (Indian, 1998) (Trans. From Marathi Original by P.A. Kolharkar)	3	3(16)	Sem	CT	1
3.8	Critical Observations in Laxman Gaikwad - *The Branded: Uchalya*	2	3(11)	CW	Qui	5
Unit IV Drama						
4.1	Introduction to Jack Davis and his drama	2	4(11)	KWL	MCQ	4
4.2	Contexts & Plot Analysis	2	4 (12)	KWL	CA	3
4.3	Textual Reading of Jack Davis - *Kullark* (Australian, 1979)	3	4 (16)	RP	CT	1
4.4	Critical Observations in Jack Davis - *Kullark*	2	4 (11)	CW	Qui	5
4.5	Introduction to Darrell Dennis and his drama	2	4 (11)	KWL	CT	4
4.6	Contexts & Plot Analysis	2	4 (12)	KWL	HA	3
4.7	Textual Reading of Darrell Dennis - *Tales of an Urban Indian* (Canada 2009)	3	4 (16)	RP	CA	1
4.8	Critical Observations in Darrell Dennis - *Tales of an Urban Indian*	2	4 (11)	CW	Qui	5
Unit V Short Story						
5.1	Sinclair Ross - "The Lamp at Noon" (Canadian, 1968)	4	5(22)	Lec	CA	4
5.2	Temsula Ao - "The Jungle Major" (Indian, 2005)	4	5(24)	Lec	MCQ	2
5.3	Romy Ash - "Under Water" (Australian, 2011)	3	5(16)	Lec	HA	3
5.4	Sarah Nassanga Rashidah - "Side Walk" (Uganda, 2013)	4	5(22)	Lec	CT	2
5.5	Kathryn Kazibwe - "Together" (Uganda, 2013)	3	5(16)	KWL	Qui	3

Books Recommended:

1. Christie, Stuart. *Plural Sovereignties and Contemporary Indigenous Literature*. Palgrave Macmillan, 2009.

2. Cox, James and Daniel Heath Justice. *The Oxford Handbook of Indigenous American Literature*. Oxford UP, 2014.

3. Justice, Daniel Heath. *Why Indigenous Literatures Matter.* Wilfrid Laurier UP, 2018.

4. Reg Young-Ing, Greg and FloreneBelmoreTheEn'owkin Journal of First North American Peoples. Theytus Books, 1999.

5. Ashcroft, Bill, et al., Editors. *The Empire Writes Back*. Routledge, 1989.

6. Bissoondath, Neil. *Selling Illusions: The Cult of Multiculturalism in Canada*. Penguin Books, 2002.

7. Cardinal, Douglas, and Jeannette Armstrong. *The Native Creative Process*. Theytus Books, 1991.

8. Clarke, Philip. *Where the Ancestors Walked: Australia as an Aboriginal Landscape*. Allen and Unwin, 2003.

9. Cunneen, Chris. *Conflict, Politics and Crime: Aboriginal Communities and the Police*. Allen and Unwin, 2001.

10. Green, Joyce. *Making Space for Indigenous Feminism*. Fernwood Publishing, 2007.

11. Fanon, Frantz. *The Wretched of the Earth*. Translated by C. Farrington. Penguin, 1986.

12. Suzack, Cheryl, et al, Editors. *Indigenous Women and Feminism: Politics, Activism, Culture*. U BC P, 2010.

13. Valaskakis, Gail Guthrie Valaskakis et al. Editors. Restoring the Balance: First Nations Women, Community, and Culture. U of Manitoba P, 2009.

14. Lionnet, Francoise. Autobiographical Voices: Race, Gender, Self- Portraiture. Cornell UP, 1989.

15. Meadows, Michael. *Voices in the Wilderness: Images of Aboriginal People in the Australian Media*. Greenwood P, 2001.

16. Robinson, Aileen Moreton. *Talkin' Up To The White Woman: Indigenous Women and Feminism*. U of Queensland P, 2012.

17. Venn, Couze. *The Postcolonial Challenge: Towards Alternative Worlds*. Sage Publications, 2006.

Course Title: **American Literature** **Core Course - 5**	Course Code: 23PE22 Course Type:**Theory**

Total Hours 90	Hours/week: 6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
                 Total Score :100% Internal: 40 External: 60
                 Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Susan Roy Associate Professor Ph.No:9842776358 E-mail:susankroy@gmail.com	Expert 1 Dr. Anju Assistant Professor Ph.No:8903116527 E-mail: anjudane55@gmail.com	Expert 2 Dr. Nisha Associate Professor Ph.No:9486941743 E-mail:nishaprabakar@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Percentage	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Analyse the movements and trends that shaped American literature	1(5) 4(9) 8(6)	1,3,5	An C	M
CLO-2	Develop critical thinking skills by examining the themes and poetic techniques employed	2(6) 4(8) 5(6)	1,2	U Ap	C
CLO-3	Evaluate the relation between aesthetics and racism	2(8) 8(12)	3,5,6	E An	M
CLO-4	Explain representative socio-political, cultural, racial and gender perspectives	2(7) 3(5) 8(8)	3,6,9	R E	F
CLO-5	Build an exposure to the different literary genres and its evolution in American Literature	1(8) 2(12)	1 , 7	R	M

Module	Course Description	Hours	CLO % with Module	Learning Activities	Assessment Tasks	References
	Unit I Prose					
1.1	Ralph Waldo Emerson - "Self-Reliance" (1841)	4	1(23)	KWL	CA	3
1.2	Booker T. Washington - "The Struggle for an Education" (1901)	4	1(23)	KWL	CT	4
1.3	Henry David Thoreau - "Where I Lived and What I Lived For" (1924)	5	1(27)	Sem	CT	1
1.4	Ralph D. Paine - "Bound Coastwise" (2009)	5	1(27)	CW	Qui	5
	Unit II Poetry					
2.1	Edgar Allan Poe - "The Raven" (1845)	3	2(16)	Lec	MCQ	3
2.2	Ezra Pound - "Lament of the Frontier Guard" (1915)	2	2 (12)	KWL	Qui	3
2.3	E.E. Cummings - "Jehova Buried, Satan Dead" (1933)	2	2 (11)	KWL	Qui	3
2.4	Harry Brown - "Drill" (1942)	2	2 (12)	Lec	HA	2
2.5	Emily Dickinson - "Trying to Forget" (1945)	3	2 (16)	Lec	CT	4

2.6	Sylvia Plath - "Lady Lazarus" (1965)	2	2 (11)	Lec	CT	4
2.7	Robert Duncan - "Such is the Sickness of Many a Good Thing" (1968)	2	2 (11)	Lec	HA	2
2.8	John Updike - "Half Moon, Small Cloud" (2006)	2	2(11)	Lec	CA	3
	Unit III Fiction					
3.1	Introduction to Harper Lee and her novel	2	3(11)	KWL	CA	4
3.2	Contexts & Plot Analysis	2	3(12)	KWL	HA	3
3.3	Textual Reading of Harper Lee - *To Kill a Mockingbird* (1960)	3	3(16)	Sem	CT	1
3.4	Critical Observations in Harper Lee - *To Kill a Mockingbird*	2	3(11)	CW	Qui	5
3.5	Introduction to Suzanne Collins and her drama	2	3(11)	KWL	MCQ	4
3.6	Contexts & Plot Analysis	2	3(12)	KWL	CA	3
3.7	Textual Reading of Suzanne Collins – *The Hunger Games* (2008)	3	3(16)	Sem	CT	1
3.8	Critical Observations in Suzanne Collins – *The Hunger Games* (2008)	2	3(11)	CW	Qui	5
	Unit IV Drama					
4.1	Introduction to Tennessee Williams and his drama	2	4(11)	KWL	MCQ	4
4.2	Contexts & Plot Analysis	2	4 (12)	KWL	CA	3
4.3	Textual Reading of Tennessee Williams - *A Streetcar Named Desire* (1947)	3	4 (16)	RP	CT	1
4.4	Critical Observations in Tennessee Williams - *A Streetcar Named Desire*	2	4 (11)	CW	Qui	5
4.5	Introduction to August Wilson and his drama	2	4 (11)	KWL	CT	4
4.6	Contexts & Plot Analysis	2	4 (12)	Lec	HA	3
4.7	Textual Reading of August Wilson – *Fences* (1985)	3	4 (16)	RP	CA	1
4.8	Critical Observations in August Wilson – *Fences*	2	4 (11)	CW	Qui	5
	Unit V Short Story					
5.1	Ambrose Bierce - "A Horseman in the Sky" (1889)	3	5(16)	Lec	CA	4
5.2	Stephen Crane - "A Dark Brown Dog" (1901)	3	5(16)	Lec	CT	2
5.3	O. Henry - "Let Me Feel Your Pulse" (1910)	3	5(17)	Lec	HA	3
5.4	Ernest Hemingway "The Snows of Kilimanjaro" (1936)	3	5(16)	Lec	MCQ	2
5.5	Alice Walker - "The Flowers" (1973)	3	5(17)	KWL	Qui	3
5.6	Barbara Kingsolver – "Fault Lines" (1992)	3	5(18)	KWL	Qui	3

Books Recommended:

1. Crawford, V., et al. American Literature. 3 rd ed. Barnes and Noble Books, 1953.
2. Downer, Alan S. ed. American Drama and Its Critics: A Collection of Critical Essays. Univ. Chicago P, 1965.
3. Feidelson Jr., Charles, and Paul Brodtkorb Jr. eds. Interpretations of American Literature. OUP, 1959.
4. Gould, Jean. Modern American Playwrights. Popular Prakashan, 1969.
5. Lee, Brian. American Fiction: 1865-1940. London: Longman, 1987.

