



**JECRC<sup>TM</sup>**  
**UNIVERSITY**  
BUILD YOUR WORLD

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH

BOARD OF STUDIES: B.A.(HONORS) ENGLISH

ACADEMIC SESSION: 2025-26

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### **Program Description**

Bachelor of Arts in English is a three-year undergraduate programme designed to prepare students to understand the use of the English language effectively by building vocabulary and introducing them to current ideas and issues. The programme offers deep insights into the world of literature and enables the students to critically appreciate major literary works. It strengthens the linguistic capabilities of the student through theoretical and practical sessions. The students are introduced to the political, social, cultural, economic and intellectual backgrounds of various periods in literary history. This opens up student vision and capability to acquire an understanding of life. After successful completion of the course, students can opt for careers like media & advertising, writing & publishing, journalism, public relations, content writing & blogging, creative writing, teaching and academia, etc.

### **Vision**

Our vision prevails in providing a perfect gateway to the new students who enter the core levels of learning, the freedom of inquiry, the pursuit of truth and care for others through teaching, scholarship and service of the highest caliber.

### **Mission**

Our mission is:

- To familiarize students with literary and aesthetic concepts.
- To inculcate Communication skills and Life skills for the holistic development of the students.
- To instil research and investigative aptitude in learners.
- To promote integrative research approaches towards learning.
- To future ready our students by identifying their caliber and inclination and place them in a professional and competitive space.

### **Programme Outcomes (POs):**

**PO1 Domain knowledge:** Apply the knowledge of domain subjects, science, computer fundamentals, and humanities & social science specialization to the solution of complex individual & social problems.

**PO2 Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO3 Problem Analysis:** Stimulate into adopting an enquiring attitude towards the problems encountered, developing solutions & appreciation of the different contexts

**PO4 Design/development of solutions:** Design solutions for complex psychological, economic, political & social problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**PO5 Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**PO6 Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern IT tools including prediction and modelling to complex activities with an understanding of the limitations.

**PO7 Environment and sustainability:** Understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

**PO8 Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights

**PO9 Multidisciplinary approach:** To develop multidisciplinary perspective in reference to historical, social, psychological, economic, political & cultural context.

**PO10 Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**PO11 Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PO12 Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological change.



## **PROGRAMME SPECIFIC OUTCOMES FOR B.A. (HONS) ENGLISH**

**PSO-1:** Demonstrate & understand: knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**PSO-2:** Critically analyze and interpret texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**PSO-3:** Write focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**PSO-4:** Develop four Language Skills LSRW, through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**PSO-5:** Scope of employability and entrepreneurship in the field of Media and Journalism, Teaching, Public Relations, Human Resource, Civil Service, Creative Writing etc.

**JECRC University**  
**School of Humanities and Social Sciences**  
**Department of English**  
**Course Structure of BA (Hons.) English**

Semester	Course code	Course	Course Type	Lecture Hours	Tutorial Hours	Total Hours	Total Credits
1	BEN001C	Major 1- Introduction to Language and Linguistics	Major Core	3	0	5	4
1	BEN002C	Major 2- Introduction to Literary Studies	Major Core	3	0	5	4
1	BEN001D	Major 3- Phonetics and Grammar	Major Core	2	0	2	2
1	BEN001C	Minor 1: Introduction to Language and Linguistics	Minor	3	0	5	4
1	DEN001C	Communication Skills Theory	AEC	1	0	1	1
1	DEN001D	Communication Skills Lab	AEC	0	0	2	1
1	DCH010A	Environment Education	VAC	2	0	2	2
1	DCO021A	Digital, Data, AI Literacy	SEC	0	0	4	2
2	BEN003C	Major 4- Classical Literature	Major Core	3	0	5	4
2	BEN004C	Major 5: English Literature: Medieval to Renaissance	Major Core	3	0	5	4
2	BEN004C	Minor 2: English Literature: Medieval to Renaissance	Minor	3	0	5	4
2	DEN002C	Professional Skills Theory	AEC	1	0	1	1
2	DEN002D	Professional Skills Lab	AEC	0	0	2	1
2	IKS001A	Inculcation of Human Values and Professional Ethics in Higher Education Institutions	VAC	2	0	2	2
2	DCO018A	Advanced Excel	SEC	0	0	4	2
2	JIC001A	EDP	SEC	0	0	2	1
3	BEN005C	Major 6: Indian Writing in English	Major Core	3	0	5	4
3	BEN005C	Minor 3: Indian Writing in English	Minor	3	0	5	4

3		DSE 1	Major DSE	3	0	5	4
3	DBA112A	Leadership and Management	AEC	2	0	2	2
3	IKS Code	Any of IKS Basic Course	VAC	2	0	2	2
3		Prompt Engineering in Content Writing	SEC	0	0	4	2
3		Open Elective 1	Multidisciplinary	3	0	3	3
4	BEN006C	Major 7: English Literature: Restoration to Neo-Classical	Major Core	3	0	5	4
4	BEN006C	Minor 4: English Literature: Restoration to Neo-Classical	Minor	3	0	5	4
4		DSE 2	Major DSE	3	0	5	4
4	IKS002A	Universal Human Values	AEC	2	0	2	2
4	IKS Code	Any of the IKS Elective Course	VAC	2	0	2	2
4	DCO022A	Python Programming	SEC	1	0	3	2
4		Open Elective 2	Multidisciplinary	3	0	3	3
5	BEN007C	Major 8: English Literature: Romanticism	Major Core	3	0	5	4
5	BEN008C	Major 9: American Literature	Major Core	3	0	5	4
5	BEN007C	Minor 5: English Literature: Romanticism	Minor	3	0	5	4
5		DSE 3	Major DSE	3	0	5	4
5		Open Elective 3	Multidisciplinary	3	0	3	3
6	BEN010C	Major 10: English Literature: Victorian Age	Major Core	3	0	5	4
6	BEN011C	Major 11: English Literature: Modern and the Postmodern	Major Core	3	0	5	4
6	BEN010C	Minor 6: English Literature: Victorian Age	Minor	3	0	5	4
6		DSE 4	Major DSE	3	0	5	4
6		DSE 5	Major DSE	3	0	5	4
7	BEN012C	Major 12: Modern European Literature	Major Core	3	0	5	4
7	BEN013C	Major 13: Post Colonial Literature	Major Core	3	0	5	4
7	BEN012C	Minor 7: Modern European Literature	Minor	3	0	5	4
7	BEN013C	Minor 8: Post Colonial Literature	Minor	3	0	5	4
7		DSE 6	Major DSE	3	0	5	4

8	BEN022C	Major 14: Literary Theory and Criticism	Major Core	3	0	5	4
8	BEN014C	Major 15: Research Project/Dissertation/Internship	Major Core	0	0	24	12
8		DSE 7	Major DSE	3	0	5	4

Discipline Specific Elective Track 1: Indian Literatures								
Semester	Course code	Course	Course Type	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours	Total Credits
3	BEN023C	Major Discipline Elective: Pre-independence Indian Literature	Major DSE	3	0	2	5	4
4	BEN024C	Major Discipline Elective: Post-independence Indian Literature	Major DSE	3	0	2	5	4
5	BEN025C	Major Discipline Elective: Literary Works of Ashwin Sanghi	Major DSE	3	0	2	5	4
6	BEN026C	Major Discipline Elective: Indian Writing in English Translation	Major DSE	3	0	2	5	4
6	BEN027C	Major Discipline Elective: Marginality in Indian Literature	Major DSE	3	0	2	5	4
7	BEN028C	Major Discipline Elective: Indian Folk Literature	Major DSE	3	0	2	5	4



		and English Translation						
8	BEN029C	Major Discipline Elective: Literature of the Indian Diaspora	Major DSE	3	0	2	5	4
Discipline Specific Elective Track 2: Miscellaneous Literature								
Semester	Course code	Course	Course Type	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours	Total Credits
3	BEN030C	Major Discipline Elective: Travel Literature	Major DSE	3	0	2	5	4
4	BEN031C	Major Discipline Elective: Life Narratives	Major DSE	3	0	2	5	4
5	BEN032C	Major Discipline Elective: Digital Literatures	Major DSE	3	0	2	5	4
6	BEN033C	Major Discipline Elective: War and Conflict Literature	Major DSE	3	0	2	5	4
6	BEN034C	Major Discipline Elective: Comics and Graphic Narratives	Major DSE	3	0	2	5	4
7	BEN035C	Major Discipline Elective: Popular and Speculative Fiction	Major DSE	3	0	2	5	4
8	BEN036C	Major Discipline Elective 14: Introduction to Film	Major DSE	3	0	2	5	4

		<b>Studies and Literary Adaptation</b>						
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<b>Discipline Specific Elective Track 3: Language and Linguistics</b>								
<b>Semester</b>	<b>Course code</b>	<b>Course</b>	<b>Course Type</b>	<b>Lecture Hours</b>	<b>Tutorial Hours</b>	<b>Practical Hours</b>	<b>Total Hours</b>	<b>Total Credits</b>
<b>3</b>	<b>BEN037C</b>	<b>Major Discipline Elective: English for Indian Students</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>4</b>	<b>BEN038C</b>	<b>Major Discipline Elective: Study of Language</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>5</b>	<b>BEN039C</b>	<b>Major Discipline Elective: Applied Linguistics</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>6</b>	<b>BEN040C</b>	<b>Major Discipline Elective: Basics of English Language Teaching (ELT)</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>6</b>	<b>BEN041C</b>	<b>Major Discipline Elective: Translation Studies</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>7</b>	<b>BEN042C</b>	<b>Major Discipline Elective: Modes of Creative Writing</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>
<b>8</b>	<b>BEN043C</b>	<b>Major Discipline Elective: New Concepts of Linguistics</b>	<b>Major DSE</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>

## SEMESTER I

### **Major Core 1: Introduction to Language and Linguistics (BEN001A)-**

#### **Major/Minor**

#### **Course Objectives:**

- To provide students with a clear understanding of the fundamentals of grammar and sentence construction.
- To enhance vocabulary and word usage across academic and professional domains.
- To introduce the scientific study of language through linguistics and its major branches.
- To develop writing proficiency through précis, paraphrasing, summaries, and paragraph writing.
- To improve spoken English by focusing on sounds, pronunciation, and word structure.

#### **Course Content**

Unit 1	What is Knowledge of Language? What is Plato's problem? What do we do in Linguistics?  Competence and Performance Universal Grammar, Rules of Language
Unit 2	Phonetics and Phonology, IPA  Morphology
Unit 3	Introduction to Syntax  Syntax and Semantics
Unit 4	Pragmatics, Computational Linguistics, Introduction to Typology  Linguistic Typology and Linguistic Area
Unit 5	Introduction to Sociolinguistics  Sociolinguistics and Endangered Languages  Language Documentation and Language Teaching

#### **Suggested Readings:**

- Carnie, A. 2013. Syntax: A Generative Introduction. Wiley-Blackwell.
- Fromkin, V., Rodman, R. and Hyams, N. 2003. An Introduction to Language. Thomson/Heinle.
- Haegeman, L. 1994. Introduction to Government and Binding Theory. Wiley- Blackwell.
- Katamba, F. 1993. Morphology. Palgrave-Macmillan.
- Yule, G. 2006. The Study of Language. Cambridge University Press.
- Akmajian, A., Demers, R.A. and Harnish, R.M. 2001.
- Linguistics: An Introduction to Language and Communication. MIT Press.
- Jurafsky, D. and Martin J.H. 2008. Speech and Language Processing: An Introduction to Speech Recognition, Computational Linguistics and Natural Language Processing. Pearson.

**Course Outcomes -**

**CO1:** Students will demonstrate accuracy in using grammar and sentence structures.

**CO2:** Students will apply an enriched vocabulary effectively in communication.

**CO3:** Students will understand linguistic concepts and their relevance to language study.

**CO4:** Students will produce coherent and concise written work in different formats.

**CO5:** Students will improve pronunciation and phonetic awareness in English.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific Outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3		2	1		3				3	2	2	3		2	3	2
<b>CO2</b>	3	2				3				2	2	2	3		2	3	2
<b>CO3</b>	3	2	2			3				2	2	2	2	2	2	3	
<b>CO4</b>	2	3	2	2	2	3	2		1	2	3	2	2	3	2	3	2
<b>CO5</b>	3	2	2	2		3				3	3	2	3	2	3	3	2

**Major Core 2: Introduction to Literary Studies (BEN002C)**

**Course Objectives**

- Provide an overview of major periods and movements in English literature.
- Introduce key literary terms and critical concepts for analysis.
- Develop skills in reading and interpreting poetry, drama, and the novel.
- Foster critical thinking and appreciation of literary forms in historical contexts.
- Encourage independent analysis and interpretation of literary texts.

**Course Content**

<b>Unit 1</b>	<b>History of English Literature (Overview)</b> Renaissance, Restoration, Enlightenment, Romanticism, Victorian, Modernism, Post-Modernism
<b>Unit 2</b>	<b>Literary Terms:</b> Meter, Foot, Rhyme, Sonnet, Allegory, Dramatic Monologue, Parody, Parable, Soliloquy, Interior Monologue, Symbol, Motif, Trope, Canon... <b>Figures of Speech:</b> Personification, Simile, Metaphor, Hyperbole, Alliteration, Onomatopoeia...

<b>Unit 3</b>	<b>Reading Poetry:</b> William Wordsworth- “Preface” to <i>Lyrical Ballads</i> , Cleanth Brooks: “What does poetry communicate?”  “Daffodils”- William Wordsworth (Poem)
<b>Unit 4</b>	<b>Reading Drama:</b> Sections from <i>Routledge History of English Literature</i> - Medieval, Elizabethan, Restoration, Victorian, Modern, Postmodern  <i>The Post Office</i> - Rabindranath Tagore (Drama)
<b>Unit 5</b>	<b>Reading Novel:</b> E.M. Forster- <i>Aspects of the Novel</i> , Terry Eagleton: “Introduction: What is Literature?”  <i>To Kill a Mockingbird</i> - Harper Lee (Novel)

### Suggested Readings:

- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
- Ford, Boris, editor. *The New Pelican Guide to English Literature*. Vols. 1–8, Penguin Books, 1982–88.
- Waugh, Patricia, editor. *The Routledge Companion to English Studies*. 2nd ed., Routledge, 2022.
- Rogers, Pat, editor. *The Oxford Illustrated History of English Literature*. Oxford UP, 2001.
- Wordsworth, William. “Preface to Lyrical Ballads.” 1802. *Lyrical Ballads*, edited by R. L. Brett and A. R. Jones, 2nd ed., Routledge, 1991, pp. 241–272.
- Brooks, Cleanth. “What Does Poetry Communicate?” *The Well Wrought Urn: Studies in the Structure of Poetry*, Harvest Book/Harcourt, 1947, pp. 3–20.
- Forster, E. M. *Aspects of the Novel*. 1927. Penguin, 2005.
- Eagleton, Terry. “Introduction.” *The English Novel: An Introduction*, Blackwell Publishing, 2005, pp. 1–10.

### Course Outcomes:

**CO1:** The student will be able to demonstrate an understanding of the major periods and movements in English literature within their historical and cultural contexts.

**CO2:** The student will be able to relate the historical background of literary texts to contemporary contexts, tracing the development of forms and ideas over time.

**CO3:** The student will be able to interpret how reason, imagination, and emotion shape meaning in poetry, drama, and the novel.

**CO4:** The student will be able to apply critical and humanistic perspectives in discussions and analyses of literary works, exploring diverse human experiences.

**CO5:** The students will be able to independently conduct literary analysis and interpretation of various texts.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Cour se	Program Outcomes	Program Specific outcomes
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Outcome	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3				2	2			3	3		3	3	3	2	
CO2	3	2				2	1		3	1			3	2	1	2	
CO3	3	2	1			2	1		3				3	2			
CO4	3	2					1	2	3	3	2	3	3	2	3	3	

### **Major Core 3: Phonetics and Grammar (BEN001D)**

#### **Course Objectives:**

- To introduce the basics of phonetics and English phonology.
- To provide grounding in English grammar.
- To provide mechanics of writing to inculcate good speech and writing skills.

