

Master of Arts [Online Mode]

Student Handbook

** The University reserves its right to update/change any part of these regulations as approved by the competent authority*

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1. About the Program

This is a Master's Level program, leading to the grant of a degree of Master of Arts (MA) of JAIN (Deemed-to-be University). This two-year program offers core courses elective courses and a comprehensive research project intermediary apart from an option to pursue a cross-functional and open elective. The MA degree is highly valued for its emphasis on analytical thinking, communication skills, and expertise in a specific subject area. Graduates of MA programs often pursue careers in academia, research, government, non-profit organizations, or various industries, depending on their area of specialization. Another avenue that opens up after completing the program is that of teaching or pursuing research initiatives through a PhD. Along with functional and domain expertise, the program will also equip one with the competencies and skills required to advance one's career into leadership and strategic roles. The Research project requires one to carry out in-depth research in an area of interest. This will allow learners to practice learnings from the program. The learner will also be encouraged to publish the research with the support of a mentor. The curriculum of many electives encompasses courses from global professional accreditation bodies to give one that edge required to compete and succeed.

Program Educational Objectives:

- PEO1: To apply knowledge effectively in achieving academic and professional goals.
PEO2: To develop critical thinking and analytical skills for evaluating complex ideas and societal issues.
PEO3: To design and conduct independent research, contributing innovative ideas to their field.
PEO4: To understand cultural diversity, ethical perspectives, and global issues, acting responsibly in diverse settings.
PEO5: To develop a Global View among Students so that they appreciate Diversity in the world and Individual Pursuits.

Program Outcomes:

- PO1:** Analyze major literary movements, genres, and traditions across British, American, Indian, and world literatures.
PO2: Apply critical and cultural theories to literary and non-literary texts for nuanced interpretation.
PO3: Determine well-researched academic writings using appropriate research methodologies and digital tools.
PO4: Evaluate diverse modes of communication, including academic, digital, and multilingual formats, for varied audiences.
PO5: Assess the ethical, social, and ecological implications of literature in shaping global consciousness.

Graduate Attributes:

- Advanced Academic Expertise
- Strategic Thinking
- Research and Analysis Skills
- Leadership and Collaboration
- Adaptability and Lifelong Learning
- Professionalism and Ethics
- Global and Societal Impact
- Leadership and Management

2. Program Options

The following options are offered:

1. English
2. Economics
3. Public Policy

Indication of Option: The candidate is required to indicate his/her option at the time of admission. Options cannot be changed after the commencement of the Program.

3. Admission

Eligibility: Pass an Undergraduate (Bachelor) Program of a minimum duration of Three (3) years in any stream from a UGC-recognized University, with a minimum aggregate of 50% or an equivalent letter/numerical grade. A relaxation of 5% shall be given to SC/ST candidates.

Candidates who are in the final semester of the Bachelor Programme are also eligible to apply.

Academic Documents: A color scan of the below-mentioned original document is required to be uploaded on the admission portal at the time of seeking admission –

- i. Grade sheet of Class 10
- ii. Grade sheet of Class 12
- iii. Grade sheet of all the Semesters of Bachelor’s Degree / Consolidated mark sheet
- iv. Degree Certificate / Provisional Degree Certificate
- v. Aadhar Card for Indian Nationals and Passport for Foreign Nationals

Scans from a photocopy or a faxed copy are not accepted. The University reserves the right to demand a hard copy of the original document as part of the process of verifying the authenticity and may revoke the admission at any time for non-fulfillment of any eligibility requirements.

Admission Intake: There will be two intakes in a year – the January Cycle and the July Cycle.

4. Duration and Credits

The duration of the MA Program is 2 years divided into 4 Semesters. The concept of credit is used to define the weightage of a course in the curriculum. Each course earns 4 credits totaling 90 program credits.

Table: Distribution of Credits

Semester	No. of Courses	Total Credits
1	5	20
2	5	20
3	6*	24
4	6#	26

* Includes one Open Elective Course

Includes one Cross-Functional Elective Course and Research project

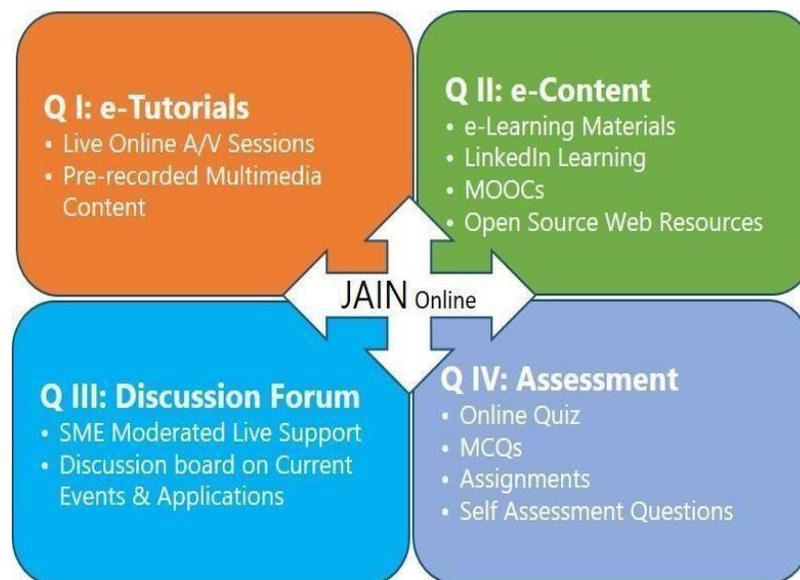
A total of 2700 learning hours ensures that a student has acquired knowledge at par with the face-to-face classroom mode of delivery and learning over the two years.

5. Program Delivery

Mode of Program Delivery: Online

Pedagogy: Program delivery follows the prescribed four Quadrants approach resulting in maximum learner engagement. Each course involves 120 hours of learning (1 credit equals 30 learning hours). A combination of the following formats will be used: two-way live online audio-video lectures, pre-recorded audio-video lectures available on the University Management System (UMS), multimedia content, interactions through the discussion forum on the UMS, exhaustive e-content/printed material for in-depth reference, self-study activities that Includes Assignments, Quiz and Multiple Choice Questions (MCQ), Essay-type questions, Case Study, etc., individual and group projects, programming exercise, dissertation, Massive Open Online Courses (MOOC) and various experiential learning methods.

Fig: Four Quadrant Approach



University Management System: Our UMS platform has been designed to engage and inspire a learner by providing access to all the learning resources including texts, videos, screencasts, and lecture recordings; participate in discussion forums; and communicate with the faculty and the program team. A learner has the option to take up the several quizzes and the MCQs that follow at the end of every unit of the course, track learning progress, submit assignments, and much more.

e-Learning Material: A learner is provided access to an exhaustive and customized e-Learning Material (e-LM) on the UMS. The e-LM will also indicate sources of additional readings and resources available on the internet.

Medium of instruction: The medium of instruction and examination is English.

e-Tutorials: Two-way live interactive sessions will be scheduled on Saturday for 5-7 hours.

6. Assessment Scheme

The performance of students will be based on Continuous Assessment (CA) and End Semester Examination (ESE) as per the weightage given in the following table:

Table: Distribution of Weightage (CA: ESE)

Assessment Type	Weightage (%)
Continuous Assessment	30
End Semester Examination	70
Total	100

Assessment of performance in Research Project is based on – Project Synopsis (Weightage 15%) Interim Report (Weightage 15%) Five-minute Video Presentation on the project (Weightage 20%) and Project Report (Weightage 50%)

7. Criteria for Continuous Assessment

The assessment scheme is designed not only to assess the attainment of course outcomes by the learner but also to help and guide them to undertake systematic studies. The Continuous Assessment (CA) marks will be awarded based on Three Assignments.

There are three Continuous Assessments. Each continuous assessment will be for 30 marks.

- The first assessment will be scheduled after the completion of Module 2 of the course (Post Week 5). (Questions will be from Module 1 and Module 2).
- The second assessment will be scheduled after the completion of Module 4 of

the course (Post Week 10). (Questions will be from Module 3 and Module 4)

- The third assessment will be scheduled after the completion of Module 5 of the course (Post Week 12). (Questions will be from Module 1, 2, 3, 4 and 5 (weightage approx. 50%).
- The average of the best two scores out of the three assessments will be considered as the Continuous Assessment marks.

Assessment Details:

Window Period: According to Calendar of Events

Maximum Duration: 60 minutes in a single sitting (After Login)

Number of attempts: One

Portion: 2 Modules for CA1 and CA2; All 5 Modules for CA3

NOTE: Once you start attempting the assessment, you do not have the option of pausing or completing it partially. You have to complete the entire assessment in a single attempt.

These MCQs will be based on the application of concepts learned (real-life or hypothetical situations) and case studies and will require substantial preparation by the learners.

Each question in the CA and ESE will be carefully mapped to the attainment of Course Outcomes considering the levels as per Bloom's Taxonomy.

Additional Information on Assessment:

1. Each MCQ will have four options of which only one of them will be correct.
2. There will be no negative marking for selecting a wrong response, hence students are advised to attempt all the questions.
3. The assessment will have to be attempted online as per the schedule notified.
4. A learner will be required to take an assignment in a single sitting of a maximum of 60 minutes (based on login).
5. The assessment can be attempted only once during the schedule announced using any device.
6. Certain Courses may have a different pattern of CA.

8. End-Semester Examination

Examination mode: Online Proctored Examination

System requirement: A desktop or laptop computer with a working webcam and microphone facility connected to a stable and non-shared internet connection for the entire duration of the examination.

Exam Date: The University will conduct End Semester Examination (ESE) for both odd and even Semesters twice a year. ESEs are usually conducted around the 18th Week from the commencement of the Semester. The schedule of examination may change as per guidelines issued by the University Grants Commission (UGC) and/or relevant authority.

Eligibility: The student should have 75% participation in all activities of the program.

Examination fee and registration: In the first attempt, a learner has to register for all the courses of the Semester by paying the prescribed examination fee. For subsequent attempts, a learner can pay the examination fee on a per-course basis. The prescribed examination fee will have to be paid as per the due date and is non-refundable nor will it be adjusted towards subsequent examinations in case a student does not appear in examinations of any courses.

Exam Duration: 180 Minutes, Single sitting (based on login)

Maximum Marks: 70

Eligibility for Pass: A learner shall be declared to have passed a course if he/she secures a minimum C Grade in that course.

In addition,

- i) A minimum of 40% marks in aggregate (Total of scores in Continuous Assessment and End Semester Examination) is required to secure a C Grade; and
- ii) A minimum of 25 marks should be scored separately out of 70 marks in the End Semester Examination.

Similarly, a learner shall be declared to have passed in Master Thesis / Project if he/she secures a minimum of 40% in aggregate.

- i) A minimum of 40% marks in aggregate

9. Grading Scheme

The University awards the grades and grade points for each course as per the below table:

Table: Grade and Grade Point

Grade	A+	A	B+	B	C+	C	F
Corresponding Grade Point	10	9	8	7	6	5	0
Percentage of Marks	≥90 - ≤100	≥80 - <90	≥70 - <80	≥60 - <70	≥50 - <60	≥40 - <50	< 35
CLASS	Outstanding	Excellent	Very Good	Good	Above Average	Pass	Fail

The Semester performance of a student will be indicated as "Semester Grade Point Average (SGPA). The SGPA will be the weighted average of Grade Points of all letter grades received by a student for all the Course units in the semester.

The final Grade Card will indicate Cumulative Grade Point Average (CGPA) and shall be based only on Grade Points obtained in courses for which units have been earned.

9. Question Paper Pattern

The End Semester Examination (ESE) for 70 marks will have the following pattern* –

Section – A: 50 Marks

(A learner is advised to assign 90 -120 minutes to this section)

This section will have 50 MCQs of 1 mark each with varying difficulty levels. Each MCQ will have four options of which only one of them will be correct. There will be no negative marking for selecting a wrong response, hence learners are advised to attempt all the questions.

Section - B: 20 Marks

(A learner is advised to assign 60-90 minutes to this section)

This section will have a 6 descriptive questions requiring descriptive answers of 5 marks each, and students will be required to answer any 4 of them. Generally, a word count of 200 to

300 words is sufficient to provide a satisfactory answer to a 5-mark question.

* *Certain Courses may have a different pattern of ESE.*

1. Re-examination Policy

- i) A learner has to register by paying a prescribed fee to reappear for End Semester Examination as per notification issued by the University subject to completion of a program within the maximum period prescribed.
- i) The Continuous Assessment marks originally secured by the learner, in the first appearance in the course(s) if any, will be carried forward

10. Promotion Policy

Learners will be promoted from one year to another provided they have paid all the fee dues and do not have any discipline cases pending against them. Appearing in the CA may be considered while deciding the promotion. They should however note that they have to pass each course as per the passing requirements and earn the minimum credit units required for the award of a degree/ qualification.

11. Award of Degree

The Learner will be awarded the Master of Arts degree upon fulfillment of the following criteria:

- i. Must have passed all the courses of the four semesters.
- ii. Must have complied with all other assessment guidelines and criteria notified during the conduct of the Program.
- iii. Must have submitted the UG Convocation degree certificate.

The Degree Certificate will indicate the elective opted by the learner.

12. Semester Break

With prior approval, a learner may be allowed to take a break (temporary withdrawal) from the Program for a Semester or more for valid reasons of health/career. The learner shall be allowed to continue the program after re-registration as per the university norms.

13. Research Project

Students undertake a project after the end of third semester. It provides an opportunity for the

students to apply classroom learning and practice in an industry environment. The duration of the project is a minimum of 8 weeks. A learner can work with a company as an intern, undertake project, perform activities identified by the company and assist the organization in its functions or alternatively can carry out an independent research in the chosen elective area. The learner is required to submit a project report in the prescribed format. Learners are encouraged to convert their research into a paper/case and publish in association with a mentor.

Learners who intend to pursue a career in teaching/academic set-up will be provided an opportunity to work as a Teaching Assistant In lieu of Research Project and will have to undertake all academic activities as advised by a Subject Matter Expert (SME) in respect of a course.

The assessment will be according to pre-defined Rubrics based on performance Indicators like Similarity Check (Plagiarisms), Quality of References, Continuity of Work, Attainment of Learning Outcomes and Overall Quality in terms of potential of publishing/ Patenting. While the students will give a certificate of it being his/ her original work, they will also give a No Objection Certificate of it being published or patented under the name of JAIN (Deemed-to-be University).

