



**JAIPUR NATIONAL**  
**UNIVERSITY**  
A venture of The Seedling Group of Educational Institutions

## **Master of Arts-English (M.A.-English)**

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# PROGRAM PROJECT REPORT – M.A.-ENGLISH – Distance Mode

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# Master of Arts - ENGLISH

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## 1. Program Overview

### 1.1 Program's Mission and Objectives

The M.A. in English program is committed to providing a rigorous academic environment that cultivates scholarly inquiry, critical analysis, and creative expression within the realm of English language, literature, and associated disciplines. Our mission is to nurture a community of scholars who engage deeply with the complexities of the English language and its literary traditions while fostering an appreciation for diverse cultural perspectives and modes of expression.

Program Objectives:

1. Advanced Study of Literature: To provide students with advanced knowledge and critical understanding of a wide range of literary texts spanning different genres, historical periods, and cultural contexts.
2. Research Skills: To develop students' ability to conduct independent research, analyze complex texts, and engage with theoretical frameworks relevant to the study of literature and language.
3. Critical Thinking and Interpretation: To foster critical thinking skills that enable students to analyze literary texts, theories, and cultural phenomena from multiple perspectives, including historical, theoretical, and interdisciplinary approaches.
4. Effective Communication: To enhance students' ability to communicate effectively through oral presentations, scholarly writing, and other forms of academic discourse, both within the academic community and beyond.
5. Specialization and Depth: To allow students the opportunity to specialize in particular areas of interest within the field of English studies, such as literary theory, rhetoric and composition, creative writing, cultural studies, or linguistics.

6. Engagement with Diversity: To promote an understanding of diverse voices, experiences, and cultural perspectives within the study of English literature and language, including but not limited to issues of race, ethnicity, gender, sexuality, and nationality.

7. Professional Development: To equip students with the skills and knowledge necessary for success in various professional and academic contexts, including teaching at the secondary or post-secondary level, pursuing further graduate study, or entering careers in publishing, writing, editing, or other related fields.

8. Ethical Engagement: To encourage ethical awareness and responsibility in academic research and scholarly practice, including principles of academic integrity, respect for intellectual property, and ethical conduct in the dissemination of knowledge.

These objectives collectively aim to prepare graduates of the MA in English program to make meaningful contributions to scholarship, education, and cultural discourse within their respective communities and beyond.

## **1.2 Relevance of the Program with JNU's Vision and Mission**

Jaipur National University (JNU) was established in 2007. JNU provides a world-class learning experience, with a highly accomplished faculty, numerous extracurricular activities, and a wide range of academic pursuits. The university fosters holistic development of students.

JNU with its vision to transform the Education Landscape of India and contribute to the maximum to improve the GER of India has plans to launch affordable and flexible education programs. Distance programs are an excellent way to launch affordable and flexible education programs in sync with the vision and mission of the university stated below:

### **University Vision:**

To be a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable society and environment.

## **University Mission:**

- Provide global opportunities of learning through broad and balanced academic programmes.
- Explore and hone the potential of stakeholders, develop their human and intellectual capacities to the fullest.
- Create and maintain excellence with high standard driven activities, universal significance and acknowledgement.
- Inculcate and keep track of the current trends and finest practices in education for constant growing and evolving.

### **1.3 Nature of Prospective Target Group of Students**

The curriculum of MA-English is designed in such a way that it helps the students to become not only more employable but also encourage them to become entrepreneurs. Primarily the target group of learners will be:

- population living in remote areas where higher education institutes are not easily accessible.
- Learners who could not get admission in the regular mode due to limited intake capacity.
- Learners who are working and who desire to pursue higher education as a means for movement up the ladder.
- Learners who are unable to pursue Higher education due to social, financial and economic compulsions as well as demographic reasons.

### **1.4 Appropriateness of programs to be conducted in Distance mode to acquire specific skills and competence**

The Master of Arts in English degree holds significant value for students seeking employment as professionals in fields such as academia, publishing, journalism, creative writing, and communications. Additionally, employers highly regard it for various roles where strong communication skills, critical thinking, and analytical abilities are essential, such as content

writing, editing, public relations, marketing, and teaching at the secondary or post-secondary level.

## 2. Procedure for Admission and Curriculum Transaction

The academic programs catered to candidates enrolled in the Distance mode of learning are facilitated by CDOE-JNU, with the backing of various faculties within the University. Eligibility criteria, course structure, detailed curriculum, program duration, and evaluation criteria are subject to approval by the Board of Studies and Academic Council, adhering to UGC guidelines for programs falling under the purview of Distance mode for degree conferment.

Below are the details of the admission procedure, eligibility criteria, fee structure, curriculum, program delivery, information about the Learning Management System (LMS), and assessments and evaluations.

### 2.1 Procedure for Admission

Students who are seeking admission in programs offered by CDOE-JNU need to apply through <https://online.jnujaipur.ac.in/> in the courses offered.

#### 2.1.1 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission to the Distance MA-ENGLISH program require candidates to hold a Bachelor's degree of a minimum duration of 3 years from a recognized University in any stream, in accordance with UGC norms. Additionally, candidates must have secured at least 40% marks in the qualifying examination.

Candidates must also fulfill all documentation requirements as specified on the program's website for admission purposes. Failure to submit proof of eligibility within the stipulated timeframe specified by CDOE-JNU will result in the cancellation of admission. Prospective candidates are encouraged to carefully review all instructions provided on the website before proceeding with the application process.

#### 2.1.2 Admission Process and Instructions: Learner Communication

The admission process for the students is provided below:

Step	Process	Particulars
Step 1	Counselling	Prospective students will receive guidance and counseling for their chosen program from designated

		and authorized counselors.
<b>Step 2</b>	<b>Registration on admission portal to get access to My Account.</b>	To initiate the registration process, prospective students are required to complete the application form by providing all necessary details and uploading mandatory documents.
<b>Step 3</b>	<b>Details of Document upload</b>	<p>Student Uploads document as follows-</p> <p><u>Personal Documents</u></p> <p>Passport-size Photograph Student's Signature Aadhar Card (Back &amp; Front)</p> <p><u>Academic Documents</u></p> <p><i>UG Student -</i> 10th Marksheet 12th Marksheet</p> <p><i>PG Student -</i> 10th Marksheet 12th Marksheet UG Marksheet Other Certificates</p> <p>(detailed list of documents is provided in <b>Annexure II</b>)</p>
<b>Step 4</b>	<b>Verification of documents by the Deputy Registrar</b>	The Deputy Registrar is responsible for verifying all documents uploaded by prospective students on the admission portal. Within a timeframe of 48 hours, the Deputy Registrar will review and either approve or disapprove the eligibility of the prospective student for the chosen program.
<b>Step 5</b>	<b>Undertaking</b>	Student will sign Undertaking after Approval in Application.
<b>Step 6</b>	<b>Payment of fees</b>	<p>All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment.</p> <p>The Fee is payable through any of the following means:</p> <p>(a) UPI (b) Credit/Debit Card (c) Net-banking</p> <p>Note: Cash, bank demand draft and Cheques are not</p>



		accepted
<b>Step 7</b>	<b>Enrolment</b>	After the payment of program fee, the eligible student will get the Enrolment number and access to the LMS within 21 days.
<b>Step 8</b>	<b>Access to Learning Management System (LMS)</b>	

**General Instructions:**

1. Prior to applying for Distance programs, all students are advised to thoroughly read and comprehend the eligibility conditions provided in the student handbook document and outlined on the university website.
2. It is the responsibility of prospective learners to ensure that their educational or qualifying degree has been issued by a recognized university or board only. For learners from Indian higher education institutions, recognition by the regulatory authority of the Government of India is necessary. To verify degrees from recognized boards of education, refer to [www.cobse.org.in/](http://www.cobse.org.in/). For Polytechnic Diploma, check the respective State Board of Technical Education. Verification of degrees from recognized universities can be done at [www.ugc.ac.in/](http://www.ugc.ac.in/). Foreign prospective learners should verify their institutions at [www.aiu.ac.in/](http://www.aiu.ac.in/).
3. Prospective learners must verify their eligibility on the date of admission and ensure that they have passed the qualifying exams before the commencement of the admission batch.

Upon enrollment, students must register with the Academic Bank of Credits (ABC), a central scheme for depositing credit formulated by the Ministry of Education, Government of India. Creation of an Academic Bank of Credits (ABC) ID is mandatory for all students. (Refer to Annexure V for details).

**2.1.3 Program Fee for the Academic Session beginning July 2024**

Program fees for students pursuing MA-English offered by CDOE-JNU is mentioned below:

<b>Program</b>	<b>Academic Total Fees (INR)</b>	<b>Exam fees</b>
<b>MA-ENGLISH</b>	<b>30,000</b>	<b>1500 per semester</b>

## 2.2 Curriculum Transactions

### 2.2.1 Program Delivery

The curriculum is delivered through Self Learning Materials (SLMs) in the form of e-Contents, supplemented by a variety of learning resources including audio-video aids via the Learning Management System (LMS). Furthermore, the program includes contact hours featuring synchronous live interactive sessions conducted through the LMS, adhering to the current UGC norms for course delivery.

### 2.2.2 Learning Management System to support Distance mode of Course delivery

The Learning Management System (LMS) is available on URL <https://lms.jnujaipur.ac.in/users/login> is meticulously developed to offer students a truly global learning experience. With a user-friendly interface, the LMS simplifies the learning process and ensures it meets the highest global standards. Utilizing audio-visual teaching methods, self-learning materials, and evaluation patterns, the platform stands out as unique and aligns seamlessly with both industry requirements and the UGC Guidelines.

Students can engage in uninterrupted learning 24x7 via web and mobile devices, allowing them to progress at their preferred pace. The LMS boasts a simple and intuitive user interface, facilitating easy navigation through the e-learning modules. Designed in accordance with standard norms, all learning tools are easily accessible, ensuring a perfect learning experience for all users.

### 2.2.3 Course Design

The curriculum is designed by a committee comprising experts from the parent department of the University and Industry experts, keeping in view the needs of the diverse groups of learners.

### 2.2.4 Academic Calendar for Academic Session beginning July 2024

Sr. No.	Event	Session	Month (Tentative)
1.	Commencement of semester	January	January
		July	July
2.	Enrol learner to Learning	January	Within 21 working days from fee deposit and

	Management system	July	Eligibility confirmation
3.	Interactive Live Lectures for query resolution	January	February to May
		July	August to November
4.	Assignment Submission	January	By April
		July	By October
5	Project Report Submission (Wherever applicable during Final semester)	January	Last week of April
		July	Last week of November
6	Term End Examination	January	May onwards
		July	December onwards
7	Result Declaration of End Term Examination	January	By June
		July	By January

### 3. Instructional Design

#### 3.1 Curriculum Design

The curriculum is meticulously designed by experts in the field of Language and Literature, incorporating contemporary topics and fostering environmental awareness. It has received approval from the Board of Studies, the Centre for Internal Quality Assurance (CIQA), and the University Academic Council.

#### 3.2 Program Structure and detailed Syllabus

##### 3.2.1 Program Structure

Sem	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
I	DMAECO101T24	Poetry I From Chaucer to 17th Century	CORE	4	3	1	0	30	70	100

DMAECO102T24	Drama I Elizabethan and Jacobean Drama	CORE	4	3	1	0	30	70	100
DMAECO103T24	Fiction I origins and Developments up to 18th Century	CORE	4	3	1	0	30	70	100
DMAECO104T24	American Literature	CORE	4	3	1	0	30	70	100
DMAECO105T24	Modern English Usage and Grammar	CORE	4	3	1	0	30	70	100
DMAEDS106T24	**Indian Writings in Translation I	DSE	2	1	1	0	30	70	100
DMAEDS107T24	*Classics in Translation I								
DMAEDS108T24	*Afro-American Literature I								
DMAEAE109T24	English Language Lab & Communication	AECC-1	2	1	1	0	30	70	100
	Anyone of the Course*	OE/GE	2	1	1	0	30	70	100
<b>Total Credits</b>			<b>26</b>	<b>18</b>	<b>6</b>	<b>2</b>			

\* Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE  
Anyone of the Course

\*\*Credits can be earned from University course or from MOOC.

Course Code	Course name
DMAEGE101T24	Fundamentals of Biology
DMAEGE102T24	Consumer Protection Law
DMAEGE103T24	Personality Development
DMAEGE104T24	Landscaping
DMAEGE105T24	Yoga, Health and Personality
DMAEGE106T24	Yoga Therapy for Weight Management
DMAEGE101T24	Introduction to Radiation safety

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
II	DMAECO201T24	Research Methodology	CORE	4	3	1	0	30	70	100

DMAECO202T24	Poetry II Eighteenth to Nineteenth Century	CORE	4	3	1	0	30	70	100
DMAECO203T24	Drama II Restoration to Twentieth Century	CORE	4	3	1	0	30	70	100
DMAECO204T24	Fiction II Nineteenth to Twentieth Century	CORE	4	3	1	0	30	70	100
DMAECO205T24	Phonetics and Spoken English	CORE	4	3	1	0	30	70	100
DMAEDS206T24	Indian Writing in Translation II	DSE	2	1	1	0	30	70	100
DMAEDS207T24	Classics in Translation II						30	70	
DMAEDS208T24	Afro-American Literature II						30	70	
DMAEAE209T24	Environmental Science	AECC-2	2	1	1	0	30	70	100
	Anyone of the Course*	GE	2	1	1	0	30	70	100
<b>Total Credits</b>			<b>26</b>	<b>18</b>	<b>8</b>	<b>0</b>			

\* Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE  
Anyone of the Course

CodeNo.	Name of Open/Generic Elective
DMAEGE201T24	Basics of Plant Tissue culture
DMAEGE202T24	Law Relating to Motor Vehicles and Accidents
DMAEGE203T24	Effective Communication
DMAEGE204T24	Soil and water conservation Engg.
DMAEGE205T24	Guidance & counseling
DMAEGE206T24	Stress Management
DMAEGE207T24	Patient care and Patient Safety

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
III	DMAECO301T24	Shakespeare Studies	CORE	4	3	1	0	30	70	100
	DMAECO302T24	Critical Theories-I	CORE	4	3	1	0	30	70	100
	DMAECO303T24	Modern British Literature	CORE	4	3	1	0	30	70	100
	DMAECO304T24	World Literatures	CORE	4	3	1	0	30	70	100
	DMAECO305T24	Linguistics and Applied Linguistics	CORE	4	3	1	0	30	70	100
	DMAEDS301T24	Indian Literature in Translation	DSE	2	1	1	0	30	70	100
	DMAEDS302T24	African-American Literature						30	70	
	DMAEDS303T24	Literature & Gender Studies						30	70	
	DMAESE301T24	Research Writing	SEC	2	1	1	0	30	70	100
		Any one of the Course*	OE/GE	2	1	1	0	30	70	100
<b>Total Credits</b>				<b>26</b>	<b>18</b>	<b>8</b>	<b>0</b>			

Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE

\*Anyone of the Course

Code No.	Name of Open/Generic Elective
DMAEGE301T24	Introduction to Bioinformatics
DMAEGE302T24	Fundamental Rights and Duties
DMAEGE303T24	Social Responsibility & Ethics
DMAEGE304T24	Farm Machinery and Power
DMAEGE305T24	Architectural marvels of India
DMAEGE306T24	Workplace Ergonomics
DMAEGE307T24	General Hospital practice

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
IV	DMAECO401T24	Indian English Literature	CORE	4	3	1	0	30	70	100
	DMAECO402T24	Critical Theory-II	CORE	4	3	1	0	30	70	100
	DMAECO403T24	Modern British literature II	CORE	4	3	1	0	30	70	100
	DMAECO404T24	Literature after World War-II	CORE	4	3	1	0	30	70	100
	DMAECO405T24	Stylistics and Discourse Analysis	CORE	4	3	1	0	30	70	100
	DMAEDS406T24	Violence and Memories Studies	DSE	2	1	1	0	30	70	100
	DMAEDS407T24	Women's Writing								
	DMAEDS408T24	Media and Film Studies								
	DMAEDIS401T24	Dissertation	Dissertation / Project	4	0	0	4	30	70	100
		Anyone of the Course*	GE	2	0	0	2	30	70	100
<b>Total Credits</b>				<b>28</b>	<b>16</b>	<b>6</b>	<b>6</b>			

Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE

\*Anyone of the Course

CodeNo.	Name of Open/Generic Elective
DMAEGE401T24	Scientific Communication
DMAEGE402T24	Environmental Law
DMAEGE403T24	Finance For Non Finance Professionals
DMAEGE404T24	Agribusiness Management
DMAEGE405T24	Life Skill Education
DMAEGE406T24	Exercise for Women's Health
DMAEGE401T24	Clinical Examination of Visual System

### 3.2.2 Detailed Syllabus of MA-ENGLISH

Detailed syllabus of MA-ENGLISH is attached in Annexure-I.

### 3.3 Duration of the Program

Program	Level	Duration	Maximum duration for completion	Credits
M.A. –English	Master’s Degree	2 years (4 Semesters)	4 Years	106

### 3.4 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details)

Academic Staff	Number available to meet the norms
Program Coordinator	1 Member
Course Coordinator	44
Course Mentor	1 Member per batch of 250 students

### 3.5 Instructional delivery mechanisms

JNU boasts a fully dedicated team of faculty members and staff proficient in delivering lectures through CDOE – JNU. At the commencement of each session, students will receive the academic calendar via the Learning Management System (LMS). The distribution of self-learning material, audio, and video content to students will be facilitated through the LMS via the following delivery channels:

- Self-Learning Material (Hard Copy will be provided to student )
- EBooks
- Study Guide
- Question Bank in Learning Management system - For Practice Test through LMS
- Audio / Video Component in Learning Management System
- Assignments (Submitted through Assignment Response Sheet)
- Personal Contact Program would be conducted at University Campus.
- Live Interactive Sessions would be conducted through the learning management system

### 3.6 Identification of media-print, audio, or video, online, computer aided

The Learning Management System (LMS) serves as a comprehensive digital platform, offering a multitude of features including recorded faculty video lectures, live sessions, e-content comprising study material, open source materials, and graded assessments.

For each module within a course, there will be one live session conducted by the respective faculty member, focusing on a specific topic. CDOE-JNU has curated study material that is clear and easily comprehensible, complete with concise summaries, self-assessment questions, and case studies.



Access to these course materials is facilitated through:

- Login credentials provided in the welcome email sent by the university
- Students can also log in via the University website at <https://lms.jnujaipur.ac.in/>

## Courseware

Through the Learning Management System (LMS), students will have access to a comprehensive array of course materials mentioned above.

The Dashboard feature of the LMS serves to track and monitor students' learning progress. It includes functionalities such as:

- Monitoring progress in learning
- Comparing progress with peers
- Receiving regular notifications about upcoming Live Sessions, assignments, and examinations

## 3.7 Student Support Services

Students will have access to support services provided by CDOE-JNU through the Student Relationship Management (SRM) system for queries related to administration and general technical issues. A ticketing system integrated into the LMS will enable learners to connect with the CDOE-JNU technical team for support services, with resolutions handled by the appropriate authority. Notifications will also be sent to the Deputy Registrar to ensure queries are addressed within 24 hours or sooner.

For academic course-related queries, students can raise queries directly with the Course Coordinator, Program Coordinator, and Deputy Director. Queries should be resolved within 48 hours of being raised, with the Program Coordinator responsible for managing and resolving any unresolved matters. The Deputy Director will ensure the timely resolution of academic queries.

In addition to academic excellence, CDOE-JNU prioritizes the holistic development of its students. The department supports various initiatives to broaden students' opportunities and shape them into future leaders.

## 4. Assessment and Evaluation

### 4.1 Overview

The evaluation of students' learning will encompass internal assignments, quizzes, learner response sheets, and end-of-term examinations. CDOE-JNU follows a rigorous process in the development of question papers, creation of question and quiz banks, preparation and moderation of assignments, administration of examinations, analysis

of answer scripts by qualified academics, and declaration of results. Question papers are meticulously framed to ensure comprehensive coverage of the syllabus.

The evaluation process will include two types of assessments:

<b>Examination Name</b>	<b>Marks Division</b>
Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow <b>Annexure VI</b> for guidelines and pre-requisites for Proctored Examination)	70%

The examinations are designed to evaluate the knowledge acquired during the study period.

For theory courses, internal evaluation will be conducted through Continuous Internal Assessment (CIA), which includes assignments and quizzes. The internal assessment will contribute a maximum of 30 marks for each course.

At the end of each semester, an end-of-semester examination will be held for each course, lasting two hours.

**Guidelines issued by the Regulatory Bodies from time-to-time about conduct of examinations shall be considered and new guidelines if any will be implemented.**

#### **4.2 Question Paper Pattern**

**Exam Time: 2 Hours**

**Max. Marks: 70**

Exam will be comprising of 70 Multiple-Choice Questions (1 Mark Each) – 70 Marks

#### 4.3 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for internal marks for theory courses. Weightage for Assignment is provided below:

Particular	A1 (MCQ Type)	A2 (MCQ Type)
Marks	15	15

Note: Refer to **Annexure VI** and **VII** for reference to the question paper pattern and formats of documents accepted. Students may re-appear for CIA up to next two semesters and has to follow the same procedure. For the last semester the academic rules shall apply.

#### 4.4 Statistical Method for the Award of Relative Grades

Letter Grade	Grade point	Range of Marks(%)
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Above average)	6	50-59
C (Average)	5	40-49
P (Pass)	4	35-39
F (Fail)	0	0-34
Ab (Absent)	0	Absent

##### Abbreviations:

CO	Core Course	MM	Maximum Marks
DSC	Discipline Specific Course	MO	Marks Obtained
GE	Generic Elective Course	SE	Skill Enhancement
AE	Ability Enhancement	DSE	Discipline Specific Elective

#### 4.4.1 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

##### Semester Grade Point Average (SGPA):

It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses taught in a semester.

$$SGPA = \frac{\sum C.G.}{\sum C}$$

Where, G is grade and C. is credit for a Course.

**Cumulative Grade Point Average (CGPA):**  $CGPA = \frac{\sum (C_i \times S_i)}{\sum C}$

Where,  $S_i$  is the SGPA of the semester and  $C_i$  is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Note:

- In case of any mistake being detected in the preparation of the Grade Statement at any stage or when it is brought to the notice of the concerned authority the University shall have the right to make necessary corrections.

#### **4.4.2 Cumulative Grade Point Average (CGPA)**

CGPA will be used to describe the overall performance of a student in all courses in which letter grades are awarded since his entry into the University or transferred from other University upto the latest semester as per the procedure provided in JNU Academic Regulations. It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University or transferred from other University. Since multiple performance in a course in which the student has already received a grade is possible, whenever through such a process a new grade is obtained, it will replace the earlier one in the calculation of CGPA. On the other hand, if through this process merely a report emerges, this event by itself will not alter the CGPA.

A student's grades, reports, CGPA, etc. at the end of every semester/term will be recorded on a grade card, a copy of which will be issued to him. The grade card will be withheld if a student has not paid his dues or when there is a pending case of breach of discipline or a case of unfair means against him.

The faculty members also responsible for maintaining the complete records of each student's attendance, performance in different components of evaluation. If a scrutiny or statistical analysis becomes necessary, the above records and any other pertinent information should be made available by the faculty member of the course.

#### **4.4.3 Conversion Factor**

Formula for Conversion of CGPA to Percentage:

$$\text{Percentage of marks} = CGPA \times 10$$

## **4.5 Grade card**

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration.

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is transcript which is issued at the time the student leaves the University or at an intermediate point on request.

### **4.5.1 Grade cards and Certification – Student Communication**

- The student can get soft copy of grade cards through the University website, the hard copy grade card would be provided only after successfully completion of full program along with degree certificate.
- Once the student completes all the mandated assignments, examinations and projects (if applicable) the final mark sheet/grade card and certificate would be dispatched by the University to the student registered address.
- All pending payments/dues need to be cleared by the student, before the final certification.
- If required, the University may request the mandatory documents from student as submitted during admission time, the students may have to re-submit the same if required during final degree certification.

Students need to apply for degree by filling the degree application form and submit all the required documents and the applicable degree processing application fees as mentioned in this document.

### **4.5.2 Results, grade card and Degree Logistics–Internal Process**

- After verification of all data by the Controller of Examination, the results would be published on the CDOE-JNU website.
- Students need to download and save the copy of semester / year wise results.

CDOE-JNU would provide hard copy grade cards and degree certificate at the end of the program to students who have successfully completed the program. Students who successfully completed the program will receive hard copy mark sheet/grade cards and a degree certificate from the University at the end of the program. A provision for On Demand Mark Sheets can be provided wherein student would have to fill the requisition and pay postal charges enabling university to dispatch the hard copy marksheets as requested by the student; prior to completion of the overall program.

## 5. Requirement of the Laboratory Support and Library Resources

### 5.1 Laboratory Support

Jaipur National University offers access to state-of-the-art laboratories equipped with the latest tools and resources necessary for research and analytical work. The laboratory support at JNU aims to foster a robust research environment, encouraging students to develop essential skills required for their academic and professional growth.

### 5.2 Library Resources

The Central Library at CDOE-JNU offers a comprehensive range of sections, including reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. With a collection exceeding 1,00,000 books, the library also provides access to e-journals, online databases such as Scopus and Web of Science, and institutional repositories featuring rare book collections. University has 449 subscriptions of online and offline Journals. Equipped with modern facilities like reading rooms, computer labs, and quiet study areas, the library fosters a conducive environment for learning and intellectual growth. Additionally, the library frequently organizes workshops, seminars, and exhibitions to enhance academic engagement and promote a culture of continuous learning.

All electronic resources can be accessed seamlessly through the Local Area Network (LAN) on campus, as well as remotely via login credentials. This ensures convenient access to resources for students, faculty, and researchers both on-site and off-site.

## 6. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis) :

Sl. No.	Expenditure Heads	Approx. Amount
1	Program Development (Single Time Investment)	23,00,000 INR
2	Program Delivery (Per Year)	5,00,000 INR
3	Program Maintenance (Per Year)	15,00,000 INR

## 7. Quality Assurance Mechanism

The quality of a program hinges upon the course curriculum, syllabus, and academic delivery, all of which are meticulously designed to bridge the gap between industry standards and academia. To uphold this standard, the Centre for Internal Quality Assurance (CIQA) and the Academic Council play crucial roles.

The Academic Council is entrusted with ratifying the curriculum and any proposed changes recommended by CIQA to ensure the continual enhancement and maintenance of quality in education at CDOE-JNU.

The Centre for Internal Quality Assurance (CIQA) is tasked with several responsibilities:

- (i) Conducting periodic assessments of learning course materials and audio-video tutorials to maintain the quality of learning.
- (ii) Soliciting stakeholder feedback and implementing recommended changes to meet the evolving needs of course delivery and industry requirements.
- (iii) Evaluating the quality of assignments, quizzes, and end-term assessments and providing suggestions for enhancements to sustain the learning program's standards.
- (iv) Ensuring that the learning experience is truly global, aligning with program outcomes and reflecting the vision and mission of JNU.

The Chief Operating Officer (CoE) of the University oversees examinations and the evaluation system to ensure fairness and integrity in the assessment process.

CDOE-JNU is committed to continual improvement, striving to enhance processes, assessments, teaching methodologies, and e-learning materials in line with implementation of the New Education Policy (NEP). The University is dedicated to delivering exceptional education across all learning modes while adhering to NEP, UGC, and other regulatory guidelines, fostering a truly global educational environment.

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**SEMESTER I**

**Course Name: Poetry I From Chaucer to 17th Century**

**Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate knowledge of major poets and poetic movements from Chaucer to the 17th century in English literature.	Knowledge
CO2	Understand the historical and cultural contexts that influenced the development of poetry during this period.	Understand
CO3	Apply literary analysis skills to identify and explain various poetic forms, styles, and techniques of the era.	Apply
CO4	Analyze the thematic concerns, symbolism, and metaphorical elements present in selected poems from this period.	Analyze
CO5	Evaluate the impact of socio-political factors on the poetry of the time, considering different critical perspectives.	Evaluate
CO6	Create original interpretations or responses to the poetic works studied, demonstrating an understanding of the styles and themes of the period.	Create

**Course Content**

**Unit I**

Geoffrey Chaucer: The Prologue to the Canterbury Tales

**Unit II**

Edmund Spenser: The Faerie Queen (Stanzas 1-5 of Canto 1 of Book 1) Edmund Spenser: Sonnets No. 83, 84, 85, 86, 87.

**Unit III**

John Donne: ‘The Canonization’, ‘A Valediction: Forbidding Mourning’ Andrew Marvell: ‘The Garden’

**Unit IV**

John Milton: Paradise Lost (Book I)

**Unit V**

Alexander Pope: The Rape of the Lock

**Reference**

Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1953.

Daiches, David. *A Critical History of English Literature*. Secker and Warburg Ltd, 1961.



Eagleton, Terry. <i>How to Read a Poem</i> . Blackwell, 2007.
Gardner, Helen, editor. <i>Metaphysical Poets</i> . Penguin, 1957.
Kreutzer, James. <i>Elements of Poetry</i> . Macmillan, 1971.
Lewis, C.S. <i>A Preface to Paradise Lost</i> . OUP, 1942.
Newman, Brooks Peter, editor. <i>Reformation Principle and Practice</i> . Scholar Press, 1980.
Rickett, Compton Arthur. <i>A History of English Literature: From Earliest Times to 1916</i> Dodge Publishing Comp,

Course Name: **Drama I Elizabethan and Jacobean Drama**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of major Elizabethan and Jacobean playwrights, their works, and the historical context of the era.	Knowledge
CO2	Understand the characteristics and conventions of Elizabethan and Jacobean drama, including themes, styles, and dramatic techniques.	Understand
CO3	Apply critical analysis to interpret and explain the socio-cultural and political dimensions reflected in selected plays.	Apply
CO4	Analyze the structure, language, and dramatic devices employed by playwrights of the period, such as Shakespeare and Marlowe.	Analyze
CO5	Evaluate the cultural significance and enduring impact of Elizabethan and Jacobean drama on subsequent literary and theatrical traditions.	Evaluate
CO6	Create original insights or responses to the studied plays, demonstrating an appreciation for the complexity and richness of Elizabethan and Jacobean drama.	Create

#### Unit I

**Christopher Marlowe: *Doctor Faustus***

#### Unit II

**William Shakespeare: *Hamlet*;**

#### Unit III

**Ben Jonson: *Every Man in His Humours*;**

#### Unit IV

**John Webster: *The Duchess of Malfi*;**

#### Unit V

**Thomas Middleton and William Rowley: *The Changeling***

## Reference

Bradley, A C. <i>Shakespearean Tragedy</i> . Penguin, 1991.
Evans, G. <i>Elizabethan Jacobean Drama: The Theatre in its Time</i> . New Amsterdam Books, Reprint edition, 1998.
Marlowe, C. <i>Doctor Faustus and Other Plays</i> . OUP, 2010.
Shakespeare, W. Hamlet. <i>Arden Shakespeare</i> , 2013.
Smith, E. and Garrett A. Sullivan, eds. <i>The Cambridge Companion to English Renaissance Tragedy</i> . Cambridge UP, 2010.
Bradley, A C. <i>Shakespearean Tragedy</i> . Penguin, 1991.

