

**COURSE STRUCTURE AND SYLLABI
FOR FOUR YEARS
B.A. (MAJOR) ENGLISH LANGUAGE AND LITERATURE**

2023-24



**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
ADAMAS UNIVERSITY**



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals contributing to nation building.

MISSION STATEMENTS OF THE UNIVERSITY

- M.S 01:** Improve employability through futuristic curriculum and progressive pedagogy with cutting-edge technology
- M.S 02:** Foster outcomes-based education system for continuous improvement in education, research and all allied activities
- M.S 03:** Instil the notion of lifelong learning through culture of research and innovation
- M.S 04:** Collaborate with industries, research centres and professional bodies to stay relevant and up to-Date
- M.S 05:** Inculcate ethical principles and develop understanding of environmental and social realities

CHANCELLOR / VICE CHANCELLOR



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

VISION OF THE SCHOOL

To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

MISSION STATEMENTS OF THE SCHOOL

M.S 01: To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning.

M.S 02: To engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy, and to ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond creatively and flexibly to the challenges of a diverse and changing world.

DEAN OF THE SCHOOL CONCERNED



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

VISION OF THE DEPARTMENT

The Department of English Language and Literature aims at preparing employable candidates. The students are imbued with in-depth knowledge of the English language and critical insight.

MISSION STATEMENTS OF THE DEPARTMENT

- M.S 01:** Enabling the students to practise critical thinking through various pedagogical techniques
- M.S 02:** Creating a space for interdisciplinary studies.
- M.S 03:** Broadening career options through knowledge and skills by inculcating professional ethics and by making socially employable youth.
- M.S 04:** Promoting quality research and creative work that furthers appreciation.

HOD

DEAN/ SCHOOL CONCERNED



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Name of the Programme: B.A. (Major) English Language and Literature

Program Educational Objectives (PEOs)

PEO 01 – To make students conceptualize, critically analyze and acquire In-depth knowledge of English Language and Literature by imbibing in them the unique ability of synthesizing knowledge towards adding value in the areas of Literature and Language.

PEO 02 – To promote critical thinking by way of enabling graduates to look at things from different perspectives, thereby making them efficient in applying different forms of problem-solving techniques.

PEO 03 – To inculcate a spirit of enquiry, so that a student with Masters in English can search for facts and truths by developing methodologies that support critical analysis and decision making.

PEO 04 – To ignite the passion for creativity and original thinking. To inculcate a spirit of Ethics and Social Commitment in the personal and professional life so that they add value to the society.

HOD

DEAN/ SCHOOL CONCERNED



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE



ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Name of the Programme: B.A. (Major) English Language and Literature

GRADUATE ATTRIBUTE / PROGRAMME OUTCOME (PO)

- GA 01/ PO 01:** Knowledge of Literature in English: Obtaining comprehensive knowledge of a range of literary and cultural texts written in English.
- GA 02/ PO 02:** Contextual Understanding: Understand socio-political and economic context that play crucial roles in shaping literary works.
- GA 03/ PO 03:** Independent and Original Perspectives: Foster and nurture independent, original thoughts and perspectives on diverse social and cultural issues.
- GA 04/ PO 04:** Research and Analysis: Understand the basics of research methodologies and approaches.
- GA 05/ PO 05:** Communication: Communicate effectively with the literary community and within the society at large.
- GA 06/ PO 06:** Leadership Skills: Understand the importance, skills and nuances of leadership in a team, group or society at large.
- GA 07/ PO 07:** Modernization and Tools Usage: Acquire necessary knowledge of tools (especially digital tools) to adapt to the modern world.
- GA 08/ PO 08:** Creative, Critical Thinking and Problem-Solving Skills: Generate and apply all these skills and when necessary, in a broader socio-cultural and literary context.
- GA 09/ PO 09:** Language, Literature, Culture and Society: Acquire a critical understanding of how language, literature, culture and society influence and shape each other.
- GA 10/ PO 10:** Ethical Value: Apply ethical principles and commit to professional ethics and responsibilities.
- GA 11/ PO 11:** Individual and Team Effort: Understand importance of individual and team effort through various activities.
- GA 12/ PO 12:** Industry Friendly Skills Development: Acquire necessary skills and knowledge to adapt to the new economy.

HOD

DEAN/ SCHOOL



**ADAMAS UNIVERSITY, KOLKATA
SOLACS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Name of the Programme: B.A. (Major) English Language and Literature

PROGRAMME SPECIFIC OUTCOME (PSO)

PSO 01: NIL

PSO 02: NIL

PSO 03: NIL

PSO 04: NIL

HOD

DEAN/ SCHOOL CONCERNED

**COURSE STRUCTURE AND SYLLABI
FOR FOUR YEAR B.A. DEGREE COURSE**

2023-24

PROGRAMME CODE:

ENG3401



**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
ADAMAS UNIVERSITY**

SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES								
UNDERGRADUATE COURSE STRUCTURE								
B.A. (Major) ENGLISH LANGUAGE AND LITERATURE								
BATCH 2023-24								
SEMESTER I								
S. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks
				L	T	P	C	
1	CC	ENG101	INDIAN LITERATURE IN ENGLISH: AN INTRODUCTION	3	1	0	4	CC-1
2	CC	ENG102	14TH TO 17TH CENTURIES : BRITISH POETRY AND DRAMA	3	1	0	4	CC-2
3	MDC	ENG103	ACADEMIC AND PROFESSIONAL WRITING: AN INTRODUCTION	2	1	0	3	Select Any One
		ENG104	INTRODUCTION TO LANGUAGE STRUCTURE					
4	AEC	AEC101	COMMUNICATIVE ENGLISH -I				3	
5	Minor		TO BE CHOSEN FROM POOL OF MINORS				4	
6	VAC	VAC105	COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY				2	
Semester Credits							20	
SEMESTER II								
7	CC	ENG106	17TH AND 18TH CENTURIES: BRITISH POETRY AND DRAMA	3	1	0	4	CC-3
8	CC	ENG107	CLASSICAL INDIAN LITERATURE	3	1	0	4	CC-4
9	MDC		TO BE CHOSEN FROM POOL OF MULTIDISCIPLINARY COURSES				3	
10	SEC		TO BE CHOSEN FROM POOL OF SKILL COURSES				2	

11	VAC		TO BE CHOSEN FROM POOL OF VAC				2	
12	AEC		TO BE CHOSEN FROM POOL OF AEC				3	
13	Minor		TO BE CHOSEN FROM POOL OF MINORS				4	
Semester Credits							2	2
SEMESTER III								
14	CC	ENG201	18TH CENTURY BRITISH LITERATURE	3	1	0	4	CC-5
15	CC	ENG202	ROMANTIC LITERATURE OF BRITAIN	3	1	0	4	CC-6
16	MDC		TO BE CHOSEN FROM POOL OF MULTIDISCIPLINARY COURSES	3			3	
17	Minor		TO BE CHOSEN FROM POOL OF MINORS	3	1	0	4	
18	AEC		TO BE CHOSEN FROM POOL OF AEC				2	
19	SEC		TO BE CHOSEN FROM POOL OF SKILL COURSES				2	
20	VAC		TO BE CHOSEN FROM POOL OF VAC				2	
Semester Credits							2	1
SEMESTER IV								
21	CC	ENG205	19TH CENTURY BRITISH LITERATURE	3	1	0	4	CC-7
22	CC	ENG206	20TH CENTURY BRITISH LITERATURE	3	1	0	4	CC-8
23	CC	ENG207	EUROPEAN LITERATURE IN CLASSICAL AGE	3	1	0	4	CC-9
24	SEC		TO BE CHOSEN FROM POOL OF SKILL COURSES	2		1	2	
25	Minor		TO BE CHOSEN FROM POOL OF MINORS	3	1	0	4	
26	VAC		TO BE CHOSEN FROM POOL OF VAC				2	
Semester Credits							2	0

SEMESTER V								
27	CC	ENG301	MODERN DRAMA OF EUROPE	3	1	0	4	CC-10
28	CC	ENG302	INTRODUCTION TO AMERICAN LITERATURE	3	1	0	4	CC-11
29	CC	ENG303	LITERATURES OF INDIA IN ENGLISH TRANSLATION	3	1	0	4	CC-12
30	Minor		TO BE CHOSEN FROM POOL OF MINORS	3	1	0	4	
31	SEC		TO BE CHOSEN FROM POOL OF SKILL COURSES				2	
31	INT		Internship				4	
							2	
Semester Credits							2	
SEMESTER VI								
32	CC	ENG305	BRITISH LITERATURE: POST 1945	2	1	1	4	CC-13
33	CC	ENG306	STUDY OF POSTCOLONIAL LITERATURES	3	1	0	4	CC-14
34	CC	ENG307	AN INTRODUCTION TO LITERARY THEORY	3	1	0	4	CC-15
35	Minor		TO BE CHOSEN FROM POOL OF MINORS				4	
36	SEC		TO BE CHOSEN FROM POOL OF SKILL COURSES				2	
37	Project		ACADEMIC PROJECT				4	
							2	
Semester Credits							2	
							1	
Total Credits of the Program after 3rd Year							2	
							7	
SEMESTER VII								
38	CC	ENG401	INTRODUCTION TO LITERARY CRITICISM	3	1	0	4	CC-16
39	CC	ENG402	POSTMODERNISM: AN INTRODUCTION	3	1	0	4	CC-17
40	CC	ENG403	LITERATURES IN ENGLISH TRANSLATION	2	1	1	4	CC-18

41	CC (For With research)	ENG404	BASICS OF RESEARCH METHODOLOGY (should start working on dissertation topic)	3	1	0	4	CC-19 (Research)
42	CC (For Without research)	ENG405	LITERATURE AND VISUAL ARTS	3	1	0	4	CC-19(without Research)
43	Minor		TO BE CHOSEN FROM POOL OF MINORS				4	
Total Semester Credit							20	
Semester VIII								
44	CC	ENG407	A STUDY OF CONTEMPORARY DEVELOPMENTS IN LITERARY THEORY	3	1	0	4	CC-20
45	CC (For Without research)	ENG408	INDIAN PARTITION LITERATURE	3	1	0	4	CC-21 (without Research)
46	CC (For Without Research)	ENG409	GENDER STUDIES	3	1		4	CC-22(without Research)
47	Minor		TO BE CHOSEN FROM POOL OF MINORS				4	
48	Minor (For without research)		TO BE CHOSEN FROM POOL OF MINORS				4	
49	Dissertation	ENG412	PROJECT/DISSERTATION	12	0	0	12	
Total Semester Credit							20	
Total Credits of the Program after 4th Year							167	

Major Electives to be offered by the Department of English Language and Literature

SEM 3	SEM 4	SEM 5	SEM 6
LITERATURES OF THE INDIAN DIASPORA (ENG11015)	MODERN EUROPEAN DRAMA (ENG11013)	LITERATURE AND CINEMA (ENG11022)	TRAVEL WRITING (ENG11024)
BRITISH LITERATURE: POST WORLD WAR II (ENG11016)	SCIENCE FICTION AND DETECTIVE LITERATURE (ENG11018)	WORLD LITERATURES (ENG11023)	AUTOBIOGRAPHY (ENG11025)
INDIAN CLASSICAL LITERATURE (ENG11004)	INDIAN WRITING IN ENGLISH (ENG11001)	AMERICAN LITERATURE (ENG11014)	WOMEN'S WRITING (ENG11020)
		CREATIVE WRITING	LITERATURE AND EVERYDAY LIFE

Minors to be offered by the Department of English Language and Literature

SEM 3	SEM 4	SEM 5	SEM 6
INTRODUCTION TO LANGUAGE, LITERATURE AND CULTURE (ENG11028)	ACADEMIC AND PROFESSIONAL WRITING (ENG11097)	EDITING AND PUBLISHING: AN INTRODUCTION (ENG11098) TRANSLATION: AN INTRODUCTION (ENG11099)	TEXT AND PERFORMANCE (ENG11031)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG101	INDIAN LITERATURE IN ENGLISH: AN INTRODUCTION											
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	2	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	2	-	-	-	2	-	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG102	14TH TO 17TH CENTURIES: BRITISH POETRY AND DRAMA											
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	3	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	3	-	-	-	2	-	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------

ENG106	17TH AND 18TH CENTURIES: BRITISH POETRY AND DRAMA											
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	3	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	-	-	-	-	2	-	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG107	CLASSICAL INDIAN LITERATURE											
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1
CO4	3	3	3	2	-	1	2	3	3	2	2	-
CO5	3	3	3	-	2	1	-	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG201	18th Century British Literature											
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG202	Romantic Literature of Britain											
CO1	3	3	3	2	-	-	2	3	3	-	2	-
CO2	3	3	3	-	2	-	-	3	3	-	2	1

CO3	3	3	3	2	-	1	2	3	3	2	-	1
CO4	3	3	3	2	-	1	2	3	3	-	-	1
CO5	3	3	3	-	2	-	2	3	3	2	2	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG205	19th Century British Literature											
CO1	3	3	3	2	-	-	-	3	3	-	-	1
CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG206	20th Century British Literature											
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG207	EUROPEAN LITERATURE IN CLASSICAL AGE											
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-

CO5	3	3	3	-	2	-	2	3	3	1	-	-
-----	---	---	---	---	---	---	---	---	---	---	---	---

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG2 08	LITERATURES OF THE INDIAN DIASPORA											
CO1	3	3	3	2	2	-	-	3	3	2	2	1
CO2	3	3	3	-	2	1	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	1	2	-
CO4	3	3	3	2	-	-	2	3	3	-	-	1
CO5	-	-	-	2	-	1	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG3 01	MODERN DRAMA OF EUROPE											
CO1	3	3	3	-	-	1	1	3	3	-	-	-
CO2	3	3	3	2	2	-	1	3	3	-	2	1
CO3	3	3	3	2	2	-	-	3	3	1	-	-
CO4	3	3	3	-	2	1	-	3	3	1	2	-
CO5	3	3	3	2	-	1	2	3	3	1	-	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 302	INTRODUCTION TO AMERICAN LITERATURE											
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 303	LITERATURES OF INDIA IN TRANSLATION											
CO1	3	3	3	2	-	-	-	3	3	-	-	1
CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG3 04	Women's Writing in English: An Introduction											
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 305	BRITISH LITERATURE: POST 1945											
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-
CO5	3	3	3	-	2	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------

ENG 306	Study of Postcolonial Literatures											
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-
CO5	3	3	3	-	2	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 307	Introduction to Literary Theory											
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 308	An Introduction to Children's Literature in English											
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 401	Introduction to Literary Criticism											
CO1	3	3	3	2	-	-	-	3	3	-	-	1

CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG4 02	Postmodernism: An Introduction											
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 403	Literatures In English Translation											
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1
CO4	3	3	3	2	-	1	2	3	3	2	2	-
CO5	3	3	3	-	2	1	-	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 404	Basics of Research Methodology											
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 405	Literature and Visual Arts											
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 406	An Introduction to Travel Writing											
CO1	3	3	3	2	-	-	2	3	3	-	2	-
CO2	3	3	3	-	2	-	-	3	3	-	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	1
CO4	3	3	3	2	-	1	2	3	3	-	-	1
CO5	3	3	3	-	2	-	2	3	3	2	2	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG407	A Study of Contemporary Developments in Literary Theory											
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1
CO4	3	3	3	2	-	1	2	3	3	2	2	-
CO5	3	3	3	-	2	1	-	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG408	Indian Partition Literature											
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG409	Gender Studies											
CO1	3	3	3	2	-	-	2	3	3	-	2	-
CO2	3	3	3	-	2	-	-	3	3	-	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	1
CO4	3	3	3	2	-	1	2	3	3	-	-	1
CO5	3	3	3	-	2	-	2	3	3	2	2	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG410	Introduction to Tagore Studies											
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-
CO5	3	3	3	-	2	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG411	Popular Literature and Culture: An Introduction											
CO1	3	3	3	2	-	-	-	3	3	-	-	1
CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG109	Editing and Publishing: An Introduction											
CO1	3	3	3	2	2	-	-	3	3	2	2	3
CO2	3	3	3	-	2	1	-	3	3	1	-	3

CO3	3	3	3	-	2	-	2	3	3	1	2	3
CO4	3	3	3	2	-	-	2	3	3	-	-	3
CO5	-	-	-	2	-	1	2	3	3	1	-	3

SEMESTER I

ENG101	INDIAN LITERATURE IN ENGLISH: AN INTRODUCTION	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To explain background and history of Indian writing in English.
2. To introduce to the students the predominant conflicts, controversies and debates in the domain of Indian Writing in English.
3. To give the students an overview of Indian Literature in English in the era of pre-independence and post independence.
4. To critically analyze the texts and to contextualize them within the contemporary socio-political conditions

Course Outcomes

- CO1. Formulate** a comprehensive idea regarding the background and history of Indian writing in English.
- CO2. Identify** pre-Independence and post- Independence contexts in Indian English poetry.
- CO3. Assess** the conflicts, controversies and debates regarding readership, language and aesthetics in Indian writing in English.
- CO4. Review** themes and issues in IE fiction, IE drama forms, language and performance.
- CO5. Compare** the role of gender, identity, and representation in Indian Literature in English, examining how these themes are portrayed and contested in various genres such as prose, poetry, and drama.