14. Academic Integrity and Ethics

- i) A learner who has committed an act of academic dishonesty will be deemed to have failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but also is relevant to the evaluation of student's level of performance and progress.
- ii) Where there has been violation of the basic ethos and principles of academic integrity and ethics, the Dean/Board of Examiners/Course Coordinator may use their discretion during the Semester on the disciplinary action to be taken.
- iii) Academic dishonesty includes, but is not necessarily limited, to the following:
 - a. Using more than one gadget/device during the conduct of the online examination
 - b. Switching off the webcam during the conduct of the online examination;
 - c. Cheating or knowingly assisting another learner in committing an act of cheating;
 - d. Unauthorized possession of learning material, examination materials, destruction or hiding of relevant materials;
 - e. Act of plagiarism;
 - f. Unauthorized changing of marks or marking on examination records

Master of Arts

[Online Mode]

July 2025

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Program Outcomes (POs)

PO1	Analyze major literary movements, genres, and traditions across British, American, Indian, and world literatures.	BTL 4
PO2	Apply critical and cultural theories to literary and non-literary texts for nuanced interpretation.	BTL 3
PO3	Determine well-researched academic writings using appropriate research methodologies and digital tools.	BTL 5
PO4	Evaluate diverse modes of communication, including academic, digital, and multilingual formats, for varied audiences.	BTL 5
PO5	Assess the ethical, social, and ecological implications of literature in shaping global consciousness.	BTL 5

Program Specific Outcomes (PSOs)

PSO1	Evaluate literary texts and cultural productions through historical, theoretical, and comparative lenses.	BTL 5
PSO2	Apply digital and AI-assisted tools in research, storytelling, teaching, and textual analysis.	BTL 3
PSO3	Determine pedagogical and professional outputs using English language skills in academia, industry, and public discourse.	BTL 5

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Course Matrix and Syllabus

Semester-1

Course Code	Course Name	Course Category	CA	ESE	Credits
25VML1C101	British Literature: Foundations and Classics	CC	30	70	4
25VML1C102	Indian Writing in English: Tradition to Contemporary Trends	CC	30	70	4
25VML1C103	Gender, Literature, and Society	DSC	30	70	4
25VML1C104	AI, Ethics, and the Future of Storytelling	MDE	30	70	2
25VMX0S105	Generative AI for online learners	SEC	30	70	2
25VML1C105	Advanced Academic and Digital Communication	AEC	30	70	4
Total No of Credits					20

Semester-2

Course Code	Course Name	Course Category	CA	ESE	Credits
25VML1C201	American Literature	CC	30	70	4
25VML1C202	British Literature: Modernity and Beyond	CC	30	70	4
25VML1C203	Introduction to Linguistics	CC	30	70	4
25VML1C204	Drama and Performance Studies	DSC	30	70	4
25VML1C205	Professional Translation: Theory and Practice	AEC	30	70	4
Total No of Credits					20

Semester-3

Course Code	Course Name	Course Category	CA	ESE	Credits
25VML1C301	Global Narratives & Migration Studies	CC	30	70	4
25VML1C302	Critical Theories: From Classical to Contemporary	CC	30	70	4
25VML1C303	Applied English for Careers and Industries	DSC	30	70	4
25VML1C304	Research Methodology	MDE	30	70	4
25VML1C305	Strategic Thinking, Reflective Writing, and Leadership in Literature	SEC	30	70	4
	Open Elective Course	OEC	30	70	4
Total No of Credits					24

Semester-4

Course Code	Course Name	Course Category	CA	ESE	Credits
25VML1C401	Postcolonial Literatures	CC	30	70	4
25VML1C402	Critical Cultural Studies: From Tradition to Digital Age	CC	30	70	4
25VML1C403	Eco - Literature and Sustainable Narratives	CC	30	70	4
25VML1C404	Teaching English in the Digital Age	SEC	30	70	4
25VML1C405	Introduction to Digital Humanities	AEC	30	70	4
	Research Project	Applied Learning	-	-	6
Total No of Credits					26

Semester-1 Courses

Detailed Syllabus

Course Title	British Literature: Foundations and Classics
Course Code	25VML1C101
Semester	I
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a chronological and thematic exploration of British literature from the Anglo-Saxon period to the Romantic age. Students will investigate the evolution of literary genres, styles, and themes through key authors and movements including Chaucer, Shakespeare, metaphysical poets, the Restoration era, and Romanticism. Special emphasis is given to drama, poetry, and the rise of the English novel. With the aid of AI and digital tools, students will critically engage with texts, historical contexts, and literary analysis to understand the foundations and transitions in British literary traditions.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the historical evolution of British literature from Old English to the Middle Ages, focusing on Chaucer and the development of drama.	L4
CO2	Analyze the impact of the Renaissance and Reformation on British literary forms, including Elizabethan prose and drama.	L4
CO3	Interpret key themes in metaphysical poetry, Shakespearean works, and epic traditions in British literature.	L3
CO4	Explore the development of prose, drama, and the rise of the novel from the Restoration to the 18th century.	L4

CO5	Evaluate the transition of poetry from structured literary forms to the expressive styles of the Romantic period and beyond.	L5
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Course Modules

No. of Hours: 24

Module 1: Origins and Foundations of British Literature

Scope of Module:

This module introduces students to the foundations of British literature, beginning with Classical theories of drama from Greek tradition to Old English and Middle English texts, including Beowulf and Chaucer. Students will examine the rise of medieval drama and the formation of literary traditions.

Topics:

- History of British Literature (Anglo-Saxon to Middle English)
- Middle English Period and Chaucer
- Development of Drama

Key Texts:

- Sophocles' Antigone
- The Wife of Bath's Prologue and Tale (Selections from The Canterbury Tales – Geoffrey Chaucer)

Learning Outcome: Assess the historical evolution of British literature and the early development of dramatic and poetic forms.

No. of Hours: 24

Module 2: The Renaissance and the Flourishing of Literature

Scope of Module:

Focused on the cultural revival during the Renaissance and Reformation, this module covers Elizabethan drama and prose and examines the contributions of Shakespeare and his contemporaries.

Topics:

- Renaissance and Reformation
- Elizabethan Prose
- Elizabethan Drama

Key Texts:

- Areopagitica by John Milton
- Christopher Marlowe's Doctor Faustus

Learning Outcome: Explore how the Renaissance transformed literary forms, especially drama and prose, in Elizabethan England.

No. of Hours:24

Module 3: Shakespeare, Metaphysical Poetry, and the Epic Tradition

Scope of Module:

Students study the intellectual depth of metaphysical poetry and the poetic innovation of Shakespeare, along with British epic poetry as a literary form.

Topics:

- Metaphysical Poetry (Donne, Herbert)
- Shakespeare and His Contemporaries
- Epic Poetry in British Literature

Key Texts:

- Sonnet 130 by William Shakespeare
- To His Coy Mistress by Andrew Marvell
- Paradise Lost by John Milton (Excerpts from Book 9)

Learning Outcome: Interpret the complexities of poetic and dramatic forms during the early modern period and their contribution to British literary heritage.

No. of Hours:24

Module 4: The Restoration and the Age of Reason

Scope of Module:

This module traces the emergence of realism, satire, and the novel during the Restoration and Enlightenment periods, offering a critical look at 18th-century prose and drama.

Topics:

- Restoration Prose and Drama
- 18th Century Satire and Prose
- Rise of the English Novel
- A Rake's Progress (visual satire) by William Hogarth

Key Texts:

- The Way of the World by William Congreve
- The History of Tom Jones, a Foundling by Henry Fielding

Learning Outcome: Discover the shaping of modern literary forms through Restoration and Enlightenment innovations in prose and drama.

No. of Hours: 24

Module 5: The Romantic Turn

Scope of Module:

This module investigates the transition from neoclassical forms to the emotive, individualistic styles of the Romantic period, laying the groundwork for modernism.

Topics:

- Lyric Poetry and Romantic Innovation
- Shifts in Narrative and Poetic Form
- Transition from Rationalism to Emotion

Key Texts:

Elegy Written in a Country Churchyard by Thomas Gray
Maritime art- The Slave Ship by J.M.W Turner

Learning Outcome: Evaluate the evolution of poetic expression and literary philosophy from the structured Restoration period to Romanticism.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [English Literature of the Romantic Period, 1798-1832 - Course](#)

Suggested Readings:

Books:

- ✚The Norton Anthology of English Literature by Stephen Greenblatt ✚
- The Cambridge Companion to English Literature by John D. Lyons ✚
- A Critical History of English Literature by David Daiches
- ✚The Oxford History of English Literature by Frank Kermode
- ✚An Outline History of English Literature by William Henry Hudson

Online Articles, Journals, and Whitepapers:

- ✚The Review of English Studies (Oxford University Press) - “Chaucer and the Rise of English Literary Tradition”
- ✚Renaissance Quarterly (Cambridge University Press) - “Elizabethan Drama and the Public Stage”
- ✚Modern Language Quarterly (Duke University Press) - “Romanticism, Realism, and the Question of Literary History”
- ✚PMLA (Modern Language Association) - “The Rise of the Novel and the English Middle Class”

Web-based Resources:

- ✚British Library: <https://www.bl.uk/british-literature>
- ✚Poetry Foundation: <https://www.poetryfoundation.org>
- ✚Luminarium Anthology of English Literature: <http://www.luminarium.org> ✚
- eGyanKosh (IGNOU): <https://egyankosh.ac.in/handle/123456789/21657> ✚
- University of Victoria Digital Collections:
<https://www.uvic.ca/library/featured/collections/index.php>

Recommended Software / Tools:

- ✚AI & Research Tools: ChatGPT, Bard AI, Perplexity AI, IBM Watson ✚
- Academic Resources: Google Scholar, JSTOR

- ✦ Literary Analysis & Writing Tools: Hemingway Editor, PoemAnalyzer, Voyant Tools, QuillBot, Summarize.tech
- ✦ Language Tools: DeepL Translator, Natural Language Processing (NLP) apps
- ✦ Learning Enhancers: AI Concept Maps, Claude AI, Annotation Studio (MIT), Quizlet

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	2	2	-	2	2	-	2
CO2	2	2	2	-	2	3	-	2
CO3	3	3	2	-	3	2	2	2
CO4	2	2	3	2	2	2	2	3
CO5	2	2	2	-	2	2	2	2
Articulation	2.2	2.2	2.2	2	2.2	2.2	2	2.2

Note: The Articulation is indicative of how a particular course maps to a PO.

Articulation is calculated as:

$$\frac{\text{Sum of CO Mapping Levels for a particular PO}}{\text{No. of COs that mapped to that PO}}$$

Example:1

Example: 2 *Articulation of PO1* = $\frac{(2+2+3+2+2)}{5} = 2.2$

5

5 *Articulation of PO3* = $\frac{(2+2+2+3+2)}{5} = 2.2$

5

Course Title	Indian Writing in English: Tradition to Contemporary Trends
Course Code	25VML1C102
Semester	I
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the historical evolution, literary forms, and thematic concerns of Indian Writing in English from its inception to the contemporary era. Students will engage with major authors and texts that reflect colonial encounters, nationalist thought, social reform, and postcolonial identity. The course also examines diaspora, feminism, partition literature, and the role of globalization and Indian theatre. Through critical analysis and the integration of digital tools, learners will develop a comprehensive understanding of the literary, political, and philosophical dimensions shaping Indian English writing.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the evolution of Indian Writing in English, exploring its historical foundations and early literary voices.	L4
CO2	Analyze how Indian fiction reflects social, cultural, and political realities, including themes of nationalism and caste.	L4
CO3	Examine literary representations of social reform, partition violence, and historical memory in Indian literature.	L4
CO4	Classify postmodern and diasporic themes, including identity, feminism, and postcolonial perspectives in Indian writing.	L4
CO5	Evaluate the impact of globalization and modern Indian theatre in shaping contemporary Indian literature.	L5

Course Modules

No. of Hours: 24

Module 1: Foundations of Indian Writing in English

Scope of Module:

This module introduces students to the historical beginnings of Indian Writing in English. It covers the early development of literary expression, highlighting the influence of socio-political movements and cultural thought through pioneers like Tagore and Naidu.

Topics:

- Historical Development and Early Voices
- Rabindranath Tagore (The Child)
- Sarojini Naidu (Village Song)

Learning Outcome: Describe the trajectory of Indian Writing in English and trace the beginnings of Indian English poets and their work.

No. of Hours: 24

Module 2: Fiction and National Identity

Scope of Module:

This module explores how Indian fiction represents the national struggle, cultural identity, caste politics, alongside canonical writers like Raja Rao, R.K. Narayan and Mulk Raj Anand. Students will study how writers respond to issues of nationalism.

Topics:

- Raja Rao (Kanthapura)
- R. K. Narayan (Waiting for Mahatma)
- Mulk Raj Anand (Untouchable)
- India Untouched: Stories of a People Apart

Learning Outcome: Explain how fiction records and alters social and cultural realities in Indian contexts.

No. of Hours: 24

Module 3: Social Criticism and Partition Literature

Scope of Module:

This module focuses on literature as a form of social critique, especially in relation to caste and historical trauma. It covers Ambedkar's political philosophy, literature on the Partition, and critical theory around memory and marginalization.

Topic:

- Khushwant Singh (Train to Pakistan)
- The 1947 Partition Archive

Learning Outcome: Illustrate the way social reform and partition violence are represented, remembered, and memorialized in literature.

No. of Hours: 24

Module 4: Postmodernism and Diaspora in Indian Literature

Scope of Module:

This module examines postmodern techniques, diasporic experiences, and feminist voices in Indian English literature. It includes discussions on urban-rural dichotomies, identity fragmentation, and cultural dislocation.

Topic:

- Upamanyu Chatterjee (English August)
- Kamala Das (My Grandmother's Home)

Learning Outcome: Discuss arguments related to postmodernism, postcolonial identity crisis, and the themes in women's writing.

No. of Hours: 24

Module 5: Indian Theatre and Globalization in Literature

Scope of Module:

This module explores how Indian drama and literature respond to themes of globalization, technology, and modern socio-political issues. It features contemporary playwrights and novelists addressing issues of identity, alienation, and hybridity.

Topic:

- Mahesh Dattani (Final Solutions)
- Salman Rushdie (Midnight's Children)

Learning Outcome: Appraise modern Indian theatre culture, postcolonial narratives, and the impact of globalization on Indian literature.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Indian Writing in English-1](#)

Suggested Readings:

Books:

- ✚ The Oxford India Anthology of Twelve Modern Indian Poets by Arvind Krishna Mehrotra
- ✚ Indian English Literature: 1980-2000 by Basavaraj Naikar ✚
- The Perishable Empire by Meenakshi Mukherjee
- ✚ The Indian English Novel: Nation, History and Narration by Priyamvada Gopal
- ✚ The Routledge Encyclopedia of Indian Writing in English by Manju Jaidka and Tej N. Dhar

Online Articles, Journals, and Whitepapers:

- ✚ EPW: “Dalit Narratives and Literary Assertion”
- ✚ Indian Literature (Sahitya Akademi): “Women in Early Indian English Poetry” ✚
- Postcolonial Text – “Globalization and the Indian Novel in English”

Web-based Resources:

- ✚ [eGyanKosh \(IGNOU\)](#)
- ✚ [Sahitya Akademi Digital Library](#)
- ✚ British Council India Literature Portal

Recommended Software / Tools:

- ✚ ChatGPT, Bard AI, Perplexity AI ✚
- Google Scholar, JSTOR
- ✚ Hemingway Editor, Summarize.tech, PoemAnalyzer, Voyant Tools
- ✚ DeepL Translator, NLP Tools, IBM Watson
- ✚ Claude AI, Annotation Studio, Quizlet, AI Concept Mapping tools

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	2	2	-	2	2	2	2
CO2	2	3	2	-	3	2	2	2
CO3	3	2	2	-	2	2	2	2
CO4	2	2	2	2	2	3	2	3
CO5	2	2	2	2	2	2	2	2
Articulation	2.2	2.2	2	2	2.2	2.2	2	2.2

Course Title	Gender, Literature, and Society
Course Code	25VML1C103
Semester	I
Credits	4
Course Type	Discipline-Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the intersection of gender, literature, and society by tracing the evolution of women’s writing across time, cultures, and genres. Students will critically engage with feminist theories, gender roles, conflict literature, diasporic narratives, and global perspectives on womanhood and identity. Emphasis is placed on how literature challenges patriarchal structures and offers alternative modes of storytelling. AI-based tools and digital humanities platforms are integrated to enhance the analysis of texts and broaden critical understanding.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the historical evolution of women’s literature, including the suppression and revival of women’s voices in different literary traditions.	L4
CO2	Analyze feminist movements, gender roles, and critical feminist theories, exploring their impact on literary expression.	L4
CO3	Evaluate the representation of women in conflict, social reform movements, and environmental discourse through literature.	L5
CO4	Compare global perspectives on women’s writing, considering cultural, racial, and class-based differences in feminist narratives.	L4
CO5	Interpret modern and diasporic women’s writing, focusing on themes of displacement, nostalgia, and cultural hybridity.	L3

Course Modules

No. of Hours: 24

Module 1: Foundations of Women's Writing and AI Tools

Scope of Module:

This module explores early literary contributions by women, their suppression in traditional canons, and modern efforts at recovery and recognition. Students will analyze the portrayal of women in patriarchal narratives and visual arts.

Topics:

- Revival of ancient women writers: Ghosha, Matreyi, Lopamudra, Gargi
- Suppressed voices and patriarchal erasure in literary history
- Representation of women in male-authored texts
- Women in visual arts and body politics

Key Texts:

- Sappho, *Hymn to Aphrodite*
- Gayatri Chakravorty Spivak, *Can the Subaltern Speak?*
- *Visual Art - Frida Kahlo, Georgia O'Keeffe, and Marina Abramović (Rhythm 0)*

Learning Outcome: Analyse the historical suppression of women's voices in literary and visual cultures through selected texts and digital tools.

No. of Hours: 24

Module 2: Feminist Movements, Theory, and AI-Assisted Research

Scope of Module:

This module introduces students to major feminist movements, gender theory, and critical frameworks like gyno-criticism. Literary works are analyzed to reveal how women writers reshaped traditional narratives.