#### **Course Content**

<b>Unit 1</b>	Introduction to phonetics and grammar- Growth and development
<b>Unit 2</b>	English sound system- Speech mechanism and organs of speech- Classification of Sounds-Vowels and Consonants- Description- Syllable structure- IPA and RP - Phonology, Phonemes, Allophones, Suprasegmental-pitch, stress, intonation-transcription
<b>Unit 3</b>	Syntax- types of sentences-Sentence patterns- Clauses and Phrases-Order of words- Normal and Inverted Conversion-Concord.
<b>Unit 4</b>	Tense- verb forms-degrees of comparison-articles- Remedial grammar-error identification
<b>Unit 5</b>	Mechanics of writing-linkers-punctuation-markers-written composition-narrative, descriptive, argumentative etc

#### **Suggested Readings:**

- Green, David. *Contemporary English Grammar Structure and Composition*. Macmillan Publishers India Limited, 2000.
- Gimson, A C. *An English Pronouncing Dictionary*. J. M. Dent, 1981.
- Swan, Michael. *Practical English Usage*. OUP, 2005.
- Palmer, Frank. *Grammar*.
- A. Akmaijan, R. Demers and R.M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd edn.
- Wood, F.T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2016.
- Hornby, A. S. *The Advanced Learner's Dictionary of Current English*. The English Language Book Society, 1963

**Course Outcomes:****CO1:** Understand the basics of phonetics and English phonology**CO2:** Classify and describe English sounds**CO3:** Identify the correct pronunciation and intonation pattern and produce phonemic transcriptions**CO4:** Use accurate grammatical forms, sentence structures and punctuation**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3		2	1		3				3	2	2	3		2	3	2
CO2	3	2				3				2	2	2	3		2	3	2
CO3	3	2	2			3				2	2	2	2	2	2	3	
CO4	2	3	2	2	2	3	2		1	2	3	2	2	3	2	3	2
CO5	3	2	2	2		3				3	3	2	3	2	3	3	2

**Ability Enhancement Course (AEC): Communication Skills (Theory-DEN001C/Lab-DEN001D)****Course Objectives:**

- Identify common communication problems that maybe holding learners back.
- Perceive what the non-verbal messages are communicating to others. Understand the role of communication in the teaching-learning process.
- Learn to communicate through the digital media.
- Understand the importance of empathetic listening.
- Explore communication beyond language.

**Course Content- Theory**

<b>Unit 1</b>	1. Listening 2. Speaking
<b>Unit 2</b>	3. Reading 4. Writing and Different Modes of Writing
<b>Unit 3</b>	5. Digital Literacy and social media
<b>Unit 4</b>	6. Digital Ethics and Cyber Security
<b>Unit 5</b>	7. Non-Verbal Communication

**Course Content- Lab**

<b>Unit 1</b>	1: Listening, Question and Answer Activity, Speech Listening (2 activities)
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	2: Speaking, words learned every week, usage of dictionary & Thesaurus, video record of own speech/talk (2 activities)
<b>Unit 2</b>	3: Reading 4: Writing and Different Modes of Writing, learn about writing different types of emails, prepare an exemplar HDR proposal and discuss in small groups, write an essay. (3 activities)
<b>Unit 3</b>	5: Digital Literacy and social media, create a Google form, create a presentation on Education and their passion, create a virtual media platform. (3 activities)
<b>Unit 4</b>	6: Digital Ethics and Cyber Security, a list of activities to prevent Cyber-attacks, prepare advantages of cyber security, essay on plagiarism. (3 activities)
<b>Unit 5</b>	7: Non-Verbal Communication, short mono act, display and identify different facial expressions (2 activities)

### Suggested Readings:

- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2018.
- Brown, Gillian, and George Yule. *Teaching the Spoken Language*. Cambridge UP, 1983.
- Gilster, Paul. *Digital Literacy*. Wiley, 1997.
- Jenkins, Henry, et al. *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press, 2009.
- Knapp, Mark L., and Judith A. Hall. *Nonverbal Communication in Human Interaction*. Wadsworth, 2010.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2009.
- Tavani, Herman T. *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*. Wiley, 2016.

### Course Outcomes -

**CO1:** Get a clear understanding and improve good communication skills: Listening and speaking specifically.

**CO2:** Improve their reading and writing skills and use effective strategies for writing in different modes of writing.

**CO3:** Use digital literacy in their professional life for communication, by demonstrating basic functionalities of trending technologies like ML, AI, and IoT.

**CO4:** Use ethical digital behaviours and use practices that incorporate transparency, responsibility and accountability, also identify core networking and infrastructure components, and the roles they serve in preparing a secure system.

**CO5:** Realize the importance of non-verbal communication, and use nonverbal communication effectively in communication as an aid.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3		2	1		3				3	2	2	3		2	3	2
CO2	3	2				3				2	2	2	3		2	3	2



C03	3	2	2			3				2	2	2	2	2	2	3	
C04	2	3	2	2	2	3	2		1	2	3	2	2	3	2	3	2
C05	3	2	2	2		3				3	3	2	3	2	3	3	2

### **Value Added Course (VAC): Environmental Studies (DCH010A)**

#### **Objectives of the course:**

1. To create an awareness about environmental problems among students
2. To impart basic knowledge about the environment and its allied problems.
3. To develop an attitude of concern for the environment.
4. To motivate public through students to participate in environment protection and environment improvement.
5. To acquiring skills to help the concerned individuals in identifying and solving environmental problems.

Marks for Internal Assessment: 50

**UNIT 1** The Multidisciplinary Nature of Environmental Studies: The Multidisciplinary Nature of Environmental Studies Definition, scope and importance need for public awareness.

**UNIT 2** Natural Resources Renewable and Non-renewable Resources: •Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. (d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, Case studies. (e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. (f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

**UNIT 3** Ecosystems, Biodiversity and Its Conservation: •Concept of an ecosystem. •Structure and function of an ecosystem. •Producers, consumers and decomposers. • Energy flow in the ecosystem. Ecological succession. •Food chains, food webs and ecological pyramids. •Introduction, types, characteristic features, structure and function of the following ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) Biodiversity and Its Conservation •Introduction, definition: genetic, species and ecosystem diversity. •Biogeographical classification of India. • Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. •Biodiversity at global, National and local levels. •India as a mega-diversity nation. Hot-spots of biodiversity. •Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. •Endangered and endemic species of India. • Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

**UNIT 4** Environmental Pollution: •Definition • Causes, effects and control measures of (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards • Solid waste management: Causes, effects and control measures of

urban and industrial wastes. • Role of an individual in prevention of pollution. • Pollution case studies. • Disaster management: Floods, earthquake, cyclone and landslides.

**UNIT 5 Social Issues and the Environment, Human Population and the Environment, Field Work:** • From unsustainable to sustainable development. • Urban problems related to energy. • Water conservation, rain water harvesting, watershed management. • Resettlement and rehabilitation of people; its problems and concerns. Case studies. • Environmental ethics: Issues and possible solutions. • Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. • Wasteland reclamation. • Consumerism and waste products. • Environment Protection Act. • Air (Prevention and Control of Pollution) Act. • Water (Prevention and Control of Pollution) Act. • Wildlife Protection Act. • Forest Conservation Act. • Issues involved in enforcement of environmental legislation. • Public awareness. Human Population and the Environment • Population growth, variation among nations. • Population explosion—Family Welfare Programme. • Environment and human health. • Human rights. • Value education. HIV/AIDS. • Women and Child Welfare. • Role of Information Technology in environment and human health. Field Work • Visit to a local area to document environmental assets— river/forest/grassland/hill/ mountain. • Visit to a local polluted site—Urban/Rural/Industrial/Agricultural. • Study of common plants, insects, birds. • Study of simple ecosystems—pond, river, hill slopes, etc. (Field work equal to 5 lecture hours) • Case Studies.

#### Course Outcome (CO):

After the completion of the course, student will be able to:

CO-1: Recognize the history, structure, function, interactions and trends of key socio environmental systems on personal, organizational and intellectual level regarding through different media.

CO-2: Examine the generation of scientific knowledge and how that knowledge is presented, evaluated, framed and applied for environmental protection by conservation of Natural resources. CO-3: Articulate a coherent philosophy of the environment and consider ethical bases for responding to environmental questions.

CO-4: Understand the role of conservation of resources and public awareness in prevention of pollution and ultimately for the sustainable development of society.

CO-5: Understand the social responsibility towards protection of environment and society

#### Suggested Readings:

- P. C Joshi & Namita Joshi pub Dr B. S Chauhan Anubha Kaushik & C. P. Kaushik
- A Text Book of Environmental Science, A. P. H. New Delhi, ISBN 81-313-0456-3
- Environmental Studies, Laxmi Publication Environmental Studies, New Age International

#### Skill Enhancement Course (SEC)

BCO570A		<i>Digital Data and AI Literacy</i>	<b>0:0:4</b>
Module	Practical Exercise #	Exercise Details	
<b>Module-1:</b> <i>Digital Foundations,</i>	1	Creating Login on AI Bots - Gemini, Chat GPT, Grok & Copilot & comparing the output for the same tasks as provided by the instructor.	
	2	Write prompts to use Chat GPT as - Interviewer, Doctor, Motivational Speaker, Advertiser & an Excel.	

<i>Chatbots, their usage &amp; Tools</i>	3	Use ChatGPT to: Generate blog outlines and headlines, Expand bullet points into full paragraphs, Use Grammarly to polish tone and grammar
	4	Create a digital personal portfolio using Google Sites or Notion-Part-1
	5	Create a digital personal portfolio using Google Sites or Notion-Part-2
<b>Module-2</b> <i>Data Collection, Quiz &amp; PPT Creation using AI</i>	6	Google Forms - Part-1: Collect sample data via Google Forms, using various types of question input options & publishing the form for open response from any domain & generating a QR Code.
	7	Google Forms - Part-2: Collect sample data via Google Forms and Clean and organize data using MS Excel
	8	Creating a Quiz on Quizizz.com using AI & publishing the same.
	9	Generate a PPT using PI tool & compare the output with other tools like Gamma.AI & AIPPT.com
<b>Module-3</b> <i>Exploring AI &amp; Society</i>	10	Use Claude.AI to enhance your already prepared Project Reports & also generate a new fresh project report.
	11	Build a simple chatbot using Dialogflow or similar no-code tools.
	12	Use Canva AI to: Generate a poster for a college event
	13	Design a tri-fold brochure for a student club, Use DALL·E or Adobe Firefly to generate background images or illustration
	14	Create a social media post (Instagram/Facebook) promoting a fictional event using AI- generated visuals
<b>Module-4</b> <i>Blogging, Summarization, Data Analysis &amp; Multimedia Tasks using AI</i>	15	Use Lumen5 or Pictory to: Convert a blog or script into a short video, Add AI-generated voiceovers and subtitles
	16	Use Notion, AI to summarize or rephrase content, Write a 300-word blog post on “The Role of AI in Student Life” using AI tools
	17	Using Julius AI create dashboard from the given data set and visualize data using Julius
	18	Using Julius AI Analyze the Sales Data Provided for ABC Corporation & provide summary & insights
	19	Using Otter.AI convert speech to text for meeting audio or sample conversations. Also integrate Otter.AI with google calendar and automatically prepare Meeting Summary & key actions.
	20	Using Magichour.AI & similar AI based applications, generate images for various situations from text commands using AI.
	21	Using Veed.io & similar tools generating Short videos based upon scenarios & situations.
<b>Module-5</b> <i>Capstone Project</i>	22	Analyze the given data and present the report in form of PPT with Key insights, summary & visualization.
	23	Build a Chabot as per the given instructions.
	24	Prepare a Blog & a Poster for Instagram with AI tools

### Course Objectives

To equip students with hands-on skills in digital tools, data handling, and artificial intelligence through experiential learning, practical exercises, and real-world projects. Each session begins with a brief conceptual overview followed by immersive activities. The broad course objectives can be listed as follows:

<b>CO-1</b>	Understand basic digital tools and platforms. Learn how to stay safe online by practicing cyber hygiene and responsible digital behavior. Become aware of digital footprints and ethical online conduct.
<b>CO-2</b>	Learn to collect, clean, and organize data. Understand how to analyse information and present it using charts, graphs, and visual tools. Develop basic skills in tools like Excel or Google Sheets.
<b>CO-3</b>	Understand what AI is and how it works in everyday life. Explore how AI is used in areas like education, health, and social media. Discuss ethical concerns and the social impact of AI.
<b>CO-4</b>	Identify and use digital tools specific to your academic or professional stream. Apply them in projects, research, and real-world problem-solving. Build digital readiness for higher studies or jobs.
<b>CO-5</b>	Work on a final project that combines everything you've learned. Use digital, data, and AI skills to solve a problem or present a creative idea. Showcase your work to peers or mentors confidently.

#### Program Outcomes (POs) – Digital Data and AI Literacy (BCO570A)

1. **PO1:**Acquire foundational skills in using digital tools, platforms, and AI applications such as ChatGPT, Gemini, and Claude.AI to effectively engage in academic and professional settings.
2. **PO2:** Demonstrate the ability to collect, clean, organize, and analyze data using tools like Google Forms, MS Excel, and Julius AI, enabling informed decision-making and reporting.
3. **PO3 :**Understand the role and impact of Artificial Intelligence in society and apply AI tools in real-life scenarios such as content creation, visual design, and data visualization.
4. **PO4 :**Design engaging digital content (posters, brochures, presentations, blogs, and videos) using AI platforms like Canva AI, Pictory, Lumen5, DALL·E, and Veed.io for communication and collaboration.
5. **PO5:** Apply knowledge gained to real-world projects by developing chatbots, preparing AI-enhanced presentations, and summarizing data to solve problems or communicate insights effectively.
6. **PO6:**Cultivate awareness of cyber hygiene, digital ethics, and responsible AI usage to ensure safe and ethical behavior in online environments.
7. **PO7 :** Encourage teamwork, independent exploration, and continuous learning through practical hands-on tasks and AI-driven experimentation.

#### CO-PO Mapping Table (H/M/L) – Digital Data and AI Literacy (BCO570A)

This table shows the H (High), M (Medium), and L (Low) level mapping between Course Outcomes (COs) and Program Outcomes (POs) for the course "Digital Data and AI Literacy (BCO570A)".

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Understand basic digital tools,	H		M			H	M

cyber hygiene, and digital responsibility							
CO-2: Collect, clean, organize, and analyze data using digital tools		H		M	M		M
CO-3: Understand how AI works and its societal implications	M	M	H			M	
CO-4: Apply stream-specific tools in academic/professional settings	H	H	H	H	H	H	H
CO-5: Execute a final project using digital, data, and AI tools to solve real problems	H	H	H	H	H	M	H

## SEMESTER II

### Major Core 4: Classical Literature (BEN003C)

#### Course Objectives

- Introduce students to foundational texts of classical literature, including Homer's *The Iliad* and Sophocles' *Oedipus Rex*.
- Explore key narratives and themes from Indian epic literature, such as selections from Vyasa's *Mahabharata*.
- Examine classical Sanskrit drama through Kalidasa's *Abhigyanashakuntalam* and its cultural significance.
- Develop an understanding of ancient theories of drama and poetics via Bharatamuni's *Natyashastra* and Aristotle's *Poetics*.
- Cultivate the ability to analyse classical texts critically, appreciating their historical, cultural, and literary contexts.

#### Course Content

<b>UNIT 1</b>	<b>Homer, <i>The Iliad</i>.</b> (Epic poem)
<b>UNIT 2</b>	<b>Sophocles, <i>Oedipus Rex</i></b> (Drama)
<b>UNIT 3</b>	Selections from <b>Vyasa's <i>Mahabharata</i></b> : The Dicing, The Sequel to Dicing, Temptation of Karna (Epic poem)
<b>UNIT 4</b>	<b>Kalidasa: <i>Abhigyanashakuntalam</i></b> (Drama)

<b>UNIT 5</b>	<b>Bharatamuni</b> , <i>Natyashastra</i> (Chapter 1) <b>Aristotle</b> , <i>Poetics</i> (Chapters 6 – 17, 23, 24 and 26)
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### Suggested Readings:

- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin 2007).
- Horace, *Ars Poetica* tr. H Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass: Harvard University Press 2005) pp. 451 - 73.
- Pollock, Sheldon. *The Language of Gods in the World of Men* (University of California Press, 2006).
- Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

### Course Outcomes (CO):

**CO1:** The student will be able to demonstrate knowledge of key classical works from Greek and Indian traditions, including *The Iliad*, *Oedipus Rex*, *Mahabharata*, and *Abhigyanashakuntalam*.

**CO2:** The student will be able to analyze central themes, characters, and narrative techniques in selected classical texts.

**CO3:** The student will be able to interpret the cultural, historical, and philosophical contexts that shaped classical literature.

**CO4:** The student will be able to explain and apply key concepts from ancient dramatic and poetic theories, particularly those of Bharatamuni and Aristotle.

**CO5:** The student will be able to develop critical and comparative perspectives on classical literary traditions, identifying their influence on later literature.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	2	2	3	2	3	3		1	3		1			3	3	2
<b>CO2</b>	3	3	3	2	2	3	3		1	3		2			3	3	2
<b>CO3</b>	3	3	3	2	2	3	3		1	3		1			3	3	3
<b>CO4</b>	3	2	2	3	2	3	3		1	3		1			3	3	3

## **Major Core 5: English Literature: Medieval to Renaissance (BEN004C)- Major/Minor**

### **Course Objectives**

- Provide an introduction to significant works of English Renaissance literature across poetry, drama, and narrative.
- Explore major themes, styles, and innovations of Renaissance writers and poets.
- Develop skills in critical reading, literary interpretation, and comparative analysis.
- Understand the historical, cultural, and intellectual contexts influencing Renaissance literature.
- Foster an appreciation of the Renaissance period's contribution to the development of English literary traditions.