Course Name: **Fiction I Origins and Developments up to 18th Century**

## Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the origins and early developments of fiction, including key literary works and influential authors up to the 18th century.	Knowledge
CO2	Understand the historical, cultural, and literary contexts that shaped the emergence and evolution of fiction during this period.	Understand
CO3	Apply critical theories and methodologies to analyze and interpret selected fictional texts from the specified era.	Apply
CO4	Analyze the stylistic features, narrative techniques, and thematic elements employed by significant authors in early fiction.	Analyze
CO5	Evaluate the societal impact and cultural significance of early fiction in shaping literary traditions and perceptions.	Evaluate
CO6	Create original insights or scholarly responses demonstrating a nuanced understanding of the origins and developments of fiction up to the 18th century.	Create

## Course Content

### Unit I

Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel.

### Unit II

Earlier Trends in fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.

### Unit III

Charles Dickens- *Oliver Twist* Jane Austen- *Pride and Prejudice* Thomas Hardy- *Tess of the d'Urbervilles*  
William Golding- *Lord of the Flies*

## Reference

Geoffrey Galt Harpham, M. H. Abrams, <i>Glossary of Literary Terms</i> , Cengage Learning
Dickens, Charles, <i>Oliver Twist</i> , Pan Macmillan, 2016
Austen, Jane, <i>Pride and Prejudice</i> , Unbound Script. 2020

Hardy, Thomas, *Mayor of Caster bridge*, Penguin Books Ltd, 2020

Golding ,William, *Lord of the Flies*, Penguin Putnam Inc. 2019

Course Name: **American Literature**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire in-depth knowledge of the major movements, periods, and literary works in American literature across different epochs.	Knowledge
CO2	Understand the cultural, historical, and social contexts that have influenced the development of American literature.	Understand
CO3	Apply various literary theories and critical approaches to analyze representative texts from different periods of American literature.	Apply
CO4	Analyze the stylistic and thematic elements in the works of prominent American authors, exploring their contributions to the literary canon.	Analyze
CO5	Evaluate the impact of American literature on shaping national identity, reflecting cultural diversity, and addressing societal issues.	Evaluate
CO6	Create original interpretations or critical responses that demonstrate a nuanced understanding of American literary traditions and their significance.	Create

### Course Content

#### Unit I

Introduction to American Literature  
The Colonial Period (1492-1700)

The Revolutionary Period (1700-1800)

The Period of Romanticism and Transcendentalism (1800-1880), American Realism and Naturalism (1860-1930), American Modernism and the First half of the 20<sup>th</sup> Century American Literature in the second half of the 20th century

#### Unit II – Poetry

R.W. Emerson - Hamatreya  
Edgar Poe - The Raven  
Walt Whitman - Crossing Brooklyn Ferry

Emily Dickinson - 'Hope' is the Thing with Feathers  
Just Lost, When I was Saved!  
Robert Frost - Home Burial

#### Unit III – Prose

Jack London - What Life Means to Me

Edgar Allan Poe - The Philosophy of Composition  
Henry David Thoreau - Civil Disobedience  
Ralph Waldo Emerson - The Over-Soul

#### Unit IV – Drama

Tennessee Williams - Glass Menagerie  
Amiri Baraka - The Dutchman  
Unit V – Fiction

### Reference

Melville, Herman. Moby Dick. Tom Doherty Associates, 1996.
Hawthorne, Nathaniel. The Scarlet Letter, Ticknor, Reeds & Fields, 1850.
Hemingway, Ernest. A Farewell to Arms. (Scribner) Publications, 1929.
Baraka, Amiri. The Dutchman , Slave Harper Perennial, 1971.
Norton's , Anthology of American Literature,2016.
Whitman, Walt, Leaves of Grass, Oxford Worlds Classics,1998.(OUP)
Oliver S.Egbert, An Anthology of American Literature.1890-1965, Vol-II
Perkins, George&Bradley, Scully, The American Tradition in Literature, 7th Edition, Vol.I. USA: McGraw Hill Publishing Company, 1990.
American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman.SujataGurudev, Atlantic, 2011, 1st Edition.
Studies in American Literature. Edited by Mohit K. Ray, Atlantic, 2011, 1st Edition.
Philosophy of Composition, Edgar Allan Poe, Createspace Independent PublishingPlatform, 2015, 1st Edition.
Cunliffe, Marcus. American Literature to 1900. New York: P. Bedrick Books, 1987.
Matthiessen, F O. American Renaissance: Art and Expression in the Age of Emerson and Whitman.N.p., 1941.
McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. New York:Macmillan, 1985.

### Course Outcomes

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire a comprehensive knowledge of the principles and rules governing modern English usage and grammar.	Knowledge
CO2	Understand the nuances of grammatical structures and syntactical elements in different types of written and spoken English.	Understand
CO3	Apply the rules of modern English usage and grammar effectively in various written and oral communication contexts.	Apply
CO4	Analyze complex sentences, identifying grammatical structures and syntactic patterns, to enhance language comprehension.	Analyze
CO5	Evaluate the appropriateness of grammatical choices in different registers and genres of English discourse.	Evaluate
CO6	Create grammatically accurate and stylistically effective written and spoken expressions in diverse communicative situations.	Create

### Course Content

#### UNIT 1

A Systematic Survey of English, Syntax, The sentence

The structure of the clause, The structure of the phrase, Word classes

#### UNIT 2

Usage Issues in Modern English Grammar, Punctuation , Usage Problems Subject-verb agreement, Case, Auxiliaries , Modals and Non-Modals : Their Function

Adjective-Adverb Confusions Question ,Formation and Question Tags

#### UNIT 3

Different Concepts and Notions, Request, Order, Questions, Condition Purpose, Suggestion, Wishes, Hope, Intention, Obligation, Contrast Concession

## UNIT 4

Reported Speech, Active- Passive Voice Job application, Writing Resume

### Reference

Ehrlich, Eugene. <i>English Grammar</i> . McGraw-Hill, 2011.
Wren & Martin <i>High School English Grammar &amp; Composition</i> ,. Blackie Elt Books, an Imprint of S.Chand Publishing, 2018.
Humphreys, Gordon Stephen. <i>English Grammar</i> . Hodder and Stoughton, 1977.
Stewart, Lillian Kimball. <i>English Grammar</i> . Forgotten Books, 2015.
Longman <i>Essential Activator</i> . EieiJiten. Pearson Education, 2008.
Seidl, Jennifer. <i>Grammar</i> . Oxford University Press, 2011.

**Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Gain in-depth knowledge of prominent Indian literary works translated into English, spanning various genres and periods.	Knowledge
CO2	Understand the cultural, historical, and socio-political contexts influencing the chosen Indian writings in translation.	Understand
CO3	Apply critical and analytical skills to interpret and evaluate the nuances of translation in conveying cultural nuances.	Apply
CO4	Analyze the linguistic and stylistic choices made in the translation process, considering their impact on the text.	Analyze
CO5	Evaluate the effectiveness of translation in preserving the authenticity and literary merit of the original works.	Evaluate
CO6	Create well-informed and nuanced critiques of Indian writings in translation, demonstrating an understanding of the issues involved.	Create

**Course Content**

**Unit I:**

**Indian Translation Theory Selections from Indian Translation Theory:**

Selections from Sujit Mukherjee's – Translation as Discovery Translation as Recovery Selections from P.

Lal's—Transcreation Devy, G. N. "Translation Theory: An Indian Perspective."

Trivedi, Harish. "In Our Own Time, On Our Own Terms 'Translation' in India".

Bassnett, Susan and Trivedi, Harish. "Introduction: of colonies, cannibals and vernaculars" Ameena Kazi

Ansari and Anisur Rahman. "Translation/Representation: The Indian Context" Ayyappa Panikkar. "Towards an

Indian Theory of Literary Translation" M. Asaduddin. "Translation and Indian Literature: Some Reflections"

Tejaswini Niranjana's "Introduction" to Siting Translation

## Unit II: Novels and Short Stories

- Novels: 1. Rabindranath Tagore : Home and the World  
2. Indira Goswami : Pages Stained with Blood  
Short stories: 1. Ismat Chughtai : Kafir  
2. Bhagavatcharan Panigrahi : Mrigaya

## Unit III: Poetry and Plays

Poetry: 1. Selections from The Oxford India Ghalib: Life, Letters and Ghazals, edited by Ralph Russell. (4 Poems)

Plays: 1. P. Lal (Ed) : Great Sanskrit Plays in Modern Translation (Selections) 2. Girish Karnad : Fire and the Rain

## Unit IV: Practice of Translation

This would involve students in the act of translation through workshops, assignments and classwork.

## References

Ansari, Ameena Kazi and Anisur Rahman (ed.). 2007. <i>Translation/Representation</i> . New Delhi: Creative Books.
Baker, Mona. 2006. <i>In Other Words: A Coursebook on Translation</i> . London and New York: Routledge.
Bassnett, Susan. 2004. <i>Translation Studies</i> . New Delhi, Oxford University Press.
Bassnett, Susan and Harish Trivedi. 1999. <i>Postcolonial Translation: Theory and Practice</i> . London and New York: Routledge.
Chaudhuri, Sukanta. 1999. <i>Translation and Understanding</i> , New Delhi: OUP.
Chughtai, Ismat. 2009. <i>Lifting the Veil: Selected Writings of Ismat Chughtai</i> . Trans. by M. Asaduddin. India: Penguin.
Dingwaney, Anuradha and Carol Maier. (ed.) 1996. <i>Between Languages and Cultures: Translation and Cross-Cultural Texts</i> . Pittsburgh: University of Pittsburgh.
Gentzler, Edwin. 2001. <i>Contemporary Translation Theory</i> . Great Britain: Cromwell Press.
Hermans, Theo. 2006. <i>Translating Others</i> . Vol.1 .Manchester: St Jerome Publishing.
Khusrao, Amir. 2013. <i>In the Bazaar of Love: The Selected Poetry</i> . by Amir Khusrao. Trans. by Losensky and Sunil Sharma. United Kingdom, Penguin.
Ghalib, Mirza. 2008. <i>The famous Ghalib</i> . Trans. by Ralph Russell. The University of Michigan, Lotus Collection. Lal, P. 1972.



Lefevere, Andre. 1992. <i>Translation History Culture: A Sourcebook</i> . London and New York: Routledge.
Mukherjee, Tutun. 1998. <i>Translation: From Periphery to Centre stage</i> . New Delhi: Prestige Books.
Mukherjee, Sujit. 1991. <i>Translation as Discovery</i> . New Delhi, Allied Publishers. 2009. <i>Translation as Recovery</i> . New Delhi, Pencraft International.
Mohapatra, K.K. et al. 1998. <i>The Harper Collins Book of Oriya Short Stories</i> . Nida, Eugene. 1964. <i>Towards a Science of Translating</i> . Bill Archive.

Course Name: **Classics in Translation I**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Acquire a profound knowledge of classical literary works from various cultures translated into English.	Knowledge
CO2	Understand the cultural, historical, and linguistic contexts that shaped the original classical texts.	Understand
CO3	Apply theoretical frameworks to analyze the challenges and strategies involved in translating classical literature.	Apply
CO4	Analyze the impact of translation on the reception and interpretation of classical works in different linguistic and cultural settings.	Analyze
CO5	Evaluate the fidelity of translations in preserving the essence, style, and thematic richness of classical texts.	Evaluate
CO6	Create comparative analyses exploring the nuances of different translations and their implications for understanding classical literature.	Create

### Course Content

#### UNIT 1 – POETRY

A general introduction to world classics in translation Poetry, a brief introduction For Detailed Study Homer- Odyssey.

For Non -Detailed Study- Kalidasa -Meghdood

#### UNIT 2 – DRAMA

A brief introduction to world drama in general For detailed study: Sophocles: Oedipus Rex For non-detailed study: Bhasha: Karnabharam

#### UNIT 3 – FICTION AND SHORT STORIES

A brief introduction Fiction:  
 Non detailed study -Dostoevsky: Notes from underground ,  
 Short Fiction: Detailed study -Leo Tolstoy: The repentant sinner Dharamvir Bharati - Anda YugPremchand- Hazari Pang

### Reference

Dante, <i>The Devine Comedy</i> , Penguin Putnam Inc, 2020
A.S. Pushkin, <i>Pushkin Poems</i> , Maestro Publishing Group. 2018
Sophocles , <i>Oedipus Rex</i> , Dover Publications Inc, 2019
Dostoevsky, <i>Notes from underground</i> , translated Richard Peaver and Larissa Yolkhosnsky Random House USA Inc
Hermann Hesse, <i>Siddhartha</i> , Maple Press. 2019

Course Name: **Afro- American Literature I**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Demonstrate an in-depth knowledge of the historical and cultural contexts that gave rise to Afro-American literature.	Knowledge
CO2	Understand the unique literary forms, themes, and narrative techniques employed in Afro-American literary works.	Understand
CO3	Apply critical theories to analyze the representation of identity, race, and social issues in Afro-American literature.	Apply
CO4	Analyze the evolution of Afro-American literature in response to historical events and cultural shifts.	Analyze
CO5	Evaluate the contributions of prominent Afro-American writers to the literary canon and their impact on society.	Evaluate
CO6	Create original interpretations and perspectives on Afro-American literary texts through critical and creative engagement.	Create

### Course Content

#### UNIT 1

Dudley Randall: ‘Ballad of Birmingham’ James Weldon Johnson: ‘Lift Every Voice and Sing’  
 Langston Hughes: ‘Harlem’ Maya Angelou : ‘Still I Rise’ Rita Dove: ‘Persephone, Falling’

#### UNIT 2

Lorraine Hansberry: *Raisin in the Sun*

### UNIT 3

Alex Haley- *Roots*

### UNIT 4

Toni Morrison: *Sula*

James Baldwin: *Go Tell It on the Mountain*

13<sup>th</sup> Amendment

### References

Gates, Henry Louis, and Nellie Y. McKay. <i>The Norton Anthology of African American Literature</i> . W.W. Norton & Co., 1996.
Hansberry, Lorraine, et al. <i>A Raisin in the Sun: the Unfilmed Original Screenplay</i> . PawPrints, 2008.
Equiano, Olaudah. “ <i>The Interesting Narrative of the Life of Olaudah Equiano.</i> ” 2009, doi:10.1017/cbo9781139583657.
Emanuel, James A. Langston Hughes. Twayne Publishers, 1995.
Ingle, Zachary. ““ <i>White Fear</i> ’ and the Studio System: A Re-Evaluation of Hansberry’s Original Screenplay of ‘ <i>A Raisin in the Sun.</i> ”” JSTOR, 1 Jan. 2009, www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway.
Cooper, David. “Hansberry’s a Raisin in the Sun.” <i>The Explicator</i> , vol. 52, no. 1, 1993, pp.59–61., doi:10.1080/00144940.1993.9938741.
Equiano, Olaudah. “The Interesting Narrative of the Life of Olaudah Equiano.” 2009, doi:10.1017/cbo9781139583640.
“Overview of Discourse Analysis.” <i>Discourse Analysis</i> , 2017, pp. 3–26., doi:10.4324/9781315621340-1

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire a comprehensive knowledge of English phonetics, grammar, and vocabulary through practical language exercises.	Knowledge
CO2	Understand and apply effective verbal and non-verbal communication strategies in various professional contexts.	Understand
CO3	Apply advanced language skills to produce clear, coherent, and culturally appropriate written and spoken communication.	Apply
CO4	Analyze linguistic and rhetorical features in diverse forms of communication, including speeches, essays, and debates.	Analyze
CO5	Evaluate and critique communication styles, identifying strengths and areas for improvement in both written and oral expression.	Evaluate
CO6	Create and deliver engaging presentations, demonstrating mastery of language skills and effective communication techniques.	Create

**Course Content:**

**UNIT 1**

***Pronunciation and Articulation***

Air stream mechanisms--Organs of speech—Place of articulation—Manner of articulation— voiced and voiceless sounds—Vowels and consonants—Practice in pronouncing speech sounds in isolation and in words.

**UNIT 2**

***Intonation***

Intonation pattern at the sentence level—Tone —Rising tone—falling tone—fall-rise tone— Common rules and examples

### **UNIT 3**

#### ***Syllables and Pronunciation***

Syllables and syllabification (revision)—Word accent—Common rules of word stress— Mono- and di-syllabic words and pattern of pronunciation in the case of the latter—Threesyllable words and their pronunciation- Practice in pronouncing selected (about 500) words of day to day use.

### **UNIT 4**

#### ***Phonetics Practice***

Transcription of words- Marking stress patterns- two syllables- three syllables words and their phonetic transcription

#### **SUGGESTED READINGS:**

Coulter, Geoffrey R. Phonetics and Phonology. Academic Press, 1993.
Manohar, D. Murali. Phonetics and Spoken English. Atlantic Publishers & Distributors, 2012.
Fidge, Louis. Phonetics. Letts Educational, 2003.

## SEMESTER II

Course Name: **Research Methodology**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire foundational knowledge of research methodologies, including qualitative and quantitative approaches.	Knowledge
CO2	Understand the ethical considerations and principles underlying research in the field of English literature.	Understand
CO3	Apply research design principles to formulate and structure research questions relevant to literary analysis.	Apply
CO4	Analyze and interpret literary data using appropriate research methods and tools, demonstrating critical thinking.	Analyze
CO5	Evaluate the strengths and weaknesses of different research methodologies in the context of literary studies.	Evaluate
CO6	Create a well-designed research proposal, showcasing the ability to synthesize research concepts for a specific study.	Create

### Course Content

#### Unit 1:

Basics of Research- definition, meaning, objectives and types; The Philosophy of research- Academic writing- nature of inquiry in Literature; Social Sciences and Humanities- Research procedure in Literature and Linguistics.

#### Unit 2:

Basics of Academic Writing- Requirements of Research Paper; How to write a research paper; Format and Components of Research Proposal (Synopsis and Abstract); Format and Components of Dissertation /Thesis

#### Unit 3:

Tools of Research MLA Style Sheet - (Latest Edition) Transactional Modes; Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper.

#### Unit 4:

Ethics of research- Plagiarism, Consulting e-journals, Web references, research sites, web indexes, e-mail discussion groups, virtual libraries and web search engines.

### Referances

Brooks, Cleanth & Robert Penn Warren. <i>Modern Rhetoric</i> . 3rd ed. New York: Harcourt, Brace & World, 1970.
Gibaldi, Joseph. <i>MLA Handbook for Writer of Research Papers</i> . 7th ed. New Delhi: Affiliated East West Press, 2008.
Anderson, Jonathan. <i>Thesis and Assignment Writing</i> . New York: J. Wiley & Sons, 1970
Naik P.K. & Dubey P. <i>Methodology</i> , A.P.H. Publishing Corporation,

Course Name: **Poetry II Eighteenth to Nineteenth Century**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Demonstrate a deep knowledge of major poetic movements, styles, and themes from the eighteenth to nineteenth centuries.	Knowledge
CO2	Understand and analyze the cultural, historical, and literary contexts influencing the poetry of this period.	Understand
CO3	Apply critical approaches to interpret and analyze complex poetic forms, structures, and literary devices.	Apply
CO4	Analyze the socio-political implications of selected poems, recognizing the poets' perspectives on relevant issues.	Analyze
CO5	Evaluate the effectiveness of poetic expression, considering aesthetic and emotional impact on readers.	Evaluate
CO6	Create original critical interpretations of poems from the eighteenth to nineteenth centuries, demonstrating analytical and creative thinking.	Create

### Course Content

#### UNIT 1

Edward Albert: The Return to Nature

#### UNIT 2

William Blake The Shepherd; The Little Black Boy; Earth's Answer; The Sick Rose, William Collins

Ode on the Poetical Character; Ode to Evening, Ode to Fear.

Thomas Gray – Elegy written in a country Churchyard James Thomson- The Seasons

### UNIT 3

William Wordsworth The Solitary Reaper, I Wandered Lonely as a Cloud

S.T. Coleridge Christabel (Part I and II), The Rime of the Ancient Mariner, Kubla Khan  
Lord Byron Don Juan, She Walks in Beauty; Childe Harold's Pilgrimage'

### UNIT 4

P.B. Shelley – Ode to west wind

John Keats: Ode to Nightingale, Ode to Autumn, Ode on Grecian Urn Mathew Arnold- Dover Beach

### Reference

Hall, Spencer. <i>Approaches to Teaching Shelley's Poetry</i> . Modern Language Association of America, 1990.
Baugh, Albert C. <i>A Literary History of England</i> . Appleton-Century-Crofts, 1948.
Byron, George Gordon Byron, et al. <i>Poems of George Gordon, Lord Byron</i> . Crowell, 1969.
Coleridge, Samuel Taylor, and Doré Gustave. <i>The Rime of the Ancient Mariner</i> . Chas. R. Wood and Associates, 1952.
Coleridge, Samuel Taylor. <i>Christabel</i> . Forgotten Books, 2016.
Deane, Lorna. <i>The Solitary Reaper</i> . MacDonald, 1945.
Doughty, Oswald. William Collins. Publisher Not Identified, 1973.
Golden, Morris. <i>Thomas Gray</i> . Twayne Publishers, 1988.
Just, Adolf, and Henry Arthur. Nesbitt. <i>Return to Nature</i> . G. Routledge & Sons, 1912.
Keats, John, and Susan J. Wolfson. <i>John Keats</i> . Pearson Longman, 2007.
Keats, John. <i>The Poetical Works and Other Writings of John Keats</i> . Phaeton Press, 1970.
Shelley, Percy Bysshe, and Di Wu. Xuelai Shu Qing Shi Quan Ji = P.B Shelley: the Complete Lyrical Poems. Zhejiang Wen Yi Chu Ban She, 1994.
Wordsworth, William, and Matthew Arnold. <i>Poems of Wordsworth</i> . Forgotten Books, 2015.
Wordsworth, William. <i>Prelude</i> . David R Godine, 2018.



## Course Name: **Drama II Restoration to Twentieth Century**

### Course Outcome

CO No.	CO Statement	Taxonomy
CO1	Acquire in-depth knowledge of major dramatic works from the Restoration to the Twentieth Century, including key playwrights and genres.	Knowledge
CO2	Understand the historical, cultural, and social contexts influencing the development of drama during this period.	Understand
CO3	Apply theoretical frameworks to analyze and interpret complex dramatic structures, themes, and characterizations.	Apply
CO4	Analyze the evolution of dramatic techniques and forms, considering the impact of societal changes on theatrical expression.	Analyze
CO5	Evaluate the effectiveness of dramatic elements in conveying themes, emotions, and social commentary within selected plays.	Evaluate
CO6	Create insightful and original critical interpretations of dramatic texts, demonstrating analytical and creative thinking.	Create

### Course Content

#### UNIT - I

Literary and Intellectual background of drama from the Restoration up to the 20th Century

#### UNIT - II

Wycherly: The Country Wife

Aphra Behn: The Rover

John Dryden: All for Love/ The World that we lost

#### UNIT - III

Oliver Goldsmith : She Stoops to Conquer

G. B. Shaw : Arms and the Man T. S. Eliot : Family Reunion

#### UNIT - IV

Samuel Beckett : Waiting for Godot John Osborne- Look Back in Anger

### References

Bernard Bergonzi : Wartime and Aftermath : English Literature and its Background 1939-60. Oxford Paperbacks 1993
Colin Chambers and : Playwright's Progress: Patterns of Postwar Mike Prior British Drama. Oxford : Amber Lane Press, 1987
Harold Bloom : George Bernard Shaw (Bloom's Modern Critical Views)
T. S. Eliot : Selected Essays, Anubhav Publishers and Distributors. 2020
John Loftis (Ed.) : Restoration Drama : Modern Essays in Criticism. New York, Oxford University Press. 1995
Raymond Williams : Drama from Ibsen to Brecht. Random House, 2013
Thomas H. Fujimura : The Restoration Comedy fo Wit.
John Russell Taylor : Anger And After : Guide to the New British Drama. Methuen Publishing Ltd 1997
Katherine J. Worth : Revolution in Modern English Drama. London, Bell, 1973

Course Name: **Fiction IITwentieth Century**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Develop a comprehensive knowledge of major works of fiction from the Twentieth Century, exploring diverse genres, styles, and themes.	Knowledge
CO2	Understand the cultural, historical, and literary contexts that shaped and were shaped by Twentieth-Century fiction.	Understand
CO3	Apply critical theories and analytical tools to interpret and analyze complex narrative structures and thematic elements in selected texts.	Apply
CO4	Analyze the evolution of narrative techniques, experimental forms, and the impact of social and political changes on fictional storytelling.	Analyze
CO5	Evaluate the effectiveness of literary devices, character development, and thematic exploration in Twentieth-Century fiction.	Evaluate
CO6	Create well-supported and original critical interpretations of fictional works, demonstrating advanced analytical and creative skills.	Create

### Course Content

#### UNIT 1:

Introduction: The Novel and its Strategies: Introduction to the English Novel and Themes

#### UNIT 2:

Arthur Conan Doyle: The Hound of the Baskervilles

UNIT 3:

Arthur Conan Doyle Sign of Four  
D.H.Lawrence – The Rainbow

UNIT 5:

Virginia Woolf – Mrs Dalloway  
Kipling:- Jungle Book

**Reference**

Ann Cvetkovich, <i>Mixed Feelings: Feminism, Mass Culture, And Victorian Sensationalism</i> 1993
Avrom Fleishman, <i>The English Historical Novel</i> 1971
Carol L. Bernstein, <i>The Celebration of Scandal: Toward the Sublime in Victorian Urban Fiction</i> 1991
Christina Crosby, <i>The Ends of History: Victorians and "the Woman Question"</i> 1991
Christine van Boheemen, <i>The Novel as Family Romance: Language, Gender, and Authority from Fielding to Joyce</i> 1987
Julia Prewitt Brown, <i>A Reader's Guide to the Nineteenth Century English Novel</i> 1986
Christopher Craft, <i>Another Kind Of Love: Male Homosexual Desire In English Discourse, 1850-1920</i> 1994
Dennis W. Allen, <i>Sexuality in Victorian Fiction</i> 1993
Elizabeth Ermarth, <i>Realism and Consensus in the English Novel</i> 1983
F. R. Leavis, <i>The Great Tradition</i> 1948
Franco Moretti, <i>Signs Taken for Wonders; The Way of the World: The Bildungsroman in European Culture.</i> 2000
Geoffrey Tillotson, <i>A View of Victorian Literature</i> 1978
Georg Lukacs, <i>The Historical Novel; The Theory of the Novel</i>
Gillian Beer, <i>Darwin's Plots: Evolutionary Narrative in Darwin, George Eliot, and Nineteenth-Century Fiction</i> 1983
Ian Baucom, <i>Out of Place: Englishness, Empire, and the Locations of Identity</i> Princeton: Princeton UP, 1999
Ian Duncan, <i>Modern Romance and Transformations of the Novel: The Gothic, Scott, Dickens</i> 1992
Ian Watt ed.), <i>The Victorian Novel: Modern Essays in Criticism</i> 1971
Joseph Wiesenfarth, <i>Gothic Manners and the Classic English Novel</i> 1988
J. E. Baker, <i>The Novel and the Oxford Movement</i> 1932
Jay Clayton, <i>Romantic Vision and the Novel</i> Cambridge: Cambridge UP, 1987
John Kucich, <i>Repression in Victorian Fiction: Charlotte Brontë, George Eliot, and Charles Dickens</i> 1987
John Sutherland, <i>Victorian Fiction: Writers, Publishers, Readers</i> 1995

Course Name: **Phonetics and Spoken English**

**Course Outcomes:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire foundational knowledge of phonetic principles, including articulatory phonetics and the International Phonetic Alphabet (IPA).	Knowledge
CO2	Understand the relationship between phonetic elements and spoken English, including stress, intonation, and rhythm.	Understand
CO3	Apply phonetic principles to improve spoken English, demonstrating proper pronunciation, accent reduction, and clarity.	Apply
CO4	Analyze spoken discourse, identifying phonetic features, and recognizing variations in pronunciation across different contexts.	Analyze
CO5	Evaluate the effectiveness of phonetic strategies in enhancing communication and addressing common challenges in spoken English.	Evaluate
CO6	Create instructional materials or exercises that integrate phonetic principles to enhance spoken English proficiency in specific contexts.	Create

**Course Contents**

**Unit – I**

The sound system of English language – Vowels and Consonants Phonemic symbols and Transcription of Words, Description and articulation of Sound of English Language, Place and Manner of Articulation (Articulatory Phonetics)

**Unit-II**

Aspects of Pronunciation: Word Stress and Intonation, Phonetics and Phonology

**Unit-III**

Phonology and Morphology: Concept of Allophones, Assimilation, Elision

**Unit-IV**

Stress, Rhythm, Intonation

**References:**

Burchfield, R. W. <i>The English Language</i> . Folio Society, 2007.
Dalton-Puffer, Christiane, and Barbara Seidlhofer. <i>Pronunciation</i> . Oxford University Press, 1994.
Davis, John F. <i>Phonetics and Phonology</i> . Klett, 2015.