Topics:

- Deviations from traditional gender roles
- Feminist literary theory and criticism
- Gynocritics and feminist poetics

Key Texts:

- Virginia Woolf, *A Room of One's Own*
- Tarabai Shinde, *Stri Purusha Tulna*

Learning Outcome: Apply feminist theoretical frameworks to examine literary texts using AI-assisted research methodologies.

No. of Hours: 24

Module 3: Women Writing in Conflict, Social Reform, and AI-Powered Text Analysis

Scope of Module:

This module examines how literature written by and about women addresses war, displacement, caste, and environmental justice. Students will explore gendered responses to conflict and activism through literary expression.

Topics:

- War and conflict's impact on women
- Partition literature and trauma
- Ecofeminism and environmental justice

Key Texts:

- Wislawa Szymborska, *The End and the Beginning*, Mahasweta Devi, *Dopdi*
- Vandana Shiva & Maria Miles, *Ecofeminism* (excerpt)

Learning Outcome: Evaluate gendered representations of trauma, resistance, and reform in literature through AI-powered textual analysis.

No. of Hours: 24

Module 4: Global Perspectives in Women's Writing and AI-Driven Cross-Cultural Studies

Scope of Module:

This module offers comparative insights into women's writing across cultural, racial, and class contexts. Students analyze literary responses to oppression, agency, motherhood, and resistance.

Topics:

- Global feminist narratives
- Racial and postcolonial intersections
- Feminist reflections on motherhood and identity

Key Texts:

- Maya Angelou, *Still I Rise*
- Jean Rhys, *Wide Sargasso Sea*

Learning Outcome: Compare cross-cultural feminist narratives to identify themes of oppression, identity, and resistance using AI tools.

No. of Hours: 24

Module 5: Modern and Diasporic Women’s Writing with AI-Enhanced Literary Analysis

Scope of Module:

Focusing on 20th and 21st-century diasporic voices, this module addresses displacement, identity politics, nostalgia, and hybridity in feminist literature. AI tools are used to map themes and patterns in global contexts.

Topics:

- Migration and identity in women’s writing
- Feminist dystopias and diasporic themes
- Cultural memory and hybrid identity

Key Texts:

- Caryl Churchill, *Top Girls*
- Reetika Vazirani, *Lullaby*

Learning Outcome: Interpret diasporic women’s literature in relation to identity, memory, and hybridity through AI-enhanced analysis.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Gender and Literature](#)

Suggested Readings:

Books:

- ✚ The Second Sex by Simone de Beauvoir
- ✚ A Literature of Their Own by Elaine Showalter
- ✚ Of Woman Born by Adrienne Rich
- ✚ Writing Diaspora by Rey Chow
- ✚ The Madwoman in the Attic by Gilbert and Gubar

Online Articles, Journals, and Whitepapers:

- ✚ JSTOR: "Intersectionality in Feminist Literary Criticism"
- ✚ Project Muse: "Global Feminisms in Literature"
- ✚ Taylor & Francis: "Ecofeminism and Environmental Justice"

Web-based Resources:

- ✚ [Digital Public Library of America](#)
- ✚ [Postcolonial Studies @ Emory](#)
- ✚ [Feminist Archives South Asia](#)

Recommended Software / Tools:

- ✚ ChatGPT, Bard AI, Perplexity AI
- ✚ Google Scholar, JSTOR
- ✚ Hemingway Editor, Voyant Tools, Poem Analyzer, Summarize.tech
- ✚ DeepL Translator, NLP Applications, Claude AI
- ✚ Annotation Studio (MIT), AI Concept Maps, Quizlet

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	2	-	2	2	2	2
CO2	2	3	2	-	3	2	2	2
CO3	2	2	2	-	2	2	2	2
CO4	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	3	2	3
Articulation	2.2	2.2	2	2	2.2	2.2	2	2.2

Course Title	AI, Ethics, and the Future of Storytelling
Course Code	25VML1C104
Semester	I
Credits	2
Course Type	Multidisciplinary Elective Course
Learning Hours	60
Live Sessions	12 hours

Course Description:

This interdisciplinary course examines how artificial intelligence is transforming the way stories are created, disseminated, and consumed in literature and media. It explores the ethical, philosophical, and cultural implications of AI-assisted storytelling, focusing on authorship, originality, representation, and algorithmic bias. Students will engage with traditional narratives alongside AI-generated content, critically analyzing the shift in narrative voice and creative autonomy. The course fosters digital literacy, critical thinking, and ethical reasoning through a blend of theory, practice, and cutting-edge AI tools.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the role of AI in creative writing and digital storytelling.	L4
CO2	Analyze ethical concerns related to AI-generated content, including authorship, bias, and intellectual property.	L4
CO3	Evaluate the changing nature of narrative structure and storytelling aesthetics in human-AI collaboration.	L5
CO4	Explore algorithmic narratives and their influence on contemporary literature, film, and media.	L4
CO5	Apply AI tools to produce, critique, and ethically assess narratives generated by or with artificial intelligence.	L3

Course Modules

No. of Hours: 12

Module 1: Introduction to AI and Literary Imagination

Scope of Module:

This module provides foundational knowledge of story verse created through AI technologies and their intersection with creative arts, emphasizing historical and cultural shifts in storytelling.

Topics:

- Evolution of AI in creative writing
- From Prompt to narrative generation
- Case studies of AI-generated literature and poetry

Key Text:

Donna Haraway's Cyborg Manifesto

Sunspring (short film made with AI) by Oscar Sharp

Learning Outcome: Identify the technological developments in AI and evaluate their role in literary imagination.

No. of Hours: 12

Module 2: Ethics of AI-Generated Content

Scope of Module:

This module explores philosophical and legal concerns in AI-assisted storytelling, with emphasis on authorship, data use, and algorithmic accountability.

Topics:

- Ethics of authorship and originality
- Bias and fairness in storytelling algorithms
- Copyright and ownership of machine-generated texts

Learning Outcome: Analyze the ethical dimensions of AI-generated narratives from legal and cultural perspectives.

No. of Hours: 12

Module 3: AI in Literature, Film, and Media

Scope of Module:

This module examines how AI influences literary genres and narrative media, from algorithmic screenwriting to AI avatars in digital storytelling.

Topics:

- Screenplays and storytelling in film using AI
- Digital literature and AI avatars
- Thematic concerns in sci-fi narratives involving AI (Her by Spike Jonze)

Learning Outcome: Examine how AI alters the structure and themes in literary and audiovisual storytelling.

No. of Hours: 12

Module 4: Creative Collaboration: Human + AI

Scope of Module:

This module emphasizes practical applications and the creative dynamics between humans and machines, including workshops in co-writing and prompt engineering.

Topics:

- Human-AI co-creation
- Prompt design and narrative control
- Experimenting with genre and voice using AI tools

Learning Outcome: Develop AI-assisted stories and evaluate creative synergy between human input and algorithmic output.

No. of Hours: 12

Module 5: The Future of Storytelling and Critical Perspectives

Scope of Module:

This concluding module reflects the future of narrative arts, examining speculative literature and evolving definitions of creativity, empathy, and consciousness in storytelling.

Topics:

- The future of authorship and creative labor
- AI, empathy, and emotional storytelling
- Philosophical implications of machine creativity

Learning Outcome: Reflect on the trajectory of storytelling and critique philosophical and emotional implications of AI involvement.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Towards an Ethical Digital Society: From Theory to Practice](#)

Suggested Readings:

Books:

- ✚The Artist in the Machine by Arthur I. Miller ✚ Atlas of AI by Kate Crawford
- ✚How We Think by N. Katherine Hayles ✚ Narrative Machines by Miriam Meckel ✚ Machine Dreams edited by Ali Eteraz
- ✚The Road Ahead 2.0 by Dr. H.R. Nagendra and T.G. Sitharam

Online Articles & Journals:

- ✚MIT Technology Review: "Can AI Be Truly Creative?"
- ✚Harvard Data Science Review: "Algorithmic Bias in Narrative Design" ✚ Wired: "How GPT-4 is Changing the Way We Tell Stories"

Web-based Resources:

- ✚[The Future of Storytelling](#) ✚ [AI StoryLab](#)
- ✚[AI & Society Journal](#)

Recommended Software / Tools:

- ✚ChatGPT, Sudowrite, GPT-4 Playground ✚ Hemingway Editor, Grammarly
- ✚AI Dungeon, Dreamily, Narrative Science ✚ Runway ML, DeepStory, Poem Portraits

Curriculum Development:

SI.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

Course Title:	Generative AI for Online Learners
Course Code:	25VMX0S105
Semester:	I
Credits:	2
Course Type	Skill Enhancement Course
Learning Hours	60
Live Sessions	12 hours

Course Description:

This postgraduate-level course provides an advanced engagement with Generative AI, mapped to the textbook *Generative AI for Online Learners*. Learners will gain deeper insights into AI applications for academic writing, research support, professional communication, and career development. Emphasis is placed on critical evaluation, ethical boundaries, and reflective practice to equip PG students to use AI tools with maturity and academic integrity.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Explain advanced principles and implications of Generative AI for academic and professional contexts.	L2
CO2	Demonstrate effective prompting and iterative refinement for complex academic tasks.	L3
CO3	Apply AI for literature review, summarization, academic writing, and presentations.	L4
CO4	Critically evaluate risks, biases, and originality concerns in research with AI.	L5
CO5	Develop AI-enabled strategies for professional skills and career opportunities.	L5

Course Modules

No of Hours: 12

Module 1: Generative AI Fundamentals

Scope: Introduces foundational concepts, debunks myths, and explores real-world applications with hands-on exposure.

Topics:

Definitions, myths, applications, first hands-on

Learning Outcome: Learners will grasp core principles of generative AI and confidently navigate basic tools and use cases.

No of Hours: 12

Module 2: Prompting for Advanced Learners

Scope: Focuses on crafting nuanced prompts and evaluating AI-generated outputs for depth and accuracy.

Topics:

Complex prompts, critique of AI outputs

Learning Outcome: Learners will develop advanced prompting skills and critically assess AI responses for reliability and bias..

No of Hours: 12

Module 3: Smart Academic Learning

Scope of Module:

A Applies AI to academic tasks like summarizing research, analyzing arguments, and enhancing active learning.

Topics:

Summarization of research articles, critical analysis, active learning.

Learning Outcome: Learners will use AI to streamline academic workflows and strengthen critical thinking in scholarly contexts.

No of Hours: 12

Module 4: Ethics and Originality

Scope: Explores ethical dilemmas, bias in AI, citation norms, and reflective practices in academic integrity.

Topics:

Advanced ethical issues, bias, citation practices, reflective learning.

Learning Outcome: Learners will internalize ethical standards and apply responsible AI use in academic and professional settings.

No of Hours: 12

Module 5: AI for Research and Careers

Scope: Equips learners with AI tools for research dissemination, productivity enhancement, and career readiness

Topics:

Research communication, productivity workflows, career readiness

Learning Outcome: Learners will integrate AI into research communication and build scalable workflows for academic and career growth

Prerequisites (If Any):

- Basic digital literacy and familiarity with online learning platforms.
- Interest in technology-assisted learning and productivity tools.

Pedagogy / Teaching Methodology:

- ✓ Interactive Live Sessions
- ✓ Guided AI Tool Demos and Hands-on Activities
- ✓ Weekly Reflective Journals
- ✓ Assignments, Use Cases, and Peer Discussions
- ✓ Final Mini Project / Capstone Task

Certificate / Value Added Courses Recommended (Free Resources):

1. NPTEL: Introduction to Artificial Intelligence: [Coursera: Prompt Engineering for ChatGPT](#)
2. Google AI: Introduction to Responsible AI: [OpenAI Learning Resources](#)

Suggested Readings:

Melanie Mitchell, *Artificial Intelligence: A Guide for Thinking Humans*

Ethan Mollick & Lilach Mollick, *Practical Guide to Using AI in Education*

Online blogs and documentation: OpenAI, Anthropic (Claude), Gemini (Google)

Research articles on AI ethics and generative AI applications

Recommended Tools/Software (If Applicable):

1. ChatGPT (OpenAI)
2. Claude (Anthropic)
3. Gemini (Google)
4. Online journal platforms (Notion, Google Docs)
5. Visualization Tools (Canva, Mindmaps, etc.)

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO\PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	-	-	2	2	2
CO2	3	3	3	-	2	2	-	2	3	3
CO3	3	3	3	1	2	2	1	3	3	3
CO4	2	2	2	3	2	2	1	2	2	2
CO5	2	3	2	3	3	2	2	2	2	2
Articulation	2.8	2.8	2.4	2.2	2.2	2	1.2	2.2	2.4	2.4



Course Title	Advanced Academic and Digital Communication
Course Code	25VML1C105
Semester	I
Credits	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course is designed to equip postgraduate students with advanced academic writing and digital communication skills, emphasizing clarity, criticality, and ethical use of AI in academic research and publishing. Through a structured progression from foundational principles to research paper development, students will use AI-driven tools to improve coherence, argumentation, and integrity in writing. The course bridges theory and practice, preparing learners to engage in contemporary academic discourse with confidence and competence.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the fundamental principles, types, and significance of academic writing while utilizing AI tools for accuracy and integrity.	L4
CO2	Apply the stages of the writing process, from planning to proofreading, using AI-assisted research and citation tools to enhance academic writing.	L3
CO3	Develop critical thinking and argumentation skills to construct logical, well-supported academic arguments while leveraging AI for fact-checking and bias detection.	L3
CO4	Evaluate academic texts effectively, maintaining coherence and clarity with the support of AI-powered content enhancement and citation management tools.	L5

CO5

Interpret advanced academic writing techniques to develop research papers, integrating AI tools for literature review, editing, and academic publishing.

L3

Course Modules

No. of Hours: 24

Module 1: Foundations of Academic Writing and AI-Enhanced Learning

Scope of Module:

This module introduces students to the fundamentals of academic writing, including its forms, functions, and ethical standards. It highlights the use of AI tools to enhance clarity and maintain academic integrity.

Topics:

- Definition and significance of academic writing
- Types: essays, research papers, theses, reviews
- Features: objectivity, clarity, coherence, structure
- Academic integrity and plagiarism

Key Text:

- The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century by Steven Pinker

Learning Outcome: Discuss the importance and types of academic writing using AI for better accuracy and integrity.

No. of Hours: 24

Module 2: Writing Process

Scope of Module:

This module explores the stages of academic writing from planning to proofreading, with an emphasis on incorporating AI tools for research enhancement and citation accuracy.

Topics:

- Planning, drafting, revising, editing, and proofreading
- Constructing thesis statements and logical arguments
- Paragraph structure and coherence
- Summarizing and paraphrasing effectively

Learning Outcome: Explain the academic writing process and use AI tools to improve organization and research.

No. of Hours: 24

Module 3: Critical Thinking and Argumentation in Academic Writing

Scope of Module:

This module focuses on developing higher-order thinking skills essential for academic writing, such as logic, evaluation of sources, and awareness of bias, enhanced by AI-based validation tools.

Topics:

- Definition and role of critical thinking
- Techniques in reasoning and argumentation
- Detecting bias and evaluating source credibility
- Logic and fallacies in argument building- Fallacy memes (<https://yourlogicalfallacyis.com/>)

Learning Outcome: Formulate critical thinking strategies and use AI for evaluating arguments and sources.

No. of Hours: 24

Module 4: Structuring Academic Texts

Scope of Module:

Students will learn how to structure academic texts for coherence and readability, integrating sources and citations appropriately with AI-powered formatting and editing tools.

Topics:

- Effective introductions, body paragraphs, and conclusions
- Achieving cohesion and flow in writing
- Integration of citations and referencing styles (APA, MLA)
- Using AI to enhance readability and clarity

Learning Outcome: Apply AI tools to structure academic writing and maintain coherence and clarity.