Course Description

Indian Literature in English is a very significant course to enrich a student of English literature with a crucial understanding of the rise, development and constantly evolving contours of Indian Literature in English since the days of British colonialism. This course attempts to discuss major writers and their contribution to the larger gamut of Indian English Literature through extensive reading of poetry, plays, and fictions. The debates, conflicts in this specialized domain will also be addressed at the same time. The lectures will try to point out and explain significant events in the socio-political and cultural scenario of pre-independent as

well as post-independent India and how they have left an indelible imprint on the significant literary texts of the period. The course includes interactive class lectures, reading materials, film screening, tutorials, interactive sessions with the students, and class assignments. The lectures are to be complemented by powerpoint presentations in class. Students are to be provided with unit notes and are encouraged to participate in class discussions.

Course Content

Module I: 15 Lecture Hours

Poetry (Pre-Independence)

H.L.V. Derozio: "Freedom to the Slave", "The Orphan Girl"

Toru Dutt: "Our Casurina Tree" / Sarojini Naidu: "To India"

Rabindranath Tagore: "Where the Mind is Without Fear"/ Sri Aurobindo: "The Golden Light"

Poetry (Post-Independence)

Kamala Das: Introduction"/ "My Grandmother's House"

Nissim Ezekiel: "Enterprise"/ "The Night of the Scorpion"

Arun Kolatkar: "Scratch" from Jejuri

A. K. Ramanujan: "A River"

Robin S. Ngangom: "The Strange Affair of Robin S. Ngangom"/ "A Poem for Mother"

Module II: 15 Lecture Hours

Drama:

Mahesh Dattani: Bravely Fought the Queen/

Harindranath Chatterjee/ Krishnamohan Banerjee

Module III: 15 Lecture Hours

Fiction: Bankim Chandra Chattopadhyay / R.K. Narayan /Anita Desai / Mulk Raj Anand/
Raja Rao

Short Story:

Mulk Raj Anand, Shashi Deshpande

Temsula Ao

Module IV: 15 Lecture Hours

Prose and Non Fiction

Swami Vivekananda/ Rabindranath Tagore/ R. Parthasarathy/ A.K. Ramanujan

Text and Reference Books

1. M. K Naik, *A History of Indian English Literature*, Sahitya Akademi
2. Arvind Krishna Mehrotra, *A Concise History of Indian Writing in English*, Ranikhet: Permanent Black
3. Vinayak Krishna Gokak, Ed. *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi

4. R. Parthasarathy, Ed. *Ten Twentieth Century Poets*. New Delhi: OU
5. R. K Narayan ,*Swami and Friends*. Indian Thought Publications.
6. Anita Desai, *In Custody*. UK: Heineman.
7. Mahesh Dattani, *Collected Plays*. Penguin
8. Tamsila Ao, *These Hills Called Home: Stories from a War Zone*. Zuban Classics
9. Tillotama Misra. *The Oxford Anthology of Writings from North-East India* Vol. 1: Fiction

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	2	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	2	-	-	-	2	-	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG102	14TH TO 17TH CENTURIES : BRITISH POETRY AND DRAMA	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives:

1. To understand the origin of English Literature.
2. To get familiarised with the socio-political background of time to understand its influence on the construction of the Renaissance texts.
3. Introduce students to the different forms of Renaissance movement.
4. To make students aware of the philosophical ideas influencing the thought process of the times.

Course Outcomes

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

CO1. Understand the origin of English Literature.

CO2. Identify the socio-political background of the time and how it influences the construction of the Renaissance texts.

CO3. Classify the different forms of Renaissance movement.

CO4. Demonstrate the philosophical ideas influencing the thought process of the times.

CO5. Justify the influence of religious, political, and social contexts on the development of themes and forms in 14th to 17th centuries British poetry and drama.

Course Description:

The Renaissance shapes the human subject. Man's position amid the universe constructs the discourses of knowledge in the future. Understanding the events leading to such an

event becomes integral in understanding the human subject. Furthermore, literature traces the evolution and scepticism of the human subject and thus this point of origin becomes the cornerstone of English Literature. Learning the ideas proposed by key thinkers of the Renaissance, the position of religion, politics and man will be of significance. Students shall explore how literature traces the socio-political concerns of the times. Furthermore, the course also requires the student to learn and improve the skill of academic writing.

Course Content:

Unit I: Age of Chaucer

Chaucer, William Langland, Alliterative Romances

Unit II: Elizabethan/Jacobean Poetry and Prose

Wyatt and Surrey/ Sidney/Spenser/Shakespeare/Drayton

Metaphysical Poetry: Donne/Marvell/Herbert

Prose: Francis Bacon

Unit III: Elizabethan/Jacobean Drama

Drama: Shakespeare/Marlowe/John Webster

Unit IV: Age of Milton

John Milton: Paradise Lost/ Non Fiction

Textbooks And References:

1. Macbeth. William Shakespeare. Worldview.
2. Sonnet Sequences and Social Distinction in Renaissance England. Christopher Warley. 2005.
3. English Social and Cultural History: An Introductory Guide and Glossary by Bibhash Choudhury.
4. Arts and Humanities Through the Eras: Renaissance Europe 1300-1600.
5. J.W. Lever. *The Elizabethan Love Sonnet. Barnes and Noble Books.*
6. Peter Jones. *Shakespeare: The Sonnets (Casebook).* Macmillan Publishers.
7. Geoffrey Chaucer. *Canterbury Tales.* Penguin.
8. Edmund Spenser. *Collected Poems.* Penguin.
9. F.T. Palgrave. *The Golden Treasury.* Palgrave Macmillan.
10. Helen Gardner. *The Metaphysical Poets.* Penguin Edition.

11. Christopher Marlowe. *Tambourline*. Wordsworth.
12. Christopher Marlowe. Edward II. Bookway.
13. William Shakespeare. Macbeth. Arden.
14. William Shakespeare. The Merchant of Venice. Arden.
15. William Shakespeare. Julius Caesar. Arden.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	3	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	3	-	-	-	2	-	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

SEMESTER II

ENG106	17TH AND 18TH CENTURIES: BRITISH POETRY AND DRAMA	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Knowledge of 18 th Century British Literature				
Co-requisites	-				

Course Objectives

1. To define the socio-political and cultural ambience of the 17th and 18th-century English society.
2. To summarize an idea about the rise of poetic and dramatic forms, like Mock Epic, Verse Satire, and Restoration Comedy of Manners.
3. To explain the predominant ideas that shape 17th-18th century/Age of Enlightenment in England.
4. To critically analyze the texts within the contemporary socio-political conditions.

Course Outcomes

CO1. **Formulate** a comprehensive knowledge of socio-political and cultural background of Seventeenth and Eighteenth Century England

CO2. **Derive** a broader understanding of the predominant literary forms of the period

CO3. **Explain** the importance of major literary genres like Mock Epic, Satire, and Restoration Comedy of Manners

CO4. **Identify** the predominant ideas constituting the thought process of Restoration England.

CO5. **Analyze** major texts of the period.

Course Description

British Poetry and Drama: 17th & 18th Centuries is a very crucial course to equip a student of English literature with a broader understanding of Restoration England. This course attempts to discuss in detail the socio-political and cultural context of the Restoration Age and its impact on the major literary forms and texts of the period. The lectures will try to point out and explain significant events in the socio-political and cultural scenario of the then England and how they have left an indelible mark on the significant literary texts of the period. The course includes interactive class lectures, reading materials, film screening, tutorials, and interactive sessions with the students, and class assignments. The lectures are to be complemented by powerpoint presentations in class. Students are to be provided with module notes and are encouraged to participate in class discussions.

Course Content

Module I: Verse Satire

John Dryden: *Mac Flecknoe*

Alexander Pope: *The Rape of the Lock (Canto)*

Module II: Restoration Comedy of Manners

William Congreve/ William Wycherley/ George Etherege

Jeremy Collier

Module III: Heroic Tragedy

John Dryden

Module IV: Graveyard Poetry

Thomas Gray: “Elegy Written in a Country Churchyard”

William Collins: “Ode to Evening”

Text and Reference Books:

1. John Milton, *Paradise Lost*, ed. F.T. Prince (Oxford University Press)
2. John Dryden, *Mac Flecknoe*, ed. Madhu Grover (New Delhi: Worldview, 2004)
3. Alexander Pope, *The Rape of the Lock*, ed. Harriet Raghunathan (New Delhi: Worldview, 2004)
4. William Congreve, *The Way of the World*, ed. Kajal Sengupta
5. *Gray's English Poems*, ed. D.C. Tovey (New York: Cambridge University Press, 1922)
6. *The Complete Poetical Works of William Collins, Thomas Gray and Oliver Goldsmith*, ed. Epes Sargent (New York: G. P. Putnam & Sons, 1871)
7. Eric Rothstein, *Restoration and Eighteenth Century Poetry: 1660-1780*. (London: Routledge and Kegan Paul, 1981)
8. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel According to St. Luke*, chaps. 1–7 and 22–4.
9. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
11. *The Essential Prose of John Milton*, eds. William Kerrigan, John Rumrich, and Stephen M. Fallon (New York: Modern Library, 2013)
12. Thomas Hobbes, Selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
13. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The*

Norton Anthology of English Literature, vol. 1, 9th ed. Stephen Greenblatt (New York: Norton 2012) pp.1767–8.

14. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

15. Kathleen M. Lynch, *The Social Mode of Restoration Comedy*, (Routledge, 1967).

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	-	2	2	-	-	-	-	-	-	-
CO2	-	-	3	-	2	1	-	-	-	1	-	-
CO3	-	-	-	-	2	-	-	3	3	-	2	-
CO4	-	3	-	-	-	-	2	3	-	-	-	1
CO5	-	-	-	-	-	-	2	-	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG107	CLASSICAL INDIAN LITERATURE	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Knowledge of Literature in context of Indian Society				
Co-requisites	-				

Course Objectives

1. To introduce students to a detailed understanding of the socio-economic and political background of the Classical period in India.
2. To give a comprehensive idea of the origin and progress of poetic practices in Sanskrit and other Indian languages.
3. To facilitate specific discussions on the authors and poets of the respective era.
4. To critically analyze the texts - both structurally and thematically.

Course Outcomes:

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

- CO1. Explain** the nuances of the tradition of Sanskrit poetry in its formation period.
- CO2. Match** the development and growth of Sanskrit Literature and its contribution in Indian Literature.
- CO3. Evaluate** the poetical tradition of Sanskrit literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- CO4. Analyze** the poems and other texts in the socio-political and religious contexts of the time.
- CO5. Determine** the basic philosophical questions posed by Indian Vedic Philosophy.

Course Description

Indian Classical Literature is one of the foundational courses to understand the basic trajectory of Sanskrit poetry from its formation stage to the beginning of modern Indian literature. This course deals with Vedic and the classical periods of Indian literature. The lectures will discuss the issues of socio-political scenario of the then India and how the contemporary social hierarchy played a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of Indian literature of its classical and Vedic time period in the texts themselves. The classes may also use audio-visual aids to

explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Unit I: Theory and Aesthetics

Bharata/ A.K. Ramanujan “Ancient Tamil Poetics”

Unit II: Poetry

Kalidasa

Unit III: Drama

Kalidasa, Sudraka

Unit IV: Mahakavya

The Mahabharata (Selections)

Text and Reference Books:

1. The Loom of Time (New Delhi: Penguin,1989)
2. The Mahabharata: tr. and ed. J.A.B. Van Buitenen (Chicago: Brill,1975) pp.106–69.
3. Mricchakatika, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass,1962).
4. “The Book of Banci”, in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) Book 3.
5. Bharata: Natyashastra, tr. Manomohan Ghosh, Vol. I, 2nd ed. (Calcutta: Granthalaya, 1967) Chap.6: “Sentiments”, pp. 100–18.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1
CO4	3	3	3	2	-	1	2	3	3	2	2	-
CO5	3	3	3	-	2	1	-	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG201	18th Century British Literature	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives:

1. To illustrate the changing socio-political scenario of 18th century
2. To demonstrate and explain the rise of literary forms, like novels and periodical essays.
3. To analyze and explain significant ideas that shape 18th century/Age of Enlightenment
4. To critically analyze the texts and to contextualize them within the contemporary socio-political conditions

Course Outcomes

CO1. Develop a broader view of Eighteenth century British socio-political and cultural context

CO2. Contextualize major texts of Eighteenth Century England

CO3. Analyze the importance of major literary genres like Novels, Periodical Essays, and Sentimental Comedy

CO4. Outline the predominant ideas constituting the thought process of Eighteenth Century England

CO5. Investigate the development of the novel as a distinct literary form in 18th century British literature, examining its thematic concerns, narrative techniques, and social implications.

Course Description

British Literature: 18th century is a very significant course to enrich a student of English literature with a crucial understanding of the Age of Enlightenment. This course attempts to discuss major ideas of Enlightenment including Enlightenment philosophy, Enlightenment notion of liberty, rise of novels, coffee house culture, and Enlightenment periodicals. The lectures will try to point out and explain significant events in the socio-political and cultural scenario of the then England and how they have left an indelible imprint on the significant literary texts of the period. The course includes interactive class lectures, reading materials, tutorials, interactive sessions with the students, and class assignments. The lectures are to be complemented by powerpoint presentations in class. Students are to be provided with unit notes and are encouraged to participate in class discussions.

Course Content

Module I: Eighteenth Century Ideas

Thomas Hobbes, John Locke, Mary Wollstonecraft, Edmund Burke

Module II: Plays

Oliver Goldsmith/Sheridan

Module III: Novel

Fanny Burney: *Evelina*/ Daniel Defoe: *The Life and Adventures of Robinson Crusoe*/ Eliza Heywood: *Fantomina*/ Jonathan Swift: *Gulliver's Travels*

Module IV: Non Fiction

Periodical Essays and Prose

Text and Reference Books:

1. Fanny Burney. *Evelina*. Oxford Publications
2. Daniel Defoe. *The Life and Adventures of Robinson Crusoe*. Norton Critical Edition.
3. Oliver Goldsmith. *She Stoops to Conquer*. Atlantic publishers
4. Jonathan Swift, *Gulliver's Travels*, Norton Critical Edition/ Oxford's World's Classics
5. *The Spectator* from Gutenberg
6. *The Tatler* from Gutenberg
7. Paul Langford. *Eighteenth-Century Britain: A Very Short Introduction*. Oxford University Press, 2005.
8. David Daiches. *The History of English Literature* (volumes 1-4);
9. John Richetti, ed, *The Cambridge Companion to Eighteenth-Century Novel*. 1996.
10. Harold Bloom, ed, *Jonathan Swift's Gulliver's Travels*, 2008
11. Ernst Cassirer. *The Philosophy of Enlightenment*. 1932
12. Lennard. J Davis. *Factual Fictions*. 1983
13. Ian Watt. *The Rise of the Novel*. 1957
14. John Mee& Tom Keymer, eds., *The Cambridge Companion to English Literature, 1740-1830*. 2004
15. Roy Porter. *English Society in the 18th Century*.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	-	2	1	2	3	3	1	2	1
CO 2	3	3	3	2	2	-	-	3	3	1	-	-
CO 3	3	3	3	-	2	-	2	3	3	-	2	1
CO 4	3	3	3	2	-	1	-	3	3	-	-	-
CO 5	3	3	3	-	-	1	2	3	3	1	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG202	Romantic Literature of Britain	L	T	P	C
Version 1.0		3	1	0	4
Prerequisites / Exposure	Knowledge of English language				
Co-requisites	Acquaintance with History of British Literature				

COURSE OBJECTIVES

1. Acquaint students with the origin of Romantic Literature.
2. Acquaint students with the socio-political background of the time to understand its influence on the construction of the romantic texts.
3. Introduce students to the different forms of Romantic movement.
4. Introduce students to the philosophical ideas influencing the thought process of the times.