Herbst, Thomas. <i>English Linguistics: a Coursebook for Students of English</i> . De GruyterMouton, 2010.
K., Iyana. <i>Stress, Rhythm and Intonation</i> . Ed. Alhambra, 1970.
Ladefoged, Peter. <i>Vowels and Consonants: an Introduction to the Sounds of Languages</i> . Blackwell, 2010.
Rogers, Henry. <i>The Sounds of Language: an Introduction to Phonetics</i> . Longman, 2000.
Saenger, Paul Henry. <i>Space between Words: the Origins of Silent Reading</i> . StanfordUniversity Press, 1997.
Walsh, Linda. <i>Phonemic Symbols: English Pronunciation Guide</i> . LWP Linda Walsh Publications, 2008.
Hallman, Heidi L. “ <i>Learning to Teach English Language Learners Through English Language Arts Methods: Findings from a National Survey</i> .” <i>Teaching English Language Arts to English Language Learners</i> , 2016, pp. 61–78., doi:10.1057/978-1-137-59858-5_4.
Haslam, Mara. “ <i>Teaching the Sound System of English</i> .” <i>The TESOL Encyclopedia of English Language Teaching</i> , 2018, pp. 1–7., doi:10.1002/9781118784235.eelt0245.
Mazur, Joseph. “ <i>Vowels and Consonants</i> .” <i>Enlightening Symbols</i> , 2016, doi:10.23943/princeton/9780691173375.003.0015.

Course Name: **Indian Writing in Translation II**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire in-depth knowledge of major works of Indian literature translated into English from diverse linguistic and regional contexts.	Knowledge
CO2	Understand the cultural, historical, and socio-political contexts influencing the themes and narratives of Indian literature in translation.	Understand
CO3	Apply critical theories and analytical tools to interpret and discuss the nuances of translated Indian literary texts.	Apply

CO4	Analyze the linguistic and stylistic choices made by translators in rendering Indian works into English, exploring the impact on meaning.	Analyze
CO5	Evaluate the effectiveness of translation in preserving the cultural authenticity and literary nuances of the original Indian texts.	Evaluate
CO6	Create a comprehensive comparative analysis between the translated and original versions of select Indian literary works, identifying key translational challenges.	Create

## Course Content

### Unit I

Using Tools of Technology for Translation:

Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration

### Unit II

Poetry

Jayshankar Prasad, Aanshu (The Garden of Loneliness)

### Unit III

Drama

- Mohan Rakesh- Adhe Adhure (Half Way House)
  - Vijay Tendulkar- Kanyadaan

### Unit IV

Translation Practice

- One Stanza for Translation (English to Hindi)
- One Stanza for Translation (Hindi to English)

## Reference

Jayshankar Prasad, <i>Aanshu -The Garden of Loneliness</i> , tr. Charles S J White (Delhi: Motilal Banarasidas, 2006)
-----------------------------------------------------------------------------------------------------------------------

Tendulkar, Vijay, <i>Kanyadaan</i> , Vani Prakashan. 2020
-----------------------------------------------------------

Herbst, Thomas. English Linguistics: a Coursebook for Students of English. De Gruyter Mouton, 2010.

Das, Bijay Kumar, *A Handbook of Translation Studies*, Publisher: Atlantic Publishers & Distributors Pvt Ltd, 2021

Course Name: **Classics in Translation II**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire a comprehensive knowledge of major classical literary works from different cultures and periods translated into English.	Knowledge
CO2	Understand the historical, cultural, and philosophical contexts that shaped the original classical texts and influenced their translations.	Understand
CO3	Apply theoretical frameworks and critical approaches to analyze the themes, motifs, and narrative structures present in translated classical works.	Apply
CO4	Analyze the linguistic and stylistic choices made by translators in conveying the nuances and literary features of the original classical texts.	Analyze
CO5	Evaluate the impact of translation on the reception and interpretation of classical literature, considering cultural shifts and linguistic challenges.	Evaluate
CO6	Create a comparative study examining the differences between translations of a selected classical work, identifying nuances and variations in interpretation.	Create

### UNIT – I POETRY

DETAILED- The Aeneid IV – Virgil (Transl- Dryden) - Dell edition  
NON-DETAILED - 1. The Rubaiyat of Omar khayyam- Edward Fitzgerald  
2. The Odyssey (Book one to three) - Homer

### UNIT – II PROSE

Essays – Michel de Montaigne (5 Essays)

1. That our actions should be judged by our intentions. 2. On Idleness. 3. On Liars. 4. That oneman's profit is another's loss. 5. On the custom of wearing clothes.

NON – DETAILED

The Prince – Machiavelli.

**UNIT – III DRAMA**

DETAILED The Cherry Orchard – Chekhov.

NON – DETAILED Mother courage and her children – Brecht

**UNIT - IV FICTION**

Chemmen- ThaziSivasankara Pillai

**UNIT-V SHORT STORIES**

The Necklace – Maupassant. Love and Bread – Strindberg. The Bet – Anton Chekhov.

**Reference**

Anton Chekov , The Cherry Orchard Paperback – Tom Stoppard (Translator)Publisher: Samuel French, Inc. (November 19, 2012)
The Outsider, Albert Camus, Penguin UK (1 August 2013), 1 Edition
The Lion and the Jewel, OUP Oxford; (4 April 1974), Revised ed. Edition
The Good Earth (Oprah's Book Club) Paperback – September 15, 2004
Kalidasa: Shakuntala, and Other Works (Forgotten Books) Paperback – January 24, 2008 Publisher: Forgotten Books (January 24, 2008)
Michel de Montaigne, A Biographical Study, Forgotten Books. 2021
Brecht, Bertold, Mother courage and her children, Bloomsbury India, 2020
Sivasankara Pillai, Thakazhi, Chemmeen –.HarperCollins Publishers India

Course Name: **Afro- American Literature II**



### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire a comprehensive knowledge of major literary works produced by Afro-American writers in the specified time period.	Knowledge
CO2	Understand the historical, social, and cultural contexts that influenced the development and expression of Afro-American literature during this period.	Understand
CO3	Apply critical theories and literary concepts to analyze the themes, styles, and cultural representations in Afro-American literary works.	Apply
CO4	Analyze the impact of historical events and socio-political movements on the literary production of Afro-American writers during the specified period.	Analyze
CO5	Evaluate the contributions of Afro-American literature to the broader literary canon, considering its cultural significance and historical relevance.	Evaluate
CO6	Create an original research project exploring a specific aspect or theme within Afro-American literature from the designated time frame.	Create

### Course Content

#### UNIT I: PROSE

History of Afro-American Literature

#### UNIT II: POETRY

Claude Mckay - Harlem Runs Wild James Baldwin - Stranger in the Village

#### UNIT III:

George Moses - Powers of Love

James Weldon Johnson- Lift Every Voice and Sing Langston Hughes - Vagabonds, Harlem

#### UNIT IV

Oludah Equiano - Narrative of the Life of Oludah Equiano (Chapters I & II) Du Bois- Souls of Black Folk

### References:

The Norton Anthology of African American Literature; Ed. Henry Louis Gates Jr and Nellie Y. Mckay; Second Edition..
Baker, Houston A. The Journey back: Issues in Black Literature and Criticism. Chicago : University of Chicago Press, 1980.
Berdt, Ostendorf. Black Literature in White America New Jersey: Harvester Press, 1982
Frazier, Thomas R. African – American History. California: Wadsworth Publishing House, 1988.

Gates, Henry Louis Jr. and Mckay, Nellie Y. The Norton Anthology of AfricanAmerican
Literature. New York: WW Norton and Company, 1997.
Michael G, Cooke. African – American Literature in the Twentieth Century: The
Achievement of Intimacy. Connecticut: Yale University, 1984.
Graham, Maryemma and Jerry W. Ward Jr., eds. The Cambridge History of
African American Literature. USA: Cambridge University Press, 2011.
Gillespie, Carmen. Critical Companion to Toni Morrison: Her Life and Work. NewYork:
Infobase Publishing, 2008.
Jacob, J. History of American Literature. New Delhi: Sublime Publishers, 2005

Course Name: **Environmental Science**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire foundational knowledge of key concepts, principles, and issues in environmental science.	Knowledge
CO2	Understand the interrelationships between human activities, ecosystems, and the broader environment.	Understand
CO3	Apply scientific methodologies to analyze and interpret environmental data and phenomena.	Apply
CO4	Analyze the impact of human activities on the environment, considering ecological, social, and ethical dimensions.	Analyze
CO5	Evaluate environmental policies, practices, and solutions, taking into account their effectiveness and sustainability.	Evaluate
CO6	Create a comprehensive research project or proposal addressing a specific environmental issue or challenge.	Create

**Course Content:**

## **UNIT 1**

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. Forest resource,  
Water resources Role of an individual in conservation of natural resources.

## **UNIT 3**

Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem Producers, consumers and decomposers Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem: Forest ecosystem

Grassland ecosystem

Desert ecosystem

Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

## **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

### **SUGGESTED READINGS:**

["Solid Waste – The Ultimate Guide"](#). *Ppsthane.com*. Retrieved 1 December 2017.

["18.1 Maximizing the Net Benefits of Pollution | Principles of Economics"](#).  
*open.lib.umn.edu*. 17 June 2016. Retrieved 2018-03-07.

Jonathan., Gruber (2013). *Public finance and public policy* (4th ed.). New York: Worth Publishers. [ISBN 978-1-4292-7845-4](#). [OCLC 819816787](#).

Jones, Clive G.; Lawton, John H.; Shachak, Moshe (1994). "Organisms as Ecosystem Engineers". *Oikos*. 69 (3): 373–386. [doi:10.2307/3545850](https://doi.org/10.2307/3545850). [ISSN 0030-1299. JSTOR 3545850](https://www.jstor.org/stable/3545850).

## SEMESTER III

Course Name: **Shakespeare Studies**

### Course outcomes:

CO No.	CO Statement	Taxonomy
CO1	Demonstrate knowledge of the life, times, and works of William Shakespeare.	Knowledge
CO2	Understand the historical and cultural contexts in which Shakespeare's plays were written and performed.	Understand
CO3	Apply literary and dramatic analysis to interpret the themes, characters, and language of Shakespearean plays.	Apply
CO4	Analyze the evolution of Shakespearean drama and its impact on English literature and theatrical traditions.	Analyze
CO5	Evaluate critical interpretations of Shakespearean works, considering various perspectives and scholarly debates.	Evaluate
CO6	Create an original research project or performance piece that engages with Shakespearean texts in a meaningful way.	Create

### Course Content:

#### UNIT 1

Shakespeare studies from Dr. Johnson to the contemporary-  
Shakespeare in performance (Theatre and Film)- Social, political and cultural aspects of the Elizabethan age-  
Shakespearean theatre and its characteristics- Shakespeare as a landmark in the history of World Drama.

#### UNIT 2

Shakespeare Adaptations Howard Jacobson: Shylock is My Name.  
Akira Kurosawa: Ran. Vishal Bhardwaj: Maqbool.

#### UNIT 3

Cultural Reading of Shakespeare

Longhurst, Derek. *“Not for All Time, But for an Age: An Approach to Shakespeare Studies”*. Brown, Paul. *“This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”*

Dollimore, Jonathan. *“Introduction: Shakespeare, Cultural Materialism and the New Historicism”*.

Loomba, Ania. “*Shakespeare and Cultural Difference*”.

Baker, Francis, Peter Hulme. “*Nymphs and Reapers heavily vanish: The Discursive Contexts of The Tempest*”.

Thompson, Ann. “*King Lear and the Politics of Teaching Shakespeare*”.

#### UNIT 4

*King Lear. The Tempest.*

*Julius Ceaser.*

*The Merchant of Venice.*

#### Reference Book(s):

Brown, Paul. “‘This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”
Jonathan Dollimore and Alan Sinfield. Ed. <i>Political Shakespeare: Essays in Cultural Materialism</i> . 2nd ed. Manchester: Manchester UP, 1994. 48-71. Print.
Loomba, Ania. “Shakespeare and Cultural Difference”. In <i>Alternative Shakespeares</i> . Vol II. Ed. Terrence Hawks. NY: Routledge, 2003.
Baker, Francis, Peter Hulme. “Nymphs and Reapers heavily vanish: The Discursive Contexts of The Tempest” in <i>Alternative Shakespeares</i> . Vol.I. ed. John Drakakis. NY: Routledge, 2002.
Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare” <i>Shakespeare Quarterly</i> Vol. 41, No. 2 (Summer, 1990), pp. 139-146.
Longhurst, Derek. “Not for All Time, But for an Age”: An Approach to Shakespeare Studies” in Widdowson, Peter. Ed. <i>Re-reading English</i> . NY: Routledge, 1992.

Course name: **Critical Theories –I**

#### Course Outcome:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of key concepts and principles in foundational critical theories, including structuralism.	Knowledge
CO2	Understand the historical and intellectual context in which structuralist theories emerged and developed.	Understand
CO3	Apply structuralist concepts to analyze literary and cultural texts, demonstrating a grasp of their structural elements.	Apply
CO4	Analyze the limitations and critiques of structuralism as articulated by subsequent critical theorists.	Analyze

CO5	Evaluate the relevance and impact of structuralist theories on literary criticism and cultural studies.	Evaluate
CO6	Create a critical essay or project that synthesizes structuralist ideas with other theoretical frameworks.	Create

## Course Content:

### UNIT I (Structuralism and Deconstruction)

1. Ferdinand de Saussure: Course in general Linguistics
2. Jacques Derrida: Structure, Sign and Play in the discourse of the human sciences

### UNIT II (Post-Modernism)

1. Jean-François Lyotard: The Postmodern Condition : A Report on Knowledge
2. Jean Baudillard: Simulacra and Simulation

### UNIT III (Postcolonial theory)

1. Edward Said: Selections from Orientalism
2. Homi Bhabha: Of Mimicry and Man: The Ambivalence of colonial discourse
3. Gayatri Spivak: Can the Subaltern Speak?

### UNIT IV (Ecocriticism and Ecofeminism)

1. Raymond Williams: The country and the city
2. Cheryll Glotfelty: The Ecocriticism Reader
3. Vandana Shiva: Staying Alive

## Reference Book(s):

Linda Hutcheon. The Politics of Post Modernism.: Routledge, 2000. Print
MCCaan R. Carole, SEUNG-KYUNG KIM. Feminist Theory Reader, Fourth Edition. USA. Print.
Niall Lucy. Postmodern Literary Theory: An Introduction .Oxford :Blackwell Publishers Inc., 1998. Print.
Sumathy U. Ecocriticism in Practice. New Delhi. Print
Roland Barthes. The Pleasure of the Text Trans. R. Millar .New York: Hill and Wang, 1975. Print.
Terry Eagleton. Literary Theory: An Introduction. London: University of Minnesota Press, 1983. Print.

Course Name: **Modern British Literature**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire knowledge of major literary movements, authors, and works in Modern British Literature (late 19th to mid-20th century).	Knowledge
CO2	Understand the socio-cultural and historical contexts that influenced the development of Modern British Literature.	Understand
CO3	Apply literary theories and critical approaches to analyze texts from Modern British Literature.	Apply
CO4	Analyze the formal elements, themes, and stylistic innovations in representative works of Modern British Literature.	Analyze
CO5	Evaluate the impact of Modern British Literature on literary traditions, cultural discourse, and contemporary thought.	Evaluate
CO6	Create an original research project or essay that explores a specific aspect or theme within Modern British Literature.	Create

**Course Content:**

UNIT I

Aldous Huxley *The Doors of Perception: And Heaven and Hell* Virginia Woolf *Mrs. Dalloway*

UNIT II

W H Auden: *The Unknown Citizen* September 1, 1939 Pablo Nerud,

*I Do Not Love You Except Because I Love You*

E. E. Cummings: [All in green went my love riding] the Cambridge ladies who live in furnished souls W.B. Yeats: *Adam's Curse* T S Eliot: *The Waste Land*

UNIT III

Bernard Shaw *Saint Joan* Joseph Conrad: *Heart of Darkness*

UNIT IV

John Osborne *Look Back in Anger*



## Reference Book(s):

Clements, Andrew. "Lighthouse, The." Oxford Music Online, 2002, doi:10.1093/gmo/9781561592630.article.o902750.
Fink, B Raymond. "The Curse of Adam." Anesthesiology, vol. 39, no. 3, 1973, pp. 325–327., doi:10.1097/00000542-197309000-00014.
Ketti, M. "Introduction: The Road to War September 1938– September 1939." Paris at War, 2015, doi:10.4159/9780674495890-002.
Martin, Stoddard. "The Waste Land." Wagner to "The Waste Land," 1982, pp. 194–234., doi:10.1007/978-1-349-05489-3_10.
Page, Malcolm. "The Reputation of Forster and of Howards End." Howards End, 1993, pp. 15–17., doi:10.1007/978-1-349-22551-4_2.
Prendergast, Christopher. "The Citizen of the Unknown Homeland." Miragesand Mad Beliefs, 2013, doi:10.23943/princeton/9780691155203.003.0008.

Course Name: **World Literatures**

## Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Demonstrate knowledge of major literary movements and periods in world literature.	Knowledge
CO2	Understand the cultural, historical, and social contexts that shape world literature.	Understand
CO3	Apply critical literary theories and approaches to analyze texts from diverse cultures.	Apply
CO4	Analyze the stylistic and thematic elements in representative works of world literature.	Analyze
CO5	Evaluate the impact of world literature on global perspectives and cross-cultural understanding.	Evaluate
CO6	Create original interpretations and insights through written responses and critical essays.	Create

## Course Content:

### UNIT I:

Gabriel Garcia Marquez Chronicle of a Death Foretold Pablo Neruda Sonnet XVII and 'The Way Spain Was' Octavio Paz  
"As One Listens to Rain" and "from San Ildefonso Nocturne"

### UNIT II

Chinua Achebe Things Fall Apart

### UNIT III

**UNIT IV**

Derek Walcott Dream on Monkey Mountain Wole Soyinka Death and the King's Horseman

**Reference Book(s):**

Franz Fanon, 'The Negro and Language', in Black Skin, White Masks, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. 2. Print.
Ngugi waThiong'o, 'The Language of African Literature', in Decolonising the Mind (London: James Curry, 1986) chap. 1, sections 4–6. 3. Print.
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). Print.

Course Name: **Linguistics and Applied Linguistics**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate knowledge of fundamental linguistic concepts, theories, and methodologies.	Knowledge
CO2	Understand the principles and theories of language structure, including phonetics, phonology, syntax, and semantics.	Understand
CO3	Apply linguistic theories and methods to analyze and describe language phenomena in various contexts.	Apply
CO4	Analyze language use and variation in different socio-cultural contexts and communities.	Analyze
CO5	Evaluate the implications of linguistic research and findings for language teaching, policy, and planning.	Evaluate
CO6	Create and design language-focused research projects or language teaching materials based on linguistic principles.	Create

## Course Content:

### UNIT I

The History of Language: The origin and development of language The Story of Language

### UNIT II

Elementary Linguistics: An acquaintance with elementary Morphology, Syntax and Semantics

### UNIT III

Psycholinguistics & Sociolinguistics: An acquaintance with Psycholinguistics and Sociolinguistics, Word Association, Language and Social interaction, Language Diversity and Speech Community.

### UNIT IV

English Language Teaching: (Approaches, Methods and Techniques): Grammar Translation Method, Bilingual Method, Direct Method ,

Communicative Language Teaching Method, Structural Approaches

### Reference Book(s):

Alen, Louis. "Communicative Language Teaching." Approaches and Methods in Language Teaching, 2001, pp. 153–177., doi:10.1017/cbo9780511667305.018.
Bright, William. "Introduction: The Dimensions Of Sociolinguistics." Sociolinguistics, 1999, doi:10.1515/9783110856507-003.
Garnham, Alan. "Psycholinguistics (PLE: Psycholinguistics)." Psycholinguistics, 2013, doi:10.4324/9780203729946.
"Language as History/History as Language: Saussure and the Romance of Etymology." Peculiar Language, 2004, pp. 90–126., doi:10.4324/9780203462973-4.
Nell, Dawn D'Arcy. "English Language Teaching." Oxford Scholarship Online, 2017, doi:10.1093/acprof:oso/9780199574797.003.0018.
Says, Rafia, et al. "Difference Between Syntax and Semantics (with Comparison Chart)." Tech Differences, 17 Dec. 2019, techdifferences.com/differencebetween-syntax-and-semantics.html.

Course Name: **Indian Literature in Translation**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of diverse literary traditions in India through the study of translated works from different languages.	Knowledge
CO2	Understand the cultural, historical, and social contexts reflected in Indian literature through the process of translation.	Understand
CO3	Apply critical literary analysis to translated texts, considering linguistic nuances and cultural specificities.	Apply
CO4	Analyze the impact of translation on the interpretation and representation of Indian literary works.	Analyze
CO5	Evaluate the effectiveness of different translation strategies employed in rendering Indian texts into English.	Evaluate
CO6	Create a synthesized understanding of Indian literary diversity by examining and comparing translated works.	Create

### Course Content:

#### UNIT I

##### Indian Translation Theory

Selections from Sujit Mukherjee's – Translation as Discovery Translation as Recovery Selections from P. Lal's—  
Transcreation Devy, G. N. "Translation Theory: An Indian Perspective."  
" Trivedi, Harish. "In Our Own Time, On Our Own Terms 'Translation' in India".

#### UNIT II

Short stories:

1. Ismat Chughtai : Kafir
2. Bhagavati Charan Panigrahi :Mrigaya

#### UNIT III

Poetry:

1. Selections from The Oxford India Ghalib: Life, Letters and Ghazals, edited by Ralph Russell.
2. Selections from In the Bazaar of Love: The Selected Poetry of Amir Khusrao. Translated by Paul Losensky and Sunil Sharma

3. Tagore's Last Poems, transcreated by Shyamasree Devi and P. Lal.

#### UNIT IV

Practice of Translation: This would involve students in the act of translation through workshops, assignments and class work.

#### Reference Book(s):

Olohan, Maeve. "Researching Translation Practice." <i>Translation and Practice Theory</i> , 2020, pp. 117–130., doi:10.4324/9781315514772-9.
Kim, Fedrick. "River Bend." <i>Weary Kingdom</i> , pp. 53–53., doi:10.2307/j.ctv6wgf4q.35.
Katz, Jonathan. "Khusrau, Amir." <i>Oxford Music Online</i> , 2001, doi: 10.1093/gmo/9781561592630.article.48864.
"SUBTERFUGE AS SURVIVAL STRATEGY IN ISMAT CHUGHTAI." <i>Strad Research</i> , vol. 7, no. 10, 2020, doi:10.37896/sr7.10/072.
Hopkins, David. "An Uncollected Translation from <i>Voiture</i> by John Dryden." <i>Translation and Literature</i> , vol. 14, no. 1, 2005, pp. 64–70., doi:10.3366/tal.2005.14.1.64.

Course Name: **African- American Literature I**

#### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the historical and cultural contexts of African-American literature from its origins to 19th-century writings.	Knowledge
CO2	Understand the unique literary forms, themes, and expressions that characterize early African-American literary works.	Understand
CO3	Apply critical analysis to evaluate the impact of historical events on the development of African-American literature.	Apply
CO4	Analyze the ways in which African-American writers responded to social and political challenges through their works.	Analyze
CO5	Evaluate the contributions of key figures in African-American literature to the broader literary canon and cultural discourse.	Evaluate
CO6	Create connections between the historical and literary aspects, synthesizing an understanding of the significance of African-American literature.	Create

## Course Content:

### UNIT I

PROSE Claude Mckay - Harlem Runs Wild

James Baldwin - Stranger in the Village

### UNIT II

POETRY George Moses - Powers of Love

James Weldon Johnson- Lift Every Voice and Sing Langston Hughes - Vagabonds, Harlem

### UNIT III

Lorraine Hansberry - Raisin in the Sun

### UNIT IV

Olaudah Equiano - Narrative of the Life of Olaudah Equiano (Chapters I & II)

## Reference Book(s):

Ingle, Zachary. "'White Fear' and the Studio System: A Re-Evaluation of Hansberry's Original Screenplay of 'A Raisin in the Sun.'" JSTOR, 1 Jan. 2009, <a href="http://www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway">www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway</a> .
Cooper, David. "Hansberry's a Raisin in the Sun." The Explicator, vol. 52, no. 1, 1993, pp. 59–61., doi:10.1080/00144940.1993.9938741.
Equiano, Olaudah. "The Interesting Narrative of the Life of Olaudah Equiano." 2009, doi: 10.1017/cbo9781139583640.
"Overview of Discourse Analysis." Discourse Analysis, 2017, pp. 3–26., doi:10.4324/9781315621340-1.

Course Name: **Literature & Gender Studies I**

## Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of foundational theories and concepts in literature and gender studies.	Knowledge
CO2	Understand the ways in which gender is constructed, represented, and contested in literary texts.	Understand

CO3	Apply gender theories to analyze and interpret literary works, identifying how gender shapes narrative and character dynamics.	Apply
CO4	Analyze the intersections of gender with other social categories, such as race, class, and sexuality, in literature.	Analyze
CO5	Evaluate the role of literature in challenging and reinforcing gender norms, considering the socio-cultural impact of literary representations.	Evaluate
CO6	Create critical perspectives that integrate gender studies theories into literary analysis and contribute to ongoing discussions in the field.	Create

## Course Content:

### UNIT I

Literature and Gender:

Introduction to Feminism and gender construction, Performativity, LGBT Routledge: Genders (Anthology)

### UNIT II

Simone de Beauvoir *The Second Sex* (“Introduction”) Virginia Woolf *A Room of One’s Own*\* Riki Wilchins  
‘Homosexuality: Foucault and the Politics of the Self’, excerpts from *Queer Theory*, *Gender Theory: An Instant Primer*\*

### UNIT III

Kamala Das Selected Poetry Alice Walker *The Color Purple*\*

### UNIT IV

Mahesh Dattani *A Muggy Night in Mumbai* Geeta Hariharan *The Thousand Faces of Night*

## Reference Book(s):

Ingle, Zachary. “‘White Fear’ and the Studio System: A Re-Evaluation of Hansberry's Original Screenplay of ‘A Raisin in the Sun.’” <i>JSTOR</i> , 1 Jan. 2009, <a href="http://www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway">www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway</a> .
“Alternate Sexuality as a Theme in Mahesh Dattani's Play 'On a Muggy Night in Mumbai.'” <i>International Journal of Recent Technology and Engineering</i> , vol. 8, no. 4, 2019, pp. 1601–1602., doi:10.35940/ijrte.c4154.118419.
Equiano, Olaudah. “The Interesting Narrative of the Life of Olaudah Equiano.” 2009, doi:10.1017/cbo9781139583640.
Chandramani. “Masked Women and Myths in ‘The Thousand Faces of Night.’” <i>Lit infinite Journal</i> , vol.2, no. 2, 2020, pp. 1–10., doi:10.47365/litinfinitive.2.2.2020.1-10.

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire knowledge of research methodologies, ethical considerations, and academic writing conventions.	Knowledge
CO2	Understand the principles of literature review, research question formulation, and hypothesis development.	Understand
CO3	Apply research methods and techniques to conduct a systematic literature review and gather relevant data.	Apply
CO4	Analyze and synthesize information gathered from diverse sources, critically evaluating their validity and reliability.	Analyze
CO5	Evaluate the effectiveness of various writing styles and structures in presenting research findings.	Evaluate
CO6	Create a well-organized and scholarly research paper, adhering to academic writing standards and contributing new insights to the chosen field of study.	Create

Course Content:

**UNIT 1**

Introduction to Writing Research Format of Research Writing

**UNIT 2**

Introduction to the Role of Literature Review Importance of Past Research

**UNIT 3**

Pre-Writing Writing Rewriting

**UNIT 4**

Theoretical Framework Practice

**References:**

- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational research: An introduction, (8th ed.). Boston: Pearson.
- Pyczak, F. (2013). Evaluating research in academic journals: A practical guide to realistic evaluation, (5th ed.). Glendale, CA: Pyczak Publishing.
- Galvan, J., L. (2014). Writing Literature Reviews: A guide for students of the social and behavioral sciences, (6th ed.). Glendale, CA: Pyczak Publishing.



## SEMESTER IV

Course name: **Indian English Literature**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the historical and cultural contexts of Indian English literature, including major literary movements and influential writers.	Knowledge
CO2	Understand the diverse themes, genres, and linguistic features present in Indian English literature.	Understand
CO3	Apply literary analysis skills to critically interpret and discuss selected works of Indian English literature.	Apply
CO4	Analyze the sociopolitical and cultural implications embedded in Indian English literary texts.	Analyze
CO5	Evaluate the impact of Indian English literature on the broader literary landscape and its role in cultural representation.	Evaluate
CO6	Create original interpretations or critiques, demonstrating a deep understanding of the complexities of Indian English literature.	Create

### Course Content:

#### UNIT I:

Kalidasa: AbhijnanaShakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time Vyasa: 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata: tr. and ed. J.A.B. van Buitenen

#### UNIT II:

Sudraka: Mrcchakatika, tr. M.M. Ramachandra Kale  
IlangoAdigal: 'The Book of Banci', in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### UNIT III:

Girish Karnad: Hayavadana Badal Sircar: Hattamalake us paar

#### UNIT IV:

R.K. Narayan: The Guide, The Vendor of Sweets Mulk Raj Anand: The Untouchable

## References

<p>“Indian English Drama: Badal Sircar in Translation.” Translation Today, vol. 8, no. 2, 2014, doi:10.46623/tt/2014.8.2.no2.</p>
<p>R., L., et al. “Kālidāsa. The Loom of Time: A Selection of His Plays and Poems.” Journal of the American Oriental Society, vol. 119, no. 3, 1999, p. 553., doi:10.2307/605996.</p>
<p>Vaidyanathan, S., et al. “Shilappadikaram (The Ankle Bracelet).” Journal of the American Oriental Society, vol. 87, no. 2, 1967, p. 205., doi:10.2307/597417.</p>

Course Name: **Critical Theory-II**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire advanced knowledge of major critical theories and theoretical frameworks in literary studies.	Knowledge
CO2	Understand the historical development and evolution of critical theories and their application to literary analysis.	Understand
CO3	Apply critical theories effectively to analyze and interpret complex literary texts from various cultural and historical contexts.	Apply
CO4	Analyze the intersections between different critical theories and evaluate their strengths and limitations in literary analysis.	Analyze
CO5	Evaluate the relevance and significance of critical theories in understanding contemporary literary and cultural phenomena.	Evaluate
CO6	Create original critical interpretations or synthesize multiple theoretical perspectives to generate new insights in literary analysis.	Create

### Course Content:

#### UNIT I: Marxism

Antonio Gramsci: ‘The Formation of the Intellectuals’ and ‘Hegemony

(Civil Society) and Separation of Powers’, in Selections from the Prison Notebooks, ed. and tr. Quentin Hoare and Geoffrey Novell Smith

Louis Althusser: ‘Ideology and Ideological State Apparatuses’, in Lenin and Philosophy and Other Essays

## UNIT II: Feminism

Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*  
Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*.

