Dr.M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
Deemed to be University
with Graded Autonomy Status
(An ISO 21001 : 2018 Certified Institution)

FACULTY OF HUMANITIES AND SCIENCE

LEARNING OUTCOME BASED CURRICULUM

CURRICULUM & SYLLABUS

M.A. ENGLISH

REGULATION 2022

for

Students admitted from the Academic Year 2022-2023

DEPARTMENT OF ENGLISH

FACULTY OF HUMANITIES AND SCIENCE
DEPARTMENT OF ENGLISH
POST-GRADUATE PROGRAM
Master of Arts (English)

VISION STATEMENT

Our vision is to provide a viable and credible learning experience for aspiring student community and inquisitive researchers who seek to expand their current body of knowledge pertaining to English language and literature across diverse fields of study.

MISSION STATEMENT

M1	Knowledge dissemination through a need-based curriculum and syllabus,
M2	Developing Language Skills through Technology Integrated and Interactive methodology that students become competent professionals.
M3	Developing Autonomous Learners for an effective Learning Outcome, developing overall linguistic competence, communicative skills and ethics that students become successful in academic and professional life
M4	Kindling the students' inquisitive nature and interest in different genres of literature and uses of language that they will be motivated to do research in English language and literature.
M5	Developing life skills like creative thinking, problem solving skills and entrepreneurial skills that students become successful entrepreneurs and contribute to the socio-economic growth of the Nation

1. PROGRAM EDUCATIONAL OBJECTIVES (PEO)

PEO1: To provide an in-depth knowledge of language, grammar, literature, and application of these philosophies/techniques in the field of linguistic and societal development.

PEO2: To provide professional knowledge to serve private and public organizations through competitive examinations (NET/SET/MPSC/UPSC/ETC)

PEO3: To provide expertise to offer consultancy services in private and public sector and to be an entrepreneur/professional consultant.

PEO4: To opt for higher education, research and to be a life-long learner.

PEO5: To provide knowledge in value based and ethical leadership to join any profession and serve social life.

PEO WITH MISSION STATEMENT

	M1	M2	M3	M4	M5
PEO1	3	3	3	3	3
PEO2	3	3	3	3	3
PEO3	3	3	3	3	3
PEO4	3	3	3	3	3
PEO5	3	3	2	3	2

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

2. PROGRAM OUTCOMES (PO)

PO1: Acquire in-depth knowledge related to the discipline.

PO2: Apply the recent advancement in the domain knowledge for solving real-life problems.

PO3: Demonstrate critical thinking skills by analyzing, synthesizing, and evaluating various research problems.

PO4: Identify and use qualitative and quantitative methods of research in order to pursue a well-researched written work that makes use of wide range of disciplinary techniques and scientific methods applicable.

PO5: Conceive the ways and means to address various social, economic, environmental, human rights and other ethical issues faced by humanity at the local, national and global levels.

PO6: Demonstrate Professional, leadership and Management skills required for professional development and employability.

PO7: Demonstrate the ability for collaborative work and scientific communication through projects, internship, and on-site training.

PO8: Use mathematical, analytical, statistical and information technology tools.

PO9: Ability to update knowledge and skills, participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development.

PEO-PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	3	3	3	3	3	3	3	2	3
PEO2	3	3	3	3	3	3	3	2	3
PEO3	3	3	3	3	3	3	3	2	3
PEO4	3	3	3	3	3	3	3	2	3
PEO5	3	3	3	3	3	3	3	2	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. PROGRAM SPECIFIC OUTCOMES (PSO)

PSO 1. Demonstrating mastery of the components of English language and literature.

PSO 2. Explaining through literature in English, diverse historical cultural and social ethics

PSO 3. Applying literary critical perspectives to generate original analysis of literature in English

PSO 4. Analysing the research perspectives in English language and literature to the benefit of the academic and professional community

PSO 5. Promoting cultural values and real-life skills through English language and Literature

PO-PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
PO1	3	3	3	3	3
PO2	3	3	3	3	3
PO3	3	3	3	3	3
PO4	3	3	3	3	3
PO5	3	3	3	3	3
PO6	3	3	3	3	3
PO7	3	3	3	3	3
PO8	3	3	3	3	3
PO9	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

CURRICULUM STRUCTURE

FOR

M.A. ENGLISH

CREDIT DISTRIBUTION

SEMESTER	CREDITS
I	21
II	19
III	21
IV	14
TOTAL	75

I Semester

S. No.	Code	Course	C	L	T/ S Lr	P/R C	Ty/ Lb/ ETL
Theory							
1	HMEN22001	British Literature I Chaucer to the Neo-Classicals	4	4	0	0	Ty
2	HMEN22002	British Literature II The Romantics to the Victorians	4	4	0	0	Ty
3	HMEN22003	Shakespeare	4	4	0	0	Ty
4	HMEN22004	American Literature	4	4	0	0	Ty
5	HMEN22EXX	Program Elective I	3	3	0	0	Ty
Practical							
6	HMEN22L01	English for Competitive Examinations	2	0	0	4	Lb
		TOTAL				21	

II Semester

S. No.	Code	Course	C	L	T/ SL r	P/R C	Ty/ Lb/ ETL
Theory							
1	HMEN22005	Applied Linguistics &Stylistics	4	4	0	0	Ty
2	HMEN22006	Post-colonial Indian Writing in English	4	4	0	0	Ty
3	HMEN22007	Contemporary World Literatures	4	4	0	0	Ty
4	HMEN22EXX	Program Elective II	3	3	0	0	Ty
5	HMCC22002	Intellectual Property Right and Patent	3	3	0	0	Ty
Practical							
6	HMAC22IXX	AUDIT COURSE	0	2	0	0	IE
7	HMEN22I01	SUMMER INTERNSHIP	1	0	0	2	IE
		TOTAL				19	

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Problem / Practical R : Research
T/L/ETL : Theory/Lab/Embedded Theory and Lab

III Semester

S. No.	Code	Course	C	L	T/ SL r	P/ RC	Ty/ Lb /E TL
Theory							
1	HMEN22008	Literary Criticism and Theory	4	4	0	0	Ty
2	HMEN22009	World Literatures in Translation	4	4	0	0	Ty
3	HMEN22010	Indian Literature in Translation	3	3	0	0	Ty
4	HMEN22EXX	Program Elective III	3	3	0	0	Ty
5	HMOL22IE1	Open Elective MOOCS/SWAYAM/NPTEL	3	3	0	0	Ty
Practical							
6	HMEN22L02	Advanced English Studies	2	0	0	4	Lb
7	HMEN22I02	PROJECT PHASE I	2	0	0	4	IE
		TOTAL				21	

IV Semester

S. No.	Code	Course	C	L	T/S Lr	P/RC	Ty/Lb/ETL
1.	HMEN22L03	Project Phase II/Dissertation	9	0	0	18	Lb
2.	HMCC22001	Research Methodology	3	3	0	0	Ty
3	HMEN22I03	Research Publication	2	0	0	4	IE
		TOTAL				14	

S. No.	I -21C	II - 19C	III- 21 C	IV – 14C	Total Credits – 75

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Problem / Practical R : Research T/L/ETL : Theory/Lab/Embedded Theory and Lab

Note: The department can assign Core theory(3 or 4 credits) in 1,2&3 semester without affecting the total credits of that semester.

PROGRAM ELECTIVES							
SEM.	**SubjectCode**	**Subject Name**	**Ty/ Lb**	**Teaching Scheme**			
				L	**T**	**P**	**C**
1	HMEN22E01	Urban spaces in Literature	Ty	3	0	0	3
1	HMEN22E02	Graphic Narrative	Ty	3	0	0	3
1	HMEN22E03	Myth and Literature	Ty	3	0	0	3
2	HMEN22E04	Film Studies	Ty	3	0	0	3
2	HMEN22E05	Eco-literature	Ty	3	0	0	3
2	HMEN22E06	Women's Literature	Ty	3	0	0	3
3	HMEN22E07	New Literatures in English	Ty	3	0	0	3
3	HMEN22E08	Literatures on Science	Ty	3	0	0	3
3	HMEN22E09	Literature of the margins	Ty	3	0	0	3

AUDIT COURSE							
Sl.No	**Course Code**	**Course Name**	**Ty/ Lb**	**Teaching Scheme**			
				L	**T**	**P**	**C**
1	HMAC22I01	English for Research paper Writing	Ty	2	0	0	0
2	HMAC22I02	Disaster Management	Ty	2	0	0	0
3	HMAC22I03	Sanskrit for Technical Knowledge	Ty	2	0	0	0
4	HMAC22I04	Value Education	Ty	2	0	0	0
5	HMAC22I05	Constitution of India	Ty	2	0	0	0
6	HMAC22I06	Pedagogy Studies	Ty	2	0	0	0
7	HMAC22I07	Stress Management by Yoga	Ty	2	0	0	0
8	HMAC22I08	Personality Development through Life Enlightenment Skills	Ty	2	0	0	0

Table 1:Credit Distribution (M.A. ENGLISH)

S. No	CATEGORY	Description	No.of Courses	Credits	Total	Credit Weightage	Contact hours
1	CORE COURSES	Core Theory	10	39	43	57	645
		Core Lab	2	4			
2	ELECTIVE COURSES	Program Electives	3	9	9	12	135
3	OPEN ELECTIVES	Open Elective theory	1	3	3	4	45
4	AUDIT COURSES	Life Skill	1	0	3	4	45
	COMMON COURSES	Intellectual Property Right	1	3			
5	PROJECTS/INTERNSHIP / CORE SKILL	Project Phase I	1	2	12	16	180
		Project IV	1	9			
		Core Skills	-	-			
		Internship / NSS / NCC	1	1			
6	ANY OTHER	Research Methodology	1	3	5	7	75
		Research Publications	1	2			
Total				**75**	**75**	**100**	**1125**

Table 2:Revision/modification done in syllabus content: M.A. ENGLISH

S.No	Course Subject Code	Course (Subject) Name	Concept/topic if any, removed in current curriculum	Concept/topic added in the new curriculum	% of Revision/ Modification done
1	HMEN22EXX HMEN22007	Program Electives I, II, &III Contemporary World Literature World Literature in Translation	----------	Globalization Literatures from Britain, America, Africa, Canada and Australia are introduced to learn about the language use and the culture that decides it.	100
2	HMOL22IE1	On Line Open Elective Students should choose any topic available on Net - totally unrelated to the Program of study		To develop students as autonomous Learners	100
2	HMEN22L01 HMEN22L02	English for Competitive Examinations Advanced English Studies	Sustained from the old syllabus Core skill development	Placement Orientation	-
3	HMCC22002 HMAC22IXX HMCC22001 HMCC22I03	Intellectual Property Right and patent Audit Course Research Methodology Research Publication		Addition Life-long learning Research & Publication	100
4	HMEN22EXX	All Program Elective Courses have projects for assessment		Project Based Approach: Evaluation as a continuum till the final Sem. project	100

Table3:
List of New courses/ value added courses//life skills/Electives/interdisciplinary /courses focusing on employability/entrepreneurship/skill development.

S.No	New courses (Subjects)	Value added courses	Life skill	Electives	Inter Disciplinary	Focus on employability/ entrepreneurship/skill development.
1	M.A. English	English for Competitive Examinations Advanced English Studies	Intellectual Prop. Rights and Patents	Program Electives I, II, & III (Project Based learning and Assessment) On Line Open Elective **MOOCS/SWAYAM/ NPTEL**	Eco-literature knowledge enhancement	English for Competitive Examinations Advanced English Studies **MOOCS/SWAYAM/NPTEL** for Learner autonomy

SEMESTER 1

HMEN 22001	BRITISH LITERATURE I -	Ty/ Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60					
	Prerequisite – UG English Language	Ty	4	0/0	0/0	4
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. gain a wide knowledge of the authors and their works in the Elizabethan and Neo-classical Ages
2. acquire a working knowledge of a range of literary texts, terms and critical approaches, applicable to works of the respective ages.
3. have a nuanced understanding of the Prose literature of the period for academic writing and research
4. have an in-depth knowledge of the Elizabethan and Restoration Theatres to develop theatrical skills for a career
5. learn cultural values and ethics as observed in literature for life-long learning and social development.

Course Outcomes (COs)

01	gain a wide knowledge of the authors and their works in the Elizabethan and Neo-classical Ages
02	acquire a working knowledge of a range of literary texts, terms and critical approaches, applicable to works of the respective ages.
03	have a nuanced understanding of the Prose literature of the period for academic writing and research
04	have an in-depth knowledge of the Elizabethan and Restoration Theatres to develop theatrical skills for a career
05	learn cultural values and ethics as observed in literature for life-long learning and social development.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academic community.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22001	BRITISH LITERATURE I CHAUCER TO THE NEO-CLASSICALS	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective:

To facilitate the students to

1. gain a wide knowledge of the authors and their works in the Elizabethan and Neo-classical Ages
2. acquire a working knowledge of a range of literary texts, terms and critical approaches, applicable to works of the respective ages.
3. have a nuanced understanding of the Prose literature of the period for academic writing and research
4. have an in-depth knowledge of the Elizabethan and Restoration Theatres to develop theatrical skills for a career
5. learn cultural values and ethics as observed in literature for life-long learning and social development.

Unit I

- Introduction to the study of social, political and cultural climate during the medieval Age,
- impact of the Renaissance during the Elizabethan and the Neo-classical Ages
- Background study of the post-Shakespearean Age-early phase of 18th Century social, political, literary and cultural environment
- Major literary movements of the periods under study
- Dawn of the Romantic Age. Its Precursors

Unit II- Poetry

- Geoffrey Chaucer — Prologue to the Canterbury Tales
- Edmund Spenser — Epithalamion
- John Milton — Paradise Lost – Book IX
- John Donne: — A Valediction Forbidding mourning
- Alexander Pope : — Epistle to Dr. Arbuthnot
- Thomas Gray : — Ode on a Distant Prospect of Eton College
- William Collins : — Ode to Evening
- William Blake : — The Lamb, The Tiger

Unit III –

Drama

- Christopher Marlow – Edward II
- Richard B Sheridan – The Rivals
- William Goldsmith – She stoops to conquer

Unit IV Prose

Non Fiction and Fiction

- Francis Bacon: — New Selections: Essays (35-40) Mac. Selby ed
- The Bible – AV – The Book of Job
- John Dryden: Preface to Fables.
- Jonathan Swift : Gulliver's Travels
- John Bunyan The Pilgrim’s Progress

Unit V

Practical Application Tasks Video and Audio presentations of the prescribed classics, stage play

Suggestions for Further Reading:

Poetry

- Thomas Wyatt : They flee from me.
- Earl of Surrey : The Soot Season
- Richard Crashaw Affliction
- John Donne A Valediction Forbidding Weeping
  Death be not Proud, Batter my Heart
- Robert Herrick – To music, To Becalm His Fever
- Andrew Marvell – To His Coy Mistress
- Robert Burns : The Cotter's Saturday Night

Drama

- Congreve The Way of the World
- Wycherley The Country Wife

Prose-Non-fiction and Fiction

- Samuel Johnson: Essays from The Rambler
- Addison and J Steele: Essays from Spectator and Coverley Papers
- Richardson Pamela
- Fielding: Tom Jones

Course Outcome:

On successful completion of the course students will be able to

1. gain a wide knowledge of the authors and their works in the Elizabethan and Neo-classical Ages
2. acquire a working knowledge of a range of literary texts, terms and critical approaches, applicable to works of the respective ages.
3. have a nuanced understanding of the Prose literature of the period for academic writing and research
4. have an in-depth knowledge of the Elizabethan and Restoration Theatres to develop theatrical skills for a career
5. learn cultural values and ethics as observed in literature for life-long learning and social development.

Books for Reference

Dever, J.W. “Tragedy and Style.” Revenge Tragedies New Casebook Series. Ed. Steve Simkin, Palgrave, 2001.
Galvan, Jill Nicole. Replotting Marriage in Nineteenth-Century Britain. Ohio State University Press, 2018.
Havens, Hillary. Ed. Didactic Novels and British Women’s Writing, 1790-1820. Routledge, 2016.
Loomba, Ania. “Women’s Division of Experience.” Revenge Tragedies New Casebook Series. Ed. Steive Simkin, Palgrave, 2001.
Martines, Lauro. Society and History in English Renaissance Verse. Basil Blackwell, 1985.
Poplawski, Paul. English Literature in Contexts. Cambridge University Press, 2008. Price, Martin..
“History without Morality: Edward II.” The Dramatist and the Received Ideas: Studies in the Plays of Marlowe and Shakespeare. Cambridge UP, 1968.
Steinbach, Susie L. Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britan. Routledge, 2012.
Thrun-Dierkes, Petra. Salome’s Modernity: Oscar Wilde and the Aesthetic of Transgression. University of Michigan, 2011.
Todd, Janet. Aphra Behn Studies. Cambridge University Press, 2008.
JOURNALS English Literary Renaissance Studies in Renaissance Victorian Literature and Culture
WEB RESOURCES www.poets.org www.poetryfoundation.org www.johnmilton.org

HMEN 22002	BRITISH LITERATURE II	Ty/ Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. Explore the shift from the objective, rational world view of the Neoclassical Age to the subjective, intuitive experience of the Romantic Age and the optimism of the Victorian Age
2. understand the interconnectedness of human life and nature as reflected in the works of the period.
3. gain insight into the origins of literary appreciation and critical thought for doing research
4. understand new themes and models in drama and the techniques of theatre art for a career
5. learn the intricacies of life as reflected in the works of the period to know social ethics

Course Outcomes (COs)

01	Explore the shift from the objective, rational world view of the Neoclassical Age to the subjective, intuitive experience of the Romantic Age and the optimism of the Victorian Age
02	understand the interconnectedness of human life and nature as reflected in the works of the period.
03	gain insight into the origins of literary appreciation and critical thought for doing research
04	understand new themes and models in drama and the techniques of theatre art for a career
05	the intricacies of life as reflected in the works of the period to know social ethics

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academic community.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	Program Core Paper II	Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C
HMEN22002	BRITISH LITERATURE II Romantics to the Victorians	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective:

To facilitate the students to

1. Explore the shift from the objective, rational world view of the Neoclassical Age to the subjective, intuitive experience of the Romantic Age and the optimism of the Victorian Age
2. understand the interconnectedness of human life and nature as reflected in the works of the period.
3. gain insight into the origins of literary appreciation and critical thought for doing research
4. understand new themes and models in drama and the techniques of theatre art for a career
5. learn the intricacies of life as reflected in the works of the period to know social ethics

Unit I

- Background to the study of the Romantic Age and the Victorian Age
- Transition from the Age of Reason to the Age of Romanticism, its features
- The Victorian Age, the Age of Optimism and New Science , its salient features..
- The features of the Literary forms Poetry, Prose, Drama and Fiction of the periods under study

Unit II-Poetry

- William Wordsworth : Ode on the Intimations of Immortality
- S.T Coleridge : Rime of the Ancient Mariner,
- P.B. Shelley : Ode to a Skylark
- John Keats: The Eve of St. Agnes
- Lord Byron : The Isles of Greece
- Robert Browning : Rabbi Ben Ezra
- Mathew Arnold : Rugby Chapel
- G M Hopkins : Holy Sonnets, The Windhover, Pied Beauty
- Alfred Tennyson,: 'Ring Out Wild Bells' from In Memorium,
- Christina Rossetti Goblin Market, Remember

Unit III- Drama

- Bernard Shaw: Saint. Joan
- Oscar Wilde: Lady Windermere's Fan

Unit IV - Prose-Fiction and Non-Fiction

- Charles Lamb : Essays of Elia (ed. Mac.) 1 to 10
- Mathew Arnold : Sweetness and light (From Culture and anarchy)
- Jane Austen : Emma,
- Thomas Hardy: Tess of the Dubervilles

Unit V Practical Application Tasks

Video and Audio presentations of the prescribed classics, stage play

Course Outcomes

On completion of the course the students will be able to

1. Explore the shift from the objective, rational world view of the Neoclassical Age to the subjective, intuitive experience of the Romantic Age and the optimism of the Victorian Age
2. understand the interconnectedness of human life and nature as reflected in the works of the period.
3. gain insight into the origins of literary appreciation and critical thought for doing research

4. understand new themes and models in drama and the techniques of theatre art for a career
5. learn the intricacies of life as reflected in the works of the period to know social ethics

Suggested for further reading:

Poetry

Wordsworth:	The Prelude, Books I & IV
S.T Coleridge	Kubla Khan, Christabel
PB Shelley and John Keats	Odes
Lord Byron :	Childe Harold's Pilgrimage, Books I & II
Robert Browning	Abt Vogler, Grammarians funeral
Matthew Arnold	Dover Beach, Scholar Gipsy
Dante Gabriel Rosetti	The Blessed Damozel
GM Hopkins	Holy Sonnets
Francis Thompson : The Hound of Heaven	
Coventry Patmore	The Angel in the House

Prose

Thomas Carlyle :Hero as Poet	
William Hazlitt:	Essays 1 to 10
Lytton Strachey	From Eminent Victorians – Manning and Nightingale

Fiction

Jane Austen	Persuasion, Sense and Sensibility, Pride and Prejudice
Emily Bronte:	Wuthering Heights
Walter Scott :	Kenilworth
Charles Dickens :	Great Expectations, A Tale of Two Cities
Thomas Hardy	Far from the madding Crowd, The Return of the Native
Joseph Conrad	Lord Jim
D.H. Lawrence:	Sons and Lovers
J.M Synge:	The Playboy of the Western World
Bernard Shaw	The Apple Cart. Candida, Doctor’s Dilemma

HMEN 22003	SHAKESPEARE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. understand and appreciate Shakespeare's craft
2. interpret Shakespeare's texts in contemporary contexts of real-life for learning life skills
3. demonstrate an understanding of the features of comedies, tragedies and historical plays
4. analyse the Shakespearean sonnets and plays to imbibe moral and social ethics to apply in life
5. realise the cinematic interpretations of Shakespeare's plays and evaluate them for research.