Course Outcomes

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

CO1. Identify the origin of English Romantic Literature.

CO2. Review the socio-political background of the time and how it influences the construction of the Romantic texts.

CO3. Compute the different forms of Romantic Movement.

CO4. Verify the philosophical ideas influencing the thought process of the times.

CO5. Evaluate the impact of Romantic literature on contemporary cultural and artistic expressions.

Course Description:

The Romantic Age marks the shift from the aristocracy to the bourgeois class. It explores the ambivalent influence of industrial revolution. Ideas of freedom and revolution come into vogue and these go on to change the fabric of the modern world. Dualities like urban-rural, rational-irrational, reason-imagination come into the intellectual foray. Truth and the modes to reach it are explored beyond apparent reason. Institutions like organised Christianity, its relationship with monarchy are questioned, thereby, shaping the liberal humanist subject. These issues remain unresolved, and thus, it becomes imperative to explore them for an understanding of not just the past, but the present. Class interaction and critical thinking become key in this discourse.

Course Content:

Module I: Ideas

Wordsworth, Coleridge, Keats

Module II: Poetry: Early Romantics

William Blake

Robert Burns

William Wordsworth/ Samuel Taylor Coleridge

Module III:

Poetry: Late Romantics

Lord George Gordon Noel Byron/Percy Bysshe Shelley/John Keats/John Clare

Module IV: Romantic Prose

Fiction: Mary Shelley/ Walter Scott/

Non Fiction: Charles Lamb/ DeQuincey/ Hazlitt/ Dorothy Wordsworth

Reference Books

1. Wordsworth's Poetry and Prose, Norton Critical Edition
2. Shelley's Poetry and Prose, Norton Critical Edition
3. Collected Poems of Robert Burns, Wordsworth Poetry Library
4. Coleridge's Poetry and Prose, Norton Critical Edition
5. Keats's Poetry and Prose, Norton Critical Edition
6. Blake's Poetry and Designs, Norton Critical Edition
7. Byron's Poetry and Prose, Norton Critical Edition
8. Frankenstein, Norton Critical Edition
9. Bibhash Choudhury. English Social and Cultural History: An Introductory Guide and Glossary
10. David Daiches. The History of English Literature (volumes 1-4);
11. M.H. Abrams, The Mirror and the Lamp: Romantic Theory and the Critical Tradition
12. Aidan Day. Romanticism. New Critical Idiom.
13. Roe, Nicholas. Romanticism; An Oxford Guide. OUP, 2005. Print
14. M.H. Abrams. Natural Supernaturalism.
15. Marilyn Butler. Romantics, Rebels, and Reactionaries.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	-	2	3	3	-	2	-
CO 2	3	3	3	-	2	-	-	3	3	-	2	1
CO 3	3	3	3	2	-	1	2	3	3	2	-	1
CO 4	3	3	3	2	-	1	2	3	3	-	-	1
CO 5	3	3	3	-	2	-	2	3	3	2	2	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG205	19th Century British Literature	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Detailed understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of 19th Century British Culture
2. To give a comprehensive idea about the various aspects of the birth and growth of Victorianism
3. To make a detailed study of the literary genres of Victorian Literature.
4. To study the influence of the changing technological advancement on 19th Century British Literature
5. To analyze the socio-economic aspects of 19th Century British society and its representation in Victorian Literature.

Course Outcomes

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

CO1. Identify the cultural markers in literary texts

CO2. Evaluate the significance of imagery and symbolism in the texts.

CO3. Differentiate between different approaches and viewpoints evident in the literary output.

CO4. Studying the impact of political scenarios in the construction of a societal belief system.

CO5. Employ the various aspects of 19th Century British culture through the literary texts.

Course Description

19th Century British Literature focuses on the literary output of Victorian authors, poets, dramatists, and essayists. The history of Victorian Literature closely integrates the various socio-political elements unique to the reign of Queen Victoria. Issues of gender and racism are at the crux of the development of Victorian Literature. The concepts of industrialization and progress are also reiterated in the various literary forms shaped by Victorian society. It essentially studies the literature of the United Kingdom in the 19th Century. The aim of this course is to enable students to critically evaluate and understand the literary texts in the context

of Victorian society. It will also closely study the language of Victorian Literature and its connection to its historical past. This course introduces the students to 19th Century British Literature and helps them to build a strong base in understanding the culture of the British Isles.

Course Content

Unit I: Ideas and Concepts

Matthew Arnold, Thomas Carlyle, John Ruskin, Herbert Spencer

Unit II: Fiction

Jane Austen/Charlotte Bronte/*Elizabeth Gaskell/ George Eliot*

Charles Dickens/*Thomas Hardy / W. M Thackeray/ George Meredith*

Unit III: Poetry

Alfred Tennyson/Robert Browning/Matthew Arnold

Together'/Christina Rossetti/Elizabeth Barrett Browning/ Emily Bronte

Unit IV: Drama

Oscar Wilde

Texts and Reference Books:

1. Austen, Jane. *Pride and Prejudice*. Penguin, India,2010
2. Sanders, Andrew. *Oxford History of English Literature*. Oxford, 2012.
3. Bronte, Charlotte. *Jane Eyre*. Norton,2009
4. Dickens, Charles. *Oliver Twist/ David Copperfield*. Penguin India, 2014.
5. Palgrave. *Golden Treasury*. Oxford, 2008.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press,2012.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	-	3	3	-	-	1
CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG206	20th Century British Literature	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Detailed understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of early 20th Century British Culture
2. To give a comprehensive idea about the various aspects of the birth and growth of Modernism
3. To make a detailed study of the literary genres of Modernist Literature.
4. To study the influence of the changing technological advancement on 20th Century British Literature
5. To analyse the socio-economic aspects of 20th Century British Society And its Representation in Modernist Literature.

Course Outcomes

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

CO1. Identify the cultural markers in literary text.

CO2. Evaluate the significance of imagery and symbolism in the texts.

CO3. Differentiate between different approaches and viewpoints evident in the literary output.

CO4. Review the impact of political scenarios in the construction of a societal belief system.

CO5. Categorize the various aspects of early 20th Century British culture through the literary texts.

Course Description

Early 20th Century British Literature focuses on the literary output of Modernist authors, poets, dramatists, and essayists. The history of Modernist Literature closely integrates the various socio-political elements unique to the early 20th Century. Issues of gender, racism, and fragmentation are at the crux of the development of Modernist Literature. The concepts of industrialization and progress are also reiterated in the various literary forms shaped by Modern

society. It essentially studies the literature of the United Kingdom in the 20th Century. The aim of this course is to enable students to critically evaluate and understand the literary texts in the context of Modernist society. It will also closely study the language of Modernist Literature and its connection to its historical past. This course introduces the students to early 20th Century British Literature and helps them to build a strong base in understanding the culture of the British Isles.

Course Content

Unit I: Ideas

Modernism — Post-modernism and non-European Cultures — The Women's Movement in the Early 20th Century — Psychoanalysis and the Stream of Consciousness — The Uses of Myth — The Avant Garde

Unit II: Poetry

W.B. Yeats/ T.S. Eliot/

/ Wilfred Owen/ Siegfried Sassoon/ Auden/ Dylan Thomas

Unit III: Drama

George Bernard Shaw/ *J M Synge Riders to the Sea*/ *John Galsworthy*

Unit IV: Fiction and Non-Fiction

D.H. Lawrence / *Joseph Conrad*

Virginia Woolf / *James Joyce/ Katherine Mansfield*

T S Eliot

Texts and Reference Books:

1. Bradbury, Malcom. *Modernism* Penguin, India, 2013
2. Sanders, Andrew. *Oxford History of English Literature*. Oxford, 2012.
3. Woolf, Virginia. *To the Lighthouse*. Norton,2009
4. Shaw, Bernard. *Arms and the Man*. Penguin India,2014.
5. Michel, Robert. *An Anthology of Modern Verse*. Faber and Faber, 1990.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press,2012.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG207	European Literature in Classical Age	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Detailed Knowledge of Classical Tradition				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the socio-economic and political background of the European Classical period.
2. To give a comprehensive idea of the origin and progress of poetic practices in the ancient Greco- Roman cultural discourse.
3. To facilitate specific discussions on the authors of the respective era.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

Course Outcomes

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

CO1. Demonstrate the nuances of the tradition of Greco-Roman literature in its formation period.

CO2. Outline the development and growth of Greco-Roman Literature

CO3. Evaluate the poetical tradition of Greco-Roman literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.

CO4. Analyze the poems and other literary genres in the socio-political and religious contexts of the time.

CO5. Illustrate the basic philosophical questions posed by Greco-Roman philosophical discourse.

Course Description

European Classical Literature is one of the foundational courses to understand the basic trajectory of Greco-Roman poetry from its formation stage to the beginning of modern European literature. This course focuses on the development of the Greco-Roman Literary Discourse. The lectures will discuss the issues of socio-political scenario of the then Greco-

Roman cultural discourse that played a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of European Classical Period in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Module I: Epic

Homer / Virgil

Module II: Greek Tragedy

Aeschylus/ Sophocles

Module III: Comedy

Aristophanes/ Plautus

Module IV: Poetry

Sappho/ Ovid/ Pindar/ Catullus

Text and Reference Books:

1. *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin,1985)
2. Sophocles: *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984)
3. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin,1965)
4. *Metamorphoses* “Bacchus” (Book III)/ “Pyramus and Thisbe”
5. (Book IV)/ “Philomela” (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975)
6. *Horace: Satires and Epistles and Persius: Satires*, tr. Niall
7. Rudd (Harmondsworth: Penguin,2005)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-
CO5	3	3	3	-	2	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG208	Literatures of the Indian Diaspora	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	Detailed Knowledge of English Language and Literature				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the socio-economic and political background of the Literature of Indian diaspora.
2. To give a comprehensive idea of the origin and progress of poetic practices in Literature of Indian diaspora.
3. To facilitate specific discussions on the authors of the respective eras.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

Course Outcomes

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

- CO1. Identify** the nuances of the tradition of Literature of Indian diaspora
- CO2. Outline** the development and growth of Literature of Indian diaspora.
- CO3. Employ** the fundamental skills required for close reading and critical thinking of texts and concepts
- CO4. Assess** the poems in the socio-political and religious contexts of the time.
- CO5. Formulate** the basic philosophical question of diasporic literature.

Course Description

Literature of Indian Diaspora is one of the foundational courses to understand the basic trajectory of Diasporic literature from its formation stage to the current context. This course deals with the development of the Literature of Indian diaspora. The lectures will discuss the issues of contemporary socio-political scenario of the texts and the role that it played in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of Literature of India diaspora in texts themselves. The Classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Module I

Background: Exploring the concept of the Diaspora — Nostalgia for a forgotten home— Alienation and Exile— Language, Culture, Identity – Film Adaptations

Module II Fiction

Rohinton Mistry: *A Fine Balance* / V. S. Naipaul: *A House for Mr. Biswas*

Module III Short Stories

Jhumpa Lahiri: *Interpreter of Maladies* (Any two stories will be selected)

Rohinton Mistry

Module IV Poems

Meena Alexander: “Muse”/ For My Father, Karachi, 1947”

Vikram Seth: Two poems from *The Golden Gate* or “The Crocodile and the Monkey” from *Beastly Tales*.

Sujata Bhatt: “A Definite History”

Agha Shahid Ali (Country without a post office- selections)

Module Unit V Non Fiction

Salman Rushdie: “‘Commonwealth Literature’ Does not Exist” from *Imaginary Homelands* /

Imaginary Homelands; The Imam and The Indian (Amitav Ghosh)

Module Unit

Namesake

Brick Lane

Text and Reference Books:

1. Rohinton Mistry: *A Fine Balance*
2. V. S. Naipaul: *A House for Mr. Biswas*
3. Jhumpa Lahiri: *Interpreter of Maladies*
4. Meena Alexander: “Muse”
5. Meena Alexander: For My Father, Karachi, 1947”
6. Vikram Seth: *The Golden Gate*
7. Vikram Seth: “The Crocodile and the Monkey” from *Beastly Tales*.
8. Sujata Bhatt: “A Definite History”
9. Salman Rushdie: “‘Commonwealth Literature’ Does not Exist” from *Imaginary Homelands*

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	2	-	-	3	3	2	2	1
CO2	3	3	3	-	2	1	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	1	2	-
CO4	3	3	3	2	-	-	2	3	3	-	-	1
CO5	-	-	-	2	-	1	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG301	MODERN DRAMA OF EUROPE	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Detailed understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the dramatic works of Modern Europe.
2. To give a comprehensive idea about the various aspects of the birth and growth of drama in Europe.
3. To make a detailed study of the literary genres of the dramatic form in Modern Europe
4. To study the influence of changing technological advancement on Modern European Drama
5. To analyze the socio-economic aspects of 20th Century Europe and its representation in modern drama.

Course Outcomes:

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

CO1. Identify the cultural markers in dramatic texts

CO2. Evaluate the significance of imagery and symbolism in the texts

CO3. Differentiate between different approaches and viewpoints evident in the literary output in the dramatic form

CO4. Infer the impact of political scenarios in the construction of a societal belief system

CO5. Illustrate the various aspects of 20th Century Europe culture through the literary texts.

Course Description

Modern Drama of Europe focuses on the Literary output of European playwrights in the 20th Century. The history of Modern European Drama closely integrates the various socio-political elements which is unique to the 20th Century. Issues of gender, racism, and fragmentation are at the crux of the development of Modern European Drama. The concepts of industrialization and progress and identity politics are also reiterated in the various literary forms shaped by Modern society. It essentially studies the dramatic literary forms of Europe in the 20th Century.

The aim of this course is to enable students to critically evaluate and understand the literary texts in context of European society. It will also closely study the language of Modern theatre and its connection to its historical past. This course introduces the students to Modern European Drama and helps them to build a strong base in understanding the culture of Europe

Course Content

Unit I:

Background

Modern European Drama —Realism, Naturalism and Beyond — Social Milieu and Political Circumstances— New Trends and Patterns — The Theatre of the Absurd

Unit II:

Text and Performance: Stage And Issues of Representation

Epic Theatre; Alienation Effect; Absurdism; Kitchen Sink Realism; Theatre of Menace

Unit III:

Henrik Ibsen: *The Doll's House*

Unit IV:

Bertolt Brecht: *Mother Courage*/ Anton Chekov *The Cherry Orchard*

Unit V:

Samuel Beckett: *Waiting for Godot*/ Albert Camus *Caligula*

Unit VI:

Eugene Ionesco: *Rhinoceros*;/ August Strindberg (Mention one drama)

Texts and Reference Books:

1. Bradbury, Malcom. *Modernism* Penguin, India, 2013
2. Ibsen, Henrik. *The Doll's House*. Penguin India, 2008
3. Brecht, Bertolt. *Mother Courage*. Faber and Faber, 2006.
4. Samuel, Beckett. *Collected Plays*. Faber and Faber, 2010
5. Ionesco, Eugene. *Rhinoceros*. Penguin Modern Classics, 2015.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press, 2012.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	-	1	1	3	3	-	-	-
CO2	3	3	3	2	2	-	1	3	3	-	2	1
CO3	3	3	3	2	2	-	-	3	3	1	-	-
CO4	3	3	3	-	2	1	-	3	3	1	2	-
CO5	3	3	3	2	-	1	2	3	3	1	-	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG302	Introduction to American Literature	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the American Society and Culture
2. To give a comprehensive idea about the various aspects of the birth and growth of American Literature.
3. To make a detailed study of the literary genres of American Literature.
4. To study the influence of the changing technological advancement on American Literature
5. To analyse the socio-economic aspect of American society and its representation in American Literature.