6. O'Connor, William Van. ed. Seven Modern American Novelists: An Introduction. Mentor Books, 1968.

7. Oliver, Charles M. Critical Companion to Walt Whitman: A Literary Reference to His Life and Work. Infobase Publishing, 2006.

8. Oliver, Egbert S. *An Anthology: American Literature 1890 – 1965*. S Chand, 1967.

9. McGowan, Christopher. Twentieth-Century American poetry. John Wiley & Sons, 2008.

10. Rees, Byron Johnson, editor. Modern American Prose Selections. Brace and Howe, 1920.
http://gutenberg.org/files/19739/19739-h/19739-h.htm

11. Finch, Annie. Spells: New and Selected Poems. Wesleyan University Press, 2013.
https://www.wesleyan.edu/wespress/spells_sample.pdf

12. Collins, Billy. Poetry 180: A Poem a Day for American High Schools. Library of Congress, 2007.
https://loc.gov/poetry/180/p180-list.html

13. Aiken, Conrad, editor. A Comprehensive Anthology of American Poetry. Random House Incorporated, 1944.
https://archive.org/details/comprehensiveant030043mbp/page/25/mode/2up

14. Schumacher, Julie A. and Carol Francis, editors. American Short Stories. 2nd ed., Perfection Learning Corporation, 2012.

Course Title: **English Language Teaching: Study and Practice** Core Course - 6	Course Code: 23PE23 Course Type:**Theory cum Practical**

Total Hours 90	Hours/week:6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
　　　　　　　　Total Score :100% Internal: 40 External: 60
　　　　　　　　Minimum Pass : 50% [No Minimum for Internal]

Course Creator Dr. J. Chitta Associate Professor Ph.No:9894307505 E-mail: chittaj77@gmail.com	Expert 1 Dr. Samuel Johnson Assistant Professor Ph.No:9840507888 E-mail: samueljohnson@scottchristian.org	Expert 2 Dr. Melba Assistant Professor Ph. No:8695122430 E-mail: melbashiju@gmail.org

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Assess the brief history of language teaching methods	1(8) 2(12)	1,2,5	R U	F

CLO					
CLO-2	Explain the difference between the terms, methods, approaches and techniques used in teaching	3(6) 7(6) 9(8)	2,3,6	U E	C
CLO-3	Identify the objectives, active role of learners, teachers and materials	4(10) 10(10)	6,7,8	E C	P
CLO-4	Develop an understanding of the various testing methods	4(12) 5(8)	1,5,9	An C	M
CLO-5	Construct knowledge of the emerging technology and practically apply it	6(5) 7(8) 10(7)	6,7,10s	Ap U	M

Module	Course Description	Hours	CLO % with Module	Learning Activities	Assessment Tasks	References
	Unit I Preliminary Statement					
1.1	English as a Global Language - English in India: An Overview	4	1(22)	Lec	CA	6
1.2	Aims & Objectives of Teaching English	2	1(11)	Lec	HA	4
1.3	Contribution of Linguistics & Psychology	3	1(16)	Lec	CT	4
1.4	LSRW - Recent ELT Theories	4	1(22)	KWL	Qui	7
1.5	Collaborative Learning, Flipped Classroom, MALL, CLIL	2	1(13)	Lec	MCQ	6
1.6	Socio-Constructivism	3	1(16)	Lec	HA	4
	Unit II Language Acquisition					
2.1	Acquisition and Learning	4	2(22)	KWL	CT	4
2.2	The Psychology of Language Acquisition	4	2(23)	Lec	HA	3
2.3	Studies in L1 Acquisition	5	2(27)	RP	CA	1
2.4	Mother Tongue Interference	5	2(28)	CW	Qui	5
	Unit III Methods and Approaches					
3.1	Grammar Translation Method & Bilingual Method	4	3(22)	KWL	CA	4
3.2	Direct Method & Dr. Michael West's New Method	5	3(27)	KWL	HA	3
3.3	Audio Lingual Method & Structural Approach	3	3(16)	Sem	CT	1
3.4	Situational Approach & Oral Approach	4	3(22)	CW	Qui	5
3.5	Natural Approach	2	3(13)	KWL	MCQ	4

	Unit IV Testing					
4.1	Understanding Language Testing	4	4(22)	KWL	CT	4
4.2	Types of Test & Test Purpose	4	4(22)	KWL	CA	3
4.3	The Criterion - New Direction and Dilemmas	3	4(17)	Sem	CT	1
4.4	Computers & Language Testing Technology	3	4(16)	CW	Qui	5
4.5	Testing of Speaking Dilemmas: Whose performance?	4	4(23)	RP	CA	4
	Unit V Experiential Learning					
5.1	The Silent Way	3	5(16)	Lec	CA	4
5.2	The Interactive Way	3	5(17)	Lec	HA	3
5.3	Total Physical Response	3	5(16)	Lec	CT	2
5.4	Suggestopedia	3	5(18)	KWL	Qui	3
5.5	**Service Learning (in association with NGO/ schools)** Practical Teaching in Villages/ Classroom Situation Extension Activity (Documentary/ Film) Extension Activity (Documentary/ Film)	3	5(16)	Mpr	HOA	1
5.6	*** Internship report and video clipping evidence submitted by the students will be considered for Assignment marks**	3	5(17)	FW	MCQ	1

Books Recommended:

1. Richards, Jack. C and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 2001.
2. Isaac, Alfred M.I. *Technology of Teaching*. Vijaya Publishers, 2010.
3. Mc Namera Tim. *Language Testing*. Oxford UP, 2002.
4. Syamala, V. *Language Acquisition Theory and Practice*. DLA Publications, 1993.

Course Title: Fundamentals of Research Methodology DSE _3	Course Code: 23PEEB Course Type:Theory

Total Hours 90	Hours/week: 6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
              Total Score :100%   Internal: 40   External: 60
              Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Judith Sophia Assistant Professor Ph.No:9486459061 E-mail: judithsophia@scottchristian.org	Expert 1 Dr. Linda Primlyn Associate Professor Ph.No:9442278091 E-mail: lindaprimlyn8884@gmail.com	Expert 2 Dr. Nisha Associate Professor Ph.No:9486941743 E-mail: nishaprabakar@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop a solid understanding of the fundamental principles and concepts of research methodology, including its purpose, scope, and importance in various fields of study.	1(5) 2(8) 5(7)	1,2.3	U An	F
CLO-2	Analyse the practical skills in designing and implementing research studies, including formulating research questions, selecting appropriate methods, and collecting and analysing data.	4(6) 5(8) 9(6)	3,5	E C	P
CLO-3	Critically evaluate existing research studies, identifying their strengths, weaknesses, and contributions to the field.	2(8) 5(12)	1,6,8	E C	M
CLO-4	Develop critical thinking and problem-solving abilities by applying research methodology principles to real-life scenarios or case studies.	3(9) 4(6) 9(5)	2,10	Ap An	C
CLO-5	Construct ethical awareness and responsible conduct in research by examining ethical considerations, such as informed consent, confidentiality, and avoiding plagiarism or misconduct.	5(7) 6(5) 7(8)	6,9,10	Ap C	M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	UNIT 1 The Basics					
1.1	What is Research? – Literary Research as a scientific activity	5	1(27)	Lec	CA	6
1.2	Types of Research – Initial Steps in research	4	1(23)	Lec	HA	4
1.3	Identifying Research Gap – Formulating Research Question & developing a research Hypothesis	4	1(22)	Lec	CT	4

