

**Marudhar Kesari Jain College for Women
(Autonomous) Vaniyambadi**



Regulations 2026 - 2027

Master of Arts in English

CONTENT

1. Preamble

2. Programme Outcomes

3. Programme Specific Outcomes

4. Eligibility for Admission

5. Methods of Evaluation and Assessments

6. Skeleton & Syllabus

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK POSTGRADUATE EDUCATION

Preamble

The Department of English is one of the former Department in Marudhar Kesari Jain College for Women which is quite prestigious and full-fledged in academic endeavours and we are delighted to open the gateway of the academic journey with an integral mastery and qualitative workmanship. The Department flourished with BA Literature in the year 2007 and was upgraded with MA literature in 2010. Another feather in the cap of the Department was the foreword of M.Phil., in the year 2012. Since its inception, the department has played a crucial role in stabilizing relevant specializations such as American Literature, English for Competitive Examinations, Dynamic of Public Speaking and Creative Writing, Writing for the Media, Translation Studies and English Language Teaching, Journalism. Projects at the Post Graduate level help the students to evolve better research scholars.

The Department directs not only on the curriculum but also brings out their creativity, helps them to withstand stage fear, and improves leadership integrity by establishing functions in the Department. The Department also runs several co-curricular and extra-curricular initiatives like Value added courses engendering a New Humanities through interdisciplinary collaboration and research; providing through these acts a basis for students to return to their changing worlds as active citizens and critical readers

PROGRAMME OUTCOMES (PO)

Programme	MA., English
Programme Code	PA01
Duration	2 years [PG]
Programme Outcomes	<p>PO1:Acquire knowledge in English and trade to apply the knowledge in their day-to-day life for betterment of self and society.</p> <p>PO2: Develop critical, analytical thinking and problem-solving skills.</p> <p>PO3:Develop research related skills in defining the problem, formulate and test the hypothesis, analyses, interpret, and draw conclusion from data.</p> <p>PO4:Address and develop solutions for societal and environmental needs of local, regional and national development.</p> <p>PO5: Work independently and engage in lifelong learning and enduring proficient progress.</p> <p>PO6: Provoke employability and entrepreneurship among students along with ethics and communication skills.</p> <p>PO7: Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers.</p> <p>PO8: Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.</p>
Programme Specific Outcomes:	<p>PSO1 – Identify words, grammar items and structures in English to use them in specific contexts.</p> <p>PSO2 - Recognise, explore and use a range of vocabulary to formulate sentences, paragraphs, letters and other forms of narratives.</p> <p>PSO3 –List, distinguish and practice different ways of sharing ideas in spoken and written forms.Prepare written composition in real life contexts and engage in a range of interactions in the real world</p>

Eligibility for Admission:

Candidates for admission to the first year of the Master of Arts Degree of English Course shall be required to have passed the Bachelor of Arts Degree of English.

Methods of Evaluation and Assessment

Methods of Evaluation		
Internal Evaluation		25 Marks
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand / Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
Application (K3)	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

Course Code	Course Category	Title of the Course	Ins. Hrs/ Week	Credit	Marks		Total
					CIA	ESE	
Semester – I							
26PENC11	Core – 1	CC-1 Critical Studies 1- Twentieth Century	6	5	25	75	100
26PENC12	Core – 2	CC-2 British Literature	6	5	25	75	100
26PENC13	Core – 3	CC-3 Post Colonial Literature	5	3	25	75	100
26PENE11/ 26PENE12	DCE – 1	EC-1.Journalism & Mass Media EC-2.Travel Writing	5	3	25	75	100
26PENE13/ 26PENE14	DCE – 2	EC-1.Recent Trends in Literature. EC-2.Advanced Linguistics	4	3	25	75	100
26PENA11	AECC -1	AECC-1-Dynamics of Communication Theory & Its Applications	2	2	25	75	100
26PCHR11	HR	Human Rights	2	2	25	75	100
			30	23	175	525	700
Semester – II							
26PENC21	Core – 4	CC-4 -Critical Studies II- Twentieth Century	6	5	25	75	100
26PENC22	Core – 5	CC-5- Dalit Literature	6	5	25	75	100
26PENC23	Core – 6	CC-6- Classical Literature	5	3	25	75	100
26PENE21/ 26PENE22	DCE – 3	EC-3-Literature & Popular Culture EC-3- Folklore Studies	5	3	25	75	100
26PENE23/ 26PENE24	DCE – 4	EC-4- Rhetoric and Stylistics EC-4-Technical English	5	3	25	75	100
26PENS21	SEC-1	SEC-1- Employability and career Skills	3	2	25	75	100
			30	21	150	450	600
Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, within the third semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.							

CC: Core Course

SEC: Skill Enhancement Course

SLC: Self Learning Course

AECC: Ability Enhancement Compulsory Course

DCE: Discipline Centric Elective

PEC: Professional Enhancement Course

IKS: Indian Knowledge System (Non- Credit Course)

1st YEAR: FIRST SEMESTER

CC-1

Critical Studies 1- Twentieth Century

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC11	Critical Studies 1- Twentieth Century	2	3	1	5	6	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To introduce students to the major theoretical paradigms that shaped critical thought in the twentieth century.								
LO2	To help students understand the intricate relationships between literature, culture, and society that influence texts, practices, and power structures								
LO3	To enable students to develop critically informed interpretations of literary and cultural texts.								
LO4	To explore archetypal and psychological patterns in myths and literature.								
LO5	To understand advanced theory and to apply the same in textual readings								
Unit	Content								Hours
1	Metaphor, Irony, Tension, Paradox, Ambiguity, Intentional Fallacy, Affective Fallacy, Literariness, Defamiliarization, Foregrounding “Art as Technique”- Victor Shklovsky in Newton K.M (eds) <i>Twentieth Century Literary Theory</i> . New York. St Martin’s Press, 1997. pp 3-6								18
2	Langue/Parole, Signifier/ Signified, Structural Anthropology, Bricolage, Text for Methodological Application: William Blake. “Tyger” “The Nature of the Linguistic Sign”- Ferdinand de Saussure. <i>Course in General Linguistics</i> . Columbia University Press. 2011. pp 65-70								18
3	Phenomenology, Aporia, Dissemination, Discourse, Textuality, Metanarrative, Simulacra Derrida, Jacques. “Structure, Sign and Play in the Discourse of the Humanities.” <i>Modern Criticism and Theory: A Reader</i> . David Lodge and Nigel Wood. Ed. Routledge. 2013. pp.89 – 103.								18
4	Libido, Pleasure Principle, Reality Principle, Oedipus Complex, Penis Envy, Freudian Slips, Archetypes, Collective Unconscious, the Persona, the Self, Shadow Freud, Sigmund. “The Conscious and the Unconscious”, “The Ego and the Id”, “The Ego and the Super-Ego”. <i>Beyond the Pleasure Principle and Other Writings</i> . Trans. John Reddick. Penguin 2003. 105-29. Print.								18

5	Signified and Signifier, Symbolic Order, Imaginary Order, The Real, Mirror Stage Lacan, Jacques. "The Insistence of the Letter in the Unconscious". <i>Modern Criticism and Theory: A Reader</i> . Ed. David Lodge and Nigel Wood. Routledge, 2013. 186-209.	18
CO	Course Outcomes	Knowledge Level
1	Students will be able to Critically analyze literary and cultural texts using the foundational concepts explored in this course.	K1,K2
2	Students will be able to Develop the critical acumen to engage with and navigate contested knowledge systems.	K3,K4,
3	Students will be able to Apply and interrogate theoretical paradigms while challenging and transcending disciplinary boundaries	K2,K4,
4	Students will interpret characters and narratives using the theory.	K3,K4,
5	Students will interpret identity and subjectivity in literature using the prescribed theory.	K2, K3,K4

Textbooks:

- | | |
|---|--|
| 1 | Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester University Press, 2017 |
| 2 | "The Nature of the Linguistic Sign"- Ferdinand de Saussure. <i>Course in General Linguistics</i> . Columbia University Press. 2011. pp 65-70 |

Reference Books:

- | | |
|---|---|
| 1 | Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory</i> . Routledge, 2005. |
| 2 | Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing, 2008. |
| 3 | Tyson, Lois. <i>Critical Theory Today: A User-Friendly Guide</i> . Routledge, 2015. |
| 4 | Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . Cengage Learning, 2015. |

Web Resources:

- | | |
|---|---|
| 1 | https://owl.purdue.edu/ |
| 2 | https://plato.stanford.edu/d |

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

CC-2 –

British Literature

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC12	British Literature	3	2	1	5	6	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To sensitize students to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.								
LO2	To familiarize students with the evolution of the essay form and its reflective and philosophical dimensions.								
LO3	To introduce students to the short story genre and its narrative techniques and themes.								
LO4	To explore the development of the novel from Victorian realism to modernist experimentation.								
LO5	To enable students to experience the joy of drama as a performing art.								
Unit	Content								Hours
1	Poetry 1. William Wordsworth-Tintern Abbey Lines 2. Keats- Ode to a Nightingale 3. P B Shelley- “Ozymandias”								18
2	Essays 1. Francis Bacon - Of Friendship, of Truth, Of Adversity 2. Charles Lamb - The Essays of Elia								18
3	Short Story 1. D.H. Lawrence - The Rocking Horse 2. Katherine Mansfield - The Garden Party								18
4	Novel 1. Thomas Hardy: Far from the Madding Crowd. 2. Virginia Woolf: To The Lighthouse								18
5	Drama 1. Oliver Goldsmith – She Stoops to Conquer . 2. Sheridan – The School for Scandal								18

CO	Course Outcomes	Knowledge Level
1	Students will be able to critically analyze poetic forms, themes, and stylistic features of Romantic poetry.	K1, K2
2	Students will be able to interpret and evaluate essays based on style, theme, and rhetorical techniques.	K2, K3, K4
3	Students will be able to analyze narrative structure, characterization, and thematic elements in short fiction.	K2, K3
4	Students will be able to critically examine narrative techniques, themes, and character development in novels.	K1, K3, K4
5	Students will be able to analyze dramatic structure, characterization, and elements of humor and satire.	K2, K3, K4

Textbooks:	
1	Abrams, M.H and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . Stamford: Cengage learning, 2012.
2	Bacon, Francis. <i>Essays</i> . Penguin Classics, 1985.
3	Lawrence, D. H. <i>The Rocking-Horse Winner and Other Stories</i> . Penguin Classics, 2006. Mansfield, Katherine Mansfield. <i>The Garden Party and Other Stories</i> . Penguin Classics, 2007.
4	Hardy, Thomas. <i>Far from the Madding Crowd</i> . Penguin Classics, 2003. Woolf, Virginia Woolf. <i>To the Lighthouse</i> . Harcourt Brace & Company, 1989.
5	Goldsmith, Oliver. <i>She Stoops to Conquer and Other Plays</i> . Oxford University Press, 2008. Sheridan, Richard Brinsley Sheridan. <i>The School for Scandal and Other Plays</i> . Oxford University Press, 2008
Reference Books:	
1	Drabble, Margaret. <i>The Oxford companion to English literature</i> . 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.
2	Geoffrey Day. <i>From Fiction to the Novel</i> . London: Oxford University Press, 1987.
3	Harmon, William; Holman, C. Hugh. <i>A Handbook to Literature</i> . 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996.
Web Resources:	
1	www.britannica.com/biography
2	http://www.library.yale.edu/humanities/english/engbib.html
3	http://www.victorianweb.org/authors/
4	https://onlinecourses.nptel.ac.in/noc26_hs75/preview

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

CC-3-Postcolonial Literature

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC13	Postcolonial Literature	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To introduce students to the emergence, development, and key concerns of postcolonial literature.								
LO2	To explore the concept of nationhood and identity through postcolonial prose.								
LO3	To examine postcolonial poetic expressions of identity, conflict, and cultural displacement.								
LO4	To understand the representation of colonial and indigenous cultures in postcolonial drama.								
LO5	To explore postcolonial themes such as identity, race, and social injustice in novels.								
Unit	Content								Hours
1	Introduction <ol style="list-style-type: none"> 1. Birth, evolution & growth of Postcolonial literature 2. Coloniality -struggle –protest –marginality –rootlessness –poverty ‘otherness’ 3. Themes and concerns – understanding and appreciating Protest Literature. 								15
2	Prose <ol style="list-style-type: none"> 1. Nation and Narration: Homi K. Bhabha 2. The Myth, Ritual and the African World : Wole Soyinka(Nigeria) 								15
3	Poetry <ol style="list-style-type: none"> 1. A Far Cry from Africa : Derek Walcott (West Indies) 2. Australia : A. D. Hope (Australia) 3. On Writing a Poem : E. E. Tiang Hong (Malaysia) 								15
4	Drama <ol style="list-style-type: none"> 1. The Lion and the Jewel : Wole Soyinka (Nigeria) 2. The Ecstasy of Rita Joe: George Ryga (Canada) 								15

5	Novel 1. Stone Angel: Margaret Laurence (Canada) 2. Cry the Beloved Country: Alan Paton (South Africa)	15
CO	Course Outcomes	Knowledge Level
1	Students will be able to understand the historical context and major themes of postcolonial studies.	K1, K2, K3
2	Students will be able to analyze narratives of nation and cultural identity in postcolonial texts.	K1, K2, K3, K4
3	Students will be able to interpret themes of colonial conflict, identity crisis, and cultural hybridity in poetry.	K1, K2, K3
4	Students will be able to analyze themes of cultural conflict, tradition, and modernity in drama.	K2, K3, K4
5	Students will be able to critically analyze narrative techniques and thematic concerns in postcolonial fiction.	K1, K2, K3, K4

Textbooks:	
1	Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. <i>The Empire Writes Back</i> . Routledge, 2002.
2	Bhabha, Homi K., ed. <i>Nation and Narration</i> . Routledge, 1990.
3	Walcott, Derek. <i>Selected Poems</i> . Farrar, Straus and Giroux, 2007.
4	Soyinka, Wole. <i>The Lion and the Jewel</i> . Oxford University Press, 1963. Ryga, George. <i>The Ecstasy of Rita Joe</i> . Talonbooks, 1970
5	Paton, Alan. <i>Cry, the Beloved Country</i> . Scribner, 2003. Laurence, Margaret. <i>The Stone Angel</i> . University of Chicago Press, 1996.
Reference Books:	
1	Loomba, Ania Loomba. <i>Colonialism/Postcolonialism</i> . Routledge, 2015.
2	Anderson, Benedict. <i>Imagined Communities</i> . Verso, 2006.
3	Ramazani, Jahan, ed. <i>The Norton Anthology of Modern and Contemporary Poetry</i> . W. W. Norton, 2003.
4	Loomba, Ania Loomba. <i>Colonialism/Postcolonialism</i> . Routledge, 2015.
Web Resources:	
1	https://www.postcolonialweb.org
2	https://iep.utm.edu

3	https://www.poetryfoundation.org
4	https://onlinecourses.nptel.ac.in/noc21_hs48/preview

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

DCE-1- Journalism & Mass media

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE11	Journalism & Mass Media	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.								
LO2	To be acquainted with the principles of journalism and the importance of press laws.								
LO3	To understand the nuances of news and media								
LO4	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.								
LO5	To train students to write for the newspaper, magazine and the Web								
Unit	Content								Hours
1	Introduction to Journalism Introduction to Journalism -History of Journalism – Principles and Ethics of Journalism history-definition of news-news sources- News values-role and functions-canons of Journalism								15
2	Press Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders–Copyright Law–Press Regulation Act–Press Registration Act-Law of Privileges, News Agencies, Press Council of India, Press Information Bureau reporter – news editor- sub editor- anatomy of Editing-language and style – organisation and Structure of the newspaper.								15
3	News Leads-Types of News–Straight Interpretive–Investigative–Scoop–Sting–Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences - Make up of a newspaper, Layout of a newspaper Advertisement-Types, techniques and Social Responsibility on screen copy editing- preparing text for Typesetter- illustrations - proof.								15
4	Specialized Forms of Journalism Feature Journalism, Investigative Journalism, and Data Journalism								15
5	Electronic and New Media Electronic Media–Radio, Television Social Media Platforms–X(Twitter), Face book, Instagram, YouTube Role and Responsibilities literary material: running heads – page number-Heading- footnotes and endnotes- tables- appendixes Glossaries. Verifying Social Media Content, Ethical Sourcing from Social Media, Covering Live Events via Social Platforms.								15

CO	Course Outcomes	Knowledge Level
1	Students will be able to acquire the knowledge of the origin and development of The print, electronic and web media.	K1, K2, K3
2	Students will be able to enhance the knowledge of growth of print, electronic And web	K1, K2, K3, K4
3	Students will be able to analyze the significance of speech communication.	K1, K2, K3
4	Students will be able to exercise their knowledge in producing a creative journal	K1, K2, K3
5	Students will be able to analyze the social issues relevant to the society and sensitize through their professional Skills in this field	K1, K2, K3, K4

Textbooks:	
1	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.
2	M.V.Kamath–Professional Journalism
3	Jarvis, Jeff. <i>Geeks Bearing Gifts: Imagining New Futures for News</i> . CUNY Journalism Press, 2014.
4	Bell, Emily, and Taylor Owen. “The Platform Press: How Silicon Valley Reengineered Journalism.” <i>Columbia Journalism Review</i> , 2017.
Reference Books:	
1	Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing
2	Frank Webster, Theories of Information Society, 2002, Published by Routledge.
Web Resources:	
1	Media and Communication Peer-reviewed Open Access Journal (cogitatiopress.com)
2	https://onlinecourses.swayam2.ac.in/e-learning/preview/imb25_mg222

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	11	14
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2.2	2.8

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

DCE-1 Travel Writing

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE12	Travel Writing	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To introduce students to contemporary literary theories and emerging trends in literary studies.								
LO2	To examine the representation of memory, suffering, violence, and psychological trauma in literature.								
LO3	To understand disability as a social, cultural, and literary construct through fictional narratives.								
LO4	To explore literary responses to epidemics, fear, isolation, and survival during social crises.								
LO5	To examine travel writing as a reflection of culture, identity, and human experience.								
Unit	Content								Hours
1	The Court of Muhammad Bin Tughlaq – Ibn Batuta City Improbable: Writings on Delhi– Khuswant Singh Al Biruni: Chapter LXVIII, LXIV, LXV								15
2	Innocent A broad Chapter VII, VIII, IX–Mark Twain The Motorcycle Diaries: A Journey Around S.America–Ernest o Che Guevara								15
3	City of DJINN (Prologue, Chapters I &II) –William Darlymple From Volga to Ganga Section 1 & 2 – Rahul Sankritiyayan								15
4	May You Be the Mother of Hundred Sons: A Journey Among the Women of India Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller								15
5	Eat, Pray, Love–Elizabeth Gilbert								15
CO	Course Outcomes								Knowledge Level
1	Students will be able to identify and explain major contemporary literary theories and apply them in textual analysis.								K1, K2, K3
2	Students will be able to critically analyze trauma narratives and interpret the impact of historical and personal trauma in literary texts.								K1, K2, K3, K4
3	Students will be able to evaluate representations of disability, identity, and inclusivity in literature using disability studies perspectives.								K1, K2, K3
4	Students will be able to interpret pandemic narratives and assess the social and psychological dimensions of disease in literature.								K1, K2, K3, K4

5	Students will be able to analyze travel narratives and evaluate themes of exploration, self-discovery, and cultural representation.	K1, K2, K3, K4
---	---	-------------------

Textbooks:	
1	Paul Theroux. The Tao of Travel(HamishHamilton2011)
2	Andrea Loselle.Translations of Orient paperbacks2012
Reference Books:	
1	Michael Caesar. Comparative Literature Vol.38No.1(Winter1986,pp 106-108)
2	JamesGallantUtopianStudies, Vol.9,No2(1998) pp-234-244
Web Resources:	
1	Issue16- ShrutiDabhi.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

DCE-2- Recent Trends in Literature

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE13	Recent Trends in Literature	2	1	1	3	4	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To enable students, recognise and understand the key term associated with the recent trends in literature.								
LO2	To facilitate comprehension of the various dimensions of oppression and also the ways to arrive at solutions.								
LO3	To train the students in application of the knowledge gained in the analysis of real-life situations.								
LO4	To motivate the students to evaluate the social conditions expressed in the works prescribed								
LO5	To prepare the students create solutions to the emerging issues in the works prescribed and, in the society.								
Unit	Content								Hours
1	Introduction to Recent Trends in Literature 1. Trauma Theory 2. Disability Studies 3. Pandemic Literature 4. Travel Theory and Travel Literature								12
2	Trauma Theory 1. Beloved — Toni Morrison 2. The Kite Runner — Khaled Hosseini								12
3	Disability Studies 1. Wonder — R. J. Palacio 2. Me Before You — Jojo Moyes								12
4	Pandemic Literature 1. The Plague — Albert Camus 2. Blindness — José Saramaga								12
5	Travel Theory and Travel Literature 1. The Great Railway Bazaar — Paul Theroux								12

	2. Into the Wild — Jon Krakauer	
CO	Course Outcomes	Knowledge Level
1	Students will be able to recognize and identify the key concepts in study of the new trends in literature.	K1, K2, K3
2	Students will be able to discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to inequality.	K1, K2, K3, K4
3	Students will be able to apply the knowledge gained in analysing the life conditions expressed in these literatures and their reflections on society.	K1, K2, K3
4	Students will be able to criticize the stereotypical and ideological constructs that pervade these literatures.	K2, K3, K4
5	Students will be able to evaluate the social conditions expressed in these literatures.	K1, K2, K3, K4

Textbooks:	
1	Balaev, Michelle, editor. <i>Contemporary Approaches in Literary Trauma Theory</i> . Palgrave Macmillan, 2014.
2	Morrison, Toni. <i>Beloved</i> . Vintage International, 2004. Hosseini, Khaled. <i>The Kite Runner</i> . Riverhead Books, 2003.
3	Palacio, R. J. <i>Wonder</i> . Alfred A. Knopf, 2012. Moyes, Jojo. <i>Me Before You</i> . Pamela Dorman Books, 2012.
4	Camus, Albert. <i>The Plague</i> . Translated by Stuart Gilbert, Vintage International, 1991. Saramago, José. <i>Blindness</i> . Translated by Giovanni Pontiero, Harcourt Brace, 1997.
5	Theroux, Paul. <i>The Great Railway Bazaar</i> . Mariner Books, 2006. Krakauer, Jon. <i>Into the Wild</i> . Anchor Books, 1997.
Reference Books:	
1	Morris., & Morris, H. (2018). <i>The Tattooist of Auschwitz</i> . Harper Paperbacks.
2	Spiegelman., & Art. (2003). <i>Maus</i> . Penguin.
3	Atwood., & Margaret. (2013). <i>Oryx and Crake</i> . Virago.
4.	Robinson., & Stanley, K. (2018). <i>New York 2140</i> . Orbit.
5	Coetzee, J.M. (2016). <i>The Lives of Animals</i> . Princeton UP.
Web Resources:	
1	https://poets.org/poem/death-fugue
2	https://www.kennedy-center.org/education/networks-conferences-and-research/research-and-resources/vsa-research-and-resources/writing-spotlights/poems-with-disabilities/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

**DCE-2-
Advanced Linguistics**

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE14	Advanced Linguistics	2	1	1	3	4	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To enrich learners with the knowledge of Human and non Human Systems of Communication								
LO2	To familiarize learners with branches of Phonetics								
LO3	To enable students to gain knowledge on the structure Word formation through Morphology								
LO4	To enhance the learners to acquire knowledge on word meaning through semantics.								
LO5	To motivate students to pursue research in various branches of applied linguistics.								
Unit	Content								Hours
1	Human and non-human systems of communication; design features of languages, Saussurean Dichotomies, Psychology of Language, Language and Mind.								12
2	Phonetics and Phonology: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their Classification. Acoustic Characteristics of speech.								12
3	Morphology: Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.								12
4	Syntax and Semantics: Phrase Structure Grammar, transformational Grammar, Rules and Constraints on rules, Theory of Govt. and Binding: Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations, Pragmatics.								12
5	Applied Linguistics: a. Stylistics: The relationship of language to literature, Style and Function, Poetic discourse. b. Lexicography: Monolingual dictionary, Interlingual dictionary, Structure and Equivalences.								12
CO	Course Outcomes								Knowledge Level

1	Students will be able to Understand the nature and functions of human language by distinguishing between human and non-human communication systems and explaining the design features of language.	K1, K2, K3, K4
2	Students will be able to Demonstrate knowledge of phonetics and phonology through the identification and classification of speech sounds using articulatory, auditory, and acoustic approaches.	K1, K2, K3, K4
3	Students will be able to Analyze morphological structures and word classes with special reference to the morphological properties of English verbs.	K1, K2, K3
4	Students will be able to Interpret syntactic structures using linguistic theories including Phrase Structure Grammar, Transformational Grammar, and Government and Binding Theory.	K1, K2, K3, K4
5	Students will be able to Apply principles of stylistics and lexicography in analyzing literary discourse, style and function, and the structure and equivalence of monolingual and interlingual dictionaries.	K1, K2, K3, K4

Textbooks:	
1	Agnihotri, R.K. and Khanna, A.L. (ed.), 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.
2	Aitchison, J. 1995. Linguistics: An Introduction. London: Hodder & Stoughton.
Reference Books:	
1	Akmajian, A., Demers, R., Farmer, Harnish, R. 1990/1996. Linguistics: An Introduction to Language and Communication Cambridge, Massachusetts: MIT Press. (Indian reprint, 1996, Prentice Hall).
2	Atkinson, M., Kilby, D. & Rocca, I. 1982. Foundations of General Linguistics. London: George Allen & Unwin.
3	Carr, P. 1999. English Phonetics and Phonology An Introduction U.K: Blackwell.
4.	Gregoriou, Christiana. 2009. English Literary Stylistics. New York. Palgrave Macmillan.
5	Ladefoged, P. 1993. A Course in Phonetics. New York: Harcourt Brace Jovanovich. (3rd edition).
Web Resources:	
1	https://kpi.ua/en/al-flz
2	https://dspace.univ-temouchent.edu.dz/s
3	https://www.scribd.com/document/413923816/Advanced-Linguistics

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

AECC-1-

Dynamics of Communication Theory & its Applications

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENA11	Dynamics of Communication Theory & its Applications	0	1	1	2	2	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To identify general theories and central concepts associated with communication.								
LO2	To gather ideas and information and organize them.								
LO3	To develop and apply theories and principles of communication in workplace and practice skills of presentations, discussion, problem solving, decision making, debates, small group discussions and job interviews.								
LO4	To transfer information from non-verbal to verbal texts and vice versa.								
LO5	To take part effectively in social and professional communication.								
Unit	Content								Hours
1	Communication Theory Communication - Definition- Its Type -Importance of communication - components of communication - Principles and barriers to effective communication -Communication at workplace								6
2	Digital Communication Professional Emailing, Video Conferencing Etiquette, Digital Presentations and asynchronous Communication Tools.								6
3	Preparing the Script Plan and collect data - Choose subject matter - Organize the materials - Achieve clarity and coherence -Use appropriate style								6
4	Presentation Definition & types of presentation –Effective use of slide shows and handouts – Group Discussions- Debate- Mock Interview – Usage of telephone Etiquette - video presentations - recorded speeches								6

5	Communication at Workplace Multicultural communication and means to overcome barriers - decision making and problem solving, team building - Essentials of Advocacy communication - Importance of Development communication.	6
CO	Course Outcomes	Knowledge Level
1	Developing proficiency in expressing ideas clearly, active listening, and adapting messages for diverse audiences using verbal and non-verbal techniques.	K1, K2, K3
2	Mastery of the four macro skills- Listening, speaking, reading, writing- to ensure clarity and coherence in all interactions.	K1, K2, K3, K4
3	Recognizing cultural nuances and personal emotions in communication to promote empathy.	K2, K3, K4
4	Delivering, adapting, and presenting messages effectively in various context (Public and Interpersonal).	K1, K2, K3, K4
5	Improve ability to articulate thoughts effectively, which boosts personal and professional confidence.	K1, K2, K3, K4

Textbooks:	
1	Berlo, David K. <i>The Process of Communication: An Introduction to Theory and Practice</i> . Holt, Rinehart and Winston, 1960.
2	
Reference Books:	
1	Adler, Ronald B., George Rodman, and Athena du Pré. <i>Understanding Human Communication</i> . 14th ed., Oxford UP, 2019.
2	Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principles and Practice</i> . 3rd ed., Oxford UP, 2015.
3	Lesikar, Raymond V., and Marie E. Flatley. <i>Basic Business Communication: Skills for Empowering the Internet Generation</i> . McGraw-Hill Education, 2011.
Web Resources:	
1	https://oxfordre.com/communication/
2	https://www.waveland.com/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

CC-4

Critical Studies II - Twentieth Century

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC21	Critical Studies II - Twentieth Century	2	3	1	5	6	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To understand key Marxist concepts such as base and superstructure and ideology.								
LO2	To explore feminist theories and gender constructs in literature.								
LO3	To examine issues of identity, power, and representation.								
LO4	To interpret literary meaning through reader-centered approaches.								
LO5	To analyze the interaction between literature and power structures.								
Unit	Content								Hours
1	Marxism and Ideology Base and Superstructure, Ideology, Hegemony, Reification, Commodity Fetishism, Cultural Materialism								18
2	Feminism and Gender Studies Patriarchy, Gender Performativity, Gynocriticism, Intersectionality, Écriture Féminine								18
3	Postcolonial Theory Colonialism, Orientalism, Hybridity, Mimicry, Subaltern, Decolonization								18
4	Reader-Response and Reception Theory Implied Reader, Interpretive Communities, Horizon of Expectations, Reception Aesthetics								18
5	Cultural Studies and New Historicism Power/Knowledge, Discourse, Historicity, Cultural Texts, Intertextuality								18
CO	Course Outcomes								Knowledge Level

1	Students will be able to explain Marxist theoretical concepts.	K1, K2, K3,K4
2	Students will be able to analyze texts from feminist perspectives.	K1, K2, K3, K4
3	Students will be able to critique colonial and Eurocentric narratives.	K1, K2, K3,K4
4	Students will be able to apply reader-response theory to texts.	K1, K2, K3, K4
5	Students will be able to evaluate the role of power and discourse in texts.	K1, K2, K3, K4

Textbooks:	
1	Marx, Karl, and Friedrich Engels. <i>The German Ideology</i> . Prometheus Books, 1998.
2	Said, Edward W. <i>Orientalism</i> . Penguin Books, 2003.
Reference Books:	
1	Eagleton, Terry. <i>Literary Theory: An Introduction</i> . 2nd ed., Blackwell Publishing, 2008.
2	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . 4th ed., Manchester University Press, 2017.
3	Selden, Raman, et al. <i>A Reader's Guide to Contemporary Literary Theory</i> . 5th ed., Pearson, 2005.
Web Resources:	
1	https://en.wikipedia.org/wiki/Feminist_literary_criticism
2	https://open.maricopa.edu/introlit/chapter/literary-criticism/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

CC-5 – Dalit Literature

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC22	Dalit Literature	3	2	1	5	6	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To introduce students to the origin and development of Dalit Literature in India.								
LO2	To Understand Caste, Oppression, and resistance through literary texts								
LO3	To explore Dalit writing as experience – based Literature (Testimony)								
LO4	To analyze Dalit Aesthetics and Ideology								
LO5	To develop sensitivity towards social Justice and marginalized voices								
Unit	Content								Hours
1	Introduction Meaning and definition of Dalit Historical background of caste system Emergence of Dalit writing in India								18
2	Poetry Namdeo Dhasal – Hunger Daya Pawar – Blood-wave Arjun Dangle – I Will Belong to It Hira Bansode – Yashodhara								18
3	Essays & Criticism Annihilation of Caste – B. R. Ambedkar What is Dalit Literature? – Arjun Dangle Dalit Women Talk Differently – Gopal Guru								18
4	Fiction (Novels) Untouchable God – Kancha Ilaiah Children of God – Shanta Rameshwar Rao								18
5	Autobiography Joothan – Omprakash Valmiki								18

	Government Brahmana – Aravind Malagatti	
--	---	--

CO	Course Outcomes	Knowledge Level
1	Students will be able to Understand the historical and social context of Dalit literature.	K1, K2, K3
2	Students will be able to Critically analyze the identity in poetry	K1, K2, K3, K4
3	Students will be able to Apply Dalit theory and aesthetics in Essays and literary criticism	K1, K2, K3
4	Students will be able to Recognize literature as a tool of social transformation	K1, K2, K3, K4
5	Students will be able to Develop empathy and awareness about caste issues and inequality	K1, K2, K3, K4

Textbooks:

1	Omprakash Valmiki. <i>Joothan: A Dalit's Life</i> . Translated by Arun Prabha Mukherjee, Samya, 2003.
2	Kancha Ilaiah Shepherd. <i>Untouchable God</i> . Samya Publications, 2017.

Reference Books:

1	Aravind Malagatti. <i>Government Brahmana</i> . Translated by S. R. Ramakrishna, Oxford University Press, 2007.
2	Shanta Rameshwar Rao. <i>Children of God</i> . Orient Blackswan, 2010.
3	Namdeo Dhasal. "Hunger." In <i>Poisoned Bread</i> , edited by Arjun Dangle, Orient Blackswan, 1992.
4	B. R. Ambedkar. <i>Annihilation of Caste</i> . Navayana, 2014.

Web Resources:

1	https://en.wikipedia.org/wiki/Annihilation_of_Caste
2	https://www.researchgate.net/publication/400348765_An_Eternal_Saga_of_Disillusioned_Dreams_Poverty_Pain_and_Protest_in_Dalit_Poetry

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR SECOND SEMESTER

CC-6- Classical Literature

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENC23	Classical Literature	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	Understand the major characteristics of Greek epic and tragedy.								
LO2	Analyze themes such as fate, heroism, pride, and divine intervention.								
LO3	Examine characterization and conflict in classical literature.								
LO4	Interpret the cultural and moral values reflected in ancient Greek society.								
LO5	Develop critical appreciation of dramatic structure and poetic narration								
Unit	Content								Hours
1	The Iliad – Homer (Book 1) Oedipus Rex – Sophocles								15
2	Poetics – Aristotle On the Sublime – Longinus								15
3	The Aeneid – Virgil (Book I) Metamorphoses – Ovid								15
4	Doctor Faustus – Christopher Marlowe Hamlet – William Shakespeare								15
5	Paradise Lost (Book I) – John Milton An Essay on Criticism – Alexander Pope								15

CO	Course Outcomes	Knowledge Level
1	Students will be able to explain the conventions of Greek epic and tragic drama	K1, K2, K3
2	Students will be able to critically analyze Achilles and Oedipus as tragic heroes.	K1, K2, K3, K4
3	Students will be able to Evaluate the role of destiny and free will in classical texts.	K1, K2, K3
4	Students will be able to Identify literary devices and dramatic techniques used in Greek literature	K1, K2, K3, K4
5	Students will be able to Apply critical thinking in interpreting classical works.	K1, K2, K3, K4

Textbooks:	
1	Homer. <i>The Iliad</i> . Translated by E. V. Rieu, Penguin Classics, 2003.
2	Sophocles. <i>Oedipus Rex</i> . Translated by E. F. Watling, Penguin Classics, 1984.
Reference Books:	
1	Virgil. <i>The Aeneid</i> . Translated by Robert Fitzgerald, Vintage Classics, 1990.
2	Ovid. <i>Metamorphoses</i> . Translated by David Raeburn, Penguin Classics, 2004.
3	Christopher Marlowe. <i>Doctor Faustus</i> . Edited by David Bevington and Eric Rasmussen, Oxford University Press, 1995.
4	William Shakespeare. <i>Hamlet</i> . Arden Shakespeare Edition, Bloomsbury, 2006.
5	John Milton. <i>Paradise Lost</i> . Edited by Alastair Fowler, Longman, 2007.
6	Alexander Pope. <i>An Essay on Criticism</i> . Methuen, 1970.
7	Aristotle. <i>Poetics</i> . Translated by Malcolm Heath, Penguin Classics, 1996.
Web Resources:	
1	https://www.gutenberg.org/files/6130/6130-h/6130-h.html
2	https://www.gutenberg.org/files/20/20-h/20-h.htm

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

DCE– 3

Literature & Popular Culture

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE21	Literature & Popular Culture	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To understand the concept of popular culture and its evolution								
LO2	To analyze the interaction between literature and mass media								
LO3	To explore representations of identity, gender, class, and power in popular texts								
LO4	To develop critical thinking through interdisciplinary approaches								
LO5	To understand the concept of popular culture and its evolution								
Unit	Content								Hours
1	Introduction to Popular Culture Definition and scope of popular culture Mass culture and consumerism								15
2	Cultural Studies: Key concepts Literature and Media Adaptation: Literature to film (novels, short stories) Film analysis as a narrative form Case studies of literary adaptations								15
3	Gender, Identity, and Representation Gender roles in literature and media Representation of race, class, and ethnicity Feminism and popular culture								15

4	Popular Genres and Forms Graphic novels and comics Science fiction, fantasy, and dystopian literature Popular fiction (romance, crime, thriller)	15
5	Digital Culture and New Media Social media and storytelling Influencer culture and identity construction Globalization and transnational culture	15
CO	Course Outcomes	Knowledge Level
1	Students will able to define and explain key concepts of literature and popular culture	K1,K2,K3
2	Students will able to analyze literary texts in relation to popular media	K1,K2, K3, K4
3	Students will able to Interpret cultural texts using critical theories	K1,K2,K3
4	Students will able to evaluate the impact of media and globalization on literature	K1,K2, K3, K4
5	Students will able to apply interdisciplinary approaches in literary analysis	K1,K2, K3, K4

Textbooks:

1	Folklore 101: An Accessible Introduction to Folklore Studies
2	Folklore and Folk life: An Introduction Classic core university textbook

Reference Books:

1	John Storey – Cultural Theory and Popular Culture
2	Raymond Williams – Culture and Society
3	Stuart Hall – Representation: Cultural Representations and Signifying Practices
4.	Henry Jenkins – Convergence Culture

Web Resources:

1	https://www.culturalstudiesassociation.org
2	https://www.bfi.org.uk
3	https://www.openculture.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	1	–	–	–	–	3	2	1
CO2	3	3	3	2	1	–	–	–	3	3	2
CO3	3	3	3	3	2	1	–	–	3	3	3
CO4	3	2	2	3	3	2	1	1	2	3	3
CO5	2	2	3	3	3	2	2	2	3	3	3
Total	14	13	13	12	9	5	3	3	14	14	12
Average	2.8	2.6	2.6	2.4	1.8	1.0	0.6	0.6	2.8	2.8	2.4

3–Strong, 2-Medium,1-Low

1st YEAR: SECOND SEMESTER

DCE – 3 Folklore Studies

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE22	Folklore Studies	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To understand the fundamental concepts, scope, and development of folklore and oral traditions.								
LO2	To identify and analyze various genres of folklore such as myths, legends, folktales, songs, and rituals.								
LO3	To apply different theoretical approaches in interpreting folklore texts and cultural practices								
LO4	To examine the role of folklore in shaping social identity, belief systems, and cultural values.								
LO5	To develop skills in documenting, preserving, and analyzing folklore through fieldwork and modern media.								
Unit	Content								Hours
1	Introduction Definition, Nature and Scope of Folklore, Oral Tradition and Cultural Transmission, Types of Folklore, Contribution of Major Scholars								15
2	Genres of Folklore Myths, Legends and Folk Tales, Ballads and Folk Songs, Proverbs and Riddles, Folk Drama and Rituals								15
3	Theoretical Approaches Structuralism, Functionalism, Psychoanalytic Theory, Feminist and Marxist Approaches								15
4	Folklore and Society Folklore and Identity (Caste, Class, Gender), Folklore and Religion, Tribal and Indigenous Traditions, Folklore and Nationalism								15
5	Modern Folklore Folklore and Mass Media, Digital Folklore (Memes, Internet Culture) , Preservation of Folklore								15

CO	Course Outcomes	Knowledge Level
1	Students will able to explain the basic concepts, nature, scope, and evolution of folklore and oral traditions.	K1,K2,K3
2	Students will able to identify and critically analyze different genres of folklore including myths, legends, folktales, and folk expressions.	K1,K2, K3, K4
3	Students will able to apply various theoretical approaches such as structuralism, functionalism, and psychoanalysis in folklore studies.	K1,K2,K3
4	Students will able to examine the relationship between folklore and social structures such as culture, identity, religion, and community life.	K1,K2, K3, K4
5	Students will able to demonstrate practical skills in collecting, documenting, and interpreting folklore using fieldwork and digital tools.	K1,K2, K3, K4

Textbooks:

- | | |
|---|---|
| 1 | Folklore 101: An Accessible Introduction to Folklore Studies |
| 2 | Folklore and Folklife: An Introduction Classic core university textbook |

Reference Books:

- | | |
|----|---|
| 1 | The Oxford Handbook of American Folklore and Folklife Studies |
| 2 | The Study of Folklore Important for theoretical approaches |
| 3 | Indian Folklore |
| 4. | American Folklore Society |

Web Resources:

- | | |
|---|---|
| 1 | https://americanfolkloresociety.org |
| 2 | https://ich.unesco.org |
| 3 | https://www.loc.gov/folklife |

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	2	2	2	3	2	2
CO2	3	3	2	2	2	2	2	2	3	3	2
CO3	3	3	3	3	2	2	2	2	3	3	3
CO4	3	2	2	3	3	2	2	2	2	3	3
CO5	2	2	3	3	3	3	2	2	3	3	3
Total	14	13	13	13	12	11	10	10	14	14	13
Average	2.8	2.6	2.6	2.6	2.4	2.2	2	2	2.8	2.8	2.6

3-Strong, 2-Medium,1-Low

1st YEAR: SECOND SEMESTER

DCE-4 - Rhetoric and Stylistics

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE23	Rhetoric and Stylistics	2	2	1	3	5	3	5	25
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To understand the fundamental principles and definition of rhetoric.								
LO2	To examine topic sentences, paragraph unity, coherence, and flow.								
LO3	To analyze speech acts and impoliteness theory in stylistics.								
LO4	To explore modern developments in stylistics.								
LO5	To develop creative writing skills using stylistic techniques.								
Unit	Content								Hours
1	The Science of Rhetoric Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative-Rhetorical Situation: Grammar, Logic, Aesthetics, and Ethics – 5 Canons of rhetoric writing.								15
2	Discourse Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration.								15
3	Stylistics The Linguistic Levels of foregrounding in Stylistics, Stylistics speech acts and impoliteness theory, Stylistics point of view and modality, Speech and thought presentation in stylistics.								15
4	Contemporary Topics in Stylistics Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics.								15
5	Emerging Trends in Stylistics Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing.								15

CO	Course Outcomes	Knowledge Level
1	Students will be able to define and explain rhetoric and its core components.	K1, K2, K3
2	Students will be able to identify and apply different discourse modes.	K1, K2, K3, K4
3	Students will be able to analyze narrative perspective and modality.	K1, K2, K3
4	Students will be able to apply stylistics in teaching and learning contexts.	K1, K2, K3, K4
5	Students will be able to evaluate emerging trends in stylistic studies.	K1, K2, K3, K4

Textbooks:	
1	Weston, Anthony. A Rulebook for Arguments. Hackett publication, 2009.
2	Cleath Brooks and Robert Penn Warren. Modern Rhetoric. Harcourt Brace Jovanovich, 1979..
Reference Books:	
1	Robin Wooffitt. Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction, First Edition. SAGE, Publications Ltd,2005.
2	WiddowsonH.G., Discourse Analysis. Oxford University Press,2012.
Web Resources:	
1	https://rulb.org/en/article/ritorika-lingvistika-i-stilistika-obzor/
2	https://www.thoughtco.com/stylistics-language-studies-1692000

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

DCE-4 – Technical English

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENE24	Technical English	2	2	1	3	5	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To develop effective reading strategies for academic comprehension.								
LO2	To enhance academic and creative writing skills.								
LO3	To understand the role of empathy in communication.								
LO4	To practice formal and informal speaking situations								
LO5	To overcome stage fear and build confidence in public speaking.								
Unit	Content								Hours
1	Reading Predicting the Content - Skimming the Text -Understanding the Gist -Topic Sentence and its Role Scanning Inferring Meanings: Lexical And Contextual-Note-Making.								15
2	Writing Forms - Descriptive Writing -Autobiographical & Biographical Writing - Paragraph Writing - Academic Writing-Tweets - Paraphrasing- Channel Convention Essay Writing: Argumentative Writing-Poster Making Recommendations-Dialogue Writing- Informal Letters								15
3	Listening Importance of Listening & Empathy in Communication - Reasons for Poor , Listening - Traits of a Good Listener - Listening Mode – Note Taking - Listening to Short Dialogues - Listening to Long Conversations.								15
4	Speaking Describing Places- Giving Opinions - Narration -Introducing Ideas – Justifying Opinions- Formal Conversations - Telephonic Skill - Debating- Apologizing - Extempore – Effective Presentation Strategies-Planning - Outlining & Structuring - Nuances of Delivery – Controlling Nervousness								15
5	Nuances of Delivery – Stage Fright-Visual Aids in Presentation- Applications of MS Power Point								15

CO	Course Outcomes	Knowledge Level
1	Students will be able to apply reading strategies such as skimming and scanning effectively.	K1, K2, K3
2	Students will be able to produce autobiographical, biographical, and paragraph writing.	K1, K2, K3, K4
3	Students will be able to identify key information in conversations and dialogues.	K1, K2, K3
4	Students will be able to participate in debates and discussions.	K1, K2, K3, K4
5	Students will be able to manage stage fear and anxiety effectively.	K1, K2, K3, K4

Textbooks:	
1	Dr.K.Elango, "Resonance", Cambridge University Press, New Delhi, 2013.
2	Dr.APJ Abdul Kalam "India 2020 Vision for the Millennium Brooks/Cole Publishing Company, 2002.
Reference Books:	
1	Nagaraj Geatha "A Course in Grammar and Composition". Cambridge University Press,2012
2	Samson T. "Innovate with English", Cambridge University Press, 2012
3	Mark Ibbotson, "Cambridge English for Engineering". Cambridge University Press, 2012.
Web Resources:	
1	https://www.udemy.com
2	https://www.pearson.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

1st YEAR: SECOND SEMESTER

SEC-1- Employability & Career Skills

Department of English		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PENS21	Employability & Career Skills	1	1	1	2	3	25	75	100
Category	Core Course	Theory & Problem							
Learning Objectives									
LO1	To Develop effective communication skills.								
LO2	To Prepare Professional resumes and applications								
LO3	To Practice professional communication in digital spaces								
LO4	To Enhance analytical and reasoning skills								
LO5	To Explore adaptability and resilience								
Unit	Content								Hours
1	Verbal & Non-verbal Communication Listening, Speaking, Reading, Writing (LSRW Skills) Presentation Skills Interpersonal Communication & Body Language Self-awareness and Personality Development								9
2	Resume / CV Writing Cover Letter & Statement of Purpose (SOP) Interview Skills (HR & Subject-based) Group Discussion Techniques								9
3	Basics of Digital Tools (MS Office / Google Workspace) Email Etiquette & Professional Writing								9
4	Analytical Thinking Decision Making Problem Solving Strategies								9

5	Networking Skills Work-Life Balance & Stress Management	9
CO	Course Outcomes	Knowledge Level
1	Students will be able to Demonstrate effective communication and presentation skills.	K1, K2, K3
2	Students will be able Prepare professional documents such as CVs, SOPs, and cover letters.	K1, K2, K3, K4
3	Students will be able to Apply digital tools and workplace ethics in professional contexts.	K1, K2, K3
4	Students will be able to Exhibit critical thinking and problem-solving abilities.	K1, K2, K3, K4
5	Students will be able to Explore career opportunities, entrepreneurship, and employability skills.	K1, K2, K3, K4

Textbooks:	
1	S. P. Dhanavel. <i>English and Soft Skills</i> . Orient Blackswan, 2013.
2	Meenakshi Raman, and Prakash Singh. <i>Business Communication</i> . Oxford University Press, 2012.
Reference Books:	
1	M. Ashraf Rizvi. <i>Effective Technical Communication</i> . McGraw Hill Education, 2017.
2	University Grants Commission. <i>Guidelines for Skill Enhancement Courses</i> . New Delhi, 2018.
3	National Skill Development Corporation. <i>Employability Skills Framework</i> . Government of India.
Web Resources:	
1	https://www.teachmint.com/tfile/studymaterial/fyba/communicationskills/fybacesyllabusfinalpdf/b81e4c0d-fc7a-4d61-abf2-ea1039f37d69
2	https://www.scribd.com/document/523594807/English-Communication-skills-l-sem

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	2	3
CO2	2	3	3	3	2	3	3	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	15	14	14	15	15	10	12	10	11
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	2.2

3 – Strong, 2- Medium, 1- Low