### **Course Content:**

Unit 1	<b>Geoffrey Chaucer:</b> 'General Prologue' from <i>The Canterbury Tales</i> (Poetry)
Unit 2	<b>Christopher Marlowe:</b> <i>Doctor Faustus</i> (Drama)
Unit 3	<b>William Shakespeare:</b> <i>Macbeth</i> (Drama)
Unit 4	<b>Edmund Spenser:</b> Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...' Sonnet LVII 'Sweet warrior...' Sonnet LXXV 'One day I wrote her name...' (Poetry) <b>John Donne:</b> 'The Sunne Rising', 'Batter My Heart' 'Valediction: Forbidding Mourning' (Poetry)
Unit 5	<b>John Webster:</b> <i>The Duchess of Malfi</i> (Drama)

### **Suggested Topics and Background Prose Readings for Class Presentations Topics**

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought Ideas of Love and

Marriage

The Writer in Society

### **Suggested Readings:**

- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of The Courtier, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- John Calvin, 'Predestination and Free Will', in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
- Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

### **Course Outcomes:**

**CO1:** The student will be able to identify and discuss significant works, authors, and genres of English Renaissance literature.

**CO2:** The student will be able to analyze major themes, stylistic features, and literary innovations of the period.

**CO3:** The student will be able to interpret Renaissance texts critically, applying appropriate analytical and comparative approaches.

**CO4:** The student will be able to explain the historical, cultural, and intellectual contexts that shaped Renaissance writing.

**CO5:** The student will be able to evaluate the Renaissance period's influence on the development of English literary traditions.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3				2	2	3	3	2	2		3	3	2	2	
<b>CO2</b>	3	3				1		3		2			3	3	2		
<b>CO3</b>	3	3				1	2	2	3	2	1		3	3	2	1	
<b>CO4</b>	3	3				1	2	2	3	1		2	3	3	1		

**Ability Enhancement Course (AEC): Professional Skills (Theory-DEN002C/Lab-DEN002D)**

**Course Objectives:**

- Acquire career skills and fully pursue to partake in a successful career path.
- Prepare a good résumé.
- Prepare for interviews and group discussions.
- Explore desired career opportunities in the employment market in consideration of an individual.
- SWOT(Strengths, Weaknesses, Opportunities, and Threats). Learners should be able to identify SWOT for themselves.

**Course Content- Theory**

<b>Unit 1</b>	1. Résumé Skills 2. Interview Skills
<b>Unit 2</b>	3. Group Discussion Skills 4. Exploring Career Opportunities
<b>Unit 3</b>	5. Cognitive and Non-Cognitive Skills 6. Brainstorming
<b>Unit 4</b>	7. Presentation Skills 8. Internal Communication
<b>Unit 5</b>	9. Listening as a Team Skill 10. Trust and Collaboration



	11. Social and Cultural Etiquette
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### Course Content- Lab

<b>Unit 1</b>	<p>1. Résumé Skills, Provide sample Resume to evaluate common errors, make their own Resume and present in front of class. (2 activities)</p> <p>2. Interview Skills, Learners maybe asked to prepare Plays/skits/dramas/self-created videos for mock interview activity (1 activity)</p>
<b>Unit 2</b>	<p>3. Group Discussion Skills, perform Group discussion activity keeping in mind what learned (1 activity)</p> <p>4. Exploring Career Opportunities, Learners in small groups can prepare a brief write up on career opportunities. (1 activity)</p> <p>5. Listening as a Team Skill, listen to a movie scene and discuss as a group on the tone, emotions, and story line of the movie. (1 activity)</p>
<b>Unit 3</b>	<p>6. Trust and Collaboration, prepare a brief write up on each type of trust and present it in the classroom. small group work, identify few more situations where they experienced social anxiety. (2 activities)</p> <p>7. Social and Cultural Etiquette, prepare a play\skit to portray good social and cultural etiquette. (1 activity)</p>
<b>Unit 4</b>	<p>8. Presentation Skills: prepare a PPT on a given topic. (1 activity)</p> <p>9. Internal Communication, in small groups, perform a webinar\zoom meeting on a professional organization topic. (1 activity)</p>
<b>Unit 5</b>	<p>10. Cognitive and Non-Cognitive Skills, Learners to have small GD /PPT on: the impact of positive and negative peer pressure and the strategies to overcome negative pp. (1 activity)</p> <p>11. Brainstorming, make small groups, give a current topic, and ask learners to brainstorm. (1 activity)</p>

### Suggested Readings:

- Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, 1990.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. Simon & Schuster, 2020.
- Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. Cengage Learning, 2018.
- Lucas, Stephen E. *The Art of Public Speaking*. McGraw-Hill Education, 2020.

- Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language*. Bantam, 2004.
- Robbins, Stephen P., and Timothy A. Judge. *Organizational Behavior*. Pearson, 2021.
- Trotsky, Marjorie. *The Resume and Cover Letter Phrase Book*. Adams Media, 2013.
- Triveni, Goswami Mathur. *Creative Problem Solving and Decision Making*. Sage, 2019.

### Course Outcomes -

**CO1:** Prepare their résumé on an appropriate template without grammatical and other errors and using proper syntax, also able to make a self-interview simulation video. Enlist the common errors generally made by candidates in an interview.

**CO2:** Actively participate, perform appropriately and effectively in group discussions towards gaining good career opportunities.

**CO3:** Develop cognitive and non-cognitive skills for use in day-to-day life and generate, share and maximize new ideas with the concept of brainstorming.

**CO4:** Prepare effective presentations considering the important strategies.

**CO5:** Understand on how to build trust as a leader and overcome the fear of being judged as a team member and/or employee.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3		2	1		3				3	2	2	3		2	3	2
CO2	3	2				3				2	2	2	3		2	3	2
CO3	3	2	2			3				2	2	2	2	2	2	3	
CO4	2	3	2	2	2	3	2		1	2	3	2	2	3	2	3	2
CO5	3	2	2	2		3				3	3	2	3	2	3	3	2

## SEMESTER III

### Major Core 6: Indian Writing in English (BEN005C)- Major/Minor

#### Course Objectives-

- Introduce major works and genres of contemporary Indian literature.
- Explore themes, styles, and narrative techniques in selected texts.
- Develop critical reading skills with attention to cultural and social contexts.
- Appreciate diverse voices and perspectives in modern Indian writing.
- Encourage analytical thinking and effective literary discussion.

#### Course Content

Unit 1	<b>Rohinton Mistry:</b> <i>A Fine Balance</i> (Novel)
Unit 2	<b>Mahesh Dattani:</b> <i>Dance Like a Man</i> (Drama)
Unit 3	<b>Amitav Ghosh:</b> <i>The Shadow Lines</i> (Novel)

Unit 4	<b>Kamala Das:</b> “My Grandmother’s House” <b>Nissim Ezekiel:</b> “Enterprise” <b>Meena Kandasamy:</b> “Touch” (Poetry)
Unit 5	<b>R. K. Narayan:</b> “A Horse and Two Goats” <b>Salman Rushdie:</b> “The Free Radio” <b>Rohinton Mistry,</b> “Swimming Lessons” <b>Shashi Deshpande:</b> “The Intrusion” (Poetry)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry Modernism in Indian English Literature

### Readings

- Bruce King, ‘Introduction’, in Modern Indian Poetry in English (New Delhi: OUP, 2nd Edn, 2005) pp.1–10.
- Meenakshi Mukherjee, ‘Divided by a Common Language’, in The Perishable Empire (New Delhi: OUP, 2000) pp.187–203.
- Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp.v–vi.
- Salman Rushdie, ‘Commonwealth Literature does not exist’, in Imaginary Homelands (London: Granta Books, 1991) pp.61–70.

### Course Outcomes -

**CO1:** The student will be able to identify and discuss major works, authors, and genres in contemporary Indian literature.

**CO2:** The student will be able to analyze themes, styles, and narrative techniques in selected texts across novels, drama, poetry, and short stories.

**CO3:** The student will be able to interpret literary works in relation to their cultural, social, and political contexts.

**CO4:** The student will be able to appreciate and critically engage with diverse voices and perspectives in modern Indian writing.

**CO5:** The student will be able to present informed and coherent literary analyses in both oral and written forms.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3					1	2		2	2	2	2	3		2	1	
CO2	3					1	1	2		2		1	3		2	2	
CO3	3	2	1			1		1		2	2	1	3	2	2	1	
CO4	3	3	2			1	2	1	3	2	2	3	3	3	2	2	

## Track: Indian Literatures

### Major DSE: Indian Literature- Pre-Independence Indian Literature (BEN023C)

#### Course Objectives:

- To introduce students to important literary and cultural works that explore the socio-political realities of colonial India.
- To familiarize students with key concepts and ideas related to nationalism, identity, resistance, and cultural transformation in the Indian context.
- To enable students to critically analyze literary texts and understand their relationships to historical, cultural, and political contexts.
- To facilitate students' understanding of the intersections of literature, politics, and society in India's colonial periods.
- To encourage reflection on themes such as nationalism, gender roles, cultural hybridity, and anti-colonial resistance as expressed by Indian writers.

#### Course Content

Unit 1	<b>Bankim Chandra Chattopadhyay:</b> <i>Anandamath</i> (Novel)
Unit 2	<b>Rabindranath Tagore:</b> <i>The Home and the World</i> (Novel)
Unit 3	<b>Mulk Raj Anand:</b> "Lajwanti" <b>Begum Rokaiya:</b> "Sultana's Dream" <b>R.K. Narayan:</b> Any one story from <i>Malgudi Days</i> (Short Stories)
Unit 4	<b>Sarojini Naidu:</b> "The Bangle Sellers" <b>Toru Dutt:</b> "The Lotus" <b>Michael Madhusudan Dutt:</b> "I am not rich, nay, nor the future heir" <b>Henry Derozio:</b> "The Harp of India" (Poetry)
Unit 5	<b>M.K. Gandhi:</b> 'What is Swaraj?' <b>Sri Aurobindo:</b> "Swadeshi and Boycott" <b>Rabindranath Tagore:</b> "What is Art?" (Essays)

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

Indian Literary Thought before Independence

Nationalism in Indian Literature

Depictions of Gender and Social Reform in Pre-Independence Writings

Tradition vs. Modernity in Indian Literature

#### Suggested Readings:

- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton UP, 1993.
- Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Oxford UP, 1989.
- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 1992.  
Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India." *Subaltern Studies I: Writings on South Asian History and Society*, edited by Ranajit Guha, Oxford UP, 1982, pp. 1–8.
- Rao, Raja. "Foreword." *Kanthapura*, by Raja Rao, Oxford UP, 1938, pp. V–vi.
- Ramamurti, K. S. *Rise of the Indian Novel in English*. Sterling Publishers, 1987.

### Course Outcomes

**CO1** - Students will gain knowledge about significant literary and cultural works of colonial India and their historical contexts.

**CO2** - Students will be familiarized with key concepts related to nationalism, identity, resistance, and cultural transformation in the Indian colonial context.

**CO3** - Students will develop the ability to critically analyze literary texts within their historical, cultural, and political frameworks.

**CO4** - Students will understand the complex relationships between literature, politics, and society during the colonial period in India.

**CO5** - Students will reflect on major themes such as nationalism, gender roles, cultural hybridity, and anti-colonial resistance as expressed in Indian literature.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

**OR**

### Track: Miscellaneous Literatures

#### Major DSE: Travel Literature (BEN030C)

#### Course Objectives:

- Exploring contemporary travel writing and the genre it represents, literary and non fiction.
- To acquire knowledge about the studied texts and about an important and popular literary genre.
- To develop the student's ability to analyse and discuss travel narratives in the light of, and aided by, relevant theory.

### Course Content

Unit 1	<b>Ibn Battuta's Travels:</b> <i>Rihla</i> (1304-1369) (excerpts)
Unit 2	<b>Henry Morton Stanley:</b> <i>In Darkest Africa</i> (1890) (excerpts)
Unit 3	<b>Christopher Isherwood and W.H.Auden:</b> <i>Journey to a War</i> (1939) (excerpts)
Unit 4	<b>Amitav Ghosh:</b> <i>In an Antique Land</i> (1992)
Unit 5	<b>Paul Theroux:</b> <i>The Old Patagonian Express: By Train through the Americas</i> (1979)

### Suggested Topics and Background Prose Readings for Class Presentations

Travel Writing and Ethnography  
Gender and Travel  
Globalization and Travel  
Travel and Religion  
Orientalism and  
Travel

### Suggested Readings

- Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
- Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix–xx.
- Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp. 225-241
- Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184

### Course Outcomes

- CO1:** Students will acquire knowledge of the forms, techniques, and uses of the "fourth genre" of creative nonfiction.
- CO2:** Students will be familiarized with the forms and purposes of contemporary nonfiction travel writing.
- CO3:** Students will gain knowledge of the many themes of travel writing, which explores subjects that are personal, political, scientific, cultural, historical, and more.
- CO4:** A student will have a passport to "virtual travel" and thus a better understanding of the world and an improved sense of global geography.
- CO5:** Students will be able to explore the literary dynamics of gender and travel.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course	Program Outcomes	Program Specific outcomes
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Outcome	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	2				1	3			2	2	1	3	2	2	2	
CO2	3					2	3	2		2	2	3	3		2	2	
CO3	3	3	1			2	3	2		2	2	3	3	3	2	2	
CO4	3		2			3	3	2		3	3	3	3		3	3	

**OR**

**Track: Language and Linguistics**

**Major DSE: English for Indian Students (BEN037C)**

**Course Objectives:**

- To introduce students to the evolution of English and its global, Indian, and regional forms.
- To examine the role of English in Indian society, media, politics, and education.
- To analyze Indian English literature as a space for linguistic and cultural expression.
- To study how Indians learn and adapt English through different pedagogical approaches.
- To understand Indian linguistic practices like code-mixing, diglossia, and multilingualism.

**Course Content**

<b>Unit 1</b>	<b>Problems and Principles</b> The role of English in India-Objectives of teaching of English in India-Theories of language learning-cognitive, behaviorist, communicative competence, learning vs. acquisition, speech act theory-Differences between first and second language learning-Individual variation in language learning performance: language aptitude, motivation and age.
<b>Unit 2</b>	<b>Approaches to Syllabus Design</b> Structural-Situational-Functional-Communicative-Emergent (Process vs. Product)
<b>Unit 3</b>	<b>Approaches to Teaching Design</b> Audio-Lingual (structural drills)-Grammar Translation (rules and exercise)- Bilingual (use of the mother tongue)-situational and communicative-Structuring of lesson and classroom interaction-learner-centered teaching and the problems of teaching large classes.
<b>Unit 4</b>	<b>Principles of Material Production</b> Teaching of vocabulary -'Productive' and 'receptive' vocabulary' foundation vocabulary, Basic English, Selection-frequency, utility, universality, productivity, teachability, structural value and regional value of alexi calitem-Teaching of structure-selection, graduation and repetition-drills.
<b>Unit 5</b>	<b>Error Analysis, Lexicography and Evaluation</b> Attitude to error analysis, the concept of inter-language-The art of lexicography and its relevance to a language teaching programmes-Testing and evaluation.

**Suggested Topics and Background Prose Readings for Class Presentations**

English in a multilingual India

Indian English  
 Indian Words in English  
 English as a global language

### Suggested Readings

- JacksC.Richards and TheodoreS.Rodgers.Approaches andMethods in LanguageTeaching. Iled. Cambridge University Press. 2001
- Rod Ellis.Second Language Acquisition.NinthImpression. Oxford University Press. 2003
- Sandra Fotos and Charles M. Browne(ed.) New Perspectives on CALL for Second Language Classrooms.LawrenceErlbaum AssociatesInc.New'Jersey.2008
- Saraswathi.English Language Teaching. Principles and Practice.Orient Longman Pvt. Ltd.Chennai.2005

### Course Outcomes

**CO1** – Trace the evolution of English from Old English to Global English with special reference to Indian English.

**CO2** – Identify features, errors, and varieties of Indian English in cultural and professional contexts.

**CO3** – Critically analyze Indian English prose, poetry, and fiction for linguistic and cultural markers.

**CO4** – Evaluate English education in India, from colonial policies to NEP 2020, and its pedagogical methods.

**CO5** – Demonstrate awareness of Indian multilingualism, language contact, and hybrid forms like Hinglish.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	2				1	3			2	2	1	3	2	2	2	
<b>CO2</b>	3					2	3	2		2	2	3	3		2	2	
<b>CO3</b>	3	3	1			2	3	2		2	2	3	3	3	2	2	
<b>CO4</b>	3		2			3	3	2		3	3	3	3		3	3	

### Open Elective 1: Reading Poetry (DEN006A)

#### Course Objectives:

- To familiarize the student with different poetic forms of expression.
- To introduce the students to different poetic appreciation techniques and structures of criticism.
- To make the student read and understand poetry of different poets belonging to different ages, societies, and cultures.
- To make the student familiar with different societal issues presented by the poets through the poems.