1.4	Types of Hypothesis – designing a Conceptual Framework	5	1(28)	KWL	Qui	7
	Unit II Preliminary Operations					
2.1	Generating a Topic	2	2(11)	KWL	CT	4
2.2	Use of Library	3	2(16)	Lec	HA	3
2.3	Review of Literature	4	2(22)	RP	CA	1
2.4	Working Bibliography	3	2(16)	CW	Qui	5
2.5	Outlining & Note Making	2	2(12)	KWL	CT	4
2.6	Formulating a Thesis Statement	2	2(12)	Lec	HA	3
2.7	Writing Drafts	2	2(11)	CW	CA	2
	Unit III Upgraded Research Language					
3.1	Identifying the methodology/Perspective of Analysis	3	3(16)	KWL	CA	4
3.2	Type of Academic Language to be used	4	3(22)	KWL	HA	3
3.3	Writing Positive & Negative Standpoints	3	3(18)	Sem	CT	1
3.4	Mechanics of Scholarly Prose	3	3(16)	CW	Qui	5
3.5	Stages of Analysis	2	3(12)	KWL	MCQ	4
3.6	Composition of paragraphs: Concept – story element – supportive primary quote – argument & analysis – supportive secondary quote – finding	3	3(16)	CW	HA	4
	Unit IV Mechanics of Writing					
4.1	Designing Scholarly Titles for a research article/ project	2	4(11)	KWL	CT	4
4.2	Layout of a research article/ project	2	4(11)	KWL	CA	1
4.3	Arranging Author details and Literary Reviews	3	4(16)	Sem	CT	1
4.4	Concepts, Chapter Divisions, Using Punctuations & Capitalization	3	4(16)	CW	Qui	1
4.5	Integrating Quotations & Paraphrasing Sources	2	4(12)	RP	CA	1
4.6	Shortening Titles of Works & In-text Documentation	2	4(11)	CW	HA	1

4.7	Formatting Works Cited Entries, When Documentation is not needed	2	4(11)	CW	HA	1
4.8	Plagiarism & Academic Dishonesty	2	4(12)	Lec	CT	1
	Unit V Documenting Collected Data					
5.1	Evaluating & Obtaining Valid Sources	4	5(22)	Lec	CA	4
5.2	Gathering Information from Collected Sources	4	5(22)	PF	HA	3
5.3	Organising the Works Cited List	4	5(22)	CS	Qui	2
5.4	Works Cited List Entries by Publication Format (MLA Handbook Pages 362 – 414) Citing Print Sources Citing Formats other than Print Citing Web Sources Citing Indirect Sources	6	5(34)	AW	CT	3

Text Book:

MLA Handbook: Ninth Edition. The Modern Language Association of America, 2021.

*Following latest edition is advisable.

Books Recommended:

Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher*, Second Edition. London: Sage.

Thornbury, S. (2005), *Beyond the Sentence: Introducing Discourse Analysis*. London: Macmillan.

Paltridge, B. *Discourse Analysis*, Continuum: London and New York. 2006. Reprinted (2007).

Anderson, Jonathan, et al. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern, 1977.

Berry, Ralph. *How to Write a Research Paper*. Oxford: Pergamon p, 1978.

Brooks, Cleanth and Robert Penn Warren. *Modern Rhetoric*. Harcout, Brace World, 1970.

Corbett, Edward P. J. *Classical Rhetoric for Modern Students*. New York: Oxford UP, 1971.

| Course Title: **English for Effective Communication** DSE _ 4 | Course Code: 23PEN1 Course Type:**Theory** |

Total Hours 90   Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
               Total Score :100%   Internal: 40   External: 60
               Minimum Pass : 50% [No Minimum for Internal]

Course Creator:
Ms. Juvi R. Sylfin
Assistant Professor
Ph. No: 9486925590
E-mail:
jsylfin@gmail.com

Expert 1
Dr. Stephen Foster Davis
Associate Professor
Ph.No:9365859731
E-mail:stephenfoster263@gmail.com

Expert 2
Dr. Sidney Shirly
Associate Professor
Ph. No:9786195754
E-mail:drsidneyshirly@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Analyse the role of communication in professional success	1(6) 2(6) 10(8)	2,3,5	U Ap	F
CLO-2	Demonstrate the particulars of writing effective letters to present a message in a concise and appropriate manner	2(8) 3(12)	1,5	Ap	P
CLO-3	Explain the four language skills and get acquainted with them	1(12) 2(8)	2,5,6	R C	C
CLO-4	Identify the prominent methods and models of Communication	1(8) 2(12)	6,7	An E	P
CLO-5	Develop effective communication skills, fostering confidence for better job prospects	9(5) 7(8) 10(7)	1,3,8	EC	M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Communication (LSRW): An Introduction					
1.1	Definition – Nature and Scope of Communication	4	1(22)	Lec	CA	6
1.2	Types of Communication	4	1(23)	Lec	HA	4
1.3	Process of Communication	5	1(27)	Lec	CT	4
1.4	Barriers to Communication	5	1(28)	KWL	Qui	7
	Unit II Oral/Aural Communication					
2.1	Describing directions and routes in English	4	2(22)	KWL	CT	4
2.2	Congratulating people on their success	4	2(23)	RP	CA	3
2.3	Expressing Opinions	5	2(27)	RP	CA	1
2.4	Describing a Process	5	2(28)	CW	Qui	5
	Unit III Corporate Communication					
3.1	Demanding explanations	4	3(22)	KWL	CA	4
3.2	Giving Instructions	5	3(27)	KWL	HA	3
3.3	Requesting and responding to requests	4	3(23)	CW	HA	1
3.4	Preparation and Delivery of Speeches	5	3(28)	Sem	CT	5
	Unit IV Practical English Communication					
4.1	Reading comprehension: short passages and basic texts	5	4(27)	KWL	CT	4
4.2	Writing simple sentences and paragraphs	5	4(28)	CW	CA	3
4.3	Introduction to common idioms and expressions	4	4(22)	KWL	CT	4
4.4	English in situational conversation	4	4(23)	RP	CA	5
	Unit V Professional Communication					
5.1	Letter Writing	6	5(33)	CW	CA	4
5.2	Preparing Curriculum Vitae	6	5(33)	CW	HA	3
5.3	Practical Exercises and Classroom interaction	6	5(34)	RP	CT	2

Books Recommended:

1. Brent C. Oberg. *Interpersonal Communication*

2. John Seely. *The Oxford Guide to Writing and Speaking*

3. Asha Kaul. *Effective Business Communication*

4. S.K. Mandel. *Effective Communication and Public Speaking*

5. https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048

6. https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION

7. https://akpsi.org/what-is-oral-communication/

8. https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/

Course Title: **English Language and Linguistics** **Core Course - 7**	Course Code: 23PE31 Course Type:**Theory**

Total Hours 90   Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
          Total Score 100%: Internal: 40   External:60
          Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Linda Primlyn Associate Professor Ph.No: 9442278091 E-mail: lindaprimlyn8884@gmail.com	Expert 1 Dr. Susan Roy Associate Professor Ph.No: 9842776358 E-mail: susankroy@gmail.com	Expert 2 Dr. V. Brinsely Assistant Professor Ph.No: 8903480894 E-mail: vbrinsley@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Percentage	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop a comprehensive understanding of the fundamental principles and theories of English language and linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.	3(5) 5(8) 9(7)	1,2	U R	F C

CLO-2	Analyse the structure and usage of the English language at various levels, from individual sounds and words to sentence formation and discourse patterns.	1(6) 3(8) 8(6)	2,3	An E	P M
CLO-3	Assess the historical development of the English language, including its evolution, influences from other languages, and changes over time.	2(9) 3(6) 5(5)	1,8	U E	C P
CLO-4	Dissect the sociolinguistic aspects of English, such as regional and social variations, dialects, multilingualism, language contact, and language attitudes.	2(7) 5(7) 9(6)	1,2,3	AN U	F C
CLO-5	Apply linguistic theories and methodologies to real-world contexts, such as language acquisition, language teaching and learning, and discourse analysis.	3(5) 5(7) 9(8)	3,8	AP E	C P M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	UNIT- I What is Linguistics?					
1.1	Definition	5	1(27)	Lec	CA	6
1.2	Linguistics as a Science Scope of Linguistics:	4	1(23)	Lec	HA	4
1.3	Descriptive, Comparative and Historical Linguistics Levels of Linguistic Analysis	4	1(22)	Lec	CT	4
1.4	Branches of Linguistics Psycholinguistics Sociolinguistics Anthropological Linguistics Literary Stylistics	5	1(28)	KWL	Qui	7
	UNIT -II Modern Linguistics: A					

	Historical Survey					
2.1	The Background - The Indian Tradition	4	2(22)	KWL	CT	4
2.2	The Greek and the Roman Traditions - After the Renaissance	3	2(16)	Lec	HA	3
2.3	Nineteenth Century Linguistics in the Twentieth Century	4	2(22)	Lec	CA	1
2.4	The American Structuralists and Bloomfield - The Contribution of Saussure	3	2(18)	CW	Qui	5
2.5	The Prague School - Later Development	4	2(22)	KWL	CT	4
	UNIT- III Study of Language Variation					
3.1	Introduction – Old English - Internal Variations – Language Shift & Language Death	3	3(16)	KWL	CA	4
3.2	Different Types of Variation - Diachronic & Synchronic Variations	3	3(17)	Lec	HA	3
3.3	Different layers of Language Contact	2	3(11)	Lec	CT	2
3.4	Variations due to Borrowing	2	3(12)	Lec	Qui	5
3.5	Varieties of Dialect & Register	2	3(11)	KWL	MCQ	4
3.6	Classification of Registers	2	3(11)	Lec	HA	4
3.7	Stylistic Study of Literature and its Uses	2	3(11)	Lec	CT	5
3.8	The Value of Study of Language Variation	2	3(11)	Lec	CT	5
	Unit -IV Phonetics					
4.1	Definition Organs of Speech	4	4(22)	KWL	CT	4
4.2	Brief Sketch of Articulatory, Acoustic and Auditory Phonetics - Classification of Speech Lexicon, Phonology & Semantics	2	4(11)	KWL	CA	1
4.3	Segmentals and Supersegmentals	3	4(16)	Lec	CT	1
4.4	Segmentals: Vowels and Consonants	3	4(16)	CW	Qui	1
4.5	Supersegmentals: Stress, Pitch, Tone, Rhythm	2	4(12)	Lec	CA	1
4.6	Definition - Free Variation and Neutralization	2	4(11)	CW	HA	1