Course Outcomes (COs)

01	understand and appreciate Shakespeare's craft
02	interpret Shakespeare's texts in contemporary contexts of real-life for learning life skills
03	demonstrate an understanding of the features of comedies, tragedies and historical plays
04	analyse Shakespearean sonnets and plays to imbibe moral and social ethics to apply in life
05	realise the cinematic interpretations of Shakespeare's plays and evaluate them for research.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
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Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER III	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22003	SHAKESPEARE	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate students to

1. understand and appreciate Shakespeare's craft
2. interpret Shakespeare's texts in contemporary contexts of real-life for learning life skills
3. demonstrate an understanding of the features of comedies, tragedies and historical plays
4. analyse the Shakespearean sonnets and plays to imbibe moral and social ethics to apply in life
5. realise the cinematic interpretations of Shakespeare's plays and evaluate them for research.

Unit 1

- Introduction to Shakespeare, his Art, the Shakespearean Theatre and the Audience
- Features of Shakespearean Comedy, Tragedy and Historical Plays
- Shakespeare, the poet
- Shakespeare Critics

Unit II

- King Lear

Unit III

- Twelfth Night

Unit IV

- Henry V
- The Tempest
- Poems: Sonnets : VI, XVIII, XLVI, LIII, LX, CXVI, CXXIX, CXXX, LXXXIII, CXI
- Shakespearean Criticism:
- John Dryden on Shakespeare: Excerpts from 'of DramatickPoesie'
- Excerpts from the Crpticism of William Shakespeare's Plays and Poetry
- Shaw on Shakespeare: Trey Graham

Unit V

Practical Application Tasks suggested for reading and viewing

Critical Analysis of plays prescribed in the syllabus
Henry V film Version directed by Laurence Olivier
Analysis of movie/stage versions, adaptations, retellings of Shakespeare's plays
Henry V film directed by Kenneth Branagh
"Peter Donaldson, Shakespeare Quarterly, Vol.42, No.1 (Spring 1991)

Course Outcome

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

1. understand and appreciate Shakespeare's craft
2. interpret Shakespeare's texts in contemporary contexts of real-life for learning life skills
3. demonstrate an understanding of the features of comedies, tragedies and historical plays
4. analyse the Shakespearean sonnets and plays to imbibe moral and social ethics to apply in life
5. realise the cinematic interpretations of Shakespeare's plays and evaluate them for research.

Books for Reference

Bloom, Harold. Shakespeare: The Invention of the Human. Fourth Estate, 1999.

Brian, Vickers. Appropriating Shakespeare: Contemporary Critical Quarrels. Yale UP, 1993.
Campbell, Lily B. Shakespeare's Histories: Mirror of Elizabethan Policy. Methuen, 1973.
Coghill, Nevill. Shakespeare's Professional Skills. Cambridge UP, 1967.
Dieter, Mehl. Shakespeare's Tragedies: An Introduction. Cambridge UP, 1986.
Dollimore, Jonathan and Allan Sinfield, editors. Political Shakespeare: New Essays in Cultural Materialism. Manchester UP, 1985.
Fraser, Russell. Shakespeare: The Later Years. Columbia UP, 1976.
Harris, Jonathan Gil. Masala Shakespeare: How a Firangi Writer Became Indian. Aleph Book Company, 2018.
Leggatt, Alexander. Shakespeare's Comedy of Love. Methuen, 1974.
Long, Michael. The Unnatural Scene: A Study in Shakespearean Tragedy. Methuen, 1976.
Moschovakis, Nick, editor. Macbeth: New Critical Essays. Routledge, 2008.
Murphy, Andrew, editor. The Renaissance Text. Manchester UP, 2000.
Smith, Emma, editor. Shakespeare's Tragedies. Blackwell Publishing Ltd., 2004.
Vendler, Helen. The Art of Shakespeare's Sonnets. Harvard University Press, 1997.

HMEN 22004	PROGRAM CORE PAPER IV	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	AMERICAN LITERATURE	Ty	4	0/0	0/0	4
	Total contact hours – 60					
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. Explore American trends and themes in historical and political contexts through literature.
2. Understand American Literature to provide consultancy and serve global community.
3. Understand the literature of a multicultural nation to do original research in any genre of choice.
4. Acquaint with the language, culture, society and thought of the people for research and lifeskills
5. Learn cultural values and ethics as observed in literature for life-long learning and social development

Course Outcomes (COs)

01	Explore American trends and themes in historical and political contexts through literature.
02	Understand American Literature to provide consultancy and serve global community.
03	Understand the literature of a multicultural nation to do original research in any genre of choice.
04	Acquaint with the language, culture, society and thought of the people for research and lifeskills
05	Learn cultural values and ethics as observed in literature for life-long learning and social development

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academic community.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER IV	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22004	AMERICAN LITERATURE	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective:

To facilitate the students to

1. Explore American trends and themes in historical and political contexts through literature.
2. Understand American Literature to provide consultancy and serve global community.
3. Understand the literature of a multicultural nation to do original research in any genre of choice.
4. Acquaint with the language, culture, society and thought of the people for research and life skills
5. Learn cultural values and ethics as observed in literature for life-long learning and social development

UNIT I PROSE

Martin Luther King : I Have a Dream
Emerson : The American Scholar
Edgar Allen Poe :The Philosophy of Composition
Thoreau : Walden (Chapter "Pond")

UNIT I POETRY

Walt Whitman : Out of the Cradle Endlessly Rocking
Edgar Allen Poe : The Raven
Emily Dickinson : The Last Night That She Lived
Robert Frost : The Road Not Taken
Wallace Stevens : The Emperor of Ice Cream
F.E.E. Cummings : Any One Lived in a Pretty How Town

UNIT III DRAMA

Arthur Miller : All My Sons
Tennessee Williams : Glass Menagerie
Eugene O'Neill : Emperor Jones

UNIT IV FICTION

Richard Wright : Native Son
NathenielHawthrone : The Scarlet Letter

UNIT V PRACTICAL SESSION

Practical components including audio and video presentations pertaining to the texts.

Suggestions for further readings:

Poetry:
Anne Lexton : Wanting to Die
Adrienne Rich : Snapshots of a Daughter-in-law
Victor Herandez Cruz : Today is a day of great joy
Prose:
Amy Tan : Mother Tongue

Drama:

Marsha Norman : Night Mother

Ntozake Shange : For Colored Girls

Fiction/ short story

N. Scott Moma day : The House Made of Dawn -

Toni Morrison : Beloved

Kate Chopin : The Awakening

Course Outcomes

On successful completion of the course students will be able to

1. Explore American trends and themes in historical and political contexts through literature.
2. Understand American Literature to provide consultancy and serve global community.
3. Understand the literature of a multicultural nation to do original research in any genre of choice.
4. Acquaint with the language, culture, society and thought of the people for research and lifeskills
5. Learn cultural values and ethics as observed in literature for life-long learning and social development

Reference:

Baym, Nina, gen. ed. The Norton Anthology of American Literature. 8th ed. Vol. A. New York: Norton, 2012.

Franklin, Bejamin. "The Way to Wealth." The Norton Anthology of American Literature.. Gen. ed. Nina Baym. 8th ed. Vol. A. New York: Norton, 2012.

Las Casas, Bartolomé de. The Very Brief Relation of the Devastation of the Indies. Trans. HermaBriffault. The Norton Anthology of American Literature. Gen. ed.
Nina Baym. 8th ed. Vol. A. New York: Norton, 2012.

Course Code	PROGRAM ELECTIVE I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22EXX		Ty	3	0/0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

Students should choose any one of the following as **PROGRAM ELECTIVE I**
At the end of the semester the students should submit dissertation to the length of 50 pages as the culmination of the project work done in the elective subject. VIVOVOCE will be conducted with Internal Evaluation by the examiner of HoD's choice.

1. HMEN22E01 URBAN STUDIES
2. HMEN22E02 GRAPHIC NARRATIVES
3. HMEN22E03 MYTH AND LITERATURE

HMEN 22005	ENGLISH FOR COMPETITIVE EXAMS	Ty/Lb/ ETP	L	T/ S. Lr	P/R	C
	Total contact hours – 30	Lb	0	0/0	4/0	2
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. Face various competitive examinations and their assessment practices with confidence.
2. Prepare systematically for the competitive Examinations for a professional career.
3. Conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the language to serve diverse communities in the global context.
5. Demonstrate values and ethics in all professional and personal activities.

Course Outcomes (COs)

1	Face various competitive examinations and their assessment practices with confidence
2	Prepare systematically for the competitive Examinations for a professional career.
3	Conduct research that leads to a substantial original thesis, in a subfield of their choice.
4	Attain mastery of the language to serve diverse communities in the global context.
5	Demonstrate values and ethics in all professional and personal activities.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM LAB I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22L01	ENGLISH FOR COMPETITIVE EXAMS	Lb	0	0/0	4	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate students to

1. Face various competitive examinations and their assessment practices with confidence.
2. Prepare systematically for the competitive Examinations for aprofessional career.
3. Conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the language to serve diverse communities in the global context.
5. Demonstrate values and ethics in all professional and personal activities.

UNIT I

Grammar

Parts of Speech, Sentence Types, Tense, S-V Agreement - Comprehension Passages -Cloze Test - Voice

UNIT II

Sentence Structure

Sentence Improvement -Sentence Arrangement - Sentence Completion - Sentence Fillers

UNIT III

Verbal Analogy

Vocabulary - Synonyms and Antonyms - Verbal Analogy - Word Substitution

UNITIV

Idioms and Phrasal Verbs - Miscellaneous Vocabulary - Error Correction

UNIT V

Formal and Informal Letter - Precise Writing - Essay Writing - Reported Speech

Course Outcomes

Students will be able to

1. Face various competitive examinations and their assessment practices with confidence.
2. Prepare systematically for the competitive Examinations for aprofessional career.
3. Conduct research that leads to a substantial original thesis, in a subfield of the student's choice.
4. Attain mastery of the language to serve diverse communities in the global context.
5. Demonstrate values and ethics in all professional and personal activities.

Text book:

- Gopalan R. & V. Rajagopalan.English for Competitive Examinations. New Delhi: Thomson, 2003.

REFERENCES

1. Thorpe, Edgar, and ShowickThorpe. (2007). ObjectiveEnglish. New Delhi: Pearson.
2. Bhatnagar, R.P.(2014). English for Competitive Examinations. New Delhi: Trinity.

SEMESTER 2

HMEN 22005	**Applied Linguistics and Stylistics**	Ty/Lb/ ETP	L	T/ S. Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. analyse the linguistic and literary features of texts.
2. define stylistics and to differentiate between various concepts of style.
3. differentiate between various marked style expressions and their meanings in the text for a profession.
4. differentiate between separate functional styles with an eye for research

recognise and discuss figures of rhetoric and their value in peaceful human existence.

Course Outcomes (COs)

1	analyse the linguistic and literary features of texts.
2	define stylistics and to differentiate between various concepts of style.
3	differentiate between various marked style expression and their meanings in the text for a profession.
4	differentiate between separate functional styles with an eye for research
5	recognise and discuss figures of rhetoric and their value in peaceful human existence.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER V	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22005	APPLIED LINGUISTICS AND STYLISTICS	Ty	4	0/0	0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

COURSE OBJECTIVES

To facilitate the students to

1. analyse the linguistic and literary features of texts.
2. define stylistics and to differentiate between various concepts of style.
3. differentiate between various marked style expressions and their meanings in the text for a profession.
4. differentiate between separate functional styles with an eye for research
5. recognise and discuss figures of rhetoric and their value in peaceful human existence.

UNIT I

Language : Some characteristics of language – language variety, dialect, register, style, mode, context of situation – native and non-native varieties.

UNIT II

Approaches to the Study of Language

a. Traditional Grammar : Its goals, methods, achievements, and shortcomings

b. Structural Linguistics: Phonetics and phonology, syntax, procedures of analysis and classification.

c. Transformational-generative Linguistics: Goals of the theory – syntax structure model – aspects model – some post-aspect models.

d. Other approaches; Indian and western.

UNIT III

Applied Linguistics

a. Linguistics and language teaching : Contrastive analysis b. Translation

UNIT IV

Stylistics

UNIT V

Practical exercises foregrounding the praxis of applied linguistics and stylistic analysis of literary texts will be given to students to hone their skills of interpretation

Course Outcomes

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

1. analyse the linguistic and literary features of texts.
2. define stylistics and to differentiate between various concepts of style.
3. differentiate between various marked style expression and their meanings in the text for a profession.
4. differentiate between separate functional styles with an eye for research
5. recognise and discuss figures of rhetoric and their value in peaceful human existence.

Reference

Austin, J. L. (1962), How to do things with words, Oxford: Clarendon

Press Black, Elizabeth (2006), Pragmatic Stylistics, (Edinburgh)

Chatman, Seymour (ed.) (1971), Literary Style : A Symposium, Oxford : OUP

Crystal, David – A Dictionary of Applied Linguistics and Stylistics

Cummings, M. and R. Simmons (1983), The Language of Literature : A Stylistic Introduction to the Study of Literature, London : Pergamon

Elam, K. (1980), The Semiotics of Theatre and Drama, London :

Methuen Fowler, Roger (1971), The Language of Literature, London :Routledge and Kegan

Freeman, D. C. (1970), Linguistics and Literary Style, New York : Holt Rinehart and Winston
Halliday and Hasan, (1976),Cohesion in English, Longman.
Halliday, M.A.K. et al, (2004), An Introduction to Functional Grammar,3rdedition,London, Arnold.
Khairnar, Bharati (2013), Stylistic Analysis of Chinua Achebe's Fictional Works, Aadi Publication, Jaipur, India.
Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), Modern Applied Linguistics, Madras: Macmillan
Leech Geoffrey and Short M. (1981), Style in Fiction,Harlon Longman.
Lesley Jeffries and Dan McIntyre, (2010), Stylistics, Cambridge (UK) : CUP.
Prakasam, V. (1996), Stylistics of Poetry : A Functional Perspective, Hyderabad : Omkar Publishers
Paul Simpson,(2004), Stylistics; A Resource Book for Students, Routledge, London and New York.
Thomas, G. Meaning in Interaction, London: Longman

M.A. ENGLISH HMEN 22006	**Post-Colonial Indian Writing in English**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate students to

1. Understand the literary, cultural and theoretical trends in India from the times of its independence to the present.
2. Familiarize with the important social, cultural, political and economic factors that shaped Indian literatures in different regional languages during this period to identify areas of research.
3. Appreciate significant writers and their texts in various genres for life-long learning and a career.
4. critically examine patterns of continuity and change in Indian literature and culture during this period
5. Respect the social, cultural, linguistic and religious diversity of India to imbibe social and professional ethics.

Course Outcomes (COs)

1	Understand the literary, cultural and theoretical trends in India from the times of its independence to the present.
2	Familiarize with the important social, cultural, political and economic factors that shaped Indian literatures in different regional languages during this period to identify areas of research.
3	Appreciate significant writers and their texts in various genres for life-long learning and a career.
4	critically examine patterns of continuity and change in Indian literature and culture during this period
5	Respect the social, cultural, linguistic and religious diversity of India to imbibe social and professional ethics.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER VI	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22006	Post-Colonial Indian Writing in English	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate students to

1. Understand the literary, cultural and theoretical trends in India from the times of its independence to the present.
2. Familiarize with the important social, cultural, political and economic factors that shaped Indian literatures in different regional languages during this period to identify areas of research.
3. Appreciate significant writers and their texts in various genres for life-long learning and a career.
4. critically examine patterns of continuity and change in Indian literature and culture during this period
5. Respect the social, cultural, linguistic and religious diversity of India to imbibe social and professional ethics.

Unit I

Introduction to Post Colonial Literature

Indian Aesthetics and Thought From 1947 to the present

- Introduction to the literary, cultural and theoretical trends in India from India's independence to the present time
- G.N. Devy: The Postcolonial Period
- Bruce King Rewriting India, Autobiography, History and Globalisation (from Rewriting India)
- Harish Trivedi :India and Post-colonial Discourse

Unit II - Poetry

- A K.Ramanujan No Amnesiac King,
  Small-Scale Reflections on a Great House
- Eunice de Souza : Catholic Mother Feeding the Poor at Christmas"
- Arundhati Subramaniam : Heirloom, Elegy to a Garden
- R. Parthasarathi Exile' from Rough Passage
- Robin Ngangom : A Poem for Mother, Native Land
- Kynpham Sing Nongkynrih, When the Prime Ministervisits Shillong the Bamboos Watch in Silence"
- Agha Shahid Ali – Postcard from Kashmir, The Previous Occupant
- Arun Kolatkar – The Railway Station, Irani Restaurant in Bombay

Unit III Drama

- Girish Karnad – A Heap of Broken Images
- PoileSengupta : So Said Shakuni Thus SpakeShurpanaka

Unit IV Prose – Non- Fiction and Fiction

- Salman Rushdie: Outside the Whale
- Nissim Ezekile: In India(from Latter Day Psalms pp50-52)
- Chitra Banerjee Divakaruni One Amazing Thing
- Ahmed Ali Twilight in Delhi
- BapsiSidwa, Ice-Candy Man

Unit V

Practical Application Tasks

Video and Audio presentations of the prescribed classics, Stage play

Course Outcome

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

1. Understand the literary, cultural and theoretical trends in India from the times of its independence to the present.
2. Familiarize with the important social, cultural, political and economic factors that shaped Indian literatures in different regional languages during this period to identify areas of research.
3. Appreciate significant writers and their texts in various genres for life-long learning and a career.
4. critically examine patterns of continuity and change in Indian literature and culture during this period
5. Respect the social, cultural, linguistic and religious diversity of India to imbibe social and professional ethics.