Course Outcomes

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

- CO1. **Arrange** the cultural markers in literary texts
- CO2. **Describe** the significance of imagery and symbolism in the texts.
- CO3. **Differentiate** between different approaches and viewpoints evident in the literary output.
- CO4. **Interpret** the impact of political scenarios in the construction of a societal belief system.
- CO5. **Formulate** the various aspects of American culture through literary texts.

Course Description

American Literature focuses on the Literary output of American authors, poets, dramatists and essayists. The history of American Literature closely integrates the various socio political elements which are unique to the American continent. Issues of gender and racism are at the crux of the development of American Literature. The concept of the American dream is also reiterated in the various literary forms shaped by American society. It essentially studies the literature of the United States of America. The aim of this course is to enable students to critically evaluate and understand the literary texts in context of American society. It will also closely study the language of American Literature and its connection to its colonial past. The course includes the works of the likes of Mark Twain, Edgar Allan Poe, Phillis Wheatley, Sylvia Plath and Arthur Miller. This course introduces the students to American Literature and helps them to build a strong base in understanding the culture of America.

Course Content

Module-I

An overview of socio-historical background of American Literature

Module-II

Ralph Waldo Emerson: *Uses of Great Men*; Thomas Jefferson: Declaration of Independence-Selections

Module-III

Phillis Wheatley: “On being brought from Africa to America”, “To S. M. A Young African Painter, On Seeing His Works”; Walt Whitman: “O Captain! My Captain!”; Allen Ginsberg: “A Supermarket in California”; Sylvia Plath : “Ariel”

Module-IV

Mark Twain: *Adventures of Huckleberry Finn* OR Harper Lee: *To Kill a Mockingbird*

Module-V

Kate Chopin: *The Story of an Hour*; Washington Irving: *Rip- Van Winkle*; Edgar Allen Poe: *The Tell-Tale Heart*

Module-VI

Arthur Miller: *The Crucible*

Texts and Reference Books:

- 1.Wagner, Linda, Martin. *A History of American Literature: 1950 to the Present*. Wiley-Blackwell, 2015
- 2.Bradbury. Malcolm and Ruland, Richard. *From Puritanism to Postmodernism: A History of American Literature*. Penguin, UK, 1992
- 3.Twain, Mark. *Adventures of Huckleberry Finn*. W. W. Norton and Company, 1999. Print
- 4.Lee, Harper. *To Kill a Mockingbird*. Arrow Books, 2013, Print.
- 5.Moore, Geoffrey. *The Penguin Book of American Verse*. Penguin, UK, 2011, Print.
- 6.Miller, Arthur. *The Crucible*. Penguin UK, 2011, Print.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	-	2	1	2	3	3	1	2	1
CO 2	3	3	3	2	2	-	-	3	3	1	-	-
CO 3	3	3	3	-	2	-	2	3	3	-	2	1
CO 4	3	3	3	2	-	1	-	3	3	-	-	-
CO 5	3	3	3	-	-	1	2	3	3	1	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG303	Literatures of India in Translation	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To introduce the students to the growth and emergence of Indian English Writing
2. To make a detailed discussion on the history of Indian English literature in the pre and post-Independence period
3. To conduct critical discussions on the different literary genres and their practitioners
4. To analyze the different literary texts and make critical interpretations

Course Outcomes

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

CO1. **Identify** and explore the diversity of modern Indian Literature and the similarities between them.

CO2. **Understand** and creatively engage with the notion of nation and nationalism

CO3. **Review** the impact of literary movements on various Indian literatures

CO4. **Explain** the significant social issues like caste and gender

CO5. **Describe** the historical trajectories of Indian literatures

Course Description

The course offers in miniature a “salad bowl” of Indian literary works in translation that illustrate the complexities of Indian identities, and encourages students to probe concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation. This course offers a choice selection of significant modern Indian literary works, produced in regional languages, from writers ranging from Tagore to Salma in English translation. These landmark works offer literary snapshots of modern Indian histories, folklore, societal structures such as class and gender, and the aspirations and struggles of men and women who have lived and live through diverse Indian spaces across the length and breadth of the country. Classes will be interactive in nature and students will be encouraged to identify the traits of different cultures in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Unit I: Introduction

Introduction to the concept of translation

Discussion on the importance of translation

Unit II Novel: (Any one)

Bankim Chandra Chattopadhyay: *Anandamath*/ Takazhi Sivsankara Pillai: *Chemmeen*/ U.R.

Ananthamurthy: *Samskara*

Unit III Short Stories: (Any Two)

Contemporary Indian Short Stories. Sahitya Akademi, New Delhi. (Selections)

Unit IV Poems: (Any Two)

Namdeo Dhasal/ Guru Prasad Mohanty/ Mohan Thakuri/ Bireswar Barua/ Navaneeta Dev Sen/
Ramesh Parekh/ Yumlemban Ibomcha Singh/ Sachchidanand Hiranand Vatsyayan 'Ajneya'

Texts and Reference:

1. *5 Best Short Stories by Rabindranath Tagore.* Rupa Publications India, 2017.
2. Ananthamurthy, U.R. *Samskara.* Translated by A.K.Ramanujan, NYRB Classics, 2017.
3. Chattopadhyay, Bankim Chandra. *Anandamath.* Translated by Basanta Koomar Roy, Orient Paperbacks, 2005.
4. Chughtai, Ismat. *Vintage Chughtai: A Selection of her Best Short Stories.* Translated by Tahira Naqvi, Women Unlimited, 2013.
5. Dhasal, Namdeo. *A Current of Blood.* Navayana, 2010.
6. Mukherjee, Tutun. *Translation from Periphery to Centrestage.* Prestige Books, 1998
7. *Premchand : Selected Short Stories.* Maple Press, 2012.
8. *Prijar: The Skeleton and Other Stories.* Tara Press, 2009.
9. SahityaAkademi: *Contemporary Indian Short Stories.* New Delhi, 1966.
10. *Satyajit Ray: The Collected Short Stories.* Penguin, 2015.
11. Takazhi, S. Pillai. *Chemmeen.* Jaico Publishing House, 2005.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	-	-	3	3	-	-	1
CO 2	3	3	3	2	2	1	2	3	3	-	2	1
CO 3	3	3	3	-	2	-	-	3	3	-	-	-
CO 4	3	3	3	2	2	1	2	3	3	1	2	-
CO 5	3	3	3	-	-	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG304	Women's Writing in English: An Introduction	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. This course will introduce basic outline of Feminist Literary Criticism
2. The course intends to discuss the works and ideas of major Feminist thinkers
3. This course highlights writing by women and discusses at length several issues such as social discrimination, male hegemony, sexual politics, marginalization of women that operate as familiar patterns in patriarchal society.

Course Outcomes

On completion of this course the students will be able to:

CO1. Classify the basic aspects of Feminist Literary Criticism

CO2. Understand the ideas propounded by major Feminist thinkers

CO3. Analyse and contextualize the texts.

CO4. Evaluate and critically consider the recurrent themes and stylistic devices in women's writing.

CO5. Review the influence of women's writing on contemporary literary, social, and cultural discourses

Course Description

Women's writing is a very significant course to enrich a student of English Literature with the Introduction to the various tenets of Feminist Literary Criticism. This course introduces the major Feminist thinkers and their ideas. There is a discussion and analysis of significant writing by women through extensive reading of poetry, plays, and fictions. The course includes interactive class lectures, reading materials, film screening, tutorials, interactive sessions with the students, and class assignments. The lectures are to be complemented by powerpoint presentations in class. Students are to be provided with unit notes and are encouraged to participate in class discussions.

Course Content

Module I

Introduction: Background

Women's Writing and Sexual Politics —The Confessional and Autobiographical Mode— Race, Caste and Gender —Social Reform and Women's Rights

Module II:

Emily Dickinson: "I cannot live with you"/ "I'm wife; I've finished that"

Sylvia Plath: "Daddy"/ "Lady Lazarus"

Eunice De Souza: "Advice to Women"/ "Bequest"

Module III

Alice Walker: *The Color Purple*

Module IV:

Charlotte Perkins Gilman: "The Yellow Wallpaper"

Katherine Mansfield: "Bliss"

Mahashweta Devi: "Draupadi", tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Module V:

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988)

chap. 1, pp. 11–19; chap. 2, pp. 19–38./ Virginia Woolf: *A Room of One's Own*.

Module VI:

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai*

Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324

Reading List:

Primary Texts:

1. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988)
2. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957)
3. *Pandita Ramabai, Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000)
4. Susan Bassnett, *Sylvia Plath: An Introduction to the Poetry* (New York: Palgrave Macmillan, 2005)
5. Eunice De Souza, *A Necklace of Skulls: Collected Poems* (Penguin, 2009)
6. *Selected Poems of Emily Dickinson*, ed. James Reeves (Heinemann Educational, 1959)
7. Alice Walker, *The Color Purple* (Harcourt, 2003)

8. Charlotte Perkins Gilman, *The Yellow Wallpaper* (Xist Publishing, 2015)
9. *The Collected Stories of Katherine Mansfield*, (Penguin, 2007)
10. Mahashweta Devi, “Draupadi”, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

References:

1. *The Essential Feminist Reader*, ed. Estelle B. Freedman (Modern Library, 2007)
2. Kate Millett, *Sexual Politics* (Rupert Hart Davis, 1970)
3. Toril Moi, *Sexual/Textual Politics* (Routledge, 2002)
4. Simone de Beauvoir, ‘Introduction’, in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
5. Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
6. Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No Correlation

ENG305	BRITISH LITERATURE: POST 1945	L	T	P	C
Version 1.0		3	1	0	4
Prerequisites / Exposure	Knowledge of English language				
Co-requisites	Acquaintance with History of British Literature				

Course Objectives:

1. Acquaint students with the necessity of critical thinking.
2. To make students aware of how history, culture and society can exert their power through ideologies.
3. Introduce students to the basic tenets of postmodernism and its literary manifestations.
4. Equip students with the philosophical ideas influencing the literary creation of the times.

Course Outcomes

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

CO1. **Compute** the necessity of critical thinking.

CO2. **Identify** how history, culture and society exert their power through ideologies.

CO3. **Classify** postmodernism and its literary manifestations.

CO4. **Compose** the philosophical ideas influencing the literary creation of the times.

CO5. **Evaluate** the cultural and literary impact of British literature post-World War II on modern society.

Course Description:

Post World War II British Literature negotiates through the failure of the grand narratives leading a whole generation through a tumultuous war. Did it really bring a better tomorrow? Or, did it bring forth more discontent? Angst becomes the word which perhaps best describes the literary works of this period. Similarly, intellectuals of the era had understood the threat posed by totalitarian ideals and postmodernity became a thing – a fancy word? Or, a real critical tool to question society and its dominant ideologies?

The conventional idea of Britishness – history, morality, tradition and culture – undergoes a filter of scepticism. This course aims to study these literary and cultural strategies at work.

Course Content:

Module I:

Background: Postmodernism in British Literature —Britishness after 1960s —Intertextuality and Experimentation— Literature and Counterculture

Module II:

Jeanette Winterson: *Sexing The Cherry/ Oranges Are Not the Only Fruit*

Module III:

Hanif Kureshi: *My Beautiful Laundrette/ John Osborne: Look Back In Anger*

Module IV:

Phillip Larkin: “Whitsun Weddings”/ “Church Going”
Ted Hughes: “Hawk Roosting”/ “Crow’s Fall”

Module V:

Seamus Heaney: “Digging”/ “Casualty”
Carol Anne Duffy: “Text”/ “Stealing”

Module VI:

Roald Dahl: “Lamb to the Slaughter”
Diana Athill: *An Unavoidable Delay, and Other Stories* (selections)

References:

1. Alan Sinfield, ‘Literature and Cultural Production’, in *Literature, Politics, and Culture in Post-war Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.
2. Seamus Heaney, ‘The Redress of Poetry’, in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
3. Patricia Waugh, ‘Culture and Change: 1960-1990’, in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	-	2	1	-	3	3	-	-	1
CO 2	3	3	3	-	-	1	2	3	3	2	2	1
CO 3	3	3	3	2	-	1	2	3	3	2	-	-
CO 4	3	3	3	2	-	1	2	3	3	1	2	-
CO 5	3	3	3	-	2	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG306	Study of Postcolonial Literatures	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Detailed Knowledge of Colonial effect on English Language and Literature				
Co-requisites	-				

Course Objectives

- 1.To introduce the students to a detailed understanding of the socio-economic and political background of the Old, Middle and Renaissance period.
- 2.To give a comprehensive idea of the origin and progress of poetic practices in English.
- 3.To facilitate specific discussions on the authors of the respective eras.
- 4.To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

Course Outcomes

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

- CO1.**Explain** and demonstrate the nuances of the tradition of Postcolonial literature in its formation period.
- CO2.**Recognize** the development and growth of Postcolonial literature
- CO3.**Evaluate** the poetical tradition of Postcolonial literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- CO4.**Analyze** the poems in the socio-political and religious contexts of the time.
- CO5.**Illustrate** the basic philosophical questions posed by Postcolonialism.

Course Description

Postcolonial literature is one of the foundational courses to understand the basic trajectory of Postcolonialism from its formation stage to the current understanding of the same. This course deals with overall development of postcolonial literature. The lectures will discuss the issues of socio-political scenario contemporary to the texts concerned and would identify the factors that played a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of postcolonial literature in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Module I: Background

An Overview of Postcolonial Writing— Decolonization, Globalization and Literature— Identity Politics — Questions of Language and Form—Region, Race, and Gender

Module II: Salman Rushdie: *Haroun and the Sea of Stories*/ Amitav Ghosh: *The Shadow Lines*

Module III: Gabriel Garcia Marquez: *Love in the Time of Cholera*

Module IV: Poetry

Margaret Atwood: “Happy Ending”

Ama Ata Aidoo: “The Girl who can”

Grace Ogot: “The Green Leaves”

Bapsi Sidwa: “Their Language of Love”

Module V:

A D Hope: “Australia”

Pablo Neruda: “Tonight I Can Write”/ “The Way Spain Was”

Jean Arasenyman: “All is Burning.”

Module VI:

Derek Walcott: “A Far Cry from Africa”/ “Names”

David Malouf: “Revolving Days”/ “Wild Lemons”

Mamang Dai: “Small Towns and the River”/ “The Voice of the Mountain”

Text and Reference Books:

1. Salman Rushdie: *Haroun and the Sea of Stories*
2. Amitav Ghosh: *The Shadow Lines*
3. Gabriel Garcia Marquez: *Love in the Time of Cholera*
4. Margaret Atwood: “Happy Ending”
5. Ama Ata Aidoo: “The Girl who can”
6. Grace Ogot: “The Green Leaves”
7. Bapsi Sidwa: “Their Language of Love”
8. A D Hope: “Australia”
9. Pablo Neruda: “Tonight I Can Write”
10. Pablo Neruda: “The Way Spain Was”
11. Jean Arasenyman: “All is Burning.”
12. Derek Walcott: “A Far Cry from Africa”
13. Derek Walcott: “Names”
14. David Malouf: “Revolving Days”
15. David Malouf: “Wild Lemons”

16. Mamang Dai: “Small Towns and the River”

17. Mamang Dai: “The Voice of the Mountain”

Modes of Evaluation: Quiz/Assignment/ Presentation/ Extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	-	2	1	-	3	3	-	-	1
CO 2	3	3	3	-	-	1	2	3	3	2	2	1
CO 3	3	3	3	2	-	1	2	3	3	2	-	-
CO 4	3	3	3	2	-	1	2	3	3	1	2	-
CO 5	3	3	3	-	2	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG307	An Introduction to Literary Theory	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of contemporary Literary Theory.
2. To give a comprehensive idea about the various aspects of the birth and growth of critical theory.
3. To make a detailed study of the various schools of literary theory.
4. To study the influence of changing technological advancement on Literary Theory.
5. To analyze the socio-economic aspects of modern society and its impact on Literary Theory.