4.7	Phonetic Transcriptions	2	4(12)	CW	HA	1
	Unit-V **Morphology**					
5.1	Words and Morphemes – Prefixes, Affixes, Infixes, Roots/bases	4	5(22)	Lec	CA	4
5.2	Inflectional & Derivational Morphemes	4	5(22)	PF	HA	3
5.3	Concepts of Morphology - compounding, reduplication, alternation and suppletion	2	5(12)	CS	Qui	2
5.4	Constituent Structure Syntax	6	5(34)	AW	CT	3
5.5	Word Classes IC Analysis	2	5(10)	CW	HA	5

Books Recommended:

1. Syal, Pushpinder and D.V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Private Limited, 2010.

2. Verma, S.K and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford U P, 1989.

3. Rajimwale, Shared. *Elements of General Linguistics*. Vol.1, 11 th Edition. Rama Brothers India, 1997.

4. Iyadurai, P. *English Phonetics for Beginners*. Jones Publication, 1992.

5. Roach, Peter. *Oxford Introduction to Languages Study Series*. Edited by H.G. Widdouson. Oxford University Press, 2015.

6. Crystal, David. *Linguistics*. Penguin Books Ltd, 1971.

7. Akmajion, AdiranFetal. *Linguistics: An Introduction to Language and Communication* - Fifth Edition, Prentice Hall of India, 2008.

8. Wilkins, D.A. *Linguistics in Language Teaching*. The English Language Book Society: Edward Arnold Publishers, 1978.

9. Riley, Brian T. *The Philosophy of Linguistics*. Cosmo publication, 2002.

Course Title: **Shakespeare Studies** **Core Course - 8**	Course Code: 23PE32 Course Type:**Theory**

Total Hours 90 Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
                Total Score :100%   Internal: 40   External:60
                Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. V. Brinsely Assistant Professor Ph.No: 8903480894 E-mail: vbrinsley@gmail.com	Expert 1 Dr. Linda Primlyn Associate Professor Ph.No: 9442278091 E-mail: lindaprimlyn8884@gmail.com	Expert 2 Dr. Evangeline Jemi Associate Professor Ph.No: 9486864151 E-mail: jeshjuan@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop a comprehensive understanding of the life, works, and cultural context of William Shakespeare, one of the most influential playwrights in history.	1(5) 3(9) 4(6)	1,2	U E	F C
CLO-2	Analyse and interpret Shakespeare's plays and sonnets, exploring their themes, characters, language, and dramatic techniques.	1(6) 3 (8) 8 (6)	2,3,6	An E	C M
CLO-3	Examine the historical and social contexts in which Shakespeare wrote, including the Elizabethan and Jacobean eras, to gain a deeper appreciation for his work.	1(7) 3(5) 4(8)	3,6,7	AP E	C F
CLO-4	Explain various critical approaches to Shakespearean literature and engage in scholarly discussions about his plays' interpretations and significance.	1(5) 2(7) 3(8)	1,3,7	U R	F C
CLO-5	Make use of literary analysis and critical thinking skills through close reading of Shakespeare's texts, allowing for a nuanced understanding of his enduring impact on literature and the arts.	3(5) 4(9) 8(6)	7,8	An E	C M

Module	Course Description	Hours	CLO % with Module	Learning Activities	Assessment Tasks	References
	Unit I					
1.1	Introduction and Background to Ismail Seragedin – "Critical Readings of Shakespeare's Plays" (Ismail Seragedin's *The Modernity of Shakespeare*: pages (10-17)	2	2(22)	KWL	CT	4
1.2	Textual Reading and Critical appreciation of Ismail Seragedin – "Critical Readings of Shakespeare's Plays" (Ismail Seragedin's *The Modernity of Shakespeare*: pages (10-17)	3	2(12)	Lec	HA	3
1.3	Introduction and Background to Harold Bloom – "Shakespeare's Universalism" (Harold Bloom's *Shakespeare: The Invention of the Human*)	3	2(16)	RP	CA	1
1.4	Textual Reading and Critical appreciation of Harold Bloom – "Shakespeare's Universalism" (Harold Bloom's *Shakespeare: The Invention of the Human*)	4	2(18)	CW	Qui	5
1.5	Introduction and Background to Gabriel Egan – "Materialism: *Timon of Athens*" (Gabriel Egan's *Shakespeare*: pages (225-241 Chapter 8)	2	2(20)	KWL	MCQ	4
1.6	Textual Reading and Critical appreciation of Gabriel Egan – "Materialism: *Timon of Athens*" (Gabriel Egan's *Shakespeare*: pages (225-241 Chapter 8)	4	2(12)	KWL	CA	3
	Unit II					
2.1	Shakespeare – "The Rape of Lucrece"	4	1(20)	Lec	CA	3
2.2	Shakespeare's Sonnets -27	2	1(18)	Lec	HA	2
2.3	Shakespeare's Sonnets -33	3	1(16)	Lec	CT	4
2.4	Shakespeare's Sonnets -59	3	1(18)	KWL	Qui	3
2.5	Shakespeare's Sonnets -65	3	1(16)	Lec	MCQ	3
2.6	Shakespeare's Sonnets -104	3	1(12)	Lec	HA	2
	Unit III					
3.1	Introduction to *Hamlet* (Intensive Reading)	3	3(24)	KWL	CA	4
3.2	Contexts & Plot Analysis	4	3(12)	KWL	HA	3
3.3	Textual Reading of *Hamlet*	6	3(16)	Sem	CT	1
3.4	Critical Observations in *Hamlet*	3	3(24)	CW	Qui	5

3.5	Critical Reception of *The Merry Wives of Windsor* (Extensive Reading)	2	3(24)	KWL	MCQ	4
	Unit IV					
4.1	Introduction to *As You Like It* (Intensive Reading)	3	4(23)	KWL	CT	4
4.2	Contexts & Plot Analysis	4	4(23)	KWL	CA	3
4.3	Textual Reading of *As You Like It*	6	4(18)	Sem	CT	1
4.4	Critical Observations in *As You Like It*	3	4(15)	CW	Qui	5
4.5	Critical Reception of *Much Ado about Nothing* (Extensive Reading)	2	3(21)	KWL	MCQ	4
	Unit V					
5.1	Introduction to *Winter's Tale* (Intensive Reading)	3	5(20)	Lec	CA	4
5.2	Contexts & Plot Analysis	4	5(17)	Lec	HA	3
5.3	Textual Reading of *Winter's Tale*	6	5(25)	Lec	CT	2
5.4	Critical Observations in *Winter's Tale*	3	5(18)	KWL	Qui	3
5.5	Critical Reception of *Timon of Athens* (Extensive Reading)	2	5(20)	KWL	MCQ	2

Books Recommended:

1. Serageldin, Ismail. The Modernity of Shakespeare. American University, 1998.

2. Egan, Gabriel. Shakespeare. Edinburgh U P, 2007.

3. Bloom, Harold. Shakespeare: The Invention of the Human. Riverhead Books, 1998.

4. Menon, C. Narayana. Shakespeare Criticism. Oxford U P, 1938.

5. Kott, Jan. Shakespeare Our Contemporary. Norton, 1961.

6. Anthony, James. Shakespeare's Sonnets, Retold: Classic Love Poems with a Modern Twist. Penguin Random House, 2018.

7. Harkip, Kathryn. Death by Shakespeare. Bloomsbury, 2020.

Course Title: **Project** **Core Course - 9**	Course Code: 23PED2 Course Type:**Practical**

Course Title: **Cyber Literature** DSE - 5	Course Code: 23PEEC Course Type:**Theory &** **Practical**

Total Hours: 90 Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
          Total Score :100% Internal: 40 External: 60
          Minimum Pass : 50% [No Minimum for Internal]

Course Creator:	Expert 1	Expert 2
Ms. Juvi R. Sylfin Assistant Professor Ph. No: 9486925590 E-Mail: jsylfin@gmail.com	Dr. Sidney Shirly Associate Professor Ph. No: 9786195754 E-Mail: drsidneyshirly@gmail.com	Dr. Susan Roy Associate Professor Ph. No: 9842776358 E-Mail: susankroy@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop an understanding of the concepts and issues related to cyber literature, including its history, genres, and forms	3 (6) 6 (8) 9 (6)	2,3,5	U R	F C
CLO-2	Analyse and interpret cyber literary texts, exploring their themes, styles, and techniques	1 (5) 3 (9) 8 (6)	1,2.5	An E	P M
CLO-3	Critically evaluate the societal impact of cyber literature, considering its influence on culture, communication, and technology	2 (5) 3 (8) 9 (7)	5,6	AP C	C P
CLO-4	Explain the ethical implications of cyber literature, including issues related to privacy, identity, and digital rights	2 (9) 5 (6) 9 (5)	1,6,8	R U	F C
CLO-5	Develop skills in creating and producing cyber literary works, such as interactive fiction or digital storytelling	3 (7) 5 (5) 6 (8)	1,3,10s	AP E C	C P M