Books for Reference

Deshpande, G. P., editor. Modern Indian Drama: An Anthology. SahithyaAkademi, 2001.
Devy, G N. The Crisis Within: On Knowledge and Education in India. Aleph Bopok Company, 2016.
D'Souza, Eunice. Talking Poems: Conversations with Poets. OUP, 1999.
Kalinnikova, Elena J. Indian-English Literature a Perspective. Vimal Prakashan, 1982.
Karnad, Girish. Three Plays: Nagamandala, Hayavadana, Tughlaq. OUP, 1997.
Karnad, Girish, Badal Sircar and Vijay Tendulkar. Three Modern Indian Plays. OUP, 1998.
Karnani, Chetan. Eminent Indian English Writers. Rawat, 2001.
Khair, Tabish. Babu Fictions: Alienation in Contemporary Indian English Novels. Oxford UP, 2001. King, Bruce. Rev.ed. Modern Indian Poetry in English. Oxford UP, 1998.
Lisa Lau and Om Prakash Dwivedi. Re-Orientalism and Indian Writing in English. Palgrave Macmillan, 2014.
Mukherjee, Meenakshi. The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English. Heinemann, 1971.
Naik, M.K. A History of Indian English Literature. Sahitya Akademi, 1982. ---. ed. Aspects of Indian Writing in English. Macmillan, 1980.
Trivedi, Harish. Colonial Transactions. Ohio Press, 1995. Journals Indian Literature-Sahitya Akademi Asian Journal of English Studies Journal of Indian Writing in English Asian Quarterly : An International Journal of Contemporary Issues
Ashcroft, Bill. On Post-Colonial Futures: Transformations of Colonial Culture. Continuum, 2001.
Ashcroft, Bill, et al. Post-Colonial Studies: The Key Concepts. 2nd ed., Routledge, 2007.
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Jahabegloo, Raman. India Revisited: Conversations on Continuity and Change. Oxford UP, 2008.
Juneja, Om Prakash. Post ColonialNovel : Narratives of Colonial Consciousness. Creation, 1995.
King, Bruce. New National and Post-colonial Literatures: An Introduction. Clarendon Press, 1996.
Kudchedkar, Shirin and Jameela Begum, editors. Canadian Voices. Pencraft, 1996.
Lazarus, Neil, editor. The Cambridge Companion to Postcolonial Literary Studies. Cambridge UP, 2004.
Schwarz, Henry and Sangeeta Ray. A Companion to Postcolonial Studies. Blackwell, 2000.
Soyinka, Wole. Art, Dialogue and Outrage: Essays on Literature and Culture. Methuen, 1993.
Walder, Dennis. Post-Colonial Literatures in English: History, Language and Theory. Blackwell, 1998.
Young, Robert J.C. Postcolonialism: An Historical Introduction. Blackwell, 2001. JOURNALS ARIEL: A Review of International English Literature Journal of Commonwealth Literature Postcolonial Studies Wasafiri

Web Resources http://www.mohamedrabeea.com/books/book1_3985.pdf
http://www.udel.edu/ArtHistory/ARTH435/Ashcroft.pdf
http://faculty.ksu.edu.sa/Nugali/English%20461/Postcolonialism.pdf

HMEN 22007	**Contemporary World Literature**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. understand the creative sensibilities of different literatures of the world.
2. learn to place the world literatures in the established literary canon
3. identify the predominant themes of modern literature across the world for professional development
4. analyse the world literatures other than British and American for research and development.
5. analyze the multi-dimensional experiments in subject matter, form and style in the literatures of the world to imbibe ethics and moral values.

Course Outcomes (COs)

1	understand the creative sensibilities of different literatures of the world.
2	learn to place the world literatures in the established literary canon
3	identify the predominant themes of modern literature across the world for professional development
4	analyse the world literatures other than British and American for research and development.
5	analyze the multi-dimensional experiments in subject matter, form and style in the literatures of the world to imbibe ethics and moral values.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER VII	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22007	Contemporary World Literature	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate students to

1. understand the creative sensibilities of different literatures of the world.
2. learn to place the world literatures in the established literary canon
3. identify the predominant themes of modern literature across the world for professional development
4. analyse the world literatures other than British and American for research and development.
5. analyze the multi-dimensional experiments in subject, form and style to imbibe ethics and moral values.

Unit I POETRY

Judith Wright : Legend
Allen Ginsberg : In the Baggage Room at Grey hound
Uma Parameswaran : For our Sisterhood
Joseph Brodsky : I Sit by the Window
Adrienne Rich : For the Record

Unit II PROSE

Nirad C. Choudray : The Eternal Silence of the Infinite Crowds
Martin Amis : From The War Against Cliches

Unit III DRAMA

Patrick White : Big Toys

Unit IV FICTION

Amitav Ghosh : The Shadow Lines
Michael Ondaatje : The English Patient

Unit V

Practical components including audio and video presentations pertaining to the texts.

Suggestions for further readings:

Drama

George Ryga : The Ecsacy of Rita Joe
Ray Lawler : The Summer of the Seventeenth Doll

Fiction

Chinua Achebe : Things Fall Apart
Patrick White : Voss
Michael Ondatje : The English Patient

Course Outcome

On completion of the course the students will be able to

1. understand the creative sensibilities of different literatures of the world.
2. learn to place the world literatures in the established literary canon
3. identify the predominant themes of modern literature across the world for professional development
4. analyse the world literatures other than British and American for research and development.
5. analyze the multi-dimensional experiments in subject, form and style to imbibe ethics and moral values.

Reference

1. Boehmer, Ellleke. Colonial and Post-Colonial Literature. Oxford: OUP, 1995.
2. Bottomley, Gilliam, From Another Place: Migration and the Politics of Culture. Cambridge: Cambridge University Press, 1992.
3. Cor C.B. and Dyson A.C. ed., The Twentieth Centure Mind: History, Ideas and Literature. London: OUP, 1972.
4. Henry, Louis Gates Jr. and NelliueY.Mckay. African American Literature. New York: W.W.Norton& Company, 1997.
5. Hunt, Douglas,ed. The Riverside Anthology of Literature. Boston: Houghton Mifflin co., 1988.
6. Thieme,John,ed. The Arnold Anthology of Post-Colonial Literatures in English. London: Arnold, 1996

Course Code	PROGRAM ELECTIVE II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22EXX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note: Students should choose any one subject from the Project Elective II List

PROGRAM ELECTIVE II LIST

HMEN22E04	Film Studies
HMEN22E05	Eco-literature
HMEN22E06	Women's Literature

Subject Code: HMCC22002	SubjectName: INTELLECTUAL PROPERTY RIGHTS AND PATENT.	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

CO1	Imbibe the knowledge of Intellectual Property and its protection through various laws.
CO2	apply the knowledge of IPR for professional development
CO3	develop a platform for protection and compliance of Intellectual Property Rights & knowledge
CO4	create awareness amidst academia and industry of IPR and Copyright compliance
CO5	deliver the purpose and function of IPR and patenting

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	2	2			
CO2	3	3	1	2	3	2	2	2	3			
CO3	3	3	2	2	3	3	2	3	2			
CO4	3	3	2	3	2	2	2	1	2			
CO5	3	2	1	2	2	2	3	2	2			

1/2/3indicatesStrength ofCorrelation1-High,2-Medium,3-Low

Category	Basic Sciences	Engg.Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/ Project	Internships/ Skills component	Inter disciplinary
								√	
Approval									

Subject Code: HMCC22002	SubjectName: INTELLECTUAL PROPERTY RIGHTS AND PATENT.	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

UNIT – I: 9Hrs

Introduction to IPRs, Basic concepts and need for Intellectual Property – Meaning and practical aspects of Patents, Copyrights, Geographical Indications, IPR in India and Abroad. Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations – Important examples of IPR.

UNIT – II: 9Hrs

Intellectual Property Rights. The IPR tool kit, Patents, the patenting process, Patent cooperation treaties: International Treaties and conventions on IPRs: Trade Related Aspects of Intellectual Property Rights Agreement, Patent Cooperation Treaty, Patent Act of India, Patent Amendment Act, Design Act, Trademark Act, Geographical Indication Act.

UNIT – III: 9Hrs

Intellectual Property Protections IPR of Living Species, protecting inventions in biotechnology, protections of traditional knowledge, biopiracy and documenting traditional knowledge, Digital Innovations and Developments as Knowledge Assets – IP Laws, Cyber Law and Digital Content Protection. Case studies: The basmati rice issue, revocations of turmeric patent, revocation of neem patent.

UNIT – IV: 9Hrs

Exercising and Enforcing of Intellectual Property Rights Rights of an IPR owner, licensing agreements, criteria for patent infringement. Case studies of patent infringement, IPR – contract, unfair competitions and control, provisions in TRIPS,

UNIT- V: 9Hrs

Role of Patents in Product Development & Commercialization Recent changes in IPR laws impacting patents and copy rights, intellectual cooperation in the science and allied industry. Patentable and non-patentable research. Case studies .

Total hours:45

Text book:

1. Nithyananda, K.V. (2019). Intellectual Property Rights : Protection and Management. India, IN: Cengage Learning India Private Limited.

2. Neeraj, P., &Khusdeep, D. (2014). Intellectual Property Rights. India, IN: PHI learning Private Limited.

References:

1.P.B. Ganguli, Intellectual Property Rights: Unleashing the Knowledge Economy. Tata Mc Graw Hill, 2001. Steve Smith, The Quality Revolution.1st ed., Jaico Publishing House, 2002.

2. Kompal Bansal and Praishit Bansal. Fundamentals of IPR for Engineers, 1st Edition, BS Publications, 2012.

3.Prabhuddha Ganguli. Intellectual Property Rights. 1st Edition, TMH, 2012.

4.R Radha Krishnan & S Balasubramanian. Intellectual Property Rights. 1st Edition, Excel Books, 2012.

5. M Ashok Kumar &Mohd. Iqbal Ali. Intellectual Property Rights. 2nd Edition, Serial Publications, 2011. VinodV. Scople, Managing Intellectual Property. Prentice Hall of India PvtLtd, 2012.

6.Deborah E. Bouchoux. Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets. Cengage Learning, 3rd ed. Edition, 2012.

7. Prabuddha Ganguli. Intellectual Property Rights: Unleashing the Knowledge Economy. McGraw Hill Education, 2011. Edited by Derek Bosworth and Elizabeth Webster.The Management of Intellectual Property. Edward Elgar Publishing Ltd., 2013.

8.Wadhera (2004), Intellectual Property Rights, Universal Law Publishing Co.

9.Ramappa (2010), Intellectual Property Rights Law in India, Asia Law House

E-resources:

1.Subramanian, N., &Sundararaman, M. (2018). Intellectual Property Rights – An Overview. Retrieved from http://www.bdu.ac.in/cells/ipr/docs/ipr-eng-ebook.pdf

2.World Intellectual property Organisation. (2004). WIPO Intellectual property Handbook. Retrieved fromhttps://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf

Reference Journal:

1.Journal of Intellectual Property Rights (JIPR): NISCAIR

Useful Websites:

1.Cell for IPR Promotion and Management (http://cipam.gov.in/)

2.World Intellectual Property Organisation (https://www.wipo.int/about-ip/en/)

3.Office of the Controller General of Patents, Designs & Trademarks (http://www.ipindia.nic.in/)

AUDIT COURSE

Prefatory Note:

The Students should choose any one of thesubjects from the list given.

AUDIT COURSE							
Sl.No	**CourseCode**	**CourseName**	**Ty/Lb**	**TeachingScheme**			
				L	**T**	**P**	**C**
1	HMAC22I01	English for Research paper Writing	Ty	2	0	0	0
2	HMAC22I02	DisasterManagement	Ty	2	0	0	0
3	HMAC22I03	SanskritforTechnicalKnowledge	Ty	2	0	0	0
4	HMAC22I04	ValueEducation	Ty	2	0	0	0
5	HMAC22I05	ConstitutionofIndia	Ty	2	0	0	0
6	HMAC22I06	PedagogyStudies	Ty	2	0	0	0
7	HMAC22I07	StressManagementbyYoga	Ty	2	0	0	0
8	HMAC22I08	PersonalityDevelopmentthroughLife Enlightenment Skills	Ty	2	0	0	0

Course Code	SEMESTER II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22I01	SUMMER INTERNSHIP	IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Description

The course aims at introducing internship to the students. It helps them to get a practical experience in learning through the various kinds of jobs that they select according to their levels of interests and gain professional experience. This course also aims to aid students to choose their career according to the internship experiences.

Course Objectives

1. To expose students to the field of their professional interest
2. To give an opportunity to get a practical experience of the field of their interest
3. To strengthen the curriculum based on internship-feedback where relevant
4. To help students choose their career through practical experience

Course Learning Outcomes

1. Experiential knowledge of workplace

Level of Knowledge

Learners are expected to be at the Competence level in the Dreyfus Model of Knowledge and Skills acquisition. Students are required to read about internship and get a practical experience through the internship experience.

Internship Hours / Days - Criteria

MA English students have to undertake an internship of not less than 30 working days or 240 hours at any of the following: reputed research centers: recognized educational institutions; print, television, radio organizations; HR, PR firms; theatre groups/organizations; or any other approved by the Department.

The internship is to be undertaken during the second semester break. The internship is a mandatory requirement for the completion of the MA programme. However the Report and Viva will be conducted during Semester III and the marks will appear in the mark sheet of Semester III.

The students will have to give an internship proposal with the following details: organization where the student proposes to do the internship; reasons for the choice, nature of the internship, period of internship, relevant permission letters, if available, name of the mentor in the organization, email, telephone and mobile numbers of the person in the organization with whom the University/ Department could communicate matters related to internship. Typed proposals will have to be given at least a month before the end of the second semester. The coordinator of the programme in consultation with the HOD will assign faculty members from the department as guides at least two weeks before the end of the second semester. The students will have to be in touch with the guides during the internship period either through person meetings, over the phone or through internet. At the place of internship the students are advised to be in constant touch with their mentors.

At the end of the required period of internship the candidates will submit a report in not less than 1500 words. The report should be submitted within first 10 days of reopening of the university for the III semester.

Apart from a photocopy of the letter from the organization stating the successful completion of internship, the report shall have the following parts.
Introduction to the place of internship
Reasons for the choice of the place and kind of internship
Nature of internship
Objectives of the internship Tasks under Challenges Faced
Learning outcome
Suggestions, if any
Conclusion
A photocopy of the portfolio, if available may be given along with the report. However, the original output, if available should be presented during the internship report presentation.

Report Format

- 12 font size, Times New Roman font, One and half line spaced
- Name, register no, and programme name, date of submission on the left-hand top corner of the page; **below that in the centre title of the report**
- 'Report of internship undertaken at ____ from____ (date, month in words, year); no separate cover sheet to be attached.

Within 20 days from the day of re-opening, the department must hold a presentation by the students. Students should preferably be encouraged to make a PowerPoint presentation of theirreport. A minimum of 10 minutes should be given for each of the presenter.
The maximum limitis left to the discretion of the evaluation committee. If the first year students are present they couldalso be made the audience.

Evaluation Pattern

Viva-Voce examination will be conducted by the Examiners duly appointed by the Head of the department and the students will be internally evaluated (IE).

End Semester Examinations – 100 marks

PPT – 30 marks -Presentation- 40 marks - Report Submission- 30 marks

Recommended Reading

Guidelines for internship: A manual for students, faculty and site supervisors. (2002). Peterborough, Ont.: Sir Sandford Fleming College.
Clowes, K. (2015). Put college to work: How to use college to the fullest to discover your strengths and find a job you love before you graduate. Fresno, CA: Quill Driver Books.
Cooper, D. L. (2002). Learning through supervised practice in student affairs. New York: Brunner-Routledge.
Hall, B. L., Etmanski, C., & Dawson, T. (2014). Learning and teaching community-based research: Linking pedagogy to practice. Toronto: University of Toronto Press.
McDonald, B. A. (1983). VES 495 Teaching Internship. Student Manual. S.l.: Distributed by ERIC Clearin McDonald, B. A. (1983). VES 496 Professional Internship. Student Manual. S.l.:Distributed by ERIC Clearinghouse.
Snowden, M. (1997). Internship program: Student reports. Lismore, N.S.W.: Southern Cross University.

HMEN 22008	Literary Criticism and Theory	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate the students to

1. Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2. Explain and analyze the dominant critical theories, methodologies, and practices applied in literature.
3. Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4. Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5. Demonstrate cultural values and ethics as observed in literature for life-long learning and development of society.

Course Outcomes (COs)

1	Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2	Explain and analyse the dominant critical theories, methodologies, and practices applied in literature.
3	Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4	Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5	Demonstrate cultural values and ethics as observed in literature for life-long learning and societal.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER VIII	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22008	Literary Criticism and Theory	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2. Explain and analyze the dominant critical theories, methodologies, and practices applied in literature.
3. Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4. Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5. Demonstrate cultural values and ethics as observed in literature for life-long learning and development of society.

UNIT – I

Aristotle: The Poetics

UNIT – II

Philip Sidney: An Apology for Poetry

UNIT – III

Dr. Johnson: A Preface to Shakespeare

UNIT – IV

William Wordsworth: A Preface to Lyrical Ballads

UNIT – V

Mathew Arnold: The Study of Poetry

Course Outcomes

On completion of the course the students will be able to

1. Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2. Explain and analyse the dominant critical theories, methodologies, and practices applied in literature.
3. Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4. Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5. Demonstrate cultural values and ethics as observed in literature for life-long learning and societal.
   development

Reference Books

D. J. Enright and Ernest de Chickera, eds. (1962). English Critical Texts. London: OUPress. Delhi.
Desmond Lee, tr., Plato: The Republic. Harmondsworth : Penguin.
Malcolm Bradbury and David Palmer, ed. (1970). Contempopary Criticism. Standford-Upon-Avon Studies 12, London : Arnold.
R.S. Crane, ed. (1952). Critics and Criticism : Ancient and Modern, University of Chicago Press
Terry Eagleton, (1973). Literary Theory: An introduction. Oxford Blackwell, 1983.