No. of Hours: 24

Module 5: Development of Academic Articles

Scope of Module:

The final module focuses on producing full-length academic texts using AI tools for research, editing, and publishing. Students will explore academic voice, structure, and scholarly dissemination practices

Topics:

- Structure of research papers, dissertations, and academic articles
- Literature reviews and systematic research
- Academic tone, voice, and style
- Ethical publishing and peer review practices

Learning Outcome: Develop high-quality academic papers using AI tools for research and refinement.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Communication Skills in English](#)

Suggested Readings:

Books:

- ✚ They Say, I Say by Graff & Birkenstein
- ✚ Stylish Academic Writing by Helen Sword
- ✚ The Science of Writing by McCarthy & McNamara ✚
- Thought and Knowledge by Diane Halpern
- ✚ Hello World by Hannah Fry & Mark Marshall

Online Articles & Journals:

- ✚ The Journal of Writing Research
- ✚ AI & Society - “Ethical AI Use in Academic Research”
- ✚ Digital Humanities Quarterly - “The Role of AI in Academic Communication”

Web-based Resources:

- ✚ [OWL Purdue Online Writing Lab](#)
- ✚ [Google Scholar Research Tools](#)
- ✚ [Academic Phrasebank](#)

Recommended Software / Tools:

- ✚ Grammarly, Hemingway Editor, QuillBot ✚
- ChatGPT, Elicit, Perplexity AI
- ✚ Zotero, Mendeley, EndNote, RefWorks
- ✚ Summarize.tech, Scholarcy, DeepL, Paperpile

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table.

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	-	2	3	3	-	2	2	2
CO2	-	2	2	2	-	-	2	2
CO3	2	3	2	2	2	2	2	2
CO4	-	2	2	2	-	2	3	2
CO5	-	2	2	2	2	3	2	3
Articulation	2	2.2	2.2	2.2	2	2.2	2.2	2.2

Semester II

Course Title	American Literature
Course Code	25VML1C201
Semester	II
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course offers a comprehensive exploration of the nation's literary heritage, tracing its evolution from Native American oral traditions and colonial writings to contemporary voices and social movements. Through five thematic modules, students engage with key literary movements—including Transcendentalism, Realism, Modernism, and Post-War literature—while analyzing influential authors such as Emerson, Whitman, Twain, Fitzgerald, and Morrison. Special emphasis is placed on African American literature and its role in shaping cultural identity and social consciousness. Using a blend of historical context, literary analysis, and digital tools, the course fosters critical engagement with texts that reflect America's diverse voices, values, and visions.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the origins and development of American literature from the Colonial period to Romanticism, focusing on key literary traditions.	L4
CO2	Analyze Transcendentalist ideas and the difference between the literary styles of Realism and Naturalism in American literature.	L4
CO3	Evaluate the influence of historical events on Modernist literature by identifying key stylistic elements in major works.	L5
CO4	Explore the socio-political themes in post-war and contemporary American literature, including drama and short stories.	L4
CO5	Assess the evolution of African American literature with a thematic analysis of key texts.	L5

Course Modules

No. of Hours: 24

Module 1: Foundations of American Literature

Scope of Module:

This module provides an overview of American literature from its early colonial roots to the present, highlighting key movements, authors, and themes. It is essential for understanding how literature reflects and shapes societal values, political ideologies, and cultural identities. Beginning with the Colonial Period, the module explores Native American oral traditions, Puritan writings, and the works of Phillis Wheatley, illustrating the foundational narratives that influenced American thought and expression.

Topics:

- Introduction to American Literature (Early Colonial to Contemporary Literature)
- Colonial Period (Native American & Colonial Literature, Puritanism, Phillis Wheatley)
- The Romantic Period (Washington Irving, Dark Romantics: Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, *The Scarlet Letter*)
- The New World by Terrence Malick (film)

Learning Outcome: Evaluate the origin and growth of American Literature and explore the early stages of American literary traditions.

No. of Hours: 24

Module 2: Transcendentalism and Realism in American Literature

Scope of Module:

In this module, students will explore Transcendentalism, its core tenets, and its influence on American literature, examining key figures like Emerson, Whitman, and Dickinson. They will also study the emergence of Realism and Naturalism, focusing on literary movements such as Local Color and Regionalism, with an in-depth analysis of *The Adventures of Huckleberry Finn*. Analytical tools will include close reading, thematic analysis, and historical contextualization to understand how these movements shaped American literary identity.

Topics:

- Transcendentalism (Tenets, New England Influence, Impact on Literature)
- Transcendentalist Voices (Ralph Waldo Emerson, Walt Whitman, Emily Dickinson)
- Realism & Naturalism (Local Color, Regionalism, Nationalism, Mark Twain's *The Adventures of Huckleberry Finn*)

Learning Outcome: Examine Transcendentalism and its impact while identifying distinctions in literary styles of Realism and Naturalism.

No. of Hours: 24

Module 3: The Modernist Period (1910-1945)

Scope of Module:

This module explores key concepts of American Modernism, emphasizing its historical context, including the impact of world wars, technological advancements, and evolving national identity. It examines modernist techniques such as fragmentation, stream of consciousness, and symbolism in poetry (Eliot, Cummings, Plath, Frost, Stevens), novels (Fitzgerald, Hemingway), and drama (O'Neill). The module also engages with frameworks of alienation, existentialism, and experimentation that define Modernist literature.

Topics:

- Historical Context (World War Influence, Modern Nation, Technology)
- Modernist Poetry (T. S. Eliot, E. E. Cummings, Sylvia Plath, Robert Frost, Wallace Stevens)
- Modernist Novels (F. Scott Fitzgerald, Ernest Hemingway's *The Old Man and the Sea*)
- Modernist Drama (Eugene O'Neill's *The Hairy Ape*)

Learning Outcome: Explain how historical events shaped modernist literature and analyze stylistic elements in selected works.

No. of Hours: 24

Module 4: Contemporary American Literature (1945- present)

Scope of Module:

This module of American Literature explores advanced applications of literary analysis through thematic and historical lenses, particularly focusing on post-war American literature. Best practices include close reading techniques, intertextual analysis, and contextual studies of movements like the Beat Generation and the Civil Rights Movement. Tools such as digital archives, annotated texts, and AI-powered literary

analysis can enhance understanding of works by Tennessee Williams, Arthur Miller, and key short story writers.

Topics:

- Post-War American Literature (Cold War, Southern Literary Renaissance, Beat Generation, Civil Rights Movement)
- Voices of Contemporary Literature (Tennessee Williams, Arthur Miller's *Death of a Salesman*)
- American Short Stories (Nathaniel Hawthorne, William Faulkner, O. Henry's *The Cop and the Anthem*)

Learning Outcome: Explain socio-economic and political influences on literature and describe the themes in modern American short stories.

No. of Hours: 24

Module 5: African American Literature

Scope of Module:

In the final module of American Literature, the focus is on African American literary evolution and voices, enabling students to apply historical and cultural knowledge to contemporary discussions on race, identity, and social justice. By analyzing slave narratives, the Harlem Renaissance, and civil rights-era works, students can draw connections between past struggles and modern movements like Black Lives Matter. Studying authors like Toni Morrison, Maya Angelou, and Langston Hughes also enhances critical thinking on systemic inequalities and the role of literature in activism.

Topics:

- Evolution of African American Literature (Slave Narratives, Harlem Renaissance, Civil Rights Movement, African American Women Writers)
- Voices of African American Literature (Toni Morrison, Langston Hughes' *The Negro Speaks of Rivers*)
- I Am Not Your Negro by Raoul Peck (film essay)

Learning Outcome: Explain the development of African American Literature and conduct thematic analysis of selected works.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [American Literature and Culture](#)

Suggested Readings:

Books:

- ✚ The Norton Anthology of American Literature by Robert S. Levine
- ✚ The Cambridge Companion to Early American Literature by Bryce Traister ✚
- The Cambridge History of African American Literature by Graham and Ward ✚
- A Companion to The American Short Story by Bendixen and Nagel
- ✚ Romanticism and Transcendentalism (1800-1860) by Phillips and Ladd

Online Articles, Journals, and Whitepapers

- ✚ American Literature (Duke University Press)- Reconceiving Nineteenth-Century American Literature: The Challenge of Women Writers
- ✚ College English(The National Council of Teachers of English (NCTE)- The End of “American” Literature: Toward a Multicultural Practice
- ✚ PMLA (Cambridge University Press)- When African American Literature Exists

Web-based Resources

- ✚ SLM - <https://egyankosh.ac.in/handle/123456789/21657>

- ✚ University of Houston-Victoria- <https://library.uhv.edu/oer/english>
- ✚ Southern Connecticut State University- <https://libguides.southernct.edu/amerlit/websites>

Recommended Software/Tools: Google Scholar & JSTOR

- ✚ ChatGPT ✚
- Bard AI
- ✚ Perplexity AI
- ✚ Hemingway Editor
- ✚ Summarize.tech
- ✚ DeepL
- ✚ PoemAnalyzer
- ✚ Voyant Tools
- ✚ IBM Watson
- ✚ QuillBot
- ✚ Natural Language Processing (NLP) tools ✚
- AI Concept maps.

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	-	2
CO2	2	3	2	2	2	2	2	2
CO3	2	2	2	2	3	2	2	2
CO4	2	2	2	3	2	2	2	2
CO5	3	2	2	2	2	2	2	2
Articulation	2.2	2.2	2	2.2	2.2	2.2	2	2

Course Title	British Literature: Modernity and Beyond
Course Code	25VML1C202
Semester	II
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course traces the evolution of British literature from the Victorian era to the contemporary moment, examining how writers responded to sweeping social, political, and cultural changes. Beginning with the moral complexities of industrialization and realism in the 19th century, the course moves through the formal experimentation of Modernism, the playful deconstruction of Postmodernism, the existential and political critique in post-war drama, and finally to contemporary narratives shaped by globalization, postcolonialism, and identity politics. Through close analysis of key literary texts and movements, students will explore how British literature continually redefines itself in the face of modernity and beyond.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply the principles of Victorian realism and social critique to analyze 19th-century British literature.	L3
CO2	Analyze the narrative techniques and thematic innovations of Modernist literature in relation to historical and cultural changes.	L4
CO3	Evaluate the role of postmodernism in reshaping literary conventions, including intertextuality and metafiction.	L5
CO4	Analyze the impact of war, existentialism, and social change on post-war British drama, particularly in the works of Pinter, Churchill, and Stoppard.	L4
CO5	Apply critical perspectives on race, migration, and globalization to interpret contemporary British fiction.	L3

Course Modules

No. of Hours: 24

Module 1: The Victorian Age- Society, Morality and Change

Scope of Module:

This module explores the profound impact of industrialization on British literature, shaping themes of social change, class struggles, and moral dilemmas in the Victorian era. It examines the tension between realism and idealism in fiction, alongside evolving gender roles and debates. Through key works by Dickens, Brontë, and Hardy, learners will analyze how literature reflects and critiques the modernizing world.

Topics:

- Industrialization and its impact on literature
- Realism vs. idealism in Victorian fiction
- The role of women and gender debates in Victorian literature
- Key authors: Charles Dickens (*Great Expectations*), Charlotte Brontë (*Jane Eyre*)

Learning Outcome: Analyze the social and moral dilemmas reflected in Victorian literature and their critique of industrialization.

No. of Hours: 24

Module 2: Early 20th Century and Modernism- Breaking Tradition

Scope of Module:

In this module, students will explore the Modernist rejection of Victorian realism, focusing on the experimental narrative techniques that define early 20th-century British literature. They will analyze the stream-of-consciousness technique as used by writers like Virginia Woolf and James Joyce, examining its role in depicting psychological depth. Additionally, students will investigate themes of war and alienation in Modernist literature, understanding how historical upheavals shaped literary expression.

Topics:

- Modernist rejection of Victorian realism
- The stream-of-consciousness technique and narrative experimentation
- War and alienation in Modernist literature
- Key authors: T.S. Eliot (*The Waste Land*)
- Visual texts- Les Femmes d'Alger (Picasso), Candlestick/Violin (Braque)

Learning Outcome: Analyze how modernist writers experimented with form and language to reflect psychological depth and societal fragmentation.

No. of Hours: 24

Module 3: Postmodernism- Deconstruction and Playfulness

Scope of Module:

This module explores postmodernist responses to modernist literature, emphasizing fragmentation, metafiction, and intertextuality. It examines how satire and pastiche challenge traditional narratives and engage with historical and literary contexts. Key authors, such as Jeanette Winterson and Ian McEwan, illustrate these techniques through their works *Oranges Are Not the Only Fruit* and *Atonement*, which deconstruct linear storytelling and question the nature of truth and fiction.

Topics:

- Postmodern responses to modernist seriousness
- Fragmentation, metafiction, and intertextuality
- The role of satire and pastiche in postmodern texts
- Key authors: Ian McEwan (*Atonement*)

Learning Outcome: Evaluate postmodern literary techniques and their role in questioning truth, history, and identity.

No. of Hours: 24

Module 4: Post-War British Drama- Theatre of the Absurd and Social Critique

Scope of Module:

This module explores advanced analytical tools such as existentialist and absurdist criticism for understanding Harold Pinter's minimalist style and Tom Stoppard's meta-theatrical techniques. It also applies feminist and Marxist critiques to Caryl Churchill's politically charged plays. Best practices include close reading of dramatic texts, performance analysis, and historical-contextual evaluation of post-war British theatre..

Topics:

- The impact of World War II on British drama
- Theatre of the Absurd and Harold Pinter's minimalist style
- Feminist and political theatre in the works of Caryl Churchill
- Key playwrights: Harold Pinter (*The Birthday Party*)

Learning Outcome: Analyze the role of post-war British drama in addressing themes of existentialism, power, and gender.

No. of Hours: 24

Module 5: Contemporary British Literature- Globalization and Identity

Scope of Module:

This module of British Literature: Modernity and Beyond explores how postcolonial influences, immigration, and globalization shape contemporary British storytelling. Applying prior knowledge of historical colonial dynamics and literary traditions, students analyze how authors like Kazuo Ishiguro, and Bernardine Evaristo depict multicultural identities and shifting national narratives. This understanding aids in critically engaging with real-world issues such as cultural hybridity, identity politics, and the evolving British literary canon.

Topics:

- Postcolonial influences on British literature
- Immigration, multiculturalism, and identity politics- Lynette Yiadom-Boakye's Portraits
- The impact of globalization on British storytelling
- Key authors: Kazuo Ishiguro (*Never Let Me Go*)

Learning Outcome: Analyze contemporary British literature's engagement with issues of race, migration, and identity.

Modules	No. of Pre-Recordings
1	12
2	12

3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Victorian Literature: An Interdisciplinary Introduction](#)

Suggested Readings:

Books:

- ✚ The Cambridge Companion to the Twentieth-Century English Novel by Robert L. Caserio
- ✚ The Rise of the Novel by I. Watt
- ✚ The Victorian Literature Handbook by Alexandra Warwick and Martin Willis ✚
- British Postmodern Fiction by T D'Haen
- ✚ The Theatre of the Absurd by Martin Esslin

Online Articles, Journals, and Whitepapers

- ✚ Rhetoric Review (Taylor and Francis): The Victorian New Woman and the Rhetoric of British Modernism
- ✚ New Literary History (Johns Hopkins University Press): The Victorianism of Victorian Literature
- ✚ The Modern Language Review (Modern Humanities Research Association): 'The Twilight of Utopia': British Dystopian Fiction and the Cold War

Web-based Resources

- ✚ Fulton Library- <https://victorianweb.org/>
- ✚ UNT (University Libraries)- <https://guides.library.unt.edu/english/research-process>
- ✚ OER Commons- <https://oercommons.org/authoring/4137-posmodern-literature/view>

Recommended Software/Tools:

- +Hyperwrite
- +Literature GPT
- +IvyPanda
- +Serial Reader

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	2	2	-	2	3	-	2
CO2	3	3	2	-	2	3	-	2
CO3	2	2	2	2	2	3	2	2
CO4	2	2	2	-	3	3	-	2
CO5	3	2	2	2	2	3	-	2
Articulation	2.2	2.2	2	2	2.2	3	2	2

Course Title	Introduction to Linguistics
Course Code	25VML1C203
Semester	II
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This introductory linguistics course offers a comprehensive exploration of human language—its origins, structures, functions, and social dimensions. Through five interconnected modules, students will examine how language evolved, how it functions in society, and how it is analyzed at the sound, word, sentence, and discourse levels. With practical tools like the IPA, syntactic diagrams, and discourse frameworks, learners will gain foundational skills in phonetics, morphology, syntax, semantics, and pragmatics, empowering them to analyze language critically across academic and real-world contexts.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze the origins and evolution of human language, distinguishing key linguistic theories and their implications for language development.	L4
CO2	Apply phonetic transcription and phonological rules to classify and interpret speech sounds using the International Phonetic Alphabet (IPA).	L3
CO3	Evaluate the role of morphology and syntax in structuring language by examining word formation processes and sentence construction.	L5
CO4	Interpret semantic and pragmatic elements in communication by analyzing meaning, context, and discourse structures across different linguistic scenarios.	L3
CO5	Examine patterns of language change over time, identifying the factors influencing linguistic evolution and variation across cultures.	L4

Course Modules

No. of Hours: 24

Module 1: Foundations of Language and Linguistics

Scope of Module:

This module explores the origins and evolution of human language, examining major theories on how language developed, the distinctions between human and animal communication, and how language has transformed over time. Understanding these foundations is essential for grasping the complexity of human communication and is highly relevant in fields such as linguistics, cognitive science, AI language modeling, and language education.