Module	Course Description	Hours	CLO % with Module	Learning Activities	Assessment Tasks	References
	Unit 1: Introduction to Cyber Literature					
1.1	Espen J. Aarseth – *Cybertext: Perspectives on Ergodic Literature* (1997) (Introduction: What is Cybertext? (pg. 17 -23))	4	1(34)	Lec	CA	4
1.2	Book Review: Christopher Lehman, Nicholas J.	4	1(32)	KWL	Qui	5

	Rowland & Jeffrey A. Knapp – *Memes in Digital Culture* (2016), edited by Limor Shifman					
1.3	Deri Sis Nanda and Susanto Susanto – "The Emergence of Cyber Literature: A Challenge to Teach Literature from Text to Hypertext" (2020)	5	1(34)	Lec	CT	4
	Unit 2: Digital Storytelling - Twitterature					
2.1	Diaz Morilla, Pablo & Castro-Martinez, Andrea – "Twitterature Telling Stories with the Threads and Resources of Twitter" (2021)	3	2(24)	KWL	CT	4
2.2	Chindu Sreedharan – *Epicretold*	5	2(36)	KWL	HA	3
2.3	Matt Stewart – *The French Revolution*	5	2(20)	RP	CA	1
2.4	Nick Belardes – *Small Places*	5	2(20)	CW	Qui	5
	Unit 3: Cyber Poetry					
3.1	Michael Donaghy – "Machines" (1988)	3	3(17)	KWL	HA	3
3.2	Campbell McGrath - "Nights on Planet Earth" (2008)	3	3(16)	Sem	CT	1
3.3	Sherman Alexie – "The Facebook Sonnet" (2011)	3	3(25)	CW	Qui	5
3.4	Marcus Wicker – "Ode to Browsing the Web" (2013)	3	3(30)	KWL	MCQ	4
3.5	T. V. Reddy - "Media the Medusa" (2017)	3	3(12)	KWL	CA	3
	Unit 4: Cyber Fiction & Micro/ Flash fiction					
4.1	E. M. Forster - *The Machine Stops* (1909)	4	4(22)	KWL	CT	4
4.2	Isaac Asimov – *I, Robot* (1991)	4	4(22)	KWL	CA	3
4.3	Gene Luen Yang and Mike Holmes – *Secret Coders* (Book 1) (2015)	6	4(34)	Sem	CT	1
4.4	Neel Rana – *The Toilet Paper* (2021)	4	4(22)	CW	Qui	5
	Unit 5: Experiential Learning					
5.1	Cyberpunk Storytelling Session	4	5(22)	Lec	CA	4
5.2	Online Microfiction	3	5(16)	Lec	HA	3
5.3	Create a Blog	4	5(22)	Lec	CT	2
5.4	Quote posters, Poster Ads & Meme Creation	3	5(16)	KWL	Qui	3
5.5	Upload YouTube Video	4	5(24)	Lec	MCQ	2

References:

1. *Cybertext: Perspectives on Ergodic Literature* by Espen J. Aarseth. "Introduction: What is Cybertext?" John Hopkins University Press. 1997.

2. Diaz Morilla, Pablo & Castro-Martinez, Andrea. "Twitterature Telling Stories with the Threads and Resources of Twitter." (2021)

3. Lehman, Christopher, et al. "Memes in Digital Culture" Edited by Limor Shifman, Cambridge, MA: MIT Press, 2014. ISBN: 9780262525435 (paper). *The Information Society,* vol. 32, no. 2, 2016, pp. 162 – 163.

4. https://www.poetryfoundation.org/poetrymagazine/poems/50783/nights-on-planet-earth

5. https://www.poetryfoundation.org/poetrymagazine/poems/56468/ode-to-browsing-the-web

6. https://www.newyorker.com/magazine/2011/05/16/the-facebook-sonnet

7. https://www.poetryfoundation.org/poetrymagazine/browse?contentId=37229

8. https://www.pandorapost.com/2020/09/micro-fiction-story.html

9. http://cyberliterature.in/wp-content/uploads/2018/01/Cyber_Literature_Dec-2017.pdf

Course Title: **Journalism** DSE 6	Course Code; 23PEEH Course Type:**Theory** cum Practical

Total Hours 90 Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
          Total Score :100%   Internal: 40 External: 60
          Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Anish Georshia Assistant Professor Ph.No: 9788822491 E-mail: anishgeorshia@scottchristian.org	Expert 1 Dr. Sidney Shirly Associate Professor Ph.No: 9488210754 E-mail: drsidneyshirly@gmail.com	Expert 2 Dr. Evelin Melcheja Assistant Professor Ph.No: 9488920881 E-mail: melcheja@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Analyse the principles and values that underpin modern journalism, including accuracy, fairness, objectivity, and accountability.	3 (5) 6 (8) 9 (7)	2,3,5	U R	F C
CLO-2	Develop critical thinking and analytical skills to evaluate news sources, identify bias, and distinguish between fact and opinion in journalistic content.	1 (8) 3 (7) 8 (5)	1,2,5	An E	P M
CLO-3	Develop practical skills in news gathering, researching, interviewing, and reporting using various media platforms, including print, broadcast, and digital journalism.	2 (6) 3 (8) 9 (6)	3,5	AP C	C P
CLO-4	Explain the ethical considerations and legal frameworks relevant to journalism, including issues of	2 (9) 5 (6) 9 (5)	2,5,9	R U	F C

	privacy, defamation, plagiarism, and the responsibilities of journalists in a rapidly evolving media landscape.					P
CLO-5	Construct communication skills by learning how to write clear, engaging, and accurate news stories while adapting to different audiences and journalistic styles.	3 (8) 5 (6) 6 (6)	9,10	AP E C	C P M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Introduction					
1.1	What is News? – Definition	3	1(17)	Lec	CA	6
1.2	Origin & Development of Press in India	3	1(18)	Lec	HA	4
1.3	Major Press Laws in India – Constitutional Safeguards to freedom of press, Press & Registration of Books Act, 1867, Defamation, Contempt of Court, Press Council Act,	3	1(22)	Lec	CT	4
1.4	Official Secret Act, Parliamentary Privileges, Rights to Information, Copyright and Intellectual Property Right.	3	1(11)	KWL	Qui	7
1.5	News Agencies/Press Syndicate (National & International) – Press Information Bureau (PIB), Directorate of Audio Visual Publicity (DAVP), Press Council of India, Press Institute of India, Indian Newspapers Society, Audit Bureau of Circulation,	2	1(12)	KWL	CT	4
1.6	Editors Guild of India, PTI, RNI, and International News Agencies like AP, UPI,	2	1(8)	Lec	HA	3

	Reuters and Syndicate.					
1.7	**Journalistic Terms:** Investigative Journalism, Chequebook Journalism, Yellow Journalism, Photo Journalism, Tabloid, Watchdog Journalism	2	1(12)	CW	CA	2
	Unit II Theories, Ethics and News Reporting					
2.1	Five Major Theories of Press/Media – Authoritarian Theory, Libertarian Theory or Free Press Theory, Social Responsibility Theory, Development Media Theory, & Media & Democratic Participant Theory	3	2(18)	KWL	CT	4
2.2	Ethics, Self-regulation & Freedom of Expression	3	2(20)	Lec	HA	3
2.3	Serious News Reporting – Accident & Crime News, Court News, Agricultural & Industrial News,	5	2(22)	RP	CA	3
2.4	Sports & Culture, Theatre & Music, Celebrity Journalism and other Columns of human Interests	4	2(22)	CW	Qui	5
2.5	**Journalistic Terms:** Bulletin, Disclaimer, Banner, Side-bar, Cookie, PTC-Piece to Camera	3	2(18)	KWL	CT	4
	Unit III Organisation, Structure and Basics					
3.1	Organisation and operation of a news room	3	3(20)	KWL	CA	4
3.2	Pre-production – Role of Reporter, Editor and Editorial Department News gathering, reporting, photography.	4	3(22)	KWL	HA	3
3.3	Production / Printing Department	4	3(18)	Sem	CT	1
3.4	Post Production- Broadcast / Circulation Department Public relations and advertising	4	3(22)	CW	Qui	5
3.5	**Journalistic Terms:** Blind Interview, Video	3	3(18)	KWL	MCQ	4