Course Outcomes:

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

CO1: Clarify the cultural markers in dramatic texts.

CO2: Define the significance of critical theory in the analysis of literary texts.

CO3: Differentiate between different approaches and viewpoints evident in the various schools of literary theory.

CO4: Employ the impact of political scenarios in the construction of a societal belief system, reflected in critical theories

CO5: Illustrate the various aspects of 20th Century Europe culture through the deployment of literary theory.

Course Description:

Literary Theory focuses on the critical output of cultural theorists in the 20th Century. The history of literary theory closely integrates the various socio-political elements which are unique to the 20th Century. Issues of gender, racism, and fragmentation are at the crux of the development of Modern Literary Theory. The concepts of industrialization, progress, and identity politics are also reiterated in the various literary theories shaped by Modern society. The aim of this course is to enable students

to critically evaluate and understand the literary texts in the prescribed course in context of contemporary critical theories. It will also closely study the language of modern theoretical discourse and its connection to its historical past. This course introduces the students to Modern Critical Theory and helps to build a strong base in understanding literary texts and contexts.

Course Content

Module I

Background:

What is Literary Theory— How it can be used for Reading Literary Texts — Key Concepts and Historical Trends— Terms and their application

Module II

Marxism:

Genealogy and definition — Major theorists — Relevance in textual reading — Key terms and their application — Althusser

Module III Formalism and Structuralism:

What is structuralism — major theorists and key concepts— Key terms and the application
_Names to be added- Genealogy and definition; Scope and relevance Major theorists; Key terms and their application: Logo-centrism, Binaries, Deconstruction, Hyperreal-Simulation. Definition and approach— Close Reading and its advantages-Chomsky; Jakobson

Module IV Modernism, Postmodernism and Poststructuralism:

Movements and their history—differences—key concepts—

Module V Colonial and Postcolonial:

Orientalism by Edward Said; The Location of Culture by Homi K Bhaba; Can the Subaltern Speak by Gayatri Chakravarty Spivak; Imaginary Homelands by Salman Rushdie

Module VI Gender Studies

Feminism and Ecocriticism; Judith Butler Gender Trouble; Kate Millett Sexual Politics; Queer Theory

Texts and Reference Books:

1. Bradbury, Malcom. *Modernism*. Penguin, India, 2013
2. Barry, Peter. *Beginning Literary Theory*. Viva Books, 2014.
3. Tyson, Louis, *Critical Theory Today*. Routledge, 2015.
4. Lodge, David. *Modern Literary Theory: A Reader*. Routledge, 2016.
5. Waugh, Patricia. *Literary Theory and Criticism*, Oxford University Press, 2014.
6. Bhadhuri, Sougata. *Literary Theory: An Introductory Reader*. Anthem Press, 2017.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	-	2	3	3	2	2	-
CO 2	3	3	3	-	2	1	-	3	3	-	-	1
CO 3	3	3	3	2	-	-	2	3	3	2	2	1
CO 4	3	3	3	2	2	1	-	3	3	-	2	-
CO 5	3	3	3	2	2	1	2	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No Correlation

ENG308	An Introduction to Children's Literature in English	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To introduce the students to the concept of Children's Literature.
2. To give a detailed description of the socio-historical context for the growth of Children's Literature.
3. To provide an in-depth understanding of the various concepts of Children's Literature.
4. To critically analyze various texts.

Course Outcomes

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

CO1. **Identify** the role of children's literature in contemporary English literature.

CO2. **Define** the characteristics of the types and genres of children's literature.

CO3. **Determine** cultural diversity or sensitivity in children's literature.

CO4. **Classify** different theoretical tools to understand children's literature.

CO5. **Review** the evolving role and impact of children's literature on educational and cultural development.

Course Description

Students in this course will read several classics in children's literature as well as a number of contemporary children's books. This course will explore a variety of children's literature through various genres. These genres include contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and folk and fairy tales. This course will also explore various ideas conveyed in the texts, the historical development and context of children's fiction, how novels for young readers have changed and/or stayed the same, and intersection among language, theory, politics, ideology, and children's fiction. Most Important, however, we will be examining the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. Classes will be interactive in nature and students will be encouraged to identify the traits of different cultures in the texts themselves. The classes may

also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content:

Unit-I

Introduction to Children's Literature— Historical background-Genres-Psychoanalytic theory- Death in Children's Literature- Racism in Children's Literature

Unit-II (Picture Book and Magazines)

- Ezra Jack Keats: *The Snowy Day*/ Chris Van Allsburg: *Polar Express*
- Selections from *The Brownies' Book*
- Selections from *St. Nicholas Magazine*

Unit-III (Fantasy, Folklore and Fairy Tales)

- Lewis Carol: *Alice in Wonderland* / J.M Barrie: *Peter Pan* / *The Wonderful Adventures of Nils*; Selma Lagerlöf
- *The Moon Lady*; Amy Tan
- Selections from *Grimm's Fairy Tale*; Selections from Hans Christian Anderson's Fairy Tales; Selections from *Aesop's Fable*
- Disney Films (Selections)

Unit-IV (Poems)

- *Limericks*; Edward Lear; Sukumar Ray *Poems*
- *Nursery Rhymes (Selections)*

Texts and Reference Books:

1. Reynolds Kimberley. *Children's Literature: A Very Short Introduction* (Very Short Introductions); OUPUK; Edition (14 November 2011)
2. Rudd David. *The Routledge Companion to Children's Literature* (Routledge Companions); Routledge; Edition (14 April 2010)
3. *The Snowy Day* (Picture Puffin Books); Keats, Ezra, Jack; Puffin Books; Revised edition (28 October 1976)
4. Carroll, Lewis. *Alice in Wonderland*. (Norton Critical Editions); W. W. Norton & Company; 3rd Revised edition (21 May 2013).
5. Barrie, J.M. *Peter Pan* (Puffin Classics).
6. *The Moon Lady* (Audible Audiobook)
7. Grimm, J.L.C. *Grimm's Fairy Tales* (Wilco Classic Library); Wilco Publishing House (2006).
8. *Aesop's Fables* (Wilco Classic Library); Wilco Publishing House (2009).

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
 Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1
CO4	3	3	3	2	-	1	-	3	3	-	-	-
CO5	3	3	3	-	-	1	2	3	3	1	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation



ENG401	Introduction to Literary Criticism	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Studies				
Co-requisites	-				

Course Objectives

1. To introduce the students to the history and development of literary criticism.
2. To conduct specific discussions on the different trends of literary criticism across the centuries.
3. To make critical discussions on the different literary critics
4. To analyze the different literary texts and make critical interpretations.

Course Outcomes:

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

CO1: Outline the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.

CO2: Identify fundamental literary and critical concepts and underlying distinctions amongst them.

CO3: Analyze a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory.

CO4: Justify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts.

CO5: Apply various theoretical frameworks and concepts to literary and cultural texts

Course Description:

Literary Criticism is a survey of Western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas. It is a course in the history of ideas—specifically, ideas related to the theory and criticism of literary texts. The course

begins with a survey of major figures in the development of a critical theory of literature. The emphasis will be on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. Classes will be interactive in nature and students will be encouraged to identify the traits of different cultures in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Unit-I

Literary Criticism as a Genre and Classical Criticism:

Origin and Evolution; Plato: *The Republic* / Aristotle: *Poetics* / Horace: *Art of Poetry* (extracts from the texts)

Unit-II

Renaissance and Eighteenth Century Criticism: Philip Sidney: *An Apology for Poetry* / John Dryden: *An Essay of Dramatic Poesy* / Alexander Pope: *An Essay on Criticism* (extracts from the texts)

Unit-III

Romantic and Victorian Criticism: William Wordsworth: *Preface to Lyrical Ballads* / S.T. Coleridge: *Biographia Literaria* / Matthew Arnold: *The Study of Poetry* (extracts from the text)

Unit-IV

Modern and Postmodern Criticism: T.S. Eliot: "Tradition and the Individual Talent" / William Empson: *Seven Types of Ambiguity* / Northrop Frye: *Anatomy of Criticism* (extracts from the text) / Lyotard, Baudrillard

Texts and Reference Books:

1. M.S. Nagrajan. *English Literary Criticism and Theory*. Orient Black Swan
2. M.A.R. Habib. *Modern Literary Criticism and Theory: A History*. Wiley India Pvt Ltd.
3. Aristotle, *Poetics*. Penguin Classics.
4. Plato, *The Republic*. Penguin Classics.
5. Das & Mohanty. *Literary Criticism: A Reading*. OUP.
6. *The Cambridge History of Literary Criticism*. Ed Geroge Alexander Kennedy.
7. *The Sacred Wood: Essays on Poetry and Criticism*. Martino Fine Books.
8. William Empson. *Seven Types of Ambiguity*. Important Books.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	-	-	3	3	-	-	1
CO 2	3	3	3	2	2	1	2	3	3	-	2	1
CO 3	3	3	3	-	2	-	-	3	3	-	-	-
CO 4	3	3	3	2	2	1	2	3	3	1	2	-
CO 5	3	3	3	-	-	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG402	Postmodernism: An Introduction	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the evolution of literary forms during the Postmodern period
2. To give a comprehensive idea about the various aspects of the birth and growth of Postmodernism.
3. To make a detailed study of the various literary and thematic aspects of Postmodern literature.
4. To study the influence of the changing theoretical frameworks on the study of Postmodern texts
5. To analyze the socio-economic aspects of twentieth-century capitalist society and its impact on Postmodern literature.

Course Outcomes:

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

CO1. Identify the cultural markers in dramatic texts of the Postmodern period.

CO2. Evaluate the significance of text and context in Postmodern studies.

CO3. Differentiate between different approaches and viewpoints evident in the various schools of Postmodern studies.

CO4. Review the impact of political scenarios in the construction of Postmodernism, reflected in the performance of literary texts.

CO5. Illustrate the various aspects of contemporary societies as reflected in the cinematic adaptations of Postmodern Literature.

Course Description

Postmodern literature focuses on literary texts and contexts in the second half of the twentieth century. The study of Postmodern literature closely integrates the various socio-political elements which is topical to the post World War II period. Issues of identity, fragmentation, constructivism, and capitalism are at the crux of the development of Postmodernism. The debris of the world wars and globalization, and identity politics are also reiterated in the various schools of Postmodern

literature shaped by twentieth-century postmodern society. The aim of this course is to enable students to critically evaluate and understand these texts in the prescribed course in context of contemporary socio-political advancements. It will also closely study the language of Performativity that shapes literary texts and its connection to its historical and contemporaneous past. This course introduces the students to the performativity of texts and helps them to build a strong base in understanding the development and evolution of literary forms and ideas.

Course Content

Unit I Background

Historical background, socio-political condition, Postmodernism, Postmodern Art and architecture Metafiction, Pastiche

Unit II Poetry:

Philip Larkin: Selections from *Philip Larkin the Complete Poems*, Ed. Archie Barnett/ Ted Hughes: Selections from *Collected Poems*, Ed. Paul Keegan, Dylan Thomas Selections from *Collected Poems*, New Directions Publishing, 2002/ Bob Dylan: “Blowin in the Wind” / “Like a Rolling Stone” / “Mr. Tambourine Man” / “A Hard Rain’s A-Gonna Fall” (Reference: *The Cambridge Companion to Bob Dylan*). (Female Poets)

Unit III Drama:

Harold Pinter: *The Birthday Party* (*The Birthday Party*, Faber and Faber, 1991)/ Tom Stoppard *Rosencrantz and Guildenstern are Dead*/ Edward Albee *Who is Afraid of Virginia Woolf*

Unit IV Fiction:

A.S. Byatt (*Possession*, A.S. Byatt, Vintage, 1991) / Muriel Spark (*The Prime of Miss Jean Brodie*, Harper Perennial, 1999) / Italo Calvino (*If on a Winter’s Night a Traveller/ Invisible Cities*, L & OD Key Porter, 1982) / Angela Carter (*The Company of Wolves*, Harper & Row, 1981) / Ishiguro (*Never Let Me Go*, Vintage Books, 2010)/ Doris Lessing (*The Golden Notebook*, Flamingo, 2003)/ G. V. Desani *All About M. Hatter*

Texts and Reference Books:

1. *The Routledge Companion to Postmodernism* by Stuart Sim, Routledge, 2004
2. *Philip Lark in the Complete Poems*, Ed. Archie Barnett
3. *Collected Poems*, Ed. Paul Keegan

4. *Collected Poems*, New Directions Publishing, 2002
5. *The Cambridge Companion to Bob Dylan*, Kevin J. H Dettmar; Cambridge University Press
6. *The Birthday Party*, Harold Pinter, Faber and Faber, 1991
7. *The Prime of Miss Jean Brodie*, Muriel Spark, Harper Perennial, 1999
8. *Ifona Winter's Night a Traveller*, Italo, Calvino, L&OD Key Porter, 1982
9. *The Company of Wolves*, Angela Carter, Harper & Row, 1981
10. *Never Let Me Go*, Vintage Books, 2010
11. *The Good Terrorist*, Doris Lessing, Flamingo, 2003
12. *Possession*, A.S. Byatt, Vintage, 1991.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/
Written Examination / Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG403	Literatures In English Translation	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To encourage students to read a prescribed text by contextualizing it.
2. By filling in or reinforcing students' knowledge of the outline of history by making them conversant with many major cultural landmarks.
3. To develop their sensitivity to cultural diversity through a critical study of selected World literary texts.
4. To make connections among texts of various periods, authors as well as linguistic and cultural backdrops.
5. Evaluate ideas presented in a text, their implications, and their relationship with ideas beyond the text.

Course Outcomes:

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

- CO1. **Explain** the interrelations among different cultures all across the globe.
- CO2. **Compute** the different cultural traits prevalent in various texts.
- CO3. **Evaluate** the literary traditions and the cross-cultural exchanges.
- CO4. **Analyze** the texts in the socio-political and religious contexts of the time.
- CO5. **Identify** the basic philosophical questions to define world literatures as a heterogeneous entity.