Topics:

- Origins of Language: Theories on how human language evolved
- Human vs. Animal Communication: Key differences
- Evolution of Human Language: How language has changed over time
- The Human Language Series (documentary clip)

Learning Outcome: Discuss the origins and evolution of language and understand how human language differs from other communication systems.

No. of Hours: 24

Module 2: Characteristics and Functions of Language

Scope of Module:

In this module, students will explore the core functions of language—such as expressive, directive, referential, poetic, phatic, and metalinguistic—and how language operates within various social contexts. They will examine dialects, registers, and sociolinguistic influences using analytical tools from sociolinguistics and discourse analysis to understand how language reflects and shapes social identity and interaction.

Topics:

- Defining Language: Properties and Unique Features
- Functions of Language (Expressive, Directive, Referential, Poetic, Phatic, Metalinguistic)
- Language in Social Contexts: Dialects, Registers, and Sociolinguistic Influences

Learning Outcome: Explain the characteristics, functions, and social implications of language communication.

No. of Hours: 24

Module 3: Phonetics and Phonology

Scope of Module:

In this module, students will develop foundational skills in phonetics and phonology by learning how speech sounds are produced and classified. Key techniques include using the International Phonetic Alphabet (IPA) for transcription, identifying phonemes and allophones through minimal pairs, and analyzing phonological rules such as assimilation, elision, and linking.

Topics:

- Introduction to Phonetics: Speech Sounds & Articulation
- International Phonetic Alphabet (IPA)
- Phonemes, Allophones, and Minimal Pairs
- Phonological Rules: Assimilation, Elision, and Linking Sounds

Learning Outcome: Identify speech sounds and phonological patterns and apply phonetic transcription.

No. of Hours: 24

Module 4: Morphology and Syntax

Scope of Module:

In the fourth module of Introduction to Linguistics, advanced applications and tools may include syntactic tree diagramming software, corpora for analyzing sentence structures, and case-marking patterns across languages. Best practices involve using these tools to visualize syntactic relationships, practice parsing sentences, and compare cross-linguistic syntactic variation.

Topics:

- Morphology: Morphemes, Word Formation, Inflection, and Derivation
- Syntax: Sentence Structure, Phrase and Clause Types
- Syntactic Devices: Word Order, Agreement, Case Marking

Learning Outcome: Analyze word formation processes and syntactic structures to understand linguistic organization.

No. of Hours: 24

Module 5: Semantics, Pragmatics, and Discourse Analysis

Scope of Module:

The fifth module of Introduction to Linguistics enables students to strategically apply their understanding of semantics, pragmatics, and discourse analysis to real-world communication scenarios. By integrating concepts like sense relations, speech acts, and textual cohesion, students can analyze and interpret language use in social, cultural, and professional contexts. This equips them to solve problems involving miscommunication, politeness strategies, or discourse structure across various domains.

Topics:

- **Semantics: Meaning, Sense Relations (Synonymy, Antonymy, Hyponymy)**
- **Pragmatics: Speech Acts, Politeness Theory (Brown & Levinson)**
- **Discourse Analysis: Text, Context, Cohesion, and Coherence**

Learning Outcome: Demonstrate knowledge of meaning-making in language and analyze contextual and discourse structures.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Basics of Language Science](#)

Suggested Readings:

Books:

- ✚Linguistics: An Introduction to Linguistic Theory by Bruce Hayes et. al ✚
- Halliday, M. A. K. Explorations in the Functions of Language
- ✚Radford, A. Syntax: A Minimalist Introduction ✚
- Pinker, S. The Language Instinct
- ✚Yule, G. The Study of Language

Online Articles, Journals, and Whitepapers

- ✚South Central Review (South Central Modern Language Association): Introduction: Linguistic Approaches to Literature: Beyond the Text
- ✚The CEA Critic (College English Association): Applied Linguistics: An Introduction
- ✚Journal of Linguistics (Cambridge University Press): Why Education Needs Linguistics (And Vice Versa)

Web-based Resources

- ✚The Virtual Linguistics Campus (OER): <https://oer-vlc.de/>
- ✚ Library of Congress: <https://guides.loc.gov/linguistics>
- ✚The University of Adelaide: <https://libguides.adelaide.edu.au/OER/linguistics>

Recommended Software/Tools:

- ✚Google Scholar & JSTO ✚
- IBM Watson NLP
- ✚Voyant Tools
- ✚Perplexity AI
- ✚Praat

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	-	2	2	2	2	3	2	3
CO2	-	-	2	2	-	2	3	2
CO3	-	-	2	2	-	2	2	2
CO4	-	-	3	3	2	2	2	2
CO5	2	2	2	2	3	2	2	2
Articulation	2	2	2.2	2.2	2.3	2.2	2.2	2.2

Course Title	Drama and Performance Studies
Course Code	25VML1C204
Semester	II
Credits	4
Course Type	Discipline-Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This Drama and Performance Studies course offers a comprehensive exploration of theatrical traditions from classical Sanskrit drama to contemporary digital performances. It begins with foundational concepts from Natya Shastra and the legacy of dramatists like Kālidāsa, then moves through the rise of realism and socio-political critique in modern Indian drama. Students will engage with European modernism and its experimental legacies, including absurdist and epic theatre, before turning to postcolonial and activist performance in India. The final module emphasizes interdisciplinary approaches, folk traditions, and the integration of AI and digital media in performance practice.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply theatrical techniques from classical and modern drama in performance and scriptwriting.	L3
CO2	Analyze the evolution of drama across different historical and cultural contexts, including Indian, European, and postcolonial theatre.	L4
CO3	Evaluate the social, political, and philosophical themes in plays by dramatists such as Shakespeare, Tendulkar, and Brecht.	L5
CO4	Apply AI tools and digital resources to interpret and critique dramatic texts and performances.	L3
CO5	Analyze different performance methodologies, including Stanislavski's system and Indian folk theatre, to understand their impact on contemporary stagecraft.	L4

Course Modules

No. of Hours: 24

Module 1: Classical Indian Drama and NatyaShashtra

Scope of Module:

This module explores the origins of Indian drama in Sanskrit literature, focusing on Bharata's Natya Shastra and its lasting influence on Indian theatrical traditions. It examines major dramatists like Kālidāsa, Bhavabhuti, and Shudraka, alongside the performance conventions of classical Sanskrit drama. Understanding these foundations is essential for appreciating the evolution of performance studies and their impact on contemporary theater.

Topics:

- Origins of Indian drama in Sanskrit literature
- Bharata's *Natya Shastra* and its influence on Indian theatrical traditions
- Major dramatists: Kālidāsa (*Abhijnanasakuntalam*), Bhavabhuti, Shudraka
- Performance conventions in classical Sanskrit drama

Learning Outcome: Analyze the aesthetics and structure of Indian classical drama and its impact on later theatrical traditions.

No. of Hours: 24

Module 2: Realism and Social Change in Indian Drama

Scope of Module:

In this module, students will explore the emergence of realism in Indian drama, examining how colonialism and nationalism shaped theatrical narratives. They will study key dramatists like Vijay Tendulkar, Mahesh Dattani, and Girish Karnad, analyzing their works through themes of gender, caste, and politics. The module will involve close reading, performance analysis, and critical discussions on the socio-political impact of modern Indian theatre.

Topics:

- The emergence of realism in Indian drama
- Influence of colonialism and nationalism on theatre
- Key dramatists: Vijay Tendulkar's *Shantata Court Chalu Ahe!* (Silence the court is in Session)
- Gender, caste, and politics in modern Indian drama

Learning Outcome: Evaluate how Indian dramatists use theatre as a medium for social critique and change.

No. of Hours: 24

Module 3: European Modernism and Experimental Theatre

Scope of Module:

The third module of Drama and Performance Studies explores key influences on modern drama, focusing on Shakespeare's influence on future dramatists, Ibsen, Chekhov, and Brecht. Their contributions to realism, naturalism, epic theatre and post-war reality mark the dramatic period. It examines absurdist theatre and existentialism through plays like Hamlet (conceptual precursor), Waiting for Godot, alongside innovations in stage design and performance techniques.

Topics:

- Shakespearean influence on modernist and absurdist theatre (*Hamlet*)
- The impact of Ibsen, Chekhov, and Brecht on modern drama (*Mother Courage and Her Children*)
- Innovations in stage design and performance techniques
- Absurdist theatre and existentialism (*Waiting for Godot*)

Learning Outcome: Analyze key European modernist movements and their influence on experimental theatre in India.

No. of Hours: 24

Module 4: Postcolonial and Contemporary Indian Theatre

Scope of Module:

The fourth module of Drama and Performance Studies explores advanced applications of theatre in post-independence India, focusing on decolonization, socio-political activism and dystopian plays. It covers innovative staging techniques in Indian- English theatre (Elkunchwar, Sircar), the impact of street theatre and activist performances (Hashmi, Jana Natya Manch), the evolution of digital and hybrid theatre in contemporary India and state violence. Best practices include interactive performance strategies, site-specific theatre, and the integration of digital media in theatrical expression.

Topics:

- Post-independence theatre and decolonization
- Dystopia, exploitation of the marginalised: *Harvest* by Manjula Padmanabhan
- Indian- English theatre: Mahesh Elkunchwar, Badal Sircar
- Street theatre and activist performances (Safdar Hashmi, *Jana Natya Manch*)
- Digital theatre and hybrid performances in contemporary India- Amitesh Grover's *The Last Poet* (Zoom play)

Learning Outcome: Examine postcolonial narratives in Indian theatre and their evolution into contemporary forms.

No. of Hours: 24

Module 5: Performance Theory and Theatrical Techniques

Scope of Module:

The fifth module of Drama and Performance Studies likely focuses on applying prior knowledge of acting techniques, folk theatre, and interdisciplinary methods to real-world performance challenges. It may explore how AI and digital media integrate with traditional and modern theatre practices, enhancing storytelling, audience engagement, and production methods. This module encourages strategic thinking in adapting historical and global performance traditions to contemporary technological advancements.

Topics:

- Stanislavski's method acting and its global impact
- Indian folk theatre forms: Yakshagana, Nautanki, Jatra
- Interdisciplinary approaches to performance studies
- The role of AI and digital media in contemporary theatre

Learning Outcome: Understand performance as an evolving discipline, integrating traditional and modern theatrical techniques.

Modules	No. of Pre-Recordings
1	12
2	12
3	10

4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Studies in Theatre](#)

Suggested Readings:

Books:

- ✚ Theatres of India: A Concise Companion by Ananda Lal ✚
- Sanskrit Drama in Performance by Rachel Van Baumer
- ✚ Experimental Theatre: From Stanislavsky to Peter Brook by James Roose-Evans
- ✚ Theatres of Independence by Aparna Bhargava Dharwadker
- ✚ The Routledge Companion to Contemporary European Theatre and Performance by Ralf Remshardt and Aneta Mancewicz

Online Articles, Journals, and Whitepapers

- ✚ Perspecta (The MIT Press): An Experimental Theatre
- ✚ The Drama Review (Cambridge University Press): Drama, Script, Theatre, and Performance.
- ✚ Theatre Journal (Johns Hopkins University Press): Different Shakespeares: The Bard in Colonial/ Postcolonial India

Web-based Resources

- ✚ RSC (Royal Shakespeare Company):
<https://mseffie.com/assignments/shakespeare/Handouts/Shakespeare's%20Language.pdf>
- ✚ Theatre Studies (OER):
<https://cccs.libguides.com/c.php?g=1310288&p=9630046>
- ✚ Introduction to Theatre: <https://oercommons.org/authoring/9707-introduction-to-theatre/view>

Recommended Software/Tools:

- ✚ Digital theatre archives
- ✚ Digital archives of contemporary Indian theatre
- ✚ HyperWrite

- +Dramaturgy tools
- +AI Performance Coach

Curriculum Development:

Sl. No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	3	2	3
CO2	2	3	2	2	3	2	-	2
CO3	2	2	2	2	2	2	-	2
CO4	2	2	3	2	2	2	3	2
CO5	2	2	2	2	2	2	2	2
Articulation	2.2	2.2	2.2	2.2	2.2	2.2	2.3	2.2

Course Title	Professional Translation: Theory and Practice
Course Code	25VML1C205
Semester	II
Credits	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course offers a comprehensive introduction to the field of translation through five structured modules that balance theoretical understanding with real-world applications. Beginning with foundational concepts and major translation theories, the course traces the historical evolution of translation across cultures. It then delves into key challenges in meaning transfer, explores the intricacies of literary translation and cross-cultural adaptation, and culminates in the study of digital tools and contemporary practices such as AI-assisted translation, media translation, and audiovisual localization. This course equips students with both critical insight and practical skills essential for today's professional translators.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze key translation theories such as equivalence, Skopos theory, and the cultural turn to understand their role in linguistic and cross-cultural communication.	L4
CO2	Evaluate the historical development of translation practices across different cultural and literary traditions, identifying their influence on modern translation studies.	L5
CO3	Apply human-centered translation strategies to overcome linguistic challenges such as untranslatability, cultural adaptation, and meaning loss in diverse text types.	L3
CO4	Experiment AI-assisted tools with traditional translation techniques to enhance accuracy, efficiency, and contextual relevance in literary and technical translations.	L3

CO5	Identify the ethical, ideological, and political implications of translation in global communication, media, and cultural representation.	L3
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Course Modules

No. of Hours: 24

Module 1: Foundations of Translation Studies

Scope of Module:

This module introduces students to the core principles and scope of the discipline, establishing a theoretical baseline for understanding translation as both a linguistic and cultural act. It explores the role of language in shaping meaning, and examines key translation models such as Equivalence, Skopos Theory, and the Cultural Turn, providing essential frameworks for analyzing translation processes.

Topics:

- Definition and Scope of Translation Studies
- Function of Language in Translation
- Translation Models: Equivalence, Skopos Theory, and Cultural Turn

Learning Outcome: Discover the early development of translation as a discipline and its foundational theories.

No. of Hours: 24

Module 2: History and Evolution of Translation

Scope of Module:

This module explores key developments in translation from ancient to modern times, highlighting major theoretical frameworks and shifts in understanding. It covers structuralist approaches and traces the evolution of translation studies within both global and Indian contexts, providing learners with a historical foundation for contemporary translation practices.

Topics:

- Ancient and Modern Translation Theories
- Structuralist Approaches to Translation
- Evolution of Translation Studies in Global and Indian Contexts

Learning Outcome: Trace the history of translation across cultures, from Greek and Latin translations to contemporary theories.

No. of Hours: 24

Module 3: Issues in Translation & Formal and Dynamic Equivalence

Scope of Module:

This module explores key challenges in translation, such as loss of meaning and untranslatability, highlighting the complexities translators face across languages and contexts. It focuses on Nida's model of formal and dynamic equivalence, providing a framework for evaluating translation choices, and examines the roles of both intralingual and interlingual translation in conveying meaning effectively.

Topics:

- Major Challenges in Translation (Loss of Meaning, Untranslatability)
- Nida's Model of Translation: Formal vs. Dynamic Equivalence
- The Role of Intralingual and Interlingual Translation

Learning Outcome: Analyze the challenges and limitations of translation and its applicability in different linguistic and cultural contexts.

No. of Hours: 24

Module 4: Literary Translation and Cross-Cultural Adaptation

Scope of Module:

The fourth module examines the nuanced process of translating fiction and poetry, with a focus on preserving literary style, emotional depth, and cultural context. It examines the challenges of conveying metaphors and cultural references across languages and highlights the translator's creative role in adapting texts for diverse audiences.

Topics:

- Translation of Fiction and Poetry
- Translating Metaphors, Emotions, and Cultural References
- The Role of the Translator in Creative Writing

Learning Outcome: Recognize the role of translation in literature, particularly in preserving emotive and cultural nuances.