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	Journalist**,** Watermark**,** Press Pool**,** Columnist**,** Breaking News					
	Unit IV Basics in Writing					
4.1	Difference between News and Information	3	4(20)	KWL	CT	4
4.2	Contents, captions, scripts, dialogues, subtitles, translation.	3	4(22)	KWL	CA	2
4.3	Basic News Values, News story, Structure, Headline Writing, Leads Writing for advertisements.	4	4(18)	Sem	CT	3
4.4	Promos, Trailers, Titbits, comics, & Types of Interviews	4	4(22)	CW	Qui	3
4.5	**Journalistic Terms:** Assignment**,** Press Release, Copy Editing**,** Copyright**,** Byline, On-air	4	4(18)	RP	CA	4
	Unit V Electronic Media & Digital Media					
5.1	Role of Electronic Media - Radio, Television, Film & Documentary	3	5(22)	Lec	CA	4
5.2	Impact of New Digital Media - Websites, Online Publication, Podcasts, Blogs,	3	5(20)	PF	HA	4
5.3	Social Media Posts, Mobile Journalism, Mobile Applications, Live Streaming, Data visualisation,	3	5(18)	CS	Qui	2
5.4	Multimedia Storytelling & Reporting, Audience Interaction, and other online platforms.	5	5(22)	AW	CT	3
5.5	**Journalistic Terms:** Rundown, Censorship, Crawl/ticker**,** Chroma Key**,** Cyberspace**,** Hashtag	4	5(18)	RP	CA	3

Reference:

1. Ahmad, Shahzad. *Art of Modern Journalism*. Anmol Publications, 2005.

2. Sahu, R. N., and K. S. Padhy. *The Press in India: Perspective in Development and Relevance*. Kanishka Publishers, 2005.

3. Sengupta, Aditya. *Electronic Journalism: Principles and Practices*. Authors Press, 2006.

4. Sharma, S.C., and SwethaBakshi. *Contemporary Electronic Media*. A.K.Publication, 2009.

5. Sharma, S.C., and SwethaBakshi. *Modern Journalism and Mass Communication*. A.K.Publication, 2009.

6. Hill, Steve and Paul Lashmar. *Online Journalism: The Essential Guide*. Sage Publishers, 2013.

7. Herbert, John. *Journalism in the Digital Age: Theory and Practice for Broadcast*, Print and On-line Media. Focal Press, 1999.

8. Holmes Tim, Sara Hadwin, and Glyn Mottershead. *The 21st Century Journalism Handbook: Essential Skills for the Modern Journalist*. Routledge, 2014.

9. Natarajan, J. *History of Indian Journalism*. The Publications Division, 1955.

10. Brown, Fred. *Journalism Ethics: A Casebook of Professional Conduct for News Media*. Marion Street Press, 2011.

11. Sharma, Diwakar. *Modern Journalism Reporting and Writing*. Deep and Deep Publications, 2005.

12. Ross, Susan B., Amy L. Reynolds and Robert E. Trater. *The Law of Journalism and Mass Communication*. (7 th Edition). BQ Press, 2019.

13. Schudson, Michael. Journalism: *Why It Matters*. Polity, 2020.

14. Mass Communication. In India, 5th Edition by Keval J. Kumar, 2020.

Course Title: **Twentieth Century British Literature**	Course Code; 23PE41
Core Course-10	Course Type:**Theory**

Total Hours 90	Hours/week:6	Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
            Total Score :100% Internal: 40 External: 60
            Minimum Pass : 50% [No Minimum for Internal]

Course Creator
Dr. J. Chitta
Associate Professor
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Expert 1
Dr. Sheni D. L. Singh
Assistant Professor
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Expert 2
Dr. Melba
Assistant Professor
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melbashiju@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Develop an understanding of different forms and types of British Literature	3(6) 4(6) 8(8)	1,2,9	E A	
CLO-2	Elucidate various aspects of new studies in twentieth century British literature.	1(12) 2(8)	3,5,6	U E	C F
CLO-3	Analyze literary texts by employing appropriate interdisciplinary theories	5(11) 8(9)	1,2,3	E An	F M
CLO-4	Evaluate the viability of interdisciplinary analyses of literary forms.	3(6) 4(6) 8(8)	3,5,6	E A	M U
CLO-5	Discuss the important dimensions of culture through the prescribed texts	4(8) 7(12)	3,6,8	U An	U C

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Poetry					
1.1	Author introduction -Bertrand Russell	3	1(22)	Lec	CA	4
1.2	Analysis of "Ideas That Have Harmed Mankind"	3	1(16)	Lec	HA	4

1.3	Author Introduction -E.M.Forster	3	1(20)	Lec	CT	4
1.4	Analysis of "What I Believe"	3	1(10)	Lec	Qui	5
1.5	Author Introduction -D.H.Lawrence	3	1(12)	KWL	CT	4
1.6	Analysis of"Why the Novel Matters"	3	1(20)	KWL	MCQ	3
	Unit II					
2.1	Author Introduction - W.B. Yeats	2	2(10)	KWL	CT	4
2.2	Analysis of "A Prayer for my Daughter"	2	2(10)	KWL	HA	3
2.3	Author Introduction -T. S. Eliot - "The Waste Land"	2	2(10)	RP	CA	1
2.4	Analysis of "The Waste Land"	2	2(10)	CW	Qui	5
2.5	Author Introduction - Dylan Thomas "A Refusal to Mourn the Death, by Fire, of a Child in London"	2	2(10)	KWL	MCQ	4
2.6	Analysis of "A Refusal to Mourn the Death, by Fire, of a Child in London"	2	2(10)	CW	HA	4
2.7	Author Introduction - Philip Larkin	1	2(10)	KWL	MCQ	3
2.8	Analysis of "Building"	2	2(10)	RP	Qui	5
2.9	Author Introduction -Seamus Heaney	1	2(10)	KWL	CT	1
2.10	Analysis of "Death of a Naturalist"	2	2(10)	CW	HA	3
	Unit III					
3.1	Author Introduction- William Golding	2	5(10)	Lec	CA	4
3.2	Analysis of "Lord of the Flies"	4	5(20)	Lec	HA	3
3.3	Character analysis of "Lord of Flies"	4	5(20)	KWL	CA	4
3.4	Author Introduction-Iris Murdoch	2	5(10)	Lec	CT	2
3.5	Analysis of "The Bell"	4	5(20)	KWL	Qui	3

3.6	Character analysis of "The Bell"	2	5(20)	Lec	HA	2
	Unit IV					
4.1	Author Introduction -John Osborne	2	4(10)	KWL	CT	4
4.2	Analysis of the plot in Look Back in Anger	4	4(20)	KWL	CA	3
4.3	Themes in Look Back in Anger	4	4(20)	CW	CT	
4.4	Author Introduction- Tom Stoppard	2	4(10)	Sem	CT	1
4.5	Analysis of Rosencrantz and Guildenstern are Dead	4	4(30)	CW	Qui	5
4.6	Themes in Rosencrantz and Guildenstern are Dead	2	4(10)	KWL	CA	2
	Unit V					
5.1	Author Introduction- Tessa Jane Hadley	2	3(11)	KWL	CA	4
5.2	Analysis of "One Saturday Morning"	2	3(12)	KWL	HA	3
5.3	Author Introduction - D.H Lawrence	3	3(16)	Sem	CT	1
5.4	Analysis of "The Rocking Horse Winner"	2	3(11)	CW	Qui	5
5.5	Author Introduction- Graham Greene	2	3(11)	KWL	MCQ	4
5.6	Analysis of "The Invisible Japanese Gentleman"	2	3(12)	KWL	CA	3
5.7	Author Introduction- Roald Dahl	3	3(16)	Sem	CT	1
5.8	Analysis of "The Landlady"	2	3(11)	CW	Qui	5

References:
1.Bell, Michael, Editor. The Context of English Literature: 1990-1930. Methuen, 1980.
2.Brown, John Russel, Editor. Modern British Dramatists: A Collection of Critical Essays. Prentice-Hall, 1968.
3.Corcoran, Neil. English Poetry since 1940. Longman, 1993.
4.Hunter, Jim, Editor. Modern Poets Three. Faber and Faber, 1968.
5.Karl, Frederick R. A Reader's Guide to the Contemporary English Novel. Thames and Hudson, 1972.