Course Description

This course focuses on the various literary traditions all across the globe and teaches the students the interrelations among different cultures. The course contains authors not only from different cultures but also different linguistic groups, so that the students may develop a holistic understanding of literature. The lectures will discuss the issues of socio-political scenarios and various cultural nuances which prepared the ground for textual productions. Classes will be interactive in nature and students will be encouraged to identify the traits of different cultures in the texts themselves. The classes may also use audio-visual aids to explain certain topics to

students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Unit I: Background and Concept

- Johan Wolfgang Von Goethe: *Welt Literature*
- Rabindranath Tagore: *Vishwasahitya*
- Gayatri Chakravorty Spivak: *Death of A Discipline*
- Introduction to the concept of Comparative Literature
- Comparative analysis of the concepts of Comparative Literature and World Literature

Unit II: Drama (Any One)

August Strindberg: *The Ghost Sonata* (Swedish)/ Henrik Ibsen: *An Enemy of the People* (Norwegian)/ Bertolt Brecht: *Mother Courage and her Children* (German)

Unit III: Poetry

Matsuo Basho: “old pond” and Kobayashi Issa: selections from *Killing a Fly* (Japanese)/ Federico Garcia Lorca: *Selected Poems* (selections) (Spanish)/ Mahmoud Darwish: *Now, As you Awaken* (selections)/ Nizar Qabbani: *One Hundred Love Letters* (selections) (Arabic)/ Charles Baudelaire: *Les Fleur du Mal* (selections) (French)/ Pablo Neruda: “If You Forget Me” (Chilean)/ Octavio Paz: “As One Listens to the Rain” (Mexican)

Unit IV: Prose

Anton Chekhov: “Vanka” (Russian)/ Guy de Maupassant: “The Necklace” (French)/ Giovanni Bocaccio: Selections from *Decameron* (Italian)/ Selections from *Thousand and one Arabian Nights* (Arabic)

Haruki Murakami: *Norwegian Wood* (Japanese)/ Shin Kyung Sook: *Please Look After Mother* (Korean)/ Mo Yan: *Red Sorghum* (Chinese)/ Gabriel Garcia Marquez: *One Hundred Years of Solitude* (Columbian)

Texts and Reference:

1. Basho, Matsuo. *Basho's Haiku: Selected Poems of Matsuo Basho*. New York: SUNY Press, 2012.
2. Baudelaire, Charles. *Les Fleurdu Mal*. Richard Howard (trans.). Boston: David R. Godine, 1982.

3. Boccaccio, Giovanni, and GH. Mc William. *The Decameron*. Harmondsworth: Penguin, 1972.
4. Brecht, Bertolt. *Mother Courage and Her Children*. London, New York, Toronto: Bloomsbury, 2012.
5. Chekhov, Anton. *Selected Stories of Anton Chekhov*. London: Random House, 2009.
6. Damrosch, David. *What is World Literature?* Princeton and Oxford: Princeton University Press, 2018.
7. Darwish, Mahmoud. *Now, As you Awaken*. Sardines Press, 2006.
8. D'haen, Theo. *The Routledge Concise History of World Literature*. London and New York: Routledge, 2012.
9. Ibsen, Henrik. *An Enemy of the People: A Play in Five Acts*. The Floating Press, 2017.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	-	2	-	2	3	3	-	2	-
CO 2	3	3	3	2	-	1	2	3	3	2	-	1
CO 3	3	3	3	-	2	-	-	3	3	-	2	1
CO 4	3	3	3	2	-	1	2	3	3	2	2	-
CO 5	3	3	3	-	2	1	-	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG404	Basics of Research Methodology	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives:

- 1.To introduce the students to a detailed understanding of various Computer Applications.
- 2.To enable the students to use computer applications as an aid to their learning process.
- 3.To make a detailed study of the functionalities of MS Office
- 4.To understand the importance and implications of Digital Humanities.

Course Outcomes

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

- CO1. **Outline** the various Computer Applications.
- CO2. **Apply** computer applications as an aid to their learning process.
- CO3. **Demonstrate** detailed understanding of the functionalities of MS Office.
- CO4. **Understand** the importance and implications of Digital Humanities.
- CO5. **Formulate** the acquired knowledge to understand and comment on the current social scenario.

Course Description:

The course on Research Methodologies and Computer Applications aims at introducing the students to various facets of conducting research work. It is a combination of theory and practical. Theoretical approach talks about qualitative, quantitative and mixed method approach. Computer applications focus on different computer tools such as Microsoft Office, Search engine and plagiarism checker. The students are also introduced to Digital Humanities thereby helping the students to open up broader research areas.

Course Contents

Unit-I

Introduction to Computer Applications – Importance of computer applications in Humanities Research – Introduction to Digital Humanities – Introducing Research in Humanities – Types of Research – Meaning and Objectives of Research questions.

Unit-II

MS Office – MS Word - Documents – Reference- Track Change – PowerPoint – Excel

Unit-III

Introduction to Digital Humanities – Importance of Digital Humanities - HTML – TEI – Text Analysis Tools – Exploring Library and Digital Archives – Data Collection and analysis (Field and Library)

Unit-IV

Browsing the internet – Google search engine – Citation - Plagiarism – Private browsing – History and Cookies.

References:

1. Wevereka, Peter. MS Office 2013 All-in-One for Dummies. Wiley, 2013
2. Berry, David. M. Understanding Digital Humanities. Palgrave Macmillan, 2012
3. Milner, Annalisa. Internet: Browsing the Web. DK Publication, 2000
4. Shiu, Eric (2014) Creativity Research, London and New York: Routledge.
5. Flick, Uwe (2012) Introducing Research Methodology, New Delhi: Sage

Modes of Examination: Assignment/Quiz/Project/Presentation/Experiential Learning/ Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG405	Literature and Visual Arts	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Studies				
Co-requisites	-				

Course Objectives

1. Introducing the students to the concepts of art.
2. Giving a comprehensive idea of the varied forms of visual art.
3. Enabling the students to connect the cultural aspects with art and literature
4. Initiating the process of critical thinking to help analyze different types of visual art forms.

Course Outcomes

By the end of the course, the students will be able to:

CO1. **Apply** critical thinking in studying various art forms.

CO2. **Evaluate** the relation between Literature and Art.

CO3. **Distinguishing** the minute features and characteristics in a given work of art.

CO4. **Understanding** the effect and influence of a given social and historical period.

CO5. **Review** available resources for research in the field of visual arts and its connection to literature.

Course Description

Visual arts is a form of expression which is very similar to Literature. The form of art practised in a given time period reflects the beliefs of the society at large. This course is focused on interdisciplinary studies. The relation between words and images is crucial in understanding socio-political and historical context. Critical understanding of creative expression is an important component in the study of Literature and Visual Arts. The course includes different art forms, fiction and nonfiction. The various art movements such as Renaissance, Impressionism, Cubism and Dadaism, to name a few are examined to evaluate the literature of the period. Theories of art, pertaining to creative expression, is studied to understand the changing role of words and images in keeping with the progress of human society. Popular forms such as comics are also studied as a part of the course. Literature and visual arts aim at developing the analytical ability of the students to evaluate the meaning expressed through the coming together of words and images.

Course Content

Unit-I: Concepts and ideas:

- Leon Battista Alberti On Painting
John Berger: Ways of Seeing
- Art as imitation: Plato
- Longinus: Sublime
- John Ruskin: Selections from Modern Painter

Unit-II: Fiction and iconography

- The Picture of Dorian Gray by Oscar Wilde/ Girl with a Pearl Earring by Tracy Chevalier
- / Davinci Code by Dan Brown
- He (Shey)

Unit-III: Literature through paintings

- Selection of Painters and associated movements. (Classicism, Romantic and Victorian Paintings, Modernism and Postmodernism)
- The Christmas Carol/ Great Expectations
- Shelley Mont Blanc
- Keats To Autumn
- Wordsworth Tintern Abbey
- TS Eliot Four Quartets

Unit-IV: Graphic Fiction and Popular Culture

Maus Art Spiegelman

Amruta Patil/ Sita's

Ramayana Samhita

Arni

Recommended Readings:

1. Renaissance Realism: Narrative Images in Literature and Art; Alastair Fowler; OUP Publication
2. Maus; Art Spiegelman; Penguin UK
3. The Storm-Cloud of the Nineteenth Century; John Ruskin; Dodo Press
4. Kari; Amruta Patil; Harper Collins; 2008
5. A Christmas Carol; Charles Dickens; Pan Macmillan; UK
6. Da Vinci Code; Dan Brown; RHUK; 2009

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG406	An Introduction to Travel Writing	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To introduce the students to a detailed understanding of the socio-economic and political background of the travel writing.
2. To give a comprehensive idea of the origin and progress of practices in travel writing
3. To facilitate specific discussions on the authors of the respective eras
4. To critically analyze the texts - both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

Course Outcomes

CO1. **Formulate** the nuances of the tradition of travel writing in its formation period.

CO2. **Identify** the development and growth of travel writing.

CO3. **Evaluate** the fundamental skills required for close reading and critical thinking of the texts and concepts.

CO4. **Analyze** the poems in the socio-political and religious contexts of the time.

CO5. **Employ** the basic philosophical questions posed by spatial issues and analyze the texts in that context.

Course Description

Travel Writing is one of the foundational courses to understand the basic trajectory of travelogues from its formation stage to the beginning of the modern era. This focuses on the development of travel writing. The lectures will discuss the contemporary issues of socio-political scenario of the texts and the role it played in the thematic and literary structure. Classes will be interactive in nature and students will be encouraged to identify the traits of travel writing in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Module I:

Background: Travel Writing and Ethnography — Gender and Travel — Globalization and Travel— Orientalism and Travel —Travel Writing as a genre— terms and concepts— Sites and Destinations

Module II

Historical texts (Extracts or Chapters)

Al Biruni: *India* ed. Qeyamuddin Ahmad. National Book Trust of India, Chapter LXIII, LXIV, LXV, LXVI. / *The Travels of Ibn Battuta*, trans by H.A.R. Gibb. Good Word, 2011.

Mark Twain: *The Innocents Abroad/ Following the Equator*

Fanny Parkes: *Begums, Thugs & White Mughals: The Journals of Fanny Parkes*.

Edited by William Dalrymple or Fanny Eden: *Tigers, Durbars and Kings: Fanny Eden's Indian Journals 1837-38* edited by Janet Dunbar, John Murray, London, 1996.

Module III

(Selections from any two will be taught)

Syed Mujtaba Ali: *In a Land Far from Home (Deshe Bideshe)* Speaking Tiger

Nabaneeta Dev Sen: *Holy Trail: A Pilgrim's Plight*. Supernova Publishers 2012

Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013

Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: A Journey Among the Women of India*, Chapters 2 and 3, pp. 24-74 (New York: Penguin Books, 1991)

Module IV

India through Outsiders' Eyes (Extracts from Any Two):

Dominique Lapierre: *City of Joy*

William Dalrymple: *City of Djinnns (Nine Lives in Search of the Sacred*

Mark Tully: *No Full Stops India/ No Stop India*

Module V

Contemporary Travelogues (Extracts):

Ruskin Bond: *Tales of the Open Road*. Penguin.2006.

Bishwanath Ghosh: *Chai Chai: Travels in Places Where You Stop*. Tranquebar. 2014.

Module VI

Film Appreciation:

Around the World in Eighty Days/ The Motorcycle Diaries/ The Darjeeling Limited (2007)

/ Into the Wild (2007)/ *Zindagi Na Milegi Dobara* (2011)

Text and Reference Books:

1. Al Biruni: *India* ed. Qeyamuddin Ahmad. National Book Trust of India
2. *The Travels of Ibn Battuta*, trans by H.A.R. Gibb. Good Word, 2011
3. Mark Twain: *The Innocents Abroad*
4. Mark Twain: *Following the Equator*
5. Fanny Parkes: *Begums, Thugs & White Mughals: The Journals of Fanny Parkes*. Edited by William Dalrymple
6. Fanny Eden: *Tigers, Durbars and Kings: Fanny Eden's Indian Journals 1837-38* edited by Janet Dunbar, John Murray, London,1996.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	-	2	3	3	-	2	-
CO 2	3	3	3	-	2	-	-	3	3	-	2	1
CO 3	3	3	3	2	-	1	2	3	3	2	-	1
CO 4	3	3	3	2	-	1	2	3	3	-	-	1
CO 5	3	3	3	-	2	-	2	3	3	2	2	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG407	A STUDY OF CONTEMPORARY DEVELOPMENTS IN LITERARY THEORY	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in modern theoretical concept and their Applications in Literature				
Co-requisites	-Adequate knowledge about social sciences				

Course Objectives:

1. The course will help the students to consolidate their theoretical perceptions on literature by having a deeper understanding of the literary theories on the basics of theories already learned.
2. The students will be able to analyze and apply literary theories on literature extensively, drawing examples from diverse theoretical perspectives from interdisciplinary fields.
3. The students will learn to evaluate a literary work as text through a synthesis of aesthetic and theories from interdisciplinary fields of liberal arts and cultural studies.

Course Outcomes

CO1. **Understand** the basic concepts of current literary theories with more advanced concepts borrowed from interdisciplinary fields of liberal arts and cultural studies and their applications in literature.

CO2. **Analyze** literary works by application of literary theories.

CO3. **Apply** interpretation of Literature from myriad points of views.

CO4. **Identify** socio-political trends in the world and their reflections in literature and related fields of arts.

CO5. **Remember** the implications of contemporary developments in literary theory on literary analysis and interpretation

Course Description

One of the significant outcomes of introducing this paper, Literary Theories, at the PG level is to consolidate the earlier concepts with more advanced ones. It upgrades the students of literature to develop critical abilities to understand, analyze the nuances of literary works, drawing from recent researches and inclusions in the field of Literary theories. It helps the students to critically interpret endless possibilities of exploring literature. It educates the students to be concomitant with the advancement of literary discourses. It shapes up critical acumen of the

students which may be applied to identify problems for quality research in future. The Literary theories enable an individual to critique the social trends. Any individual exposed to Literary theories can grasp the changing discourses of life and can expand his/her creative oeuvre. Classes will be interactive in nature and students will be encouraged to attend different activities like seminars, conferences, workshops, and webinars to quench their further queries. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to take students develop comprehending abilities and analytical skill.

Course Content:

Unit I: Ecocriticism – Alan Liu/ Karl Krober/ Margaret Fuller/ Jonathan Bate. Environmentalism- tracing the history of global environmental consciousness and movement; Romantic Ecology, Gender and Environment- Ecofeminism; Environmental Ethics- Climate Change.

Unit II: Psychoanalysis– Carl Jung/Jacques Lacan/Slavoj Zizek.

Unit III: Postcolonialism– Edward Said/Homi Bhabha/ Gayatri Spivak/Ngugi Wa Thiongo/ Frantz Fanon.

Unit IV: Postmodernism and Beyond – Jean Francois Lyotard/ Jurgen Habermas/ Jean Baudrillard/ Frederic Jameson.

Texts and References:

1. Stuart Sim. *The Routledge Companion to Postmodernism*. 2004.
2. Niall Lucy. *Postmodern Literary Theory: An Anthology*. 2000.
3. Greg Gerrard. *Ecocriticism*. 2004.
4. Cheryll Glotfelty. *The Ecocriticism Reader: Land marks in Literary Ecology*. 1996.
5. Elizabeth Wright. *Psychoanalytic Criticism*. 2013.
6. Mark Bracher. *Lacan, Discourse, and Social Change: A Psychoanalytic Cultural Criticism*. 1993.
7. Vivek Chibber. *Postcolonial Theory and the Specter of Capital*. 2013.
8. Partha Chatterjee. *The Nation & Its Fragments: Colonial & Postcolonial Histories*. 1993.
9. Antonio Negri and Michael Hardt. *Empire*. 2000.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1
CO4	3	3	3	2	-	1	2	3	3	2	2	-
CO5	3	3	3	-	2	1	-	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG408	Indian Partition Literature	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To explain the emergence and growth of Partition Literature.
2. To illustrate the contemporary socio-political background, and the history of Partition Literature.
3. To critically examine the texts and attempt to analyse the different socio-historical ideas, that are lying embedded in them.
4. To interpret the theories and texts that deal with partition and its aftermath.

Course Outcomes

CO1. **Develop** a comprehensive idea about the different aspects of the event called Partition.

CO2. **Formulate** a clear idea of the various representation(s) of history.

CO3. **Interpret** major literary works on partition and realise their significance as an alternate historiography.

CO4. **Understand** the theories of Partition.

CO5. **Analyze** the themes, narratives, and cultural implications of literature concerning partitions

Course Description

Partition Literature is a very significant course to enrich a student of English literature with a crucial understanding of the different aspects of the history of Partition. This course attempts to discuss major debates, theories, and accommodates almost all possible sources of the history of Partition like memoirs, interviews, journals, documentaries, films and so on. The lectures will try point out and explain significant events during Partition of India and Bengal as depicted in the prominent literary texts. The course includes interactive class lectures, film screening, reading materials, tutorials, interactive sessions with the students, and class assignments. The lectures are to be complemented by power point presentations in class. Students are to be provided with module notes and are encouraged to participate in class discussions.