HMEN 22009	**World Literatures in Translation**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60	Ty	4	0/0	0/0	4
	Prerequisite – English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate the students to

1. Demonstrate mastery of the world literatures in translation by detailing the development and current practices of literary studies.
2. Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.
3. Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the discipline to serve diverse communities in the global context
5. Demonstrate cultural values and ethics in all professional and personal activities

Course Outcomes (COs)

1	Demonstrate mastery of the world literatures in translation by detailing the development and current practices of literary studies.
2	Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.
3	Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4	Attain mastery of the discipline to serve diverse communities in the global context
5	Demonstrate cultural values and ethics in all professional and personal activities

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	2	2	2	2	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER IX	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22009	WORLD LITERATURES IN TRANSLATION	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. Demonstrate mastery of the world literatures in translation by detailing the development and current practices of literary studies.
2. Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.
3. Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the discipline to serve diverse communities in the global context
5. Demonstrate cultural values and ethics in all professional and personal activities

UNIT I

Introduction to Translation studies
History of Translation
Translation Theories

UNIT II

Prose &Poetry
St. Augustine: The Confessions (Book I Chapter 1 – 19)
Virgil : The Aenied (Book I Lines 1 – 222)
BalamaniAmma:To My Daughter

UNIT III

Drama
Bertolt Brecht : Mother Courage and Her Three Children
Mahasweta Devi :Rudaali

UNIT IV

Fiction& Short Story
Pascal Mercier : Night train to Lisbon
Albert Camus : The Stranger
Guy de Maupassant :The Diamond Necklace
Leo Tolstoy : God Sees the Truth but Waits

UNIT V

Workshops/Guest Lectures on Translation

COURSE OUTCOMES

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

1. Demonstrate mastery of the world literatures in translation by detailing the development and current practices of literary studies.
2. Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.

3. Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the discipline to serve diverse communities in the global context
5. Demonstrate cultural values and ethics in all professional and personal activities

References

Lalita and Susie Tharur. Introduction to Women Writing in India. Penguin.

Bassnett, Susan and Harish Trivedi. Eds. (1999).Post-colonial Translation. London. Routledge.

AmitChoudhury. (2001). The Picador Book of Modern Indian Lietrature, Macmillan, London.

Clarke, T. W., ed. (1970). The Novel in India. London: George Allan and Unwin.

Pollack, Sheldon, ed. (2003). Literary Cultures in History: Reconstructions from South Asia. New Oxford UP.

G.N. Devy. (1992). After Amnesia: Tradition and Change in Indian Literary Criticism **(**Bombay: Orient).

R. Azhagarasan&Ravikumar. (2012). Anthology of Tamil Dalit Writing.

The Oxford Anthology of Modern Indian Poetry eds. (2008). Vinay, Dharwadkar and Ramanujan, A.K.

HMEN22010	**Indian Literatures in Translation**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 45	Ty	3	0/0	0/0	3
	Prerequisite – English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate the students to

1. Know the literary works available in Bhasha literatures.
2. get exposed to the variety of Indian literatures and the nuanced selections of translations
3. appreciate and acknowledge the aesthetics of Indian Bhasha literatures to be an informed translator for a career.
4. demonstrate knowledge of the diverse cultural heritage of India as expressed in Bhasha literatures in a research perspective.
5. know the ethical and moral values through the ancient and modern Indian literature.

Course Outcomes (COs)

1	Know the literary works available in Bhasha literatures.
2	get exposed to the variety of Indian literatures and the nuanced selections of translations
3	appreciate and acknowledge the aesthetics of Indian Bhasha literatures to be an informed translator for a career.
4	demonstrate knowledge of the diverse cultural heritage of India as expressed in Bhasha literatures in a research perspective.
5	know the ethical and moral values through the ancient and modern Indian literature.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	2	2	2	2	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√	√						

Course Code	PROGRAM CORE PAPER X	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22010	Indian Literatures in Translation	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. Know the literary works available in Bhasha literatures.
2. get exposed to the variety of Indian literatures and the nuanced selections of translations
3. appreciate and acknowledge the aesthetics of Indian Bhasha literatures to be an informed translator for a career.
4. demonstrate knowledge of the diverse cultural heritage of India as expressed in Bhasha literatures in a research perspective.
5. know the ethical and moral values through the ancient and modern Indian literature.

Unit I

Early Translations

This module is to introduce students to some of the earliest forms of literature available in Indian languages and translated for a larger reading public. This encompasses a vast literary period from Vedic literature to medieval representations. The texts are largely poems or hymns as a popular genre of the time.

Rig Veda, Mandala 10, hymn CXXIX (129). Creation. A. L. Basham's Version
Tirukkural - Chapter: 79 - On Friendship
Basavanna - Select Vachanaas
Vidyapati - Select Poems
Bhima Bhoi - Select Poems
Kabirdas - Select Dohas (any 10)
Mirza Ghalib- Ghazal, Temple lamp

Unit II

Translations and Freedom Struggle

The spurt of translations from Indian languages and from other languages to Indian languages led to the spirit of nationalism. It is important to read the nationalistic spirit and the literatures that influenced nation building. This module can be approached from a postcolonial perspective.

• Anandmath- Bankim Chandra Chatterjee (novel)
• Hind Swaraj or the Indian Home Rule (chapters 06 & 13) M.K Gandhi
• Sadaat Hasan Manto- “The Price of Freedom” (Short Story)
• Mother of 1084- Mahasweta Devi (novel)

Unit III

Dalit Translations

While Dalits have contributed to the literature that emanated from India from an early age, the Dalit literary movement gained momentum breaking the millennia old shackles in the twentieth century. The movement, spread across India, has resulted in the development of a new aesthetic and has produced self-narratives that are reflective of the oppression that the Dalits face in their everyday life.

• Baby Kamble, The Prison We Broke (Novel) Trans. By Maya Pandit
• “Deities” - K U Uma Devi (Poem From Tamil)
• “DamlaiPiaral” - R L Thanmawia (Mizo Christian Hymn)
• “For a Fistful of Self-Respect” - Kalekuri Prasad (Telugu Poem)
• “Transitions” - Lal Singh Dil(Poem from Punjabi)

Unit IV

Contemporary Translations

The recent burgeoning of quality literary works being published in the regional languages of India has brought the much-deserved focus on Indian 'Bhasha' literature. This module includes texts from different parts of India that mirror the varied concerns and political, socio-cultural and economic milieus of the regions that they come from.

• Suresh Joshi: "On Interpretation" (Gujrati; ChintamayiManasa)
• "The Land of the Half-Humans" - ThangjamIbopishak (Manipuri Poem)
• Poonachi: Or the Story of a Black Goat - Perumal Murugan (Tamil Novel)
• Cobalt Blue -SachinKundalkar (Trans. By Jerry Pinto) (Marathi Novel)
• "Interregnum" -NaiyerMasud (Urdu Short Story Trans. By Muhammad Umar Memon)

Unit V

Practical application and tasks: Students will be given literary texts, non-literary texts, films and documentaries for understanding Indian Literatures in Translation.

Course Outcomes

The students will be able to

1. Know the literary works available in Bhasha literatures.
2. get exposed to the variety of Indian literatures and the nuanced selections of translations
3. appreciate and acknowledge the aesthetics of Indian Bhasha literatures to be an informed translator for a career.
4. demonstrate knowledge of the diverse cultural heritage of India as expressed in Bhasha literatures in a research perspective.
5. know the ethical and moral values through the ancient and modern Indian literature.

Required Reading

Devy, G.N, "Indian Literary Criticism: Theory and Interpretation" Hyderabad: OrientLongman, 2002.
Nandy,Ashis.The Intimate Enemy: Loss and Recovery of Self under Colonialism. OUP, Delhi.1983. Print.
Mehrotra, Arvind Krishna, "Illustrated History of Indian Literatures in English" NewDelhi: Permanent Black, 2003.
Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations, by SharankumarLimbale. Translated by Alok Mukherjee. Orient Longman, 2004
Basu, Tapan, Ed. Volume 2. Translating Caste: Studies in Culture and Translation, Katha, New Delhi.2002. Print.
Meenakshi Mukherjee, 'Divided by a Common Language', in The Perishable Empire (New Delhi: OUP, 2000) pp.187–203.**Recommended Reading**

• Krishnaswami, Subasree, Ed..Short fiction from South India, Oxford University Press. 2005.
• Tiwari, Shubha.Ed.. Indian Fiction in English Translation.New Delhi, Atlantic, 2005.Print.
The Little Magazine. Vol- VIII issues 1, 2&3 Sahitya Academy. New Delhi.2009.Print.
• The Little Magazine. Vol- VIII issues 4 &5 Sahitya Academy. New Delhi. 2009. Print.
• Goswami, Indira. The Moth- eaten Howdah of the Tusker.Rupa 2004.
• Grassman, Edith. Ed. Why Translation Matters,OrientBlackswan.New Delhi.2011.Print
• Venuti, Lawrence. (2012). The Translation Studies Reader, 3rd ed. London: Routledge.
• Asaduddin, Mohammed, "The Penguin Classic Urdu Stories", Penguin, Viking, 2006.
• Salman Rushdie, 'Commonwealth Literature does not exist', in Imaginary Homelands (London: Granta Books, 1991) pp.61–70.
• Bruce King, 'Introduction', in Modern Indian Poetry in English (New Delhi: OUP,2ndedn, 2005)

Course Code	PROGRAM ELECTIVE III	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22EXX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one subject from the Project Elective III List

Project Elective III List

HMEN22E07	New Literatures in English
HMEN22E08	Literatures on Science
HMEN22E09	Literatures of the Margins

Course Code	OPEN ELECTIVE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMOL22IE1	MOOC/SWAYAM/NPTEL	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Open Elective (On Line Course through NPTEL/SWAYAM/Any MOOC)

The Open Elective is a non-program subject i.e. the students will choose any subject other than English Core/ Elective to be familiar with a non -program subject; the focus is on student's knowledge enhancement and to facilitate him/her as self-dependent autonomous learner and professional.

Students should register for the online course with a minimum course duration of 8 weeks through the online portals such as NPTEL/SWAYAM/Any MOOC in the beginning of the semester. The course can be interdisciplinary; caution must be taken to check the same course is not repeated inany of the semesters. The admission card should be submitted for the department reference.

Students are expected to attend the online classes regularly and submit the weekly assignments before the due dates. Students should appear for the online examination and submit the certificate at the end of the semester. Internal examination will be conducted by the examiners duly appointed by the head of the department.

HMEN 22L02	ADVANCED ENGLISH STUDIES (Program Core Lab II)	Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C
	Total contact hours – 30	Lb	0	0/0	4/0	2
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

The students will be facilitated to

1. Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2. Provide professional knowledge to serve private and public organizations through competitiveexaminations (NET/SET/MPSC/UPSC/etc.,)
3. Provide expertise to be an entrepreneur/professional consultant.
4. Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5. Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life.

Course Outcomes (COs)

1	Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2	Provide professional knowledge to serve private and public organizations through competitiveexaminations (NET/SET/MPSC/UPSC/etc.,)
3	Provide expertise to be an entrepreneur/professional consultant.
4	Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5	Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√				√			

Course Code	PROGRAM CORE LAB II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22L02	ADVANCED ENGLISH STUDIES	Lb	0	0/0	4/0	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

COURSE OBJECTIVES

To facilitate the students to

1. Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2. Provide professional knowledge to serve private and public organizations through competitiveexaminations (NET/SET/MPSC/UPSC/etc.,)
3. Provide expertise to be an entrepreneur/professional consultant.
4. Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5. Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life.

UNIT I

- Teaching Aptitude
- Research Aptitude
- Reading Comprehension
- Communication
- Reasoning and Logical Reasoning

UNIT II

- Data Interpretation
- Information and Communication Technology
- People and Environment
- Higher Education System
- Governance Polity and Administration

UNIT III

- English Literature

UNIT IV

- English Language and Linguistics

UNIT V

- English Language Teaching

OUTCOMES

Students will be able to

1. Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2. Provide professional knowledge to serve private and public organizations through competitiveexaminations (NET/SET/MPSC/UPSC/etc.,)
3. Provide expertise to be an entrepreneur/professional consultant.
4. Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5. Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life

REFERENCES

1. Albert, Edward. (1979). History of English Literature. New Delhi: Oxford University Press.
2. Abrams.M.H., and Harohan, Gefforey Galt. (2015). A Glossary of Literary Terms. Delhi Cengage Learning.
3. Xavier. A.G. (2015). The social History of England. Chennai. Viswanathan publishers.
4. Nagarajan. M.S. (2006) English literary Criticism and theory. Chennai: Orient Blackswan.
5. Ivank.Masih. (2007). An objective Approach to English Literatur. New Delhi: Atlantic Publishers.

PROJECT PHASE I **SEMESTER III**

Sub.Code:HMEN22I02

During the Project Phase I the students are expected to do the Project individually. They should decide upon the final semester project and guide. The students will do research on any one of the authors and his/her work from the entire program for submission as an essay with no chapter divisions but side headings making it different from a dissertation.

The objective of the 'Literary Essay' as the Project is the students gaining a comprehensive view of the syllabi covered during the entire course of four semesters. The focus on a single author, movement, form, genre and period comprehensively will show a comprehensive understanding of literature and finer aspects of literary appreciation; the students will also gain an in-depth knowledge of various aspects of literature from a critical point of view and develop critical thinking and ethics to do research in English language and literature.

At the end of Project Phase I students must submit Project Report and Literature Review on the topic. A Viva -Voce examination will be conducted by the examiners duly appointed by the Head of the department.

HMEN 22L03	**Project Phase II/ Dissertation: Literary Essay**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 18	Lb	0	0/0	18	9
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate the students to

1. gain a comprehensive view of the syllabi covered during the entire course of four semesters.
2. focus on a single author, movement, form, genre and period comprehensively.
3. show a comprehensive understanding of literature and finer aspects of literary appreciation,
4. gain in -depth knowledge of various aspects of literature from a critical point of view
5. develop critical thinking and ethics to do research inEnglishlanguage and literature.

Course Outcomes (COs)

1	gain a comprehensive view of the syllabi covered during the entire course of four semesters.
2	focus on a single author, movement, form, genre and period comprehensively.
3	show a comprehensive understanding of literature and finer aspects of literary appreciation,
4	gain in-depth knowledge of various aspects of literature from a critical point of view
5	develop critical thinking and ethics to do research in English language and literature

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√						√	

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Course Code	PROJECT PHASE-II/DISSERTATION	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22L03	LITERARY ESSAY	Lb	0	0/0	18	9
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note:
To help students make use of the knowledge and skill developed during the two years of study and to apply them for writing an essayinappreciation of an author and his/her work as an aesthetic piece of literary work and development literary criticism.
The work to be carried out in Phase II should be continuation of Phase I. Each student will be allotted a guide based on the area of Project work in the Phase I period itself. Monthly reviews will be conducted during the semester to monitor the progress of the project by the project review committee. Students have to submit the Project **'Literary Essay'**at the end of the semester and appear for the Project Viva-Voce examination conducted by the examiners duly appointed by the Controller of Examination.

Course Objective

To facilitate the students to

1. gain a comprehensive view of the syllabi covered during the entire course of four semesters.
2. focus on a single author, movement, form, genre and period comprehensively.
3. show a comprehensive understanding of literature, sensitivityand literary appreciation,
4. gain in -depth knowledge of various aspects of literature from a critical point of view
5. develop critical thinking and ethics to do research in English language and literature.

Unit I

- The Nature of Genius
- Movements: a) Elizabethan b) Neo-classical c) Romantic d) Victorian Pre-Raphaelite e) Aesthetic
- Theories of Translation
- Eco Literature, Theory

Unit II

- Literary Forms
- Criticism

Unit III

- Growth and Development of Poetry, Prose, Drama and Fiction in Indian Literature in English
- Growth and Development of Poetry, Prose Drama and Fiction in British Literature
- Growth and Development of Poetry, Prose, Drama and Fiction in American Literature
- Twentieth Century Poetry, Drama and Fiction
- Language and Linguistic theories

Unit IV

- Commonwealth/post-colonial literature
- English Studies in India
- Myth and Literature
- Contemporary literatures
- Film studies
- Women's Literature

UNIT V

Practical activities for reading and viewing: Review presentations/ interaction with the guide

Course Outcome:On successful completion of the course Students will be able to

1. gain a comprehensive view of the syllabi covered during the entire course of four semesters.
2. focus on a single author, movement, form, genre and period comprehensively.
3. show a comprehensive understanding of literature, sensitivity and literaryappreciation,
4. gain in -depth knowledge of various aspects of literature from a critical point of view
5. develop critical thinking and ethics to do research in English language and literature.

Reference:

MLA Hand book of Research Methodology 8th Edition

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Subject Code : HMCC22001	Subject Name : Research Methodology	Ty/Lb/ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :

- *Design and formulation of researchproblem.*
- *Analyze research related information and statistical methods inresearch.*
- *Carry out research problem individually in a perfect scientificmethod*
- *Understand the filing patent applications processes, Patent search, and various tools of IPR, Copyright, andTrademarks.*

COURSE OUTCOMES (Cos) : (3 – 5)
Students completing the course were able to

CO1	*Design and Formulation of research problem.*
CO2	*Analyze research related information and statistical methods in research.*
CO3	*Carry out research problem individually in a perfect scientific method*
CO4	*Understand Patent Filing application Process.*
CO5	*Patent Search and various tools used.*

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	3	3	3	2	2	3	3	3			
CO2	3	2	1	3	3	1	1	1	1			
CO3	3	3	2	1	2	2	3	3	3			
CO4	3	3	2	2	1	2	2	2	2			
CO5	3	3	3	3	3	2	3	3	3			

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Compone	Practical /Project/internship	Others
									✓

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Subject Code : HMCC22001	Subject Name : Research Methodology	Ty/Lb/ ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab						

Course objective:

- Learn the meaning of interpretation, techniques of interpretation, precautions is to be taken in interpretation for researchprocess,
- Application of statistical methods in research.
- Learn intellectual property rights and itsconstituents.

Unit 1

Introduction to research, Definitions and characteristics of research, Types of Research, Research Process, Problem definition, Objectives of Research, Research Questions, Research design, Quantitative vs. QualitativeApproach,BuildingandValidatingTheoreticalModels,Exploratoryvs.ConfirmatoryResearch, Experimental vs. Theoretical Research, Importance of reasoning inresearch.

Unit 2

ProblemFormulation,UnderstandingModeling&Simulation,LiteratureReview,Referencing,Information Sources, Information Retrieval, Indexing and abstracting services, Citation indexes, Development of Hypothesis, Measurement Systems Analysis, Error Propagation, Validity of experiments, Statistical Design of Experiments, Data/Variable Types & Classification, Data collection, Numerical and Graphical Data Analysis: Sampling, Observation, Interpretation ofResults.

Unit 3

Statistics:Probability&Samplingdistribution,Estimation,MeasuresofcentralTendency,Arithmeticmean, Median, Mode, Standard deviation, Co efficient of variation (Discrete serious and continuous serious), Hypothesis testing & application, Correlation & regression analysis, Orthogonal array, ANOVA, Standard error, Concept of point and interval estimation, Level of significance, Degree of freedom, Analysis of variance, One way and two way classified data, 'F'test.

Unit 4

PreparationofDissertationandResearchPapers,Tablesandillustrations,Guidelinesforwritingtheabstract, introduction,methodology,resultsanddiscussion,conclusionsectionsofamanuscript.References,Citation and listing system ofdocuments.

Unit 5

Intellectual property rights (IPR) patents copyrights Trademarks Industrial design geographical indication. Ethics of Research Scientific Misconduct Forms of Scientific Misconduct. Plagiarism, Unscientific practices in thesis work, Ethics in science.

Text Book:

1. K. S. Bordens, and B. B.Abbott, , "Research Design and Methods – A Process Approach", 8th Edition, McGraw Hill,2011.
2. C. R. Kothari, "Research Methodology – Methods and Techniques", 2nd Edition, NewAgeInternational Publishers

Course Code	Semester-IV	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22I03	**RESEARCH PUBLICATION**	IE	0	0/0	4/0	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students are supposed to prepare and publish an article based on his/her area of research in peer reviewed referred journal. Code of research publication ethics should be followed. After publishing the article students should present a seminar in the presence of department faculties and PG students. At the end of semester Viva Voce examination will be conducted by the examiners appointed by the Head of the department.