#### Course Content:

<b>Unit 1</b>	<b>Types of Poetry</b> (Sonnet, Lyric, Ballad, Elegy, Ode, Epic, Mock-Epic, etc.)
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	Appreciation of Poetry (Plot, Language, Rhyme, Tone, Figures of Speech & Thought, etc.)
<b>Unit 2</b>	<b>Rudyard Kipling:</b> “If” <b>Emily Dickinson:</b> “I felt a funeral, in my Brain”
<b>Unit 3</b>	<b>Edgar Allen Poe:</b> “The Raven” <b>Maya Angelou:</b> “Still, I Rise”
<b>Unit 4</b>	<b>Kamala Das:</b> “The Looking Glass”, “A Hot Noon in Malabar” <b>Jayant Mahapatra:</b> “Hunger”, “A Summer Poem”
<b>Unit 5</b>	<b>Nissim Ezekiel:</b> “Night of the Scorpion”, “The Patriot” <b>Arun Kolatkar:</b> “An Old Woman”

### Suggested Readings

- Rene Wellek, *Genre Theory, The Lyric and Erlebnis*
- Susan Stewart, from *Poetry and the Fate of Senses* (Introduction and Chapter I)
- Aamir Mufti, *Towards A Lyric History of India*
- Loius Martz, *The Poetry of Meditation*
- Martin Heidegger, *Poetically, Man Dwells*
- Plato, *Ion*
- David Buchan, from *Ballad and the Folk*
- Susan Manning, *Antiquarianism, Balladry, and the Rehabilitation of Romance*
- Brian McHale, —*Beginning to Think about Narrative in Poetry*, || Narrative 17 (2009): 11–30.
- Peter Hühn and Jörg Schönert, —Introduction: *The Theory and Methodology of the Narratological Analysis of Lyric Poetry*. || In *The Narratological Analysis of Lyric Poetry: Studies in English Poetry from the 16th to the 20th Century*, edited by Peter Hühn and Jens Kiefer, 1–14. Berlin: de Gruyter, 2005
- Bruce Heiden, *Narrative in Poetry: A Problem of Narrative Theory*
- Gilles Deleuze, *The Logic of Sense —Introduction: Is There a There There?* || from *Sean Latham and Gayle Rogers, Modernism: Evolution of an Idea* (London: Bloomsbury, 2015), pp. 1-16.

### Course Outcomes:

**CO1:** The student will be able to identify and understand the different types of poetry and appreciate it critically.

**CO2:** The student will be able to address the different societal issues presented in different poetries.

**CO3:** The student will be able to compare the poetry of Indian descent with that of other western countries and point out the similarities and dissimilarities in them.

**CO4:** They will get a sense that poetry is not only written text but also the spoken word and has oral as well as aural possibilities.

Course Outcome	Program Outcome							Program Specific Outcome					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	H	M	M	M		M			H				

CO2	H		H							H			
CO3						H	M	H			M		
CO4	H										H	H	
CO5	M		H					H					L

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

## SEMESTER IV

### Major Core 7: English Literature: Neo-Classical (BEN006C)- Major/Minor

#### Course Objectives:

- Introduce students to key works of English literature from the 17th to 18th centuries, including epic poetry, tragedy, satire, and novel.
- Explore major themes, stylistic features, and literary techniques in selected texts by John Milton, John Webster, John Dryden, William Makepeace Thackeray, and Aphra Behn.
- Develop critical reading and analytical skills focused on understanding the historical, cultural, and intellectual contexts of the works.
- Foster an appreciation of varying literary genres and their contributions to English literary history.
- Encourage thoughtful interpretation and discussion of complex texts across poetry, drama, satire, and narrative forms.

#### Course Content

Unit 1	<b>John Milton:</b> <i>Paradise Lost</i> : Book1 (Epic Poetry)
Unit 2	<b>Alexander Pope:</b> <i>The Rape of the Lock</i> (Poetry)
Unit 3	<b>John Dryden:</b> <i>MacFlecknoe</i> (Poetry)
Unit 4	<b>William Makepeace Thackeray:</b> <i>Vanity Fair</i> (Novel)
Unit 5	<b>Aphra Behn:</b> <i>The Rover</i> (Drama)

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

Religious and Secular Thought in the 17th Century

The Stage, the State and the Market

The Mock-epic and Satire Women in the 17th

Century

The Comedy of Manners

#### Readings

- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp.1767–8.

- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

### Course Outcomes

**CO1:** The student will be able to identify and discuss major works, authors, and genres of 17th–18th century English literature.

**CO2:** The student will be able to analyze themes, literary techniques, and stylistic features in selected texts by Milton, Webster, Dryden, Thackeray, and Behn.

**CO3:** The student will be able to interpret these works within their historical, cultural, and intellectual contexts.

**CO4:** The student will be able to compare and contrast different literary genres, such as epic poetry, tragedy, satire, and the novel, from this period.

**CO5:** The student will be able to present informed and coherent critical evaluations of the texts in both oral and written forms.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	2				2	1	2	3	2	2	1	3	2	2	2	
CO2	3	2				1		1		2	2	2	3	2	2	2	
CO3	3	1				2	1			1	2	1	3	1	1	2	
CO4	3	2				1				2	2	2	3	2	2	2	

### Track: Indian Literatures

#### Major DSE: Post-Independence Indian Literature (BEN024C)

#### Course Objectives:

- To introduce students to significant literary and cultural works that reflect the complexities of post-independence India.
- To familiarize students with key themes such as Partition, secularism, modernity, identity, and displacement in the Indian context.
- To enable students to critically analyze literary texts across genres and explore their connections to historical, political, and social transformations after 1947.
- To facilitate understanding of how literature engages with trauma, memory, regionalism, and linguistic diversity in postcolonial India.
- To encourage reflection on issues such as communalism, gender, exile, cultural hybridity, and the role of literature in shaping national and regional identities.

### Course Content

Unit 1	<b>Salman Rushdie</b> <i>Midnight's Children</i> (Novel)
Unit 2	<b>Attia Hossain</b> <i>Sunlight on a Broken Column</i> (Novel)
Unit 3	<b>Girish Karnad:</b> <i>Tughlaq</i> (Drama)
Unit 4	<b>Saadat Hasan Manto:</b> "Toba Tek Singh" <b>Krishan Chander:</b> "Peshawar Express" <b>Urvashi Butalia:</b> Selections from <i>The Other Side of Silence</i> (Short stories and essay)
Unit 5	<b>Arun Kolatkar:</b> <i>Jejuri</i> <b>Agha Shahid Ali:</b> "A Postcard from Kashmir" <b>Mamang Dai:</b> "The White Shirts of Summer" <b>Imtiaz Dharker:</b> "At Lahore Karhai" (Poetry)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Indian Literary Thought after Independence

Nationalism in Indian Literature

Depictions of Gender and Social Reform in Post-Independence Writings

Tradition vs. Modernity in Indian Literature

Partition of the Indian Subcontinent

### Suggested Readings:

- Chakravarty, Radha. *Modern Indian Literature: A Sourcebook*. Oxford University Press, 2009.
- Nayar, Pramod K. *The Postcolonial Studies Dictionary*. Wiley-Blackwell, 2015.
- Trivedi, Harish, and Meenakshi Mukherjee, editors. *Interrogating Postcolonialism: Theory, Text and Context*. Indian Institute of Advanced Study, 1996.
- Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Duke University Press, 2000.
- Tharu, Susie, and K. Lalita, editors. *Women Writing in India: 600 B.C. to the Present*. Vol. 2, Feminist Press at the City University of New York, 1993.

### Course Outcomes

**CO1:** Students will gain knowledge about significant literary and cultural works of post-independence India and their socio-political contexts.

**CO2:** Students will be familiarized with key concepts related to Partition, nation-building, identity, displacement, and cultural transformation in the Indian postcolonial context.

**CO3:** Students will develop the ability to critically analyze literary texts within their historical, cultural, and political frameworks after 1947.

**CO4:** Students will understand the complex relationships between literature, politics, and society in post-independence India, including issues of communalism, secularism, and marginalization.

**CO5:** Students will reflect on major themes such as memory, exile, gender, regionalism, and hybridity as expressed in post-independence Indian literature.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2			2	2		2	2	2	2	3	3	2	2	
<b>CO2</b>	3	2				2	2	1	2	2	2	2	3	3	2	2	
<b>CO3</b>	3	3				2	3	2	2	2	2	3	3	3	2	2	
<b>CO4</b>	3	3				2	3	3	3	2	2	2	3	3	2	2	

**OR**

**Track: Miscellaneous Literatures**

**Major DSE: Life Writing (BEN031C)**

**Course Objectives:**

- To learn the elements of biography and autobiography
- To determine what information is included in biographies and autobiographies.
- To identify the text structure used in biographies and autobiographies and explain why it is used.
- To compare/contrast the use of point of view and text structure in biographies and autobiographies

**Course Content**

Unit 1	Introducing life writing- autobiography, biography, travel writing, memoir, diary, letter as sub – genres evolution of the art of life writing -difference between biography and autobiography-literary qualities of life writing.
Unit 2	<b>Jean-Jacques Rousseau's</b> Confessions, Part I and Book 1 Tr Angela Scholar (New York. OUP 2000)
Unit 3	<b>Orhan Pamuk:</b> <i>Istanbul-Memories and the City</i>
Unit 4	<b>APJ Abdul Kalam:</b> Sections from <i>Wings of Fire</i>

Unit 5	<b>Richard Wright:</b> <i>The Black Boy</i> (Chapter 1 pp 1-94) Picador 1984 7.
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### Suggested Topics and Background Prose Readings for class Presentations:

Self and society

Role of memory in writing Autobiography as resistance

Autobiography as rewriting history

### Suggested Readings:

- James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp.3-50.
- Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp.229-72.
- Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1- 17.
- Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp.19-44.

### Course Outcomes

**CO1:** Students will learn about the form and elements of biography and autobiography.

**CO2:** Students will be able to plan a personal narrative using pre writing technique.

**CO3:** Students will be able to identify key language, structure, organization and presentational features in life writing.

**CO4:** Students will learn to interpret biography and autobiography as rewriting of history.

**CO5:** Students will be able to read the text in context of self and society.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	2			3	4	1		2	2	3	3	3	2	2	
<b>CO2</b>	3	2		2		1	3	2		2	2	2	3	2	2	2	2
<b>CO3</b>	3	3	2			2	3	2		2	2	3	3	3	2	2	
<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

OR

**Track: Language and Linguistics**

**Major DSE: Study of Language (BEN038C)**

### Course Objectives:

- To introduce the students to the scientific study of language to kindle their interest in it, if they want to take it up for further study and research at higher levels of their academic

pursuit.

- To introduce the students to the different branches of Linguistics so that they can groom the concerned skills.
- To introduce the students to the concept of language change over time and space.
- To introduce students to the terms, methods and techniques of English language teaching in India.

To introduce the students to the development that has taken place in the history of English language teaching.

### Course Content

<b>Unit 1</b>	Introduction to Linguistics: Brief history; definition; major concepts and branches  Language: Definition, nature, properties and functions of language, sub-systems of language  Language and linguistic theory; traditional prescriptive grammar and descriptive Linguistics
<b>Unit 2</b>	Structural linguistics and transformational-generative grammar; parametric setting and SLA; sociolinguistic analysis; history and growth of applied linguistics as a discipline, Branches of Linguistics: Phonetics, Phonology, Semantics, Syntax, Morphology, Pragmatics, Stylistics
<b>Unit 3</b>	Language Change and Varieties: Language changes over time, Language changes over space, Language changes over mode of transmission, Standards in English, Varieties of English National, Regional, Social and Temporal Dialect Variation
<b>Unit 4</b>	Language Acquisition/ Learning theories: B.F.Skinner, Noam Chomsky, Vygotsky, Krashen, Jean Piaget ( in detail) Acculturation Model- Schumann
<b>Unit 5</b>	Accommodation theory- Giles & Byrne, Discourse theory- Hatch, Variable Competence Model- Ellis, Universal Hypothesis- Wode, Neuro-functional Theory- Lamendella.

### Suggested Topics and Background Prose Readings for class Presentations:

Language vs Linguistics

Theories of Linguistics

Branches of Linguistics

### Suggested Readings:

- Asher, R. (ed.). 1994. Encyclopedia of Language and Linguistics. Elsevier Pergamon.
- Bauer, L. 2007. The linguistics student's handbook. Edinburgh: Edinburgh University Press.
- Bloomfield. L. 1933. Language, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).
- Bright, W. (ed.) 1992. International Encyclopedia of Linguistics. New York: Oxford University Press.
- Brown, H. D. (2000). Principles of Language Learning and Teaching (Fourth Edition). Essex: Longman.
- Bynon, T. 1977. Historical Linguistics. Cambridge, Cambridge University Press.
- Ellis, Rod (1994). The Study of Second Language Acquisition. Oxford Oxfordshire: Oxford University Press.
- Lyons, John (2003) Language and Linguistics. Cambridge University Press
- Tomasello, M. (2003). Constructing language: A usage-based theory of language acquisition.

- Cambridge, MA: Harvard University Press.
- Van Riemsdijk, Hank and E. Williams 1986. Introduction to the theory of grammar. Cambridge. Mass. MIT Press.

### Course Outcomes

**At the end of this course students will have:**

**CO1:** ability to design a language component or process to meet desired need within realistic, Constraints such as economic, environmental, social, political, ethical, scenario

**CO2:** An ability to analyze the usage of English in different contexts.

**CO3:** An understanding of the different varieties and sociolinguistics concept related to it.

**CO4:** An ability to adapt the latest technique, method for English language learning and teaching.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
CO5	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

### Open Elective 2: Reading Fiction (BEN025B)

#### Course Objectives

- To introduce students to seminal works of English and Indian fiction in novel and short story forms.
- To study social, cultural, and psychological dimensions in representative texts.
- To develop critical thinking and interpretive skills through comparative and contextual analysis.

#### Course Content

Unit 1	<b>Jane Austen</b> <i>Pride and Prejudice</i> (Novel)
Unit 2	<b>R K Narayan</b> <i>The Guide</i> (Novel)
Unit 3	<b>Mohan Rakesh:</b> <i>Halfway House</i> (Drama)
Unit 4	<b>Rabindranath Tagore:</b> 'Shubha' <b>Munshi Premchand:</b> 'Kafan (Short Stories)
Unit 5	<b>O. Henry:</b> 'The Gift of the Magi'



	<b>Charlotte Perkins Gilman: 'The Yellow Wallpaper' (Short Stories)</b>
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### Class Presentation Topics

The Representation of Women in Literature

Narrative Techniques in Fiction

The Universality of Human Experience

The Role of Setting/Space in Fiction

### Suggested Readings

- Butler, Marilyn. *Jane Austen and the War of Ideas*.
- Said, Edward. *Culture and Imperialism* (chapter on *Mansfield Park* for contextual reference).
- William Walsh. *R.K. Narayan: A Critical Appreciation*.
- Sisir Kumar Das. *History of Indian Literature: 1911–1956*.
- Elaine Showalter. *The Madwoman in the Attic* (sections on women and writing).
- M.H. Abrams. *A Glossary of Literary Terms* (for basic critical concepts).

### Course Outcomes

**CO1:** Demonstrate critical understanding of major novels and short stories by Austen, Narayan, Tagore, Premchand, O. Henry, and Gilman within their socio-cultural and literary contexts.

**CO2:** Analyze themes, characters, and narrative strategies with attention to issues such as gender, class, tradition vs. modernity, and psychological exploration.

**CO3:** Present informed interpretations of texts through class discussions and presentations, showing clarity of thought and comparative literary insight.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcome							Program Specific Outcome					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	H								H				M
CO2	H		H							H			
CO3		H					M				H	H	
CO4	H												H

### SEMESTER V

#### Major Core 8: English Literature: Romanticism (BEN007C)- Major/Minor

#### Course Objectives:

- Provide an overview of significant works and authors from the Romantic period in English literature.
- Explore key themes, ideas, and stylistic features that define Romantic poetry, prose, and fiction.
- Develop skills in critical reading, interpretation, and historical contextualisation of literary texts.
- Examine the cultural, philosophical, and artistic influences on Romantic writing.
- Foster an appreciation for the diversity of literary expression during the Romantic era.