No. of Hours: 24

Module 5: Digital Translation and Practical Applications

Scope of Module:

Module 5, Digital Translation and Practical Applications, explores the evolving role of technology in translation, focusing on tools like machine translation and AI-assisted platforms. It also examines translation practices in mass media, social media, and audiovisual formats such as subtitling and dubbing, highlighting the practical challenges and strategies involved in adapting content for diverse digital and cultural contexts.

Topics:

- Machine Translation (Google Translate, AI-Assisted Translation)
- Translation in Mass Media and Social Media
- Subtitling, Dubbing, and Translation in Film
- Cross-cultural marketing – McDonald's 'I'm Lovin' It' international ads

Learning Outcome: Demonstrate practical applications of translation, including journalistic translation, film subtitling, and AI-driven translation methods.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Modern Indian Writing in Translation](#)

Suggested Readings:

Books:

- ✚Introducing Translation Studies: Theories and Applications by Jeremy Munday ✚
- A Linguistic Theory of Translation by J. C. Catford
- ✚The Translator’s Invisibility by Lawrence Venuti ✚
- Toward a Science of Translating by Eugene Nida ✚
- Experiences in Translation by Umberto Eco

Online Articles, Journals, and Whitepapers

- ✚The Bulletin of the School of Oriental and African Studies (Cambridge University Press): Cross-Cultural Translation Studies as Thick Translation
- ✚Italica (University of Illinois Press): Pedagogic Translation vs. Translation Teaching: A Compromise Between Theory and Practice
- ✚Indian Literature (SahityaAkademi): Towards an Indian Theory of Translation

Web-based Resources

- ✚University College London: <https://library-guides.ucl.ac.uk/translation/journals>
- ✚European Society for Translation Studies: <https://est-translationstudies.org/resources/online-translation-studies-resources/>
- ✚eGyanKosh: <https://egyankosh.ac.in/bitstream/123456789/93905/1/Unit-2.pdf>

Recommended Software/Tools:

- ✚DeepL Translator ✚
- MateCat
- ✚Elicit AI
- ✚IBM Watson AI
- ✚ TextBlob NLP
- ✚Claude AI Google Translate ✚
- ChatGPT
- ✚DeepSeek

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	3	2	3	2	3	2	2
CO2	3	2	2	2	3	2	-	2
CO3	2	2	2	2	2	2	2	3
CO4	-	2	3	2	2	2	3	2
CO5	2	2	2	2	2	2	2	2
Articulation	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2

SEMESTER III

Course Title	Global Narratives and Migration Studies
Course Code	25VML1C301
Semester	III
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the diverse literary and theoretical frameworks that shape understandings of migration across historical and cultural contexts. Through five thematic modules, the course examines key concepts such as diaspora, transnationalism, postcolonial displacement, gendered migration, and the intersections of globalization and climate change. Students engage with works by authors like Edward Said, Chimamanda Ngozi Adichie, Khaled Hosseini, and Zadie Smith to critically analyze how narratives of movement, identity, trauma, and belonging are constructed. Integrating AI tools, digital archives, and interactive learning, the course offers a multidisciplinary approach to studying migration as both a lived experience and a powerful literary theme.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply key migration and diaspora theories to analyze global narratives of displacement and identity.	L3
CO2	Analyze postcolonial migration literature to understand the intersections of colonial history, hybridity, and cultural negotiation.	L4
CO3	Evaluate the representation of war, trauma, and forced migration in refugee narratives across different literary and media forms.	L5
CO4	Analyze the role of gender, sexuality, and intersectionality in shaping migration experiences and their literary portrayals.	L4
CO5	Apply critical perspectives on globalization, digital migration, and environmental displacement to contemporary migration narratives.	L3

Course Modules

No. of Hours: 24

Module 1: Theories of Migration and Diaspora

Scope of Module:

This module introduces key concepts in migration studies, focusing on the distinction between voluntary and forced displacement. Students will explore major theoretical frameworks—transnationalism, diaspora studies, and hybridity—and their role in shaping narratives of identity, memory, and belonging. Through the works of Edward Said, Homi Bhabha, and Stuart Hall, the module offers critical tools to analyze how migration is both experienced and represented across cultures.

Topics:

- Defining migration: voluntary vs. forced displacement
- Key theories: transnationalism, diaspora studies, hybridity
- The role of memory, nostalgia, and identity in migration narratives
- Case studies: Edward Said, Homi Bhabha, Stuart Hall

Learning Outcome: Analyze the theoretical frameworks that shape migration studies and their impact on narratives of displacement.

No. of Hours: 24

Module 2: Colonialism, Postcolonialism, and Migration

Scope of Module:

This module explores the historical and literary connections between colonialism and migration, focusing on how colonial displacement is represented in postcolonial literature. Students will examine themes of exile, hybridity, and cultural negotiation, while analyzing the lasting impact of British and French colonial histories on migration narratives. Through texts by Chinua Achebe, Jhumpa Lahiri, and V.S. Naipaul, the module provides critical insight into how postcolonial identities are shaped by legacies of empire and movement across borders.

Topics:

- Colonial displacement and its literary representations
- Postcolonial migration: exile, hybridity, and cultural negotiation
- The impact of British and French colonial histories on migration literature
- Key authors: Chinua Achebe (*No Longer at Ease*)

Learning Outcome: Apply postcolonial theories to analyze migration narratives that emerge from colonial and postcolonial experiences.

No. of Hours: 24

Module 3: War, Conflict and Forced Migration

Scope of Module:

This module examines the impact of war, political unrest, and violence on patterns of forced migration, with a focus on refugee narratives in literature. Students will explore how conflict shapes individual and collective experiences of displacement, trauma, and resilience. Through texts by Khaled Hosseini, Viet Thanh Nguyen, and Mohsin Hamid, the module analyzes how literature reflects and reconstructs the emotional and psychological toll of forced migration, while also highlighting survival and identity formation in the face of crisis.

Topics:

- Refugee narratives and experiences of forced displacement
- The role of war and political turmoil in migration stories
- Trauma and resilience in literature and personal accounts
- Key authors: Khaled Hosseini (*The Kite Runner*)
- The Swimmers (2022) by Sally El Hosaini

Learning Outcome: Evaluate how migration narratives depict war, trauma, and survival, and their impact on global identity formation.

No. of Hours: 24

Module 4: Gender, Migration, and Identity

Scope of Module:

This module examines the intersection of gender, sexuality, and migration, focusing on how displacement is experienced differently across identities. It explores women's migration narratives, LGBTQ+ experiences, and the complexities of intersectionality in shaping power, agency, and belonging within migrant communities. Through texts by Chimamanda Ngozi Adichie, Arundhati Roy, and Shani Mootoo, students will analyze how literature gives voice to marginalized experiences and challenges dominant migration discourses.

Topics:

- Women’s migration experiences and gendered displacement
- LGBTQ+ migration narratives and intersectionality
- Power, agency, and belonging in migrant communities
- Key authors: Chimamanda Ngozi Adichie (*Americanah*), Arundhati Roy (*The Ministry of Utmost Happiness*), Shani Mootoo (*Cereus Blooms at Night*)

Learning Outcome: Analyze how migration narratives engage with gender, sexuality, and intersectional identities.

No. of Hours: 24

Module 5: Contemporary Migration and Globalization in Literature

Scope of Module:

This module examines how contemporary literature engages with the complexities of globalization and its impact on migration. Students will explore representations of economic migration, digital connectivity, and climate-induced displacement in modern narratives. Through the works of authors like Zadie Smith, Teju Cole, and Amitav Ghosh, the module highlights how literature responds to shifting global landscapes, using fiction to interrogate mobility, identity, and environmental crisis in the 21st century.

Topics:

- Globalization and economic migration in contemporary literature
- The role of digital media in modern migration narratives
- Climate change and migration in speculative fiction
- Key authors: Amitav Ghosh (*Gun Island*)
- Climate refugess portraits by Gideon Mendel

Learning Outcome: Analyze how contemporary literature represents economic, digital, and environmental migration in an era of globalization.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10

5

10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Refugee, Migration, Diaspora](#)

Suggested Readings:

Books:

- ✚ Reflections on exile and other essays by Edward Said
- ✚ Migrant Identities of “Creole Cosmopolitans” by Menon and Prezioso
- ✚ Migrant Narratives: Storytelling as Agency, Belonging and Community by Brednichet. al
- ✚ The Literature of the Indian Diaspora by Vijay Mishra
- ✚ Routledge Handbook of the Indian Diaspora by Hegde and Sahoo

Online Articles, Journals, and Whitepapers

- ✚ The International Migration Review (SAGE Publishing): *A Glass Half Full? Gender in Migration Studies*
- ✚ World Literature Today (University of Oklahoma): *Migration, Globalization, & Recent African Literature*
- ✚ Indian Literature (Sahitya Akademi): *That Third Space: Interrogating the Diasporic Paradigm*

Web-based Resources

- ✚ Rupkatha Journal on Interdisciplinary Studies in Humanities:
<https://rupkatha.com/category/diasporic-literature/>
- ✚ WashU Libraries: <https://libguides.wustl.edu/c.php?g=884171&p=6353367>
- ✚ eGyanKosh: <https://egyankosh.ac.in/bitstream/123456789/27509/1/Unit-20.pdf>

Recommended Software/Tools:

- ✚ Online databases (LGBTQ+ migration research, feminist literary studies) ✚
- ✚ Digital archives (UNHCR refugee stories, historical migration case studies)
- ✚ Google Scholar & JSTOR (Research on diaspora and transnational identity) ✚
- ✚ Data visualization tools (Mapping migration trends in literary texts)

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	2	2	2
CO2	2	2	2	-	2	2	2	2
CO3	2	3	2	2	2	2	2	2
CO4	2	2	2	2	3	3	2	2
CO5	2	2	3	3	2	2	3	3
Articulation	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2

Course Title	Critical Theories: From Classical to Contemporary
Course Code	25VML1C302
Semester	III
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the evolution of literary theory from classical foundations to contemporary approaches. Beginning with Liberal Humanism and early criticism, students engage with major movements such as Formalism, Structuralism, Poststructuralism, Psychoanalysis, and Marxism. The course also covers modern frameworks like New Historicism, Postcolonialism, Feminism, Ecocriticism, and Postmodernism. Through key texts and thinkers, students gain critical tools to analyze literature in relation to language, identity, power, history, and the environment, building a strong foundation for advanced literary analysis.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply key literary theories such as Liberal Humanism, Formalism, and New Criticism to analyze and interpret classical and modern texts.	L3
CO2	Analyze the underlying principles of poststructuralism, psychoanalysis, and Marxism to examine literary works through diverse critical lenses.	L4
CO3	Evaluate the contributions of New Historicism, Postcolonialism, and Feminism in shaping contemporary literary studies and their influence on current literary criticism.	L5
CO4	Explore classical and modern critical theories, emphasizing their historical development and application in literary analysis.	L4
CO5	Interpret comprehensive critiques of contemporary literary works by applying theories like Ecocriticism and Postmodernism, considering their relevance in current cultural and environmental contexts.	L3

Course Modules

No. of Hours: 24

Module 1: Foundations of Literary Theory

Scope of Module:

This module introduces the foundations of literary criticism and theory, focusing on the origins of English studies and the principles of Liberal Humanism. Students will engage with the idea of “theory before theory” (Peter Barry) and explore Humanist Literary Criticism through key figures such as Plato, Aristotle, Sidney, Bacon, and T.S. Eliot. Drawing on texts like Habib’s *A History of Literary Criticism*, the module offers a historical overview that sets the stage for deeper theoretical exploration.

Topics:

- **Introduction to Literary Criticism and Theory**
 - The origin of English studies
 - Liberal Humanism: Ten Tenets of Liberal Humanism
 - “Theory before ‘theory’” from *Beginning Theory* by Peter Barry
- **Humanist Literary Criticism**
 - Major critics: Plato, Aristotle, Philip Sidney, Francis Bacon, T.S. Eliot, etc.
 - Contributions of seminal critics from Plato to T.S. Eliot
- *A History of Literary Criticism* by Habib (Chapter 2)

Learning Outcome: Explain the significance of literary criticism and theories in English literary studies.

No. of Hours: 24

Module 2: Formalism, New Criticism, and Structuralism

Scope of Module:

This module introduces key movements in modern literary theory that emphasize form, structure, and textual analysis. Students will examine Russian Formalism’s focus on defamiliarisation and literariness through figures like Viktor Shklovsky, explore New Criticism’s close reading approach centered on tone, intention, and unity, and engage with Structuralism’s insights into language and meaning via Saussure and Lévi-Strauss. Together, these frameworks offer foundational tools for analyzing literature beyond surface content.

Topics:

- **Russian Formalism:**
 - Moscow Linguistic Circle, the significance of form in literature
 - Defamiliarisation, Literariness, Imagery as thinking
 - Viktor Shklovsky's perspectives
- **New Criticism:**
 - Basic tenets: Sense, feeling, tone, intention
 - Key theorists and their influence on literary analysis
- **Structuralism:**
 - Postulates of Saussure, Lévi-Strauss, and their structural analysis of texts
 - Meshes of the Afternoon (1943) by Deren and Hackenschmeid

Learning Outcome: Examine key theoretical approaches such as formalism, new criticism, and structuralism and their relevance in interpreting literary texts.

No. of Hours: 24

Module 3: Poststructuralism, Psychoanalysis, and Marxism

Scope of Module:

This module introduces key strands of critical theory, focusing on deconstruction, psychoanalysis, and Marxist criticism. It explores the shift from structuralism to poststructuralism through concepts like rupture, center, and différance. Students will examine Freud and Lacan's psychoanalytic ideas—such as the unconscious and the mirror stage—and foundational Marxist concepts including class, alienation, and the base-superstructure model. The module equips students with critical tools to analyze literature through the lenses of language, identity, and ideology.

Topics:

- **Deconstruction:**
 - Underpinnings of poststructuralism, structuralism vs. poststructuralism
 - Key concepts: rupture, center, difference
- **Psychoanalytic Theory:**
 - Freud and Lacan's concepts: mirror stage, the unconscious, being the letter
- **Marxist Literary Criticism:**
 - Ruling tenets of Marxism: class, alienation, base-superstructure, class conflict

Learning Outcome: Differentiate between structuralism and poststructuralism and assess the relevance of psychoanalysis and Marxism in literary analysis.

No. of Hours: 24

Module 4: Contemporary Literary Theories

Scope of Module:

This module introduces key critical frameworks that analyze literature in relation to history, power, and identity. It explores the shift from traditional historicism to New Historicism and Cultural Materialism, focusing on dominant and counter-narratives in texts. Through Postcolonial Theory, students examine colonial legacies and concepts like mimicry, hybridity, and ambivalence. The module also covers Feminist Literary Theory, tracing major feminist waves and exploring women's roles as readers and writers, including the idea of *écriture féminine*. These approaches equip students to critically interpret literature through diverse cultural and ideological lenses.

Topics:

- **New Historicism and Cultural Materialism:**
 - Difference between old and new historicism
 - Dominant narratives and counter-narratives in literature
- **Postcolonial Theory:**
 - East vs. West, colonial and postcolonial dynamics
 - Concepts from Homi Bhabha: mimicry, hybridity, ambivalence
- **Feminist Literary Theory:**
 - Waves of feminism: liberal, radical, ecofeminism, gender, and queer studies
- Women as readers and writers, *écriture féminine*

Learning Outcome: Explain the development and key concepts of new historicism, postcolonialism, and feminism.

No. of Hours: 24

Module 5: Ecocriticism, Postmodernism, and Beyond

Scope of Module:

This module introduces students to two key approaches in contemporary critical theory. The Ecocriticism section focuses on environmental literary studies and the role of the humanities in addressing ecological issues, guided by *The Ecocriticism Reader* by Glotfelty and Fromm. The Postmodernism section explores concepts like meta-narratives, pastiche, magical realism, and intertextuality, along with the impact of major theorists on postmodern literature. Together, these approaches help students critically analyze how literature reflects and responds to environmental and cultural complexities.