6. Kumar, Shiv K., and Keith Mckean, eds. Critical Approaches to Fiction.McGraw-Hill, 1968.

7. Morrison, Blake. The Movement: English Poetry and Fiction of the 1950-s. OUP, 1980.

Course Title: **Women's Writing** **Core Course - 11**	Course Code: 23PE42 Course Type:**Theory**

| Total Hours 90 Hours/week: 6 | Credits: 4 |

Pass-Out Policy : Minimum Contact Hours: 54
　　　　　Total Score :100% Internal: 40   External: 60
　　　　　Minimum Pass : 50% [No Minimum for Internal]

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Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Discuss variety of subjects related to women	5(5) 7(6) 8(9)	2 , 3	U An	C F
CLO-2	Analyze a literary text with reference to cultural and feminist perspective	1(8) 7(12)	1,2,5	E An	C M
CLO-3	Evaluate the prescribed texts critically.	1(5) 2(9) 5(6)	2,7	C An	C F
CLO-4	Explain the wide range of disciplines including history, sociology, ethnography,	5(6) 8(8) 10(6)	7 , 8 , 9	U E	F M

	anthropology and literature					
CLO-5	Develop important dimensions to understand the role of women in society	7(9) 8(11)	1,2 ,8	U A	C F	

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I					
1.1	*Author Introduction -Virginia Woolf*	2	1(10)	Lec	CA	4
1.2	Character analysis of "A Room of One's Own"	5	1(30)	Lec	HA	4
1.3	Analysis of "A Room of One's Own"	5	1(25)	Lec	Qui	3
1.4	Author Introduction- *Gayatri Chakravorty Spivak*	2	1(10)	Lec	CT	4
1.5	Analysis of "Can the Subaltern Speak?"	4	1(25)	Lec	Qui	5
	Unit II					
2.1	Author Introduction- Maya Angelou	1	2(10)	KWL	CT	4
2.2	Analysis of Maya Angelou 's "Phenomenal Woman"	2	2(10)	KWL	HA	3
2.3	Author Introduction -Paamathi	1	2(5)	RP	CA	1
2.4	Analysis of "Done for by War"	2	2(5)	CW	Qui	5
2.5	Author Introduction-Imitiaz Dharker	1	2(10)	KWL	MCQ	4
2.6	Analysis of "Another Woman"	2	2(10)	CW	CA	4
2.7	Author Introduction- Anne Bradstreet	1	2(10)	CW	HA	2
2.8	Analysis of "The Author to her Book"	2	2(10)	KWL	Qui	1
2.9	Author Introduction-Kath Walker	1	2(10)	RP	MCQ	2
2.10	Analysis of "We are going"	2	2(10)	Lec	HA	4
2.11	Author Introduction- Jeannette Armstrong	1	2(5)	KWL	CA	5

2.12	Analysis of "Indian Woman"	2	2(5)	CW	CT	3
	Unit III					
3.1	Author Introduction- Anne Frank - *The Diary of a Young Girl*	3	5(10)	Lec	CA	4
3.2	Plot analysis of *The Diary of a Young Girl*	3	5(20)	Lec	HA	3
3.3	Character analysis of *The Diary of a Young Girl*	3	5(20)	Lec	CT	2
3.4	Author Introduction- Mariama Ba	3	5(10)	KWL	Qui	3
3.5	Plot analysis of *So Long a Letter*	3	5(20)	Lec	MCQ	2
3.6	Character analysis of *So Long a Letter*	3	5(20)	Lec	CT	3
	Unit IV					
4.1	Author Introduction- Jane Harrison	3	4(10)	KWL	CT	4
4.2	Plot analysis of *Stolen*	3	4(20)	KWL	CA	3
4.3	Character analysis of *Stolen*	3	4(20)	Sem	CT	1
4.4	Author Introduction- Manjula Padmanabhan	3	4(10)	KWL	HA	2
4.5	Plot analysis of *Lights Out*	3	4(20)	Sem	CA	1
4.6	Character analysis of *Lights Out*	3	4(20)	CW	Qui	5
	Unit V					
5.1	Author Introduction- *Alice Munro*	1	3(8)	KWL	CA	4
5.2	Analysis of "Runaway"	2	3(10)	KWL	HA	3
5.3	Author Introduction- Ruth Prawer Jhabvala	1	3(8)	Sem	CT	1
5.4	Analysis of "The Housewife"	2	3(10)	CW	Qui	5
5.5	Author Introduction-Emma Martin	1	3(8)	KWL	MCQ	4
5.6	Analysis of "Two Girls in a Boat"	2	3(8)	KWL	CA	3
5.7	Author introduction-Diana McCaulay	1	3(8)	Sem	CT	1
5.8	Analysis of "The Dolphin Catcher"	2	3(8)	CW	Qui	5
5.9	Author Introduction- Reyah Martin	1	3(8)	Sem	CT	4
5.10	Analysis of "Wherever Mister Jensen Went"	2	3(8)	KWL	CA	1
5.11	Author Introduction- Saras Manickam	1	3(8)	CW	Qui	3
5.12	Analysis of "My Mother Pattu"	2	3(8)	KWL	HA	4

Course Title: **Modern Literary Theories**
Core Course- 12

Course Code: 23PE43
Course Type:**Theory**

Total Hours 90   Hours/week:6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
          Total Score :100%   Internal: 40 External: 60
          Minimum Pass : 50% [No Minimum for Internal]

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Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Interpret the various schools of literary theories.	4(6) 5(6) 7(8)	3,4	U R	C F
CLO-2	Evaluate the literary texts critically and aesthetically	5(12) 7(8)	1,4,5	An E	C F
CLO-3	Develop critical thinking by being exposed to new trends in literature and critical theories	3(6) 4(5) 7(9)	4,5,6	U An	C M
CLO-4	Analyse the nuances of modern literary theories.	2(9) 5(5) 8(6)	1,4,6	U E	F C
CLO-5	Apply critical theories in research	3(8) 5(12)	6,9	E A	M C

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I					
1.1	*Approaching Theory*	3	1(20)	Lec	CA	4
1.2	The tenets of Liberal Humanism	3	1(20)	Lec	HA	4
1.3	Literary Theorising from Aristotle to Leavis	3	1(20)	Lec	Qui	3

	Some Key Moments					
1.4	The Turn to Theory	3	1(20)	Lec	CT	4
1.5	Some Recurrent Ideas in Critical Theory	3	1(10)	Lec	Qui	5
1.6	Structuralism	3	1(10)	Lec	HA	4
	Unit II					
2.1	Post-Structuralism	4	2(25)	Lec	CT	4
2.2	*Deconstruction*	5	2(25)	KWL	HA	3
2.3	*Postmodernism*	4	2(25)	Lec	CA	1
2.4	*Psychoanalytic Criticism*	5	2(25)	Lec	Qui	5
	Unit III					
3.1	Marxist Criticism	4	3(25)	Lec	CA	4
3.2	*New Historicism*	5	3(25)	KWL	HA	3
3.3	*Cultural Materialism*	4	3(25)	Lec	CT	1
3.4	*Postcolonialism*	5	3(25)	CW	Qui	5
	Unit IV					
4.1	Feminist Criticism	6	4(35)	KWL	CT	4
4.2	Queer Theory	6	4(30)	KWL	CA	3
4.3	Ecocriticism	6	4(35)	Sem	CT	1
	Unit V					
5.1	*Digital Humanities*	3	5(10)	Lec	CA	4
5.2	Theory after Theory	3	5(20)	Lec	HA	3
5.3	Presentism	3	5(20)	Lec	CT	2
5.4	New Aestheticism	3	5(10)	KWL	Qui	3
5.5	Cognitive Poetics	3	5(20)	Lec	MCQ	2
5.6	Post Humanism	3	5(20)	Lec	CT	3

References:
1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory.* Manchester University Press, 2018.
2. Guerin, Wilfred and et all. A Handbook of Critical Approaches to Literature. Oxford UP, 2005.
3. Woods, Tim. Beginning Postmodernism. Manchester UP, 1999.
4. McLeod, John. Beginning Postcolonialism. Manchester UP, 2000.

5. Simons, Jon, Editor. Contemporary Critical Theories from Lacan to Said. Edinburgh UP, 2005.

Course Title: **Disability in Literature**
DSE - 7

Course Code: 23PEEI
Course Type:**Theory**

Total Hours 90 Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
              Total Score :100%   Internal: 40   External: 60
              Minimum Pass : 50% [No Minimum for Internal]

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Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Assess the history of the portrayal of disability in literature.	1(6) 2(6) 5(8)	1,3,4	U An	C F
CLO-2	Compare the connections between literary portrayals and real-life situations.	3(5) 4(7) 8(8)	3,4,5	U E	F M
CLO-3	Develop an understanding of the varied experiences of the disabled community	7(8) 8(12)	4,5	U An	C F
CLO-4	Evaluate the viability of literary and cultural forms	3(7) 4(7) 5(6)	4,5,6	U E	F C
CLO-5	Analyse the social responsibility in the society	4(12) 7(8)	1,8,9	E An	C M