### Course Content

Unit 1	<b>Thomas Gray:</b> “Elegy Written in a Country Churchyard” <b>Charlotte Smith:</b> “To a Nightingale” <b>William Blake:</b> “London” (Poetry)
Unit 2	<b>William Wordsworth:</b> Lucy Poems, Lines Composed a Few Miles above Tintern Abbey <b>Samuel T. Coleridge:</b> “Christabel”, “Kubla Khan” (Poetry)
Unit 3	<b>P B Shelley:</b> “Ode to the West Wind” <b>John Keats:</b> “Ode to a Grecian Urn” <b>Lord George Gordon Byron:</b> “She walks in Beauty” (Poetry)
Unit 4	<b>Mary Shelley:</b> <i>Frankenstein</i> (Novel)
Unit 5	<b>William Hazlitt:</b> “On Genius and Common Sense” <b>Charles Lamb:</b> “Essays of Elia” (any two) (Essays)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Romanticism’s Impact on Later Literary

Movements

The Use of the Sublime in Romantic Literature

The Role of Nature and Emotion in Romantic Poetry

### Suggested Readings:

- Burke, Edmund. *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*. Edited by Adam Phillips, Oxford UP, 1998.
- McGann, Jerome J. *The Romantic Ideology: A Critical Investigation*. University of Chicago Press, 1983.
- Wollstonecraft, Mary. “A Vindication of the Rights of Woman”. Edited by Miriam Brody, Penguin Classics, 1992.

### Course Outcomes

**CO1:** The student will be able to identify major authors, works, and defining characteristics of the Romantic period in English literature.

**CO2:** The student will be able to analyze themes, imagery, and stylistic features in Romantic poetry, prose, and fiction.

**CO3:** The student will be able to interpret Romantic texts within their historical, cultural, and philosophical contexts.

**CO4:** The student will be able to evaluate the artistic and intellectual contributions of Romantic writers to English literary traditions.

**CO5:** The student will be able to present informed critical responses to Romantic works through oral and written analysis.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	1			2	2	3	2	2	2	3	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	1	3	2	2	2	
CO3	3					2	1			3	2	3	3		3	3	
CO4	3	3	2			2	2	2	3	2	2	2	3	2	2	2	

### Major Core 9: American Literature (BEN008C)

#### Course Objectives:

- To acquaint students with the wide and varied literatures of America: literature written by writers of European particularly English descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century
- To include Utopian narrative transcendentalism and the pre- and post- Civil War literature of the 19th century
- To introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts
- To familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements and
- To include modern and contemporary American literature of the 20th century.

#### Course Content:

Unit 1	<b>Walt Whitman:</b> "O Captain! My Captain!", "When Lilacs Last in the Dooryard Bloom'd" <b>Allen Ginsberg:</b> "A Supermarket in California" <b>Langston Hughes:</b> "The Negro Speaks of Rivers" <b>Sylvia Plath:</b> "Lady Lazarus" (Poetry)
Unit 2	<b>Toni Morrison:</b> <i>Beloved</i> (Novel)
Unit 3	<b>Tennessee Williams:</b> <i>A Streetcar Named Desire</i> (Drama)

<b>Unit 4</b>	<b>Herman Melville: <i>Moby Dick</i> (Novel)</b>
<b>Unit 5</b>	<b>Ralph Waldo Emerson: “Self-Reliance” Martin Luther King Jr.: ‘I have a dream...’ Edgar Allen Poe: “The Fall of the House of Usher” William Faulkner: “Dry September” (Essays/Short Stories)</b>

### Suggested Topics and Readings for Class Presentations

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

### Suggested Readings:

- Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman* (New York: Oxford University Press, 1941).
- McNeill, Helen. *Emily Dickinson* (New York: Virago/ Pantheon Pioneers, 1986).
- Parrington, Vernon L. *Main Currents in American Thought*. Vol.2 (New York; Harcourt Brace, 1927).
- Rans, Geoffrey. “Inaudible Man: The Indian in the Theory and Practice of White Fiction.” *Canadian Review of American Studies VII* (1977): 104-15.
- Sundquist, Eric J. *To Wake the Nations: Race in the Making of American Literature* (Cambridge, Mass.: The Belknap Press of Harvard University, 1993).
- Tompkins, Jane. “Indians: Textualism, Morality, and the Problem of History.” *Critical Inquiry 13* (1986): 101-19.

### Course Outcomes:

**CO1:** The student will understand the capacity of prose and fiction to bring about social and cultural change.

**CO2:** The student will be able to apply the methods of textual analysis to identify the different issues depicted in any prose writing.

**CO3:** The student will acquire a broad perspective of the essays, commentaries and novel as literary genres and the relevant historical, geographical, and cultural identity-based backgrounds.

**CO4:** The student will be able to identify and understand the significance of literary forms and techniques used in shaping a text’s meaning.

**CO5:** The student will be familiar with modern and contemporary American literature of the 20th century.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	2	1			2	2	1	3	2	2	2	3	2	2	2	

<b>CO2</b>	3	3	1			1	1	1	1	2	2	2	3	3	2	2	
<b>CO3</b>	3	3	2			2	2	2	3	3	3	3	3	3	2	2	
<b>CO4</b>	3	1				2				2	2	3	3	1	2	2	

### Track: Indian Literatures

#### Major DSE: Literary Works of Ashwin Sanghi (BEN025C)

#### Course Objectives:

- To introduce students to Ashwin Sanghi's literary contributions within the genre of Indian mytho-thrillers and historical fiction.
- To familiarize students with the interplay between mythology, history, and contemporary politics in Sanghi's novels.
- To enable students to critically analyze the narrative structures, themes, and stylistic elements that characterize Sanghi's writing.
- To explore how Sanghi reinterprets ancient Indian texts and traditions through the lens of modern conspiracy, science, and global geopolitics.
- To encourage reflection on key themes such as civilizational identity, religious symbolism, esoteric traditions, and the tension between faith and rationality in contemporary Indian fiction.

#### Course Content

<b>Unit 1</b>	<i>Chanakya's Chant</i> (Novel)
<b>Unit 2</b>	<i>The Krishna Key</i> (Novel)
<b>Unit 3</b>	<i>The Magicians of Mazda</i> (Novel)
<b>Unit 4</b>	<i>Keepers of the Kalachakra</i> (Novel)
<b>Unit 5</b>	<i>The Vault of Vishnu</i> (Novel)

#### Suggested Readings:

- Doniger, Wendy. *The Implied Spider: Politics and Theology in Myth*. Columbia University Press, 1998.
- Eliade, Mircea. *Myth and Reality*. Translated by Willard R. Trask, Harper & Row, 1963.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1988.
- Knight, Peter. *Conspiracy Culture: From the Kennedy Assassination to The X-Files*. Routledge, 2000.

- Eco, Umberto. *Foucault's Pendulum*. Harcourt, 1989.

### Course Outcomes

**CO1:** Students will gain knowledge of Ashwin Sanghi's novels and their contributions to contemporary Indian popular fiction.

**CO2:** Students will understand how Sanghi blends mythology, history, science, and thriller elements to create complex, multi-layered narratives.

**CO3:** Students will develop the ability to critically analyze Sanghi's use of intertextuality, symbolism, and narrative techniques.

**CO4:** Students will explore the role of myth, religion, and historical reinterpretation in shaping Indian cultural and civilizational identity in fiction.

**CO5:** Students will reflect on themes such as national security, geopolitics, esoteric traditions, and the relationship between faith and reason as represented in Sanghi's novels.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

**OR**

### Track: Miscellaneous Literatures

#### Major DSE: Digital Literatures (BEN032C)

#### Course Objectives:

- To introduce students to the history, evolution, and defining features of digital literatures and born-digital texts.
- To expose students to a range of genres and forms unique to digital environments, including hypertext fiction, digital poetry, and social media writing.
- To develop critical reading and analytical skills for interpreting multimodal and interactive digital texts.
- To foster awareness of digital authorship, collaborative creation, online literary communities, and the ethical dimensions of digital publication and access.
- To encourage critical engagement with emerging trends, platforms, and debates surrounding the future of literature in a digital and globalized context.

## Course Content

Unit 1	The nature of 'texts' as signifying systems. The processes of meaning production and its dissemination. The process of textualization and textuality. The medium is the message: Literary, Visual, Digital
Unit 2	Digital Texts and Textualities. Basic introduction to Digital humanities. The politics of the digital: production, dissemination, consumption. Meaning making in the Digital. Human and Posthuman: The Digital Problematics
Unit 3	Electronic Literatures. Genres of e-lit: Performance Poetry, Instapoetry, Fanfiction and fan work, TTTs, Wattpad stories, OTT. Digital Storytelling and Orality. Reading Digital Data.
Unit 4	Authorship in the digital age: collaboration, anonymity, and algorithmic/generative writing.
Unit 5	Emerging trends: AI-generated literature, VR/AR narratives, immersive storytelling. Platform influence: how commercial/social media platforms shape literary forms.

## Suggested Readings:

- Arthur, Paul Longley. "Digital Textuality, Writing, and New Media." Focus on Twenty-First Century Literature, edited by Julia Hoydis and Chris Boge. Special issue, Anglistik 26, no. 2 (2015): 113–23. Cossar, Harper. "New Media, Digitextuality, and Widescreen." Letterboxed: The Evolution of Widescreen Cinema, University Press of Kentucky, 2011, pp. 225–55. JSTOR, <http://www.jstor.org/stable/j.ctt2jcdhv.9>. Accessed 28 Feb. 2023.
- Everett, Anna and Caldwell, John T, (eds.). New Media: Theories and Practices of Digitextuality. 1st edn, Routledge, 2003. <https://doi.org/10.4324/9780203953853>.
- Ghosh, Arjun. "Censorship through Copyright: From print to digital media." Social Scientist, vol. 41. nos. 1-2 January-February 2013.
- Greenspan, Brian. "Are Digital Humanists Utopian?" Debates in the Digital Humanities 2016, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2016, pp. 393–409. JSTOR, <https://doi.org/10.5749/j.ctt1cn6thb.36>. Accessed 28 Feb. 2023.
- Greenspan, Brian. "The Scandal of Digital Humanities." Debates in the Digital Humanities 2019, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2019, pp. 92–95. JSTOR, <https://doi.org/10.5749/j.ctvg251hk.12>. Accessed 28 Feb. 2023.
- Linley, Margaret. "Ecological Entanglements of DH." Debates in the Digital Humanities 2016, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2016, pp. 410–37. JSTOR, <https://doi.org/10.5749/j.ctt1cn6thb.37>. Accessed 28 Feb. 2023.

## Course Outcomes

**CO1:** Students will be able to identify and describe key concepts, genres, and platforms in digital literature.

**CO2:** Students will analyze and interpret digital texts, using close reading strategies suited for multimodal and interactive works.

**CO3:** Students will demonstrate understanding of the role of technology, medium, and reader agency in digital literary forms.

**CO4:** Students will critically discuss issues of authorship, collaboration, ethics, and inclusivity in digital literary spaces.

**CO5:** Students will create, curate, or evaluate digital literary projects, applying theoretical and analytical frameworks to both creative and critical work.

## Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
CO5	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

**OR**

**Track: Language and Linguistics**

**Major DSE: Applied Linguistics (BEN039C)**

**Course Objectives:**

- To introduce students to the principles, scope, and applications of linguistics in real-world contexts.
- To enable learners to connect language theories with pedagogy, translation, communication, and technology.
- To understand issues of bilingualism, multilingualism, and language policy in India.
- To explore applied areas such as language acquisition, language testing, lexicography, stylistics, and forensic linguistics.
- To encourage critical thinking about how language functions in society, education, and intercultural communication.

**Course Content**

Unit 1	<b>Introduction to Applied Linguistics</b> Definition, nature, and scope of applied linguistics. Relationship with theoretical linguistics. Branches of applied linguistics. Language learning vs. language acquisition.
Unit 2	<b>Language Learning and Teaching</b> First language acquisition vs. second language acquisition (SLA). Theories of SLA: Behaviorist, Innatist (Chomsky), Interactionist, Krashen's Input Hypothesis. Teaching methodologies: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, Task-Based Learning. Errors and interlanguage.
Unit 3	<b>Language in Society</b> Sociolinguistics and applied linguistics.



	Multilingualism, bilingualism, and diglossia. Code-switching and code-mixing. Language policy and planning in India. English as a global and Indian language.
Unit 4	<b>Applied Areas</b> Translation Studies – theories and practices. Lexicography – types of dictionaries, principles of dictionary-making. Stylistics – linguistic analysis of literature. Forensic linguistics – language and law. Computational linguistics and corpus linguistics.
Unit 5	<b>Language Testing and Research</b> Language assessment: testing vs. evaluation. Types of tests: achievement, proficiency, diagnostic, placement. Principles of good testing: validity, reliability, washback. Language skills testing (L, S, R, W). Research methods in applied linguistics (qualitative and quantitative).

#### Suggested Readings:

- Cook, Guy. *Applied Linguistics*. Oxford University Press, 2003.
- Crystal, David. *The Cambridge Encyclopedia of Language*. Cambridge University Press, 2010.
- Ellis, Rod. *The Study of Second Language Acquisition*. Oxford University Press, 1994.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
- Yule, George. *The Study of Language*. Cambridge University Press, 2020.

#### Course Outcomes

**CO1:** Explain the scope and applications of applied linguistics in education, society, and technology.

**CO2:** Compare different theories of first and second language acquisition and their pedagogical implications.

**CO3:** Analyze issues of bilingualism, multilingualism, and language policy in India.

**CO4:** Apply linguistic concepts to areas like translation, stylistics, lexicography, and forensic linguistics.

**CO5:** Design simple language assessment tools and evaluate language use in real-world contexts.

#### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	

<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

### **Open Elective: Indian Mythic and Folk Literature (DEN007A)**

#### **Course Objectives:**

- This course aims to prepare students in understanding the nuances of myths, legends and folklore in India.
- It seeks to sensitize students towards the rich oeuvre of folklore that surrounds them and also that inspired many literatures.
- To enable students to understand and appreciate folklore through songs and riddles.
- To enable students to understand the link between culture and language.
- To enable the students to analyse mythology and folklore using a variety of scholarly approaches.

#### **Course Content:**

<b>Unit 1</b>	<b>Devdutt Patnaik:</b> <i>Jaya: An Illustrative Retelling of the Mahabharata</i> (Novel)
<b>Unit 2</b>	<b>Romila Thappar:</b> <i>Any two tales from Indian Tales</i>
<b>Unit 3</b>	<b>Girish Karnad:</b> <i>Nagamandala</i> (Drama)
<b>Unit 4</b>	<b>Vishnu Sharma:</b> <i>Panchtantra</i>
<b>Unit 5</b>	<b>Ashwin Sanghi:</b> <i>The Ayodhya Alliance</i> (Novel)

#### **Suggested topics for class discussion:**

Myths, Legends, Folklores  
Nature and function of mythology and folklore  
Interplay between myth and society  
Epic hero  
Oral tradition

#### **Background Readings**

- Richman, Paula, editor. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. University of California Press, 1991.
- Hiltebeitel, Alf. *Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharma King*. University of Chicago Press, 2001.
- Thapar, Romila. *Cultural Pasts: Essays in Early Indian History*. Oxford University Press, 2000.
- Doniger, Wendy. *The Hindus: An Alternative History*. Penguin, 2009.
- Dharwadker, Aparna Bhargava. *Theatres of Independence: Drama, Theory, and Urban Performance in India Since 1947*. University of Iowa Press, 2005.
- Nayar, Pramod K. *Contemporary Indian Drama: Astride Two Traditions*. Prestige Books, 2006.

#### **Course Outcomes**

**CO1:** Demonstrate knowledge of people and their “lores”, and an ability to evolve multicultural competence through an investigation of different traditions and texts.

**CO2:** Recognize the essentially oral nature of myths and folklore and examine how the context of oral performance shapes the meaning of a story.

**CO3:** Analyse how a diverse range of specific myths function within the cultures that produce them.

**CO4:** Recognize recurring mythological themes and motifs in traditional myths and the arts and explore how the collection, transcription and interpretation of myths reflect cultural struggle and historical patterns of domination.

#### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	2	3	2		1			2	2		2	1	2	2	2		2
<b>CO2</b>	1	2	2		1			3			1		1		3	1	2
<b>CO3</b>	1		3	1				1	3	1	1	3	1	2	1		3
<b>CO4</b>		1	2	2	2			2	3	1	2	3	3	3	2		

### SEMESTER VI

#### Major Core 11: English Literature: Victorian Age (BEN010C)- Major/Minor

##### Course Objectives:

- To expose the students to the literature produced in Britain in the 19th century.
- To familiarize students with the characteristics of Victorian and late Victorian period.
- To enable students to understand the concept of marriage and sexuality, the concept of utilitarianism and its role in human life.
- To reflect on the aspects of instruction, entertainment, society, class and gender as perceived in the nineteenth century England.
- To enable students to understand the existing conflict between faith and doubt in Victorian society.

##### Course Content

Unit 1	<b>Jane Austen:</b> <i>Sense and Sensibility</i> (Novel)
Unit 2	<b>Charlotte Bronte:</b> <i>Jane Eyre</i> (Novel)
Unit 3	<b>Gerard Manley Hopkins:</b> “Pied Beauty” <b>Christina Rossetti:</b> “The Goblin Market” <b>Alfred Tennyson:</b> “Ulysses” <b>Robert Browning:</b> “The Laboratory” <b>A.C. Swinburne:</b> “The Garden of Proserpine” (Poetry)
Unit 4	<b>Charles Dickens:</b> ‘The Signal Man’ <b>Elizabeth Gaskell:</b> ‘Lois the Witch’ <b>Wilkie Collins:</b> ‘A Terribly Strange Bed’ (Short Stories)

Unit 5	<b>Oscar Wilde: <i>The Importance of Being Earnest</i> (Drama)</b>
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### Suggested Topics and Background Prose Readings for Class Presentations Topics

Rise of the novel

Industrialization

Realism

Gothic Elements and Social Critique.