PROGRAM ELECTIVES

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HMEN 22E01	**URBAN SPACES IN LITERATURE**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 45	Ty	3	0/0	0/0	3
	Prerequisite –UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

Facilitate the students to

1. familiarize with the representation of space in literature for life long learning
2. sensitize to the various aspects of urban landscape and its implications for an ethical and civilised life.
3. find solutions for present day questions of communal living, violence in the city, crowd and alienation etc. as found in the urban literature
4. demonstrate knowledge in urban literatures of time and space to do original research
5. relate the issues of socio-political change in the urban contexts as reflected in the literature to the issues of socio-political changes of present-day city life

Course Outcomes (COs)

1	familiarize with the representation of space in literature for life-long learning
2	sensitize to the various aspects of urban landscape and its implications for an ethical and civilised life.
3	find solutions for present day questions of communal living, violence in the city, crowd and alienation etc. as found in the urban literature
4	demonstrate knowledge in urban literatures of time and space to do original research
5	relate the issues of socio-political change in the urban contexts as reflected in the literature to the issues of socio-political changes of present day city life

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO 5**
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

Course Code	URBAN SPACES IN LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E01		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note:

The Students should choose one elective from the pool of three electives given foreach semester.
Outline:
This course examines the meeting point of the literary and the urban but also seeks to understand this meeting as a place of displacement, suffering and exile. The course, therefore, focuses on issues of centrality/marginality, multiculturalism, destruction of cultures, memory and history. It also relates to other fields - such as geography, architecture, philosophy or sociology—in order to analyze the spatial in literature.

Course Objectives:

Facilitate the students to

1. familiarize with the representation of space in literature for life long learning
2. sensitize to the various aspects of urban landscape and its implications for an ethical and civilised life.
3. find solutions for present day questions of communal living, violence in the city, crowd and alienation etc. as found in the urban literature
4. demonstrate knowledge in urban literatures of time and space to do original research
5. relate the issues of socio-political change in the urban contexts as reflected in the literature to the issues of socio-political changes of present day city life

Unit 1: Introduction

Clark Blaise, Bharati Mukherjee, Days and Nights in Calcutta, Penguin Books Ltd, 1986
Suggested Reading:
The city speaks : urban spaces in Indian literature / (ed) Subashish Bhattacharjee & Goutam Karmakar.Routledge,Taylor& Francis Group (2023)

Unit II Poetry

- 1.William Blake: London
- Leopold Senghor: To New York
- Eliot TS: What the Thunder Said- extract from The Wasteland, Part V
- Nissim Ezekiel: Poems on Bombay

Unit III Prose

- Sathish Kamath : The Urban -Rural Divide-
- Neil Carlson: Silent Spring- Ch I
- VS Naipal Selections from Miguel Street:From Bombay to Mumbai
- Rashmi Varma Selections from The Post Colonial City and its Subjects

UNIT IV Drama

- Tennessee Williams: Glass Menagerie
- Badal Circar: Evam Indrajith

Unit V Fiction

- E.M Forster :A Passage to India
- Arvind Adiga:The White Tiger
- Jhumpa Lahiri: Whereabouts

Course Outcome

On completion of the course the students will be able to

- familiarize with the representation of space in literature for life-long learning
- sensitize to the various aspects of urban landscape and its implications for an ethical and civilised life.
- find solutions for present day questions of communal living, violence in the city, crowd and alienation etc. as found in the urban literature
- demonstrate knowledge in urban literatures of time and space to do original research
- relate the issues of socio-political change in the urban contexts as reflected in the literature to the issues of socio-political changes of present day city life

Recommended Viewing:

Innocent Sorcerers (1960), dir. by Andrzej Wajda

Video and audio presentation of prescribed classics

Suggested Readings

Burton, Pike. The Image of the City in Modern Literature. Princeton, N.J.: Princeton UP, 1981.

Harvey, David. "Social Justice, Postmodernism and the city." International Journal of Urban and Regional Research Vol. 16, Issue 4 (December 1992). pp. 588-601.

Isin, Engin F. Ed. Democracy, Citizenship, and the Global City. London: Routledge, 2000.

Kaul, Shonaleeka. Imagining the Urban: Sanskrit and the City in Early India. New Delhi: Permanent Black, 2010.

Rao, Anupama. "Stigma and Labour: Remembering Dalit Marxism." Caste Matters: A symposium on inequalities, identities and disintegrating hierarchies in India. <http://www.india-seminar.com/2012/633/633_anupama_rao.htm>

Varma, Rashmi. The Postcolonial City and its Subjects: London, Nairobi, Bombay. New York: Routledge, 2012.

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HMEN 22E02	**GRAPHIC NARRATIVE**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 45	Ty	3	0/0	0/0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1.Analyse formally a range of graphic narratives in verbal and visual representation.
2. understand the various aspects of graphic narrative and its implications in modern literature
3. Locate graphic narratives in historical and ideological contexts for lifelong learning.
4. Map the broad contours of the theoretical field in which graphic narratives are located for research.
5. Understand the place of Graphic Narrative in society and utilize it for a career.

Course Outcomes (COs)

1	Analyse formally a range of graphic narratives in verbal and visual representation.
2	understand the various aspects of graphic narrative and its implications in modern literature
3	Locate graphic narratives in historical and ideological contexts for lifelong learning.
4	Map the broad contours of the theoretical field in which graphic narratives are located for research.
5	Understand the place of Graphic Narrative in society and utilize it for a career.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**P07**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing course	Ability enhancing course	Practical/ Project/ Seminar/ Internship	OTHERS
	√		√					

Course Code	GRAPHIC NARRATIVE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E02		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Outline:

Eric Rabkin suggests that "Graphic Narrative is a general term for Comic Books, Comprising narrative that interweaves the visual and the verbal, graphic narratives are a genre of a form that operates in a multimodal framework. Focusing on both, the visual and the verbal, the course offers an entry into the graphic narrative from across diverse historical contexts.

Course Objectives:

The students will be facilitated to

1. Analyse formally a range of graphic narratives in verbal and visual representation.
2. understand the various aspects of graphic narrative and its implications in modern literature
3. Locate graphic narratives in historical and ideological contexts for lifelong learning.
4. Map the broad contours of the theoretical field in which graphic narratives are located for research.
5. Understand the place of Graphic Narrative in society and utilize it for a career.

Unit I: Theorizing the Visual

Scott McCloud. Understanding Comics: The Invisible Art. New York: Harper Perennial, 1994. (Selections)

WGT Mitchell: Picture Theory: Essays on Verbal and Visual Representation. Chicago: Uni Chicago Press, 1995.

Jan Baetens, Ed. The Graphic Novel. Lovain, Belgium: Leuven University Press, 2001.

Unit II: Holocaust and the Graphic Narrative

Spiegelman, Art Maus I: A Survivor's Tale: My Father Bleeds History. New York: Pantheon Books, 1986.

Spiegelman, Art Maus II: A Survivor's Tale: And Here My Trouble Began. New York: Pantheon Books, 1992.

Arendt, Hannah. The Portable Hannah Arendt. New York: Penguin Classics, 2003 (Selections).

Unit III: Identity and the Graphic Narrative

Sacco, Joe. Palestine. Seattle: Fantagraphics, 2003 [1996].

Satrapi, Marjane. Persepolis: The Story of a Childhood. New York: Pantheon, 2003. Satrapi, Marjane. Persepolis: The Story of a Return. New York: Pantheon, 2004.

Said, Edward. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997 [1981].

Unit IV: Graphic Narrative and the Margins of India

Sajad, Malik. Munnu: A Boy from Kashmir. London: Fourth Estate, 2015.

Vyam, Durgabai, Subhash Vyam, Srividya Natarajan and S. Anand. Bhimayana: Experiences of Untouchability. New Delhi: Navayana, 2011.

Arnold, David and Stuart Blackburn, eds., Telling Lives in India: Biography, Autobiography, and Life History. Bloomington, Indiana: Indiana University Press, 2005.

Unit VPractical Application Tasks

Course outcomes

The students will be able to

1. Analyse formally a range of graphic narratives in verbal and visual representation.
2. understand the various aspects of graphic narrative and its implications in modern literature
3. Locate graphic narratives in historical and ideological contexts for lifelong learning.

4. Map the broad contours of the theoretical field in which graphic narratives are located for research.
5. Understand the place of Graphic Narrative in society and utilize it for a career.

Recommended Reading:

Ball, David, and Martha B. Kuhlman. The Comics of Chris Ware: Drawing Is a Way of Thinking. Edited by David M. Ball and Martha B. Kuhlman. Jackson: University Press of Mississippi, 2010.

Barry, Lynda. Syllabus: Notes from an Accidental Professor. Montréal: Drawn and Quarterly, 2014. Beaty, Bart. Comics versus Art. Toronto; Buffalo: University of Toronto Press, 2012.

Brocka, Bruce. "Comic Books: In Case You Haven't Noticed, They've Changed." Media and Methods 15.9 (1978): 30-32. Print.

Carrier, David. The Aesthetics of Comics. University Park: Pennsylvania State University Press, 2000.

Carter, James Bucky. Ed. Building Literacy Connections with Graphic Novels: Page by Page, Panel by Panel. Urbana, IL: NCTE, 2007. Print.

Chute, Hillary L. Graphic Women: Life Narrative and Contemporary Comics. New York: Columbia University Press, 2010.

Cohn, Neil.. The Visual Narrative Reader. London ; New York: Bloomsbury Academic, 2016. Duncan, Randy, and Matthew J. Smith. The Power of Comics: History, Form and Culture. New York: Continuum, 2009.

Eisner, Will. Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist. New York: W. W. Norton & Company, 2008a.

———.Expressive Anatomy for Comics and Narrative: Principles and Practices from the Legendary Cartoonist. First Edition. New York: W. W. Norton & Company, 2008b.

———.Graphic Storytelling and Visual Narrative. New York: W. W. Norton & Company, 2008c. Frey, Nancy and Douglas Fisher. Eds. Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills. Thousand Oaks, CA: Corwin, 2008. Print.

Groensteen, Thierry. The System of Comics. Translated by Bart Beaty and Nick Nguyen. Jackson: University Press of Mississippi, 2009.

———. Comics and narration. Translated by Ann Miller. Jackson: University Press of Mississippi, 2013.

Hague, Ian. Comics and the Senses: A Multisensory Approach to Comics and Graphic Novels. New York: Routledge, 2014.

Heer, Jeet, and Kent Worcester. A Comics Studies Reader. Jackson: University Press of Mississippi, 2009.

Horrocks, Dylan. "Inventing Comics: Scott McCloud's Definition of Comics." Hicksville. http://www.hicksville.co.nz/Inventing%20Comics.htm. 2001.

———. "THE PERFECT PLANET: Comics, Games and World- Building." Hicksville. http://www.hicksville.co.nz/PerfectPlanet.htm. 2003.

Kress, Gunther, and Theo van Leeuwen. Reading Images: The Grammar of Visual Design. 2nd ed. London: Routledge, 2006.

Kukkonen, Karin. 'Comics as a Test Case for Transmedial Narratology'. SubStance: Graphic Narratives and Narrative Theory Vol. 40, No. 1, Issue 124 (2011), pp. 34-52

Lightman, Sarah, ed. Graphic Details: Essays on Confessional Comics by Jewish Women. Jefferson, North Carolina: McFarland & Co Inc. 2014.

McCloud, Scott. Understanding Comics: The Invisible Art. New York: HarperPerennial, 1993.

———.Reinventing Comics: [how Imagination and Technology Are Revolutionizing an Art Form]. New York: Perennial.,2000.

———.Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels. New York: Harper, 2006.

Meskin, Aaron, and Roy T Cook. The Art of Comics: A Philosophical Approach. Malden, MA: Wiley-Blackwell, 2012.

Miller, Ann, and Bart Beaty, eds. The French Comics Theory Reader. 1 edition. Leuven: Leuven University Press, 2014.

Miodrag, Hannah. Comics and Language: Reimagining Critical Discourse on the Form. Jackson: University Press of Mississippi, 2013.

Mitchell, W.J.T.. "Word and Image." Critical Terms for Art History. Eds. Robert S. Nelson and Richard Shiff. Chicago: The University of Chicago Press, 2003.

Parille, Ken, and Daniel Clowes. The Daniel Clowes Reader: A Critical Edition of Ghost World and Other Stories, with Essays, Interviews, and Annotations. 1 edition. Seattle, Wash: Fantagraphics, 2013.

Postema, Barbara. Narrative Structure in Comics: Making Sense of Fragments. New York: RIT Press, 2013.

Refaie, Elisabeth El. Autobiographical Comics: Life Writing in Pictures. Jackson: University Press of Mississippi, 2012.

Rothschild, D. Aviva. Graphic Novels: A Bibliographic Guide to Book-Length Comics. Englewood, Colorado: Libraries Unlimited, Inc., 1995.

Sabin, Roger. Comics, Comix & Graphic Novels. London: Phaidon Press Limited, 1996. Saraceni, Mario. The Language of Comics. New York: Routledge, 2003.

Smith, Matthew J., and Randy Duncan, eds. Critical Approaches to Comics: Theories and Methods. New York: Routledge. 2011.

Sousanis, Nick. Unflattening. Cambridge, Massachusetts: Harvard University Press, 2015. Spiegelman, Art. MetaMaus: A Look Inside a Modern Classic, Maus. Har/Dvdr edition. New York: Pantheon, 2011.

Tabachnick, Stephen E., Ed. Teaching the Graphic Novel. New York: MLA, 2009. Print. Stephen Weiner. The Rise of the Graphic Novel. New York: NBM Publishing, Inc., 2003.

Pat Grant's web-comics BLUE http://www.boltonblue.com/ Situation Comics in India: https://www.bluejackal.net/

Cohn, Neil. The Visual Language of Comics: Introduction to the Structure and Cognition of Sequential Images. London: Bloomsbury Academic, 2013.

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HMEN 22E03	**MYTH AND LITERATURE**	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 45	Ty	3	0/0	0/0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

The students will be facilitated to

1. Analyse formally a range of myths in hearsay, verbal and visual representation.
2. Understand the various aspects of mythology and its implications in literature
3. Locate mythological literatures in historical and ideological contexts
4. Map the broad contours of the theoretical field in which myths are located
5. Understand the place of mythology in lifelong learning for career and research.

Course Outcomes (COs)

1	Analyse formally a range of myths in hearsay, verbal and visual representation.
2	Understand the various aspects of mythology and its implications in literature
3	Locate mythological literatures in historical and ideological contexts
4	Map the broad contours of the theoretical field in which myths are located
5	Understand the place of mythology in lifelong learning for career and research.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

Course Code	MYTH AND LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E03		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives:

The students will be facilitated to

1. Analyse formally a range of myths in hearsay, verbal and visual representation.
2. Understand the various aspects of mythology and its implications in literature
3. Locate mythological literatures in historical and ideological contexts
4. Map the broad contours of the theoretical field in which myths are located
5. Understand the place of mythology in lifelong learning for career and research.

Unit 1: Introduction to Myth/ Mythology

This Unit aims at the origin and sources of myths in literature. This unique approach of critical analysis has given rise to a need of understanding the concept 'Myth' in relation to man's life

- Sources of Indian mythology
- Types of story and its relation to myth
- Myth-making stage and myth-using stage

Unit 2: Theoretical development of mythological studies from ancient to modern times

Unit intends to do an in-depth study of the theoretical approaches of myth, ritual,philosophy, methods and contemporary issues in religious studies from ancient times tomodern times. Also, begin with the classics and progress toward contemporary andpostmodern re-visioning of mythology in literature.
*Yaska, Max Muller, Edward Tylor, Andrew Lang, Emile Durkheim, Roland Barthes, James Frazer, Bronislaw Malinowski, Sigmund Freud, Carl Jung, Otto Rank, Levi Strauss, DD Kosambi, Peter Munz, Joseph Campbell, Mircea Eliade, Zimmer, Sadashiv Dange and Sindhu Dange.

BASIC Readings: Culture, Religion, & Myth: Interdisciplinary Approaches

Greek: Odyssey:

Calypso: Book V;Book XI The Visit to the Dead

Roman Mythology:

Matt Clayton :A Captivating Guide to Roman Gods, Goddesses and MythologicalCreatures - Chapters on Mythological Creatures,

Norse Mythology:

John Lindo: A Guide to Gods, Heroes, Rituals and Beliefs: Chapters on Rituals and Beliefs,

UNIT 3: General idea of Epic and Puranic Mythology

The unit focuses on providing the basic idea of Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals

- Myths and rituals connected to the following and their interrelationship:

Fire/ Rain/Stars/ Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals

UNIT 4: Symbolism:

This unit would try to find out the definition of symbolism with its different types and dimensions. After that, some unique characteristic of symbolism would try to be given with the

theoretical explanation of symbolism.

- Role of Symbols in myths,
- Symbols related to Sacrifice and other Iconography,
- Understanding totems and taboos in tribal myths

Unit 5: (a) Indian Mythology by (DevDuttPattanaik)

(a) Unit will focus on the in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music

(b) Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study) First Edition by Philip Mayerson

Course Outcomes

The students will be able to

1. Analyse formally a range of myths in hearsay, verbal and visual representation.
2. Understand the various aspects of mythology and its implications in literature
3. Locate mythological literatures in historical and ideological contexts
4. Map the broad contours of the theoretical field in which myths are located
5. Understand the place of mythology in lifelong learning for career and research.

Suggested readings:

Bascom, William. AThe Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.

Bauman, Richard. AGenre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.

Boas, Franz. AIntroduction to James Teit,@ Traditions of the Thompson River Indians of BritishColumbia. Memoirs of the American Folklore Society, VI, 1898.

Boas, Franz. Kwakiutl Culture As Reflected in Mythology (American Folklore Society Memoirs).Washington, American Folklore Society, 1936.

Dundes, Alan, ed. Sacred Narrative: Readings in the Theory of Myth. Berkeley: Univeristy of California Press, 1984.

Erdrich, Louise. The Antelope Wife: A Novel. New York: HarperCollins, March 1998.

Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.

Grimm, Jakob. Teutonic Mythology, trans. James Stalllybrass, vol. 3, London: George Bell & Sons,1882-83 (originally published 1844).

Grimm, Jakob and Wilhelm Grimm. APrefaces to the First and Second Editions@ of the Nurseryand Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales.

Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.

Hansen, William F. Anthology of Ancient Greek Popular Literature. Bloomington: Indiana University Press, 1998

Hansen, William F. Ariadne's Thread: Guide to International Tales Found in Classical Literature. Ithaca: Cornell University Press, 2002.

Hansen, William F. & Randall Hansen. Handbook of Classical Mythology. ABC Clio, 2002.

Hymes, Dell. “Folklore’s Nature and the Sun’s Myth” in Journal of American Folklore vol 88, 1975: 345-369.

Hymes, Dell. “In vain I tried to tell you”: Essays in Native American Ethnopoetics. Philadephia:University of Pennsylvania Press, 1981.

Kingston, Maxine Hong. The Woman Warrior: Memoirs of a Girlhood among Ghosts. New York: Vintage International, 1975.

Leeming, David Adams. The World of Myth. New York: Oxford University Press, 1990.

Lévi-Strauss, Claude. Myth and Meaning. New York: Schocken Books, 1995.

Lévi-Strauss, Claude. The Naked Man: An Introduction to a Science of Meaning, vol. 4. NewYork: Harper and Row, 1971.