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I					
1.1	Author Introduction -Tobin Siebers	2	1(10)	Lec	CA	4
1.2	Analysis of "Disability in Theory: From Social Constructionism to the New Realism of the Body"	5	1(30)	Lec	HA	4
1.3	Author Introduction- Rosemarie Garland Thomson	5	1(25)	Lec	Qui	3
1.4	Analysis of "Becoming Disabled"	2	1(10)	Lec	CT	4
1.5	Author Introduction- Lennard J.Davis					
1.6	Analysis of "Introduction: Disability, Normality and Power"	4	1(25)	Lec	Qui	5
	Unit II					
2.1	Analysis of Glenis Redmond - "Dear You"	3	2(20)	KWL	CT	4
2.2	Analysis of Wilfred Owen - "Disabled"	4	2(20)	KWL	HA	3
2.3	Analysis of Petra Kupper - "The Origin of My Wheel Chair Jim Ferris Facts of Life"	3	2(20)	RP	CA	1
2.4	Analysis of Siegfried Sassoon - "Does It Matter?"	4	2(20)	CW	Qui	5
2.5	Analysis of Jorge Luis Borges - "Blind Man"	4	2(20)	KWL	MCQ	4
	Unit III					
3.1	Author Introduction -Cherie Bennette	3	5(10)	Lec	CA	4
3.2	Plot analysis of Life in the Fat Lane	3	5(20)	Lec	HA	3
3.3	Character analysis of Life in the Fat Lane	3	5(20)	Lec	CT	2
3.4	Author Introduction-William Faulkner	3	5(10)	KWL	Qui	3
3.5	Plot analysis of The Sound and the Fury	3	5(20)	Lec	MCQ	2
3.6	Character analysis of The Sound and the Fury	3	5(20)	Lec	CT	3
	Unit IV					
4.1	Author Introduction- Tennessee Williams	3	4(10)	KWL	CT	4
4.2	Plot analysis of The Glass Menagerie	3	4(20)	KWL	CA	3
4.3	Character analysis of The Glass Menagerie	3	4(20)	Sem	CT	1
4.4	Author Introduction-Susan Hill	3	4(10)	KWL	HA	2

4.5	Plot analysis of On the Face of it	3	4(20)	Sem	CA	1
4.6	Character analysis of On the Face of it	3	4(20)	CW	Qui	5
	Unit V					
5.1	Author Introduction -Rabindranath Tagore	2	3(10)	KWL	CA	4
5.2	Analysis of "Subha"	4	3(10)	KWL	HA	3
5.3	Author Introduction- Bobbi La Chance	2	3(20)	Sem	CT	1
5.4	Analysis of "Beyond the Call of Duty"	4	3(20)	CW	Qui	5
5.5	Author Introduction- Flannery O'Connor	2	3(20)	KWL	MCQ	4
5.6	Analysis of "The Lame Shall Enter First"	4	3(20)	KWL	CA	3

References:

1. Smith Marilyn Brandt. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities*. Iuniverse, 2007.

2. Catapano, Peter and Rosemarie Garland Thomson. *About Us: Essays From the New York Times' Disability Series*. Liveright Publishing Corporation, 2019.

3. Hall, Alice. *Literature and Disability*. Routledge, 2016.

4. Barker, Clare and Stuart Murray. *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2018.

5. Bartett, Jennifer, Sheila Black and Michael Northern. *Beauty is a Verb: The New Poetry of Disability*. Cincopuntas Press, 2011.

6. Davis, Lennard.J. *The Disabilty Studies Reader*. Routledge, 2013.

Course Title: **World Literature in Translation** DSE - 8	Course Code: 23PEEJ Course Type:**Theory**

Total Hours 90 Hours/week: 6   Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
        Total Score:100% Internal: 40   External: 60
        Minimum Pass : 50% [No Minimum for Internal]

Course Creator: Dr. Sidney Shirley Associate Professor Ph.No: 9786195754 E-mail: drsidneyshirly@gmail.com	Expert 1 Dr. Melba G Assistant Professor Ph.No: 8695122430 E-mail:melbashiju@gmail.com	Expert 2 Dr. V.Brinsley Assistant Professor Ph.No: 8903480894 E-mail: vbrinsley@gmail.com

Course Learning Outcomes	On completion of this course, students will be able to:	PLOs Mapped with Degree	CLO & PLO Mapped GA #	Cognitive Level (CL)	Knowledge Category (KC	Cognitive Level (CL)
CLO-1	Develop an understanding of human experiences from different parts of the world	1(8) 4(6) 7(6)	1,2	U, R	C F	U R
CLO-2	Explain the skills as well as the politics of translation.	1(6) 2(8) 8(6)	2,3,4	U An	F M	U An
CLO-3	Develop critical thinking by being exposed to original ideas and philosophies.	4(10) 7(10)	4,5,6	E U	C F	E U
CLO-4	Evaluate literature in the regional languages through representative texts in English translation	1(7) 5(7) 8(6)	3,8	R E	F C	R E
CLO-5	Cultivate ethical awareness and responsible conduct in research by examining ethical considerations, such as informed consent, confidentiality, and avoiding plagiarism or misconduct.	5(7) 6(5) 7(8)	2,8,9	R An	C M	Ap C · M · 5(7) 6(5) 7(8)

Module	Course Description	Hours	CLO with Module Percentage	Learning Activities	Assessment Tasks	References
	Unit I Poetry					
1.1	Content and background of Dante Alighieri's *The Divine Comedy*	4	1(22)	Lec	CA	4
1.2	Analysis of Dante Alighieri's *The Divine Comedy*	3	1(16)	Lec	HA	4
1.3	Analysis of Omar Khayyam's *Rubaiyat*	4	1(22)	Lec	CT	4
1.4	Content and background of Thiruvalluvar -	3	1(16)	Lec	Qui	5

	Sacred Kural, Chapter- 25 Compassion,					
1.5	Analysis of Thiruvalluvar - *Sacred Kural*, Chapter- 30 Veracity, Chapter- 99	4	1(24)	KWL	MCQ	3
	Unit II					
2.1	Content in Perumal Murugan – *Poonachi-Story of the Black Goat* (Tr from Tamil by N. Kalyan Raman)	4	5(20)	Lec	CA	4
2.2	Plot analysis of Perumal Murugan – *Poonachi-Story of the Black Goat* (Tr from Tamil by N. Kalyan Raman)	3	5(22)	Lec	HA	3
2.3	Critical analysis of Perumal Murugan – *Poonachi-Story of the Black Goat* (Tr from Tamil by N. Kalyan Raman)	5	5(25)	Lec	CT	2
2.4	Content and background of Paulo Coelho's *The Alchemist* (Tr. from Portuguese by Harper Torch)	3	5(22)	Lec	Hom	3
2.5	Analysis of Paulo Coelho's *The Alchemist* (Tr. from Portuguese by Harper Torch)	3	5(11)	Lec	MCQ	2
	Unit III					
3.1	Content and background of Franz Kafka's *Metamorphosis* (Tr. from German by Bernofsnky)	4	4(22)	KWL	CT	4
3.2	Analysis of Franz Kafka's *Metamorphosis* (Tr. from German by Bernofsnk	3	4(22)	KWL	CA	3
3.3	Critical Observations of Samanta Schweblin's *Fever Dream* (Tr. from Spanish by Megan McDowell	6	4(34)	Sem	CT	1
3.4	Analysis of Antoine de Saint-Exupery's *The Little Prince* (Tr. from French by Michael Morpurgo	5	4(22)	CW	Qui	5
4.1	Background of Sophocles' *Oedipus the King* (Tr. from Greek by George Theodoridis)	2	3(11)	KWL	CA	4
4.2	Analysis of Sophocles' *Oedipus the King* (Tr. from Greek by George Theodoridis)	2	3(12)	KWL	HA	3
4.3	Critical analysis of Sophocles' *Oedipus the King* (Tr. from Greek by George Theodoridis)	3	3(16)	Sem	CT	1
4.4	Analysis of Henrik Ibsen 's *A Doll's House* (Tr. From Norwegian by James Walter McFarlane)	2	3(11)	CW	Qui	5
4.5	Content of Henrik Ibsen's *A Doll's House* (Tr. From Norwegian by James Walter McFarlane)	2	3(11)	KWL	MCQ	4

4.6	C0ntent of Anton Chekhov *The Cherry Orchard* (Tr. from the Russian by Tom Stoppard	2	3(18)	KWL	CA	3
4.7	Analysis of Anton Chekhov *The Cherry Orchard* (Tr. from the Russian by Tom Stoppard)	5	3(21)	Sem	CT	1
5.1	Analysis of Leo Tolstoy "The Empty Drum"(Tr. from Russian by Leo Wiener)	4	2(20)	KWL	CT	4
5.2	Critical analysis IshwarChander "The Riding Fate" (Tr. from Sindhi by Param Abhichandani)	3	2(16)	KWL	HA	3
5.3	Analysis of Nawal El Saadawi "She has No Place in Paradise" (Tr. from Egypt by Shirley Eber)	4	2(16)	RP	CA	1
5.4	Critical Observations on Nawal El Saadawi "She has No Place in Paradise" (Tr. from Egypt by Shirley Eber	3	2(24)	CW	Qui	5
5.5	Analysis of Amparo Davila "The Breakfast"(Tr. from Mexican by Audrey Harris an Matthew Gleeson)	4	2(24)	KWL	MCQ	4

References:

1. Bogard, Travis, and William I. Oliver, Editors. *Modern Drama: Essays in Criticism*. OUP, 1965.

2. Brereton, Geoffrey. *A Short History of French Literature*. Penguin Books, 1954.

3. Brown, Calvin S, et al. Editors. *The Reader's Companion to World Literature*. Mentor Books, 1956.

4. Norwood, Gilbert. *Greek Tragedy*. Hill and Wang, 1960.