Course Content

Unit I

Introduction to Partition and Theories of Partition

Midnight's Furies: The Deadly Legacy of India's Partition by Nisid Hajari, Houghton Mifflin Harcourt, 2015/Partition across the World/ Shekhar Bandyopadhyay *From Palassey to Partition*, Trauma and Memory, Oral Historiography

Unit II Fiction:

Sadat Hasan Manto (*Manto Selected Short Stories*, RHI, 2012)/ (*Bengal Partition Stories: An Unclosed Chapter*, edited by Bashabi Fraser, 2006)/ Khushwant Singh (*Train to Pakistan*, Grove Press, 1994)/ Alok Bhalla *Stories about the Partition of India*, Manohar Publishers and Distributors, 2012. /Soraiya Khan *Noor*/ Qurratulain Hyder *Fire flies in the Mist*/ Shoba Rao *Unrestored Women and other Stories*

Unit III Nonfiction:

The Trauma and the Triumph: Gender and Partition in Eastern India (Jashodhara Bagchi, Subharanjan Dasgupta)/ Urvashi Butalia (*The Other Side of Silence: Voices from the Partition of India*, Penguin,1998)

Unit IV Films:

Khamosh Pani/ *Meghey Dhaka Tara*/ *Pinjar*/ *Earth*

Text and Reference Books:

1. *Midnight's Furies: The Deadly Legacy of India's Partition* by Nisid Hajari, Houghton Mifflin Harcourt, 2015
2. *Manto Selected Short Stories*, RHI, 2012
3. *Bengal Partition Stories: An Unclosed Chapter*, edited by Bashabi Fraser, 2006
4. *Midnight's Children* by Salman Rushdie, Vintage, 1995
5. *Train to Pakistan* by Khushwant Singh, Grove Press,1994
6. *The Trauma and the Triumph: Gender and Partition in Eastern India* by Jashodhara Bagchi, Subharanjan Dasgupta, Stree, 2003
7. *The Other Side of Silence: Voices from the Partition of India* by Urvashi Butalia, Penguin,1998
8. *Stories about the Partition of India* by Alok Bhalla. Manohar Publishers and Distributors, 2012.
9. *The Indian Partition in Literature and Films: History, Politics, and Aesthetics* by Rini Bhattacharya Mehta (Ed.), Routledge,2014

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	2	2	-
CO2	3	3	3	-	2	1	-	3	3	-	-	1
CO3	3	3	3	2	-	-	2	3	3	2	2	1
CO4	3	3	3	2	2	1	-	3	3	-	2	-
CO5	3	3	3	2	2	1	2	3	3	2	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG409	Gender Studies	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. To introduce the students to the focal points of feminist theory, which they will use as a context for reading literary texts.
2. To help them analyze literary texts through the perspective of gender, race, and class.
3. To understand the social and literary significance of the gender roles developed and redefined in women's writing.
4. To conduct specific discussions on the authors of the respective areas.
5. To critically interpret the texts—both structurally and thematically

Course Outcomes

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

CO1. Classify the different forms of Feminism.

CO2. Apply feminist theories for textual analysis.

CO3. Evaluate literary texts belonging to the tradition of women writing.

CO4. Develop an understanding of different narrative forms.

CO5. Identify critical theories regarding Gender in the present-day world.

Course Description

This course offers an introduction to Feminism and Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions, and debates in Feminism and Gender Studies scholarship, both historical and contemporary. It offers an overview of the history of the Feminist Movement and

Gender scholarship, critically analyses themes of gendered performance and power in a range of social spheres, such as philosophy, economics, history, religion, politics, and health. The aim of Feminist and Gender Studies is to embody a feminist ethos of critical engagement and responsiveness that is attentive to shifting relations of power. Through various textual/literary references, this course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, nationality, and other social identities.

Course Content

Unit-I

First Wave of Feminism: Early feminist approach around the world (Aphra Behn: selected poems/Rokeya Sakhawat Hossain: *Sultana's Dreams*/Anna Chandy: Extracts from *Battles in the Mind* / Dorothy Day: Extracts from *The Long Loneliness*), Film: *Suffragette*, *The Duchess*

Unit-II

Second Wave: Extracts from Simone De Beauvoir; *The Second Sex/ The Sex Which is Not One/* Betty Friedan: *The Feminine Mystique*, Films: *Monalisa Smile*.

Unit-III

Third Wave: bell hooks: Extracts from *Feminism is For Everybody* /Kimberley Williams Crenshaw: extracts from *On Intersectionality: Essential Writings* Rebecca Walker: *To BeReal*;Film *Thelma and Louise*

Unit-IV

Fourth Wave: Judith Butler (extracts from *Bodies that Matter*) Sedgwick (extracts from *Epistemology of the Closet*), Adreinne Riche (extracts from the “Compulsory Heterosexuality and the Lesbian Existence”) (Films: *Boys Don't Cry/Milk/ Chitrangada/ Maurice/ Precious*)

Text and Reference Books:

1. Aphra Behn. *The Complete Works of Aphra Behn*. Library of Alexandria
2. Margaret Walters: *Feminism: A Very Short Introduction*. OUP
3. Sushila Singh: *Feminism: Theory, Criticism, Analysis*. Pencraft International
4. Maggie Humm: *Readers Guide to Contemporary Feminist Literary Criticism*. Routledge
5. Estelle Freedman: *The Essential Feminist Reader*. Modern Library Classics.
6. Michel Foucault: *The Will to Knowledge: History of Sexuality Vol.I*. Penguin Publishers
7. Kate Millet: *Sexual Politics*. Columbia University Press
8. Mary Wollstonecraft: *A Vindication of the Rights of Women*. Penguin Classics
9. Christina Rossetti: *Goblin Market*. Create Space Independent Publishing
10. *The Collected Poems of Elizabeth Barrett Browning* (Wordsworth Poetry Library)
11. J.S.Mill: *The Subjection of Women*. Nine Books Publisher
12. Jean Rhys: *Wide Sargasso Sea*. Penguin Classics
13. Sandra Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer & the Nineteenth-Century Literary Imagination*. Yale University Press.
14. Kamala Das: *Selected Poems*. Penguin Classics
15. Kamala Das: *My Story*. Harper Collins
16. Charlotte Bronte: *Jane Eyre*. Collins Classics
17. *The Classic Works of The Brontë Sisters: Jane Eyre, Wuthering Heights and Agnes Grey*. Octopus Publishing Group
18. Rokkeya Sakhawat Hossain: *Sultana's Dream*. Tara Books.
19. Dorothy Day. *The Long Loneliness*. Harper Collins.
20. Anna Chandy. *Battles in the Mind*. Ebury Press.
21. Betty Friedan. *The Feminine Mystique*. Laurel
22. Simone De Beauvoir. *The Second Sex*. Vintage.
23. bell hooks. *Feminism is For Everybody: Passionate Politics*. Routledge.
24. Kimberley Williams Crenshaw: *On Intersectionality: Essential Writings*. The New Press.
25. Rebecca Walker: *To Be Real*. Anchor.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	-	2	-
CO2	3	3	3	-	2	-	-	3	3	-	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	1
CO4	3	3	3	2	-	1	2	3	3	-	-	1
CO5	3	3	3	-	2	-	2	3	3	2	2	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG410	Introduction to Tagore Studies	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in English Language and Literature				
Co-requisites	-				

Course Objectives

1. Develop a broader understanding of Tagore studies as a distinct body of literature in the corpus of Indian English Writing
2. To explain the vast corpus of Tagore literature and to bring forth the different personas of the Poet.
3. Keeping in view of the different experiments going on in the field of education in the present century, the paper aims to introduce the students to Tagore's philosophy of education and its innovative approaches.
4. Tagore's writings on religion and philosophy will help the students to form a comprehensive idea of the 'universal'. On the other hand, the Poet's discourse on nationalism will unfold the different connotations of nation, nationality, and internationalism and help the students to understand a progressive nationalist spirit.
5. Tagore's social writings aim to help the students to form a rationalist and modernist concept of society, community, and integrity.

Course Outcomes

CO1. **Analyze** the diverse tenets of Tagorean oeuvre

CO2. **Examine** connections between society, community and nation through Tagore's perspective.

CO3. **Identify** Tagore Literature as a distinct body of writing within the corpus of Indian English Writing

CO4. **Develop** a broader understanding of the philosophy of Rabindranath Tagore and its implementation in several aspects of life.

CO5. **Review** the critical aspects of the modern times in Bengal and the early renaissance brought by Tagore.

Course Description

Tagore Studies is a very crucial course to enrich a student of English literature with a deeper comprehensive idea about Rabindranath Tagore, his life, philosophy, and his literary texts. This course attempts to discuss the poet's life and his ideas about nationalism, internationalism, education, rural welfare, and so on and so forth. It

would introduce to the students some of the crucial English writings of Rabindranath Tagore that would complement their understanding of the poet's philosophy. The course includes interactive class lectures, reading materials, tutorials, interactive sessions with the students, film screening, and class assignments. The lectures are to be complemented by power point presentations in class. Students are to be provided with module notes and are encouraged to participate in class discussion.

Course Content

Unit-I

Introduction to Tagore and his writings: Philosophy and thought, Tagore, the Philosopher— *Sadhana: The Realization of Life/ The Religion of Man/ "Parrot's Training"/My Boyhood*—Tagore and rural reconstruction—*Swadeshi Swamaj*- Restore balance between City and Village; Experiments at Silaidah and Patisar; Sriniketan—nationalism & internationalism- - *Nationalism ;Crisis in Civilization/ "Sunset of the Century"/Can Science be Humanized?*

Unit-II Poetry

Tagore, the Poet— *Selected Poems* (trans.) William Radice/ *The Oxford Tagore Translation Series* (trans.) Sukanta Chaudhuri (Oxford, 2011)

Unit-III Drama

Tagore, The Dramatist—*Muktadhara (The Waterfall)/ Raktakarabi (Red Oleanders)/ Chitrangada*

Unit-IV Fiction

Prose: *The Oxford Tagore Translation Series* (trans.) Sukanta Chaudhuri (Oxford, 2011)/ *Jogajog* (trans.) Supriya Chaudhuri (Oxford,2011)/ *Ghare Baire* (trans.) Rimli Bhattacharya (2011)/ *Tin Sangi* (Selections)

Text and Reference Books:

1. Das. Sisir Kumar, ed. *The English Writings of Rabindranath Tagore*.
2. *Introduction to Tagore*. Visva-Bharati, 1983.
3. Kripalini Krishna. *The Biography of Rabindranath Tagore*.
4. O' Connel, Kathleen M. *The Poet as Educator*. Visva-Bharati.
5. Sen, Sudhir. *Rabindranath Tagore on Rural Reconstruction*, Visva-Bharati, 1943.
6. Tagore, Rabindranath. *The Boundless Sky*. Visva-Bharati.
7. *Hungry Stones and other Stories*, Niyogi Books.
8. *Red Oleanders*, Punashcha.
9. *Sadhana: The Realization of Life*.
10. *The Essential Tagore*, Harvard University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	1	-	3	3	-	-	1
CO2	3	3	3	-	-	1	2	3	3	2	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	-
CO4	3	3	3	2	-	1	2	3	3	1	2	-
CO5	3	3	3	-	2	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG411	Popular Literature and Culture: An Introduction	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic understanding of English Literature and Culture				
Co-requisites	-				

Course Objectives

1. To introduce to the students the concepts of popular culture and how literature is shaped by an interplay of popular ideologies and discourses.
2. To give a comprehensive idea of the individual literary cultures of the prescribed texts.
3. To conduct general discussions on the authors and critically analyze the texts.
4. To be able to connect the text with the dominant ideologies and/or subversive elements.

Course Outcomes

CO1. **Remember** the origin of Popular Literature and Culture.

CO2. **Understand** the socio-political background of the time and how it influences the construction of the 'Popular'.

CO3. **Analyze** how popular literature reflects the concerns and prejudices of its own time.

CO4. **Interpret** the industrial expectations influencing the creation of something popular.

CO5. **Create** different forms of arts based on Popular Literature and Culture.

Course Description:

Canonical literature frowns upon popular taste as it often considers the latter to be less reflective of life as we know it. Popular literature by its definition is guided by the demands of the industry, thereby sacrificing its responsibility for representing life as we know it. Despite such serious accusation, popular literature is widely

accepted, and thus, it demands critical observation, so that as critical thinkers we can understand this gap between societal demands and the ideal take on literature and culture.

Course Content

Unit-I

Introduction to Culture–Politics of positionality-High and Low Culture–Popular Culture and its forms.

Unit-II

Performance in Popular Culture:

- (Popular Rock) Beatles, Queen, Bob Dylan, Linkin Park, Dubstep
- Films and series: Excerpts from James Bond series; DC and Marvel series

Unit-III Science-fiction:

H.G. Wells: *The Time Machine*/ Michael Crichton: Jurassic Park

Unit-IV Fantasy Fiction:

Harry Potter Series: Excerpts from *Harry Potter and the Prisoner of Azkaban* and *Harry Potter and Deathly Hallows*

Tolkien and the Middle Earth: Excerpts from *Silmarilion*, *The Hobbit* and *The Lord of the Rings*

Text and Reference Books:

1. *American Popular Music: The Rock Years*; Larry Starr and Christopher Waterman; Oxford University Press
2. Ian Fleming. Andrew Lycett. Orion Publisher
3. *James Bond and Philosophy: Questions are forever*; James B. South and Jacob M. Held; Open Court Publishers.
4. *James Bond in World and Popular Culture: The Films are not Enough*; Robert G. Weiner, B. Lynn Whitfield and Jack Becker: Cambridge Scholars Publishing
5. *The DC Comics Encyclopedia: The Definitive guide to the Characters of the DC Universe*; Scott Beatty, Phil Jimenez; DK Publishing
6. *Marvel Graphic Novels and Related Publications: An Annotated Guide to Comics, Prose Novels, Children's Books, Articles, Criticisms and Reference Work, 1965-2005*; Robert G. Weiner; McFarl and Publishing
7. *The Science of Michael Crichton: An Unauthorized Exploration into the real science behind the fictional worlds of Michael Crichton*; Kevin R. Grazier; Ben Bella Books
8. *Harry Potter and the Prisoner of Azkaban*. Bloomsbury Publishers.
9. *Harry Potter and Deathly Hallows*. Bloomsbury Publishers.
10. *The Magic of Harry Potter: Essays Concerning Magic, Literary Devices and Moral Themes in J. K. Rowling's Harry Potter*. Daniel Mitchel.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	-	3	3	-	-	1
CO2	3	3	3	2	2	1	2	3	3	-	2	1
CO3	3	3	3	-	2	-	-	3	3	-	-	-
CO4	3	3	3	2	2	1	2	3	3	1	2	-
CO5	3	3	3	-	-	-	2	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG109	Editing and Publishing: An Introduction	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Understanding of Language, Literature and Culture				
Co-requisites	-				

Course Objectives

1. To write, edit, and design print and online media for a range of genres.
2. To prepare the students for the industry.
3. To offer the students professional training.
4. To aid the students with a holistic approach to the skill-based editing-publishing course.
5. To involve the students into both the theoretical and practical aspects of editing-publishing.

Course Outcomes

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

CO1: **Define** basic knowledge of the history of publishing, including print, digital, and other media.

CO2: **Assess** the quality in a range of genres for publication in a variety of media.

CO3: **Employ** editing skills.

CO4: **Create** fine edited version of texts for quality publication.

CO5: **Understand** how the process of Editing goes in any publication house, opening a new job market for the student.

Course Description

Editing and Publishing: An Introduction, by encouraging students to think critically, understand the responsibilities of professionals working in the publishing industry, and be skilled in the grammar and rhetoric of English language, prepares them as potential professionals. The course combines theory and practical seamlessly and offers a hand-on experience to the students. It gives a wholesome perspective to the students about the making of a book, documentation, publication and the book markets.