Women and Marginalization in Society.

Victorian Attitudes toward Morality and Sexuality.

### Suggested Readings

- Carlyle, Thomas. *Sign of the Times*. Edited by Kerry McSweeney and Peter Sabor, Oxford University Press, 2008.
- Darwin, Charles. *On the Origin of Species*. Edited by Gillian Beer, Oxford University Press, 2008.
- Mill, John Stuart. *On Liberty*. Edited by Elizabeth Rapaport, Hackett Publishing, 1978.
- Ruskin, John. *Sesame and Lilies*. Edited by Deborah Nord, Yale University Press, 2002.

### Course Outcomes

**CO1** – Students will understand the development of fiction in England from the close of the eighteenth century.

**CO2** – Students will be able to acknowledge the relationship between fiction and popular taste especially Victorian sentimentality.

**CO3** – Students will apprehend the relevant social and political contexts.

**CO4** – Students will be able to evaluate various constructions of identity, such as age, sexuality, class, and region.

**CO5:** Students will be familiar with the existing conflict between faith and doubt in Victorian society.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3					1	1			2	2	1	3		2	2	
<b>CO2</b>	3	3				1	2	2	3	2	2		3	3	2	2	
<b>CO3</b>	3	3	2			1	2	3	3	2	2	1	3	3	2	2	
<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	

### Major Core 12: English Literature: Modern and Postmodern (BEN011C)

#### Course Objectives:

- To familiarize the students with the new literature of Britain in the early decades of 20th century.
- To analyze how issues such as politics, history, ethnicity, geography, religion, class and gender have been explored in 20th century British Literature.
- To understand the literary criticism and innovative techniques introduced by the writers of the 20th century.
- To analyse the inter-relationships of form, content and style in the 20th century.
- To consider a number of theoretical models which have been applied to contemporary poetry.

### Course Content

Unit 1	<b>T S Eliot:</b> “The Love Song of J. Alfred Prufrock” <b>W B Yeats:</b> “Leda and the Swan”, “The Second Coming” <b>Wilfred Owen:</b> “Dulce et Decorum Est” <b>WH Auden:</b> “Musee des Beaux Arts” (Poetry)
Unit 2	<b>Eugene Ionesco:</b> <i>Rhinoceros</i> (Drama)
Unit 3	<b>John Osborne:</b> <i>Look Back in Anger</i> (Drama)
Unit 4	<b>Virginia Woolf:</b> <i>Mrs Dalloway</i> (Novel)
Unit 5	<b>George Orwell:</b> <i>Animal Farm</i> (Novel)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

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

### Suggested Readings:

- Ashcroft, Bill et al. *The Empire Writes Back*.
- Bigsby, C.W.E., *Contemporary English Drama*.
- Bradbury, Malcolm. *Modernism*.
- Esslin, Martin, *The Theatre of the Absurd*.
- Hamilton, Ian. *The Oxford Companion to Twentieth-Century Poetry in English*.
- Sigmund Freud, ‘The Structure of the Unconscious’
- Styran, J.L., *Modern Drama in Theory and Practice* (Cambridge University Press, 1983).
- T.S. Eliot, ‘Tradition and the Individual Talent’, in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
- Welch, Robert, *The Abbey Theatre 1899-1999*.
- Williams, Raymond. *The Politics of Modernism*.

- Worth, Katharine J. *Revolutions in Modern English Drama*.

### Course Outcomes

**CO1** - To recognize the significance of the cultural, religious, social and historical contexts in which texts are produced and comment on the linguistic diversity they contain.

**CO2** – Students will be able to understand the new techniques i.e. Psycho analysis and stream of consciousness.

**CO3** - Students will be acquainted with the various aspects of women's movement along with the different causes contributed to the rise of such movement.

**CO4** - To identify and use a number of theoretical models that has been applied to contemporary poetic texts

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2			2	2	2	3	2	2	3	3	3	2	2	
<b>CO2</b>	3	2				2	1	1	2	2	2	1	3	2	2	2	
<b>CO3</b>	3	3	3			2	3	2	2	2	2	3	3	3	2	2	
<b>CO4</b>	3	2				2		1		2	2	1	3	2	2	2	

### Track: Indian Literatures

#### Major DSE 4: Indian Writing in English Translation (BEN026C)

#### Course Objectives:

- To introduce students to the diversity of Indian literature through translated works.
- To understand translation as a creative and cultural process.
- To explore major Indian authors and texts across genres.
- To examine social, political, and cultural themes in literature.
- To analyse how regional ethos is represented in translation.

#### Course Content

Unit 1	<b>Fakir Mohan Senapati</b> <i>Six Acres and a Third</i> , trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).
Unit 2	<b>Geetanjali Shree</b> <i>Tomb of Sand</i> (Novel)
Unit 3	<b>Dharamveer Bharti</b> <i>Andhayuga</i> (Drama)
Unit 4	<b>Mahashweta Devi:</b> “Draupadi” <b>Bama:</b> Selections from <i>Karukku</i> <b>Naiyer Masud:</b> “The Essence of Camphor”

	<b>Salma:</b> “Toilet” <b>Fikr Taunsvi:</b> ‘The Sixth River’ (Short Stories)
Unit 5	<b>Faiz Ahmed Faiz:</b> “Dogs” <b>G M Muktibodh:</b> “Brahmarakshas” <b>Ghalib:</b> “Ten Thousand Desires” <b>Sukumar Ray:</b> ‘The Sons of Ramgaroo’ (Poetry)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Partition memory

Gender, space, and bodily autonomy in literature.

Communal harmony and conflict.

Political protest in poetry.

Translation as cultural bridge.

### Suggested Readings

- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 1992.
- Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.
- Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed., Routledge, 2015.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2000.
- Satchidanandan, K. “Indian Literature: Positions and Propositions.” *Indian Literature*, vol. 53, no. 3, 2009, pp. 8–19.
- Spivak, Gayatri Chakravorty. “The Politics of Translation.” *Outside in the Teaching Machine*, Routledge, 1993, pp. 179–200.

### Course Outcomes

**CO1:** Students will gain knowledge of major Indian literary works in English translation and their significance in the country’s literary landscape.

**CO2:** Students will understand how translation conveys cultural, historical, and linguistic nuances from regional languages into English.

**CO3:** Students will develop the ability to critically analyze themes, styles, and narrative techniques in selected prose, poetry, and drama.

**CO4:** Students will explore how literature in translation reflects issues of caste, gender, Partition, marginalization, resistance, and identity.

**CO5:** Students will appreciate the role of translation in preserving India's diverse literary heritage and making it accessible to wider audiences.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

### **Major DSE 5: Marginality in Indian Literature (BEN027C)**

#### **Course Objectives:**

- To introduce students to the concept of marginality and its representation in Indian literature.
- To examine the lived experiences of caste, class, gender, and economic oppression through literary texts.
- To explore the contributions of Dalit, feminist, and subaltern voices in shaping Indian literary discourse.
- To understand literature as a site of resistance, empowerment, and social critique.
- To develop critical reading and analytical skills for interpreting texts dealing with marginalized identities.

#### **Course Content**

Unit 1	<b>Bama, Sangati</b> , 'Chapter 1', trans. Lakshmi Holmstrom (New Delhi: Oxford University Press, 2005) pp. 3-14.
Unit 2	<b>Girish Karnad</b> , <i>Broken Images Collected Plays: Volume II</i> (New Delhi: Oxford University Press, 2005) pp. 261-84.
Unit 3	<b>Janil Kumar Brahma</b> , 'Orge', <i>Modern Bodo Short Stories</i> , trans. Joykanta Sarma (Delhi: Sahitya Akademi, 2003) pp. 1-9.
Unit 4	<b>Ismat Chughtai</b> , 'Lihaf', trans. M. Assadudin, <i>Manushi</i> , Vol. 110, pp. 36-40.
Unit 5	<b>Indira Goswami</b> , 'The Offspring', trans. Indira Goswami, <i>Inner Line: The Zubaan Book of Stories by Indian Women</i> , ed. Urvashi Butalia (New Delhi: Zubaan, 2006) pp. 104-20.



### Suggested Topics and Background Prose Readings for Class Presentations Topics

Representation of caste-based discrimination in literature.

Autobiographical narratives as tools of resistance.

Dalit women's voices and intersectional oppression.

Labour, poverty, and economic marginalization in Indian texts.

Marginality and the politics of language in Indian literature.

### Suggested Readings

- Ambedkar, B. R. *Annihilation of Caste*. Critical Edition, edited by S. Anand, Navayana, 2014.
- Dangle, Arjun, editor. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Translated by Alok Mukherjee, Orient BlackSwan, 2004.
- Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage, 1994.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.
- Teltumbde, Anand. *The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid*. Navayana, 2010.

### Course Outcomes

**CO1:** Students will gain knowledge of the historical, social, and political contexts of marginality in India.

**CO2:** Students will understand how literature reflects and critiques caste, class, gender, and economic oppression.

**CO3:** Students will develop the ability to critically analyse works by Dalit, feminist, and subaltern writers.

**CO4:** Students will explore literature as a form of resistance, identity assertion, and social transformation.

**CO5:** Students will reflect on intersections of personal narratives and collective struggles within marginalised communities.

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

OR

**Track: Miscellaneous Literatures**

**Major DSE 11: War and Conflict Literature (BEN033C)**

**Course Objectives:**

- To introduce students to major literary works and genres that represent war and conflict from the 20th and 21st centuries, including memoir, poetry, novels, short stories, and essays.
- To explore themes such as trauma, survival, memory, identity, ethics, resistance, and political conflict through diverse global perspectives, including European, Middle Eastern, and postcolonial experiences.
- To develop critical reading, analytical, and interpretative skills focused on understanding the cultural, historical, and psychological dimensions of war literature.
- To foster awareness of the role of literature in mediating war experiences, shaping collective memory, and contesting dominant narratives.
- To encourage the ethical and reflective engagement of students with the complexities and human costs of war through close textual study and interdisciplinary approaches.

**Course Content**

Unit 1	<b>Jay Winter</b> , "War and Trauma" chapter in <i>War and Literary Studies</i> (Essay) <b>Edward Said</b> : "The Question of Palestine" (Essays)
Unit 2	<b>Ernest Hemingway</b> : <i>A Farewell to Arms</i> (Novel)
Unit 3	<b>Sinan Antoon</b> : <i>The Baghdad Eucharist</i> (Novel)
Unit 4	<b>Amos Oz</b> : <i>Judas</i> (Novel)
Unit 5	<b>Wilfred Owen</b> : "Anthem for Doomed Youth," "Strange Meeting" <b>Peete Seeger</b> : Poems <b>Salima Saleh</b> : "The Mulberry Tree" (Poetry)

**Suggested Readings:**

- Szpilman, Władysław. *The Pianist*. Translated by Anthea Bell, Orion Publishing, 1999.
- Winter, Jay. "War and Trauma." In *War and Literary Studies*, edited collection.
- Hemingway, Ernest. *A Farewell to Arms*. Vintage Classics, 1999.
- Owen, Wilfred. "Anthem for Doomed Youth." *Poems*, 1917.  
— Also see "Strange Meeting," in collections of Owen's WWI poetry.
- Antoon, Sinan. *The Baghdad Eucharist*. Translated by Maia Tabet, Hoopoe, American University in Cairo Press, 2017.
- Saleh, Salima. "The Mulberry Tree." *Words Without Borders*, 2013. (Online publication)
- Oz, Amos. *Judas*. HarperCollins, 2016.
- Said, Edward W. *The Question of Palestine*. Vintage Books, 1992.

**Course Outcomes**

**CO1:** Students will identify and explain key thematic concerns and literary techniques in war and conflict literature across different historical moments and geographic contexts.

**CO2:** Students will critically analyze primary texts using relevant theoretical frameworks, including trauma studies, postcolonial criticism, and memory studies.

**CO3:** Students will articulate the social, political, and ethical implications embedded in literary representations of war and conflict.

**CO4:** Students will demonstrate the ability to compare and contrast war narratives from diverse voices and cultural backgrounds.

**CO5:** Students will produce coherent, evidence-based essays and presentations that synthesize literary analysis with historical and theoretical perspectives.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	2			3	4	1		2	2	3	3	3	2	2	
<b>CO2</b>	3	2		2		1	3	2		2	2	2	3	2	2	2	2
<b>CO3</b>	3	3	2			2	3	2		2	2	3	3	3	2	2	
<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

**Major DSE 12: Graphic Narratives (BEN034C)****Course Objectives:**

- To introduce students to the theories, concepts, and vocabulary essential for analysing comics and graphic narratives.
- To explore the interplay between visual and verbal elements in storytelling.
- To critically examine landmark works in the medium from global and Indian contexts.
- To understand how comics and graphic narratives address themes of identity, memory, politics, and culture.
- To study the historical development and cultural significance of the medium.

**Course Content**

<b>Unit 1</b>	<b>Scott McCloud</b> <i>Understanding Comics: The Invisible Art</i> (Graphic Novel)
<b>Unit 2</b>	<b>Art Spiegelman</b> <i>Maus</i> (Graphic Novel)
<b>Unit 3</b>	<b>Alison Bechdel</b> <i>Fun Home: A Family Tragicomic</i> (Graphic Novel)

<b>Unit 4</b>	<b>Orijit Sen</b> <i>River of Stories</i> (Graphic Novel)
<b>Unit 5</b>	<b>Amruta Patil</b> <i>Kari</i> (Graphic Novel)

### Suggested Readings:

Evolution and history of comics as a literary form.

The grammar of visual storytelling in comics.

Autobiography and memoir in graphic narratives.

Representation of historical trauma in comics.

Politics and social commentary through the medium.

### Suggested Readings

- Baetens, Jan, and Hugo Frey. *The Graphic Novel: An Introduction*. Cambridge University Press, 2015.
- Chute, Hillary L. *Graphic Women: Life Narrative and Contemporary Comics*. Columbia University Press, 2010.
- Eisner, Will. *Comics and Sequential Art*. Expanded ed., W. W. Norton, 2008.
- Groensteen, Thierry. *The System of Comics*. Translated by Bart Beaty and Nick Nguyen, University Press of Mississippi, 2007.
- Hatfield, Charles. *Alternative Comics: An Emerging Literature*. University Press of Mississippi, 2005.

### Course Outcomes

**CO1** – Students will gain knowledge of the formal elements, history, and evolution of comics and graphic narratives.

**CO2** – Students will understand the relationship between visual imagery and textual narration in multimodal storytelling.

**CO3** – Students will develop the ability to critically analyse landmark works in global and Indian graphic literature.

**CO4** – Students will explore how themes such as identity, memory, politics, and culture are represented through the medium.

**CO5** – Students will reflect on the cultural and artistic significance of comics and graphic narratives in contemporary literature.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Cour se	Program Outcomes	Program Specific outcomes
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Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
C01	3	3	2			3	4	1		2	2	3	3	3	2	2	
C02	3	2		2		1	3	2		2	2	2	3	2	2	2	2
C03	3	3	2			2	3	2		2	2	3	3	3	2	2	
C04	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
C05	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

**OR**

**Track: Language and Linguistics**

**Major DSE 18: Basics of English Language Teaching (BEN040C)**

**Course Objectives:**

- To introduce the principles, scope, and significance of English Language Teaching.
- To understand the processes of first and second language learning and acquisition.
- To explore different methods, approaches, and techniques of ELT.
- To develop strategies for teaching the four language skills in varied contexts.
- To familiarize learners with classroom practices, learner needs, and assessment methods.

**Course Content**

Unit 1	<b>Introduction to ELT</b>  Meaning, scope, and objectives of ELT.  ELT in India: historical background (Macaulay's Minute to NEP 2020).  English as a Second Language (ESL) and English as a Foreign Language (EFL).  Role of English in global and Indian contexts.
Unit 2	<b>Language Learning and Learner Needs</b>  Factors affecting language learning: age, motivation, environment, exposure.  Differences between first language and second language learning.  Needs of Indian learners: pronunciation, grammar, fluency.  Learner-centered teaching: catering to mixed-ability classrooms.  Role of mother tongue in ELT.
Unit 3	<b>Approaches and Methods in ELT</b>  Grammar-Translation Method, Direct Method, Audio-Lingual Method. Communicative Language Teaching (CLT), Task-Based Learning. Role of technology and digital tools in ELT.

Unit 4	<b>Teaching the Language Skills</b>  Listening: activities, importance in L2 acquisition. Speaking: fluency vs. accuracy, classroom practices. Reading: skimming, scanning, intensive and extensive reading. Writing: controlled, guided, and free writing. Integration of four skills.
Unit 5	<b>Evaluation and Classroom Practices</b>  Types of language assessment: formative, summative, diagnostic, achievement tests. Principles of testing: validity, reliability, practicality. Lesson planning and classroom management. Common challenges in ELT in India (mother tongue influence, large classrooms, lack of resources).

#### Suggested Readings:

- Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon, 1981.
- Nunan, David. *Practical English Language Teaching*. McGraw-Hill, 2003.
- Yule, George. *The Study of Language*. Cambridge UP, 2020.
- Agnihotri, R.K., and A.L. Khanna. *English Language Teaching in India: Issues and Innovations*. Sage, 1995.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Pearson, 2014.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 2014.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Longman, 2015.

#### Course Outcomes

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

**CO1:** Explain the role and significance of ELT in India and globally.

**CO2:** Understand and apply major theories of language learning.

**CO3:** Evaluate different ELT methods and apply them in practice.

**CO4:** Develop strategies for teaching listening, speaking, reading, and writing.

**CO5:** Design effective lesson plans and simple language tests suited to learners' needs.

#### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	

<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

### **Major DSE 19: Translation Studies (BEN041C)**

#### **Course Objectives:**

- To introduce students to the theories, concepts, and practices of translation.
- To understand translation as a cultural, social, and linguistic activity.
- To examine the history and significance of translation in India and beyond.
- To equip learners with analytical and practical skills in translating texts.
- To explore the role of translation in literature, society, and contemporary media.

#### **Course Content**

Unit 1	<b>Introduction to Translation Studies</b>  Definition, scope, and relevance of translation.  History of translation in the West and in India.  Types of translation: literary, technical, scientific, legal, media.  Key debates: fidelity, equivalence, domestication, foreignization.
Unit 2	<b>Theories of Translation</b>  Classical theories (Cicero, St. Jerome, Dryden).  Modern theories: Nida's dynamic equivalence, Catford, Newmark.  Postcolonial perspectives: Spivak, Niranjana, Bassnett, Venuti.  Functionalist approaches: Skopos theory, polysystem theory.
Unit 3	<b>Translation and Indian Contexts</b>  Translation traditions in India (from Sanskrit, Persian, regional languages). Role of translation in Bhakti and Sufi movements. Colonial and postcolonial translation practices. English translations of Indian classics (Ramayana, Mahabharata, Gita).
Unit 4	<b>Translation Practice and Analysis</b>  Translating prose, poetry, and drama. Problems of equivalence: culture-specific terms, idioms, metaphors. Machine translation and digital tools. Case studies of translated texts (comparative analysis).
Unit 5	<b>Translation, Culture, and Society</b>  Translation as cross-cultural communication. Gender and translation. Translation and globalization. Translation in media, films, advertising, and popular culture.

### Suggested Readings:

Theories & Concepts of Translation  
Difference between literal translation and free translation  
Translation Across Genres  
Loss and gain in literary translation  
Postcolonial critiques of translation

### Readings

- Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014.
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. 2nd ed., Routledge, 2008.
- Nida, Eugene. *Toward a Science of Translating*. Brill, 1964.
- Spivak, Gayatri Chakravorty. "The Politics of Translation." *Outside in the Teaching Machine*, Routledge, 1993.
- Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. University of California Press, 1992.
- Trivedi, Harish. *Colonial Transactions: English Literature and India*. Manchester University Press, 1993.

### Course Outcomes

**CO1:** Demonstrate an understanding of key theories and concepts in Translation Studies.

**CO2:** Critically analyze translated texts with attention to cultural and linguistic challenges.

**CO3:** Apply appropriate translation strategies to different genres such as prose, poetry, and drama.

**CO4:** Use digital tools and evaluate the effectiveness of machine translation.

**CO5:** Assess the role of translation in Indian multilingual contexts and global communication.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
CO5	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

### SEMESTER VII

**Major 12: Modern European Literature (BEN012C)- Major/Minor**



### Course Objectives:

- Develop advanced critical and methodological tools to analyze major nineteenth- and twentieth-century European texts across genres in their historical and cultural contexts.
- Familiarize learners with key European literary movements and debates (e.g., realism, symbolism, modernism, avant-garde) and their signature techniques and themes.
- Cultivate comparative perspectives by reading canonical works in English translation, relating form and theme to socio-political transformations in Europe.
- Strengthen scholarly communication through seminar discussion, close reading, and research-based academic writing on selected authors and movements.
- Integrate literary theory with textual analysis to articulate arguments about canon formation, modernity, and cross-cultural reception within Europe.

### Course Content

Unit 1	<b>Henrik Ibsen</b> <i>The Doll's House</i> (Drama)
Unit 2	<b>Bertolt Brecht</b> <i>The Good Woman of Szechuan</i> (Drama)
Unit 3	<b>Guy de Maupassant</b> "Boule de Suif" <b>Anton Chekhov</b> "The Grasshopper" <b>Isaac Babel</b> "The Story of My Dovecote" <b>Ilse Aichinger</b> "The Bound Man" (Short Stories)
Unit 4	<b>Fyodor Dostoevsky</b> <i>Crime and Punishment</i> (Novel)
Unit 5	<b>Albert Camus</b> <i>The Myth of Sisyphus</i> <i>The Stranger</i> <b>Franz Kafka</b> <i>Metamorphosis</i> (Prose)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Absurd  
Alienation  
Realism  
Naturalism  
Women and Marginalization

### Readings

- Balzac, Honoré de. "Society as Historical Organism." *Preface to The Human Comedy*, translated by Clara Bell, J. M. Dent & Sons, 1893.
- Blanchot, Maurice. "Reading Kafka." *The Work of Fire*, trans. Charlotte Mendel, Stanford University Press, 1995, pp. 1-11.

- Strindberg, August. Preface to *Miss Julie*, trans. Helen Cooper, 1992.
- Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic*, ed. John Willet, 1992.

### Course outcomes

**CO1:** Critically analyze representative European texts and theoretical essays, demonstrating command of historical context, genre conventions, and interpretive methods.

**CO2:** Identify and explain major movements and techniques in modern European literature (e.g., stream of consciousness, symbolism, absurdism), connecting them to cultural debates.

**CO3:** Produce well-argued, research-informed essays and seminar presentations that synthesize primary texts with relevant criticism and theory.

**CO4:** Compare authors and works across national traditions in Europe, evaluating themes such as modernity, identity, and ideology with attention to translation and reception.

**CO5:** Demonstrate advanced scholarly skills—close reading, methodological application, and discipline-specific writing—suitable for further research or professional practice.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3					1	1			2	2	1	3		2	2	
CO2	3	3				1	2	2	3	2	2		3	3	2	2	
CO3	3	3	2			1	2	3	3	2	2	1	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	

### Major Core 13: Postcolonial Literature (BEN013C)- Major/Minor

#### Course Objectives:

- To introduce the students to post-colonial literature that includes the theory and concepts of post-colonial studies.
- To familiarize students with development and practice of post-colonial theory.
- To enable students to make a critical analysis of a work of art within the frames of post-colonial studies.
- To facilitate students to gain knowledge about the terms and concepts exclusives of post-colonial literature

#### Course Content

Unit 1	<b>Gabriel Garcia Marquez:</b> <i>Chronicle of a Death Foretold</i> (Novella)
Unit 2	<b>J.M. Coetzee:</b> <i>Disgrace</i> (Novel)

Unit 3	<b>Bessie Head:</b> “The Collector of Treasures” <b>Grace Ogot:</b> “The Green Leaves” <b>Jamaica Kincaid:</b> “Girl” (Short Stories)
Unit 4	<b>Derek Walcott:</b> “A Far Cry from Africa” <b>Oodgeroo Noonuccal:</b> “We Are Going” <b>Wole Soyinka:</b> “Telephone Conversation” <b>Pablo Neruda:</b> “Ode to Tomatoes” <b>Margaret Atwood:</b> “The Animals in that country” (Poetry)
Unit 5	<b>Ngugi wa Thingo, “Decolonising the Mind”</b> <b>Frantz Fanon,</b> Selections from <i>Wretched of the Earth</i> <b>Achebe,</b> “An Image of Africa: Racism in Conrad’s Heart of Darkness” (Essays)

### **Suggested Topics and Background Prose Readings for Class Presentations Topics**

De-colonization, Globalization and Literature

Literature and Identity Politics

Writing for the New World Audience

Region, Race, and Gender

Postcolonial Literatures and Questions of Form

### **Suggested Readings**

- Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987)
- Ngugi waThiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

### **Course Outcomes**

**CO1:** Students will gain knowledge about the terms and concepts exclusive to the post-colonial literature.

**CO2:** Students will be familiarized with the development of post-colonial literature

**CO3:** Students will be acquainted with the major theories and reputed writers who practice those theories.

**CO4:** Students will understand that how the colonial power has provoked from the nation in their search for a literature of their own.

**CO5:** Students will gain knowledge about the terms and concepts exclusives of post-colonial literature

### **Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

### Track: Indian Literatures

### Major DSE 6: Indian Folk Literature and English Translation (BEN028C)

#### Course Objectives:

- To introduce students to the diversity, forms, and cultural significance of Indian folk literature.
- To understand the role of oral traditions in preserving history, beliefs, and community identity.
- To explore folk narratives, songs, and performance traditions through English translations.
- To analyse selected folk epics, plays, and poetry for their thematic, stylistic, and cultural elements.
- To examine the challenges and possibilities of translating oral and performative folk forms into written English.

#### Course Content

Unit 1	<b>Introduction to Indian Folk Literature</b> Definition, scope, and characteristics of folk literature. Types: folktales, ballads, myths, legends, epics, folk songs, proverbs. Importance of oral tradition.
Unit 2	<b>Ilango Adigal</b> Sections from <i>Cilapattikaram</i> (Epic poem)
Unit 3	<b>Badal Sircar</b> <i>Procession</i> (Drama)
Unit 4	The Story of Nala and Damayanti (translated by C. Rajagopalachari) <b>Hena Das:</b> ‘Kaloibibi: A leader of the Nankars’ Yakshagana stories (Short Stories)
Unit 5	<b>Sitakant Mahapatra:</b> Any two Folk Songs <b>Mirabai:</b> “I am Mad with Love” <b>Kabir Das:</b> “Illusion and Reality” <b>Lal Ded:</b> “I, Lalla set out to bloom like a cotton flower” (Poetry)

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

Forms and functions of Indian folk literature.  
 The role of oral tradition in preserving cultural memory.  
 Folk epics as a reflection of community values and history.  
 Women's voices in folk songs and narratives.  
 Translating performance traditions: challenges and possibilities.

### Suggested Readings:

- Blackburn, Stuart H., and A. K. Ramanujan, editors. *Another Harmony: New Essays on the Folklore of India*. Oxford University Press, 1986.
- Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.
- Mahapatra, Sitakant. *The Awakened Wind: Poems and Folk Songs of India*. Oxford University Press, 1994.
- Narayan, Kirin. *Storytellers, Saints, and Scoundrels: Folk Narrative in Hindu Religious Teaching*. University of Pennsylvania Press, 1989.
- Ramanujan, A. K. *Folktales from India: A Selection of Oral Tales from Twenty-two Languages*. Pantheon, 1991.

### Course Outcomes

**CO1:** Students will gain knowledge of the forms, themes, and cultural contexts of Indian folk literature.

**CO2:** Students will understand the significance of oral traditions in preserving regional histories and identities.

**CO3:** Students will develop the ability to critically analyse folk narratives, songs, and performances in translation.

**CO4:** Students will explore the thematic depth and stylistic features of selected folk epics, plays, and poetry.

**CO5:** Students will reflect on the process and challenges of translating oral and performative traditions into English.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

OR

**Track: Miscellaneous Literatures**

**Major DSE 13: Popular and Speculative Fiction (BEN035C)**

**Course Objectives:**

- To introduce students to key works of popular and speculative fiction across mystery, fantasy, dystopian, and science fiction genres.
- To explore narrative conventions, thematic concerns, and stylistic techniques that define and distinguish these genres.
- To examine the cultural, political, and philosophical questions raised by speculative narratives.
- To analyze the role of imagination, world-building, and alternative realities in shaping readers' perspectives.
- To develop critical skills in comparing popular fiction's mass appeal with speculative fiction's capacity for social commentary and conceptual innovation.

**Course Content**

Unit 1	<b>Agatha Christie</b> <i>The Murder of Roger Ackroyd</i> (Novel)
Unit 2	<b>Margaret Atwood</b> <i>The Handmaid's Tale</i> (Novel)
Unit 3	<b>Frank Baum</b> <i>The Wizard of Oz</i> (Novel)
Unit 4	<b>Vauhini Vara</b> <i>The Immortal King Rao</i> (Novel)
Unit 5	<b>Ursula Le Guin:</b> "The Ones Who Walk Away from Omelas" <b>Isaac Asimov:</b> "Nightfall" (Short Stories)

**Seminar topics:**

Narrative twists and unreliable narration in mystery fiction.

World-building techniques in fantasy and speculative fiction.

Dystopian fiction as a mirror of political and social anxieties.

The role of technology and AI in shaping futuristic narratives.

Allegory and moral philosophy in speculative short stories.

### Suggested Readings:

- Atwood, Margaret. *In Other Worlds: SF and the Human Imagination*. Anchor, 2011.
- Asimov, Isaac. *Gold: The Final Science Fiction Collection*. Harper Voyager, 2003.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- Christie, Agatha. *An Autobiography*. HarperCollins, 2010.
- Clute, John, and Peter Nicholls, editors. *The Encyclopedia of Science Fiction*. St. Martin's Griffin, 1995.
- Le Guin, Ursula K. *The Language of the Night: Essays on Fantasy and Science Fiction*. Edited by Susan Wood, Harper Perennial, 1992.

### Course Outcomes

**CO1:** Students will understand the fundamental elements of cinematic language and their role in meaning-making.

**CO2:** Students will critically engage with key film theories, including Laura Mulvey's feminist film theory, and apply them to film analysis.

**CO3:** Students will gain knowledge of significant movements in world cinema and their socio-cultural impact.

**CO4:** Students will develop the ability to compare and contrast literary works with their film adaptations, identifying narrative and stylistic shifts.

**CO5:** Students will enhance their skills in interpreting visual media alongside literary texts, fostering interdisciplinary critical thinking.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
CO5	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

OR

### Track: Language and Linguistics

#### Major DSE 20: Modes of Creative Writing (BEN042C)

### Course Objectives:

- This course introduces students to Creative Writing in the three fundamental modes – poetry, fiction (short story and novel) and drama (including scripts and screen plays).
- The students will be introduced to the main tropes and figures of speech that distinguish the creative from other forms of writing.
- The students will be able to see language as not just a means of communication but as

something that can be played with and used for the expression of the whole range of human emotion and experiences.

- Within each literary mode the students will study conventional as well as contemporary expressions. This course will interest those who wish to engage with the discipline of creative writing in its varied manifestations.

### Course Content

<b>Unit 1</b>	<p>The Art and Craft of Writing</p> <p>a) Tropes and Figures of Speech</p> <p>(examples of figures of speech based on similarity/obliqueness/difference/extension/utterance and word building should be discussed and practiced in class)</p>
<b>Unit 2</b>	<p>Modes of Creative Writing -- Poetry and Fiction</p> <p>a) Writing to Communicate</p> <p>b) Writing Poetry-Definitions of Poetry/Difference between Poetry and Prose</p> <p>c) Form and Technique Shapes</p> <p>d) Dominant Forms and Modes of Poetry</p> <p>e) Writing Verse for children</p> <p>f) Writing Fiction-Differences between Fiction and Non-Fiction</p> <p>g) Literary and Popular Fiction</p> <p>h) Creating Character Plot Setting and POV</p> <p>i) Writing for Children</p>
<b>Unit 3</b>	<p>Modes of Creative Writing-Drama and Screenplay</p> <p>a) What is a Drama Concept</p> <p>b) Plot and Character in Drama</p> <p>c) Verbal and Non-verbal elements in Drama</p> <p>d) Contemporary Theatre in India – a brief overview</p> <p>e) Writing for Films --Screenplay conventions</p> <p>f) Scripting for Children --Theatre and Films</p>
<b>Unit 4</b>	<p>Editing and Preparing for Publication</p> <p>a) Editing and proof reading your manuscript</p> <p>b) Preparing a manuscript for Publication</p>
<b>Unit 5</b>	<p>Modes of Creative Writing</p> <p>a) Modes: Narrative, Descriptive, Expository, Persuasive</p> <p>b) Poetry Writing: imagery, rhythm, metaphor</p> <p>c) Short Story Writing: plot, character, dialogue</p> <p>d) Dramatic Writing: monologue, dialogues, scenes</p> <p>e) Creative Non-Fiction: memoir, travelogue, personal essay</p> <p>f) Exercises in free writing and guided writing</p>

### Suggested Readings:



### Prescribed Text

- Creative Writing: A Beginners' Manual by Anjana Neira Dev et al. for The Department of English University of Delhi New Delhi Pearson 2008.

### Recommended Additional Resources

- Cambridge Companion to Creative Writing edited by David Morley and Philip Nielsen. Cambridge University Press: Cambridge 2012.

### Course Outcomes

**CO1** - This course will introduce students to a variety of tropes and figures of speech and sensitize them to the texture of literary language.

**CO2** - This will help them to understand the importance of reading with a view to unlocking the writers' craft.

**CO3** - The students will be introduced to the various forms of poetry fiction and drama and the wide range of possible genres within them.

**CO4** - The students will be made aware of the range of career opportunities that exist within the field of creative writing as well as within the realm of theatre and performance.

**CO5** - This course will encourage students to revise their work critically and inculcate the skills of editing and preparing their work for publication.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	2			3	4	1		2	2	3	3	3	2	2	
<b>CO2</b>	3	2		2		1	3	2		2	2	2	3	2	2	2	2
<b>CO3</b>	3	3	2			2	3	2		2	2	3	3	3	2	2	
<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

## SEMESTER VIII

### Major 13: Literary Theory and Criticism (BEN022C)

#### Course Objectives

- To introduce students to the key concepts, history, and evolution of Western and non-Western literary theory and criticism from classical to contemporary schools.
- To familiarize students with major theorists and critical approaches (e.g., structuralism, post-structuralism, feminism, Marxism, psychoanalysis, postcolonialism, ecocriticism).
- To develop students' abilities to apply theoretical frameworks for analyzing, interpreting, and evaluating literary texts.
- To sharpen students' skills in critical thinking, reading, and argumentation through close

engagement with both primary and secondary sources.

- To encourage awareness of the relevance and application of literary theory and criticism to wider social, cultural, and ethical issues.

### Course Content

<b>Unit 1</b>	<b>Plato:</b> The Republic. Book X <b>Aristotle:</b> Poetics
<b>Unit 2</b>	<b>Dryden:</b> An Essay of Dramatic Poesy <b>Coleridge:</b> <i>Biographia Literaria</i> , Chapter XIV <b>T.S. Eliot:</b> Tradition and Individual Talent
<b>Unit 3</b>	Russian Formalism, New Criticism, Structuralism, Poststructuralism
<b>Unit 4</b>	Psychoanalysis, Marxism, Feminisms, Postcolonial Theory
<b>Unit 5</b>	New Historicism and Cultural Materialism, Ecocriticism, Queer Theory

### Suggested Readings:

1. Plato. *The Republic*. Translated by Desmond Lee, Penguin Classics, 2007.
2. Aristotle. *Poetics*. Translated by Malcolm Heath, Penguin Books, 1996.
3. Dryden, John. "An Essay of Dramatic Poesy." In *Selected Criticism*, edited by D. Nichol Smith, Oxford UP, 1909, pp. 1–72.
4. Wordsworth, William. "Preface to Lyrical Ballads." In *Lyrical Ballads*, edited by R.L. Brett and A.R. Jones, Routledge, 1991, pp. 241–272.
5. Shelley, Percy Bysshe. "A Defence of Poetry." In *Shelley's Poetry and Prose*, edited by Donald H. Reiman and Neil Fraistat, W.W. Norton, 2002, pp. 510–535.
6. Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Roy Harris, Open Court, 1986.
7. Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences." In *Writing and Difference*, translated by Alan Bass, U of Chicago P, 1978, pp. 278–294.
8. Foucault, Michel. "What Is an Author?" In *The Foucault Reader*, edited by Paul Rabinow, Pantheon, 1984, pp. 101–120.
9. Woolf, Virginia. *A Room of One's Own*. Mariner Books, 2005.
10. Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. Edited by David McLellan, Oxford UP, 2008.
11. Said, Edward W. *Orientalism*. Penguin Books, 2003.
12. Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. U of Chicago P, 2005.
13. Glotfelty, Cheryll, and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P, 1996.
14. Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. U of California P, 2008.

### Course Outcomes

**CO1-** Students will be able to identify and explain seminal literary theories, major schools, and their historical contexts.

**CO2-** Students will demonstrate the ability to summarize and interpret foundational works by important literary theorists and critics.

**CO3-** Students will effectively apply critical frameworks to analyze themes, styles, and structures in a range of literary texts.

**CO4-** Students will critically examine and debate dominant ideologies (such as gender, race, class) influencing literary production and reception.

**CO5-** Students will evaluate and articulate reasoned, evidence-based responses to literature using the appropriate theoretical vocabulary and concepts.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2			2	2		2	2	2	2	3	3	2	2	
<b>CO2</b>	3	2				2	2	1	2	2	2	2	3	3	2	2	
<b>CO3</b>	3	3				2	3	2	2	2	2	3	3	3	2	2	
<b>CO4</b>	3	3				2	3	3	3	2	2	2	3	3	2	2	

### **Dissertation (BEN0014C)**

#### **Course Objectives:**

- To develop research aptitude in students so that they can design and conduct original and ethical research.
- To make students write a dissertation in the MLA format.
- To learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)
- To do critical review of research and theory.
- To gain insights about the domain researched and critically reflecting on the steps of the research process.

#### **Course Content**

Unit 1	Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic; Theoretical underpinnings
Unit 2	Review of Literature: Understanding and exploration of related research in the discipline
Unit 3	Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design
Unit 4	Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research

#### **Course Outcomes**

CO 1: Students will be able to design and conduct an original and ethical research.

CO 2: Students will be able to write a dissertation in the MLA format.

CO 3: Students will learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)

CO 4: Students will be able to do critical review of research and theory.

CO 5: They will gain insights about the domain researched and critically reflecting on the steps of the research process.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	3	3	3	3		3	3	3	2	3	3	3	3	3	
CO2	3	3				3	2	3		3	3	3	3	3	3	3	2
CO3	3	3				3	2	3		3	3	3	3	3	3	3	2
CO4	3	3	3	3	3	2	3	3	3	2	2	2	3	3	2	2	1
CO5	3	3		2	1	3		3	2	3	3	3	3	3	3	3	

**Track: Indian Literatures**

**Major DSE 7: Literature of the Indian Diaspora (BEN029C)**

**Course Objectives:**

- To introduce students to major literary works by Indian diaspora writers across genres.
- To explore themes of migration, identity, displacement, and cultural hybridity in diaspora literature.
- To examine how diasporic narratives engage with memory, nostalgia, and the idea of ‘home.’
- To understand the social, political, and historical contexts shaping the Indian diaspora experience.
- To analyse literary techniques and narrative strategies used in representing cross-cultural encounters.

**Course Content**

Unit 1	<b>M.G. Vassanji</b> <i>The In-Between World of Vikram Lall</i> (Novel)
Unit 2	<b>Jhumpa Lahiri</b> <i>Namesake</i> (Novel)
Unit 3	<b>Uma Parameswaran</b> <i>Rootless but Green are the Boulevard Trees</i> (Novel)
Unit 4	<b>Salman Rushdie:</b> ‘Imaginary Homelands’ <b>Brij V. Lal:</b> ‘The Tamarind Tree’ <b>Gitan Djeli:</b> ‘Mother Wounds’

	<b>Cynthia Kistasamy:</b> ‘Pepsi, Pie and Swimming Pool.’ (Essay/Short Stories)
Unit 5	<b>Chitra Banerjee Divakaruni:</b> ‘Indian Movie New Jersey’ <b>Meena Alexander:</b> “Birthplace with Buried Stones” <b>Shiv K. Kumar:</b> “Lines Written on the Eve of a Visit to America” <b>Makarand Paranjape:</b> “Dislocation” (Poetry)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Migration and identity in diaspora literature.

The concept of ‘home’ and belonging in transnational narratives.

Cultural hybridity and cross-cultural encounters.

Memory, nostalgia, and the reconstruction of the past.

Generational differences in the diaspora experience.

### Suggested Readings

- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.
- Hall, Stuart. “Cultural Identity and Diaspora.” *Identity: Community, Culture, Difference*, edited by Jonathan Rutherford, Lawrence & Wishart, 1990, pp. 222–237.
- Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.
- Parmar, Pratibha. *The Empire Strikes Back: Race and Racism in 70s Britain*. Routledge, 1982.
- Rushdie, Salman. “Imaginary Homelands.” *Imaginary Homelands: Essays and Criticism 1981–1991*, Granta, 1991, pp. 9–21.
- Safran, William. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora: A Journal of Transnational Studies*, vol. 1, no. 1, 1991, pp. 83–99.
- Vertovec, Steven. *Transnationalism*. Routledge, 2009.

### Course Outcomes

**CO1:** Students will gain knowledge of key Indian diaspora writers and their contributions to world literature.

**CO2:** Students will understand central themes of migration, displacement, identity, and cultural hybridity in diaspora texts.

**CO3:** Students will develop the ability to critically analyse diasporic narratives in relation to historical and socio-political contexts.

**CO4:** Students will explore the role of memory, nostalgia, and belonging in shaping diaspora literature.

**CO5:** Students will reflect on cross-cultural encounters and transnational experiences as portrayed in literary works.

**Course Articulation Matrix: (Mapping of COs with POs andPSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	P O11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	2			2	2		2	2	2	2	3	3	2	2	
<b>CO2</b>	3	2				2	2	1	2	2	2	2	3	3	2	2	
<b>CO3</b>	3	3				2	3	2	2	2	2	3	3	3	2	2	
<b>CO4</b>	3	3				2	3	3	3	2	2	2	3	3	2	2	

**OR**

**Track: Miscellaneous Literatures**

**Major DSE 14: Introduction to Film Appreciation and Literary Adaptation (BEN036C)**

**Course Objectives:**

- To introduce students to the fundamental language of cinema, including key concepts such as mise-en-scène, montage, and cinematic movements.
- To familiarize students with influential film theories, particularly feminist film theory, and their critical application.
- To explore major waves in world cinema and their aesthetic, cultural, and political contexts.
- To examine the process of adapting literary texts into films, with attention to narrative, visual, and thematic transformations.
- To develop students' analytical skills in comparing and critiquing literature and its cinematic adaptations.

**Course Content**

Unit 1	Language of Cinema Mise en Scene Montage Dogme 95
Unit 2	<b>Laura Mulvey</b> “Visual Pleasure and Narrative Cinema”

Unit 3	Waves in World Cinema German Expressionism, Italian neo-realism, French New Wave, Japanese Cinema, Iranian Cinema, Indian Parallel Wave
Unit 4	<i>Macbeth</i> <i>Maqbool</i>
Unit 5	<i>The Great Gatsby (text)</i> <i>The Great Gatsby (film)</i>

### **Suggested Readings:**

The language of cinema: from mise-en-scène to montage.

The influence of Dogme 95 on contemporary filmmaking.

Laura Mulvey and the concept of the male gaze.

German Expressionism and its legacy in modern cinema.

Italian Neo-realism: realism and social commentary.

French New Wave and breaking cinematic conventions.

### **Suggested Readings:**

Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. 12th ed., McGraw-Hill Education, 2020.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Screen*, vol. 16, no. 3, 1975, pp. 6–18.

Monaco, James. *How to Read a Film: Movies, Media, and Beyond*. 4th ed., Oxford UP, 2009.

Corrigan, Timothy. *Film and Literature: An Introduction and Reader*. 2nd ed., Routledge, 2012.

Hutcheon, Linda, with Siobhan O'Flynn. *A Theory of Adaptation*. 2nd ed., Routledge, 2013.

Nichols, Bill. *Engaging Cinema: An Introduction to Film Studies*. W. W. Norton & Company, 2010.

### **Course Outcomes**

**CO1:** Students will understand the fundamental elements of cinematic language and their role in meaning-making.

**CO2:** Students will critically engage with key film theories, including Laura Mulvey's feminist film theory, and apply them to film analysis.

**CO3:** Students will gain knowledge of significant movements in world cinema and their socio-cultural impact.

**CO4:** Students will develop the ability to compare and contrast literary works with their film adaptations, identifying narrative and stylistic shifts.

**CO5:** Students will enhance their skills in interpreting visual media alongside literary texts, fostering interdisciplinary critical thinking.

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO2	PSO 3	PSO4	PSO 5
<b>CO1</b>	3	3	2			3	4	1		2	2	3	3	3	2	2	
<b>CO2</b>	3	2		2		1	3	2		2	2	2	3	2	2	2	2
<b>CO3</b>	3	3	2			2	3	2		2	2	3	3	3	2	2	
<b>CO4</b>	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
<b>CO5</b>	3	3	3	2		2	3	2		3	3	2	3	3	3	3	

**OR**

**Track: Language and Linguistics**

**Major DSE 14: New Concepts of Linguistics (BEN043C)**

**Course Objectives:**

- To introduce the students to the latest and new branches of linguistics like Sociolinguistics wherein the society and language change is studied.
- To introduce the students to the latest and new branches of linguistics like Psycholinguistics wherein the language change is studied in terms of language.
- To introduce the students to the latest and new branches of linguistics like Neuro-linguistics wherein the neurological concepts in language change is studied.
- To introduce the students to the latest and new branches of linguistics like Cognitive Linguistics wherein the cognitive factors and language change is studied.
- To introduce the students to the latest and new branches of linguistics like Computational Linguistics wherein the modern age technology especially artificial intelligence is studied in terms of language change.

**Course Content**

<b>Unit 1</b>	Sociolinguistics: Introduction, Speech Communities, High prestige and Low prestige varieties, Social network, Class aspirations in language, Sociolinguistic codes and factors, Language Change, language varieties, Bilingualism, Multilingualism, Code-switching, Code-mixing, Pidgins and Creoles.
<b>Unit 2</b>	Psycholinguistics: Introduction, language and speech, language acquisition, language production, language comprehension, accommodation, behavioural tasks, eye-movements, production errors, Psycholinguistics and Neuro-imaging, Competence and Performance, Language acquisition in children, Innateness Hypothesis.
<b>Unit 3</b>	Neuro-linguistics: Introduction, language and the brain, Cerebral dominance, Localization and Lateralization, Equipotentiality Hypothesis and Critical Period Aphasia, Dyslexia and stuttering, Schizophrenia, Autism, Dysarthria, Mother's depression, Developmental Language Disorders



<b>Unit 4</b>	Cognitive Linguistics: Introduction, Conceptual metaphor theory, Cognitive and construction grammar, Cognitive perspective on Natural language processing
<b>Unit 5</b>	Computational Linguistics: Introduction, Artificial Intelligence and Language, Different approaches of development, structural and production.

### Readings

- Caplan, David, Gloria Waters, David Kennedy, Nathaniel Alpert, Nikos Makris, Gayle DeDe, Jennifer Michaud, & Amanda Reddy. 2007. A study of syntactic processing in aphasia II: Neurological aspects. *Brain and Language* 101, 151-177.
- Caplan, David, Gloria Waters, Gayle DeDe, Jennifer Michaud, & Amanda Reddy 2007. A study of syntactic processing in aphasia I: Behavioral (psycholinguistic) aspects. *Brain and Language* 101, 103-150.
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- Chomsky, Noam 2006. *Language and Mind*, Cambridge University Press.
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- Edinburgh University Press, Edinburgh.
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- Gaskell, G. et al 2007 *The Oxford Handbook of Psycholinguistics*, Oxford University
- Hudson, R.A. 1980. *Sociolinguistics*. Cambridge, Cambridge University Press.
- Hymes, D. 1971 ed. *Pidginization and creolization of language* Cambridge: Cambridge University Press.
- Krishnaswamy, N, & Verma S K. (2005) . *Modern Linguistics: An Introduction*. New Delhi: OUP.
- MacWhinney, Brian (2015). "Introduction – language emergence". In MacWhinney, Brian; O'Grady, William (eds.). *Handbook of Language Emergence*. Wiley. pp. 1–31. [ISBN 978-1-118-34613-6](#).
- Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. London and New York:
- Novick, J.M., Trueswell, J.C., & Thomspon-Schill, S.L. (2010). *Broca's Area and Language Processing: Evidence for the Cognitive Control Connection*. *Language and Linguistics Compass*.
- Press, London
- Robinson, Peter (2008). *Handbook of Cognitive Linguistics and Second Language Acquisition*. Routledge. pp. 3–8. [ISBN 978-0-805-85352-0](#).
- Steinberg, Dany D. 1982. *Psycholinguistics: Language, Mind and the World*. London: Longman

### Course Outcomes

**At the end of this course students will have:**

**CO1:** Ability to understand the social factors that affect language learning.

**CO2:** Ability to understand the psychology behind learning language.

**CO3:** An understanding of neurological factors in language learning.

**CO4:** The ability to understand the cognitive factors of learning a language.

**CO5:** An ability to use artificial intelligence in linguistic set up.

### Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2			3	4	1		2	2	3	3	3	2	2	
CO2	3	2		2		1	3	2		2	2	2	3	2	2	2	2
CO3	3	3	2			2	3	2		2	2	3	3	3	2	2	
CO4	3	3	2			2	3	2	3	2	2	2	3	3	2	2	
CO5	3	3	3	2		2	3	2		3	3	2	3	3	3	3	