## UNIT III: Post-structuralism

Jacques Derrida: 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*  
Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977)

## UNIT IV: Postcolonial Studies

Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel  
Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978)  
Aijaz Ahmad: "'Indian Literature": Notes towards the Definition of a Category', in *Theory: Classes, Nations, Literatures*

## Reference Book(s):

Ahmad, Aijaz. "Culture, Nationalism, and the Role of Intellectuals: An Interview with Aijaz Ahmad." *Monthly Review*, vol. 47, no. 3, 1995, p. 41., doi:10.14452/mr-047-03-1995-07\_4.

Bann, Stephen. "Foucault, Michel." *Oxford Art Online*, 2003, doi:10.1093/gao/9781884446054.article.t029075.

Gordon, David C., and Edward Said. "Orientalism." *The Antioch Review*, vol. 40, no. 1, 1982, p. 104., doi:10.2307/4638536.

Howarth, David. "Gramsci, Hegemony and Post-Marxism." *Antonio Gramsci*, doi:10.1057/9781137334183.0018.

Lemm, Vanessa. "Michel Foucault." *Edinburgh University Press*, 2018, doi:10.3366/edinburgh/9781474423632.003.0005.

Preve, Costanzo. "VII - Louis Althusser." *Politique Et Philosophie Dans L'oeuvre De Louis Althusser*, 1993, p. 125., doi:10.3917/puf.lazar.1993.01.0125.

Course Name: **Modern British literature II**

**Course Outcomes:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate comprehensive knowledge of major literary movements, trends, and key figures in Modern British Literature.	Knowledge
CO2	Understand the cultural, social, and historical contexts that shaped Modern British Literature during the specified period.	Understand
CO3	Apply critical concepts and theoretical frameworks to analyze and interpret Modern British literary texts.	Apply
CO4	Analyze the stylistic features, innovations, and thematic concerns of selected Modern British literary works.	Analyze
CO5	Evaluate the impact and significance of Modern British Literature in the broader literary and cultural landscape.	Evaluate
CO6	Create well-supported, original interpretations or responses to Modern British literary texts, demonstrating critical insight.	Create

**Course Content:**

**UNIT I**

George Orwell: "Shooting an Elephant" "Why I Write?" Doris Lessing: The Memoirs of a Survivor

**UNIT II**

Ted Hughes: Full moon and Little Frieda; Hawk Roosting; Tustles; Jaguar Phillip Larkin: Church Going, Mr Bleaney

Seamus Heaney: Mid-Term Break Siegfried Sassoon: The Last Meeting; The Dug-Out

**UNIT III**

Harold Pinter: The Homecoming; Betrayal Arnold Wesker: Roots

**UNIT IV**

(any two) Kingsley Amis: Lucky Jim  
Muriel Spark: Driver's Seat (foreword by John Lanchester)  
F. Scott Fitzgerald: The Great Gatsby

### References:

Gottlieb, Erika. "George Orwell: a Bibliographic Essay." *The Cambridge Companion to George Orwell*, 2007, pp. 190–200.,  
doi:10.1017/ccol0521858429.015.

Hart, Henry. "Seamus Heaney and Ted Hughes." *Ted Hughes: From Cambridge to Collected*, 1999, doi:10.1057/9781137276582.0015.

O'Rourke, Rebecca. "Doris Lessing: Exile and Exception." *Notebooks/Memoirs/Archives*, 2019, pp. 206–226.,  
doi:10.4324/9780429327285-8.

Regan, Stephen. "Philip Larkin and the Movement." *Philip Larkin*, 1992, pp.13  
25.,doi:10.1007/978-1-349-21941-4\_2.

Wesker, Arnold. *Arnold Wesker*. Penguin, 1990.

Course Name: **Literatureafter World War- II**

### **Course Outcomes**

<b>Course Outcomes No.</b>	<b>Course Outcome</b>	<b>Taxonomy</b>
1	Identify and recall key literary works, authors, and movements from the post-World War II period.	Knowledge
2	Understand the historical, cultural, and societal contexts that influenced and shaped post-World War II literature.	Understand
3	Apply literary theories and critical frameworks to analyze and interpret texts from the post-war era.	Apply

4	Analyze the thematic elements, stylistic innovations, and narrative techniques employed by authors in post-World War II literature.	Analyze
5	Evaluate the impact of war experiences on literary expression, comparing and contrasting recurring themes across different works.	Evaluate
6	Create an original scholarly project, such as a research paper or critical analysis, demonstrating a deep understanding of post-World War II literature and its broader implications.	Create

## Course Content:

### UNIT I: Plays

J Orton *The Woods* C Churchill *Top Girls*.  
B. Friel *Dancing at Lughnassa: A Play*

### UNIT II: Novels

J Fowles *The French Lieutenant's Woman*.  
J. G. Ballard *Empire of the Sun*. William Golding's *Lord of the Flies*

### UNIT III: Popular Literature

Agatha Christie *Murder on the Orient Express* Dan Brown *The Da Vinci Code* Pierre Boulle *Planet of the Apes*

### UNIT IV: Campus Novels

Kingsley Amis *Lucky Jim*

### Reference Book(s):

Coppard, Hattie. "Dancing with Strangers: Observing Play in an English UrbanSquare." *Practice-Based Research in Children's Play*, 2017, doi:10.1332/policypress/9781447330035.003.0005.

Kristiva, M. "Cecil, Lord (Edward Christian) David (Gascoyne-) (1902–1986)." *Oxford Dictionary of National Biography*, 2018, doi:10.1093/odnb/9780192683120.013.39801.

"Osborne, Rt Hon. Lord, (Kenneth Hilton Osborne) (Born 9 July 1937)." *Who's Who*, 2007, doi:10.1093/ww/9780199540884.013.u28996.

Palomero, Luisa Fernanda Rodríguez. "Michel Faber. Under the Skin. Edinburgh(Reino Unido): Canongate, 2000." *Estudios Humanísticos. Filología*, no. 24, 2002, p. 414., doi:10.18002/ehf.v0i24.4721.

“Sagan Carl.SpringerReference,doi:10.1007/springerreference\_221924.

Wilson, Raymond. “Lord of the Flies by William Golding.” 1986, doi:10.1007/978-1-349-08348-0.

Course Name: **Stylistics and Discourse Analysis**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire a foundational knowledge of key concepts, theories, and methods in Stylistics and Discourse Analysis.	Knowledge
CO2	Understand the principles and techniques used in the analysis of linguistic features and structures in discourse.	Understand
CO3	Apply stylistic and discourse analysis tools to various types of texts, including literary, media, and everyday discourse.	Apply
CO4	Analyze and interpret the stylistic elements and patterns within a given discourse, considering linguistic choices and their effects.	Analyze
CO5	Evaluate the effectiveness of stylistic choices in shaping meaning and conveying nuances in different types of discourse.	Evaluate
CO6	Create well-argued and insightful analyses of discourse, demonstrating the application of stylistic principles.	Create

### Course Content:

#### UNIT I:

Introduction to stylistics: Stylistic and levels of language, Narrative Stylistic, Practical Stylistic, Style of Metaphore.

#### UNIT II:

Introduction to discourse Analysis: Social languages, conversations and intertextuality, Difference between written and spoken Discourse, Discourse and society.

#### UNIT III:

Speech Act theories: Searle and Austin: Method and scope, Expressions, meaning and speechacts.

#### UNIT IV:



Introduction to Pragmatics: Grice's Conversational Maxims, notion of Implicature and its application in the study of drama, specially the absurdttheatre.

### Reference Book(s):

Carter, Ronald and Simpson, Paul (1988). Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics. Routledge.
Black, Elizabeth (2006). Pragmatic Stylistics. Edinburgh University Press. Culpeper, J. Short, M. Verdonk, P. (Eds). (2002). Exploring the Language of Drama from Text to Context. Routledge.

Course name: **Violence and Memories Studies**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire a foundational knowledge of theories and concepts related to violence and memory studies.	Knowledge
CO2	Understand the complex interplay between violence, trauma, and memory in various cultural and historical contexts.	Understand
CO3	Apply theoretical frameworks to analyze how violence is remembered and represented in literature, media, and cultural artifacts.	Apply
CO4	Analyze the impact of collective and individual memories on the construction of narratives surrounding violence.	Analyze
CO5	Evaluate the ethical implications of representing violence and memories, considering issues of representation and responsibility.	Evaluate
CO6	Create critical and reflective responses that demonstrate an understanding of the intricate relationship between violence and memory.	Create

### Course Content:

#### UNIT I:

Foucault: What is an author?  
WJT Mitchell: What's in an image?

#### UNIT II:

Elaine Scarry: The Body in Pain  
Maurice Halbwachs: Excerpts from On Collective Memory  
Patrick H. Hutton: Maurice Halbwachs as Historian of Collective Memory

#### UNIT III:

Michael Lambek: *The Past Imperfect: Remember As Moral Practice* Susan Sontag: *Regarding the Pain of Others* (Chapters 1-4)

**UNIT IV:**

Harriet Davidson: *Witness and Memory: The Discourse of Trauma* Barbara Zeiler: *Collective Memories, Images, and the Atrocity of War*

**Reference Book(s):**

Zeiler, Barbara “Collective Memories, Images, and the Atrocity of War” in <i>Remembering to Forget</i> , University of Chicago, 1998, 1-11
Halbwachs, Maurice Excerpts from <i>On Collective Memory</i> , University of Chicago, 1992, 37-84.
Foucault, “What is an author?” <i>Language, Counter-Memory, Practice</i> , Cornell University Press, 1977, 113-138.
WJT Mitchell, “What’s in an image?” <i>New Literary History</i> , 15.3, 503-557.
Halbwachs, Maurice Excerpts from <i>On Collective Memory</i> , University of Chicago, 1992, 37-84.

Course Name: **Women's Writing**

**Course Outcomes:**

CO No.	CO Statement	Taxonomy
CO1	Acquire comprehensive knowledge of major women writers, literary movements, and themes in women's writing.	Knowledge
CO2	Understand the historical and socio-cultural contexts shaping women's writing across different periods and genres.	Understand
CO3	Apply feminist literary theories to analyze and interpret women-authored texts in relation to gender and power.	Apply
CO4	Analyze the ways in which women writers subvert or challenge traditional literary norms and cultural expectations.	Analyze
CO5	Evaluate the impact of women's writing on literary traditions and its contribution to broader socio-cultural discourses.	Evaluate
CO6	Create critical essays or projects that demonstrate a nuanced understanding of women's writing and its significance.	Create

**Course Content:**

**UNIT 1:**

Betty Friedman: *The Problem that has no Name* Elaine Showalter: *Towards a Feminist Poetics*

**UNIT 2:**

Sutapa Bhattacharya: *Draupadi* Vijayalakshmi: *Bhagavatha* Kristine Batey: *Lot's Wife*

**UNIT 3:**

Isabel Allende: *And of the Clay We Created* Sara Joseph: *The Passion of Mary* Willa Cather: *A Wagner Matinee*

**UNIT 4:**

Alice Walker: *The Color Purple*  
C. N. Sreekantan Nair: *Kanchan Sita*

**Reference Book(s):**

Allende, Isabel, and Margaret Sayers Peden. <i>The Stories of Eva Luna</i> . Atria Paperback, 2016.
Cather, Willa. <i>A Wagner Matinee: An Opera Breaks the Silence of 30 Years</i> . Edited by Etienne Delessert, Redpath Press, 1986.
Eagleton, Mary. <i>Feminist Literary Theory: A Reader</i> . Wiley-Blackwell, 2011.
Friedan, Betty. <i>The Problem That Has No Name</i> . Penguin Classics, 2018.
Jōsaph Sār ā. <i>The Masculine of 'Virgin': Stories by Sarah Joseph</i> . Oxford University Press, 2012.
Maddern, Marian. <i>When Poetry Comes: A Selection of Poems by Contemporary Bengali Women Poets in English Translation</i> . Sahitya Akademi, 1999.
McKenzie, Steven L. <i>To Each Its Own Meaning, Revised and Expanded; an Introduction to Biblical Criticisms and Their Application</i> . WESTMINSTER JOHN KNOX, 1999.
Ramakrishnan, E. V. <i>The Tree of Tongues: An Anthology of Modern Indian Poetry</i> . Indian Institute of Advanced Study, 1999.
Walker, Alice. <i>The Color Purple</i> . Palgrave Macmillan, 2010.

Course Name: **Media and Film Studies**

### Course Outcome

CO No.	CO Statement	Taxonomy
CO1	Acquire foundational knowledge of key concepts, theories, and historical developments in media studies.	Knowledge
CO2	Understand the role of media in shaping cultural, social, and political discourses.	Understand
CO3	Apply media theories to analyze various forms of media, including print, broadcast, and digital media.	Apply
CO4	Analyze the impact of media on society, considering issues of representation, bias, and power dynamics.	Analyze
CO5	Evaluate the ethical implications and challenges posed by media practices in contemporary contexts.	Evaluate
CO6	Create critical analyses or projects that demonstrate a sophisticated understanding of media phenomena.	Create

### Course Content:

#### UNIT I: Communication

Communication and its Importance, Effects of Communication, Elements in the Process of Communication (Input, sender, channel, Noise, receiver, output), Forms and Method of Communication, Types of Communication: Intrapersonal, Interpersonal, Group and Mass Communication, Noise in Communication and the Importance of Perception, Effective Communication

#### UNIT II: Understanding Media

Role of Media in our Life, Media Time Line, Media & Mass Media, What makes "Mass" Communication Unique?, Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media, Role of Media in a Democracy

#### UNIT III: Media, Development and Society

Understanding The Role of Media in Development, Development Communication, Development Communication Initiatives in India, Writing on Development Issues, Media as Public Sphere, Media as Public Service, Media and Civil Society, Citizen Journalism

#### UNIT IV: Language of Cinema

Visual Language, Cinematography, Visual Universe Colour as storytelling device Editing - History and Development Continuity Editing, Soviet Montage

## Reference Book(s):

Baggaley, Ann. *The Children's Book of the Movies: Explore the Magical, behind[1]the-Scenes World of the Movies*. DK Publishing, 2014.

Scodari, Christine. "Introduction." *Alternate Roots*, 2018, pp. 3–19., doi:10.14325/mississippi/9781496817785.003.0001.

Vancour, Shawn. "Radio and Sound Studies." *Cinema and Media Studies*, 2019, doi:10.1093/obo/9780199791286-0312.

*American Behavioral Scientist* (2003) Special issue on media bias, 46 (12).

Barwise, T.P. and Ehrenberg, A.S.C. (1988) *Television and its Audience*. Newbury Park, CA: Sage.

Benjamin, W. (1977) 'The work of art in an age of mechanical reproduction', in J. Curran et al. (eds), *Mass Communication and Society*, pp. 384–408. London: Arnold.

## Annexure II- Mandatory Documents for Admission

To be uploaded on the Admission Portal by the Prospective students

Admission Documents	Format (Jpeg/PNG/PDF)	Documents Size
Duly filled application form with student signature	Digital signature/Student signature JPEG/PNG	20 KB
Colour scan copy of all year/semester mark sheet/grade cards (for PG programs only) or consolidated mark sheet/grade cards also accepted.	PDF/JPEG	500 KB
Colour scan copy of 10th std. Mark sheet/grade card	PDF/JPEG	
Colour scan copy of 12th std./ Three-Year Polytechnic Diploma Mark sheet/grade card	PDF/JPEG	
Colour scan copy of passport size photograph	JPEG or PNG Format	50 KB
Colour scan copy of Govt. Photo id proof, Aadhar card is mandatory. (Other options: Voter's id, Driving License, Passport etc.)	PDF/JPEG	100 KB
In case of name change, Gazette notification documents for name changes  For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same.  In case of deferred Father name or mother name in such cases without a Gazette notification document.	PDF	500 KB
Fees submission transaction details or receipt as per University policy for respective Distance programs	PDF/JPEG	500 KB
Digitally Signed undertaking as per the process; where applicable	PDF	500 KB

Students can also visit the University website for the said information.

### Annexure III- Academic Bank of Credit Id Creation Process

All enrolled students, particularly those of Indian nationality, are required to register with ABC (Academic Bank of Credits), a central scheme established by the Ministry of Education, Government of India, for depositing credit. ABC ID creation is mandatory for all students, ensuring their participation in this scheme.

The ABC Id can be created by students themselves using Digi-locker, UMANG application, ABC portal or Academic Institution Portal. The process for which is provided below.

Process	<ul style="list-style-type: none"><li>• Students can register by logging in at <a href="http://www.abc.digilocker.gov.in">www.abc.digilocker.gov.in</a></li><li>• Click on My Account → Login as Student</li><li>• Click on “Sign up with DigiLocker” → Enter valid mobile number → An OTP is sent at the phone number via SMS → Enter the OTP and click on “Continue” button → Enter Security PIN set created during Sign Up and click “Submit” Button</li><li>• You will be prompted with ABC student account creation window</li></ul>
Documents and proofs required	<ul style="list-style-type: none"><li>• Aadhaar Card is mandatory for ABC Id creation</li><li>• Learners Name</li><li>• Date of Birth</li><li>• Gender</li><li>• Enrolment Number</li><li>• Requirements by Academic Institution:</li><li>• Mobile Number</li></ul>

The University will extend support to the students to create ABC ID. The documents required will remain the same as stated above.

## Annexure IV – Continuous Internal Assessment Pattern

Particular	A1 (Objective Type)	A2 (Objective Type)
Marks	15	15

### Question Pattern for the CIA Components

#### A-1

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

#### A-2

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.



## **Annexure V– End-term Examination Pattern**

**JNU**

**Centre for Distance and Online Education**

**End Term Examination**

**[PROGRAM NAME]**

**[COURSE NAME][COURSE CODE]**

Time : 2 Hours	Max. Marks : 70
Note for students: The paper will comprises of 70 compulsory objective questions of 1 mark each.	
Answer all the questions. Each question carries one mark.	
Q. No. 1 to Q. No. 70 - Objective questions with four multiple choices.	



**JAIPUR NATIONAL**  
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**Master of Arts - English  
(MA-ENGLISH)  
Online Mode**

**PROGRAM PROJECT REPORT – M.A.-ENGLISH – Online Mode**

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# Master of Arts - ENGLISH

## Online Mode

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### 1. Program Overview

#### 1.1 Program's Mission and Objectives

The MA in English program is committed to providing a rigorous academic environment that cultivates scholarly inquiry, critical analysis, and creative expression within the realm of English language, literature, and associated disciplines. Our mission is to nurture a community of scholars who engage deeply with the complexities of the English language and its literary traditions while fostering an appreciation for diverse cultural perspectives and modes of expression.

Program Objectives:

1. **Advanced Study of Literature:** To provide students with advanced knowledge and critical understanding of a wide range of literary texts spanning different genres, historical periods, and cultural contexts.
2. **Research Skills:** To develop students' ability to conduct independent research, analyze complex texts, and engage with theoretical frameworks relevant to the study of literature and language.
3. **Critical Thinking and Interpretation:** To foster critical thinking skills that enable students to analyze literary texts, theories, and cultural phenomena from multiple perspectives, including historical, theoretical, and interdisciplinary approaches.
4. **Effective Communication:** To enhance students' ability to communicate effectively through oral presentations, scholarly writing, and other forms of academic discourse, both within the academic community and beyond.

5. Specialization and Depth: To allow students the opportunity to specialize in particular areas of interest within the field of English studies, such as literary theory, rhetoric and composition, creative writing, cultural studies, or linguistics.

6. Engagement with Diversity: To promote an understanding of diverse voices, experiences, and cultural perspectives within the study of English literature and language, including but not limited to issues of race, ethnicity, gender, sexuality, and nationality.

7. Professional Development: To equip students with the skills and knowledge necessary for success in various professional and academic contexts, including teaching at the secondary or post-secondary level, pursuing further graduate study, or entering careers in publishing, writing, editing, or other related fields.

8. Ethical Engagement: To encourage ethical awareness and responsibility in academic research and scholarly practice, including principles of academic integrity, respect for intellectual property, and ethical conduct in the dissemination of knowledge.

These objectives collectively aim to prepare graduates of the MA in English program to make meaningful contributions to scholarship, education, and cultural discourse within their respective communities and beyond.

## **1.2 Relevance of the Program with JNU's Vision and Mission**

Jaipur National University (JNU) was established in 2007. JNU provides a world-class learning experience, with a highly accomplished faculty, numerous extracurricular activities, and a wide range of academic pursuits. The university fosters holistic development of students.

JNU with its vision to transform the Education Landscape of India and contribute to the maximum to improve the GER of India has plans to launch affordable and flexible education programs. Online programs are an excellent way to launch affordable and flexible education programs in sync with the vision and mission of the university stated below:

**University Vision:**

To be a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable society and environment.

**University Mission:**

- Provide global opportunities of learning through broad and balanced academic programmes.
- Explore and hone the potential of stakeholders, develop their human and intellectual capacities to the fullest.
- Create and maintain excellence with high standard driven activities, universal significance and acknowledgement.
- Inculcate and keep track of the current trends and finest practices in education for constant growing and evolving.

**1.3 Nature of Prospective Target Group of Students**

The curriculum of the MA English program is meticulously crafted to enhance not only the employability of students but also to inspire entrepreneurial ventures. The primary target audience includes:

- Individuals of all ages residing in remote regions with limited access to higher education institutions.
- Learners who were unable to secure admission in traditional programs due to restricted intake capacities.
- Working professionals aspiring to advance their careers through higher education.
- Individuals unable to pursue further education due to socio-economic constraints or demographic factors.

By catering to these diverse groups, the program aims to democratize access to advanced mathematical education, empowering individuals from all backgrounds to enhance their skills, explore entrepreneurial opportunities, and contribute meaningfully to society and the economy

**1.4 Appropriateness of programs to be conducted in online mode to acquire specific skills and competence**

The Master of Arts in English degree holds significant value for students seeking employment as professionals in fields such as academia, publishing, journalism, creative

writing, and communications. Additionally, employers highly regard it for various roles where strong communication skills, critical thinking, and analytical abilities are essential, such as content writing, editing, public relations, marketing, and teaching at the secondary or post-secondary level.

## **2. Procedure for Admission and Curriculum Transaction**

The academic programs catered to candidates enrolled in the online mode of learning are facilitated by CDOE-JNU, with the backing of various faculties within the University. Eligibility criteria, course structure, detailed curriculum, program duration, and evaluation criteria are subject to approval by the Board of Studies and Academic Council, adhering to UGC guidelines for programs falling under the purview of online mode for degree conferment.

Below are the details of the admission procedure, eligibility criteria, fee structure, curriculum, program delivery, information about the Learning Management System (LMS), and assessments and evaluations:

### **2.1 Procedure for Admission**

Students who are seeking admission in programs offered by CDOE-JNU need to apply through <https://online.jnujaipur.ac.in/> in the courses offered.

#### ***2.1.1 Minimum Eligibility Criteria for Admission***

The minimum eligibility criteria for admission to the Online MA-ENGLISH program require candidates to hold a Bachelor's degree of a minimum duration of 3 years from a recognized University in any stream, in accordance with UGC norms. Additionally, candidates must have secured at least 40% marks in the qualifying examination.

Candidates must also fulfill all documentation requirements as specified on the program's website for admission purposes. Failure to submit proof of eligibility within the stipulated timeframe specified by CDOE-JNU will result in the cancellation of admission. Prospective candidates are encouraged to carefully review all instructions provided on the website before proceeding with the application process.

#### ***2.1.2 Online Admission Process and Instructions: Learner Communication***

The online admission process for the students is provided below:



Step	Process	Particulars
Step 1	Counselling	Prospective students will receive guidance and counseling for their chosen program from designated and authorized counselors.
Step 2	Registration on admission portal to get access to My Account.	To initiate the registration process, prospective students are required to complete the application form by providing all necessary details and uploading mandatory documents.
Step 3	Details of Document upload	<p>Student Uploads document as follows-</p> <p><u>Personal Documents</u></p> <p>Passport-size Photograph  Student's Signature  Aadhar Card (Back &amp; Front)  Passport (For International Student)</p> <p><u>Academic Documents</u></p> <p><i>UG Student -</i>  10th Marksheet  12th Marksheet</p> <p><i>PG Student -</i>  10th Marksheet  12th Marksheet  UG Marksheet  Other Certificates</p> <p>(detailed list of documents is provided in <b>Annexure II</b>)</p>
Step 4	Verification of documents by the Deputy Registrar	The Deputy Registrar is responsible for verifying all documents uploaded by prospective students on the admission portal. Within a timeframe of 48 hours, the Deputy Registrar will review and either approve or disapprove the eligibility of the prospective student for the chosen program.
Step 5	Undertaking	Student will sign Undertaking after Approval in Application.
Step 6	Payment of fees	<p>All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment.</p> <p>The Fee is payable through any of the following means:</p> <p>(a) UPI</p>

		(b) Credit/Debit Card (c) Net-banking Note: Cash, bank demand draft and Cheques are not accepted
<b>Step 7</b>	<b>Enrolment</b>	After the payment of program fee, the eligible student will get the Enrolment number and access to the LMS within 21 days.
<b>Step 8</b>	<b>Access to Learning Management System (LMS)</b>	

**General Instructions:**

1. Prior to applying for online programs, all students are advised to thoroughly read and comprehend the eligibility conditions provided in the student handbook document and outlined on the university website.
2. It is the responsibility of prospective learners to ensure that their educational or qualifying degree has been issued by a recognized university or board only. For learners from Indian higher education institutions, recognition by the regulatory authority of the Government of India is necessary. To verify degrees from recognized boards of education, refer to [www.cobse.org.in/](http://www.cobse.org.in/). For Polytechnic Diploma, check the respective State Board of Technical Education. Verification of degrees from recognized universities can be done at [www.ugc.ac.in/](http://www.ugc.ac.in/). Foreign prospective learners should verify their institutions at [www.aiu.ac.in/](http://www.aiu.ac.in/).
3. Prospective learners must verify their eligibility on the date of admission and ensure that they have passed the qualifying exams before the commencement of the admission batch.

Upon enrollment, students must register with the Academic Bank of Credits (ABC), a central scheme for depositing credit formulated by the Ministry of Education, Government of India. Creation of an Academic Bank of Credits (ABC) ID is mandatory for all students. (Refer to Annexure V for details).

**2.1.3 Program Fee for the Academic Session beginning July 2024**

Program fees for students pursuing MA-English offered by CDOE-JNU is mentioned below:

Program	Academic Total Fees (INR)	Exam Fees
M.A– English	60,000	1500 per semester

#### **2.1.4 Financial Assistance Policy**

Students will make fee payments through the online mode available on the university website. Additionally, the University has collaborated with a third-party Non-Banking Financial Company (NBFC) to offer financial assistance to individuals who require it.

### **2.2 Curriculum Transactions**

#### **2.2.1 Program Delivery**

The curriculum is delivered through Self Learning Materials (SLMs) in the form of e-Contents, supplemented by a variety of learning resources including audio-video aids via the Learning Management System (LMS), following the four-quadrant approach. Furthermore, the program includes online contact hours featuring discussion forums and synchronous live interactive sessions conducted through the LMS, adhering to the current UGC norms for course delivery.

#### **2.2.2 Learning Management System to support online mode of Course delivery**

The Learning Management System (LMS) is available on URL <https://lms.jnujaipur.ac.in/is> meticulously developed to offer students a truly global learning experience. With a user-friendly interface, the LMS simplifies the learning process and ensures it meets the highest global standards. Utilizing audio-visual teaching methods, self-learning materials, discussion forums, and evaluation patterns, the platform stands out as unique and aligns seamlessly with both industry requirements and the UGC Guidelines' four-quadrant approach.

Students can engage in uninterrupted learning 24x7 via web and mobile devices, allowing them to progress at their preferred pace. The LMS boasts a simple and intuitive user interface, facilitating easy navigation through the e-learning modules. Designed in accordance with standard norms, all learning tools are easily accessible, ensuring a perfect learning experience for all users.

#### **2.2.3 Course Design**

The Course content is designed as per the 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience

**Quadrant-I** i.e., e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs

**Quadrant-II** i.e., e-Content that contains – Portable Document Format or e-Books or Illustration, video demonstrations, documents as required.

**Quadrant-III** i.e., Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.

**Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Assignments with solutions and Discussion forum topics.

**2.2.4 Academic Calendar for Academic Session beginning July 2024**

Sr. No.	Event	Session	Month (Tentative)
1.	Commencement of semester	January	January
		July	July
2.	Enrol learner to Learning Management system	January	Within 21 working days from fee deposit and Eligibility confirmation
	July	July	
3.	Interactive Live Lectures for query resolution	January	February to May
		July	August to November
4.	Assignment Submission	January	By April
		July	By October
5	Project Report Submission (Wherever applicable during Final semester)	January	Last week of April
	July	Last week of November	
6	Term End Examination	January	May onwards
		July	December onwards
7	Result Declaration of End Term Examination	January	By June
		July	By January

### 3. Instructional Design

#### 3.1 Curriculum Design

The curriculum is meticulously designed by experts in the field of Language and Literature, incorporating contemporary topics and fostering environmental awareness. It has received approval from the Board of Studies, the Centre for Internal Quality Assurance (CIQA), and the University Academic Council.

#### 3.2 Program Structure and detailed Syllabus

##### 3.2.1 Program Structure

Sem	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
I	OMAECO101T24	Poetry I From Chaucer to 17th Century	CORE	4	3	1	0	30	70	100
	OMAECO102T24	Drama I Elizabethan and Jacobean Drama	CORE	4	3	1	0	30	70	100
	OMAECO103T24	Fiction I origins and Developments up to 18th Century	CORE	4	3	1	0	30	70	100
	OMAECO104T24	American Literature	CORE	4	3	1	0	30	70	100
	OMAECO105T24	Modern English Usage and Grammar	CORE	4	3	1	0	30	70	100
	OMAEDS106T24	**Indian Writings in Translation I	DSE	2	1	1	0	30	70	100
	OMAEDS107T24	*Classics in Translation I								
	OMAEDS108T24	*Afro-American Literature I								
	OMAEAE109T24	English Language Lab & Communication	AECC-1	2	1	1	0	30	70	100
		Anyone of the Course*	OE/GE	2	1	1	0	30	70	100
<b>Total Credits</b>				<b>26</b>	<b>18</b>	<b>6</b>	<b>2</b>			

\* Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE Anyone of the Course

\*\*Credits can be earned from University course or from MOOC.

Course Code	Course name
OMAEGE101T24	Fundamentals of Biology
OMAEGE102T24	Consumer Protection Law
OMAEGE103T24	Personality Development
OMAEGE104T24	Landscaping
OMAEGE105T24	Yoga, Health and Personality
OMAEGE106T24	Yoga Therapy for Weight Management
OMAEGE101T24	Introduction to Radiation safety

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
II	OMAECO201T24	Research Methodology	CORE	4	3	1	0	30	70	100
	OMAECO202T24	Poetry II Eighteenth to Nineteenth Century	CORE	4	3	1	0	30	70	100
	OMAECO203T24	Drama II Restoration to Twentieth Century	CORE	4	3	1	0	30	70	100
	OMAECO204T24	Fiction II Nineteenth to Twentieth Century	CORE	4	3	1	0	30	70	100
	OMAECO205T24	Phonetics and Spoken English	CORE	4	3	1	0	30	70	100
	OMAEDS206T24	Indian Writing in Translation II	DSE	2	1	1	0	30	70	100
	OMAEDS207T24	Classics in Translation II						30	70	
	OMAEDS208T24	Afro-American Literature II						30	70	
	OMAEEAE209T24	Environmental Science	AECC-2	2	1	1	0	30	70	100
		Anyone of the Course*	GE	2	1	1	0	30	70	100
<b>TotalCredits</b>				<b>26</b>	<b>18</b>	<b>8</b>	<b>0</b>			

\* Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE  
Anyone of the Course

Code No.	Name of Open/Generic Elective
OMAEGE201T24	Basics of Plant Tissue culture
OMAEGE202T24	Law Relating to Motor Vehicles and Accidents
OMAEGE203T24	Effective Communication
OMAEGE204T24	Soil and water conservation Engg.
OMAEGE205T24	Guidance & counseling
OMAEGE206T24	Stress Management
OMAEGE207T24	Patient care and Patient Safety

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
III	OMAECO301T24	Shakespeare Studies	CORE	4	3	1	0	30	70	100
	OMAECO302T24	Critical Theories– I	CORE	4	3	1	0	30	70	100
	OMAECO303T24	Modern British Literature	CORE	4	3	1	0	30	70	100
	OMAECO304T24	World Literatures	CORE	4	3	1	0	30	70	100
	OMAECO305T24	Linguistics and Applied Linguistics	CORE	4	3	1	0	30	70	100
	OMAEDS301T24	Indian Literature in Translation	DSE	2	1	1	0	30	70	100
	OMAEDS302T24	African-American Literature						30	70	
	OMAEDS303T24	Literature & Gender Studies						30	70	
	OMAESE301T24	Research Writing	SEC	2	1	1	0	30	70	100
		Any one of the Course*	OE/GE	2	1	1	0	30	70	100
<b>Total Credits</b>				<b>26</b>	<b>18</b>	<b>8</b>	<b>0</b>			

Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE

\*Anyone of the Course

Code No.	Name of Open/Generic Elective
OMAEGE301T24	Introduction to Bioinformatics
OMAEGE302T24	Fundamental Rights and Duties
OMAEGE303T24	Social Responsibility & Ethics
OMAEGE304T24	Farm Machinery and Power
OMAEGE305T24	Architectural marvels of India
OMAEGE306T24	Workplace Ergonomics
OMAEGE307T24	General Hospital practice

Semester	Course Code	Course Name	Course Category	Credits	Contact Hours Per Week			Evaluation		Total
					L	T	P	Int	Ext	
IV	OMAECO401T24	Indian English Literature	CORE	4	3	1	0	30	70	100
	OMAECO402T24	Critical Theory-II	CORE	4	3	1	0	30	70	100
	OMAECO403T24	Modern British literature II	CORE	4	3	1	0	30	70	100
	OMAECO404T24	Literature after World War-II	CORE	4	3	1	0	30	70	100
	OMAECO405T24	Stylistics and Discourse Analysis	CORE	4	3	1	0	30	70	100
	OMAEDS406T24	Violence and Memories Studies	DSE	2	1	1	0	30	70	100
	OMAEDS407T24	Women's Writing								
	OMAEDS408T24	Media and Film Studies								
	OMAEDIS401T24	Dissertation	Dissertation / Project	4	0	0	4	30	70	100
		Anyone of the Course*	GE	2	0	0	2	30	70	100
<b>TotalCredits</b>				<b>28</b>	<b>16</b>	<b>6</b>	<b>6</b>			

Credits of MOOC, SWAYAM and NPTEL will be considered similar to the credits of OE/GE

\*Anyone of the Course



<b>Code No.</b>	<b>Name of Open/Generic Elective</b>
OMAEGE401T24	Scientific Communication
OMAEGE402T24	Environmental Law
OMAEGE403T24	Finance For Non Finance Professionals
OMAEGE404T24	Agribusiness Management
OMAEGE405T24	Life Skill Education
OMAEGE406T24	Exercise for Women's Health
OMAEGE401T24	Clinical Examination of Visual System

### 3.4.2 Detailed Syllabus of MA-ENGLISH

Detailed syllabus of MA-ENGLISH is attached in Annexure-I.

### 3.5 Duration of the Program

Program	Level	Duration	Maximum duration for completion	Credits
M.A–English	Master’s Degree	2 years (4 Semesters)	4 Years	106

### 3.6 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details)

#### 3.4.1 Director

The selected candidate will assume the role of a permanent, full-time Professor, bringing expertise in overseeing and coordinating online and distance learning initiatives throughout their career. They will spearhead the CDOE-JNU department, ensuring seamless coordination among faculty, the technology department, and staff. This individual will hold responsibilities encompassing both academic and administrative realms.

#### KRA

1. Oversee the operations of CDOE-JNU and the Learning Management System (LMS), in addition to supervising relevant staff members.
2. Foster collaboration among various faculties and supervisors to ensure the implementation of suitable pedagogical approaches and delivery of high-quality educational content.
3. Continuously assess the strengths and weaknesses of the program, offering appropriate solutions and enhancements as needed.

#### 3.4.2 Deputy Director

The candidate is required to hold the position of Associate Professor in accordance with UGC Regulations 2018. Proficiency in Learning Management Systems (LMS) is essential, along with technical proficiency to facilitate and contribute to module development.

#### KRA:-

1. Collaborate with the Technical Manager to provide information manuals and documents to CDOE team members.

2. Develop the academic calendar for the academic sessions.
3. Review the timetable for live classes and interactive sessions, offering recommendations to the Program Coordinator as needed.
4. Approve the Content Matrix for each program, ensuring compliance with UGC guidelines.
5. Participate in syllabus design and updates in consultation with the Board of Studies and Academic Council of JNU to meet industry requirements.
6. Ensure academic planning, conduct academic audits, and implement academic policies.
7. Incorporate and implement changes in academic delivery as per UGC amendments.
8. Approve e-content and e-tutorials, forwarding them to the Technical Manager for upload on the LMS.
9. Monitor faculty members' live classes and interactive sessions, coordinating with the Program Coordinator to record attendance.
10. Maintain records of learner dropouts, actively minimizing dropout rates through student follow-up and support.
11. Issue academic notifications for lectures, events, content uploads, and examinations regularly.
12. Ensure adherence to the four-quadrant approach in academic practices.
13. Propose schedules for continuous internal assessments and end-term examinations, approving them for circulation.
14. Supply approved schedules to the Technical Manager for upload on the LMS.
15. Review reports on student performance and attendance in assessments periodically.
16. Ensure timely submission of internal assessment marks to the Controller of Examinations (CoE) and upload them as per schedule.
17. Monitor submission of examination forms and payment of examination fees by students within deadlines, communicating with the CoE as necessary.
18. Coordinate with the CoE for all examination-related matters at CDOE-JNU.
19. Arrange provision for industrial interface and provide assistance to students, coordinating with the Program Coordinator.
20. Organize orientation, Faculty Development Programs (FDP), and training programs for CDOE-JNU team members periodically.
21. Fulfill any other assigned functions as part of relevant committees or teams to ensure smooth functioning of CDOE-JNU.

### 3.4.3 Assistant Director

The candidate must hold the position of Associate Professor as per UGC Regulations 2018 and possess prior experience in overseeing online education programs.

#### KRA:-

1. Coordinate with different departments that offer online programs.
2. Aid the Deputy Director in fulfilling daily responsibilities associated with the Online Program.
3. Ensure that courses are conducted according to schedule and without any errors.
4. Ensure timely completion of assigned tasks as directed by the Deputy Director.

### 3.4.4 Program Coordinator

Each program will require the appointment of a Program Coordinator. Eligible candidates for this role must meet the qualifications outlined in the UGC Regulations 2018 for either Associate Professor or Assistant Professor.

#### KRA

1. Prepare the timetable for live classes and interactive sessions, ensuring accessibility for both students and faculty, with approval from the Deputy Director.
2. Schedule or reschedule classes as needed.
3. Ensure course content aligns with the Content Matrix, coordinating with faculties and academic partners.
4. Develop a subject allocation plan in consultation with faculty members, seeking approval from the Deputy Director.
5. Maintain faculty attendance records and ensure regular participation in live classes and interactive sessions, reporting to the Deputy Director.
6. Ensure instructional delivery adheres to the Content Matrix and UGC regulations.
7. Review the quality and plagiarism of e-content and e-tutorials, coordinating with the Course Coordinator and submitting for approval to the Deputy Director.
8. Ensure timely availability of e-content, e-tutorials, and events on the LMS.
9. Assist the Deputy Director in uploading e-content and e-tutorials on the LMS in coordination with technical departments.
10. Provide technical support to faculty and students throughout the course duration.
11. Schedule and deliver live lectures punctually and without technical issues.

12. Monitor student attendance in live classes and interactive sessions, maintaining accurate records.
13. Ensure scheduled lectures are completed on time and utilize the allocated credit hours.
14. Schedule sessions with Visiting Faculty, subject to approval from the Director.
15. Coordinate with the Deputy Director for soft skill and value-added certificate programs to enhance students' career prospects.
16. Coordinate academic activities such as Discussion Forums with Course Coordinators.
17. Pace and plan continuous internal assessments, ensuring technical feasibility and effective communication.
18. Ensure assessment contents align with Quadrant-IV and are uploaded on the LMS by faculty.
19. Allocate faculty for student project work, establish completion timelines, communicate dissertation preparation guidelines, ensure plagiarism checks, and monitor topic diversity.
20. Ensure timely thesis submission and schedule viva-voce examinations for students.
21. Submit online program question papers within deadlines and communicate with the Controller of Examinations.
22. Monitor faculty evaluation and uploading of marks on the LMS.
23. Ensure timely completion of evaluations for publishing results within planned timelines, consulting with the Controller of Examinations.

### **3.4.5 Course Coordinator**

Each course will require the appointment of a Course Coordinator possessing subject expertise and industry knowledge necessary for academic delivery. Eligible candidates for this role must meet the qualifications and experience outlined in the UGC Regulations 2018 for Professor, Associate Professor, or Assistant Professor.

#### **KRA**

1. Familiarize oneself with the LMS operations before the session begins.
2. Prepare thoroughly for daily sessions, engaging students for the entire allocated time and fostering effective communication.
3. Organize Discussion Forums for clearing doubts and promptly respond to student queries via chat, email, phone, video, or other synchronous tools, adhering to university policies and SRM directives.

4. Provide regular feedback to students on discussion board activities, assignments, tests, etc.
5. Conduct plagiarism checks on all e-tutorials and e-content according to UGC's four-quadrant framework, reporting findings to the Program Coordinator.
6. Schedule regular assessments of course modules using the LMS platform.
7. Ensure assessments are conducted with integrity, reporting any instances of academic misconduct to the Program Coordinator.

### **3.4.6 Course Mentor**

For each batch of 250 students, the appointment of one Course Mentor is required. Eligible candidates for this role must meet the qualifications and experience outlined in the UGC Regulations 2018 for Assistant Professor.

#### **KRA**

1. Assist the Program Coordinator and Course Coordinator in sharing academic knowledge and resolving procedural queries as requested by students.
2. Supervise teacher-student interaction groups.
3. Aid the Course Coordinator in organizing and actively participating in discussion forums.
4. Develop mechanisms to improve learners' learning experiences through open dialogues, counseling, etc.
5. Ensure resolution of non-academic queries.

### **3.4.7 Examinations**

*Deputy Controller of Examination (Dy. CoE)*

The Deputy Controller of Examinations (Dy. CoE) is responsible for overseeing and executing all functions related to the entire examination process.

#### **KRA**

1. Verify that students at CDOE-JNU meet examination eligibility criteria, in coordination with the Dy. Director.
2. Ensure students submit examination forms and pay fees within deadlines, in coordination with the Dy. Registrar and student cell.

3. Issue admit cards to compliant students at least 3 days before end-term examinations, coordinating with the academic team.
4. Prepare and release the Examination Time-Table.
5. Appoint qualified faculty examiners for online student assessments, whether internal or external.
6. Ensure timely receipt of question papers for online programs, adhering to guidelines, in coordination with the Dy. Director.
7. Ensure faculty examiners receive appropriate payment for paper checking fees, as per CDOE-JNU norms.
8. Ensure timely declaration of results and issuance of grade cards to students, in coordination with the given time-frame.
9. Disseminate notifications, guidelines, and regulations to promote awareness of examination policies and procedures among students and faculty members at CDOE-JNU.
10. Coordinate with CDOE-JNU for all matters concerning result declaration and grade-card issuance.

#### **3.4.8 Technical Support Team**

1. *Technical Manager (Operations)*– One Technical Manager is to be appointed.

##### **KRA**

- a) Upload academic content for delivery after approval from the Dy. Director.
- b) Develop e-tutorials and e-contents in alignment with the four-quadrants approach, UGC plagiarism guidelines, and branding guidelines of CDOE-JNU.
- c) Collaborate with other Technical Managers, ERP, and LMS providers for ongoing maintenance and issue resolution.

2. *Technical Associate (Audio-Video recording and editing)*– One Technical Associate is to be appointed.

##### **KRA**

- a) a) Record, edit, and execute tasks related to creating audio-video content for CDOE-JNU.
- b) b) Implement changes and develop audio-video content as directed by the Technical Manager and Director.

#### **3.4.9 Administrative Staff Strength**

The strength of the administrative staff shall constitute of:

1. *Deputy Registrar* – One individual is to be appointed with minimum Master’s degree qualification and five years of experience as an Assistant Registrar or an equivalent position. The individual should have expertise in adequate technology.

#### **KRA**

- i. Coordinate with the Admissions teams to ensure smooth functioning of the admission process at CDOE-JNU.
- ii. Ensure that Academic Bank of Credit (ABC) IDs are generated for all students after enrollment numbers are issued.
- iii. Approve and ensure regular notifications related to administration are sent to faculty and staff.
- iv. Conduct official correspondence with regulatory bodies, the Registrar’s Office, and other stakeholders on behalf of CDOE-JNU.
- v. Approve and ensure regular administration-related notifications are sent to students.
- vi. Maintain records of student enrollment, including all necessary documents such as bonafide letters and NOCs.
- vii. Collect fees from students when applicable.
- viii. Conduct official correspondence with regulatory bodies, the Registrar's Office, and stakeholders as needed.
- ix. Ensure scholarship facilities are provided to students based on criteria set by JNU and other funding agencies.
- x. Ensure compliance with statutory regulations as per UGC, AICTE, and other regulatory bodies.
- xi. Organize induction and training programs for new recruits and staff members at CDOE-JNU.
- xii. Determine the need for recruiting staff members at various positions within the CDOE-JNU department.
- xiii. Determine employee salaries based on university criteria and communicate this information to the JNU accounts department.
- xiv. Ensure all required documents are submitted by employees for performance appraisals and communicate this to the Registrar's office.
- xv. Organize events for effective employee engagement as deemed necessary.
- xvi. Efficiently address employee grievances at CDOE-JNU.
- xvii. Oversee the grievance redressal process for students.
- xviii. Manage and oversee other duties related to the examinations, admissions, and technical departments.



## 2. Student Relationship Manager (SRM)

CDOE-JNU will appoint two Student Relationship Managers (SRM), each with a minimum qualification of an undergraduate degree and at least two years of relevant experience in managing student relationships within an academic institution. Candidates should possess excellent communication skills and demonstrate the ability to collaborate effectively in teams.

### KRA

1. Establish and maintain relationships with prospective learners and their parents/guardians.
2. Assist learners in understanding the various courses offered and highlight their selling points.
3. Identify opportunities and weaknesses in the SRM systems and implement necessary changes.
4. Gather feedback and efficiently resolve complaints throughout the program duration.
5. Fulfill any other duties as required.

## 3.5 Instructional delivery mechanisms

JNU boasts a fully dedicated team of faculty members and staff proficient in delivering online lectures through CDOE – JNU. At the commencement of each session, students will receive the academic calendar via the Learning Management System (LMS). The distribution of self-learning material, audio, and video content to students will be facilitated through the LMS via the following delivery channels:

### 3.5.1 Four Quadrants and Academic Delivery

No. of Credits	Duration	Live Sessions	Quadrant – I e-Tutorial		Quadrant – II e-Content	Quadrant – III Discussion Forum	Quadrant – IV Assessment
			(Recorded Lecture)	Open Source Videos	e-Content( E-book/ PDF & PPT)	Live Session ( 2hrs/week)	CIA
2	6 weeks	6 (1/week)	6 hrs	4 hrs	<ul style="list-style-type: none"> <li>•PPT and E-book/PDF</li> <li>•Reading time should be mentioned for each file</li> </ul>	Forum Topics – For raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team	Multiple Choice Questions, Fill in the blanks, Practice Questions.
<b>Total Hours= 60</b>		<b>6 hrs</b>	<b>10 Hrs</b>		<b>10 Hrs</b>	<b>12 hrs</b>	<b>22 Hrs</b>

3	9 weeks	9 (1 session/week)	9	6	• PPT and E-book/PDF Reading time should be mentioned for each file	-same-	-same-
<b>Total Hours = 90</b>		<b>9 Hrs</b>	<b>15 Hrs</b>		<b>15 Hours</b>	<b>18 hrs</b>	<b>33 Hrs</b>
4	12 weeks	12 (1 session/week)	12	8	• PPT and E-book/PDF Reading time should be mentioned for each file	-same-	-same-
<b>Total Hours = 120</b>		<b>12 Hrs</b>	<b>20 Hrs</b>		<b>20 Hours</b>	<b>24 hrs</b>	<b>44 Hrs</b>

\*Proportionate Credit wise allocation would be done.

### 3.6 Identification of media-print, audio, or video, online, computer aided

The Learning Management System (LMS) serves as a comprehensive digital platform, offering a multitude of features including recorded faculty video lectures, real-time discussion forums, live sessions, e-content comprising study material, open source materials, and graded assessments.

For each module within a course, there will be one live session conducted by the respective faculty member, focusing on a specific topic. CDOE-JNU has curated study material that is clear and easily comprehensible, complete with concise summaries, self-assessment questions, and case studies.

Access to these course materials is facilitated through:

- Login credentials provided in the welcome email sent by the university
- Students can also log in via the University website at <https://lms.jnujaipur.ac.in/> .

#### Online Courseware

Through the Learning Management System (LMS), students will have access to a comprehensive array of course materials, including:

- e-Books (Self Learning Materials)
- Study Guides (PowerPoint presentations)
- Tutorial Videos
- Live Interactive Online Sessions
- Frequently Asked Questions (FAQs) and Misconceptions
- Web Resources for Research Purposes
- Practice Assignments
- Online Discussion Forums

- Enriching Content such as gamified elements and Value Added Content
- The LMS is organized with semester/year-wise buckets for subjects and specializations of the respective programs as enrolled.

The Dashboard feature of the LMS serves to track and monitor students' learning progress. It includes functionalities such as:

- Monitoring progress in learning
- Receiving regular notifications about upcoming webinars, virtual classes, assignments, discussion forum participations, and examinations
- Providing a platform for raising queries, which can be addressed by course coordinators, mentors, and faculty members. may be answered and conveyed by the course coordinators mentors and faculty.

### **3.7 Student Support Services**

Students will have access to support services provided by CDOE-JNU through the Student Relationship Management (SRM) system for queries related to administration and general technical issues. A ticketing system integrated into the LMS will enable learners to connect with the CDOE-JNU technical team for support services, with resolutions handled by the appropriate authority. Notifications will also be sent to the Deputy Registrar to ensure queries are addressed within 24 hours or sooner.

For academic course-related queries, students can raise queries directly through an open discussion forum, which will notify the Course Coordinator, Program Coordinator, and Deputy Director. Queries should be resolved within 48 hours of being raised, with the Program Coordinator responsible for managing and resolving any unresolved matters. The Deputy Director will ensure the timely resolution of academic queries.

In addition to academic excellence, CDOE-JNU prioritizes the holistic development of its students. The department supports various initiatives to broaden students' opportunities and shape them into future leaders.

## **4. Assessment and Evaluation**

### **4.1 Overview**

The evaluation of students' learning will encompass internal assignments, quizzes, learner response sheets, and end-of-term examinations. CDOE-JNU follows a rigorous process in the development of question papers, creation of question and quiz banks, preparation and moderation of assignments, administration of examinations, analysis of answer scripts by qualified academics, and declaration of results. Question papers are meticulously framed to ensure comprehensive coverage of the syllabus.

The evaluation process will include two types of assessments:

Examination Name	Marks Division
Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow <b>Annexure V</b> for guidelines and pre-requisites for Proctored Examination)	70%

The examinations are designed to evaluate the knowledge acquired during the study period.

For theory courses, internal evaluation will be conducted through Continuous Internal Assessment (CIA), which includes assignments and quizzes. The internal assessment will contribute a maximum of 30 marks for each course.

At the end of each semester, an end-of-semester online examination will be held for each course, lasting two hours.

**Guidelines issued by the Regulatory Bodies from time-to-time about conduct of examinations shall be considered and new guidelines if any will be implemented.**

#### **4.2 Question Paper Pattern**

**Online Exam Time: 2 Hours**

**Max. Marks: 70**

Exam will be comprising of 70 Multiple-Choice Questions (1 Mark Each) – 70 Marks

#### **4.3 Distribution of Marks in Continuous Internal Assessments**

The following procedure shall be followed for internal marks for theory courses. Weightage for Assignment is provided below:

Particular	A1 (MCQ Type)	A2 (MCQ Type)
Marks	15	15

Note: Refer to **Annexure VI** and **VII** for reference to the question paper pattern and formats of documents accepted. Students may re-appear for CIA up to next two semesters and has to follow the same procedure. For the last semester the academic rules shall apply.

#### 4.4 Statistical Method for the Award of Relative Grades

Letter Grade	Grade point	Range of Marks(%)
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Above average)	6	50-59
C (Average)	5	40-49
p (Pass)	4	35-39
F (Fail)	0	0-34
Ab (Absent)	0	Absent

Abbreviations:

CO	Core Course	MM	Maximum Marks
DSC	Discipline Specific Course	MO	Marks Obtained
GE	Generic Elective Course	SE	Skill Enhancement
AE	Ability Enhancement	DSE	Discipline Specific Elective

#### 4.4.1 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

##### Semester Grade Point Average (SGPA):

It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses taught in a semester.

$$SGPA = \frac{\sum C.G.}{\sum C}$$

Where, G is grade and C. is credit for a Course.

$$\text{Cumulative Grade Point Average (CGPA): } CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where,  $S_i$  is the SGPA of the semester and  $C_i$  is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Note:

- In case of any mistake being detected in the preparation of the Grade Statement at any stage or when it is brought to the notice of the concerned authority the University shall have the right to make necessary corrections.

#### **4.4.2 Cumulative Grade Point Average (CGPA)**

CGPA will be used to describe the overall performance of a student in all courses in which letter grades are awarded since his entry into the University or transferred from other University upto the latest semester as per the procedure provided in JNU Academic Regulations. It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University or transferred from other University. Since multiple performance in a course in which the student has already received a grade is possible, whenever through such a process a new grade is obtained, it will replace the earlier one in the calculation of CGPA. On the other hand, if through this process merely a report emerges, this event by itself will not alter the CGPA.

A student's grades, reports, CGPA, etc. at the end of every semester/term will be recorded on a grade card, a copy of which will be issued to him. The grade card will be withheld if a student has not paid his dues or when there is a pending case of breach of discipline or a case of unfair means against him.

The faculty members also responsible for maintaining the complete records of each student's attendance, performance in different components of evaluation. If a scrutiny or statistical analysis becomes necessary, the above records and any other pertinent information should be made available by the faculty member of the course.

#### **4.4.3 Conversion Factor**

Formula for Conversion of CGPA to Percentage:

$$\text{Percentage of marks} = \text{CGPA} \times 10$$

#### **4.5 Grade card**

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration.

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is transcript which is issued at the time the student leaves the University or at an intermediate point on request.

#### **4.5.1 Grade cards and Certification – Student Communication**

- The student can get soft copy of grade cards through the University website, the hard copy grade card would be provided only after successfully completion of full program along with degree certificate.

- Once the student completes all the mandated assignments, examinations and projects (if applicable) the final mark sheet/grade card and certificate would be dispatched by the University to the student registered address.
- All pending payments/dues need to be cleared by the student, before the final certification.
- If required, the University may request the mandatory documents from student as submitted during admission time, the students may have to re-submit the same if required during final degree certification.
- Students need to apply for degree by filling the degree application form and submit all the required documents and the applicable degree processing application fees as mentioned in this document.

#### **4.5.2 Online Results, grade card and Degree Logistics–Internal Process**

- After verification of all data by the Controller of Examination, the results would be published on the CDOE-JNU website.
- Students need to download and save the copy of semester / year wise results.

CDOE-JNU would provide hard copy grade cards and degree certificate at the end of the program to students who have successfully completed the program. Students who successfully completed the program will receive hard copy mark sheet/grade cards and a degree certificate from the University at the end of the program. A provision for On Demand Mark Sheets can be provided wherein student would have to fill the requisition and pay postal charges enabling university to dispatch the hard copy marksheets as requested by the student; prior to completion of the overall program.

## **5. Requirement of the Laboratory Support and Library Resources**

### **5.1 Laboratory Support**

Jaipur National University offers access to state-of-the-art laboratories equipped with the latest tools and resources necessary for research and analytical work. The laboratory support at JNU aims to foster a robust research environment, encouraging students to develop essential skills required for their academic and professional growth.

### **5.2 Library Resources**

The Central Library at CDOE-JNU offers a comprehensive range of sections, including reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. With a collection exceeding 1,00,000 books, the library also provides access to e-journals, online databases such as Scopus and Web of Science, and institutional repositories featuring rare book collections. University has 449 subscriptions of online and offline Journals. Equipped with modern facilities like reading rooms, computer labs, and quiet study areas, the library fosters a conducive environment for learning and intellectual growth. Additionally, the library frequently organizes workshops, seminars, and exhibitions to enhance academic engagement and promote a culture of continuous learning.

All electronic resources can be accessed seamlessly through the Local Area Network (LAN) on campus, as well as remotely via login credentials. This ensures convenient access to resources for students, faculty, and researchers both on-site and off-site.

## 6. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis) :

Sl. No.	Expenditure Heads	Approx. Amount
1	Program Development (Single Time Investment)	40,00,000 INR
2	Program Delivery (Per Year)	7,00,000 INR
3	Program Maintenance (Per Year)	25,00,000 INR

## 7. Quality Assurance Mechanism

The quality of a program hinges upon the course curriculum, syllabus, and academic delivery, all of which are meticulously designed to bridge the gap between industry standards and academia. To uphold this standard, the Centre for Internal Quality Assurance (CIQA) and the Academic Council play crucial roles.

The Academic Council is entrusted with ratifying the curriculum and any proposed changes recommended by CIQA to ensure the continual enhancement and maintenance of quality in online education at CDOE-JNU.

The Centre for Internal Quality Assurance (CIQA) is tasked with several responsibilities:

- (i) Conducting periodic assessments of online learning course materials and audio-video tutorials to maintain the quality of learning.
- (ii) Soliciting stakeholder feedback and implementing recommended changes to meet the evolving needs of course delivery and industry requirements.
- (iii) Evaluating the quality of assignments, quizzes, and end-term assessments and providing suggestions for enhancements to sustain the learning program's standards.
- (iv) Ensuring that the learning experience is truly global, aligning with program outcomes and reflecting the vision and mission of JNU.

The Chief Operating Officer (CoE) of the University oversees examinations and the evaluation system to ensure fairness and integrity in the assessment process.

CDOE-JNU is committed to continual improvement, striving to enhance processes, assessments, teaching methodologies, and e-learning materials in line with the four-quadrant approach and the implementation of the New Education Policy (NEP). The University is dedicated to delivering exceptional education across all learning modes while adhering to NEP, UGC, and other regulatory guidelines, fostering a truly global educational environment.





**SEMESTER I**

**Course Name: Poetry I From Chaucer to 17th Century**

**Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate knowledge of major poets and poetic movements from Chaucer to the 17th century in English literature.	Knowledge
CO2	Understand the historical and cultural contexts that influenced the development of poetry during this period.	Understand
CO3	Apply literary analysis skills to identify and explain various poetic forms, styles, and techniques of the era.	Apply
CO4	Analyze the thematic concerns, symbolism, and metaphorical elements present in selected poems from this period.	Analyze
CO5	Evaluate the impact of socio-political factors on the poetry of the time, considering different critical perspectives.	Evaluate
CO6	Create original interpretations or responses to the poetic works studied, demonstrating an understanding of the styles and themes of the period.	Create

**Course Content**

**Unit I**

Geoffrey Chaucer: The Prologue to the Canterbury Tales

**Unit II**

Edmund Spenser: The Faerie Queen (Stanzas 1-5 of Canto 1 of Book 1) Edmund Spenser: Sonnets No. 83, 84, 85, 86, 87.

**Unit III**

John Donne: ‘The Canonization’, ‘A Valediction: Forbidding Mourning’ Andrew Marvell: ‘The Garden’

**Unit IV**

John Milton: Paradise Lost (Book I)

**Unit V**

Alexander Pope: The Rape of the Lock

**Reference**

Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1953.

Daiches, David. *A Critical History of English Literature*. Secker and Warburg Ltd, 1961.

Eagleton, Terry. <i>How to Read a Poem</i> . Blackwell, 2007.
Gardner, Helen, editor. <i>Metaphysical Poets</i> . Penguin, 1957.
Kreutzer, James. <i>Elements of Poetry</i> . Macmillan, 1971.
Lewis, C.S. <i>A Preface to Paradise Lost</i> . OUP, 1942.
Newman, Brooks Peter, editor. <i>Reformation Principle and Practice</i> . Scholar Press, 1980.
Rickett, Compton Arthur. <i>A History of English Literature: From Earliest Times to 1916</i> Dodge Publishing Comp,

Course Name: **Drama I Elizabethan and Jacobean Drama**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of major Elizabethan and Jacobean playwrights, their works, and the historical context of the era.	Knowledge
CO2	Understand the characteristics and conventions of Elizabethan and Jacobean drama, including themes, styles, and dramatic techniques.	Understand
CO3	Apply critical analysis to interpret and explain the socio-cultural and political dimensions reflected in selected plays.	Apply
CO4	Analyze the structure, language, and dramatic devices employed by playwrights of the period, such as Shakespeare and Marlowe.	Analyze
CO5	Evaluate the cultural significance and enduring impact of Elizabethan and Jacobean drama on subsequent literary and theatrical traditions.	Evaluate
CO6	Create original insights or responses to the studied plays, demonstrating an appreciation for the complexity and richness of Elizabethan and Jacobean drama.	Create

#### Unit I

**Christopher Marlowe: *Doctor Faustus***

#### Unit II

**William Shakespeare: *Hamlet*;**

#### Unit III

**Ben Jonson: *Every Man in His Humours*;**

#### Unit IV

**John Webster: *The Duchess of Malfi*;**

#### Unit V

**Thomas Middleton and William Rowley: *The Changeling***

## Reference

Bradley, A C. <i>Shakespearean Tragedy</i> . Penguin, 1991.
Evans, G. <i>Elizabethan Jacobean Drama: The Theatre in its Time</i> . New Amsterdam Books, Reprint edition, 1998.
Marlowe, C. <i>Doctor Faustus and Other Plays</i> . OUP, 2010.
Shakespeare, W. Hamlet. <i>Arden Shakespeare</i> , 2013.
Smith, E. and Garrett A. Sullivan, eds. <i>The Cambridge Companion to English Renaissance Tragedy</i> . Cambridge UP, 2010.
Bradley, A C. <i>Shakespearean Tragedy</i> . Penguin, 1991.

Course Name: **Fiction I Origins and Developments up to 18th Century**

## Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the origins and early developments of fiction, including key literary works and influential authors up to the 18th century.	Knowledge
CO2	Understand the historical, cultural, and literary contexts that shaped the emergence and evolution of fiction during this period.	Understand
CO3	Apply critical theories and methodologies to analyze and interpret selected fictional texts from the specified era.	Apply
CO4	Analyze the stylistic features, narrative techniques, and thematic elements employed by significant authors in early fiction.	Analyze
CO5	Evaluate the societal impact and cultural significance of early fiction in shaping literary traditions and perceptions.	Evaluate
CO6	Create original insights or scholarly responses demonstrating a nuanced understanding of the origins and developments of fiction up to the 18th century.	Create

## Course Content

### Unit I

Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel.

### Unit II

Earlier Trends in fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.

### Unit III

Charles Dickens- *Oliver Twist* Jane Austen- *Pride and Prejudice* Thomas Hardy- *Tess of the d'Urbervilles*  
William Golding- *Lord of the Flies*

## Reference

Geoffrey Galt Harpham, M. H. Abrams, <i>Glossary of Literary Terms</i> , Cengage Learning
Dickens, Charles, <i>Oliver Twist</i> , Pan Macmillan, 2016
Austen, Jane, <i>Pride and Prejudice</i> , Unbound Script. 2020

Hardy, Thomas, *Mayor of Caster bridge*, Penguin Books Ltd, 2020

Golding ,William, *Lord of the Flies*, Penguin Putnam Inc. 2019

Course Name: **American Literature**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire in-depth knowledge of the major movements, periods, and literary works in American literature across different epochs.	Knowledge
CO2	Understand the cultural, historical, and social contexts that have influenced the development of American literature.	Understand
CO3	Apply various literary theories and critical approaches to analyze representative texts from different periods of American literature.	Apply
CO4	Analyze the stylistic and thematic elements in the works of prominent American authors, exploring their contributions to the literary canon.	Analyze
CO5	Evaluate the impact of American literature on shaping national identity, reflecting cultural diversity, and addressing societal issues.	Evaluate
CO6	Create original interpretations or critical responses that demonstrate a nuanced understanding of American literary traditions and their significance.	Create

### Course Content

#### Unit I

Introduction to American Literature  
The Colonial Period (1492-1700)  
The Revolutionary Period (1700-1800)

The Period of Romanticism and Transcendentalism (1800-1880), American Realism and Naturalism (1860-1930), American Modernism and the First half of the 20<sup>th</sup> Century American Literature in the second half of the 20th century

#### Unit II – Poetry

R.W. Emerson - Hamatreya Edgar Poe - The Raven Walt Whitman - Crossing Brooklyn Ferry

Emily Dickinson - 'Hope' is the Thing with Feathers Just Lost, When I was Saved! Robert Frost - Home Burial

#### Unit III – Prose

Jack London - What Life Means to Me

Edgar Allan Poe - The Philosophy of Composition Henry David Thoreau - Civil Disobedience Ralph Waldo Emerson - The Over-Soul

#### Unit IV – Drama

Tennessee Williams - Glass Menagerie Amiri Baraka - The Dutchman Unit V – Fiction

### Reference

Melville, Herman. Moby Dick. Tom Doherty Associates, 1996.
Hawthorne, Nathaniel. The Scarlet Letter, Ticknor, Reeds & Fields, 1850.
Hemingway, Ernest. A Farewell to Arms. (Scribner) Publications, 1929.
Baraka, Amiri. The Dutchman , Slave Harper Perennial, 1971.
Norton's , Anthology of American Literature,2016.
Whitman, Walt, Leaves of Grass, Oxford Worlds Classics,1998.(OUP)
Oliver S.Egbert, An Anthology of American Literature.1890-1965, Vol-II
Perkins, George&Bradley, Scully, The American Tradition in Literature, 7th Edition, Vol.I. USA: McGraw Hill Publishing Company, 1990.
American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman.SujataGurudev, Atlantic, 2011, 1st Edition.
Studies in American Literature. Edited by Mohit K. Ray, Atlantic, 2011, 1st Edition.
Philosophy of Composition, Edgar Allan Poe, Createspace Independent PublishingPlatform, 2015, 1st Edition.
Cunliffe, Marcus. American Literature to 1900. New York: P. Bedrick Books, 1987.
Matthiessen, F O. American Renaissance: Art and Expression in the Age of Emerson and Whitman.N.p., 1941.
McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. New York:Macmillan, 1985.

**Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire a comprehensive knowledge of the principles and rules governing modern English usage and grammar.	Knowledge
CO2	Understand the nuances of grammatical structures and syntactical elements in different types of written and spoken English.	Understand
CO3	Apply the rules of modern English usage and grammar effectively in various written and oral communication contexts.	Apply
CO4	Analyze complex sentences, identifying grammatical structures and syntactic patterns, to enhance language comprehension.	Analyze
CO5	Evaluate the appropriateness of grammatical choices in different registers and genres of English discourse.	Evaluate
CO6	Create grammatically accurate and stylistically effective written and spoken expressions in diverse communicative situations.	Create

**Course Content**

**UNIT 1**

A Systematic Survey of English, Syntax, The sentence

The structure of the clause, The structure of the phrase, Word classes

**UNIT 2**

Usage Issues in Modern English Grammar, Punctuation, Usage Problems Subject-verb agreement, Case,

Auxiliaries, Modals and Non-Modals : Their Function

Adjective-Adverb Confusions Question, Formation and Question Tags

**UNIT 3**

Different Concepts and Notions, Request, Order, Questions, Condition Purpose, Suggestion, Wishes, Hope, Intention, Obligation, Contrast Concession

## UNIT 4

Reported Speech, Active- Passive Voice Job application, Writing Resume

### Reference

Ehrlich, Eugene. <i>English Grammar</i> . McGraw-Hill, 2011.
Wren & Martin <i>High School English Grammar &amp; Composition</i> ,. Blackie Elt Books, an Imprint of S.Chand Publishing, 2018.
Humphreys, Gordon Stephen. <i>English Grammar</i> . Hodder and Stoughton, 1977.
Stewart, Lillian Kimball. <i>English Grammar</i> . Forgotten Books, 2015.
Longman <i>Essential Activator</i> . EieiJiten. Pearson Education, 2008.
Seidl, Jennifer. <i>Grammar</i> . Oxford University Press, 2011.

**Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Gain in-depth knowledge of prominent Indian literary works translated into English, spanning various genres and periods.	Knowledge
CO2	Understand the cultural, historical, and socio-political contexts influencing the chosen Indian writings in translation.	Understand
CO3	Apply critical and analytical skills to interpret and evaluate the nuances of translation in conveying cultural nuances.	Apply
CO4	Analyze the linguistic and stylistic choices made in the translation process, considering their impact on the text.	Analyze
CO5	Evaluate the effectiveness of translation in preserving the authenticity and literary merit of the original works.	Evaluate
CO6	Create well-informed and nuanced critiques of Indian writings in translation, demonstrating an understanding of the issues involved.	Create

**Course Content**

**Unit I:**

**Indian Translation Theory Selections from Indian Translation Theory:**

Selections from Sujit Mukherjee's – Translation as Discovery Translation as Recovery Selections from P.

Lal's—Transcreation Devy, G. N. "Translation Theory: An Indian Perspective."

Trivedi, Harish. "In Our Own Time, On Our Own Terms 'Translation' in India".

Bassnett, Susan and Trivedi, Harish. "Introduction: of colonies, cannibals and vernaculars" Ameena Kazi

Ansari and Anisur Rahman. "Translation/Representation: The Indian Context" Ayyappa Panikkar. "Towards an

Indian Theory of Literary Translation" M. Asaduddin. "Translation and Indian Literature: Some Reflections"

Tejaswini Niranjana's "Introduction" to Siting Translation



## Unit II: Novels and Short Stories

- Novels: 1. Rabindranath Tagore : Home and the World  
2. Indira Goswami : Pages Stained with Blood  
Short stories: 1. Ismat Chughtai : Kafir  
2. Bhagavatcharan Panigrahi : Mrigaya

## Unit III: Poetry and Plays

Poetry: 1. Selections from The Oxford India Ghalib: Life, Letters and Ghazals, edited by Ralph Russell. (4 Poems)

Plays: 1. P. Lal (Ed) : Great Sanskrit Plays in Modern Translation (Selections) 2. Girish Karnad : Fire and the Rain

## Unit IV: Practice of Translation

This would involve students in the act of translation through workshops, assignments and classwork.

## References

Ansari, Ameena Kazi and Anisur Rahman (ed.). 2007. <i>Translation/Representation</i> . New Delhi: Creative Books.
Baker, Mona. 2006. <i>In Other Words: A Coursebook on Translation</i> . London and New York: Routledge.
Bassnett, Susan. 2004. <i>Translation Studies</i> . New Delhi, Oxford University Press.
Bassnett, Susan and Harish Trivedi. 1999. <i>Postcolonial Translation: Theory and Practice</i> . London and New York: Routledge.
Chaudhuri, Sukanta. 1999. <i>Translation and Understanding</i> , New Delhi: OUP.
Chughtai, Ismat. 2009. <i>Lifting the Veil: Selected Writings of Ismat Chughtai</i> . Trans. by M. Asaduddin. India: Penguin.
Dingwaney, Anuradha and Carol Maier. (ed.) 1996. <i>Between Languages and Cultures: Translation and Cross-Cultural Texts</i> . Pittsburgh: University of Pittsburgh.
Gentzler, Edwin. 2001. <i>Contemporary Translation Theory</i> . Great Britain: Cromwell Press.
Hermans, Theo. 2006. <i>Translating Others</i> . Vol.1 .Manchester: St Jerome Publishing.
Khusrao, Amir. 2013. <i>In the Bazaar of Love: The Selected Poetry. by Amir Khusrao</i> . Trans. by Losensky and Sunil Sharma. United Kingdom, Penguin.
Ghalib, Mirza. 2008. <i>The famous Ghalib</i> . Trans. by Ralph Russell. The University of Michigan, Lotus Collection. Lal, P. 1972.

Lefevere, Andre. 1992. <i>Translation History Culture: A Sourcebook</i> . London and New York: Routledge.
Mukherjee, Tutun. 1998. <i>Translation: From Periphery to Centre stage</i> . New Delhi: Prestige Books.
Mukherjee, Sujit. 1991. <i>Translation as Discovery</i> . New Delhi, Allied Publishers. 2009. <i>Translation as Recovery</i> . New Delhi, Pencraft International.
Mohapatra, K.K. et al. 1998. <i>The Harper Collins Book of Oriya Short Stories</i> . Nida, Eugene. 1964. <i>Towards a Science of Translating</i> . Bill Archive.

Course Name: **Classics in Translation I**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Acquire a profound knowledge of classical literary works from various cultures translated into English.	Knowledge
CO2	Understand the cultural, historical, and linguistic contexts that shaped the original classical texts.	Understand
CO3	Apply theoretical frameworks to analyze the challenges and strategies involved in translating classical literature.	Apply
CO4	Analyze the impact of translation on the reception and interpretation of classical works in different linguistic and cultural settings.	Analyze
CO5	Evaluate the fidelity of translations in preserving the essence, style, and thematic richness of classical texts.	Evaluate
CO6	Create comparative analyses exploring the nuances of different translations and their implications for understanding classical literature.	Create

### Course Content

#### UNIT 1 – POETRY

A general introduction to world classics in translation Poetry, a brief introduction For Detailed Study Homer- Odyssey.

For Non -Detailed Study- Kalidasa -Meghdood

#### UNIT 2 – DRAMA

A brief introduction to world drama in general For detailed study: Sophocles: Oedipus Rex For non-detailed study: Bhasha: Karnabharam

#### UNIT 3 – FICTION AND SHORT STORIES

A brief introduction Fiction:  
Non detailed study -Dostoevsky: Notes from underground ,

**Reference**

Dante, <i>The Devine Comedy</i> , Penguin Putnam Inc, 2020
A.S. Pushkin, <i>Pushkin Poems</i> , Maestro Publishing Group. 2018
Sophocles , <i>Oedipus Rex</i> , Dover Publications Inc, 2019
Dostoevsky, <i>Notes from underground</i> , translated Richard Peaver and Larissa Yolokhosnsky Random House USA Inc
Hermann Hesse, <i>Siddhartha</i> , Maple Press. 2019

Course Name: **Afro- American Literature I**

**Course Outline**

CO No.	CO Statement	Taxonomy
CO1	Demonstrate an in-depth knowledge of the historical and cultural contexts that gave rise to Afro-American literature.	Knowledge
CO2	Understand the unique literary forms, themes, and narrative techniques employed in Afro-American literary works.	Understand
CO3	Apply critical theories to analyze the representation of identity, race, and social issues in Afro-American literature.	Apply
CO4	Analyze the evolution of Afro-American literature in response to historical events and cultural shifts.	Analyze
CO5	Evaluate the contributions of prominent Afro-American writers to the literary canon and their impact on society.	Evaluate
CO6	Create original interpretations and perspectives on Afro-American literary texts through critical and creative engagement.	Create

**Course Content**

**UNIT 1**

Dudley Randall: ‘Ballad of Birmingham’ James Weldon Johnson: ‘Lift Every Voice and Sing’  
Langston Hughes: ‘Harlem’ Maya Angelou : ‘Still I Rise’ Rita Dove: ‘Persephone, Falling’

**UNIT 2**

Lorraine Hansberry: *Raisin in the Sun*

**UNIT 3**

Alex Haley- Roots

**UNIT 4**

Toni Morrison: *Sula*  
James Baldwin: *Go Tell It on the Mountain*  
13<sup>th</sup> Amendment

### References

Gates, Henry Louis, and Nellie Y. McKay. <i>The Norton Anthology of African American Literature</i> . W.W. Norton & Co., 1996.
Hansberry, Lorraine, et al. <i>A Raisin in the Sun: the Unfilmed Original Screenplay</i> . PawPrints, 2008.
Equiano, Olaudah. “ <i>The Interesting Narrative of the Life of Olaudah Equiano</i> .” 2009, doi:10.1017/cbo9781139583657.
Emanuel, James A. Langston Hughes. Twayne Publishers, 1995.
Ingle, Zachary. “‘ <i>White Fear</i> ’ and the Studio System: A Re-Evaluation of Hansberry's Original Screenplay of ‘ <i>A Raisin in the Sun</i> .’” JSTOR, 1 Jan. 2009, www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway.
Cooper, David. “Hansberry's <i>A Raisin in the Sun</i> .” <i>The Explicator</i> , vol. 52, no. 1, 1993, pp.59–61., doi:10.1080/00144940.1993.9938741.
Equiano, Olaudah. “ <i>The Interesting Narrative of the Life of Olaudah Equiano</i> .” 2009, doi:10.1017/cbo9781139583640.
“ <i>Overview of Discourse Analysis</i> .” <i>Discourse Analysis</i> , 2017, pp. 3–26., doi:10.4324/9781315621340-1

Course Name: **English language Lab & Communication**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire a comprehensive knowledge of English phonetics, grammar, and vocabulary through practical language exercises.	Knowledge
CO2	Understand and apply effective verbal and non-verbal communication strategies in various professional contexts.	Understand
CO3	Apply advanced language skills to produce clear, coherent, and culturally appropriate written and spoken communication.	Apply
CO4	Analyze linguistic and rhetorical features in diverse forms of communication, including speeches, essays, and debates.	Analyze
CO5	Evaluate and critique communication styles, identifying strengths and areas for improvement in both written and oral expression.	Evaluate
CO6	Create and deliver engaging presentations, demonstrating mastery of language skills and effective communication techniques.	Create

**Course Content:**

**UNIT 1**

***Pronunciation and Articulation***

Air stream mechanisms--Organs of speech—Place of articulation—Manner of articulation— voiced and voiceless sounds—Vowels and consonants—Practice in pronouncing speech sounds in isolation and in words.

**UNIT 2**

***Intonation***

Intonation pattern at the sentence level—Tone —Rising tone—falling tone—fall-rise tone— Common rules and examples

### **UNIT 3**

#### ***Syllables and Pronunciation***

Syllables and syllabification (revision)—Word accent—Common rules of word stress— Mono- and di-syllabic words and pattern of pronunciation in the case of the latter—Threesyllable words and their pronunciation- Practice in pronouncing selected (about 500) words of day to day use.

### **UNIT 4**

#### ***Phonetics Practice***

Transcription of words- Marking stress patterns- two syllables- three syllables words and their phonetic transcription

#### **SUGGESTED READINGS:**

Coulter, Geoffrey R. Phonetics and Phonology. Academic Press, 1993.
Manohar, D. Murali. Phonetics and Spoken English. Atlantic Publishers & Distributors, 2012.
Fidge, Louis. Phonetics. Letts Educational, 2003.

## SEMESTER II

Course Name: **Research Methodology**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire foundational knowledge of research methodologies, including qualitative and quantitative approaches.	Knowledge
CO2	Understand the ethical considerations and principles underlying research in the field of English literature.	Understand
CO3	Apply research design principles to formulate and structure research questions relevant to literary analysis.	Apply
CO4	Analyze and interpret literary data using appropriate research methods and tools, demonstrating critical thinking.	Analyze
CO5	Evaluate the strengths and weaknesses of different research methodologies in the context of literary studies.	Evaluate
CO6	Create a well-designed research proposal, showcasing the ability to synthesize research concepts for a specific study.	Create

### Course Content

#### Unit 1:

Basics of Research- definition, meaning, objectives and types; The Philosophy of research- Academic writing- nature of inquiry in Literature; Social Sciences and Humanities- Research procedure in Literature and Linguistics.

#### Unit 2:

Basics of Academic Writing- Requirements of Research Paper; How to write a research paper; Format and Components of Research Proposal (Synopsis and Abstract); Format and Components of Dissertation /Thesis

#### Unit 3:

Tools of Research MLA Style Sheet - (Latest Edition) Transactional Modes; Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper.

#### Unit 4:

Ethics of research- Plagiarism, Consulting e-journals, Web references, research sites, web indexes, e-mail discussion groups, virtual libraries and web search engines.

### Referances

Brooks, Cleanth & Robert Penn Warren. <i>Modern Rhetoric</i> . 3rd ed. New York: Harcourt, Brace & World, 1970.
Gibaldi, Joseph. <i>MLA Handbook for Writer of Research Papers</i> . 7th ed. New Delhi: Affiliated East West Press, 2008.
Anderson, Jonathan. <i>Thesis and Assignment Writing</i> . New York: J. Wiley & Sons, 1970
Naik P.K. & Dubey P. <i>Methodology</i> , A.P.H. Publishing Corporation,

Course Name: **Poetry II Eighteenth to Nineteenth Century**

### Course Outline

CO No.	CO Statement	Taxonomy
CO1	Demonstrate a deep knowledge of major poetic movements, styles, and themes from the eighteenth to nineteenth centuries.	Knowledge
CO2	Understand and analyze the cultural, historical, and literary contexts influencing the poetry of this period.	Understand
CO3	Apply critical approaches to interpret and analyze complex poetic forms, structures, and literary devices.	Apply
CO4	Analyze the socio-political implications of selected poems, recognizing the poets' perspectives on relevant issues.	Analyze
CO5	Evaluate the effectiveness of poetic expression, considering aesthetic and emotional impact on readers.	Evaluate
CO6	Create original critical interpretations of poems from the eighteenth to nineteenth centuries, demonstrating analytical and creative thinking.	Create

### Course Content

#### UNIT 1

Edward Albert: The Return to Nature

#### UNIT 2

William Blake The Shepherd; The Little Black Boy; Earth's Answer; The Sick Rose, William Collins



Ode on the Poetical Character; Ode to Evening, Ode to Fear.

Thomas Gray – Elegy written in a country Churchyard James Thomson- The Seasons

### UNIT 3

William Wordsworth The Solitary Reaper, I Wandered Lonely as a Cloud

S.T. Coleridge Christabel (Part I and II), The Rime of the Ancient Mariner, Kubla Khan

Lord Byron Don Juan, She Walks in Beauty; Childe Harold's Pilgrimage'

### UNIT 4

P.B. Shelley – Ode to west wind

John Keats: Ode to Nightingale, Ode to Autumn, Ode on Grecian Urn Mathew Arnold- Dover Beach

### Reference

Hall, Spencer. <i>Approaches to Teaching Shelley's Poetry</i> . Modern Language Association of America, 1990.
Baugh, Albert C. <i>A Literary History of England</i> . Appleton-Century-Crofts, 1948.
Byron, George Gordon Byron, et al. <i>Poems of George Gordon, Lord Byron</i> . Crowell, 1969.
Coleridge, Samuel Taylor, and Doré Gustave. <i>The Rime of the Ancient Mariner</i> . Chas. R. Wood and Associates, 1952.
Coleridge, Samuel Taylor. <i>Christabel</i> . Forgotten Books, 2016.
Deane, Lorna. <i>The Solitary Reaper</i> . MacDonald, 1945.
Doughty, Oswald. William Collins. Publisher Not Identified, 1973.
Golden, Morris. <i>Thomas Gray</i> . Twayne Publishers, 1988.
Just, Adolf, and Henry Arthur. Nesbitt. <i>Return to Nature</i> . G. Routledge & Sons, 1912.
Keats, John, and Susan J. Wolfson. <i>John Keats</i> . Pearson Longman, 2007.
Keats, John. <i>The Poetical Works and Other Writings of John Keats</i> . Phaeton Press, 1970.
Shelley, Percy Bysshe, and Di Wu. <i>Xuelai Shu Qing Shi Quan Ji = P.B Shelley: the Complete Lyrical Poems</i> . Zhejiang Wen Yi Chu Ban She, 1994.
Wordsworth, William, and Matthew Arnold. <i>Poems of Wordsworth</i> . Forgotten Books, 2015.

Wordsworth, William. Prelude. David R Godine, 2018.

Course Name: **Drama II Restoration to Twentieth Century**

### Course Outcome

CO No.	CO Statement	Taxonomy
CO1	Acquire in-depth knowledge of major dramatic works from the Restoration to the Twentieth Century, including key playwrights and genres.	Knowledge
CO2	Understand the historical, cultural, and social contexts influencing the development of drama during this period.	Understand
CO3	Apply theoretical frameworks to analyze and interpret complex dramatic structures, themes, and characterizations.	Apply
CO4	Analyze the evolution of dramatic techniques and forms, considering the impact of societal changes on theatrical expression.	Analyze
CO5	Evaluate the effectiveness of dramatic elements in conveying themes, emotions, and social commentary within selected plays.	Evaluate
CO6	Create insightful and original critical interpretations of dramatic texts, demonstrating analytical and creative thinking.	Create

### Course Content

#### UNIT - I

Literary and Intellectual background of drama from the Restoration up to the 20th Century

#### UNIT - II

Wycherly: The Country Wife

Aphra Behn: The Rover

John Drydon: All for Love/ The World that we lost

### UNIT - III

Oliver Goldsmith : She Stoops to Conquer

G. B. Shaw : Arms and the Man T. S. Eliot : Family Reunion

### UNIT - IV

Samuel Beckett : Waiting for Godot John Osborne- Look Back in Anger

### References

Bernard Bergonzi : Wartime and Aftermath : English Literature and its Background 1939-60. Oxford Paperbacks 1993
Colin Chambers and : Playwright's Progress: Patterns of Postwar Mike Prior British Drama. Oxford : Amber Lane Press, 1987
Harold Bloom : George Bernard Shaw (Bloom's Modern Critical Views)
T. S. Eliot : Selected Essays, Anubhav Publishers and Distributors. 2020
John Loftis (Ed.) : Restoration Drama : Modern Essays in Criticism. New York, Oxford University Press. 1995
Raymond Williams : Drama from Ibsen to Brecht. Random House, 2013
Thomas H. Fujimura : The Restoration Comedy fo Wit.
John Russell Taylor : Anger And After : Guide to the New British Drama. Methuen Publishing Ltd 1997
Katherine J. Worth : Revolution in Modern English Drama. London, Bell, 1973

Course Name: **Fiction IITwentieth Century**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Develop a comprehensive knowledge of major works of fiction from the Twentieth Century, exploring diverse genres, styles, and themes.	Knowledge

CO2	Understand the cultural, historical, and literary contexts that shaped and were shaped by Twentieth-Century fiction.	Understand
CO3	Apply critical theories and analytical tools to interpret and analyze complex narrative structures and thematic elements in selected texts.	Apply
CO4	Analyze the evolution of narrative techniques, experimental forms, and the impact of social and political changes on fictional storytelling.	Analyze
CO5	Evaluate the effectiveness of literary devices, character development, and thematic exploration in Twentieth-Century fiction.	Evaluate
CO6	Create well-supported and original critical interpretations of fictional works, demonstrating advanced analytical and creative skills.	Create

### Course Content

#### UNIT 1:

Introduction: The Novel and its Strategies: Introduction to the English Novel and Themes

#### UNIT 2:

Arthur Conan Doyle: The Hound of the Baskervilles

#### UNIT 3:

Arthur Conan Doyle Sign of Four

UNIT 4:  
D.H.Lawrence – The Rainbow

#### UNIT 5:

Virginia Woolf – Mrs Dalloway  
Kipling:- Jungle Book

### Reference

Ann Cvetkovich, <i>Mixed Feelings: Feminism, Mass Culture, And Victorian Sensationalism</i> 1993
Avrom Fleishman, <i>The English Historical Novel</i> 1971
Carol L. Bernstein, <i>The Celebration of Scandal: Toward the Sublime in Victorian Urban Fiction</i> 1991
Christina Crosby, <i>The Ends of History: Victorians and "the Woman Question"</i> 1991
Christine van Boheemen, <i>The Novel as Family Romance: Language, Gender, and Authority from Fielding to Joyce</i> 1987
Julia Prewitt Brown, <i>A Reader's Guide to the Nineteenth Century English Novel</i> 1986
Christopher Craft, <i>Another Kind Of Love: Male Homosexual Desire In English Discourse, 1850-1920</i> 1994
Dennis W. Allen, <i>Sexuality in Victorian Fiction</i> 1993
Elizabeth Ermarth, <i>Realism and Consensus in the English Novel</i> 1983
F. R. Leavis, <i>The Great Tradition</i> 1948
Franco Moretti, <i>Signs Taken for Wonders; The Way of the World: The Bildungsroman in European Culture.</i> 2000
Geoffrey Tillotson, <i>A View of Victorian Literature</i> 1978
Georg Lukacs, <i>The Historical Novel; The Theory of the Novel</i>

Gillian Beer, <i>Darwin's Plots: Evolutionary Narrative in Darwin, George Eliot, and Nineteenth-Century Fiction</i> 1983
Ian Baucom, <i>Out of Place: Englishness, Empire, and the Locations of Identity</i> Princeton: Princeton UP, 1999
Ian Duncan, <i>Modern Romance and Transformations of the Novel: The Gothic, Scott, Dickens</i> 1992
Ian Watt ed.), <i>The Victorian Novel: Modern Essays in Criticism</i> 1971
Joseph Wiesenfarth, <i>Gothic Manners and the Classic English Novel</i> 1988
J. E. Baker, <i>The Novel and the Oxford Movement</i> 1932
Jay Clayton, <i>Romantic Vision and the Novel</i> Cambridge: Cambridge UP, 1987
John Kucich, <i>Repression in Victorian Fiction: Charlotte Brontë, George Eliot, and Charles Dickens</i> 1987
John Sutherland, <i>Victorian Fiction: Writers, Publishers, Readers</i> 1995

Course Name: **Phonetics and Spoken English**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire foundational knowledge of phonetic principles, including articulatory phonetics and the International Phonetic Alphabet (IPA).	Knowledge
CO2	Understand the relationship between phonetic elements and spoken English, including stress, intonation, and rhythm.	Understand
CO3	Apply phonetic principles to improve spoken English, demonstrating proper pronunciation, accent reduction, and clarity.	Apply
CO4	Analyze spoken discourse, identifying phonetic features, and recognizing variations in pronunciation across different contexts.	Analyze
CO5	Evaluate the effectiveness of phonetic strategies in enhancing communication and addressing common challenges in spoken English.	Evaluate
CO6	Create instructional materials or exercises that integrate phonetic principles to enhance spoken English proficiency in specific contexts.	Create

### Course Contents

#### Unit – I

The sound system of English language – Vowels and Consonants Phonemic symbols and Transcription of Words, Description and articulation of Sound of English Language, Place and Manner of Articulation

(Articulatory Phonetics)

**Unit-II**

Aspects of Pronunciation: Word Stress and Intonation, Phonetics and Phonology

**Unit-III**

Phonology and Morphology: Concept of Allophones, Assimilation, Elision

**Unit-IV**

Stress, Rhythm, Intonation

**References:**

Burchfield, R. W. <i>The English Language</i> . Folio Society, 2007.
Dalton-Puffer, Christiane, and BarbaraSeidlhofer. <i>Pronunciation</i> . Oxford University Press, 1994.
Davis, John F. <i>Phonetics and Phonology</i> . Klett, 2015.
Herbst, Thomas. <i>English Linguistics: a Coursebook for Students of English</i> . De GruyterMouton, 2010.
K., Iyana. <i>Stress, Rhythm and Intonation</i> . Ed. Alhambra, 1970.
Ladefoged, Peter. <i>Vowels and Consonants: an Introduction to the Sounds of Languages</i> . Blackwell, 2010.
Rogers, Henry. <i>The Sounds of Language: an Introduction to Phonetics</i> . Longman, 2000.
Saenger, Paul Henry. <i>Space between Words: the Origins of Silent Reading</i> . StanfordUniversity Press, 1997.
Walsh, Linda. <i>Phonemic Symbols: English Pronunciation Guide</i> . LWP Linda Walsh Publications, 2008.
Hallman, Heidi L. “ <i>Learning to Teach English Language Learners Through English Language Arts Methods: Findings from a National Survey</i> .” <i>Teaching English Language Arts to English Language Learners</i> , 2016, pp. 61–78., doi:10.1057/978-1-137-59858-5_4.
Haslam, Mara. “ <i>Teaching the Sound System of English</i> .” <i>The TESOL Encyclopedia of English Language Teaching</i> , 2018, pp. 1–7., doi:10.1002/9781118784235.eelt0245.
Mazur, Joseph. “ <i>Vowels and Consonants</i> .” <i>Enlightening Symbols</i> , 2016, doi:10.23943/princeton/9780691173375.003.0015.

## Course Name: **Indian Writing in Translation II**

### **Course Outcomes**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire in-depth knowledge of major works of Indian literature translated into English from diverse linguistic and regional contexts.	Knowledge
CO2	Understand the cultural, historical, and socio-political contexts influencing the themes and narratives of Indian literature in translation.	Understand
CO3	Apply critical theories and analytical tools to interpret and discuss the nuances of translated Indian literary texts.	Apply
CO4	Analyze the linguistic and stylistic choices made by translators in rendering Indian works into English, exploring the impact on meaning.	Analyze
CO5	Evaluate the effectiveness of translation in preserving the cultural authenticity and literary nuances of the original Indian texts.	Evaluate
CO6	Create a comprehensive comparative analysis between the translated and original versions of select Indian literary works, identifying key translational challenges.	Create

### **Course Content**

#### **Unit I**

Using Tools of Technology for Translation:

Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration

#### **Unit II**

Poetry

Jayshankar Prasad, Aanshu (The Garden of Loneliness)

#### **Unit III**

Drama

- Mohan Rakesh- Adhe Adhure (Half Way House)
  - Vijay Tendulkar- Kanyadaan

#### **Unit IV**

### Translation Practice

- One Stanza for Translation (English to Hindi)
- One Stanza for Translation (Hindi to English)

### Reference

Jayshankar Prasad, <i>Aanshu -The Garden of Loneliness</i> , tr. Charles S J White(Delhi: Motilal Banarasidas, 2006)
Tendulkar, Vijay, <i>Kanyadaan</i> ,Vani Prakashan. 2020
Herbst, Thomas. <i>English Linguistics: a Coursebook for Students of English</i> . De Gruyter Mouton, 2010.
Das, Bijay Kumar, <i>A Handbook of Translation Studies</i> , Publisher: Atlantic Publishers & Distributors Pvt Ltd, 2021

Course Name: **Classics in Translation II**

### Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Acquire a comprehensive knowledge of major classical literary works from different cultures and periods translated into English.	Knowledge
CO2	Understand the historical, cultural, and philosophical contexts that shaped the original classical texts and influenced their translations.	Understand
CO3	Apply theoretical frameworks and critical approaches to analyze the themes, motifs, and narrative structures present in translated classical works.	Apply
CO4	Analyze the linguistic and stylistic choices made by translators in conveying the nuances and literary features of the original classical texts.	Analyze
CO5	Evaluate the impact of translation on the reception and interpretation of classical literature, considering cultural shifts and linguistic challenges.	Evaluate
CO6	Create a comparative study examining the differences between translations of a selected classical work, identifying nuances and variations in interpretation.	Create



## **UNIT – I POETRY**

DETAILED- The Aeneid IV – Virgil (Transl- Dryden) - Dell edition NON-DETAILED - 1. The Rubaiyat of Omar khayyam- Edward Fitzgerald 2. The Odyssey  
(Book one to three) - Homer

## **UNIT – II PROSE**

Essays – Michel de Montaigne (5 Essays)

2. That our actions should be judged by our intentions. 2. On Idleness. 3. On Liars. 4. That oneman’s profit is another’s loss. 5. On the custom of wearing clothes.

## **NON – DETAILED**

The Prince – Machiavelli.

## **UNIT – III DRAMA**

DETAILED The Cherry Orchard – Chekhov.

NON – DETAILED Mother courage and her children – Brecht

## **UNIT - IV FICTION**

Chemmen- ThaziSivasankara Pillai

## **UNIT-V SHORT STORIES**

The Necklace – Maupassant. Love and Bread – Strindberg. The Bet – Anton Chekhov.

## **Reference**

Anton Chekov , The Cherry Orchard Paperback – Tom Stoppard (Translator)Publisher: Samuel French, Inc. (November 19, 2012)
The Outsider, Albert Camus, Penguin UK (1 August 2013), 1 Edition
The Lion and the Jewel, OUP Oxford; (4 April 1974), Revised ed. Edition
The Good Earth (Oprah's Book Club) Paperback – September 15, 2004

Kalidasa: Shakuntala, and Other Works (Forgotten Books) Paperback – January 24, 2008 Publisher: Forgotten Books (January 24, 2008)
Michel de Montaigne, A Biographical Study, Forgotten Books. 2021
Brecht, Bertold, Mother courage and her children, Bloomsbury India, 2020
Sivasankara Pillai, Thakazhi, Chemmeen –.HarperCollins Publishers India

Course Name: **Afro- American Literature II**

**Course Outcomes:**

CO No.	CO Statement	Taxonomy
CO1	Acquire a comprehensive knowledge of major literary works produced by Afro-American writers in the specified time period.	Knowledge
CO2	Understand the historical, social, and cultural contexts that influenced the development and expression of Afro-American literature during this period.	Understand
CO3	Apply critical theories and literary concepts to analyze the themes, styles, and cultural representations in Afro-American literary works.	Apply
CO4	Analyze the impact of historical events and socio-political movements on the literary production of Afro-American writers during the specified period.	Analyze
CO5	Evaluate the contributions of Afro-American literature to the broader literary canon, considering its cultural significance and historical relevance.	Evaluate
CO6	Create an original research project exploring a specific aspect or theme within Afro-American literature from the designated time frame.	Create

**Course Content**

**UNIT I: PROSE**

History of Afro-American Literature

**UNIT II: POETRY**

Claude Mckay - Harlem  
 Wild James Baldwin - Stranger in the Village

**UNIT III:**

George Moses - Powers of Love

James Weldon Johnson- Lift Every Voice and Sing  
 Langston Hughes - Vagabonds, Harlem

**UNIT IV**

Olaudah Equiano - Narrative of the Life of Olaudah Equiano (Chapters I & II)  
 Du Bois- Souls of Black Folk

### References:

The Norton Anthology of African American Literature; Ed. Henry Louis Gates Jr and Nellie Y. Mckay; Second Edition..
Baker, Houston A. The Journey back: Issues in Black Literature and Criticism. Chicago : University of Chicago Press, 1980.
Berdt, Ostendorf. Black Literature in White America New Jersey: Harvester Press,1982
Frazier, Thomas R. African – American History. California: Wadsworth Publishing House, 1988.
Gates, Henry Louis Jr. and Mckay, Nellie Y. The Norton Anthology of AfricanAmerican Literature. New York: WW Norton and Company, 1997.
Michael G, Cooke. African – American Literature in the Twentieth Century: The Achievement of Intimacy. Connecticut: Yale University, 1984.
Graham, Maryemma and Jerry W. Ward Jr., eds. The Cambridge History of African American Literature. USA: Cambridge University Press, 2011.
Gillespie, Carmen. Critical Companion to Toni Morrison: Her Life and Work. NewYork: Infobase Publishing, 2008.
Jacob, J. History of American Literature. New Delhi: Sublime Publishers, 2005

Course Name: **Environmental Science**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire foundational knowledge of key concepts, principles, and issues in environmental science.	Knowledge
CO2	Understand the interrelationships between human activities, ecosystems, and the broader environment.	Understand
CO3	Apply scientific methodologies to analyze and interpret environmental data and phenomena.	Apply
CO4	Analyze the impact of human activities on the environment, considering ecological, social, and ethical dimensions.	Analyze
CO5	Evaluate environmental policies, practices, and solutions, taking into account their effectiveness and sustainability.	Evaluate
CO6	Create a comprehensive research project or proposal addressing a specific environmental issue or challenge.	Create

**Course Content:**

**UNIT 1**

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. Forest resource,  
Water resources Role of an individual in conservation of natural resources.

**UNIT 3**

Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem Producers, consumers and decomposers Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem: Forest ecosystem  
Grassland ecosystem

Desert ecosystem  
Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

**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

**SUGGESTED READINGS:**

<p><a href="#">"Solid Waste – The Ultimate Guide"</a>. <i>Ppsthane.com</i>. Retrieved 1 December 2017.</p>
<p><a href="#">"18.1 Maximizing the Net Benefits of Pollution   Principles of Economics"</a>. <i>open.lib.umn.edu</i>. 17 June 2016. Retrieved 2018-03-07.</p>
<p>Jonathan., Gruber (2013). <i>Public finance and public policy</i> (4th ed.). New York: Worth Publishers. <a href="#">ISBN 978-1-4292-7845-4</a>. <a href="#">OCLC 819816787</a>.</p>
<p>Jones, Clive G.; Lawton, John H.; Shachak, Moshe (1994). "Organisms as Ecosystem Engineers". <i>Oikos</i>. 69 (3): 373–386. <a href="#">doi:10.2307/3545850</a>. <a href="#">ISSN 0030-1299</a>. <a href="#">JSTOR 3545850</a>.</p>

## SEMESTER III

Course Name: **Shakespeare Studies**

### Course outcomes:

CO No.	CO Statement	Taxonomy
CO1	Demonstrate knowledge of the life, times, and works of William Shakespeare.	Knowledge
CO2	Understand the historical and cultural contexts in which Shakespeare's plays were written and performed.	Understand
CO3	Apply literary and dramatic analysis to interpret the themes, characters, and language of Shakespearean plays.	Apply
CO4	Analyze the evolution of Shakespearean drama and its impact on English literature and theatrical traditions.	Analyze
CO5	Evaluate critical interpretations of Shakespearean works, considering various perspectives and scholarly debates.	Evaluate
CO6	Create an original research project or performance piece that engages with Shakespearean texts in a meaningful way.	Create

### Course Content:

#### UNIT 1

Shakespeare studies from Dr. Johnson to the contemporary-  
Shakespeare in performance (Theatre and Film)- Social, political and cultural aspects of the Elizabethan age-  
Shakespearean theatre and its characteristics- Shakespeare as a landmark in the history of World Drama.

#### UNIT 2

Shakespeare Adaptations Howard Jacobson: Shylock is My Name.  
Akira Kurosawa: Ran. Vishal Bhardwaj: Maqbool.

#### UNIT 3

Cultural Reading of Shakespeare

Longhurst, Derek. *“Not for All Time, But for an Age: An Approach to Shakespeare Studies”*. Brown, Paul. *“This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”*

Dollimore, Jonathan. *“Introduction: Shakespeare, Cultural Materialism and the New Historicism”*.

Loomba, Ania. “*Shakespeare and Cultural Difference*”.

Baker, Francis, Peter Hulme. “*Nymphs and Reapers heavily vanish: The Discursive Contexts of The Tempest*”.

Thompson, Ann. “*King Lear and the Politics of Teaching Shakespeare*”.

#### UNIT 4

*King Lear. The Tempest.*

*Julius Ceaser.*

*The Merchant of Venice.*

#### Reference Book(s):

Brown, Paul. “‘This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”
Jonathan Dollimore and Alan Sinfield. Ed. <i>Political Shakespeare: Essays in Cultural Materialism</i> . 2nd ed. Manchester: Manchester UP, 1994. 48-71. Print.
Loomba, Ania. “Shakespeare and Cultural Difference”. In <i>Alternative Shakespeares</i> . Vol II. Ed. Terrence Hawks. NY: Routledge, 2003.
Baker, Francis, Peter Hulme. “Nymphs and Reapers heavily vanish: The Discursive Contexts of The Tempest” in <i>Alternative Shakespeares</i> . Vol.I. ed. John Drakakis. NY: Routledge, 2002.
Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare” <i>Shakespeare Quarterly</i> Vol. 41, No. 2 (Summer, 1990), pp. 139-146.
Longhurst, Derek. “Not for All Time, But for an Age”: An Approach to Shakespeare Studies” in Widdowson, Peter. Ed. <i>Re-reading English</i> . NY: Routledge, 1992.

Course name: **Critical Theories –I**

#### Course Outcome:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of key concepts and principles in foundational critical theories, including structuralism.	Knowledge
CO2	Understand the historical and intellectual context in which structuralist theories emerged and developed.	Understand
CO3	Apply structuralist concepts to analyze literary and cultural texts, demonstrating a grasp of their structural elements.	Apply
CO4	Analyze the limitations and critiques of structuralism as articulated by subsequent critical theorists.	Analyze

CO5	Evaluate the relevance and impact of structuralist theories on literary criticism and cultural studies.	Evaluate
CO6	Create a critical essay or project that synthesizes structuralist ideas with other theoretical frameworks.	Create

## Course Content:

### UNIT I (Structuralism and Deconstruction)

1. Ferdinand de Saussure: Course in general Linguistics
2. Jacques Derrida: Structure, Sign and Play in the discourse of the human sciences

### UNIT II (Post-Modernism)

1. Jean-François Lyotard: The Postmodern Condition : A Report on Knowledge
2. Jean Baudillard: Simulacra and Simulation

### UNIT III (Postcolonial theory)

1. Edward Said: Selections from Orientalism
2. Homi Bhabha: Of Mimicry and Man: The Ambivalence of colonial discourse
3. Gayatri Spivak: Can the Subaltern Speak?

### UNIT IV (Ecocriticism and Ecofeminism)

1. Raymond Williams: The country and the city
2. Cheryl Glotfelty: The Ecocriticism Reader
3. Vandana Shiva: Staying Alive

## Reference Book(s):

Linda Hutcheon. The Politics of Post Modernism.: Routledge, 2000. Print
MCCaan R. Carole, SEUNG-KYUNG KIM. Feminist Theory Reader, Fourth Edition. USA. Print.
Niall Lucy. Postmodern Literary Theory: An Introduction .Oxford :Blackwell Publishers Inc., 1998. Print.
Sumathy U. Ecocriticism in Practice. New Delhi. Print
Roland Barthes. The Pleasure of the Text Trans. R. Millar .New York: Hill and Wang, 1975. Print.
Terry Eagleton. Literary Theory: An Introduction. London: University of Minnesota Press, 1983. Print.



Course Name: **Modern British Literature**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire knowledge of major literary movements, authors, and works in Modern British Literature (late 19th to mid-20th century).	Knowledge
CO2	Understand the socio-cultural and historical contexts that influenced the development of Modern British Literature.	Understand
CO3	Apply literary theories and critical approaches to analyze texts from Modern British Literature.	Apply
CO4	Analyze the formal elements, themes, and stylistic innovations in representative works of Modern British Literature.	Analyze
CO5	Evaluate the impact of Modern British Literature on literary traditions, cultural discourse, and contemporary thought.	Evaluate
CO6	Create an original research project or essay that explores a specific aspect or theme within Modern British Literature.	Create

**Course Content:**

UNIT I

Aldous Huxley *The Doors of Perception: And Heaven and Hell* Virginia Woolf *Mrs. Dalloway*

UNIT II

W H Auden: *The Unknown Citizen* September 1, 1939 Pablo Nerud,

*I Do Not Love You Except Because I Love You*

E. E. Cummings: [All in green went my love riding] the Cambridge ladies who live in furnished souls W.B. Yeats: *Adam's Curse* T S Eliot: *The Waste Land*

UNIT III

Bernard Shaw *Saint Joan* Joseph Conrad: *Heart of Darkness*

UNIT IV

John Osborne *Look Back in Anger*

## Reference Book(s):

Clements, Andrew. "Lighthouse, The." Oxford Music Online, 2002, doi:10.1093/gmo/9781561592630.article.o902750.
Fink, B Raymond. "The Curse of Adam." Anesthesiology, vol. 39, no. 3, 1973, pp. 325–327., doi:10.1097/00000542-197309000-00014.
Ketti, M. "Introduction: The Road to War September 1938– September 1939." Paris at War, 2015, doi:10.4159/9780674495890-002.
Martin, Stoddard. "The Waste Land." Wagner to "The Waste Land," 1982, pp. 194–234., doi:10.1007/978-1-349-05489-3_10.
Page, Malcolm. "The Reputation of Forster and of Howards End." Howards End, 1993, pp. 15–17., doi:10.1007/978-1-349-22551-4_2.
Prendergast, Christopher. "The Citizen of the Unknown Homeland." Miragesand Mad Beliefs, 2013, doi:10.23943/princeton/9780691155203.003.0008.

Course Name: **World Literatures**

## Course Outcomes

CO No.	CO Statement	Taxonomy
CO1	Demonstrate knowledge of major literary movements and periods in world literature.	Knowledge
CO2	Understand the cultural, historical, and social contexts that shape world literature.	Understand
CO3	Apply critical literary theories and approaches to analyze texts from diverse cultures.	Apply
CO4	Analyze the stylistic and thematic elements in representative works of world literature.	Analyze
CO5	Evaluate the impact of world literature on global perspectives and cross-cultural understanding.	Evaluate
CO6	Create original interpretations and insights through written responses and critical essays.	Create

## Course Content:

### UNIT I:

Gabriel Garcia Marquez Chronicle of a Death Foretold Pablo Neruda Sonnet XVII and 'The Way Spain Was' Octavio Paz  
"As One Listens to Rain" and "from San Ildefonso Nocturne"

### UNIT II

Chinua Achebe Things Fall Apart

### UNIT III

**UNIT IV**

Derek Walcott Dream on Monkey Mountain Wole Soyinka Death and the King's Horseman

**Reference Book(s):**

Franz Fanon, 'The Negro and Language', in Black Skin, White Masks, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. 2. Print.
Ngugi waThiong'o, 'The Language of African Literature', in Decolonising the Mind (London: James Curry, 1986) chap. 1, sections 4–6. 3. Print.
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). Print.

Course Name: **Linguistics and Applied Linguistics**

**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate knowledge of fundamental linguistic concepts, theories, and methodologies.	Knowledge
CO2	Understand the principles and theories of language structure, including phonetics, phonology, syntax, and semantics.	Understand
CO3	Apply linguistic theories and methods to analyze and describe language phenomena in various contexts.	Apply
CO4	Analyze language use and variation in different socio-cultural contexts and communities.	Analyze
CO5	Evaluate the implications of linguistic research and findings for language teaching, policy, and planning.	Evaluate
CO6	Create and design language-focused research projects or language teaching materials based on linguistic principles.	Create

**Course Content:**

## UNIT I

The History of Language: The origin and development of language The Story of Language

## UNIT II

Elementary Linguistics: An acquaintance with elementary Morphology, Syntax and Semantics

## UNIT III

Psycholinguistics & Sociolinguistics: An acquaintance with Psycholinguistics and Sociolinguistics, Word Association, Language and Social interaction, Language Diversity and Speech Community.

## UNIT IV

English Language Teaching: (Approaches, Methods and Techniques): Grammar Translation Method, Bilingual Method, Direct Method ,

Communicative Language Teaching Method, Structural Approaches

### Reference Book(s):

Alen, Louis. "Communicative Language Teaching." Approaches and Methods in Language Teaching, 2001, pp. 153–177., doi:10.1017/cbo9780511667305.018.
Bright, William. "Introduction: The Dimensions Of Sociolinguistics." Sociolinguistics, 1999, doi:10.1515/9783110856507-003.
Garnham, Alan. "Psycholinguistics (PLE: Psycholinguistics)." Psycholinguistics, 2013, doi:10.4324/9780203729946.
"Language as History/History as Language: Saussure and the Romance of Etymology." Peculiar Language, 2004, pp. 90–126., doi:10.4324/9780203462973-4.
Nell, Dawn D'Arcy. "English Language Teaching." Oxford Scholarship Online, 2017, doi:10.1093/acprof:oso/9780199574797.003.0018.
Says, Rafia, et al. "Difference Between Syntax and Semantics (with Comparison Chart)." Tech Differences, 17 Dec. 2019, techdifferences.com/differencebetween-syntax-and-semantics.html.

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of diverse literary traditions in India through the study of translated works from different languages.	Knowledge
CO2	Understand the cultural, historical, and social contexts reflected in Indian literature through the process of translation.	Understand
CO3	Apply critical literary analysis to translated texts, considering linguistic nuances and cultural specificities.	Apply
CO4	Analyze the impact of translation on the interpretation and representation of Indian literary works.	Analyze
CO5	Evaluate the effectiveness of different translation strategies employed in rendering Indian texts into English.	Evaluate
CO6	Create a synthesized understanding of Indian literary diversity by examining and comparing translated works.	Create

### Course Content:

#### UNIT I

##### Indian Translation Theory

Selections from Sujit Mukherjee's – Translation as Discovery Translation as Recovery Selections from P. Lal's—  
Transcreation Devy, G. N. "Translation Theory: An Indian Perspective."  
" Trivedi, Harish. "In Our Own Time, On Our Own Terms 'Translation' in India".

#### UNIT II

Short stories:

1. Ismat Chughtai : Kafir
2. Bhagavati Charan Panigrahi :Mrigaya

#### UNIT III

Poetry:

- . Selections from The Oxford India Ghalib: Life, Letters and Ghazals, edited by Ralph Russell.
- Selections from In the Bazaar of Love: The Selected Poetry of Amir Khusrao. Translated by Paul Losensky and Sunil Sharma

- Tagore's Last Poems, transcreated by Shyamasree Devi and P. Lal.

#### UNIT IV

Practice of Translation: This would involve students in the act of translation through workshops, assignments and class work.

#### Reference Book(s):

Olohan, Maeve. "Researching Translation Practice." <i>Translation and Practice Theory</i> , 2020, pp. 117–130., doi:10.4324/9781315514772-9.
Kim, Fedrick. "River Bend." <i>Weary Kingdom</i> , pp. 53–53., doi:10.2307/j.ctv6wgf4q.35.
Katz, Jonathan. "Khusrau, Amir." <i>Oxford Music Online</i> , 2001, doi: 10.1093/gmo/9781561592630.article.48864.
"SUBTERFUGE AS SURVIVAL STRATEGY IN ISMAT CHUGHTAI." <i>Strad Research</i> , vol. 7, no. 10, 2020, doi:10.37896/sr7.10/072.
Hopkins, David. "An Uncollected Translation from <i>Voiture</i> by John Dryden." <i>Translation and Literature</i> , vol. 14, no. 1, 2005, pp. 64–70., doi:10.3366/tal.2005.14.1.64.

Course Name: **African- American Literature I**

#### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the historical and cultural contexts of African-American literature from its origins to 19th-century writings.	Knowledge
CO2	Understand the unique literary forms, themes, and expressions that characterize early African-American literary works.	Understand
CO3	Apply critical analysis to evaluate the impact of historical events on the development of African-American literature.	Apply
CO4	Analyze the ways in which African-American writers responded to social and political challenges through their works.	Analyze
CO5	Evaluate the contributions of key figures in African-American literature to the broader literary canon and cultural discourse.	Evaluate
CO6	Create connections between the historical and literary aspects, synthesizing an understanding of the significance of African-American literature.	Create

## Course Content:

### UNIT I

PROSE Claude Mckay - Harlem Runs Wild

James Baldwin - Stranger in the Village

### UNIT II

POETRY George Moses - Powers of Love

James Weldon Johnson- Lift Every Voice and Sing Langston Hughes - Vagabonds, Harlem

### UNIT III

Lorraine Hansberry - Raisin in the Sun

### UNIT IV

Olaudah Equiano - Narrative of the Life of Olaudah Equiano (Chapters I & II)

## Reference Book(s):

Ingle, Zachary. "'White Fear' and the Studio System: A Re-Evaluation of Hansberry's Original Screenplay of 'A Raisin in the Sun.'" JSTOR, 1 Jan. 2009, <a href="http://www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway">www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway</a> .
Cooper, David. "Hansberry's a Raisin in the Sun." The Explicator, vol. 52, no. 1, 1993, pp. 59–61., doi:10.1080/00144940.1993.9938741.
Equiano, Olaudah. "The Interesting Narrative of the Life of Olaudah Equiano." 2009, doi:10.1017/cbo9781139583640.
"Overview of Discourse Analysis." Discourse Analysis, 2017, pp. 3–26., doi:10.4324/9781315621340-1.

Course Name: **Literature & Gender Studies I**

## Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of foundational theories and concepts in literature and gender studies.	Knowledge
CO2	Understand the ways in which gender is constructed, represented, and contested in literary texts.	Understand

CO3	Apply gender theories to analyze and interpret literary works, identifying how gender shapes narrative and character dynamics.	Apply
CO4	Analyze the intersections of gender with other social categories, such as race, class, and sexuality, in literature.	Analyze
CO5	Evaluate the role of literature in challenging and reinforcing gender norms, considering the socio-cultural impact of literary representations.	Evaluate
CO6	Create critical perspectives that integrate gender studies theories into literary analysis and contribute to ongoing discussions in the field.	Create

## Course Content:

### UNIT I

Literature and Gender:

Introduction to Feminism and gender construction, Performativity, LGBT Routledge: Genders (Anthology)

### UNIT II

Simone de Beauvoir *The Second Sex* (“Introduction”) Virginia Woolf *A Room of One’s Own*\* Riki Wilchins  
‘Homosexuality: Foucault and the Politics of the Self’, excerpts from *Queer Theory*, *Gender Theory: An Instant Primer*\*

### UNIT III

Kamala Das Selected Poetry Alice Walker *The Color Purple*\*

### UNIT IV

Mahesh Dattani *A Muggy Night in Mumbai* Geeta Hariharan *The Thousand Faces of Night*

## Reference Book(s):

Ingle, Zachary. “‘White Fear’ and the Studio System: A Re-Evaluation of Hansberry's Original Screenplay of ‘A Raisin in the Sun.’” <i>JSTOR</i> , 1 Jan. 2009, <a href="http://www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway">www.jstor.org/stable/10.2307/43797699?refreqid=search-gateway</a> .
“Alternate Sexuality as a Theme in Mahesh Dattani's Play 'On a Muggy Night in Mumbai.'” <i>International Journal of Recent Technology and Engineering</i> , vol. 8, no. 4, 2019, pp. 1601–1602., doi:10.35940/ijrte.c4154.118419.
Equiano, Olaudah. “The Interesting Narrative of the Life of Olaudah Equiano.” 2009, doi:10.1017/cbo9781139583640.
Chandramani. “Masked Women and Myths in ‘The Thousand Faces of Night.’” <i>Lit infinite Journal</i> , vol.2, no. 2, 2020, pp. 1–10., doi:10.47365/litinfinitive.2.2.2020.1-10.



**Course Outcome:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire knowledge of research methodologies, ethical considerations, and academic writing conventions.	Knowledge
CO2	Understand the principles of literature review, research question formulation, and hypothesis development.	Understand
CO3	Apply research methods and techniques to conduct a systematic literature review and gather relevant data.	Apply
CO4	Analyze and synthesize information gathered from diverse sources, critically evaluating their validity and reliability.	Analyze
CO5	Evaluate the effectiveness of various writing styles and structures in presenting research findings.	Evaluate
CO6	Create a well-organized and scholarly research paper, adhering to academic writing standards and contributing new insights to the chosen field of study.	Create

Course Content:

**UNIT 1**

Introduction to Writing Research Format of Research Writing

**UNIT 2**

Introduction to the Role of Literature Review Importance of Past Research

**UNIT 3**

Pre-Writing Writing Rewriting

**UNIT 4**

Theoretical Framework Practice

**References:**

- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational research: An introduction, (8th ed.). Boston: Pearson.
- Pyrczak, F. (2013). Evaluating research in academic journals: A practical guide to realistic evaluation, (5th ed.). Glendale, CA: Pyrczak Publishing.
- Galvan, J., L. (2014). Writing Literature Reviews: A guide for students of the social and behavioral sciences, (6th ed.). Glendale, CA: Pyrczak Publishing.

## SEMESTER IV

Course name: **Indian English Literature**

### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire knowledge of the historical and cultural contexts of Indian English literature, including major literary movements and influential writers.	Knowledge
CO2	Understand the diverse themes, genres, and linguistic features present in Indian English literature.	Understand
CO3	Apply literary analysis skills to critically interpret and discuss selected works of Indian English literature.	Apply
CO4	Analyze the sociopolitical and cultural implications embedded in Indian English literary texts.	Analyze
CO5	Evaluate the impact of Indian English literature on the broader literary landscape and its role in cultural representation.	Evaluate
CO6	Create original interpretations or critiques, demonstrating a deep understanding of the complexities of Indian English literature.	Create

### Course Content:

#### UNIT I:

Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* Vyasa: 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen

#### UNIT II:

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale  
Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### UNIT III:

Girish Karnad: *Hayavadana* Badal Sircar: *Hattamalake us paar*

#### UNIT IV:

R.K. Narayan: *The Guide*, *The Vendor of Sweets* Mulk Raj Anand: *The Untouchable*

## References

“Indian English Drama: Badal Sircar in Translation.” Translation Today, vol. 8, no. 2, 2014, doi:10.46623/tt/2014.8.2.no2.

R., L., et al. “Kālidāsa. The Loom of Time: A Selection of His Plays and Poems.” Journal of the American Oriental Society, vol. 119, no. 3, 1999, p. 553., doi:10.2307/605996.

Vaidyanathan, S., et al. “Shilappadikaram (The Ankle Bracelet).” Journal of the American Oriental Society, vol. 87, no. 2, 1967, p. 205., doi:10.2307/597417.

Course Name: **Critical Theory-II**

## Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire advanced knowledge of major critical theories and theoretical frameworks in literary studies.	Knowledge
CO2	Understand the historical development and evolution of critical theories and their application to literary analysis.	Understand
CO3	Apply critical theories effectively to analyze and interpret complex literary texts from various cultural and historical contexts.	Apply
CO4	Analyze the intersections between different critical theories and evaluate their strengths and limitations in literary analysis.	Analyze
CO5	Evaluate the relevance and significance of critical theories in understanding contemporary literary and cultural phenomena.	Evaluate
CO6	Create original critical interpretations or synthesize multiple theoretical perspectives to generate new insights in literary analysis.	Create

## Course Content:

### UNIT I: Marxism

Antonio Gramsci: ‘The Formation of the Intellectuals’ and ‘Hegemony

(Civil Society) and Separation of Powers’, in Selections from the Prison Notebooks, ed. and tr. Quentin Hoare and Geoffrey Novell Smith

Louis Althusser: ‘Ideology and Ideological State Apparatuses’, in Lenin and Philosophy and Other Essays

### UNIT II: Feminism

Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*  
Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*.

### **UNIT III: Post-structuralism**

Jacques Derrida: 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*  
Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977)

### **UNIT IV: Postcolonial Studies**

Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel  
Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978)  
Aijaz Ahmad: "'Indian Literature': Notes towards the Definition of a Category', In *Theory: Classes, Nations, Literatures*

### **Reference Book(s):**

Ahmad, Aijaz. "Culture, Nationalism, and the Role of Intellectuals: An Interview with Aijaz Ahmad." <i>Monthly Review</i> , vol. 47, no. 3, 1995, p. 41., doi:10.14452/mr-047-03-1995-07_4.
Bann, Stephen. "Foucault, Michel." <i>Oxford Art Online</i> , 2003, doi:10.1093/gao/9781884446054.article.t029075.
Gordon, David C., and Edward Said. "Orientalism." <i>The Antioch Review</i> , vol. 40, no. 1, 1982, p. 104., doi:10.2307/4638536.
Howarth, David. "Gramsci, Hegemony and Post-Marxism." <i>Antonio Gramsci</i> , doi:10.1057/9781137334183.0018.
Lemm, Vanessa. "Michel Foucault." <i>Edinburgh University Press</i> , 2018, doi:10.3366/edinburgh/9781474423632.003.0005.
Preve, Costanzo. "VII - Louis Althusser." <i>Politique Et Philosophie Dans L'oeuvre De Louis Althusser</i> , 1993, p. 125., doi:10.3917/puf.lazar.1993.01.0125.

Course Name: **Modern British literature II**

**Course Outcomes:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Demonstrate comprehensive knowledge of major literary movements, trends, and key figures in Modern British Literature.	Knowledge
CO2	Understand the cultural, social, and historical contexts that shaped Modern British Literature during the specified period.	Understand
CO3	Apply critical concepts and theoretical frameworks to analyze and interpret Modern British literary texts.	Apply
CO4	Analyze the stylistic features, innovations, and thematic concerns of selected Modern British literary works.	Analyze
CO5	Evaluate the impact and significance of Modern British Literature in the broader literary and cultural landscape.	Evaluate
CO6	Create well-supported, original interpretations or responses to Modern British literary texts, demonstrating critical insight.	Create

**Course Content:**

**UNIT I**

George Orwell: "Shooting an Elephant" "Why I Write?" Doris Lessing: The Memoirs of a Survivor

**UNIT II**

Ted Hughes: Full moon and Little Frieda; Hawk Roosting; Tustles; Jaguar  
Phillip Larkin: Church Going, Mr Bleaney

Seamus Heaney: Mid-Term Break Siegfried Sassoon: The Last Meeting; The Dug-Out

**UNIT III**

Harold Pinter: The Homecoming; Betrayal  
Arnold Wesker: Roots

**UNIT IV**

(any two) Kingsley Amis: Lucky Jim  
Muriel Spark: Driver's Seat (foreword by John Lanchester)

**References:**

Gottlieb, Erika. "George Orwell: a Bibliographic Essay." *The Cambridge Companion to George Orwell*, 2007, pp. 190–200.,  
doi:10.1017/ccol0521858429.015.

Hart, Henry. "Seamus Heaney and Ted Hughes." *Ted Hughes: From Cambridge to Collected*, 1999, doi:10.1057/9781137276582.0015.

O'Rourke, Rebecca. "Doris Lessing: Exile and Exception." *Notebooks/Memoirs/Archives*, 2019, pp. 206–226.,  
doi:10.4324/9780429327285-8.

Regan, Stephen. "Philip Larkin and the Movement." *Philip Larkin*, 1992, pp.13–25.,doi:10.1007/978-1-349-21941-4\_2.

Wesker, Arnold. *Arnold Wesker*. Penguin, 1990.

Course Name: **Literatureafter World War- II**

### **Course Outcomes**

<b>Course Outcomes No.</b>	<b>Course Outcome</b>	<b>Taxonomy</b>
1	Identify and recall key literary works, authors, and movements from the post-World War II period.	Knowledge
2	Understand the historical, cultural, and societal contexts that influenced and shaped post-World War II literature.	Understand
3	Apply literary theories and critical frameworks to analyze and interpret texts from the post-war era.	Apply
4	Analyze the thematic elements, stylistic innovations, and narrative techniques employed by authors in post-World War II literature.	Analyze
5	Evaluate the impact of war experiences on literary expression, comparing and contrasting recurring themes across different works.	Evaluate

Create an original scholarly project, such as a research paper or critical analysis, demonstrating a deep understanding of post-World War II literature and its broader implications.	Create
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## Course Content:

### UNIT I: Plays

J Orton *The Woods* C Churchill *Top Girls*.  
B. Friel *Dancing at Lughnassa: A Play*

### UNIT II: Novels

J Fowles *The French Lieutenant's Woman*.  
J. G. Ballard *Empire of the Sun*. William Golding's *Lord of the Flies*

### UNIT III: Popular Literature

Agatha Christie *Murder on the Orient Express* Dan Brown *The Da Vinci Code* Pierre Boulle  
*Planet of the Apes*

### UNIT IV: Campus Novels

Kingsley Amis *Lucky Jim*

### Reference Book(s):

Coppard, Hattie. "Dancing with Strangers: Observing Play in an English Urban Square." <i>Practice-Based Research in Children's Play</i> , 2017, doi:10.1332/policypress/9781447330035.003.0005.
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Kristiva, M. "Cecil, Lord (Edward Christian) David (Gascoyne-) (1902–1986)." <i>Oxford Dictionary of National Biography</i> , 2018, doi:10.1093/odnb/9780192683120.013.39801.
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"Osborne, Rt Hon. Lord, (Kenneth Hilton Osborne) (Born 9 July 1937)." <i>Who's Who</i> , 2007, doi:10.1093/ww/9780199540884.013.u28996.
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Palomero, Luisa Fernanda Rodríguez. "Michel Faber. <i>Under the Skin</i> . Edinburgh (Reino Unido): Canongate, 2000." <i>Estudios Humanísticos. Filología</i> , no. 24, 2002, p. 414., doi:10.18002/ehf.v0i24.4721.
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"Sagan Carl. <i>Springer Reference</i> , doi:10.1007/springerreference_221924.
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Wilson, Raymond. "Lord of the Flies by William Golding." 1986, doi:10.1007/978-1-349-08348-0.

Course Name: **Stylistics and Discourse Analysis**

**Course Outcomes:**

<b>CO No.</b>	<b>CO Statement</b>	<b>Taxonomy</b>
CO1	Acquire a foundational knowledge of key concepts, theories, and methods in Stylistics and Discourse Analysis.	Knowledge
CO2	Understand the principles and techniques used in the analysis of linguistic features and structures in discourse.	Understand
CO3	Apply stylistic and discourse analysis tools to various types of texts, including literary, media, and everyday discourse.	Apply
CO4	Analyze and interpret the stylistic elements and patterns within a given discourse, considering linguistic choices and their effects.	Analyze
CO5	Evaluate the effectiveness of stylistic choices in shaping meaning and conveying nuances in different types of discourse.	Evaluate
CO6	Create well-argued and insightful analyses of discourse, demonstrating the application of stylistic principles.	Create

**Course Content:**

**UNIT I:**

Introduction to stylistics: Stylistic and levels of language, Narrative Stylistic, Practical Stylistic, Style of Metaphore.

**UNIT II:**

Introduction to discourse Analysis: Social languages, conversations and intertextuality, Difference between written and spoken Discourse, Discourse and society.

**UNIT III:**

Speech Act theories: Searle and Austin: Method and scope, Expressions, meaning and speechacts.

**UNIT IV:**

Introduction to Pragmatics: Grice's Conversational Maxims, Notion of Implicature and its application in the study of drama, specially the absurd theatre.

## Reference Book(s):

Carter, Ronald and Simpson, Paul (1988). Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics. Routledge.

Black, Elizabeth (2006). Pragmatic Stylistics. Edinburgh University Press. Culpeper, J. Short, M. Verdonk, P. (Eds). (2002). Exploring the Language of Drama from Text to Context. Routledge.

Course name: **Violence and Memories Studies**

## Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire a foundational knowledge of theories and concepts related to violence and memory studies.	Knowledge
CO2	Understand the complex interplay between violence, trauma, and memory in various cultural and historical contexts.	Understand
CO3	Apply theoretical frameworks to analyze how violence is remembered and represented in literature, media, and cultural artifacts.	Apply
CO4	Analyze the impact of collective and individual memories on the construction of narratives surrounding violence.	Analyze
CO5	Evaluate the ethical implications of representing violence and memories, considering issues of representation and responsibility.	Evaluate
CO6	Create critical and reflective responses that demonstrate an understanding of the intricate relationship between violence and memory.	Create

## Course Content:

### UNIT I:

Foucault: What is an author?  
WJT Mitchell: What's in an image?

### UNIT II:

Elaine Scarry: The Body in Pain  
Maurice Halbwachs: Excerpts from On Collective Memory  
Patrick H. Hutton: Maurice Halbwachs as Historian of Collective Memory

### UNIT III:

Michael Lambek: The Past Imperfect: Remember As Moral Practice  
Susan Sontag: Regarding the Pain of Others (Chapters 1-4)

#### UNIT IV:

Harriet Davidson: Witness and Memory: The Discourse of Trauma Barbara Zeiler: Collective Memories, Images, and the Atrocity of War

#### Reference Book(s):

Zeiler, Barbara "Collective Memories, Images, and the Atrocity of War" in <i>Remembering to Forget</i> , University of Chicago, 1998, 1-11
Halbwachs, Maurice Excerpts from <i>On Collective Memory</i> , University of Chicago, 1992, 37-84.
Foucault, "What is an author?" <i>Language, Counter-Memory, Practice</i> , Cornell University Press, 1977, 113-138.
WJT Mitchell, "What's in an image?" <i>New Literary History</i> , 15.3, 503-557.
Halbwachs, Maurice Excerpts from <i>On Collective Memory</i> , University of Chicago, 1992, 37-84.

Course Name: **Women's Writing**

#### Course Outcomes:

CO No.	CO Statement	Taxonomy
CO1	Acquire comprehensive knowledge of major women writers, literary movements, and themes in women's writing.	Knowledge
CO2	Understand the historical and socio-cultural contexts shaping women's writing across different periods and genres.	Understand
CO3	Apply feminist literary theories to analyze and interpret women-authored texts in relation to gender and power.	Apply
CO4	Analyze the ways in which women writers subvert or challenge traditional literary norms and cultural expectations.	Analyze
CO5	Evaluate the impact of women's writing on literary traditions and its contribution to broader socio-cultural discourses.	Evaluate
CO6	Create critical essays or projects that demonstrate a nuanced understanding of women's writing and its significance.	Create

#### Course Content:

#### UNIT 1:

Betty Friedman: The Problem that has no Name Elaine Showalter: Towards a Feminist Poetics

**UNIT 2:**

Sutapa Bhattacharya: Draupadi Vijayalakshmi: Bhagavatha Kristine Batey: Lot's Wife

**UNIT 3:**

Isabel Allende: *And of the Clay We Created* Sara Joseph: *The Passion of Mary* Willa Cather: *A Wagner Matinee*

**UNIT 4:**

Alice Walker: *The Color Purple*  
C. N. Sreekantan Nair: *Kanchan Sita*

**Reference Book(s):**

Allende, Isabel, and Margaret Sayers Peden. *The Stories of Eva Luna*. Atria Paperback, 2016.

Cather, Willa. *A Wagner Matinee: An Opera Breaks the Silence of 30 Years*. Edited by Etienne Delessert, Redpath Press, 1986.

Eagleton, Mary. *Feminist Literary Theory: A Reader*. Wiley-Blackwell, 2011.

Friedan, Betty. *The Problem That Has No Name*. Penguin Classics, 2018.

Jōsaph Sār ā. *The Masculine of 'Virgin': Stories by Sarah Joseph*. Oxford University Press, 2012.

Maddern, Marian. *When Poetry Comes: A Selection of Poems by Contemporary Bengali Women Poets in English Translation*. Sahitya Akademi, 1999.

McKenzie, Steven L. *To Each Its Own Meaning, Revised and Expanded; an Introduction to Biblical Criticisms and Their Application*. WESTMINSTER JOHN KNOX, 1999.

Ramakrishnan, E. V. *The Tree of Tongues: An Anthology of Modern Indian Poetry*. Indian Institute of Advanced Study, 1999.

Walker, Alice. *The Color Purple*. Palgrave Macmillan, 2010.

Course Name: **Media and Film Studies**

### Course Outcome

CO No.	CO Statement	Taxonomy
CO1	Acquire foundational knowledge of key concepts, theories, and historical developments in media studies.	Knowledge
CO2	Understand the role of media in shaping cultural, social, and political discourses.	Understand
CO3	Apply media theories to analyze various forms of media, including print, broadcast, and digital media.	Apply
CO4	Analyze the impact of media on society, considering issues of representation, bias, and power dynamics.	Analyze
CO5	Evaluate the ethical implications and challenges posed by media practices in contemporary contexts.	Evaluate
CO6	Create critical analyses or projects that demonstrate a sophisticated understanding of media phenomena.	Create

### Course Content:

#### UNIT I: Communication

Communication and its Importance, Effects of Communication, Elements in the Process of Communication (Input, sender, channel, Noise, receiver, output), Forms and Method of Communication, Types of Communication: Intrapersonal, Interpersonal, Group and Mass Communication, Noise in Communication and the Importance of Perception, Effective Communication

#### UNIT II: Understanding Media

Role of Media in our Life, Media Time Line, Media & Mass Media, What makes "Mass" Communication Unique?, Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media, Role of Media in a Democracy

#### UNIT III: Media, Development and Society

Understanding The Role of Media in Development, Development Communication, Development Communication Initiatives in India, Writing on Development Issues, Media as Public Sphere, Media as Public Service, Media and Civil Society, Citizen Journalism

#### UNIT IV: Language of Cinema

Visual Language, Cinematography, Visual Universe Colour as storytelling device Editing - History and Development Continuity Editing, Soviet Montage

### Reference Book(s):

Baggaley, Ann. The Children's Book of the Movies: Explore the Magical, behind the-Scenes World of the Movies. DK Publishing, 2014.

Scodari, Christine. "Introduction." Alternate Roots, 2018, pp. 3–19., doi:10.14325/mississippi/9781496817785.003.0001.

Vancour, Shawn. "Radio and Sound Studies." *Cinema and Media Studies*, 2019, doi:10.1093/obo/9780199791286-0312.

*American Behavioral Scientist* (2003) Special issue on media bias, 46 (12).

Barwise, T.P. and Ehrenberg, A.S.C. (1988) *Television and its Audience*. Newbury Park, CA: Sage.

Benjamin, W. (1977) 'The work of art in an age of mechanical reproduction', in J. Curran et al. (eds), *Mass Communication and Society*, pp. 384–408. London: Arnold.

## Annexure II- Mandatory Documents for Admission

To be uploaded on the Online Admission Portal by the Prospective students

Admission Documents	Format (Jpeg/PNG/PDF)	Documents Size
Duly filled online application form with student signature	Digital signature/Student signature JPEG/PNG	20 KB
Colour scan copy of all year/semester mark sheet/grade cards (for PG programs only) or consolidated mark sheet/grade cards also accepted.	PDF/JPEG	500 KB
Colour scan copy of 10th std. Mark sheet/grade card	PDF/JPEG	
Colour scan copy of 12th std./ Three-Year Polytechnic Diploma Mark sheet/grade card	PDF/JPEG	
Colour scan copy of passport size photograph	JPEG or PNG Format	50 KB
Colour scan copy of Govt. Photo id proof, Aadhar card is mandatory. (Other options: Voter's id, Driving License, Passport etc.)	PDF/JPEG	100 KB
In case of name change, Gazette notification documents for name changes  For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same.  In case of deferred Father name or mother name in such cases without a Gazette notification document.	PDF	500 KB
If foreign student: colour scan copy of passport	PDF/JPEG	500 KB
Fees submission transaction details or receipt as per University policy for respective online programs	PDF/JPEG	500 KB
Digitally Signed undertaking as per the process; where applicable	PDF	500 KB

Students can also visit the University website for the said information.

## **Annexure III- Content uploading protocol: Internal Process**

The step-by-step breakdown of the process is as follows:

### **1) Organizing Academic Content:**

- Create a separate sub-folder for each module of a subject within the Course Folder named after the Course Code.
- Each module sub-folder should contain PDFs (e-books, practical assignments, plagiarism reports, etc.), 1 PowerPoint presentation (ppt), and 1 recorded lecture video.
- Compile all module study material PDFs into one combined PDF for each subject for plagiarism check.

### **2) Google Drive Link Creation and Sharing:**

- Create a Google Drive link for content sharing.
- Upload the folders onto the drive.
- Share the drive link with the Deputy Director and Program Coordinator for review.

3) **Review Process:**Program Coordinator will provide suggestions and reviews.

4) **Revised Content Sharing:**After revisions, follow Step 1 and Step 2 again, but rename the files to indicate corrections (e.g., MBM101\_corrected).

5) **Final Approval:** Deputy Director communicates final approval to upload the contents on LMS to the Technical Manager.

6) **Content Upload on LMS:**Once approved, Program Coordinator ensures the contents are uploaded under the correct subject name and program on the LMS.

7) **Student Notification:**Notify students of the availability of approved content on the LMS.

This process ensures organized content creation, thorough review, and proper dissemination to students via the Learning Management System.

## **Annexure IV- Academic Bank of Credit Id Creation Process**

All enrolled students, particularly those of Indian nationality, are required to register with ABC (Academic Bank of Credits), a central scheme established by the Ministry of Education, Government of India, for depositing credit. ABC ID creation is mandatory for all students, ensuring their participation in this scheme.



The ABC Id can be created by students themselves using Digi-locker, UMANG application, ABC portal or Academic Institution Portal. The process for which is provided below.

<p>Process</p>	<ul style="list-style-type: none"> <li>• Students can register by logging in at <a href="http://www.abc.digilocker.gov.in">www.abc.digilocker.gov.in</a></li> <li>• Click on My Account → Login as Student</li> <li>• Click on “Sign up with DigiLocker” → Enter valid mobile number → An OTP is sent at the phone number via SMS → Enter the OTP and click on “Continue” button → Enter Security PIN set created during Sign Up and click “Submit” Button</li> <li>• You will be prompted with ABC student account creation window</li> </ul>
<p>Documents and proofs required</p>	<ul style="list-style-type: none"> <li>• Aadhaar Card is mandatory for ABC Id creation</li> <li>• Learners Name</li> <li>• Date of Birth</li> <li>• Gender</li> <li>• Enrolment Number</li> <li>• Requirements by Academic Institution:</li> <li>• Mobile Number</li> </ul>

The University will extend support to the students to create ABC ID. The documents required will remain the same as stated above.

## Annexure V - Guidelines and Pre-requisites for Proctored Examination

the minimum hardware, software, and connectivity requirements for taking exams through the Online Proctored Examination Platform are mentioned below:

TYPE	MINIMUM	RECOMMENDED
Internet Connection	Wifi Connection	Wired Connection
PC Users	Windows 8 (Windows 10 S mode is not supported)	Windows 10 (10 S mode is not supported)
Mac Users	MacOS 10.13 (Oldest Still Maintained Version)	MacOS 10.15
CPU	more than 2 core CPU less than 85% CPU Usage	more than 4 core CPU less than 50% CPU Usage
Webcam	640x480 resolution	1280x720 resolution
Internet Download Speed	1 Mbps	12 Mbps
Internet Upload Speed	1 Mbps	3 Mbps
RAM	4 GB less than 90% Ram Usage	16 GB less than 70% Usage
Connectivity Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP
Screen Resolution	1366 x 768	1920 x 1080 and above
Chromebook Users (Only for Automated Proctoring. Is not Supported for Live Proctoring)	Chrome device is running the latest version of Chrome OS.	Chrome device is running the latest version of Chrome OS.

### 1) Additional Requirements:

- A functioning microphone (some web cameras have them built-in); the microphone should not be part of headphones.
- Headphones are generally not permitted; check with your testing organization to determine if headphones are allowed.
- A compatible browser: Google Chrome (preferred) or Mozilla Firefox.

- Webcam and microphone (built-in or external) – test your webcam at <https://webcamtests.com/>.
- Connection to a network with sufficient internet speed: at least 1 Mbps download speed and 1 Mbps upload – test internet speed at [www.speedtest.net](http://www.speedtest.net).

## **2) Not Supported:**

- Microsoft Edge browser.
- Google Chromebooks (for Live Proctoring only).
- Tablets (Nexus, iPad, Tab, Note, etc.).
- Smartphones.
- Linux operating systems.
- Windows 10 in S mode or Surface RT.
- Connecting from within a virtual machine. You will be asked to reconnect using your host operating system to take your exam.
- Apple Boot Camp.
- Remote Access Software.
- Inactive Version of Windows and Test Builds/Test Mode.

## **3) Pop-up Blocker:**

Pop-up blockers must be either off or disabled. Disable your pop-up blocker as follows:

- Open Chrome on your computer.
- Click on the icon with three vertical dots.
- Click More, then Settings on the top right.
- Go to Privacy and security and click Site settings.
- Click Pop-ups and redirects.
- Turn the setting to Allowed at the top.

Important: The Institute regularly takes actions to optimize its examination system, and hence please note that the above-mentioned hardware, software, equipment, and connectivity requirements might change at the Institute's discretion. All students will need to 100% comply with any such changed specifications announced by the Institute.

### **General Instructions**

For Proctored Online Examinations, the timing will strictly adhere to the communicated timetable schedule in Indian Standard Time (IST), including for candidates taking the exam outside India.

Candidates can take exams on devices such as laptops or desktops. Ensure that the device is fully charged well in advance to last for at least 2 hours. It should also have continuous internet connectivity. Avoid sharing the phone's hotspot with any other device during the examination.

To ensure a smooth examination attempt, students are advised to:

- a) Sit in a closed room with adequate lighting for the camera to detect them. Face the light during the examination and avoid sitting near or against a window.
- b) Ensure a noise-free environment during the examination to avoid detection and capture as deviation.
- c) Position the device so that the front camera captures the student's face properly, and they can sit comfortably for one hour without moving the device.
- d) If using a Wi-Fi router, sit near the router/modem to prevent any signal-related issues.

Students must log in to the portal 30 minutes before the start of the examination compulsorily. This ensures sufficient time for any technical checks or troubleshooting before the exam begins.

- During the online examination, the following activities are strictly prohibited:
  - a) Having any other person present in the room where the student is taking the examination.
  - b) Moving from one place to another during the examination.
- You are not allowed to refer to any textbooks or any other material during the notified examination time.
- You are permitted to use rough paper and pen/pencil for solving analytical questions only and can use permitted scientific calculators. Before using rough papers and calculators, kindly show them in your PC/Mobile camera and then proceed.
- Once logged into the system with your Username and Password, please allow camera, location access, and audio device access when prompted. Failure to grant access to any of these may prevent you from appearing for the examination, or the remote proctor may disable your examination.
- In case of network disconnection or power failure during the examination, wait for internet connectivity to restore (do so as quickly as possible) and resume the test within 2 minutes by clicking on the "Resume" button. If unable to reconnect after 2 minutes, contact the administration for appropriate solutions to continue the test.
- It is advised to use the same laptop/desktop for both the mock examination and the final online examination.
- A helpdesk number will be provided to troubleshoot technical issues during the examination process. Students can contact this number for assistance in such cases.

## 2. Examination Rules

- Every student will need to log in through a secure ID and password on the online examination platform on the day of the examination. The time schedule, URL, User ID, and password will be provided in the LMS portal and will also be sent to the registered email ID or via SMS to the registered mobile phone.
  - At the beginning of each session, the student undergoes identity verification at 2 levels:
    - Level 1: Capture of facial photo. During the examination, the student is required to click and upload their photograph in the system. The system constantly monitors the picture of the student taking the examination with the facial photo captured initially for any mismatch. In case of any mismatch, the system will capture the anomaly, and a notification to the student/live proctor will be instantly displayed.
    - Level 2: Student must display College ID/Government-authorized ID proof at the beginning of the examination.
  - Only 2 attempts will be allowed for every student for every session of the day for a test. After two attempts, the student will not be able to take the test again for the respective session of the day.
  - The student should ensure that they click on the "Submit" button available on the right top position of the screen before logging out of the exam.
  - The Online Examination system will issue regular warnings for any deviations from the specified norms on the screen of your device. The maximum number of warnings will be 10, after which the test will be terminated.
  - If a student violates any rules during the examination or tries to adopt any unfair means, the system will automatically collect data based on the following deviations and alert the student, immediately alerting the online live proctor:
    - Focus changed to a different window: student tabs out of the examination-taking window.
    - Browser not supported: Student is using an older browser version or a non-compatible browser.
    - Webcam is disabled: Student's webcam is disabled.

- Face is not visible in the camera: Student is not looking into the camera.
- Several faces in front of the camera: There are other people along with the examination taker.
- Face does not match the profile: Student taking the examination is not the same person whose photo was captured before starting the examination and the photo of the student as available in the University database.
- Microphone muted or its volume is low: Student has muted the microphone.
- Conversation or noise in the background: System has captured background noise.
- Screen activities are not shared: student has stopped screen share activity. Sharing of the screen is not necessary for the users of smartphones.
- Second display is used: Additional display like an extended monitor has been connected.
- Full-screen mode is disabled: student has disabled full-screen mode.

### 3. Examination code of conduct and Malpractices

- Students are not permitted to leave their seat during the examination.
- Consultation with others for information during the examination is strictly prohibited.
- The system utilizes Artificial Intelligence to monitor and record facial expressions, eye movements, and other activities.
- Engagement in suspicious or objectionable activities detected by the system will result in disciplinary action as per University regulations.
- Regular warnings will be issued on the device screen, recorded in the examination system, affecting the overall credibility score, potentially leading to examination cancellation.
- Taking photos, recording videos, or engaging in suspicious activities during the examination will be recorded and treated as malpractice.
- Use of headphones, noise cancellation devices, or Bluetooth devices during the examination is prohibited.
- Manual proctors (invigilators) will monitor students throughout the examination duration.
- Referring to textbooks or consulting others for information during the examination is not allowed.
- Taking photos, screenshots, audio recording, or video recording of the examination and sharing it with others is considered malpractice.
- Use of headphones, noise cancellation devices, or Bluetooth devices during the examination is prohibited.
- Attempting to navigate away from the main screen will automatically terminate the examination.
- While using a laptop or desktop, refrain from using the keyboard except for communicating with the proctor; only use the mouse to answer questions.
- Starting the examination from multiple devices simultaneously is not allowed; however, changing devices due to technical faults is permitted.
- Students must remain in their place for the duration of the examination.

- Ensure no light source is behind your face.
- Avoid covering your face with hair, clothing (mask), hands, or any other object.
  - Do not use headphones, earbuds, or any listening equipment.
- Eliminate background noise, voices, music, or television.
- Do not wear sunglasses during the examination.
- Do not allow any other individuals into the room.
- Avoid communication with any person during the examination.
- Do not have any programs or applications running that utilize the webcam, microphone, or screen-share features.
- Refrain from taking photos, screenshots, audio recording, or video recording of the examination and sharing it with others, as it will be considered malpractice.

## Annexure VI – Continuous Internal Assessment Pattern

Particular	A1 (Objective Type)	A2 (Objective Type)
Marks	15	15

### Question Pattern for the CIA Components

#### A-1

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

#### A-2

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.



## **Annexure VII – End-term Examination Pattern**

**JNU**

**Centre for Distance and Online Education**

**End Term Examination**

**[PROGRAM NAME]**

**[COURSE NAME][COURSE CODE]**

Time : 2 Hours	Max. Marks : 70
Note for students: The paper will comprises of 70 compulsory objective questions of 1 mark each.	
Answer all the questions. Each question carries one mark.	
Q. No. 1 to Q. No. 70 - Objective questions with four multiple choices.	