Content

Unit I: Introduction

Knowing the terms: Copyediting, Proofreading, Editing, Publishing
 Electronic Editing
 Translation and Transliteration
 Editing from the author's perspective
 Specialised editing

Unit II: Book Design and Layout

The art of documentation: Books, Journals
Citation (MLA/APA/CMS)
Creating a style guide
Indexing
Illustration and cover design

Unit III: Commissioning

Who is a commissioning editor?
Commissioning vs acquisitions
Shortlisting proposals – textbooks, fiction, nonfiction, academic monographs, edited volumes
Gauging the market – local and international
Logistics of commissioning

Unit IV: Marketing and Publishing Models

Trade publishing
Niche publishing
Digital publishing
Traditional publishing
Partnership publishing
(Case studies to be examined)

Texts and Reference Books:

1. Bell, Susan P. *The Artful Edit: On the Practice of Editing Yourself*. W.W. Norton and Company, 2007.
2. Hamby, Louise. *Editing Fiction at Sentence Level*. Independently published, 2020.
3. Germano, William. *On Revision: The Only Writing that Counts*. The University of Chicago Press, 2021.
4. Thompson, John B. *The Merchant of Culture*. Plume, 2012.
5. Woll, Thomas, and Dominique Reccah. *Publishing for Profit*. Chicago Review Press, 2014.
6. Germano, William. *Getting it Published*. The University of Chicago Press, 2016.
7. Thompson, John B. *Book Wars: The Digital Revolution of Publishing*. Polity, 2021.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	2	-	-	3	3	2	2	3
CO2	3	3	3	-	2	1	-	3	3	1	-	3
CO3	3	3	3	-	2	-	2	3	3	1	2	3
CO4	3	3	3	2	-	-	2	3	3	-	-	3
CO5	-	-	-	2	-	1	2	3	3	1	-	3

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG103	Academic and Professional Writing	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Understanding of English Language				
Co-requisites	-				

Course Objectives

1. To train students in academic and professional writing, and to encourage them in critical thinking.
2. To help students face the fundamental intellectual and logistical challenges of academic essays and dissertations with a greater skill and confidence.
3. The students will learn to transform their dissertations from writer-based prose (in which various ideas are explored in free form) from reader-based prose (which is properly structured so as to suit the understanding of the reader).
4. To inspire students to learn to read and problematise a text, and form independent opinions.
5. To familiarise students with the difference between descriptive and analytical writings.

Course Outcomes

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

CO1. **Classify** the different methods and techniques of writing academic papers and teach the students to write an academic paper

CO2. **Apply** different skills for different types of critical writing.

CO3. **Define** a select number of literary terms

CO4. **Formulate** research-oriented writing

CO5. **Assess** the challenges in developing an academic writing

Course Description

Academic and Professional writing is aimed at designing a student and motivating him towards the field of research. He or she would be encouraged to know the stylistics of academic writing and how different nuances of academic writing can help one develop a research career. Planning and learning how one can avoid plagiarism by proper citation and referential detailing.

Content

Unit I: Critical Reading of Texts

As part of academic writing, the students will be expected to read poems, prose pieces, paintings, photographs, multi-modal texts, musical texts, audio-visual texts and prepare a

critical and analytical essay on the experience. The reading and writing sessions would be hands-on exercises primarily done during the class hours.

Unit II: Introduction to Research:

Choosing a research area for dissertation
Writing a Research Proposal
Research Methodology
Literature Review
Dissertation Format
Learning how to cite sources in CMS/MLA
Research Ethics

Unit III: Professional Writing

The rhetoric of professional writing
Memorandum and Minutes of the Meeting
Business Report
Notice
Writing editorials

Unit IV: Classroom Seminar

Critical Essay Writing – at the end of the semester, the students would write a 2000-2500 words paper on a subject of their choice, which they would present in 10-Minutes at a seminar held in the classroom. Each session of the seminar would end in a 10-minute-long discussion where the presenters would answer questions asked by peers.

Texts and Reference Books:

1. Eco, Umberto. *How to Write a Thesis*. Massachusetts, USA: MIT Press, 2015.
2. Chaudhuri, Sukanta. *The Metaphysics of Text*. UK: Cambridge University Press, 2010.
3. Jones, Carys et al. *Students Writing in the University: Cultural and Epistemological Issues*. USA: John Benjamin Publishing Company, 1999.
4. Woodson, Jacqueline. “The Pain of the Watermelon Joke.” *The New York Times*, November 28, 2014.
5. *The Chicago Manual Style: Seventeenth Edition*. USA: University of Chicago Press, 2017.
6. *MLA, 8th Edition: An Introduction and Overview*. DSC-USF Writing Center. August, 2016.
7. Swatridge, Colin. *Oxford Guide to Effective Argument and Critical Thinking*. UK: Oxford University Press, 2014.
8. Goodson, Patricia. *Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing*. SAGE, 2013.
9. Stephens, John. Robyn McCallum. *Retelling Stories, Framing Culture: Traditional Story and Metanarratives in Children’s Literature*. Psychology Press, 1998.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term	Components
Weightage (%)	50	50	Weightage (%)

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG108	Language and Mind	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Understanding of Bilingualistics, Cognitive Science, and Psycholinguistics				
Co-requisites	-				

Course Objectives:

1. The course will enable the students to understand the biological evolution of language
2. The course will equip the students to conduct experiments to understand the psychology of language
3. The course will help the students to gain a basic understanding of how language is acquired and if language as a system acts similar to the other cognitive systems.
4. The course will give hands on experience to the students to learn about language learning disability

Course Outcome

CO1. The students will **understand** the biological, psychological, and cognitive foundations of language

CO2. The students will also be able to **identify** the language universals and the role of cognition in its development.

CO3. The students will **analyze** various linguistic data which supports the relationship between language and mind.

Course Description

The course will focus on the nature of relationship between language and brain, language processing corresponding to comprehension, production, and acquisition. It examines how languages are acquired, represented, and processed in the brain. It also covers issues relating to biological foundations of speech and language impairment.

Course Content

1. Biological Foundations of Language

Rationalism vs. Empiricism; language and primate communication; cerebral dominance and lateralization; language in evolutionary context

2. Representation and Processing

Production, perception and comprehension of language; mental representation; internal lexicon; lexical access

3. Clinical Psycholinguistics

Pathology and brain functions; aphasia; dyslexia; dyspraxia; down syndrome; stuttering; hearing impairment

4. Language, Culture and Cognition

Sapir-Whorf hypothesis; lexical and grammatical influence on cognition; linguistic universals; perceptual, cognitive and social categories

Reading list:

1. Aitchinson, J. 1991. *The Articulate Mammal*. 2nd edn. London etc.:
2. Hutchinson. Bhat, R. 1991. *Psycholinguistics: An Introduction*. Karnal: Nataraj Publishing House
3. Caplan, D., R.A. Lecours & A. Smith (eds.) 1984. *Biological Perspectives on Language*. Cambridge, Mass.: MIT Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	2	-	-	3	3	2	2	1
CO2	3	3	3	-	2	1	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	1	2	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG 203	Language and Society	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Understanding of language and social identity				
Co-requisites	-				

Course Objectives

1. Students will investigate the dimensions of language variation and analyze evidence of attitudes towards speakers of different language varieties (reading response, class notes, and presentation)
2. Students will research local language variation and evaluate the results (text comparison study)
3. Students will explore definitions of a “standard” variety of a language and consider how the standard is used in society, particularly with reference to education (reading response and presentation)
4. Students will be able to understand how language constructs social identity

Course Outcome

CO1. Students will identify that language is a pluralistic entity

CO2. Students will be able to explain that language can understood with reference to time and space

CO3. Students will be able to analyze language as essentially a social and a cultural product

Course Description

This course introduces students to language in its social context. Students learn how to make observations on language usage. Students will get hands on experience on language use by participating in group and individual field projects.

Course Content

Unit 1

Language and Communities

Language or Dialect; Role of Social Identity; Standardization; Regional Dialects; Social Dialects; Style and Registers

Unit 2

Languages in Contact

Diglossia, Bilingualism, Multilingualism; language use and attitude; code switching and code mixing; language maintenance; language variation; language shift and death

Unit 3

Language and Social Identity

Social class; Gender; Age; Ethnic Varieties; Speech Communities.

Unit 4

Language and Socio-Political Factors

Ideology of standard language; Influence of the media; Language and Education; Language Policy and Planning.

Recommended Reading

1. Mooney, A. & Evans, B. (2015). *Language, society, and power*, 4th ed. New York: Routledge
2. Freedman, J. & Jurafsky, D. (2011). Authenticity in America. *Gastronomica: the journal of food and culture*, 11, (46–54).
3. Fuller, J. (2013). Spanish speakers in the USA. Bristol, UK: *Multilingual Matters*. (chapter 2, “Language and Identity”).
4. Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, C. & Hopkins, M. (2010). Forbidden language: A brief history of U.S. language policy. In P. Gándara & M. Hopkins (Eds.), *Forbidden language. English learners and restrictive language policies* (20-33). New York: Teachers College Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	-	1	1	3	3	-	-	-
CO2	3	3	3	2	2	-	1	3	3	-	2	1
CO3	3	3	3	2	2	-	-	3	3	1	-	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

AEC101	Communicative English I	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Basic Knowledge in English Language				
Co-requisites	-				

Course Objective:

1. To sensitize learners to the nuances of spoken and written forms of English
2. To enable them to produce grammatically correct language
3. To help them master writing techniques to meet academic and professional needs
4. To provide sufficient practice in Listening, Speaking, Grammar, Vocabulary, Reading and Writing.

Course Outcomes:

1. **Identify** the various elements of communicative skills
2. **Employ** the basics of listening, speaking, reading, and writing competence
3. **Design** style in speech and writing and manipulate the tools of language for effective communication

Course Description

The Communicative English course aims to equip the language learners with the knowledge of comprehension and production of English language. The course is designed to develop the primary aspects of any language learning: listening, speaking, reading, writing, grammar, and vocabulary. The modules indicate the gradual evolvement of the acquisition of English language and communication skills

Course Content

Unit 1

- Listening: practice listening to short conversations and identifying the purpose of communication.
- Speaking: Exchanging greetings, introducing oneself and others, sharing personal and professional information.
- Grammar: parts of speech.

- Reading: Practice reading short passages. Reading words clearly with pause. Answering questions from the passage.
- Writing: Practice writing short meaningful sentences using different forms of tense.

Unit 2

- Listening: practice listening to longer conversations and the theme/s of communication.
- Speaking: describing people, places and objects; comparing people, places and objects.
- Grammar: articles and prepositions
- Vocabulary: synonym and antonyms.
- Reading: Practice reading short passages. Identifying the known and the unknown words. Answering questions from the passage.
- Writing: Practice writing descriptive and comparative sentences.

Unit 3

- Listening: practice listening to jumbled fragmented parts of a text and working together to put the parts coherently.
- Speaking: Narration. Talking about past (immediate and distant)
- Grammar: tense
- Reading: practice reading passages and Answering questions from the passage.
- Writing: practice writing short paragraphs, describing people place objects, narrating events

Unit 4

- Listening: Practice following instructions and directions
- Speaking: practice conversation on the following situations- instruction, suggestion, enquiring, requesting, seeking permission, invitations, apologize and complaints.
- Grammar: verbs. Subject verb agreement. Active and passive voice.
- Reading: practice reading passages and elicit information from the passages by identifying topic so on. Answering questions from the passage.
- Writing: practice replacing the sentences from given passages by new sentences (but no meaning change). Correcting incorrect sentences

Recommended Readings

1. Fluency in English-Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Grammar and Composition, Wren and Martin

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	1	2	3	3	1	2	1
CO2	3	3	3	2	2	-	-	3	3	1	-	-
CO3	3	3	3	-	2	-	2	3	3	-	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

AEC102	Communicative English II	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Basic Knowledge in English Language				
Co-requisites	-				

Course Objective:

1. Ability to use receptive skills through listening to acquire good exposure to the target language
2. Ability to speak and write correct English in all situation
3. To enhance the knowledge on vocabulary and grammar to address social and humanistic problems
4. To develop an understanding of written communication etiquettes

Course Outcome:

1. Students can read and **understand** any text in English
2. Students will be able to **determine** arguments and observation through writing
3. To enable the learners to **create** style in speech and writing and manipulate the tools of language for effective communication

Course Description

This course is the continuation of the Communicative English I course, which is offered in semester I. In this course, the learners will have repeated practice of what they have already acquired in the last course and will simultaneously develop news skills. The writing section of this course particularly focuses on academic writing and professional writing. The course intends to develop critical thinking ability of learners through various speaking tasks.

Course Content:

Unit 1

- Listening: Practice listening to passages. practicing summarizing listening passages.
Reading: practice reading and solving sample passages
- Speaking: Describing concepts and thoughts
- Grammar: practice tense practice types of sentences (declarative, negation, questions, active and passive voice)
- Writing: practice paraphrasing paragraphs from reading passages

Unit 2

- Speaking: asking for and giving opinion, agreeing and disagreeing with opinions, persuading and dissuading people. Describing concepts and thoughts
- Vocabulary: idioms
- Reading: practice reading and solving sample passages
- Writing: practice types of letter writing.

Unit 3

- Listening: Listen to passages and Speaking: expressing likes, dislikes, sympathy, emotions, hopes, wishes, regrets, and concerns. practice solving questions of listening passages
- Speaking: expressing likes, dislikes, sympathy, emotions, hopes, wishes, regrets, and concerns
- Grammar: practice different forms of conjunctions, disjunctions, and articles.
- Writing: practice report writing and other professional writing styles

Unit 4

- Listening: practice collaborative discussion of those passages
- Speaking: explaining words and actions with reasons.
- Writing: practice sessions on sample academic writing

Recommended Readings

1. Fluency in English-Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Grammar and Composition, Wren and Martin.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	-	2	-	2	3	3	-	2	-
CO2	3	3	3	2	-	1	2	3	3	2	-	1
CO3	3	3	3	-	2	-	-	3	3	-	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG104	Introduction to Language Structure	L	T	P	C
Version 1.0		2	1	0	3

Pre-requisites/Exposure	Basic Knowledge in English Language
Co-requisites	-

Course Objective:

1. Students will reason about language
2. Identify how incorrect or irrational assumptions and prejudices distort understanding of language
3. Demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation
4. Students will be able to evaluate popular views on the nature of human languages and their speakers.

Course Outcome:

CO1. **Derive** technical mastery over the tools of linguistic analysis.

CO2. **Remember** how to investigate linguistic data.

CO3. **Build** strong problem-solving skills related to linguistic data.

Course Description

The course is designed to introduce students to think of language structurally and train them to identify the structural properties of sounds, words, sentences and their internal composition. It will help the students to understand the universal properties of language and how languages vary structurally.

Course Content:

1. What is Linguistics?

Language Acquisition; Language as a system of signs; Competence, Performance, I-Language, and E-Language.

2. Phonetics and Phonology

Mechanism of Speech Production; IPA transcription; Place of Articulation; Manner of Articulation

3. Morphology

Morpheme, Morph, Allomorph; Word Formation Process

4. Syntax and Semantics

Parts of Speech; Syntactic trees and Phrase Structure Rules; Some Basic Concepts of Meaning; Sentence Meaning.

Suggested Reading

1. Akmajian A., R.A. Demers and R.M. Harnish, Linguistics: An Introduction to Language and Communication. Cambridge, Mass: MIT Press. (Indian ed. 1996. Prentice Hall.).
2. Lever J. Principles of Phonetics. Cambridge University Press. 1994.
3. Katamba F. An Introduction to Phonology. 1989.
4. Katamba F. Morphology. London. 1993.

5. Carnie A. Syntax A Generative Introduction. Wiley Blackwell. 2021.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	-	-	2	3	3	-	2	-
CO2	3	3	3	-	2	-	-	3	3	-	2	1
CO3	3	3	3	2	-	1	2	3	3	2	-	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation