

MA ENGLISH - SYLLABUS FIRST SEMESTER

CORE COURSE I - HISTORY OF ENGLISH LANGUAGE		
Contact Hours/ Week :5	Course Code : 24PEN101	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course gives a familiarity with the broad historical periods of the English language and its impact in the language

Pre-Requisites:

A basic understanding of linguistic concepts

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Examine language evolution	K1-K3
Unit II	CO-2	Sketch the key linguistic changes that occurred during significant periods	K1-K3
Unit III	CO-3	Illustrate the shaping of words	K1-K4
Unit IV	CO-4	Appraise the major influences on modern English	K1-K4
Unit V	CO-5	Analyse morphology, syntax and semantics	K1-K4

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse

Content:

Unit I

The origin of language, The descent of the English language, Laws of language The Old English Period

Unit II

The Middle English Period, The Renaissance and After, Modern Period

Unit III

The evolution of standard English, Growth of Vocabulary, Change of Meaning

Unit IV

Makers of Modern English: The Bible, Spenser, Shakespeare, Milton and Johnson. Foreign Influences: Greek, Latin, Scandinavian, French and Italian

Unit V

Phonology, Phonetics, Morphology, Syntax, Semantics

Text books:**Unit I-IV**

Wood. F.T. *The History of English Language*. BSC Publishers and Distributors, 2017.

Wren. C.L. *The English Language*. Global net Publication, 2007.

Unit V

Tarni [Prasad](#). *A Course in Linguistics*. PHI Learning Pvt. Ltd., 2019.

Reference Books:

Raymond Murphy. *English Grammar in Use*. Ebook store, 2002.

John H. Fisher. *The Emergence of Standard English*. Asia Pacific Holding Pvt. Ltd., 2021.

John I. Saeed. *Semantics*. Willey Blackwell, 2008.

Andrew Hippisley and Gregory Stump. *The Oxford Handbook of Morphological Theory*. BookeHub, 2018.

E-Resources:

https://assets.cambridge.org/97811070/44197/excerpt/9781107044197_excerpt.pdf

<https://byjus.com/biology/morphology-definition-and-meaning/>

<https://www.youtube.com/watch?v=imH7hdOgxrU>

CORE COURSE II - BRITISH LITERATURE – CLASSICAL AGE TO NEO-CLASSICAL AGE		
Contact Hours/ Week :5	Course Code : 24PEN102	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course shows how British literary works reflect and respond to the political, social, and cultural issues of the time from Chaucer to Pope

Pre-Requisites:

Comprehensive understanding and analytical mind

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Criticise how literary works reflect the political, social, and cultural issues of their time	K1-K5
Unit II	CO-2	Judge the literary figures and their contributions to modern literature	K1-K5
Unit III	CO-3	Assess the elements of analysis	K1-K5
Unit IV	CO-4	Evaluate the ability to interpret themes, theories, approaches	K1-K5
Unit V	CO-5	Review the features of Senecan tragedy & Comedy of Humours	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit I

Chaucer - The Prologue to the Canterbury Tales

Spenser - Prothalamion

Shakespeare - Sonnets

Unit II

John Milton - From Paradise Lost Book I

Andrew Marvell - To His Coy Mistress

Henry Vaughan - The Retreat

Unit- III

Francis Bacon - New Atlantis

Bible - Book of Job

John Bunyan - The Pilgrim's Progress

Unit IV

Christopher Marlowe - Doctor Faustus

John Webster - The Duchess of Malfi

Unit V

Ben Jonson - Everyman in his Humour

John Dryden - All for Love

Text books:

Unit I

Larry D. Benson. Ed. *Geoffrey Chaucer-The Norton Anthology of English Literature, The Canterbury Tales*. ARB Publications, 2024.

Edmund Spenser. *Prothalamion*. Lighting House Publications, 2018.

Shakespeare. *Sonnets*. Arden Shakespeare. 2013.

Unit II

John Milton. *Paradise Lost Book 1*. Finger Print Publishing, 2015.

Three Metaphysical Poets: Selected Poems. Crescent Moon Publishing, 2016.

Unit III

Francis Bacon. *New Atlantis*. Double 9 Books, 2023.

Book of Job. Sublime Books, 2019.

John Bunyan. *The Pilgrim Progress*. Peacock Books Press, 2023.

Unit IV

Christopher Marlowe. *Doctor Faustus*. Oxford Publications, 1997.

John Webster. *The Duchess of Malfi*. Methuen Drama India, 2021.

Unit V

Ben Jonson. *Everyman in his Humour*. CUP, 2016

John Dryden. *All for Love*. BK Publishers Pvt.Ltd., 2014

Reference Books:

Oxford Concise Companion to English Literature. OUP, 2009.

Edward Albert. *History of English*. OUP, 2017.

John Peck and Martin Coyle. *A Brief History of English Literature*. CUP, 2013.

E-Resources:

Unit I-V

<https://standardebooks.org/ebooks/geoffrey-chaucer/the-canterbury-tales>

<https://www.slideshare.net/slideshow/the-book-of-job-35755452/35755452>

<https://www.poetryfoundation.org/poems>

<https://poets.org/>

<https://poemanalysis.com/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

CORE COURSE III- BRITISH LITERATURE – ROMANTIC AGE TO THE PRESENT AGE		
Contact Hours/ Week :5	Course Code : 24PEN103	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course shows how British literary works reflect and respond to the political, social, and cultural issues of the time from Wordsworth to the present age.

Pre-Requisites:

Comprehensive understanding and analytical mind

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Criticise how literary works reflect the political, social, and cultural issues of their time	K1-K5
Unit II	CO-2	Judge the literary figures and their contributions to modern literature	K1-K5
Unit III	CO-3	Assess the elements of analysis	K1-K5
Unit IV	CO-4	Comment the features of Senecan tragedy & Comedy of Humours	K1-K5
Unit V	CO-5	Evaluate the ability to interpret themes, theories, approaches	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit I

William Wordsworth - The Solitary Reaper

Samuel Taylor Coleridge - Kubla Khan

John Keats - Ode on a Grecian Urn

Unit II

Alfred Tennyson - Ulysses

Philip Larkin - Church going

Ted Hughes - The Jaguar

Unit III

Charles Lamb - Dream-Children. A Reverie

R.L. Stevenson - Child's Play

Virginia Woolf - A Room of One's Own

Unit IV

Richard Brinsley Sheridan - *The School for Scandal*
T.S Eliot - *The Cocktail Party*

Unit V

Walter Scott - *Ivanhoe*
Charlotte Bronte - *Jane Eyre*

Text Books:**Unit I,II**

The Norton Anthology of English Literature. [W. W. Norton & Company](#), 2006

Unit III

Charles Lamb. *Dream-Children*. A Reverie. Legare Street Press, 2022.
Stevenson. R L. *The Ideal House or Child's Play*. Edited by New York, 1885.
Virginia Woolf. *A Room of One's Own*. Om Books International, 2023.

Unit IV

Richard Brinsley Sheridan. *The School for Scandal*. 1777.
Eliot. T.S. *The Cocktail Party*. Edited Cambridge University Press, 1949.

Unit V

Walter Scott. *Ivanhoe*. Penguin Books, 1819.
Charlotte Bronte. *Jane Eyre*. Finger Print Publishing, 2016

Reference Books:

John Richetti. Ed. *The Cambridge History of English Literature*. Cambridge University Press, 1660.
David Damrosch, Kevin J. H. Dettmar, et al. Ed. *The Longman Anthology of British Literature*, Volume 3.
Thomas Keymer. *The Cambridge Companion to English Literature, 1740–1830*. Cambridge University Press, 2004.
The Edinburgh Companion to Scottish Romanticism. Edited by Murray Pittcock. Edinburgh University Press, 2011.

E-Resources:**Unit I - V**

<https://www.poetryfoundation.org/poems>
<https://poets.org/>
<https://poemanalysis.com/>
<https://englishsummary.com/>
<https://www.sparknotes.com/>
<https://www.shmoop.com/literature>
<https://www.supersummary.com>
<https://www.gradesaver.com>
<https://www.litcharts.com>

CORE COURSE IV- AMERICAN LITERATURE		
Contact Hours/ Week :5	Course Code : 24PEN104	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course provides an overview of the different phases of the evolution of American literature and assesses the works of various American writers that have shaped the American literary tradition.

Pre-Requisites:

Ability to appreciate and evaluate a text Familiarity with major literary movements

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Examine how American Literature has evolved to be an independent entity	K1-K3
Unit II	CO-2	Review the analytical skill	K1-K5
Unit III	CO-3	Assess the literary elements, perspectives, and ideologies presented in the literature	K1-K5
Unit IV	CO-4	Comment the style of prose writers	K1-K5
Unit V	CO-5	Reflect the major themes and concerns in American literature	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit I

Origin and growth of American Literature- Poetry, Prose, Novel, Drama

Unit II

Edger Allen Poe - The Raven

Paul Laurence Dunbar - Sympathy

Robert Frost - After Apple Picking

Langston Hughes - Mother to Son

Sylvia Plath - Daddy

Unit III

Ralph Waldo Emerson - The American Scholar

Henry David Thoreau - Walden-The Battle of Ants

Unit IV

Eugene O'Neill - The Hairy Ape

Arthur Miller - All My Sons

Unit V

Mark Twain - Adventures of Huckleberry Finn

Toni Morrison - The Bluest Eye

Text Books:

Unit I

Sathish Kumar. *Objective English Literature*. Lakshmi Narain Agarwal, 2020.

Sacvan Bercovitch. *The Cambridge History of American Literature*. Harvard University, 1994.

Unit II, III

Egbert S. Oliver. *An Anthology-American Literature*. 1890-1965. New Delhi, 1965.

William J. Fisher. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publishing House, 1970.

Robert Levine. S., et al. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022.

Unit IV

Eugene O'Neill. *The Hairy Ape*. Namaskar Books, 2021.

Arthur Miller. *All My Sons*. Methuen Drama, 2011.

Unit V

Mark Twain. *Adventures of Huckleberry Finn*. Finger Print Publishing, 2015.

Toni Morrison. *The Bluest Eye*. 2007.

Reference Books:

James D. Hart; Phillip Leininger. *The Oxford Companion to American Literature* OUP USA, 1996.

..Kathryn Vanspanckeren. *Outline of American Literature*. Kindle Edition, 2006

E-Resources:

Unit I-V

<https://ebooks.inflibnet.ac.in/>

<https://www.studysmarter.co.uk/>

<https://libraryguides.mdc.edu/>

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781444397604.fmatter>

<https://www.britannica.com/art/American-literature/Drama>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ELECTIVE COURSE IA- CANADIAN LITERATURE		
Contact Hours/ Week :4	Course Code : 24PEN201	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course displays how an indomitable urge for seeking separate identity finds expression in the different genres of Canadian literature.

Pre-Requisites:

Familiar with basic literary terms, concepts, and techniques

Knowledge of key historical events, social issues, and cultural developments in Canada

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Examine the origin and growth of Canadian literature	K1- K3
Unit II	CO-2	Comment on the genius of Canadian writers	K1-K5
Unit III	CO-3	Evaluate the spirit, socio-cultural ethos	K1-K5
Unit IV	CO-4	Assess Canadian literature and their landscape, tradition, milieu.	K1-K5
Unit V	CO-5	Criticise colonialism, immigration, regionalism, and national identity	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit I

Origin and growth of Canadian Literature - Poetry, prose and drama

Unit II

F.R.Scott - The Canadian Authors Meet

A.J Smith - The Lonely Land

Sir Charles G.D Roberts - The Solitary Woodsman

E.J.Pratt - The Dying Eagle

Margaret Atwood - Journey to the Interior

Unit III

George Ryga - Ecstasy of Rita Joe

Michael Healey - The Drawer Boy

Unit IV

Margaret Lawrence - The Stone Angel

Margaret Atwood - The Edible Woman

Unit V

Joyce Marshall - The Old Woman

Sinclair Ross - Lamp at Noon

Margaret Lawrence - The Loons

Alice Munro - The Bear Came Over the Mountain

Text Books:**Unit I**

Keith. W. J. (2006). *Canadian Literature in English. The Porcupine's Quill*. p. 19. ISBN 978- 0-88984-283-0.

Sathish Kumar. *Objective English Literature*. Lakshmi Narain Agarwal, 2020.

Unit II

Leaving the Shade of the Middle Ground: The Poetry of F.R. Scott. Wilfrid Laurier University Press, 2011.

Trehearne Brian. *The Complete Poems of A.J Smith*. Canadian Poetry Press, 2007.

Selected Poems of E. J. Pratt. Ed. Peter Buitenhuis. Macmillan, 1968.

George Early Merkley. *Canadian Melodies and Poems*. Lector House Publication, 2001

Unit III

George Ryga. *Ecstasy of Rita Joe*. Talon Books, 1970.

Michael Healey. *The Drawer Boy*. Playwrights Canada Press, 2008.

Unit IV

Margaret Lawrence. *The Stone Angel*. CUP, 1993.

Margaret Atwood. *The Edible Woman*. Virago Press, 2009.

Unit V

Margaret Atwood and Robert Weaver. *The New Oxford book of Canadian Short Stories*. Oxford University Press, 1995

[Sinclair Ross](#). *The Lamp at Noon and Other Stories*. New Canadian Library, 1988.

Alice Munro. *The Bear Came Over the Mountain*. Random House, 2011.

Reference Books:

Balachandran K. *Canadian Literature: An Overview*. Sarup & Sons, 2007

Dominic. K. V. *Studies in Contemporary Canadian Literature*. Sarup Book Pub Pvt Ltd, 2010

William H. New. *A History of Canadian literature*. McGill-Queen's Univ. Press. 2003. ISBN 0-7735-2597-1

E-Resources:**Unit II-V**

<https://poemotopia.com/>

<https://poetryinvoice.ca/>

<https://allpoetry.com/>

<https://www.cyberessays.com/>

<https://www.newyorker.com/>

<https://blogs.ubc.ca/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ELECTIVE COURSE IB- RACISM IN LITERATURE		
Contact Hours/ Week :4	Course Code : 24PEN204	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course includes the growth and movement of racism in literature and explores the novels which depict racial discrimination.

Pre-Requisites:

Familiarity with the basic concepts of racism.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Examine the growth and movement	K1-K3
Unit II	CO2	Comment on the social differences	K1-K5
Unit III	CO3	Evaluate the struggles of the oppressed people	K1-K5
Unit IV	CO4:	Assess the racial discrimination	K1-K5
Unit V	CO5	Criticise the impacts of racial discrimination	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit-I

Racism in literature-Origin, growth, movements and types of racism in literature

Unit II

Mulk Raj Anand - Untouchable

Richard Wright - Native Son

Unit- III

Harper Lee - To Kill a Mockingbird

Khaled Hosseini - The Kite Runner

Unit –IV

Kathryn Stockett - The Help

Chimamanda - Americanah

Unit V

Angie Thomas - The Hate U Give

Bernardie Evaristo - Girl, Woman, Other

Text Books:

Unit I

Race and Racism in Literature (Exploring Social Issues Through Literature). Greenwood Press, 2005.

Unit II

Mulk Raj Anand. *Untouchable*. Penguin India, 2001.

Richard Wright. *A Native Son*. Harper Perennial Modern Classics, 2005.

Unit III

Harper Lee. *To Kill a Mockingbird*. J.B. Lippincott & Co, 1960.

Khaled Hosseini. *The Kite Runner*. Riverhead Books, 2004.

Unit IV

Kathryn Stockett. *The Help*. Penguin Press, 2009.

Chimamanda. *Americannah*. Fourth Estate Publisher, 2014.

Unit V

Angie Thomas, *The Hate U Give*, Walker Books Publisher, 2017.

Bernardine Evaristo. *Girl, Woman, Other*. Penguin Random House, 2020.

Reference books:

<http://gender.cawater-info.net/>

E-resources

<https://www.britannica.com/topic/feminism>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ELECTIVE COURSE IC- EUROPEAN LITERATURE IN TRANSLATION		
Contact Hours/ Week :4	Course Code : 24PEN207	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course depicts the classical and historical background of European literature. The genius of classical writers, and its influence of social, political, and cultural contexts on European literature are learned.

Pre-Requisites:

Familiarity with the European myth, culture and society.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Judge European authors' craftsmanship	K1-K5
Unit II	CO2	Reflect the literary texts by identifying themes, symbols, and narrative techniques	K1-K5
Unit III	CO3	Evaluate the cultural and historical context.	K1-K5
Unit IV	CO4	Assess the influence of social, political, and cultural contexts on European literature.	K1-K5
Unit V	CO5	Review critical thinking and analytical skills.	K1-K5

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate

Content:

Unit I

Homer - The Iliad

Sophocles - Oedipus the King

Unit II

Aeschylus - The Oresteia

Aristophanes - The Frog

Unit III

Plautus - The Pot of Gold and Other Plays

Ovid - Selection from Metamorphoses "Bacchus"

Unit IV

Plato - The Republic

Aristotle - Poetics

Unit V

Horace - Ars Poetica

Cervantes - Don Quixote

Text Books

Unit I

Homer. *The Iliad*, W.W. Norton Company, 2023

Harold Bloom, *Sophocles Oedipus Rex*. Chelsea House Publications, 2007

Unit II

Aeschylus. *Oresteia*. California University Press, 1993.

Aristophanes. *The Frogs*. Penguin Classics, 2007.

Unit III

Plautus. *The Pot of Gold and Other Plays*. Penguin Classics, 2007.

Ovid. *Selection from Metamorphoses "Bacchus"*. Penguin, 2004.

Unit IV

Plato. *The Republic*, Finger Print Publishing, 2015. Aristotle. *The Poetics*. Fingerprint Publishing, 2011.

Unit V

John Watson Logan. *The Ars Poetica of Horace*. University of Wisconsin-Madison, 1921

Miguel de Cervantes. *Don Quixote*. Penguin Classics, 2003.

Reference books:

Martin Punter. *The Norton Anthology of World Literature*. W W Norton & Co Inc, 2018.

[Anthony Thorlby](#). *Penguin Companion to European Literature*. Mac Graw Hill, 1971.

E-Resources:

<https://www.poetryfoundation.org/>

<https://www.poetryintranslation.com/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ELECTIVE COURSE ID- APPLIED LINGUISTICS		
Contact Hours/ Week :4	Course Code : 24PEN210	Credits :4
Internal Mark :25		External Mark 75

Course Overview:

The course includes the theories, language acquisition and development, language teaching methodologies, second language acquisition, language assessment methods.

Pre-Requisites:

Familiarity with the basic concepts in linguistics

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse the theories	K1-K4
Unit II	CO2	Appraise on the language acquisition and development	K1-K4
Unit III	CO3	Evaluate the language teaching methodologies	K1-K5
Unit IV	CO4:	Assess the second language acquisition	K1-K5
Unit V	CO5	Criticise the language testing methods	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit I

Introduction to Applied Linguistics, Definition and scope of applied linguistics

- Historical overview and major theories-communicative competence, language acquisition theories

Unit II

Language Acquisition and Development Krashen's Input Hypothesis and Affective Filter Chomsky's Universal Grammar

Vygotsky's Sociocultural Theory

Unit III

Language Teaching Methodologies Communicative Language Teaching (CLT) Task-based Language Teaching (TBLT)

Content and Language Integrated Learning (CLIL)

Unit IV

Second Language Acquisition

Interlanguage theory, factors influencing second language acquisition, Critical Period Hypothesis

Varieties of language-dialects, registers Speech acts and politeness

Cross-cultural communication

Unit V

Language Assessment and Testing

Types of language tests-proficiency, achievement, diagnostic Validity and reliability

Ethical issues in language assessment Applied Linguistics in Professional Contexts Language policy and planning

Language and technology

Career paths in applied linguistics

Text Books:

Guy Cook. *Applied Linguistics*. OUP, 2012.

[Misha Becker](#) and [Kamil Ud Deen](#). *Language Acquisition and Development*, MIT Press, 2020.

Lourdes Ortega. *Understanding Second Language Acquisition*. 2008.

David Nunan. *Task-Based Language Teaching*. CUP, 2010.

Reference Books:

Norbert Schmitt. *An Introduction to Applied Linguistics*. 2019.

[Marjorie Hall Haley](#). *Content-Based Second Language Teaching and Learning: An Interactive Approach*. Pearson, 2013

Diane Larsen-Freeman. *Language Teaching Methods*.

E-Resources:

<https://www.english-eef.com/wp-content/uploads/2020/12/Communicative-Language-Teaching.pdf>

MA ENGLISH - II SEMESTER

CORE COURSE V- INDIAN ENGLISH LITERATURE		
Contact Hours/ Week :5	Course Code : 24PEN105	Credits :4
Internal Mark :25		External Mark :75

Course overview

The genesis and growth of Indian Writing in English involving the confluence of varied and variegated cultures, society and an analysis of the works in different genres

Pre-Requisites

A general interest in reading and analysing literature

Course Outcomes:

Unit No.	CO. No.	Upon completion of this course the student will be able to	Cognitive Level
Unit I	CO1	Analyse the development of Indian English literature	K1-K4
Unit II	CO2	Evaluate the nuances of Indian poetry with respect to Indian sensibility	K1-K6
Unit III	CO3	Criticise major themes, styles, and techniques.	K1-K6
Unit IV	CO4	Assess the genius of different Indian authors	K1-K6
Unit V	CO5	Review literary works to their historical, cultural, and social context	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

Unit I

The different phases of the evolution of Indian English Literature – Poetry, Prose, Novel, Drama

Unit II

Toru Dutt - Our Casuarina Tree

Sarojini Naidu - The Queen's Rival

Kamala Das - My Grandmother's House

A K Ramanujan - Of Mother, Among Other Things

Unit III

Vijay Tendulkar - Silence, The Court is in Session

Girish Karnad - Hayavadhana

Unit IV

R. K. Narayan - An Astrologer's Day

Ruskin Bond - The Thief

Salman Rushdie -The Free Radio

Aravind Adiga - The Sultan's Battery

Unit V

Mulk Raj Anand - Two Leaves and a Bud

Shashi Deshpande - That Long Silence

Text Books

Unit I

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers Pvt. Ltd., 2008.

Unit II

Narasimhaiah. C. D. *An Anthology of Commonwealth Poetry*. Macmillan India, 1990.

Unit III

Girish Karnad. *Three Plays of Girish Karnad*. OUP, 2004.

Vijay Tendulkar. Translated by Priya Adarkar. *Silence, The Court is in Session*. 1968.

Unit IV

Narayan R.K. *Malgudi Days*. Indian Thought publishing, 2019.

Ruskin Bond. *Collected Short Stories*. Penguin Books, 2016.

Anjana Neira Dev & Amirta Bhalla, *Indian Writing in English: An Anthology of Prose and Poetry Selections*. University of Delhi. 2013

Unit V

Mulk Raj Anand. *Two Leaves and a Bud*. Panchsheel Books, 2020.

Shashi Deshpande. *That Long Silence*. Virago, 1988.

Reference Book:

M. Winternitz, *A History of Indian Literature Vol – I*, Calcutta University Press, Senate House, Calcutta 1927.

E-Resources:

- <https://www.ukessays.com>
- <https://www.poetryfoundation.org/poems>
- <https://poets.org/>
- <https://poemanalysis.com/>
- <https://englishsummary.com/>
- <https://www.sparknotes.com/>
- <https://www.shmoop.com/literature>
- <https://www.supersummary.com>
- <https://www.gradesaver.com>
- <https://www.litcharts.com>

CORE COURSE VI - WOMEN'S WRITING		
Contact Hours/ Week :4	Course Code : 24PEN106	Credits :4
Internal Mark :25		External Mark :75

Course Overview

The course explores the contributions of women writers to English literature from various historical periods and cultural contexts. It examines how these authors address themes related to gender, identity, power, and social norms through their writing.

Pre-Requisites

A basic understanding of literary analysis and critical reading skills.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	• Evaluate the perspectives of women writers	K1-K6
Unit II	CO2	Reflect women's experiences	K1-K6
Unit III	CO3	• Assess the repressed voices	K1-K6
Unit IV	CO4	Criticise the class, race and gender discrimination	K1-K6
Unit V	CO5	Review how gender inequality influence women's lives.	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

Unit – I

Toru Dutt -The Tree of Life

Lakshmi Kannan - She

Sarojini Naidu - Palanquin Bearers

Kamala Das - An Introduction

Unit – II

Anne Bradstreet - The Author to Her Book

Emily Dickinson - Success is counted sweetest

Judith Wright - Woman to Man

Adrienne Rich - From a Survivor

Unit – III

Rachel Crothers - A Man's World
Lorraine Hansberry - A Raisin in the Sun

Unit – IV

Kate Chopin- The Story of an Hour
Katherine Mansfield - A Cup of Tea
Flannery O'Connor-A Good Man is Hard to Find
Alice Munro - The Moons of Jupiter

Unit – V

Kamala Markandaya - Nectar in a Sieve
Alice Walker - The Colour Purple

Text Books

Unit I

Toru Dutt. *A Sheaf Gleaned in French Fields*. Asian Educational Services, 2002.
Lakshmi Kannan. *She*. Penguin Books India, 2003.
Sarojini Naidu. *The Golden Threshold*. Renald Press, 2024.
Kamala Das. *The Old Playhouse and the Other Poems*. Orient Longman Pvt.Ltd., 2004.

Unit II

Anne Bradstreet. *The Works of Anne Bradstreet*. Harvard University Press, 1967.
Emily Dickinson. *The Poems of Emily Dickinson*. Belknap Press, 1998.
Judith Wright. *The Collected Poems of Judith Wright*. Angus & Robertson. 1994.
Adrienne Rich. *The Collected Poems of Adrienne Rich*. W.W. Norton & Company,1993.

Unit III

Rachel Crothers. *A Man's World*. Dramatists Play Service, Inc.,1928.
Lorraine Hansberry. *A Raisin in the Sun*. Random House, 1959.

Unit IV

Kate Chopin. *The Story of an Hour*. Perfection Learning publisher,2001.
Katherine Mansfield. *The Collected Stories of Katherine Mansfield*. Penguin Books,1983.
Alice Munro. *The Moons of Jupiter*. The New Yorker, 1978.
Flannery O Connor. *A Good man is hard to find*. Faber Modern Classic Edition, 2016.

Unit V

Kamala Markandaya. *Nectar in a Sieve*. Penguin Books India,1954.
Alice Walker. *The Colour Purple*. Harcourt Brace Jovanovich, 1982.

References

J. F. Pratley. *Judith Wright: The Many I's of Judith Wright*. University of Queensland Press, 1990.
Joan H. Nordstrom. *Rachel Crothers: A Biography*. Twayne Publishers, 1995
Lorraine Hansberry: The Collected Plays Edited by Robert Nemiroff. Random House, 1994
Angela Smith *Katherine Mansfield: A Literary Biography*. Oxford University Press, 1988

E-Resources:

Unit I-V

<https://www.researchgate.net/>

<https://allpoetry.com/>
<https://www.ukessays.com>
<https://www.poetryfoundation.org/poems>
<https://poets.org/>
<https://poemanalysis.com/>
<https://englishsummary.com/>
<https://www.sparknotes.com/>
<https://www.shmoop.com/literature>
<https://www.supersummary.com>
<https://www.gradesaver.com>
<https://www.litcharts.com>

CORE COURSE VII - TRANSLATION: THEORY AND PRACTICE		
Contact Hours/ Week :5	Course Code : 24PEN107	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course explores the multifaceted field of translation, integrating historical, theoretical, and practical perspectives. It covers the history of translation, key theories, and the application of these theories to both literary and non-literary texts and addresses translation difficulties, modern practices, and cultural aspects of translation. Students will gain hands-on experience through practical translation exercises.

Pre-Requisites:

Familiarity with the source and target language.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse the origin and development of translation.	K1-K4
Unit II	CO2	Assess the theories of translation	K1-K5
Unit III	CO3	Review the literary translation, non-literary translation	K1-K5
Unit IV	CO4	Evaluate the modern and cultural translation	K1-K5
Unit V	CO5	Develop translation skill	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

UNIT – I

History of translation: The Classical Era, The Early Modern Period, The Mid-20th century, The Modern Era

UNIT – I

Theories of translation: Sociological, Communicational, Hermeneutic, Linguistic, Literary and Semiotic

Theory of meaning

UNIT – III

Literary Translation, Non-Literary Translation

Translatability

UNIT – IV

Difficulties in Translation

Modern Translation

Cultural translation

UNIT – V

Practice in Translation-Passage, Thirukural, Poem, Short Story

Text Book:

Unit I -IV

Susan Basnett *Translation Studies*. Methuen, 2002.

Shanthi.Dr.R. *Towards Translation*. Emerald Publishers. 2002.

Kalyani. P.K. *Translation Studies*. Creative Books, 2001.

Reference Books:

Newmark, Peter. *Approaches to Translation*. Pergamon Press, 1981.

Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2004.

Malmkjær, Kirsten, and Kevin Windle. *The Oxford Handbook of Translation Studies*. OUP, 2011.

E-Resources

<https://uogbooks.wordpress.com/>

https://translationjournal.net/images/e-Books/PDF_Files/The%20Translation%20Studies%20Reader.pdf

CORE COURSE VIII - ENGLISH LANGUAGE TEACHING AND TECHNOLOGY		
Contact Hours/ Week :5	Course Code : 24PEN108	Credits :4
Internal Mark :40		External Mark :60

Course Overview

The course is designed to equip students with the skills and knowledge necessary to teach English effectively. It covers various methodologies, strategies, and tools for teaching English as a second or foreign language and also explores issues related to language acquisition, lesson planning, classroom management, and assessment. Students will engage with practical teaching techniques, prepare lesson plans and teach.

Pre-Requisites

Familiarity with the basic concepts of language learning and teaching

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Review second language acquisition	K1-K5
Unit II	CO2	Evaluate syllabus and curriculum	K1-K5
Unit III	CO3	Assess testing and teaching using technology	K1-K5
Unit IV	CO4	Reflect language teaching with ICT	K1-K5
Unit V	CO5	Prepare lesson plan, teaching aids and teach in classroom	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

UNIT – I

History of English Language Teaching – Need for Teaching/Learning English– Role of Mother Tongue

UNIT – II

Language theories
Syllabus, Curriculum
Classroom management

UNIT – III

Language Testing and Evaluation – Principles – Types and Techniques –Technology for Testing Language Teaching with ICT, using modern instructional aids, Language Lab

UNIT – IV

Practice in preparing lesson plans, teaching aids and teaching in classrooms with ICT-Grammar, Prose

UNIT –V

Practice in preparing lesson plans, teaching aids and teaching in classrooms with ICT-Poetry, Drama

Text Book:**Unit I-V**

Baruah. T C. *The English Teacher's Handbook*. Sterling Publishers, 1991.

Sastry. P.S.S. *Methods of Teaching English Book I & Book II*. Madhava Publishers,

Reference Books:

Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*, Cambridge University press, 2006

Raju T.N. *Methods of Teaching English*. SMV Publications, 2021.

Jeremy Harmer. *The Practice of English Language Teaching* (4th ed). Pearson Longman, 2007.

Lalitha Krishnaswamy. *Methods of Teaching English*. Macmillan India, 2007.

Aisha Walker. *Technology Enhanced Language Learning: Connecting Theory and Practice*. OUP, 2013.

E-Resources:

<https://www.scribd.com/document/534373148/micro-teaching>

<https://graphy.com/blog/macro-teaching/>

<https://www.britishcouncil.in/teach/resources-for-teachers>

[https://www.google.com/search?q=Edutopia+\(for+articles+on+using+ICT+in+language+teaching\)](https://www.google.com/search?q=Edutopia+(for+articles+on+using+ICT+in+language+teaching))

<https://sacunslc.wordpress.com/wp-content/uploads/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>

CORE COURSE VIII - ENGLISH LANGUAGE TEACHING AND TECHNOLOGY		
Contact Hours/ Week :5	Course Code : 24PEN108	Credits :4
Internal Mark :40		External Mark :60

Course Overview

The course is designed to equip students with the skills and knowledge necessary to teach English effectively. It covers various methodologies, strategies, and tools for teaching English as a second or foreign language and also explores issues related to language acquisition, lesson planning, classroom management, and assessment. Students will engage with practical teaching techniques, prepare lesson plans and teach.

Pre-Requisites

Familiarity with the basic concepts of language learning and teaching

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Review second language acquisition	K1-K5
Unit II	CO2	Evaluate syllabus and curriculum	K1-K5
Unit III	CO3	Assess testing and teaching using technology	K1-K5
Unit IV	CO4	Reflect language teaching with ICT	K1-K5
Unit V	CO5	Prepare lesson plan, teaching aids and teach in classroom	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

UNIT – I

History of English Language Teaching – Need for Teaching/Learning English
– Role of Mother Tongue

UNIT – II

Language theories
Syllabus, Curriculum
Classroom management

UNIT – III

Language Testing and Evaluation – Principles – Types and Techniques –Technology for Testing
Language Teaching with ICT, using modern instructional aids, Language Lab

UNIT – IV

Practice in preparing lesson plans, teaching aids and teaching in classrooms with ICT
-Grammar, Prose

UNIT – V

Practice in preparing lesson plans, teaching aids and teaching in classrooms with ICT

-Poetry, Drama

Text Book:

Unit I-V

Baruah. T C. *The English Teacher's Handbook*. Sterling Publishers, 1991.

Sastry. P.S.S. *Methods of Teaching English Book I & Book II*. Madhava Publishers,

Reference Books:

Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*, Cambridge University press, 2006

Raju T.N. *Methods of Teaching English*. SMV Publications, 2021.

Jeremy Harmer. *The Practice of English Language Teaching* (4th ed). Pearson Longman, 2007.

Lalitha Krishnaswamy. *Methods of Teaching English*. Macmillan India, 2007.

Aisha Walker. *Technology Enhanced Language Learning: Connecting Theory and Practice*. OUP, 2013.

E-Resources:

<https://www.scribd.com/document/534373148/micro-teaching>

<https://graphy.com/blog/macro-teaching/>

<https://www.britishcouncil.in/teach/resources-for-teachers>

[https://www.google.com/search?q=Edutopia+\(for+articles+on+using+ICT+in+language+teaching\)](https://www.google.com/search?q=Edutopia+(for+articles+on+using+ICT+in+language+teaching))

<https://sacunslc.wordpress.com/wp-content/uploads/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>

ELECTIVE COURSE II B - DIASPORIC FICTION		
Contact Hours/ Week :4	Course Code : 24PEN205	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course focuses on literary works produced by authors from diasporic communities. It examines how displacement, cultural hybridization, and identity are represented in literature.

Pre-Requisites:

Ability to do literary analysis and critical thinking

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse the features of diasporic literature	K1-K4
Unit II	CO2	Assess the landscape, tradition, milieu	K1-K6
Unit III	CO3	Comment on the socio-cultural ethos and identity	K1-K6
Unit IV	CO4	Criticise the themes and theories	K1-K6
Unit V	CO5	Review the conflicts faced by the migrants	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

UNIT I

History of Diaspora literature, theories, features

UNIT II

V.S Naipaul - A House of Mr. Biswas

Salman Rushdie - Shame

UNIT III

Bharathi Mukerjee - Jasmine

Kaveri Nambeesan -The Mango Coloured Fish

UNIT IV

Kiran Desai -The Inheritance of Loss

Jhumpa Lahiri - The Namesake

UNIT V

Ravinder Singh - Can Love Happen Twice?

Akhil Sharma - Family Life

Text Books:**Unit I**

Diasporic literature in English. Jaydeep sarangi, Penguin books publishing house, 2016

Unit II

Naipaul V.S. *A House for Mr. Biswas*. Vintage International, 2001.

Salman Rushdie. *Shame*. Vintage Books, 1995.

Unit III

Bharati Mukherjee. *Jasmine*. Grove Press, 1989.

Kaveri Nambisan. *The Mango-Coloured Fish*. Penguin India, 1998.

Unit IV

Kiran Desai. *The Inheritance of Loss*. Penguin Books, 2006.

Jhumpa Lahiri. *The Namesake*. Mariner Books, 2003.

Unit V

Ravinder Singh. *Can Love Happen Twice?* Penguin India, 2011.

Akhil Sharma. *Family Life*. W.W. Norton & Company, 2014.

Reference Books:

Laxmi Prasad. P.V. "Diasporic Literature-An Overview." *JOELL*. Vol.7 Issue 3, 2020.

Bill Ashcroft, Gareth Griffiths, and Helen Tiffin. Ed. *The Postcolonial Studies Reader*. Routledge, 1995.

Rajeev S. Patke. *South Asian Fiction in English*. Routledge, 2009.

E-Resources:**Unit I-V**

<https://egyankosh.ac.in/bitstream/123456789/97315/1/Unit-63.pdf>

<https://scholar.google.com/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ELECTIVE COURSE II C - INDIAN LITERATURE IN TRANSLATION		
Contact Hours/ Week :4	Course Code : 24PEN208	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course examines Indian literature as it has been translated into English. It explores the diversity of Indian literary traditions across different languages. Students will study major works from various Indian languages, analyse the challenges and nuances of translation.

Pre-Requisites:

An interest in literary translation

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Judge the nuances in translation	K1-K6
Unit II	CO2	Assess the challenges of translating Indian literature.	K1-K6
Unit III	CO3	Review historical contexts of Indian literary traditions.	K1-K6
Unit IV	CO4	Evaluate Indian sensibility through translations	K1-K6
Unit V	CO5	Criticise literary and cultural significance.	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content

Unit I

Thiruvalluvar - Thirukkural (Chapters 4,5,11,40,79)

Subrahmanya Bharati - Poems of Subramania Bharati. "Deception"

Unit II

Rabindranath Tagore - Gitanjali (Songs -15,22,35,82,83)

Jayshankar Prasad - Aansu (The Garden of Loneliness). Tr. Charles S.J. White

Unit III

Mohan Rakesh - Halfway House Tr. M.K. Srivastava

Vijay Tendulkar - Kanyadan Tr. Vasant Dev

Unit IV

U.R. Ananta Murthy - Samskara. Tr. K. Ramanujan

Chandu Menon - Indulekha. Tr. W. Dumargue

Unit V

Prem Chand - Godan Tr Jai Ratan and P. Lal.

Krishna Rao G.V - Puppets. Tr. Kesava Rao

Text Books:**Unit I**

Thiruvalluvar. *Thirukural*. Tr. M.Rajaram. Rupa, 2009.

Poems of Subramania Bharati: A Selection in an English Verse Rendering. Sahitya Academi, 1977.

Unit II

Rabindranath Tagore. *Gitanjali*. Finger Print Publishing, 2017.

Jayshankar Prasad. *The Garden of Loneliness: Tears*. Tr. Charles S.J. White. Motilal Banarasidas Publishers, 2006

Unit III

Mohan Rakesh. *Halfway House*. Tr. M.K. Srivastava. Laxmi Narain Agarwal, 2016.

Vijay Tendulkar. *Kanyadan*. Tr. Vasant Dev. Vani Prakashan, 2018.

Unit IV

Ananta Murthy.U.R. *Samskara*. Tr. A.K. Ramanujan, OUP, 2012.

Chandu Menon. *Indulekha*. Tr. W. Dumargue. Mathrubhumi Printing & Publishing Co, 1965.

Unit V

Jai Ratan and P. Lal. Tr. *Premchand :Godan*. Jaico Publishing House, 2002.

Krishna Rao G.V. *Puppets*. Tr. Kesava Rao, Macmillan, 1997.

Reference Books:

Sangeeta Arora, Dr. Prabhat Kumar Dixit, Ram Sharma. *Indian Literature in Translation*. Thakur Publishers.

E-Resources:**Unit I-V**

[http://anucde.info/sem4/PG/M.A.%20\(Eng\)/403EG21.pdf](http://anucde.info/sem4/PG/M.A.%20(Eng)/403EG21.pdf)

Google Scholar

Academia.edu

JSTOR

<https://thirukkural133.wordpress.com/contents/>

https://www.gradesaver.com/gitanjali#google_vignette

<https://www.studocu.com/>

<https://www.gradesaver.com/samskara-a-rite-for-a-dead-man/study-guide/themes>

<https://www.scribd.com/document/659540745/Indulekha>

<https://englishliteraturezone.com/godan-by-munsi-premchand/>

<https://www.boloji.com/articles/50977/g-v-krishnaraos-keelubommalu-a-critical-study>

ELECTIVE COURSE II D - PSYCHOLINGUISTICS		
Contact Hours/ Week :4	Course Code : 24PEN211	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course explores the intersection of psychology and linguistics, focusing on how language is processed and understood in the mind. It examines cognitive and neurological aspects of language, with a particular emphasis on their implications for literary analysis and understanding.

Pre-Requisites:

Ability to understand the cognitive process

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse the major areas in psycholinguistics	K1-K4
Unit II	CO2	Appraise language acquisition and development	K1-K4
Unit III	CO3	Illustrate language production and comprehension	K1-K4
Unit IV	CO4	Evaluate language disorders	K1-K5
Unit V	CO5	Review how psycholinguistic principles can be applied to literary analysis	K1-K5

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate

Content

Unit I

Overview of Psycholinguistics: Definition and Scope

Historical Development and Key Theories

Major Areas of Study: Language Acquisition, Production, and Comprehension

Unit II

First Language Acquisition: Theories and Stages

Second Language Acquisition: Challenges and Strategies

Implications for Literary Interpretation and Language Learning

Unit III

The Cognitive Processes in Language Production

Sentence Processing and Parsing

The Role of Working Memory in Comprehension

Literary Implications: Narrative Structure and Reader Response

Unit IV

Brain Areas and Language Function: Broca's and Wernicke's Areas

Language Disorders: Aphasia, Dyslexia, and Specific Language Impairments

Impact of Language Disorders on Literary Representation

Unit V

Cognitive Poetics: The Psychological Approach to Literary Theory

The Role of Reader's Cognitive Processes in Interpretation

Psycholinguistic Insights into Narrative Techniques and Stylistic Choices

Text Books:

Traxler M.J. *Introduction to Psycholinguistic*. Wiley Blackwell, 2011.

Clark. H. & V. Clark. *Psychology and Language: An Introduction to Psycholinguistics*. Harcourt College Pub, 1977.

Reference Books:

Vygotsky.L. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, 1978.

Baddeley.A. *Working Memory, Thought, and Action*. OUP, 2007.

E-Resources:

<https://www.sciencedirect.com/topics/neuroscience/language-disorder>

<https://www.jstor.org/stable/375698>

<https://harvardlds.org/wp-content/uploads/2017/01/SnedekerHuangCSP2015-1.pdf>

ELECTIVE COURSE III A - NATIONAL ELIGIBILITY TEST		
Contact Hours/ Week :4	Course Code : 24PEN213	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

The course provides a comprehensive study of various literary genres and critical approaches. It also covers concepts in language teaching and the evolution of English in India. Students will engage with significant works of literature, explore literary criticism and theory, and examine the impact of post-World War II developments in literary theory.

Pre-Requisites:

Ability to acquire knowledge and remember

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Assess the nuances of poems and their authors	K1-K5
Unit II	CO2	Reflect the elements of analysis in the text	K1-K5
Unit III	CO3	Judge the various themes, approaches and theories to plays	K1-K5
Unit IV	CO4	Review the evolution and impact of English in India	K1-K5
Unit V	CO5	Evaluate post-World War II literary criticism and theory, and their influence on contemporary literary studies.	K1-K5

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate

Content:

Unit – I

Drama- British Literature, American Literature, Commonwealth Literature, Asian Literature
Poetry- British Literature, American Literature, Commonwealth Literature, Asian Literature

Unit-II

Fiction, Short Story, Non-Fictional Prose- British Literature, American Literature, Commonwealth Literature, Asian Literature

Unit – III

Language: Basic concepts, theories and pedagogy, English in use
English in India: History Evolution and futures

Unit – IV

Literary Criticism
Literary Theory, Post World War II

Unit – V

Cultural Studies
Research Methods and Materials in English

Text Books:

Unit I-V

Vineet Pandey. *NTA UGC/NET/SET/JRF English Paper 2.*, Pearson Education Press, 2024.

Bennet D.E. *NET. SET. GO.* Jazmyn Books Publication, 2021.

Pramod K. Nayar. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism.* Pearson Education Press, 2009.

Reference Books:

M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Wadsworth Publishing Co, 2014.

Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland,* Routledge; 3rd edition, 2021.

Hudson W.H. *An Outline History of English Literature.* Maple Press, 2012.

Xavier A.G. *An Introduction to the Social History of England.* Viswanathan, S. Printers & Publishers Pvt Ltd., 2009.

Kalyani Vallath. *A Contemporary Encyclopaedia of British Literature.* Vol 1-3, Bodhi Tree Publication, 2016.

Kalyani Vallath, *A Companion to Literary History and Literary. Theory Book-1,* Bodhi Tree Publication, 2016.

Geetha Nagaraj. *English Language Teaching – Approaches, Methods and techniques.* Orient Black Swan Pvt Ltd, 2021.

Jain B.B.Upkar. *UGC NET/JRF/SLET – English Literature.* Upkar Prakashan, 2012.

Sinha M.P. *Research Methods in English.* Atlantic Publishers and Distributors, 2023.

E-References:

<https://www.toprankers.com/set-entrance-exam-books>

<https://ugc-net-english-literature-paper-2-net-jrf-set.en.softonic.com/android>

<https://byjus.com/govt-exams/mh-set-syllabus/>

https://www.ugcnetset.in/2022/02/2021-english-set-exam-paper-2.html#google_vignette

https://oms.bdu.ac.in/ec/admin/contents/73_P16ENE5_2020052004564127.pdf

<https://www.adda247.com/teaching-jobs-exam/ugc-net-english-notes/>

<https://www.youtube.com/channel/UC8l0zRmIKAiuzt1W41rX8ww>

ELECTIVE COURSE III B - ENGLISH AS A FOREIGN LANGUAGE		
Contact Hours/ Week :4	Course Code : 24PEN216	Credits :4
Internal Mark :25		External Mark :75

Course Overview:

This course aims to provide non-native English speakers with the language skills necessary to communicate effectively in English-speaking environments.

Pre-Requisites:

Familiarity with the English alphabet, basic vocabulary, and simple sentence structures.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse grammatical accuracy	K1-K4
Unit II	CO2	Judge listening capabilities	K1-K5
Unit III	CO3	Review communicative competence	K1-K5
Unit IV	CO4	Evaluate reading skill	K1-K5
Unit V	CO5	Compose essays, stories	K1-K6

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6- Create

Content:

Unit I

Vocabulary building activities- Synonyms, Antonyms, One-word substitutes

Grammar exercises and practice-Sentence patterns, Tenses, Framing questions and statements

Unit II

Classification of sounds-Consonants, Vowels

Listening activities - stories, passages, lectures, interviews, and podcasts

Unit III

Real-life simulations and communicative tasks

Speaking tasks - picture description, role-plays, discussions, and presentations

Unit IV

Reading comprehension tasks

Reading text

Unit V

Writing assignments -Picture writing, Paragraph Writing, Essay Writing, Story writing

Text Books:

Wren & Martin. *High School English Grammar & Composition*. S Chand Publishing, 2017.

Balasubramanian T. *A Text Book of English Phonetics for Indian Students*. Macmillan, 2008.

Reference Books:

Nesfield. J.C. *English Grammar Composition and Usage*. Macmillan, 2019.

Penny. UR. *A Course in Language Teaching: Practice and Theory: Vol. Cambridge Teacher Training*

and Development. Cambridge University Press, 1996.

Jill Hadfield. *Classroom Dynamics: Vol. Resource Books for Teachers*. Oxford University Press, 1992

Jeremy Harmer. *The Practice of English Language Teaching* (4th ed). Pearson Longman, 2007.

E-Resources:

<https://morksensei.com/downloadable-english-grammar-books>

<https://www.grammarly.com/blog/how-to-write-a-letter/>

<https://byjus.com/govtexams/reading-comprehension-practice-questions-answers>

<https://www.speechactive.com/listen-english-vowels-and-consonant-sounds/>

III SEMESTER

CORE COURSE IX – LITERARY CRITICISM:24PEN109	
Contact Hours/ Week :5	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course explores the evolution of literary theory and criticism from ancient Greece to modern times. Through a close reading of seminal texts by influential thinkers and writers, students will examine the development of key concepts, such as mimesis, catharsis, and the role of the poet. The course will analyze the historical and cultural contexts that shaped these ideas and their ongoing impact on literary studies.

Pre-Requisites:

Familiarity with basic literary terms and concepts
Reading and analytical skills

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Assess the key texts in literary theory and criticism	K1-K5
Unit II	CO-2	Comment on the development of major literary concepts	K1-K5
Unit III	CO-3	Evaluate the historical and cultural contexts that shaped literary theory and criticism	K1-K5
Unit IV	CO-4	Reflect the ongoing impact of literary theory and criticism on contemporary literary studies	K1-K5
Unit V	CO-5	Review critical thinking skills to literary texts and theoretical concepts	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:**Unit – I**

Aristotle -Poetics Chapters-2,
13 Longinus – On the
Sublime

Unit – II

Sir Philip Sidney -An Apology for
Poetry Dryden -Preface to the
Fables

Unit – III

Alexander Pope -Essay on
Criticism Samuel Johnson -Preface
to Shakespeare

Unit – IV

William Wordsworth -The Preface to Lyrical Ballads
S.T. Coleridge -Biographia Literaria Chapters -2,3

Unit – V

Matthew Arnold -The Study of Poetry
T.S. Eliot -Tradition and Individual Talent

Text Books:**Unit – I**

Aristotle. *Poetics*. Translated by S. H. Butcher, Oxford UP, 1902.
Longinus. *On the Sublime*. Harvard University Press, 1995.

Unit – II

Sidney, Philip. *An Apology for Poetry*. Manchester UP, 2002
Dryden, John. *Preface to the Fables*. The Works of John Dryden, Harper & Brothers, 1854.

Unit – III

Pope, Alexander. *An Essay on Criticism*. Methuen, 1965.
Johnson, Samuel. *Preface to Shakespeare*. The Works of Samuel Johnson, Crofts
Classics, 1946.

Unit – IV

Wordsworth, William. *Preface to Lyrical Ballads*. Routledge, 2005.

Coleridge, Samuel Taylor. *Biographia Literaria*. Princeton UP, 1983.

Unit – V

Arnold, Matthew. *The Study of Poetry. Essays in Criticism*, Macmillan, 1865.

Eliot, T. S. *Tradition and the Individual Talent*. The Sacred Wood: Essays on Poetry and Criticism, Methuen, 1920.

References:

Nagarajan. M.S. *English Literary Criticism and Theory*. Orient Blackswan, 2020.

E-Resources:

<https://davcollegekanpur.ac.in/assets/ebooks/English/Liteary%20Criticism%20by%20Habib.pdf>

<https://www.britannica.com/art/literary-criticism/Historical-development>

CORE COURSE X – LITERARY MOVEMENTS:24PEN110	
Contact Hours/ Week :5	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course explores the major literary movements of the 17th to 20th centuries, tracing the development, key aspects, and its features. Through a close reading of the texts and authors, the historical contexts, literary innovations, and cultural significance of each movement will be assessed.

Pre-Requisites:

Familiarity with basic literary terms and concepts and the literary background in each phase in English literature

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the features of the metaphysical and Pre-Raphaelite literary movements	K1-K5
Unit II	CO-2	Assess the background and the writers of neo-classicism and Oxford movement	K1-K5
Unit III	CO-3	Review the aspects of Bloomsbury group, realism and naturalism	K1-K5
Unit IV	CO-4	Criticise aesthetic movement, symbolists and magic realism	K1-K5
Unit V	CO-5	Comment on the impact of transcendentalism, beat generation, last generation	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**

Evaluate

Content:

Unit I

Metaphysical Movement Pre-Raphaelite Movement

Unit II

Neo-Classicism Romantic Movement

Unit III Bloomsbury group Realism Naturalism

Unit IV

Aesthetic Movement Symbolism

Magic Realism

Unit V Transcendentalism Beat Generation Last Generation

Text Books:

David Galens. *Literary Movements for Students*. Gale Group, 2002.

References:

Satish Kumar. *Ages, Movements And Literary Forms*. Lakshmi Narain

Agarwal, Abrams, M. H. *A Glossary of Literary Terms*. 11th ed.,

Cengage Learning, 2015.

Cuddon, J. A., and M. A. R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*. 5th ed., Penguin Books, 2015.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed., Oxford University Press, 2015.

E-Resources:

https://literaturecurry.com/uploads/pdfnotes/f3f750ea-f858-40a5-a46d-10bd90d36828_LITERARY%20MOVEMENTS%20FOR%20STUDENTS.pdf

CORE COURSE X - LEARNING ENGLISH IN THE DIGITAL ERA- (PRACTICE) :24PEN111	
Contact Hours/ Week :5	Credits :4
Internal Marks:40	External Marks : 60

Course Overview:

The course provides a comprehensive understanding of the evolving landscape of digital learning, focusing on the transformation of traditional educational methods into digital formats. It explores the role of digital technologies in education, various learning models, and the tools and strategies that are reshaping learning environments.

Pre-Requisites:

A keen interest in the intersection of technology and learning.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Comment on the impact of digital technologies on students and teachers	K1-K5
Unit II	CO-2	Navigate LMS platforms for delivering online courses.	K1-K5
Unit III	CO-3	Design gamification techniques into educational content	K1-K6
Unit IV	CO-4	Create academic communities on social media and use platforms to foster learning and professional development.	K1-K6
Unit V	CO-5	Discuss the future trends of education	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**

Evaluate, **K6-**Create **Course Outcomes Vs Programme Outcomes,**

Programme Specific

Content:

Unit I

Evolution of learning: From traditional classrooms to digital platforms.
Overview of the digital learning landscape: eLearning, blended learning, MOOCs. Impact of digital technologies on students and teachers.

Unit II

Learning theories adapted for the digital age: Constructivism,

Connectivism, and Collaborative Learning.
Learning management systems (LMS)- Moodle, Blackboard, Google Classroom.

Unit III

Interactive learning platforms- Kahoot, Quizlet, Duolingo, Socrative.

Unit IV

Leveraging social media platforms- (Twitter, Facebook, LinkedIn) for learning and professional development.

Creating academic learning communities on social media.

Unit V

Learning using AI

The evolving role of educators in digital learning environments.

The future of education: Remote learning, microlearning, and lifelong learning.

Text Books:

Unit I:

Bates, Tony. *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. 2nd ed., BCcampus, 2019.

Unit II:

Anderson, Terry, and Fathi Elloumi, editors. *Theory and Practice of Online Learning*. Athabasca UP, 2004.

Unit III:

Kapp, Karl M. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. Wiley, 2012.

Unit IV:

Greenhow, Christine, Julia Sonnevend, and Colin Agur, editors. *Education and Social Media: Toward a Digital Future*. MIT Press, 2016.

Unit V:

Anderson, Janna Quitney. *The Future of Thinking: Learning Institutions in a Digital Age*. MIT Press, 2010.

Luckin, Rose. *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL IOE Press, 2018.

References:

Digital-Age Teaching for English Learners. Sage Publications, 2022.

Ben Johnson. The Evolution and the Future of eLearning . eLearning Industry, 19 June 2024. Connectivism Learning Theory: The Ultimate Guide for 2025.Teachfloor, 2024.

Leveraging Social Media for Educators: Building a Dynamic Professional Learning Network. Keep Indiana Learning, 2023.

E-Resources:

https://www.ijmer.com/papers/Vol3_Issue1/AS31116118.

pdf <https://elearningindustry.com/the-evolution-and-the-future-of-elearning>
<https://www.teachfloor.com/blog/connectivism-learning-theory> <https://keepindianlearning.org/?p=15733>

ELECTIVE COURSE IV A– AFRICAN LITERATURE: 24PEN203	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course explores the rich and diverse literary heritage of Africa, spanning poetry, prose, and drama. The historical, cultural, and social contexts that shaped the works of prominent African writers were evaluated.

Pre-Requisites:

A basic understanding of literary analysis

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate African literary texts in various genre	K1-K5
Unit II	CO-2	Compose the diverse literary styles, themes and genres	K1-K6
Unit III	CO-3	Write the landscape, tradition, milieu, spirit, socio cultural ethos, national identity.	K1-K6
Unit IV	CO-4	Elaborate the work of J.M. Coetzee and Ngugi Wa Thiongo	K1-K6
Unit V	CO-5	Compile the significance of the authors' work in the context of African literature	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate, **K6-**

Create **Course**

Content:

Unit – I

Origin and growth of African Literature-Poetry, Prose and Drama

Unit – II

Roy Campbell -

Poets in Africa

J.P.Clark- The

Casualties

Derek Walcott - A Far Cry from Africa

Unit – III

Chinua Achebe -The
Arrow of God Alan
Patson -Cry the Beloved
Country

Unit – IV

J.M Coetzee -Waiting for
the Barbarians Ngugi Wa
Thiongo -A Grain of Wheat

Unit – V

Wole Soyinka- The Road
Athol Fugard - Master Harold... and the Boys

Text Books:

Unit I:

F. Abiola Irele. *The Cambridge History of African and Caribbean Literature*.
Cambridge University Press, 2002.

Unit II:

Campbell, Roy. *Collected Poems*. Ed. Peter Alexander,
Oxford UP, 1949. Clark-Bekederemo, J. P. *The Poems*:
1958-1998. Howard UP, 2002.
Derek Walcott – A Far Cry from Africa
Walcott, Derek. *Collected Poems 1948–1984*. Farrar, Straus and Giroux, 1986.

Unit III:

Achebe, Chinua. *Arrow of God*.
Heinemann, 1964.
Paton, Alan. *Cry, the Beloved Country*.
Scribner, 1948.

Unit IV:

Coetzee, J. M. *Waiting for the Barbarians*. Secker & Warburg, 1980.
Ngugi wa Thiong'o. *A Grain of Wheat*. Heinemann, 1967.

Unit V:

Soyinka, Wole. *The Road*. Oxford UP, 1965.
Athol Fugard. *Master Harold... and the Boys*. Penguin Books, 1984.

References:

Sathish Kumar. *Objective English Literature*. Lakshmi Narain Agarwal, pgs-.
2020. Ogunyemi, Chikwenye Okonjo. *African Literature : An Introduction*.
Longman, 1986. Gikandi, Simon. *The Columbia Guide to East African
Literature in English*. Columbia University Press, 2003.
Stead, C.K., editor. *The Oxford Book of Modern African
Poetry*. Oxford University Press, 1999.

E-Resources:

<https://core.ac.uk/download/pdf/213813144.pdf>

<https://archive.org/details/companiontoafric0000unse>

ELECTIVE COURSE IV B– QUEER LITERATURE : 24PEN206	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course explores the rich and diverse literary heritage of queer literature, focusing on the works of prominent authors who have contributed to the genre.

Pre-Requisites:

A familiarity with LGBTQ+ history and culture

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Compose the significance of Hall's work in the context of queer literature	K1-K6
Unit II	CO-2	Design the exploration of androgyny and queer identity	K1-K6
Unit III	CO-3	Compile portrayal of gay identity and relationships	K1-K6
Unit IV	CO-4	Elaborate the portrayal of lesbian identity and social inequality	K1-K6
Unit V	CO-5	Write the significance of queer literature in the broader literary canon	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate, **K6-**

Create **Course**

Content:

Unit I

Radclyffe Hall - The Wall of Loneliness

Unit II

Virginia Woolf - Orlando: A Biography

Unit III

James Baldwin - Giovanni's Room

Unit IV

Rita Mae Brown - Rubyfruit Jungle

Unit V

Alan Hollinghurst - The Line of Beauty

Text Books:

Hall, Radclyffe. *The Well of Loneliness*. 2015 ed., Penguin Books Ltd, 2015.
Woolf, Virginia. *Orlando: A Biography*. Oxford World's Classics, Oxford UP, 2010.
Baldwin, James. *Giovanni's Room*. Penguin UK, 4 Oct. 2001.
Brown, Rita Mae. *Rubyfruit Jungle*. Vintage Classics, 2000.
Hollinghurst, Alan. *The Line of Beauty*. Bloomsbury USA, 2005.

References:

Liggins, Debra, and Julie Nash, editors. *The Palgrave Handbook of Queer and Transgender Studies in Literature*. Palgrave Macmillan, 2020.
Faderman, Lillian. *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth- Century America*. Columbia University Press, 1991.
Jeffrey, Anne. *The Cambridge Introduction to Modern British Fiction, 1950-2000*. Cambridge University Press, 2008.

E-Resources:

<https://www.supersummary.com/the-well-of-loneliness/summary/>
<https://www.sparknotes.com/lit/orlando/>
<https://www.sparknotes.com/lit/giovannis-room/summary/>
<https://www.supersummary.com/rubyfruit-jungle/summary/>
<https://www.bookrags.com/studyguide-the-line-of-beauty/#gsc.tab=0>

ELECTIVE COURSE IV C – TAMIL LITERATURE IN TRANSLATION : 24PEN209	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The students will engage with the literary, historical, and cultural contexts of Tamil literature, evaluating the key texts and themes and the challenges in translation

Pre-Requisites:

A familiarity with the SL and TL

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the significance of Thiruvalluvar and Bharathiar's work in the context of Tamil literature	K1-K5
Unit II	CO-2	Review the depiction of love and relationships	K1-K5
Unit III	CO-3	Assess the themes and motifs in Kambaramayanam	K1-K5
Unit IV	CO-4	Criticise the human relationships and emotions.	K1-K5
Unit V	CO-5	Write in the target language	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate, **K6-**

Create **Course**

Content:

Unit I

Thiruvalluvar - Thirukkural - Aruludaimai - Chapter 25 - Being Compassionate - G.U. Pope Subramaniya Bharathiyar - Manathil Uruthi Vendum (Strength of Mind) - S. Prema

Unit II

Kambar - Kambaramayanam – Bala Kandan - P.S. Sundaram

Unit III

Ilango Adigal – From the Cilappatikaram: The Tale of an Anklet - R. Parthasarathy

Unit IV

Kalki-Ponniyin Selvan Translated by Varalotti Rengasamy

Unit V

Practice - Translating passages, poems, short stories

Text Books:

Unit I:

Thiruvalluvar. The Sacred Kural: The Tamil Veda of Tiruvalluvar. Translated by G. U. Pope, Asian Educational Services, 2000.

Bharathiyar, Subramaniya. Selected Poems of Subramania Bharati. Translated by S. Prema, Bharati Memorial Trust, 1998.

Unit II:

Kambar. Kamba Ramayanam: A Study in English. Translated by P. S. Sundaram, Sahitya Akademi, 2002.

Unit III:

Ilango Adigal. The Cilappatikaram: The Tale of an Anklet. Translated by R. Parthasarathy, Penguin Classics, 1993.

Unit IV:

Kalki-Ponniyin Selvan Translated by Varalotti Rengasamy. Pustaka Digital Media, 2015.

References:

[Gnanasekaran](#), Translating Tamil Poetry: A Practical Approach. Notion Press, 2020

E-Resources:

<https://www.srimatham.com/uploads/5/5/4/9/5549439/kamba.pdf>

<https://www.theindianquest.com/blog-details/The-Tale-of-An-Anklet---Silappadikaram>

ELECTIVE COURSE IV D – SOCIOLINGUISTICS: 24PEN212	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks: 75

Course Overview:

The students will evaluate the theoretical foundations of socio linguistics, concepts, terminology, and explore the complex relationships between language, society, and culture, illustrating how social factors influence language use and variation.

Pre-Requisites:

A basic understanding of linguistics and language structure

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Express the historical development of socio linguistics	K1-K4
Unit II	CO-2	Illustrate the methods of studying language variation	K1-K4
Unit III	CO-3	Analyse the role of language attitudes	K1-K4
Unit IV	CO-4	Appraise the significance and types of multilingualism and language contact	K1-K4
Unit V	CO-5	Survey the role of language in gender identity construction	K1-K4

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse

Content Unit I

Fundamentals and history
Concepts and terminology in socio linguistics
Historical development of socio linguistics

Unit II

Language variation
Social factors influencing language variation
Methods of studying language variation

Unit III

Language attitudes and ideologies

Definition and measurement of language attitudes
Role of language attitudes in language variation and change
Language ideologies and their impact on language use and identity

Unit IV

Multilingualism and language contact
Types of multilingualism
Code - switching and code - mixing as linguistic phenomena
Language contact and its effects on language structure and usage

Unit V

Socio linguistics and gender
Gender differences in language use and communication styles
Language and gender identity construction
Intersexuality: Gender, ethnicity & social class in language

Text Books:

Unit I

Wardhaugh, Ronald. An Introduction to Sociolinguistics. 7th ed., Wiley-Blackwell, 2014.

Unit II

Trudgill, Peter. Sociolinguistics: An Introduction to Language and Society. 4th ed., Penguin Books, 2000.

Unit III

Meyerhoff, Miriam. Introducing Sociolinguistics. 2nd ed., Routledge, 2011.

Unit IV

Hornberger, Nancy H., and Sandra Lee McKay, editors. Sociolinguistics and Language Education. Multilingual Matters, 2010.

Unit V

Bayley, Robert, and Ceil Lucas, editors. Sociolinguistic Variation: Theories, Methods, and Applications. Cambridge University Press, 2007.

References:

Holmes, Janet, and Nick Wilson. An Introduction to Sociolinguistics. 5th ed., Routledge, 2017

Wardhaugh, Ronald, and Janet M. Fuller. An Introduction to Sociolinguistics. 7th ed., Wiley- Blackwell, 2015.

Meyerhoff, Miriam. Introducing Sociolinguistics. 2nd ed., Routledge, 2011

E-Resources:

[https://www.refaad.com/Files/BAES/B](https://www.refaad.com/Files/BAES/BAES-6-2-2.pdf)

[AES-6-2-2.pdf](https://www.refaad.com/Files/BAES/BAES-6-2-2.pdf)

[https://uogbooks.wordpress.com/wp-](https://uogbooks.wordpress.com/wp-content/uploads/2014/10/the_cambridge_handbook_of_sociolinguistics_cambridge_handbooks_in_language_and_linguistics.pdf)

[content/uploads/2014/10/the_cambridge_handbook_of_sociolinguistics_cambridge ha](https://uogbooks.wordpress.com/wp-content/uploads/2014/10/the_cambridge_handbook_of_sociolinguistics_cambridge_handbooks_in_language_and_linguistics.pdf)

[ndbooks in language and linguistics.pdf](https://uogbooks.wordpress.com/wp-content/uploads/2014/10/the_cambridge_handbook_of_sociolinguistics_cambridge_handbooks_in_language_and_linguistics.pdf)

https://www.academia.edu/31733673/Full_summary_an_introduction_to_sociolinguistics

ELECTIVE COURSE V A – STUDIES IN ENGLISH CRITICISM AND LANGUAGE - -24PEN214	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks: 75

Course Overview:

The course offers a comprehensive exploration of English literature, language, and the evolving role of English in the Indian context. An understanding on the wide range of literary genres and the foundational concepts, theories, and pedagogy of the English language is given. The course delves into the history and evolution of English in India, explores cultural studies, and examines the various schools of literary criticism and theory that have emerged after World War II. The research methods segment introduces to academic research in the field of literary studies.

Pre-Requisites:

Basic Knowledge of English Literature and research skills

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Examine the literary genres like drama, poetry	K1-K3
Unit II	CO-2	Display the literary forms such as fiction and non-fiction	K1-K3
Unit III	CO-3	Chart the literary forms, theories, and pedagogy	K1-K3
Unit IV	CO-4	Sketch the history and evolution of English in India, and cultural studies	K1-K3
Unit V	CO-5	Present the various schools of literary criticism and theory and the research methods	K1-K3

K1- Remember, K2-Understand, K3-Apply

Content:

Unit I

Dryden- Essay of Dramatic Poesy
T. S. Eliot- Metaphysical Poets
I. A. Richards- Four Kinds of Meaning
William Empson- The Seven Types of Ambiguity
Northrop Frye- The Archetypes of Literature
Cleanth Brooks- Irony as a Principle of Structure
Allen Tate- Tension in

Poetry

Flaine Showalter- Towards a

Feminist Poetics Simone de

Beauvoir- The Second Sex

Unit II

History of English Language and its Growth

Indo-European Family and the Place of

English language Old, Middle and Modern

English

Growth of Vocabulary from various Foreign Languages, Change in

Meaning.

Influence of The Bible, Shakespeare, Milton and Dr. Johnson

Characteristics of Modern English, Spelling Reform and the English Lexicon

Unit III Linguistics

English Phonetics and Phonology (Vowels, Consonants and

Diphthongs) Morphology, Word formation and its different types

Semantics Dialect & Idiolect

Grammar-Traditional, Transformational

Generative Grammar and Deep Structure

Applied Linguistics

Unit IV

English Language Teaching (ELT)

History of ELT

Second Language

Acquisition

Designing Syllabus

Materials Production Language Testing and Evaluation

Unit V

Application Of Language Skills

Phrases, Synonyms, Antonyms, Prefix and Suffix, Tenses, Voice, Parts of

Speech, Homophones, Articles and Determiners, Identifying Sentence

Patterns, Compound Words, Figures of Speech, Identifying and Correcting

Errors, British and American English

Text Books:

Bennet D.E. *NET. SET. GO.* Jazmyn Books

Publication, 2021. Pramod K. Nayar.

Contemporary Literary and Cultural Theory:

From Structuralism to Ecocriticism. Pearson Education Press, 2009.

T.Balasubramaniam. *A Textbook of English Phonetics for Indian Students.* Macmillan India, 2002.

References:

- M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Wadsworth Publishing Co, 2014.
- Vineet Pandey. *NTA UGC/NET/SET/JRF English Paper 2.*, Pearson Education Press, 2024.
- M.S.Nagarajan. *English Literary Criticism And Theory*. Orient Blackswan. 2006.
- Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*, Routledge; 3rd edition, 2021.
- Hudson W.H. *An Outline History of English Literature*. Maple Press, 2012.
- Xavier A.G. *An Introduction to the Social History of England*. Viswanathan, S. Printers & Publishers Pvt Ltd., 2009.
- Kalyani Vallath, *A Companion to Literary History and Literary. Theory Book-1*, Bodhi Tree Publication, 2016.
- Geetha Nagaraj. *English Language Teaching – Approaches, Methods and techniques*. Orient Black Swan Pvt Ltd, 2021.
- Jain B.B.Upkar. *UGC NET/JRF/SLET – English Literature*. Upkar Prakashan, 2012.
- Sinha M.P. *Research Methods in English*. Atlantic Publishers and Distributors, 2023.

E-Resources:

- <https://www.toprankers.com/set-entrance-exam-books>
- <https://ugc-net-english-literature-paper-2-net-jrf-set.en.softonic.com/android>
- <https://byjus.com/govt-exams/mh-set-syllabus/>
- https://www.ugcnetset.in/2022/02/2021-english-set-exam-paper-2.html#google_vignette
- https://oms.bdu.ac.in/ec/admin/contents/73_P16ENE5_2020052004564127.pdf
- <https://www.adda247.com/teaching-jobs-exam/ugc-net-english-notes/>
- <https://www.youtube.com/channel/UC8l0zRmIKAiuzt1W41rX8ww>

ELECTIVE COURSE V B – TEACHING ENGLISH FOR NON-NATIVE SPEAKERS: 24PEN217	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks 75

Course Overview:

This course focuses on developing key teaching skills and enhancing language awareness in diverse educational settings. It covers essential components of teaching, including language skills, understanding learner profiles, developing instructional materials, and assigning meaningful tasks and explores the concept of teaching an unknown language, providing an opportunity for learners to engage with language acquisition and teaching strategies. The course aims to equip educators with practical tools and strategies to improve both their teaching practices and their learners' language development.

Pre-Requisites:

Exposure to Language Learning or Teaching Basic Understanding of Educational Pedagogy

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Review teaching skills	K1-K5
Unit II	CO-2	Assess the key components of language learning, and use the concepts in teaching practice.	K1-K5
Unit III	CO-3	Evaluate the characteristics and needs of diverse learners, and adapt teaching methods accordingly.	K1-K5
Unit IV	CO-4	Develop effective instructional materials to enhance language learning.	K1-K6
Unit V	CO-5	Compose the strategies for teaching a language that is unfamiliar to both the teacher and the learners overcoming the challenges	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate, **K6-**Create

Content:

Unit – I

Teaching skills-Plan, teaching aids, manage the classroom, assessments

Unit – II

Language Awareness & Skills-Grammar, lexis, phonology

Unit – III

Learner profile-Teaching methodology, Need analysis, syllabus design

Unit – IV

Materials, Assignment-Production, adaptation, use and evaluation of simple classroom teaching materials and tasks

Unit – V

Unknown Language-Teaching methodologies and activities

Text Books:

Unit I:

Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson Education ESL, 2015.

Unit II:

Swan, Michael. *Practical English Usage*. 4th ed., Oxford University Press, 2016.

Unit III:

Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. 2nd ed., Jossey-Bass, 2013.

Unit IV:

Tomlinson, Brian, editor. *Developing Materials for Language Teaching*. 2nd ed., Bloomsbury Academic, 2013.

Unit V:

Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 4th ed., Oxford University Press, 2013.

References:

Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson Education, 2015.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*. 2nd ed., Cambridge University Press, 2012.

Richards, Jack C., and Theodore S. Rodgers.

Approaches and Methods in Language Teaching. 3rd ed., Cambridge University Press, 2014.

E-Resources:

<https://www.jstor.org/journal/tesolquarterly>

https://edinburghuniversitypress.com/media/resources/9780748645541_Introduction.pdf

<https://files.eric.ed.gov/fulltext/ED596113.pdf>

[https://ofertaformativa.com.mx/wp-content/uploads/2023/03/David-Nunan-Teaching-English-to-Speakers-of-Other-Languages -An-Introduction-2015.pdf](https://ofertaformativa.com.mx/wp-content/uploads/2023/03/David-Nunan-Teaching-English-to-Speakers-of-Other-Languages-An-Introduction-2015.pdf)

COMPUTER ASSISTED LANGUAGE LEARNING (CALL) : 24PEN603	
Contact Hours/ Week :2	Credit : 2
Internal Marks:25	External Marks:75

Course Overview:

This course explores the use of technology in language learning, focusing on the principles, methods, and applications of Computer-Assisted Language Learning (CALL). Students will learn about the history, theories, and practices of CALL, as well as its potential benefits and limitations.

Pre-Requisites:

Familiarity with technology-enhanced learning environments

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Identify the key concepts and benefits of CALL in language education	K1-K3
Unit II	CO-2	Trace the history and development of CALL	K1-K3
Unit III	CO-3	Analyse the role of technology in facilitating language acquisition	K1-K4
Unit IV	CO-4	Analyse pedagogical concerns to effective CALL classroom practice	K1-K4
Unit V	CO-5	Evaluate the implications of CALL research for language teaching and learning	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**

Evaluate

Content:

Unit I

Introduction to Computer-Assisted Language Learning
The Emergence of CALL

Unit II

A Brief History of CALL
CALL and Language Skills

Unit III

Computer-Mediated Communication

CALL Applications: Word Processing,
Games Concepts in Second-Language
Acquisition (SLA)

Unit IV

Behaviourism and Constructivism

CALL Teacher Education, Professional Development and Learning

Training Pedagogical Concerns for Classroom Practice

Unit V

CALL Theory and

Research Approaches

to Research in CALL

Text Books:

Beatty, Ken. Teaching and Researching: Computer Assisted Language Learning.
2nd edn. London: Pearson Education Limited. 2010. Print.

Hubbard, Phil. *An Invitation to CALL: Foundations of Computer-Assisted
Language Learning* . Asia-Pacific Association for Computer-Assisted
Language Learning (APACALL), 2021. www.apacall.org

QUANTITATIVE ANALYSIS IN LINGUISTICS: 24PEN401	
Contact Hours/ Week :2	Credit : 1
Internal Marks:25	External Marks75

Course Overview:

The course on Quantitative Analysis in Applied Linguistics introduces students to the application of statistical and quantitative methods to investigate linguistic phenomena. It makes them to do data collection, and interpretation using various quantitative techniques.

Pre-Requisites:

A basic understanding of statistics.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Examine the key concepts of quantitative research methods	K1-K3
Unit II	CO-2	Analyse different data collection tools	K1-K4
Unit III	CO-3	Review Descriptive Statistics	K1-K5
Unit IV	CO-4	Evaluate Testing methods	K1-K5
Unit V	CO-5	Assess Quantitative Data Analysis in Applied Linguistics	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate

Content:

Unit 1: Introduction to Quantitative Analysis

Overview of Quantitative Research methods: Definition, Characteristics, and Types.
Importance of Quantitative Analysis in Applied Linguistics: Applications and Relevance.
Basic Statistical Concepts: Descriptive and Inferential Statistics.

Unit 2: Data Collection and Measurement

Research design and Sampling methods: Experimental, Quasi-experimental, and Survey Research.
Data Collection Tools: Questionnaires, Tests, and Observation Protocols.
Measurement Scales and Variables: Nominal, Ordinal, Interval, and Ratio Scales.

Unit 3: Descriptive Statistics

Measures of Central Tendency: Mean, Median, and Mode.
Measures of Variability: Range, Variance, and standard Deviation.
Data Visualisation: Histograms, Bar Graphs, Pie Charts and Tables

Unit 4: Inferential Statistics

Hypothesis Testing: Null and Alternative Hypotheses, Significance Levels, and P-values.
Statistical Tests: T-tests, ANOVA, Correlation, and Regression Analysis.
Interpretation of Results: Effect Sizes and Confidence Intervals.

Unit 5: Quantitative Data Analysis in Applied Linguistics

Applications of Quantitative Analysis: Language Teaching, Language Assessment, and Discourse Analysis.
Statistical Software: Introduction to Software like SPSS, R, or Python.
Interpreting and Reporting Quantitative Results: Best Practices and Common Pitfalls.

Text Books:

Kothari, C.R. *Research Methodology: Methods and Techniques*. 2nd ed., New Age International, 2004.
Agarwal, S. P. *Quantitative Methods in Linguistics*. 1st ed., Orient BlackSwan, 2013.

Reference Books:

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. 8th ed., Routledge, 2018.
Field, Andy. *Discovering Statistics Using IBM SPSS Statistics*. 5th ed., SAGE Publications, 2017.
Bishop, Yvonne M., Stephen E. Fienberg, and Paul W. Holland. *Discrete Multivariate Analysis: Theory and Practice*. MIT Press, 1975.

MA ENGLISH -V SEMESTER

CORE COURSE XII - LITERARY THEORY:24PEN112	
Contact Hours/ Week :5	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course delves into the realm of literary theory, exploring the diverse perspectives and methodologies that have shaped the field. Through a close reading of influential texts by prominent theorists, the complexities of literary criticism, the role of language and culture, and the relationships between literature, power, and identity will be evaluated.

Pre-Requisites:

Completion of introductory courses in literature and literary theory
Familiarity with basic literary terms and concepts

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Review the key texts in literary theory	K1-K5
Unit II	CO-2	Evaluate the contributions and limitations of literary theories, such as structuralism, poststructuralism, and feminism.	K1-K5
Unit III	CO-3	Reflect the religious themes in the context of modern spiritual crisis and the different kinds of meanings.	K1-K5
Unit IV	CO-4	Criticise the meaning for of a sentence in different context	K1-K5
Unit V	CO-5	Comment on the relationship between power, knowledge, and discourse, and the condition of colonial and postcolonial subordinated groups.	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**

Evaluate **Course**

Content:

Unit I

Raymond Williams-“Realism and the Contemporary Novel”
Jonathan Culler -“Structuralism and Literature”

Unit – II

Elaine Showalter -“Towards a Feminist Poetics”
Ronald Barthes-“Criticism as Language”

Unit – III

Sigmund Freud-Creative Writers and Day
Dreaming Northrop Frye- Archetypes of
Literature

Unit – IV

Stanley Fish-“Is there a text in the class?”
Michael Foucault-“What is an Author?”

Unit – V

Edward Said -from “Orientalism”
Gayatri Spivak -“Can the Subaltern Speak?”

Text Books:

Unit I

Williams, Raymond. *The English Novel: From Dickens to Lawrence*. Chatto
& Windus, 1970.

Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics, and
the Study of Literature*. Routledge, 1975.

Unit II

Showalter, Elaine. *The New Feminist Criticism: Essays on Women, Literature and Theory*.
Pantheon Books, 1985.

Barthes, Roland. *Criticism and Truth*. Translated by Katrine Pilcher Keuneman,
University of Minnesota Press, 1987.

Unit III

Sigmund Freud. *Creative Writers and Day Dreaming*. Yale University
Press, 1995. Northrop Frye. *Archetypes of Literature*.
B0DTWLZGQF, 1951

Unit IV

Fish, Stanley. *Is There a Text in This Class? The Authority of Interpretive Communities*.
Harvard University Press, 1980.

Foucault, Michel. *What is an Author? In Language, Counter-Memory,
Practice: Selected Essays and Interviews*. edited by Donald F. Bouchard,
Cornell University Press, 1977.

Unit V

Said, Edward W. *Orientalism*. Pantheon Books, 1978.

Spivak, Gayatri Chakravorty. *Can the Subaltern Speak? In Marxism and the
Interpretation of Culture*. edited by Cary Nelson and Lawrence Grossberg,
University of Illinois Press, 1988.

References:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural*

Theory. 3rd ed., Manchester University Press, 2009.

Eagleton, Terry. Literary Theory : An Introduction. 2nd ed., Blackwell Publishing, 1996. Frye, Northrop. Anatomy of Criticism: Four Essays . Princeton University Press, 1957.

E-Resources:

<https://uogbooks.wordpress.com/wp-content/uploads/2014/10/literary-criticism-habib.pdf> https://mthoyibi.wordpress.com/wp-content/uploads/2011/05/literary-theory_an-introduction_terry-eagleton.pdf

ELECTIVE COURSE VI A – EDUCATIONAL AND RESEARCH COMPETENCE: 24PEN215	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks:75

Course Overview:

The course prepares the students for the Teacher Eligibility Test (TET), focusing on the key areas of language proficiency giving exercises to develop vocabulary, grammar, listening, speaking, reading, and writing

Pre-Requisites:

A basic understanding of English language and grammar

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate vocabulary and grammar concepts	K1-K5
Unit II	CO-2	Review listening comprehension	K1-K5
Unit III	CO-3	Compose the dialogues in different context	K1-K6
Unit IV	CO-4	Write reading comprehension	K1-K6
Unit V	CO-5	Elaborate descriptions and public speech	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-** Analyse, **K5-**Evaluate, **K6-**

Create Course

Content:

Unit I Teaching Aptitude

- Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
- Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
- Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.
- Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.). 2

- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

Unit II

- Research Aptitude
- Research: Meaning, Types, and Characteristics, Positivism and Postpositivistic approach to research.
- Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods.
- Steps of Research.
- Thesis and Article writing: Format and styles of referencing.
- Application of ICT in research.
- Research ethics.

Unit III

- People, Development and Environment
- Development and environment: Millennium development and Sustainable development goals.
- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.

Unit IV

- People, Development and Environment
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests.
- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

Unit V

Higher Education System

- Institutions of higher learning and education in ancient India.
- Evolution of higher learning and research in Post Independence India.
- Oriental, Conventional and Non-conventional learning programmes in India.
- Professional, Technical and Skill Based education.
- Value education and environmental education.
- Policies, Governance, and Administration