Lévi-Strauss, Claude. The Raw and the Cooked: Mythologiques Volume 1, trans. by John and Doreen Weightman. Chicago: The University of Chicago Press, 1969.

Lévi-Strauss, Claude. The Savage Mind. Trans. George Weidenfeld and Nicholson Ltd. University of Chicago Press: 1966 (originally published in French 1962).

Lévi-Strauss, Claude. Structural Anthropology. New York: Basic Books, 1963.

Lévi-Strauss, Claude. The Structural Study of Myth, in Myth: A Symposium, ed. Thomas Sebeok. Bloomington: Indiana University Press, 1974 (originally published 1955): 81-106.

Malinowski, Bronislaw. Magic, Science and Religion and Other Essays. Prospect Heights, Ill: Waveland Press, Inc., 1992.

McDowell, John. From "Perspectives" on "What is Myth" in Folklore Forum, vol. 29, no. 2, 1998.

Radin, Paul. AThe Basic Myth of the North American Indians,@ in Eranos-Jahrbuch: Der Mensch und die Mythische Welt, Band XVII (1949).Winterthur, Switzerland: Rhein-Verlag Zurich, 1950: 359-419.

Schrempp, Gregory. Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe.Madison: The University of Wisconsin Press, 1992.

Schrempp, Gregory & William Hansen, Myth. A New Symposium. Bloomington, IN: Indiana University Press, 2002.

Sproul, Barbara C. Primal Myths: Creating the World. San Francisco: HarperSanFrancisco, 1979.

Strenski, Ivan, ed. Malinowski and the Work of Myth. Princeton: Princeton University Press, 1992

Weigle, Marta. Creation and Procreation: Feminist Reflections on Mythologies of Cosmogony and Parturition. Philadelphia: University of Pennsylvania Press, 1989.

Weigle, Marta. Spiders & Spinsters: Women and Mythology. Albuquerque: University of New Mexico Press, 1982.

HMEN 22E04	**FILM STUDIES**	Ty/Lb/ ETP	L	T/S. Lr	P/R	C
	Total contact hours – 45	Ty	3	0/0	0/0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. Understand the elements of film production in order to analyse films and their original source
2. Engage with some of the key concepts of film studies such as genre and spectatorship.
3. Explore the process of adaptation in cinema and how cinema interacts with theatre and fiction.
4. Create new concepts to explore short film production for life long learning and career
5. Understand the socio, political and ethical implications of the literatures under study for research.

Course Outcomes (COs)

1	Understand the elements of film production to analyse films and their original source
2	Engage with some of the key concepts of film studies such as genre and spectatorship.
3	Explore the process of cinematic adaptation and how cinema interacts with theatre and fiction.
4	Create new concepts to explore short film production for life long learning and career
5	Understand the socio, political and ethical implications of the literatures under study for research.

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

Course Code	FILMSTUDIES	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E04		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note:

The Students should choose one elective from the pool of three electives given for the semester.

Outline:

This course will explore the specificities and significance of the medium of cinema and the critical skills required to analyse cinema. It will give an outline of the emergence of cinema as a popular cultural form in the early 20th century and the impact this form has in defining our experience of modernity.

Course Objectives:

The students will be facilitated to

1. Understand the elements of film production in order to analyse films and their original source
2. Engage with some of the key concepts of film studies such as genre and spectatorship.
3. Explore the process of adaptation in cinema and how cinema interacts with theatre and fiction.
4. Create new concepts to explore short film production for life long learning and career
5. Understand the socio, political and ethical implications of the literatures under study for research.

Note: In the case of the films listed below film clips or complete films may be used according to the need of the course.

Unit 1: The Medium of Cinema

Richard Dyer. 2000. "Introduction to Film Studies" from Film Studies: Critical Approaches. ed. John Hill and Pamela Church Gibson. Oxford: Oxford University Press.

Tom Gunning. 1995. "An Aesthetic of Astonishment: Early Film and the Incredulous Spectator." In Viewing Positions: Ways of Seeing Film. ed. Linda Williams. New Brunswick: Rutgers University Press. 114-133.

Satyajit Ray. 1976. "A Long Time on the Little Road" In Satyajit Ray Our Films, Their Films. Bombay: Orient Longman.

M.S.S. Pandian. 1996. "Tamil Cultural Elites and Cinema: Outline of an Argument." Economic and Political Weekly 31:15 (April 13-20). 950-955.

Reference film texts:

PatherPanchali. 1955. Dir. Satyajit Ray Harishchandrachi Factory. 2009. Dir. Paresh Mokashi. Sita Sings the Blues. 2008. Dir. Nina Paley

Film before Film. 1986. Dir. Werner Nekes.

Unit 2: Elements of Cinema

Mise-en-scene

Maria Pramaggiore and Tom Wallis. 2005. Film: A Critical Introduction. London: Laurence King.Chapter 4. 58-88.

Reference film text:

In the Mood for Love. Dir. Wong Kar Wai. 2000.

Camera

Maria Pramaggiore and Tom Wallis. 2005. Film: A Critical Introduction. London: Laurence King. 98-117.

Excerpts from "Masters of Light, Servants of Shadow: Reflections on the History and Practice of Cinematography in India" by Shuddhabrata Sengupta, Raqs Media Collective. http://cameraworking.raqsmediacollective.net/pdf/presentation/shuddha.PDF

Reference film texts:

Pyaasa. Dir. Guru Dutt. 1957.

Citizen Kane. Dir. Orson Welles. 1941.

Editing

Maria Pramaggiore and Tom Wallis. 2005. Film: A Critical Introduction. London: Laurence King. Chapter 6. 160-169.

Battleship Potemkin. Dir. Sergei Eisenstein. 1925.

Reference film text:

Psycho. Dir. Alfred Hitchcock. 1960.

Sound

Maria Pramaggiore and Tom Wallis. 2005.Film: A Critical Introduction. London: Laurence King. 98-117.

Rick Altman. 1992. "The Material Heterogeneity of Recorded Sound" In Sound Theory, Sound Practice. New York: Routledge.

Reference film text:

The Artist. Dir. Michel Hazanavicius. 2011.

Unit 3: Film and Genre

Christine Gledhill. 2000. "Rethinking Genre" in Reinventing Film Studies Eds. Christine Gledhill and Linda Williams. New York: Oxford University Press. 221-244

Gita Vishwanath. 2007. "The Multiplex: Crowd, Audience and the Genre Film" Economic and Political Weekly 42 (32).

Madhava Prasad. "This Thing Called Bollywood" Seminar (525). May 2003. http://www.india-seminar.com/2003/525/525%20madhava%20prasad.htm

Reference film texts:

Breathless. Dir. Jean Luc-Godard. 1960.

Kill Bill I. Dir. Quentin Tarantino. 2003.

AaranyaKaandam. Dir. Thiagarajan Kumararaja. 2011. West Side Story. Dir. Robert Wise and Jerome Robbins. 1961 Satya. Dir. Ram Gopal Varma. 1998.

Unit 4: Adaptation

Andrew Dudley. 2009. "Adaptation" In Film Theory and Criticism. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press. 420-424

Sergei Eisenstein. 2009. "Dickens, Griffith and the Film Today" In Film Theory and Criticism. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press.

Moinak Biswas. "Mourning and Blood-ties: Macbeth in Mumbai" Journal of the Moving Image 5. Online. http://www.jmionline.org/film_journal/jmi_05/article_04.php

Keiko I MacDonald. 1987. "Noh into Film: Kurosawa's Throne of Blood" Journal of Film and Video. 39 (1). 36-41.

Mahesh Dattani. 2000. Dance Like a Man. In Collected Plays. New Delhi: Penguin.

Vaidehi. 2006. "Gulabi Talkies" In Gulabi Talkies and Other Stories. Trans. Tejaswini Niranjana. New Delhi: Penguin.

Reference film texts:

Gulabi Talkies. Dir. Girish Kasaravalli. 2008.

Hamlet Dir. Michael Almereyda. 2000. Maqbool . Dir. Vishal Bharadwaj 2003. Throne of Blood. Dir. Akira Kurosawa 1957.

Course Outcomes

On successful completion of the course students will be able to

1. Understand the elements of film production to analyse films and their original source

2. Engage with some of the key concepts of film studies such as genre and spectatorship.
3. Explore the process of cinematic adaptation and how cinema interacts with theatre and fiction.
4. Create new concepts to explore short film production for life long learning and career
5. Understand the socio, political and ethical implications of the literatures under study for research.

Suggested Readings:

Altman, Rick. Film/Genre. London: BFI, 1999.
Andrew, Dudley The Major Film Theories: An Introduction. Oxford: Oxford University Press,1976. Ashish Rajadhyaksha and Paul Willemen, ed. Encyclopaedia of Indian Cinema. London: British Film Institute.
Bazin, Andre. What is Cinema? Foreword by Francois Truffaut. Berkeley: University of California Press, 2005.
Biswas, Moinak. "Early Films: The Novel and Other Horizons." In Apu and After: Re-Visiting Ray's Cinema, ed. Moinak Biswas, 37-79. Calcutta: Seagull Books, 2006.
Braudy, Leo & Cohen, Marshall (eds.). Film Theory and Criticism.5th ed..NY& Oxford: Oxford University Press, 1999.
Christine Gledhill and Linda Williams. Eds. Reinventing Film Studies New York: Oxford University Press.
Etherington-Wright, Christine & Doughty, Ruth. Understanding Film Theory. London: Palgrave, 2011
Gledhill, Christine. "The Melodramatic Field." In Home is Where the Heart is: Studies in Melodrama and the Woman's Film, ed. Christine Gledhill. London: BFI, 1987.
Prasad, Madhava. The Ideology of the Hindi Film: A Historical Construction. Delhi: Oxford University Press, 1998.
Rajadhyaksha, Ashish. "Indian Cinema: Origins to Independence" & "India: Filming the Nation." In The Oxford History of World Cinema, ed. Geoffrey Nowell-Smith, 398-408 & 678-689. New York: Oxford University Press, 1996.

FACULTY OF HUMANITIES & SCIENCE
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HMEN 22E05	**ECO-LITERATURE**	Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C
	Total contact hours – 45	Ty	3	0/ 0	0/ 0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. learn and apply eco-critical theory to the study of literature and other modes of cultural discourse.
2. get sensitized towards preservation of nature for life long learning.
3. apply eco-critical theory to the study of literature and other modes of cultural discourse.
4. develop a keener understanding of eco-issues and their resonances in literature for learning
    1. to pursue career and research in this emerging field with an understanding of moral values

Course Outcomes (COs)

1	learn and apply eco-critical theory to the study of literature and other modes of cultural discourse.
2	get sensitized towards preservation of nature for life long learning.
3	apply eco-critical theory to the study of literature and other modes of cultural discourse.
4	develop a keener understanding of eco-issues and their resonances in literature for learning
5	to pursue career and research in this emerging field with an understanding of moral values

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	2	3	2	3	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

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Course Code	ECO- LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E05		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective

To facilitate the students to

1. learn and apply eco-critical theory to the study of literature and other modes of cultural discourse.
2. get sensitized towards preservation of nature for life long learning.
3. apply eco-critical theory to the study of literature and other modes of cultural discourse.
4. develop a keener understanding of eco-issues and their resonances in literature for learning
5. pursue career and research in this emerging field with an understanding of moral values

Unit I Introduction-Theories

William Rueckert : Literature and Ecology: An Experiment in Ecocriticism
Sivathambi K: The TinaiConcept : Studies in Ancient Tamil Society
Vandana Shiva: Healing the Wounds: The Promise of Ecofeminism
Amitav Ghosh The Great Derangement Part I Chapters 15-18

Unit II Poetry

Akananuru 111 (in translation)
Basho : Sick on a journey, I am nothing but the empty net
William Blake: The Fly, London
R.W Emerson: Rhodora
D. H. Lawrence: The Triumph of Machine
Octavio Paz: Ootacamund
Tao Te Ching: Recovering our Roots
Narasimhan: Plea of a Little Bird
Sujata Bhatt: The Stare

Unit III Prose

Mohandas Gandhi: What is True Civilization?
James Thurber : The Trouble with Man is Man
Michael Crichton : Congo
Wangari Maathai : Nobel Prize Acceptance Speech

Unit IVFiction

Sundara Ramaswamy: Tale of a Tamarind Tree (Novel)
Amitav Ghosh : The Hungry Tide (Novel)

Unit V

Practical activities for reading and viewing: texts, non-literary texts, films and documentaries for eco-critical readings.
Akira Kurasowa: Dreams (Film)
Pramod Gupta: Development at Gun Point (Film)
Philip Noyce:: Rabbit-proof Fence (Film)

Course Outcome:

On successful completion of the course students will be able to

- learn and apply eco-critical theory to the study of literature and other modes of cultural discourse.
- get sensitized towards preservation of nature for life long learning.
- apply eco-critical theory to the study of literature and other modes of cultural discourse.
- develop a keener understanding of eco-issues and their resonances in literature for learning
- pursue career and research in this emerging field with an understanding of moral values

Suggested for further reading and viewing

Henry David Thoreau: Where I lived and What I lived For (Essay)
Phillip Noyce: Rabbit Proof Fence
Salim Ali: The Fall of a Sparrow (Non-Fiction)
Daniel Quinn: Ishmael (Novel)
John Danby: Shakespeare's Three Natures (Essay)
Michael Jackson: Earth Song (Poem)
Wole Soyinka: The Road (Play)
Kapila Vatsyayan: Ecology and Indian Myth (Essay)
James Cameroon: Avatar (Movie)
N.D. Jayal: Ecology and Human Rights

Cope, Laurence, ed. The Green Studies Reader: From Romanticism to Ecocriticism London: Routledge, 2010.Print.
Drengson, Alan and Bill Devall ed. The Ecology of Wisdom: Writings by Arne Naess. Berkeley: Counterpoint Press, 2010. Print.
Fromm, Harold and CheryllGlotfelty, ed. The Eco Criticism Reader: Landmarks in Literary Ecology. USA:University of Georgia Press, 1996.Print.
Garrard, Greg. Eco Criticism: The New Critical Idiom. London: Routledge, 2012.Print.
Kerridge, Richard. Neil Sammells, ed. Writing the Environment: Ecocriticism and Literature. London: Zed Books, 1998. Print

Books For Reference

Bryson. Scot.Ecopoetry: A Critical Introduction. University of Utah Press, 2002.
The West Side of Any Mountain: Place, Space and Ecopoetry. University of Iowa Press, 2005. en.bookfi.net. 21 Mar 2014.
Clark, Timothy. The Cambridge Introduction to Literature and the Environment. Cambridge University Press, 2011.
Ecocriticism on the Edge: The Anthropocene as a Threshold Concept. Bloomsbury, 2016.
Fisher-Wirth, Ann and Laura-Gray Street, eds. The Ecopoetry Anthology. Trinity University Press, 2013.
Glotfelty, Cheryll and Harold Fromm. The Ecocriticism Reader: Landmarks in Literary Ecology. University of Georgia Press, 1996.
Hall, Mathew. Plants as Persons: A Philosophical Botany. SUNY Press, 2011
Levertov, Denise. New and Selected Essays. New Directions, 1958.
Longley, Michael. Earth Songs: A Resurgence Anthology of Contemporary Eco-poetry. Ed. Peter Abbs. Green Books, 2002.
Mahood, Molly. The Poet as Botanist. Cambridge UP, 2008.
Schliepake, Christopher. Ecocriticism, Ecology, and the Cultures of Antiquity. Lexington Books, 2017.
Wall, Derek. Green History: A Reader in Environmental Literature, Philosophy and Politics. Routledge, 1994. en.bookfi.net. 25 Jan 2014.

WEBSITES http://www.american-buddha.com/lit.sistersearthtoc.html

FACULTY OF HUMANITIES & SCIENCE
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HMEN22 E06	**WOMEN'S LITERATURE**	Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C
	Total contact hours – 45	Ty	3	0/ 0	0/ 0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

To facilitate the students to

1. attempt an in-depth study of Women Writers (specific to Indian/ British/ American Literatures) , their literary prowess and style.
2. get sensitized to women-related issues through literary works written by seminal Women Writers.
3. gain knowledge about the psyche and creative acumen of women writers.
4. learn to place them in the established literary canon
5. realize the groundbreaking contributions of Women to Indian/ British/ American Literatures.

Course Outcomes (COs)

1	attempt an in-depth study of women writers (specific to Indian/ British/ American Literatures) , their literary prowess and style.
2	get sensitized to women-related issues through literary works written by seminal Women Writers.
3	gain knowledge about the psyche and creative acumen of women writers.
4	learn to place them in the established literary canon and
5	realize the groundbreaking contributions of Women to Indian/ British/ American Literatures

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancin gCourse	Ability Enhancin g course	Practical/ Project/ Internship	others
	√		√					

Course Code	WOMEN'S LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E06		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective

To facilitate the students to

1. attempt an in-depth study of Women Writers (specific to Indian/ British/ American Literatures) , their literary prowess and style.
2. get sensitized to women-related issues through literary works written by seminal Women Writers.
3. gain knowledge about the psyche and creative acumen of women writers.
4. learn to place them in the established literary canon
5. realize the groundbreaking contributions of Women to Indian/ British/ American Literatures.

Unit I

Introductory lectures on Women's Writing
History of Women's Writing, Theories
Salient features and unique social and cultural traditions and psychological factors that motivate and inspire women writers.

Unit II – Poetry

Kamala Das Without Looking Glass
Mamta Kalia After Eight Years of Marriage
Tara Patel In a Working Women's Hostel
Eunice D'Souza Marriages are made
Elizabeth Barrett Browning How do I Love thee
Maya Anjelou Still I Rise
Marianne Moore The mind is an Enchanting Thing

Unit III - Drama

Beah Richards A Black Woman Speaks

Unit IV - Prose – Non fiction and Fiction

LalithambikaAnterjonom: Admission of Guilt
Lakshmi Kannan: India Gate
Edith Wharton: The Other Two
Katherine Anne Porter: The Jilting of Granny Weatherall
Flannery O' Conner Everything that Rises Must Converge
Toni Morrison Sula

Unit V

Practical application and tasks: Students will be given literary texts, non-literary texts, films and documentaries for ecocritical readings

Suggested for further reading (poetry/prose):

Marianne Moore – No Swan so fine, Poetry
Maria Angelou – On Aging, Phenomenal Woman - Queen Elizabeth
The Doubt of Future Foes
Anne Bradstreet – The Prologue
Aphra Behn – On her loving two equally
Dorothy Wordsworth – Peaceful Our Valley / Fair and Green
Elizabeth Barret Browning – Grief
Emily Bronte – Riches I hold in Light Esteem

Mary Elizabeth Coleridge The Other Side of a Mirror
Mahasveta Devi: Draupati
Virginia Woolf – Professions for Women (essay)
Hilda Doolittle – Garden
Marianne Moore – Poetry (or) To a Snail
Judith Wright – The Sixties
Gwendolyn Brooks – To the Diaspora
Adrienne Rich – Power
Margaret Atwood – Marsh Languages
Arundhati Roy The God of Small Things

Course Outcome

On completion of the course Students will be able to

1. attempt an in-depth study of women writers (specific to Indian/ British/ American Literatures) , their literary prowess and style.
2. get sensitized to women-related issues through literary works written by seminal Women Writers.
3. gain knowledge about the psyche and creative acumen of women writers.
4. learn to place them in the established literary canon and
5. realize the groundbreaking contributions of Women to Indian/ British/ American Literatures

Books for Reference.

- Gilbert, Sandra & Susan Gubar. Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. Yale Nota Bene, 2000.
- James, Joy and T Denean Sharpley-Whiting. Eds. The Black Feminist Reader. Blackwell, 2000.
- Rahman, Momin and Stevi Jackson. Gender and Sexuality: Sociological Approaches. Polity Press. 2010.
- Rooney, Ellen. Ed. The Cambridge Companion to Feminist Literary Theory. Cambridge U P, 2008
- Schneir, Miriam. Ed. The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement. Vintage, 1995.

Tharu, Susie & K Lalitha. Women Writing in India. Oxford UP, 1991

HMEN 22E07	**NEW LITERATURES IN ENGLISH**	Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C
	Total contact hours – 45	Ty	3	0/ 0	0/ 0	3
	Prerequisite – UG English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

The students will be facilitated to

1. Understand the work of contemporary and complex writers of commonwealth countries.
2. acquire a highly comprehensive knowledge of commonwealth literature
3. explore commonwealth literature to understand life and scope for research
4. use literary studies to enhance the knowledge of life and its complexities.
6. Explore new literatures for finding ethical inferences for learning and research

Course Outcomes (COs)

1	Understand the work of contemporary and complex writers of commonwealth countries.
2	acquire a highly comprehensive knowledge of commonwealth literature
3	explore commonwealth literature to understand life and scope for research
4	use literary studies to enhance the knowledge of life and its complexities.
5	Explore new literatures for finding ethical inferences for learning and research

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancin gCourse	Ability Enhancin g course	Practical/ Project/ Internship	others
	√		√					

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Course Code	NEW LITERATURES IN ENGLISH	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E07		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory note

Students are introduced to contemporary and complex writers and their works spanning all the commonwealth countries; this paper will enable the student to acquire a highly comprehensive knowledge of commonwealth literature, and also providing them with sufficient knowledge base for pursuing research or teaching.

Course Objectives:

The students will be facilitated to

1. understand the work of contemporary and complex writers of commonwealth countries.
2. acquire a highly comprehensive knowledge of commonwealth literature
3. explore commonwealth literature to understand life and scope for research
4. use literary studies to enhance the knowledge of life and its complexities.
5. Explore new literatures for finding ethical inferences for learning and research

UNIT-I : PROSE

1. Africa - Achebe : Colonialist Criticism
(fromPost Colonial Studies Reader eds. Helen Tiffin, Chris Tiffin & Bill Ashcroft)
2. West Indies - V.S. Naipaul-India : A Wounded Civilization

UNIT-II : POETRY

1. Australia - Judith Wright : At Cooloola
2. New Zealand - James Baxter : The Ikons
3. Allen Curnow : House and Land

Canada - Al Purdy : Lament for the Dorsets (Eskimos Extinct in the 14th Century AD) (from Norton Anthology of Modern Poetry)
Africa - Kofi Awoonor : Song of War: The Weaver Bird (from Penguin Anthology of Modern Poetry- Africa. Eds. Gerald Moore and UlliBeier.)
Ace Nichols West Indies - Grace Nichols - Of course, when they ask for poems (from Six Women Poets. Ed. Judith Kinsman, OUP, 1992, pp.41 -43)

UNIT-III : DRAMA

Australia - Louis Nowra : Radiance
J.P.Clarke : Song of a goat

UNIT-IV : FICTION

Africa-Koetzee : Disgrace
Canada-MaragaretLaurence : The Stone Angel
Australia-Peter Carey : Oscar and Lucinda

UNIT V :Practical application and tasks: Students will be given literary texts, non-literary texts, films and documentaries for understanding new literatures in English and present in **In house Seminars, PPT presentations, etc.,**

Refernce

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
(Learning Outcome Based - Curriculum & Syllabus- 2022 Regulation)

HMEN22 E08	**LITERATURES ON SCIENCE**	Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C
	Total contact hours – 45	Ty	3	0/ 0	0/ 0	3
	Prerequisite – UG English Language					
	Course designed by – Department of English					

Course Objectives

To facilitate the students to

1. gain knowledge of interdisciplinary field of Literature and Science
2. read and analyze literary texts using different critical theories
3. study trends in literary studies and various sciences for lifelong learning
4. analyse the prescribed texts using for the purposes of career and research
5. develop a thorough understanding of ethics in social and professional life.

Course Outcomes (COs)

1	gain knowledge of interdisciplinary field of Literature and Science
2	familiarise themselves with the reading methods used in this field
3	read and analyse literary texts using concepts from various sciences
4	study trends in literary studies and various sciences alongside each other
5	analyse the prescribed texts using concepts from different sciences

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

Course Code	LITERATURES ON SCIENCE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E08		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. gain knowledge of interdisciplinary field of Literature and Science
2. read and analyze literary texts using different critical theories
3. study trends in literary studies and various sciences for lifelong learning
4. analyse the prescribed texts using for the purposes of career and research
5. develop a thorough understanding of ethics in social and professional life.

Unit 1

- Theoretical Background
- Mathew Arnold: Literature and Science
- C P Snow Two Cultures
- Aldous Huxley Literature and Science

Unit 2 Rachel Carson: Silent Spring

Unit 3 Elizabeth Gilbert : Signature of All Things

Unit 4 Bertrand Russell: Fact and Fiction Part I Raghunathan V : Locks, Mahabharata and Mathematics

Unit 5 Practical Application Tasks, Reading and Viewing videos and audios related to the texts- plays and movies

Suggested for further Reading:

- Stephen Hawkins: A Brief History of Time
- Sanjeev Sanyal: The Incredible History of the Indian Ocean
- Tom Stoppard Hapgood
- Edna St. Vincent Millay Euclid Alone has Looked on Beauty Bare

Course Outcome

On completion of the course students will be able to

1. gain knowledge of interdisciplinary field of Literature and Science
2. familiarise themselves with the reading methods used in this field
3. read and analyse literary texts using concepts from various sciences
4. study trends in literary studies and various sciences alongside each other
5. analyse the prescribed texts using concepts from different sciences

Books for Reference

Alexander, Sarah C. Victorian Literature and the Physics of the Imponderable. Routledge, 2015.
Gold, Barry J. Thermopoetics: Energy in Victorian Literature. MIT Press, 2010.
Gossin, Pamela. Routledge Encyclopaedia of Literature and Science. Greenwood Publishing, 2002.
Haydern, Judy. Literature in the Age of Celestial Discovery: From Copernicus to Flamsteed. Palgrave, 2016.
Meisel, Martin. Chaos Imagined: Literature, Art and Science. Columbia University Press, 2016.
JOURNALS Journal of Literature and Science Configurations

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HMEN 22E09	**LITERATURES OF THE MARGINS**	Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C
	Total contact hours – 45	Ty	3	0/ 0	0/ 0	3
	Prerequisite – UG English Language					
	Course designed by – Department of English					

Course Objectives

The students will be facilitated to

1. understand the concept of margins and marginality
2. study literatures of the margins on their own.
3. develop a sensitivity and a sensibility towards the underprivileged sections
4. critically evaluate issues related to representation and resistance for research.
5. use the knowledge of resistance as found in subaltern literatures to learn social ethics

Course Outcomes (COs)

1	understand the concept of margins and marginality
2	study literatures of the margins on their own.
3	develop a sensitivity and a sensibility towards the underprivileged sections
4	critically evaluate issues related to representation and resistance for research.
5	use the knowledge of resistance as found in subaltern literatures to learn social ethics

Program Specific Objectives (PSOs)

PSO1	Demonstrating mastery of the components of English language and literature.
PSO2	Explaining through literature in English, diverse historical cultural and social ethics
PSO3	Applying literary critical perspectives to generate original analysis of literature in English
PSO4	Analysing research perspectives in English language and literature to benefit academiccommunity.
PSO5	Promoting cultural values and real-life skills through English language and Literature

Mapping of Course Outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (PSOs)

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO2	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO3	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO4	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**

3/2//1 Indicates Strength of Correlation: 3- High; 2 Medium; 1- Low

3. Category	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Course	Ability Enhancing course	Practical/ Project/ Internship	others
	√		√					

Course Code	LITERATURES OF THE MARGINS	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HMEN22E09		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Outline:

The course introduces a whole range of texts that deal with marginality. It aims to develop sensitivity amongst students towards the underprivileged and deprived sections of society. The course examines a wide range of texts from different countries and communities. These texts deal with different issues related to marginalized sections such as caste, gender, indigeneity and race.

Course Objectives:

The students will be facilitated to

1. understand the concept of margins and marginality
2. study literatures of the margins on their own.
3. develop a sensitivity and a sensibility towards the underprivileged sections
4. critically evaluate issues related to representation and resistance for research.
5. use the knowledge of resistance as found in subaltern literatures to learn social ethics

Unit 1: Prose

Ambedkar, B.R. (1935) Annihilation of Caste. New Delhi: Bluemoon books, 2001.
Morrison, Toni. Playing in the Dark: Whiteness and Literary Imagination. New York, Vintage: 1992. (Selected portions)
Goldie, Terry. "The Representation of the Indigene" in Fear and Temptation: The Image of the Indigene in Canadian, Australian and New Zealand Literatures. Kingston: McGill-Queens University Press, 1989.

Unit 2: Poetry

Angelou, Maya. Shaker, Why Don't you Sing? Toronto: Random House, 1983.
Selected poems of Bhakti Poets. Bhakti Poetry of India. CreateSpace Independent Publishing Platform: 2013.
Schelling, Andrew. The Oxford Anthology of Bhakti Literature. New Delhi, OUP: 2011. (Namdev, Ravidas, Kabir).
Noonuccal, Oodegeroo (Kath Walker). The Dawn is at Hand. Hertfordshire: Campion Press, 1989.

Unit 3: Life-Narrative and Play

Leane, Jeanine. Purple Threads. Queensland, University of Queensland Press: 2011.
Budhan Theatre. BudhanBolta Hai. Published in Devy, G. Painted Words: An Anthology of Tribal Literature. New Delhi, Penguin Books India: 2003.

Unit 4: Fiction

G. Kalyana Rao, Untouchable Spring. New Delhi: Orient Blackswan: 2010.
Jane Harrison, Becoming Kerrali Lewis. Magabala Books Aboriginal Corporation: 2016

Course Outcomes:

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

1. understand the concept of margins and marginality
2. study literatures of the margins on their own.
3. develop a sensitivity and a sensibility towards the underprivileged sections

4. critically evaluate issues related to representation and resistance for research.
5. use the knowledge of resistance as found in subaltern literatures to learn social ethics

Suggested Readings:

Bama. Karukku. Translated by Lakshmi Holmström. Chennai: Macmillan India, 2000.
Devi, Mahasweta. Chotti Munda and his Arrow. Translated by Gayatri Chakravorty Spivak. Oxford: Blackwell. (2003).
Elder, Arlene (1992). 'Silence as Expression: Sally Morgan's My Place'.Kunapipi 14(1): 16–24. Gopal Guru. Humiliation: Claims and Context. New York: Oxford University Press, 2009.
Guha, Ranajit. 'On Some Aspects of the Historiography of Colonial India'. In Ranajit Guha (ed.) Subaltern Studies Volume One (pp. 1–8). Delhi: Oxford University Press, 1982.
Huggan, Graham. The Post-Colonial Exotic: Marketing the Margins. London: Routledge, 2001. Krishnaswamy, Revathi. 'Globalization and its Postcolonial (Dis)contents: Reading Dalit Writing'. Journal of Postcolonial Writing 41(1): 69–82, 2005.
Ruffo, Armand Garnet. 'Introduction'. In Armand Garnet Ruffo (ed.) (Ad)dressing our Words: Aboriginal Perspectives on Aboriginal Literatures (pp. 5–16). Penticton: Theytus Books, 2001.
Trinh T. Minh-ha. Woman, Native, Other: Writing, Postcoloniality and Feminism. Bloomington and Indianapolis: Indiana University Press, 1989.
Whitlock, Gillian. 'In the Second Person: Narrative Transactions in Stolen Generations Testimony'. Biography 24(1): 197–214, 2001.
1. Dr. B. R. Ambedkar: "Annihilation of Caste", "Who Were the Shudras?", "Buddha or Karl Marx", "Caste, Class and Democracy", "Untouchability".
2. SharanakumarLimbale: Towards an Aesthetic of Dalit Literature
3. Hira Bansole: "Bosom Friend", "Slave", "O Great Man" (From An Anthology of Dalit Literature. Ed. M. R. Anand and E. Zelliot. New Delhi: Gyan Publishing House)
4. Hari Ram Meena: When Arrows Were Heated Up. New Delhi: Niyogi Books
5. Mahesh Dattani: Seven Steps; Around the Fire (Collected Plays, Vol. II, New Delhi: Penguin, 2005)
6. James Baldwin: Giovanni's Room.
Marginality StudiesTexts
B. R. Ambedkar, "Annihilation of Caste"
Bama, Karukku
Bandhumadhav, "The Poisoned Bread"
Mahasweta Devi, "Behind the Bodice"
Atiq Rahimi, 7The Patience Stone
Leslie M. Silko, Ceremony
Firdaus Kanga, Trying to Grow
Recommended Reading
KanchaIlaiah, Why I am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy
Gayatri C. Spivak, "Can the Subaltern Speak?"
Leila Ahmed, Women and Gender in Islam.

AUDIT COURSE

FOR ALL PG PROGRAMS OFFERED IN H&S

AUDIT COURSE							
Sl.No	**Course Code**	**Course Name**	**Ty/Lb**	**Teaching Scheme**			
				L	**T**	**P**	**C**
1	HMAC22I01	English for Research paper Writing	Ty	2	0	0	0
2	HMAC22I02	Disaster Management	Ty	2	0	0	0
3	HMAC22I03	Sanskrit for Technical Knowledge	Ty	2	0	0	0
4	HMAC22I04	Value Education	Ty	2	0	0	0
5	HMAC22I05	Constitution of India	Ty	2	0	0	0
6	HMAC22I06	Pedagogy Studies	Ty	2	0	0	0
7	HMAC22I07	Stress Management by Yoga	Ty	2	0	0	0
8	HMAC22I08	Personality Development through Life Enlightenment Skills	Ty	2	0	0	0
9	HMAC22I09	Life skill	Ty	2	0	0	0

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Subject Code: HMAC22I01	Subject Name ENGLISH FOR RESEARCH PAPER WRITING	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	2	0	0	0

L:LectureT:Tutorial P:Project ;R:ResearchC:CreditsT/L:Theory/Lab

Objectives
To know the art of writing the research paper and thesis .
To Ensure the good quality of paper at very first-time submission.

COURSEOUTCOMES(COs) :At the end of this course the students would be able to

CO1	Understand that how to improve your writing skills and level of readability
CO2	Learn about what to write in each section
CO3	Understand the skills needed when writing a Title

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3-High,2-Medium, 1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit Course		
										✓		

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HMAC22I01	ENGLISH FOR RESEARCH PAPER WRITING	2 0 0 0

Course objectives:
To know the art of writing the research paper and thesis .
To Ensure the good quality of paper at very first-time submission.

Syllabus

Units	CONTENTS	Hours
1	Planning and Preparation, Word Order, Breaking up long sentences,StructuringParagraphsandSentences,BeingConciseandRemoving Redundancy,AvoidingAmbiguityandVagueness	5
2	ClarifyingWhoDidWhat,HighlightingYourFindings,HedgingandCriticising, ParaphrasingandPlagiarism,SectionsofaPaper,Abstracts. Introduction	5
3	ReviewoftheLiterature,Methods,Results,Discussion,Conclusions,The FinalCheck.	5
4	key skills are needed when writing a Title, key skills are needed whenwritinganAbstract,keyskillsareneeded whenwriting anIntroduction, skillsneeded whenwriting aReview oftheLiterature,	5
5	skillsareneededwhenwritingtheMethods,skillsneededwhenwriting theResults,skillsareneededwhenwritingtheDiscussion,skillsareneeded when writingtheConclusions	5
6	usefulphrases,howtoensurepaperisasgoodasitcouldpossiblybe thefirst- timesubmission	5

SuggestedStudies:

GoldbortR(2006)WritingforScience,YaleUniversityPress(availableonGoogleBooks)

DayR (2006)How toWriteandPublishaScientificPaper,CambridgeUniversityPress

HighmanN(1998),HandbookofWritingfortheMathematicalSciences,SIAM.Highman'sbook.

AdrianWallwork,EnglishforWritingResearchPapers,SpringerNewYorkDordrecht

HeidelbergLondon,20

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Subject Code: HMAC22I02	**Subject Name: DISASTER MANAGEMENT**	**Ty/Lb**	**L**	**T**	**P**	**C**
	Pre requisite: Nil	Ty	2	0	0	0

L : Lecture T :Tutorial P:Project R:Research C:Credits T/L:Theory/Lab

Objectives: Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.

COURSEOUTCOMES(COs) :At the end of this course the students would be able to

CO1	evaluate disaster risk reduction and humanitarian response policy and practice from Multiple perspectives.
CO2	Develop an understanding of standards of humanitarian response and practical relevance in Specific types of disasters and conflict situations.
CO3	Understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they work in.

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3- High,2-Medium, 1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit course		
										✓		

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HMAC22I02	**DISASTER MANAGEMENT**	**2**	**0**	**0**	**0**

CourseObjectives:-Studentswillbeableto:

- Learntodemonstrateacriticalunderstandingofkeyconceptsindisasterriskreductionand humanitarian response.
- Criticallyevaluatedisasterriskreductionandhumanitarianresponsepolicyandpracticefrommultipleperspectives.
- Developanunderstandingofstandardsofhumanitarianresponseandpracticalrelevanceinspecific typesofdisastersandconflict situations.
- criticallyunderstandthestrengthsandweaknessesofdisastermanagementapproaches,planningandprogrammingindifferentcountries,particularlytheirhomecountryorthe countriestheyworkin.

Units	Syllabus : CONTENTS	Hours
1	**Introduction** Disaster:Definition,FactorsAndSignificance;DifferenceBetweenHazardAndDisaster;NaturalAndManmadeDisasters:Difference,Nature,Types AndMagnitude.	5
2	**RepercussionsOfDisastersAndHazards**:EconomicDamage,LossOfHumanAndAnimalLife,Destruction Of Ecosystem. NaturalDisasters:Earthquakes,Volcanisms,Cyclones,Tsunamis,Floods,DroughtsAndFamines,Landslides AndAvalanches,Man-madedisaster: NuclearReactorMeltdown,IndustrialAccidents,OilSlicksAndSpills,OutbreaksOfDiseaseAndEpidemics, War AndConflicts.	5
3	**DisasterProne AreasInIndia** StudyOfSeismicZones;AreasProneToFloodsAndDroughts,Landslides AndAvalanches;AreasProneToCyclonicAndCoastalHazardsWithSpecialReferenceTo Tsunami;Post-Disaster DiseasesAnd Epidemics	5
4	**DisasterPreparednessAndManagement** Preparedness:MonitoringOfPhenomena TriggeringADisasterOrHazard;EvaluationOfRisk: ApplicationofRemoteSensing,DatFromMeteorologicalAndOtherAgencies,MediaReports:GovernmentalAndCommunityPreparedness.	5
5	**RiskAssessment** Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global AndNational Disaster Risk Situation. Techniques Of Risk Assessment, GlobalCo-OperationInRiskAssessmentAndWarning,People'sParticipationIn RiskAssessment.Strategiesfor Survival.	5
6	**DisasterMitigation** Meaning,ConceptAndStrategiesOfDisasterMitigation,EmergingTrends InMitigation.StructuralMitigationAndNon-StructuralMitigation,ProgramsOf DisasterMitigation In India.	5

SUGGESTEDREADINGS:

1. R.Nishith,SinghAK,"DisasterManagementinIndia:Perspectives,issuesandstrategies"'NewRoyalbookCompany.
2. Sahni,PardeepEt.Al.(Eds.),"DisasterMitigationExperiencesAndReflections",PrenticeHallOfIndia,NewDelhi.
3. GoelS.L.,DisasterAdministrationAndManagementTextAndCaseStudies",Deep&DeepPublication Pvt.Ltd.,New Delhi.

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Subject Code: HMAC22I03	**Subject Name SANSKRIT FOR TECHNICAL KNOWLEDGE**	**Ty/Lb**	**L**	**T**	**P**	**C**
	Prerequisite: Nil	Ty	2	0	0	0

L :Lecture T :Tutorial P:Project R:Research C:CreditsT/L:Theory/Lab

Objectives To get a working knowledge in illustrious Sanskrit, the scientific language in the world Learning of Sanskrit to improve brain functioning, to develop the logic in mathematics, science & other subjects enhancing the Memory power. The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature.

COURSEOUTCOMES(COs):At the end of this course the students would be able to

CO1	Understanding basic Sanskrit language
CO2	Understanding ancient Sanskrit literature about science & technology
CO3	Develop logic in students being a logical language.

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3-High,2-Medium, 1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical	Soft Skills	Audit course		
										✓		

HMAC22I03	SANSKRIT FOR TECHNICAL KNOWLEDGE	2 0 0 0

CourseObjectives

1. Toget aworkingknowledgeinillustriousSanskrit,thescientificlanguagein theworld
2. LearningofSanskrittoimprovebrain functioning
3. LearningofSanskrittodeveloptheIogicin mathematics,science& othersubjects
4. enhancingthememorypower
5. Theengineeringscholarsequipped withSanskritwillbeabletoexplorethe hugeknowledgefromancientliterature

Unit	*Content*	*Hours*
1	• AlphabetsinSanskrit, • Past/Present/FutureTense, • SimpleSentences	10
2	• Order • Introductionofroots • TechnicalinformationaboutSanskritLiterature	10
3	• TechnicalconceptsofEngineering-Electrical,Mechanical,Architecture,Mathematics	10

Suggestedreading

1. "Abhyaspustakam"–Dr.Vishwas,Samskrita-BhartiPublication,NewDelhi
2. "TeachYourselfSanskrit"PrathamaDeeksha-VempatiKutumbshastri,RashtriyaSanskritSansthanam,NewDelhi Publication
3. "India'sGloriousScientificTradition"SureshSoni,Oceanbooks(P)Ltd.,NewDelhi.

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Subject Code: HMAC22I04	Subject Name VALUE EDUCATION	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	2	0	0	0

L:LectureT:Tutorial P:ProjectR:ResearchC:CreditsT/L:Theory/Lab

Objectives .Understand value of education and self- development, Imbibe good values in students. Let them should know about the importance of character

COURSEOUTCOMES(COs):At the end of this course the students would be able to

CO1	Knowledge of self-development
CO2	Learn the importance of Human values
CO3	Developing the overall personality

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3-High,2-Medium,1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit course		
										✓		

HMAC22I04	VALUE EDUCATION	2 0 0 0

CourseObjectives

Studentswillbeableto

1. Understandvalueofeducationandself-development
2. Imbibegood valuesin students
3. Lettheshouldknowabout theimportanceofcharacter

UNIT I

Valuesandself-development–Socialvaluesandindividualattitudes.Workethics,Indianvision ofhumanism Moralandnon-moralvaluation.Standardsandprinciples.

Valuejudgements

UNIT 2

Importance of cultivation of values.
Sense of duty. Devotion, Self-reliance.
Confidence, Concentration. Truthfulness, Cleanliness.
Honesty, Humanity. Power of faith, National Unity.
Patriotism.Lovefornature,Discipline

UNIT 3

Personality and Behavior Development - Soul and Scientific attitude.
Positive Thinking. Integrity and discipline.Punctuality, Love and Kindness.
Avoid fault Thinking.Free from anger, Dignity of labour.
Universal brotherhood and religious tolerance.True friendship.
Happiness Vs suffering, love for truth.Aware of self-destructive habits.
Association and Cooperation.Doing best for saving nature

UNIT 4

Character and Competence –Holy books vs Blind faith.
Self-management and Good health.Science of reincarnation.
Equality, Nonviolence,Humility, Role of Women.
All religions and same message.Mind your Mind, Self-control.
Honesty,Studyingeffectively

Suggestedreading

1. Chakroborty,S.K."ValuesandEthicsfororganizationsTheoryandpractice",OxfordUniversityPress,NewDelhi

Courseoutcomes

Studentswillbeableto

1. Knowledgeofself-development
2. LearntheimportanceofHumanvalues
3. Developing the overall personality

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
(Learning Outcome Based - Curriculum & Syllabus- 2022 Regulation)

Subject Code: HMAC22I05	Subject Name CONSTITUTION OF INDIA	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	2	0	0	0

L:LectureT:Tutorial P:ProjectR:ResearchC:CreditsT/L:Theory/Lab

Objectives Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism To address the role
Of socialism in
India afterthecommencementoftheBolshevikRevolutionin1917anditsimpactontheinitialdraftingoftheIndian Constitution.

COURSEOUTCOMES(COs):At the end of this course the students would be able to

CO1	Understand and explain the significance of Indian Constitution as the fundamental law of the land
CO2	Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.
CO3	Analyze the Indian political system, the powers and functions of the Union, State and Local Governments in detail
CO4	Understand Electoral Process, Emergency provisions and Amendment procedure.

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1
CO4	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3-High,2-Medium, 1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical	Soft Skills	Audit course		
										✓		

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
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HMAC22I05 CONSTITUTION OF INDIA 2/0/0/0

CourseObjectives:Studentswillbeableto:

1. Understand the premises informing the twin themes of liberty and freedom from a civilrightsperspective.
2. ToaddressthegrowthofIndianopinionregardingmodernIndianintellectuals'constitutionalroleandentitlementtocivilandeconomicrightsaswellastheemergenceofnationhoodin theearlyyearsof Indian nationalism.
3. ToaddresstheroleofsocialisminIndiaafterthecommencementoftheBolshevik Revolutionin1917and itsimpactontheinitialdraftingoftheIndian Constitution.

Units	Content	Hours
1	History of Making of the Indian Constitution: History, Drafting Committee, Composition & (Working)	3
2	Philosophy of the Indian Constitution-Preamble Salient Features	3
3	Contours of Constitutional Rights & Duties: Fundamental Rights Right to Equality Right to Freedom Right against Exploitation Right to Freedom of Religion Cultural and Educational Rights Right to Constitutional Remedies Directive Principles of State Policy Fundamental Duties.	6
4	Organs of Governance: Parliament Composition Qualifications and Disqualifications Powers and Functions Executive: President Governor Council of Ministers Judiciary, Appointment and Transfer of Judges, Qualifications Powers and Functions	6
5	Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative CEO of Municipal Corporation. Pachayati raj: Introduction, PRI: ZilaPachayat. Elected officials and their roles, CEO Zila Pachayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy	6
6	Election Commission: Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners. State Election Commission: Role and Functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.	**6**

Suggestedreading

1. TheConstitution ofIndia,1950(BareAct),Government Publication.
2. Dr.S.N.Busi,Dr.B.R.AmbedkarframingofIndian Constitution,1st Edition,2015
3. M.P.Jain,IndianConstitutionLaw,7thEdn.,LexisNexis,2014.
4. D.D.Basu,IntroductiontotheConstitutionofIndia,LexisNexis,2015

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
(Learning Outcome Based - Curriculum & Syllabus- 2022 Regulation)

Subject Code:	**Subject Name: PEDAGOGY STUDIES**	**Ty/Lb**	**L**	**T**	**P**	**C**
HMAC22I06	Prerequisite: Nil	Ty	2	0	0	0

L :Lecture T :Tutorial P:ProjectR:ResearchC:CreditsT/L:Theory/Lab

ObjectivesStudentswillbeableto:4.Reviewexistingevidenceonthereviewtopictoinformprogramme design and Policy making undertaken by the DfID, other agencies and researchers.5.Identify critical evidence gaps to guide the development.

COURSEOUTCOMES(COs):Attheendofthiscoursethestudentswouldbeabletoknow

CO1	What pedagogical practices are being used by teachers informal and informal classrooms in developing countries?
CO2	What is the evidence on the effectiveness of the sepedagogical practices, in what conditions, And with what population of learners?
CO3	Howcanteachereducation(curriculumandpracticum)andtheschoolcurriculumand Guidance materials best support effective pedagogy?

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PSO1**	**PSO2**	**PSO3**
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1

H/M/L indicates Strength of Correlation 3- High,2-Medium, 1-Low

Category	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical	Soft Skills	Audit course		
										✓		

HMAC22I06 PEDAGOGY STUDIES 2/0/0/0

CourseObjectives: Studentswillbeableto:

1.Reviewexistingevidenceonthereviewtopictoinformprogrammedesignandpolicymaking undertakenbytheDfID, other agenciesandresearchers.

2.Identifycritical evidencegapstoguidethedevelopment.

Units	Syllabus Content	Hours
1	• **IntroductionandMethodology:** • Aimsandrationale,Policybackground,Conceptualframeworkandterminology • Theoriesoflearning,Curriculum,Teacher education. • Conceptualframework,Researchquestions. • Overviewofmethodologyand Searching.	6
2	• Thematicoverview:Pedagogicalpracticesarebeingusedbyteachersinformal and informalclassroomsin developingcountries. • Curriculum,Teachereducation.	6
3	• Evidenceontheeffectivenessofpedagogical practices • Methodologyfortheindepthstage:qualityassessmentofincludedstudies. • Howcanteachereducation(curriculumandpracticum)andtheschoolcurriculumand guidancematerialsbestsupporteffectivepedagogy? • Theoryofchange. • Strengthandnatureofthebodyofevidenceforeffectivepedagogicalpractices. • Pedagogictheoryandpedagogicalapproaches. • Teachers'attitudesandbeliefsandPedagogicstrategies.	6
4	• Professionaldevelopment:alignmentwithclassroompracticesandfollow-up support • Peersupport • Supportfromtheheadteacherand thecommunity. • Curriculumandassessment • Barrierstolearning:limitedresourcesandlargeclasssizes	6
5	• **Researchgapsandfuture directions** • Researchdesign –Contexts– Pedagogy–TeachereducationCurriculumandassessment • Disseminationandresearchimpact. **Suggestedreading** 1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2):245-261. 2. AgrawalM(2004)Curricularreforminschools:Theimportanceofevaluation,JournalofCurriculumStudies,36(3):361-379. 3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher educationresearchproject(MUSTER)country report1.London: DFID. 4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basicmaths and reading in Africa: Does teacher preparation count? International Journal EducationalDevelopment,33(3):272–282. 5. AlexanderRJ(2001)Cultureandpedagogy:Internationalcomparisonsinprimaryeducation.Oxfordand Boston:Blackwell. 6. ChavanM(2003)ReadIndia:Amassscale,rapid,'learningtoread'campaign. 7. www.pratham.org/images/resource%20working%20paper%202.pdf.	6

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
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Subject Code : HMAC22I07	**Subject Name : STRESS MANAGEMENT BY YOGA**	**Ty/Lb /ETL**	**L**	**T/ SLr**	**P/R**	**C**
	Prerequisite : None	**Ty**	**3**	**0**	**0**	**3**

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :
To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga.

COURSE OUTCOMES (Cos) : (3 – 5)
Students completing the course were able to

CO1	Compile the models of health and the psychological component of health
CO2	Classify healthy behavior and health compromising behavior
CO3	Deduce the impact of stress on health and apply effective stress management strategies
CO4	Extrapolate the role of yoga in health care

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	PSO1	PSO2	PSO3
CO1	3	3						3	3			
CO2	3	3	2					3	3			
CO3	3	3	2				1	3	3			
CO4	3	3	2				1	3	3			

Category	Basic Sciences	Engineering Sciences	Humanities & Social Sciences	Program core	Program Electives	Open Electives	Practical / Project	Internships / Technical Skills	Soft Skills	Audit course
										√

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DEPARTMENT OF ENGLISH
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(Learning Outcome Based - Curriculum & Syllabus- 2022 Regulation)

Subject Code : HMAC22I07	Subject Name : STRESS MANAGEMENT BY YOGA	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	2	0	0	0

Unit 1 **6 HOURS**

Understanding Stress: Stress and lifestyle disorders: Meaning and definition, development of stress; nature of stressors: Frustration, pressure; Factors predisposing stress: life events and daily hassles; Burnout. Coping with stress: Problem oriented and emotion oriented. Stress management: Meaning and definition; Changing thoughts, behavior and physiological responses.

Unit 2 **10 HOURS**

Yoga Philosophy: Introduction to Yoga and Yogic Practices – Definition, History, Aim and Objectives, Four Paths of Yoga and Principles of Yoga, Hatha Yoga – Distinction between Yoga and Non Yogic Practices, Concept of Yogic diet, Purpose and Utility of Asanas in Hatha Yoga , Introduction to Patanjali,

Unit 3 **14 HOURS**

Yoga in Health Care: Yoga for specific lifestyle disorders: Asthma, Sleeplessness, Diabetes, Blood pressure and Heart Diseases. Research evidence on the impact of yoga intervention on lifestyle disorders. Halasana and Matsyasana for Thyroid, Dhanurasana and Bhujangasana for Polycystic Ovarian Syndrome Disease, Shishuasana and AdhoMukhaSvanasana for Arthritis, SuptaMatsyendrasana and Vrikshasana for Lower back pain, ArdhaMatsyendrasana and Chakrasana for Diabetes, Apanasana and Paschimottanasana for Indigestion and Stomach Disorder, Padmasana and Sirsasana for Migraine, BaddhaKonasana and Sukhasana for Depression, Balasana and Shavasana for Sleeplessness. Evaluation of the applications of psychological knowledge in the area of health and identification of gaps**Total no. of periods: 30**

REFERENCES

- Taylor, S.E (2006). Health Psychology. New Delhi: Tata McGraw Hill
- Serafini, E.P & Smith T.W. (2012). Health Psychology: Bio psychosocial Interventions. New Delhi: Wiley
- Hatha Yoga Pradipika by Swami Svatmarama.

BKS Iyengar (2013). YOGA - The Path to Holistic Health

HMAC22I08	**PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS**	**2 0 0 0**

CourseObjectives

1.Tolearntoachievethehighestgoalhappily

2.Tobecomea personwithstablemind,pleasingpersonalityanddetermination

3.Toawakenwisdomin students

Syllabus

Unit	Content	Hours
1	Neetisatakam-Holisticdevelopmentofpersonality • Verses-19,20,21,22(wisdom) • Verses- 29,31,32 (pride&heroism) • Verses-26,28,63,65(virtue) • Verses-52,53,59(dont's) • Verses-71,73,75,78(do's)	10
2	• Approach to dayto dayworkandduties. • ShrimadBhagwadGeeta:Chapter 2-Verses41,47,48, • Chapter 3-Verses13,21,27,35,Chapter6-Verses5,13,17,23,35, • Chapter18-Verses45,46,48.	10
3	• Statementsofbasicknowledge. • ShrimadBhagwadGeeta:Chapter2-Verses56,62,68 • Chapter 12 -Verses13,14,15,16,17,18 • PersonalityofRolemodel.ShrimadBhagwadGeeta:C hapter2-Verses17,Chapter3-Verses36,37,42, • Chapter 4-Verses18,38,39 • Chapter18–Verses37,38,63	10

Suggestedreading

1."SrimadBhagavadGita"bySwamiSwarupanandaAdvaitaAshram(Publication

2.Department),Kolkata

3.Bhartrihari'sThreeSatakam(Niti-sringar-vairagya)byP.Gopinath,

4.RashtriyaSanskritSansthanam,NewDelhi.

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
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Subject Code : HMAC22I09	Subject Name :LIFE SKILLS	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	2	0	0	0

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :

- Understand the positive effect of being open to experiences
- Be familiar with impulse control and pro social behaviour
- Describe emotional intelligence, social intelligence, and integrative thinking for effective Leadership
- Describe basic managerial skills. And self-management skills.

COURSE OUTCOMES (Cos) : (3 – 5)
Students completing the course were able to

CO1	Develop the tendency to accept self and others unconditionally
CO2	Regulate their emotional impulsivity and demonstrate pro social behaviour
CO3	Inculcate emotional and social intelligence and integrative thinking for effective Leadership.
CO4	Demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership.
CO5	Create and maintain an effective and motivated team to work for the society

Mapping of Course Outcomes with Program Outcomes (POs)

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1			1		3	2	2					
CO2			1		3	2	1		1			
CO3		2	1		3	3	1		2			
CO4	2	2	1		3	3	2		3			
CO5	1	2	1		3	3	2		2			

Category	Basic Sciences	Engg Sciences	Humanities & Social Sciences	Program core	Program Electives	Open Electives	Practical / Project	Internships / Technical Skills	Audit course	Soft Skills
									√	

FACULTY OF HUMANITIES & SCIENCE
DEPARTMENT OF ENGLISH
M.A. ENGLISH
(Learning Outcome Based - Curriculum & Syllabus- 2022 Regulation)

Subject Code : HMAC22I09	Subject Name :LIFE SKILLS	Ty/Lb/ETL	L	T/SLr	P/R	C
	Prerequisite : None	Ty	2	0	0	0

UNIT 1: **6 Hours**

Openness to experience: developing the tendency to accept and appreciate self and others, the Insights, ideas, values, feelings, and behaviors, cultivate willingness to try new things as well as engage in imaginative and intellectual activities, and creative thinking "thinking outside of the box." Skills.

UNIT 2: **6 Hours**

Conscientiousness- developing the ability to regulate their impulse control in order to engage in goal-directed behaviors, managing negative emotions such as anger, worry, and sadness and Developing organized and structured approach

Unit 3: **6 Hours**

Pro social behavior:developingtrust, altruism, kindness, affection, empathetic understanding, Sharing, comforting and cooperating, Assertiveness, emotional expressiveness and social interaction.

Unit 4: **6 Hours**

Innovative leadershipUnderstanding: Concept of emotional and social intelligence, the persona of a leader for deriving holistic inspiration, Drawing insights for leadership, leadership qualities essential to sail through difficult situations, Importance of ethics, Ethical decision-making, Personal and professional moral codes of conduct, Creating a harmonious life.

Unit 5: **6 Hours**

Management Skills : Basic Managerial Skills - Planning for Effective Management, Organize Teams, Delegation of Tasks, Time Management, Conflict and Stress Management. Self-management Skills -Understanding Self-concept, Developing Self-awareness, Self-examination, Self-reflection and introspection, Self-regulation.

Total hours:30 Hours

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Kurien, V., and Salve, G. 2012. I Too Had a Dream. Roli Books Private Limited New Delhi
Carnegie D. 2018. Overcoming Worry and Stress. New Delhi: Manjul Publishing House.
Collins Jim. 2001. Good to Great. New York: Harper Business, 136 LifeSkills (JeevanKaushal) FacilitatorsManual
Covey, Stephen R. 2020. 30th ed. The 7 Habits of Highly Effective People. New Delhi: Simon & Schuster.
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Drucker, Peter F. 2006. The Effective Executive. New York: Harper Business.
Goleman D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
Robbins S. P., Coulter M., and Fernandez A. 2019. Management. 14th edition. Noida, India: Pearson Education.