Topics:

- **Ecocriticism:**
 - Environmental literary studies, The Humanities and the environmental crisis
 - *The Ecocriticism Reader* by Glotfelty and Fromm
- **Postmodernism:**
 - Key concepts: Meta-narratives, pastiche, magical realism, intertextuality
- Major theorists and their impact on postmodern literature
- The Persistence of Memory (1931) by Salvador Dalí

Learning Outcome: Analyze contemporary theories like ecocriticism and postmodernism and their relevance in current literary interpretation.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Literary Criticism \(From Plato to Leavis\)](#)

Suggested Readings:

Books:

- ✚ A History of Literary Criticism: From Plato to the Present by M. A. R. Habib
- ✚ Beginning Theory: An Introduction to Literary and Cultural Theory by Peter Barry
- ✚ Literary Theory: An Introduction by Terry Eagleton
- ✚ The Norton Anthology of Theory and Criticism by Vincent B. Leitch et al. ✚
- ✚ Critical Theory Today: A User-Friendly Guide by Lois Tyson

Online Articles, Journals, and Whitepapers

- ✚ SALMAGUNDI (Skidmore College): What was New Criticism? Literary Interpretation and Scientific Objectivity
- ✚ Science and Society (SAGE Publications): Marxism and the Psychoanalytic Theory of the Unconscious
- ✚ New Literary History (Johns Hopkins University Press): Ecocriticism, Literary Theory, and the Truth of Ecology

Web-based Resources

- ✚ Boston Public Library: <https://guides.bpl.org/literarycriticism/onlineresources> ✚
- Old Dominion University Libraries: <https://guides.lib.odu.edu/c.php?g=502714&p=3441607>
- ✚ A Reader’s Guide to Contemporary Literary Theory: <https://www.uv.es/fores/contemporary-literary-theory-5th-edition.pdf>

Recommended Software/Tools:

- ✚ MAXQDA
- ✚ ATLAS.ti
- ✚ Voyant Tools ✚
- CATMA
- ✚ TAPoR

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	3	2	2	2	2	2	2
CO2	2	2	2	-	3	2	2	2
CO3	2	2	2	2	2	3	2	2
CO4	3	2	2	-	2	2	2	2
CO5	2	2	2	2	2	2	2	2
Articulation	2.2	2.2	2	2	2.2	2.2	2	2

Course Title	Applied English for Careers and Industries
Course Code	25VML1C303
Semester	III
Credits	4
Course Type	Discipline Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course offers a comprehensive introduction to Applied English for Careers and Industries/ ESP (English for Specific Purposes), equipping students with the theoretical foundations and practical tools needed to design and deliver context-specific language instruction. Through focused modules, learners will explore the evolution of ESP, domain-specific communication in professional and academic settings, and principles of needs-based curriculum design. The course emphasizes innovative material development, technology integration, and ethical assessment practices. By examining real-world applications and emerging trends—such as AI and globalization—students will be prepared to meet the evolving language needs of diverse learner populations across disciplines.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply specialized English language skills in legal, medical, business, and academic contexts to enhance professional and industry-specific communication.	L3
CO2	Analyze learner needs through needs assessment and curriculum design to develop customized ESP (English for Specific Purposes) programs.	L4
CO3	Evaluate different ESP teaching approaches, strategies, and materials to determine their effectiveness in various professional and academic settings.	L5
CO4	Explore industry-specific instructional materials and assessments by integrating technology, real-world resources, and corpus-based approaches.	L4

CO5	Develop ethically sound, outcome-based assessment models for evaluating ESP learners while considering emerging trends in professional English training.	L3
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Course Modules

No. of Hours: 24

Module 1: Foundations of English for Specific Purposes (ESP)

Scope of Module:

This module introduces the foundations of English for Specific Purposes (ESP), highlighting its origins in language teaching and its distinct focus on learner-centered, goal-oriented, and flexible approaches. It examines the status of English and language policy in India, offering insights into how ESP is applied across academic and professional contexts. Students will explore key strategies such as needs assessment to design effective, context-specific language learning programs.

Topics:

- Concept of ESP and its origins in language teaching
- ESP in India: Language policy & status of English
- Key characteristics of ESP: learner-centered, goal-directed, and flexible approaches
- Approaches and strategies in ESP: needs assessment techniques

Learning Outcome: Analyze the evolution of ESP and its role in professional and academic language learning.

No. of Hours: 24

Module 2: ESP in Professional and Academic Contexts

Scope of Module:

This module introduces targeted strategies for language acquisition across professional domains, using methods such as Total Physical Response, the Natural Approach, and interactive learning techniques. Students will develop domain-specific skills in Legal English (legal vocabulary, persuasive communication, legal writing), Medical English (terminology, healthcare communication), and Business English (professional communication, goal-driven writing and speaking). The module equips learners to apply effective language strategies in real-world legal, medical, and business contexts.

Topics:

- Strategies for ESP-based language acquisition: Total Physical Response, Natural Approach, Visual & Interactive Strategies
- English for Legal Purposes: legal vocabulary, persuasive communication, legal writing
- English for Medical Purposes: medical vocabulary, communication strategies in healthcare
- The Doctor (1991) by Randa Haines

- English for Business Purposes: professional communication, objective-driven writing and speaking

Learning Outcome: Apply language strategies for effective communication in diverse professional settings.

No. of Hours: 24

Module 3: ESP in Academic and Research Settings

Scope of Module:

This module introduces the fundamentals of English for Academic Purposes (EAP), focusing on academic vocabulary and various forms of academic writing. It emphasizes the role of needs analysis in identifying learner and target requirements for ESP contexts. Students will also explore the principles of course design, learning how to set objectives and develop context-specific ESP curricula. Through applied activities, learners gain practical skills for designing effective, learner-centered ESP programs.

Topics:

- English for Academic Purposes: academic vocabulary, different types of academic writing
- Needs Analysis: Identifying learner and target needs in ESP courses
- Course Design: Setting objectives and developing ESP curricula

Learning Outcome: Design effective ESP learning experiences tailored to academic and professional needs.

No. of Hours: 24

Module 4: ESP Materials, Technology, and Pedagogy

Scope of Module:

This module introduces key strategies for designing effective ESP (English for Specific Purposes) materials using authentic texts, real-world language, and corpus-based approaches. It covers curriculum development that integrates subject-specific language and strategic competence, ensuring relevance to learners' professional or academic fields. The module also examines the use of technology in ESP, including multimedia tools, internet resources, and digital platforms, to enhance language learning and engagement.

Topics:

- Designing ESP materials: real-world language, authentic texts, corpus-based approach
- Curriculum development: incorporating subject-specific language and strategic competence
- The role of technology in ESP: multimedia tools, internet sources, digital learning platforms

Learning Outcome: Develop customized ESP materials and integrate technology for enhanced learning outcomes.

No. of Hours: 24

Module 5: Assessment, Ethics, and Future of ESP

Scope of Module:

This module examines effective assessment strategies in English for Specific Purposes (ESP), emphasizing alignment with learning outcomes across varied professional and academic contexts. It also explores ethical considerations in ESP research, including integrity, consent, and cultural awareness. Looking ahead, the module considers the impact of globalization, AI integration, and emerging fields on the future of ESP. Through practical case studies and critical reflection, students will evaluate how ESP must evolve to meet the demands of an increasingly dynamic world.

Topics:

- Assessing ESP learners: aligning assessments with learning outcomes
- Research ethics and integrity in ESP studies
- Future directions of ESP: globalization, AI, and emerging fields
- Infographic on AI assessment

Learning Outcome: Develop ethical, assessment-driven strategies for evaluating ESP learners and predicting future trends.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Introduction to Functional English](#)

Suggested Readings:

Books:

- ✚ English for Specific Purposes by Waters and Hutchinson
- ✚ Developments in ESP: A multi-disciplinary approach by Evans and John ✚
- The Handbook of English for Specific Purposes by Paltridge and Starfield ✚
- English for Academic Purposes by Ken Hyland
- ✚ ESP Today: A Practitioner's Guide by Pauline C. Robinson

Online Articles, Journals, and Whitepapers

- ✚ The Journal of Science Education and Technology (Springer): *English for Scientific Purposes (EScP): Technology, Trends, and Future Challenges for Science Education*
- ✚ TESOL Quarterly: *English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study, and Everyday Life*
- ✚ The Modern Law Review (Wiley): *English Legal Scholarship*

Web-based Resources

- ✚ TESOL - International Association: <https://my.tesol.org/news/1163437>
- ✚ Egyankosh: <https://egyankosh.ac.in/bitstream/123456789/27270/1/Unit-1.pdf>
- ✚ British Council: <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/esp>

Recommended Software/Tools:

- ✚ Voyant Tools (Text analysis of professional discourse)
- ✚ QuillBot / Hemingway Editor (Refining professional writing)
- ✚ Legal English Online (LEO) (Interactive exercises for legal vocabulary)

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	-	2	2	3	2	-	2	2
CO2	-	2	3	2	-	-	2	2
CO3	-	3	2	2	-	2	2	3
CO4	-	2	2	2	2	2	3	2
CO5	-	2	2	2	3	2	2	2
Articulation	-	2.2	2.2	2.2	2.3	2	2.2	2.2

Course Title	Research Methodology
Course Code	25VML1C304
Semester	III
Credits	4
Course Type	Multidisciplinary Elective Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to key research methodologies in literary and cultural studies, covering the philosophy of science, research design, and both qualitative and quantitative methods. It trains students in literature review, problem formulation, data collection, and analysis, while emphasizing research ethics, authorship, and publication practices. The course also develops academic writing skills, including report structuring, citation (APA & MLA), and journal submission strategies—preparing students for independent, ethical, and methodologically sound research.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply scientific research principles and methodologies to design qualitative and quantitative studies.	L3
CO2	Conduct literature reviews to identify research problems and form hypotheses.	L3
CO3	Select suitable research methods for specific research questions.	L5
CO4	Analyze ethical issues in research, ensuring integrity and responsible data handling.	L4
CO5	Write structured research reports with proper drafting, editing, and citation techniques.	L3

Course Modules

No. of Hours: 24

Module 1: Introduction to Research and Scientific Methods

Scope of Module:

This module introduces students to the foundational concepts of the philosophy of science and the systematic nature of scientific research. It explores the meaning and objectives of research, the evolution of human knowledge through epistemology and ontology, and the development of scientific methods. Students will learn how to apply these methods to real-world research scenarios, understand the rationale behind each step of the research process, and critically examine the principles guiding scientific inquiry. Emphasis is placed on evolutionary epistemology and structured research design to equip students with a philosophical and practical understanding of scientific investigation.

Topics:

- Philosophy of Science
- Meaning of Research, Evolutionary Epistemology and Ontology
- Scientific Methods and their Applications in Research
- Definition and Objectives of Research
- Various Steps in Scientific Research

Learning Outcome: Understand the basic concepts and philosophical foundations of research, along with the steps involved in conducting scientific research.

No. of Hours: 24

Module 2: Literature Review and Research Problem Formulation

Scope of Module:

This module equips students with foundational and advanced strategies for conducting literature reviews in literary and linguistic research. It covers methods for critically reading and analyzing academic texts, identifying research gaps, and synthesizing findings. Students will explore essential tools and scholarly databases used for effective literature searches, such as JSTOR, Google Scholar, and Project MUSE. The module also guides learners in formulating precise problem statements, developing research hypotheses, and understanding core concepts related to literary and language-based inquiries. Emphasis is placed on building the analytical and methodological skills necessary for scholarly research writing.

Topics:

- Literature Review: Methods and Techniques
- Reading and Analyzing Research Papers
- Tools and Databases for Conducting a Literature Review
- Problem Statement Formulation and Hypotheses Generation
- Key Concepts in Literary Research and Language Topics

Learning Outcome: Master the skills required to conduct an effective literature review, formulate a research problem, and generate hypotheses relevant to the chosen research area.

No. of Hours: 24

Module 3: Research Design and Methodology

Scope of Module:

This module offers a foundational understanding of various research methodologies and design principles essential for academic inquiry. It introduces key types of research such as survey and case study methods, and guides students through the development of research design, including appropriate approaches and procedures. Emphasis is placed on understanding sampling techniques, data collection strategies, and distinguishing between qualitative and quantitative research paradigms. The module also critically addresses ethical considerations, enabling students to conduct responsible and methodologically sound research.

Topics:

- Types of Research: Survey Research, Case Study Research
- Research Design: Approaches and Procedures
- Sampling Methods and Data Collection Techniques-interactive flowchart simulation
- Qualitative vs. Quantitative Research Approaches
- Ethical Considerations in Research

Learning Outcome: Identify and apply different research designs, understand data collection methods, and address the ethical aspects of research in various contexts.

No. of Hours: 24

Module 4: Qualitative and Quantitative Research Methods

Scope of Module:

This module provides a comprehensive introduction to both qualitative and quantitative research methodologies relevant to literary and cultural studies. Students will explore key qualitative approaches such as historical case studies, ethnography, and focus groups, alongside quantitative techniques like longitudinal studies and statistical

analysis. Emphasis is placed on the design and application of data collection tools—interviews, questionnaires, and observations—with a focus on ethical considerations and methodological rigor. The module also trains students in the interpretation of research findings, and critically examines concepts of reliability and validity in various research instruments, preparing them to conduct and evaluate scholarly inquiries with academic precision.

Topics:

- Qualitative Research Methods: Historical Case Study, Ethnography, Focus Groups
- Quantitative Research Techniques: Longitudinal Studies, Statistical Analysis
- Tools for Data Collection: Interviews, Questionnaires, and Observations
- Analysis of Data and Results Interpretation
- Reliability and Validity in Research Tools

Learning Outcome: Develop a comprehensive understanding of both qualitative and quantitative research methods and apply them in practical scenarios.

No. of Hours: 24

Module 5: Research Report Writing and Ethics

Scope of Module:

This module equips students with the essential skills for academic research writing and ethical scholarship. It covers the structure and components of a formal research report, emphasizing clarity, coherence, and academic style. Students will learn techniques for effective writing, proofreading, and editing, alongside mastering citation standards such as APA and MLA. The module also addresses key ethical concerns in research, including plagiarism, proper authorship attribution, data integrity, and publication ethics. Finally, students will explore strategies for selecting appropriate academic journals and understanding peer review, impact factors, and potential conflicts of interest in the publishing process.

Topics:

- Structure and Components of a Research Report
- Writing, Proofreading, Editing, and Citation (APA, MLA)
- Research Ethics: Plagiarism, Authorship, and Data Integrity
- Publishing in Journals and Identifying Suitable Publications
- Ethical Issues in Research: Publication Ethics, Conflict of Interest

Learning Outcome: Equip students with the skills to write clear and well-structured research reports, ensure adherence to research ethics, and understand the processes of publishing research.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Research Methodology](#)

Suggested Readings:

Books:

- ✚ The Craft of Research by Colombet. al
- ✚ Research Design: Qualitative, Quantitative, and Mixed Methods Approaches by Creswell
- ✚ The SAGE Handbook of Qualitative Research by
- ✚ Research Methods for English Studies by Satendra Kumar
- ✚ The Essential Guide to Doing Your Research Project by O’Leary

Online Articles, Journals, and Whitepapers

- ✚ College English (NCTE): *An Argument for Archival Research Methods: Thinking Beyond Methodology*
- ✚ Social Indicators Research (Springer): *The Function of Qualitative Research*
- ✚ European Journal of Education (Wiley): *Comparison of Quantitative and Qualitative Research Traditions: epistemological, theoretical, and methodological*

differences

Web-based Resources

- ✚FAMU Libraries: <https://library.famu.edu/c.php?g=276373&p=1841937>
- ✚Egyankosh: <https://egyankosh.ac.in/handle/123456789/4812>
- ✚Swayam: https://onlinecourses.nptel.ac.in/noc22_ge08/preview

Recommended Software/Tools:

- ✚PaperPal
- ✚Scispace Copilot
- ✚Google Scholar,
- ✚Julius AI
- ✚Paperguide
- ✚Research Rabbit

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	2	3	2
CO2	3	3	3	2	2	3	2	2
CO3	2	2	2	2	2	2	2	2
CO4	2	2	2	2	3	2	2	3
CO5	2	2	2	3	2	2	2	2
Articulation	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2

Course Title	Strategic Thinking, Reflective Writing, and Leadership in Literature
Course Code	25VML1C305
Semester	III
Credits	4
Course Type	Skill Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This interdisciplinary course, Strategic Thinking and Leadership in Literature, examines the dynamic relationship between literary narratives and leadership principles, emphasizing strategic decision-making, ethical dilemmas, and personal reflection. Through classical and contemporary texts, students will explore how literature portrays leaders who navigate complex social and moral landscapes. The course integrates reflective writing practices and AI tools to foster self-awareness, critical thinking, and leadership development. From analyzing character-driven strategies and power dynamics to applying literary insights to real-world leadership challenges, students will engage deeply with texts as both mirrors and models of effective, responsible leadership in society.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply strategic thinking to evaluate leadership decisions in literary texts.	L3
CO2	Analyze characters' leadership and decision-making within narratives.	L4
CO3	Plan literary leadership strategies to inform real-world leadership.	L3
CO4	Model reflective writing to connect texts with personal leadership growth.	L3
CO5	Construct literary insights with modern leadership practices for strategic development.	L3

Course Modules

No. of Hours: 24

Module 1: Introduction to Strategic Thinking and Leadership in Literature

Scope of Module:

This module explores the intersection of strategic thinking and leadership as represented in literary texts. It introduces key concepts of strategic decision-making and examines how literary narratives depict leaders who influence society through vision, choice, and ethical dilemmas. By analyzing both classical and contemporary examples, students will understand how literature reflects and shapes leadership models. The module encourages critical engagement with how leadership traits—such as foresight, adaptability, and moral judgment—are constructed in literary contexts, offering insights into the broader societal impact of leadership in storytelling.

Topics:

- Definition and key concepts of Strategic Thinking
- The role of leadership in literature and its impact on society
- Classical and contemporary examples of literary leaders
- Strategic decision-making in literary contexts
- Understanding the relationship between literature and leadership

Learning Outcome: Develop an understanding of strategic thinking and its application in literary leadership, analyzing the role of leadership within literary works and historical contexts.

No. of Hours: 24

Module 2: Reflective Writing as a Tool for Personal and Literary Growth

Scope of Module:

This module introduces students to the principles and practices of reflective writing, emphasizing its role in literary analysis and personal development. Students will explore journaling and self-reflection techniques as tools to enhance critical thinking and interpretive skills. Through the examination of leadership traits in literary characters, the module fosters a deeper understanding of the link between personal reflection and strategic thinking. Practical exercises in reflective writing will provide opportunities for students to synthesize literary insights with self-awareness, promoting holistic academic and personal growth.

Topics:

- Defining reflective writing and its significance in literature
- Journaling and self-reflection techniques for developing critical thinking
- Using reflective writing to explore leadership qualities in literary characters
- The link between personal reflection and strategic thinking
- Practical exercises in reflective writing

Learning Outcome: Enhance the ability to use reflective writing as a tool for personal growth and literary analysis, particularly in the context of leadership and strategic thought.

No. of Hours: 24

Module 3: Literary Leadership - Analysis of Strategic Decision-Making in Texts

Scope of Module:

This module explores leadership strategies as portrayed in classical and modern literary works, focusing on character-driven decision-making and its influence on narrative outcomes. Through close reading and analysis, students will examine how power dynamics, ethical dilemmas, and moral conflicts shape leadership trajectories in literature. The module emphasizes the intersection of strategic thinking and personal values, encouraging critical engagement with how leaders are constructed, challenged, and remembered across diverse literary traditions.

Topics:

- Leadership strategies in classical and modern literature
- Character-driven analysis of strategic decisions
- The consequences of leadership choices in narrative progression
- Power dynamics and leadership in literature
- The intersection of ethics, morality, and strategic thinking in leadership

Learning Outcome: Analyze the strategic decisions made by literary leaders and assess the long-term impacts of those decisions on the narrative, characters, and thematic elements.

No. of Hours: 24

Module 4: Developing Leadership Qualities Through Literary Exploration

Scope of Module:

This module explores the integration of Artificial Intelligence in developing leadership insights through literature. Students will engage with AI-assisted reflection tools to connect personal leadership experiences with literary representations of authority, ethics, and social responsibility. Using novels like *The God of Small Things* by Arundhati Roy and *Disgrace* by J.M. Coetzee, learners will critically analyze characters and narratives through AI-powered assessment exercises. Interactive tools will guide students in identifying leadership styles, moral dilemmas, and decision-making processes, fostering self-awareness and critical thinking in leadership development.

Topics:

- Leadership traits as depicted in literature
- **Identifying and understanding leadership qualities in fictional leaders**
- Reflection on personal leadership qualities using literary examples
- The role of narrative structure in presenting leadership journeys
- Strategies for personal leadership development based on literary analysis
- Film - *Dead Poets Society* (1989, dir. Peter Weir)

Learning Outcome: Cultivate leadership qualities by studying the journeys of literary leaders and reflecting on how to apply these traits in real-life leadership situations.

No. of Hours: 24

Module 5: Strategic Thinking and Leadership in Contemporary Literature and Society

Scope of Module:

This module explores how literature serves as a powerful lens for examining leadership, strategy, and social responsibility. Students will analyze contemporary literary works to uncover models of leadership and ethical decision-making, drawing connections between fictional portrayals and real-world challenges. The module introduces AI tools to support critical analysis, pattern recognition, and thematic mapping, enabling learners to engage more deeply with texts. Topics include the evolution of leadership in literature, strategic thinking through narrative, and the integration of AI in literary pedagogy. Emphasis is placed on bridging literary insights with practical applications in leadership studies.

Topics:

- Analysis of leadership and strategy in contemporary literary works
- Leadership and social responsibility: A literary perspective
- Literature as a medium for teaching strategic thinking and leadership skills
- The future of leadership in literature: Emerging trends
- Bridging the gap between literary leadership and real-world applications
- *Invictus* (2009, dir. Clint Eastwood)

Learning Outcome: Apply strategic thinking and leadership insights gained from literary analysis to contemporary leadership challenges, linking literary themes with real-world leadership practices.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Leadership](#)

Suggested Readings:

Books:

- Literature and Leadership: The Role of the Narrative in Organizational Sensemaking by Shoup and Hinrichs
- Strategic Leadership and Systems Thinking by Peter DeLisi
- Reflective Writing for Language Teachers by Thomas S.C. Farrell
- The Leadership Challenge by Posner and Kouzes
- Reading Like a Writer by Francine Prose

Online Articles, Journals, and Whitepapers

- Contexts (SAGE Publishing): *strategic thinking*
- The Journal of College Science Teaching (Taylor and Francis): *A Case Study on Reflective Writing*
- Books Abroad (World Literature Today): *Stefan George and Literary Leadership*

Web-based Resources

- Mindtools: <https://www.mindtools.com/al2zvij/strategic-thinking-leaders-john-anderson>

- The University of Edinburgh: <https://reflection.ed.ac.uk/facilitators-toolkit/components-tasks/reflective-essays>
- Egyankosh: <https://egyankosh.ac.in/bitstream/123456789/33213/5/Unit%201.pdf>

Recommended Software/Tools:

- Penzu
- Day One
- JSTOR
- Project Muse
- Slack
- LitCharts
- Twine
- Voyant Tools

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	3	2	2
CO2	2	3	2	2	2	2	2	2
CO3	2	2	2	3	2	2	2	3
CO4	2	2	3	2	2	2	3	2
CO5	2	2	2	2	2	2	2	2
Articulation	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.6

SEMESTER IV

Course Title	Postcolonial Literatures
Course Code	25VML1C401
Semester	IV
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the literary, cultural, and political legacies of colonialism and imperialism through postcolonial texts across continents. It engages with themes of identity, resistance, hybridity, nationalism, and diaspora by examining literary productions from former colonies and settler societies. Students will critically analyze key postcolonial theorists, decolonial approaches, and narrative techniques used to challenge colonial authority and reimagine national and cultural identities. The course also incorporates digital tools to explore global literary networks and contemporary relevance of postcolonial discourse.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine major themes and theoretical frameworks in postcolonial literature.	L4
CO2	Analyze how postcolonial texts engage with colonial histories, power structures, and cultural resistance.	L4
CO3	Explore intersections of race, gender, language, and class in postcolonial narratives.	L4
CO4	Interpret representations of diaspora, hybridity, and identity in a global context.	L3
CO5	Apply digital and AI tools to contextualize and critique postcolonial texts and their contemporary relevance.	L3

Course Modules

No. of Hours: 24

Module 1: Introduction to Postcolonialism and Colonial Discourse

Scope of Module:

This module lays the groundwork for understanding postcolonial theory, its historical context, and foundational critics. It examines colonial discourse and resistance through literature and theory.

Topics:

- Definitions of postcolonialism and decoloniality
- Orientalism and colonial discourse
- Resistance literature and anti-colonial movements

Key Texts:

- Edward Said's Orientalism (Excerpts)
- Masks of Conquest by Gauri Viswanathan
- The Dismantling of the Cecil Rhodes statue (visual text)

Learning Outcome: Understand key concepts and origins of postcolonial literature and theory.

No. of Hours: 24

Module 2: Language, Power, and Identity

Scope of Module:

This module explores the politics of language, linguistic imperialism, and how postcolonial writers reclaim narrative authority through indigenous forms.

Topics:

- Language and cultural domination
- Code-switching and polyvocality
- Writing back to the empire

Learning Outcome: Analyze how language is used as a site of resistance and identity formation in postcolonial texts.

Module 3: Postcolonial Texts: Narratives of Resistance

Scope of Module:

Focuses on close readings of major postcolonial works that interrogate colonial legacy, nationalism, and the politics of identity.

Topics:

- Gender and the postcolonial nation
- Subaltern voices and narrative techniques
- Rewriting history through fiction

Key Texts:

- Ranajit Guha's Elementary Aspects of Peasant Insurgency in Colonial India
- Politics, Experience and Cognitive Enslavement: Gandhi's Hind Swaraj by Vivek Dhareshwar

Learning Outcome: Critically assess how postcolonial literature challenges historical narratives and presents alternate epistemologies.

No. of Hours: 24

Module 4: Diaspora, Hybridity, and Transnational Identities

Scope of Module:

This module explores migration, belonging, and fragmented identities in diasporic and hybrid narratives.

Topics:

- Theories of diaspora and hybridity
- Displacement, nostalgia, and home
- Multiculturalism and marginality

Key Texts:

- Franz Fanon's White Masks Black Skin
- The Namesake (2006, dir. Mira Nair (visual text))

Learning Outcome: Interpret how diasporic texts represent fluid cultural identities and global interconnectedness.

Module 5: Digital Postcolonialism and Contemporary Perspectives

Scope of Module:

This concluding module addresses how postcolonialism engages with digital technologies, media representation, and contemporary global challenges.

Topics:

- Digital colonialism and data sovereignty
- Postcolonial ecocriticism
- AI bias and representation in media

Key Texts:

- Commonwealth Literature Does Not Exist by Salman Rushdie
- Ashish Nandy's The Psychology of Colonialism

Learning Outcome: Evaluate new directions in postcolonial thought and literature in the age of digital globalization.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Postcolonial Literature](#)

Suggested Readings:

Books:

- ✚ Colonialism/Postcolonialism by Ania Loomba ✚
- The Location of Culture by Homi Bhabha
- ✚ The Empire Writes Back by Ashcroft, Griffiths, & Tiffin ✚
- Decolonising the Mind by Ngũgĩwa Thiong’o
- ✚ Critique of Black Reason by Achille Mbembe

Online Articles & Journals:

- ✚ Interventions: International Journal of Postcolonial Studies ✚
- Wasafiri: International Contemporary Writing
- ✚ Journal of Postcolonial Writing
- ✚ Wired: “Digital Colonialism and Data Empires”

Web-based Resources:

- ✚ Postcolonial Studies @ Emory ✚
- Project MUSE
- ✚ [Internet Archive: Decolonial Archives](#)

Recommended Software / Tools:

- ✚ ChatGPT, Voyant Tools, Scite.ai
- ✚ Zotero, Mendeley for citation management
- ✚ PoemAnalyzer, DeepL Translator, AI for Digital Humanities

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	3	2	-	2	3	-	2
CO2	2	2	2	-	3	2	-	2
CO3	2	2	2	2	2	2	-	3
CO4	2	2	-	2	2	2	-	2
CO5	-	2	3	3	2	2	2	2
Articulation	2.2	2.2	2.2	2.3	2.2	2.2	2	2.2

Course Code	25VML1C402
Semester	IV
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides an interdisciplinary exploration of Cultural Studies from its foundational roots in Marxist and poststructuralist thought to its expansion into visual and digital cultures. Students will engage with the works of key theorists and critical frameworks to understand how culture operates as a site of power, identity, resistance, and representation. The course emphasizes the evolution of cultural theories alongside contemporary concerns like globalization, digital aesthetics, and media hegemony, using AI-supported tools to analyze visual narratives and popular culture in real-time.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyse the meaning of Cultural Studies (CS).	L4
CO2	Select the key concepts involved in Cultural Studies.	L3
CO3	Examine major theories and the evolution of schools of thought in CS.	L4
CO4	Organise critical skills to analyze literary, media, and visual texts within cultural contexts.	L3
CO5	Examine the emergence of Cultural Studies as an offshoot of critiquing modernism and trace its relevance in the digital age.	L4

Course Modules

No. of Hours: 24

Module 1: Foundations and Theoretical Beginnings

Scope of Module:

Introduces the meaning, scope, and historical evolution of Cultural Studies, covering key concepts like ideology, representation, and cultural materialism.

Topics:

- What is Cultural Studies? Interdisciplinarity and definitions
- Elements and types of culture: material vs. non-material
- Historical roots: working-class culture, Marxism, high vs. low culture

Key Texts:

- Matthew Arnold's Culture and Anarchy
- Raymond William's Culture is ordinary

Learning Outcome: Comprehend the development of Cultural Studies as a discipline and its engagement with class, ideology, and representation.

No. of Hours: 24

Module 2: Frankfurt and Birmingham Schools

Scope of Module:

Focuses on foundational thinkers and institutions that shaped critical cultural theory, particularly regarding consumer capitalism, mass culture, and power.

Topics:

- Frankfurt School: Adorno, Horkheimer, Gramsci, Habermas
- Birmingham School and CCCS
- Organic vs. mass culture; consumerism and identity

Key Texts:

- Stuart Hall's Encoding/Decoding

Learning Outcome: Explain the intellectual groundwork laid by the Frankfurt and Birmingham schools in analyzing culture.

No. of Hours: 24

Module 3: Key Theorists and Concepts in Cultural Theory

Scope of Module:

Delves into individual theorists and key conceptual frameworks central to the evolution of cultural thought.

Topics:

- Raymond Williams: cultural materialism
- Stuart Hall: representation, encoding/decoding, circuit of culture
- Foucault: discourse, surveillance
- Althusser: ideological vs. repressive state apparatus

Learning Outcome: Identify the contributions of major theorists to critical frameworks within Cultural Studies.

No. of Hours: 24

Module 4: Popular Culture, Visual Studies, and Media

Scope of Module:

Examines the construction and dissemination of popular culture and the aesthetic shifts brought by visual and media technologies.

Topics:

- Study of popular culture: coercion, consent, and mass appeal
- Introduction to visual culture: photography, television, comics, gaming
- Aesthetic formations and media technologies

Key Texts:

- Dick Hebdige's Subculture: The Meaning of Style
- "We Can Do It!" (Rosie the Riveter poster, 1943)
- Shock Advertising

Learning Outcome: Analyze how visual and popular culture reflect and reshape socio-political realities.

No. of Hours: 24

Module 5: Postmodernism, Digital Age, and Globalization

Scope of Module:

Focuses on the impact of postmodern critiques, global capitalism, and digital technologies on contemporary cultural forms.

Topics:

- Modernism vs. Postmodernism; Lyotard's Postmodern Condition
- Cultural shifts in the digital age: intersubjectivity and identity
- Globalization, cultural commodification, and digital activism

Key Texts:

- Arjun Appadurai's Modernity at Large
- Bell Hooks' Black Looks: Race and Representation
- Keiichi Matsuda's Hyper-Reality (short film)

Learning Outcome: Critique the global and digital implications of contemporary Cultural Studies.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Introduction to Cultural Studies](#)

Suggested Readings:

Books:

- ✚ Cultural Studies: Theory and Practice by Chris Barker ✚
- Cultural Materialism by Raymond Williams
- ✚ Cultural Representations and Signifying Practices by Stuart Hall ✚
- The Postmodern Condition by Jean-François Lyotard
- ✚ Theories of the Information Society by Frank Webster

Online Articles & Journals:

- ✚ Cultural Studies (Routledge Journal)
- ✚ European Journal of Cultural Studies ✚
Media, Culture & Society
- ✚ Wired: “Cultural Identity in the Age of AI”

Web-based Resources:

- ✚ [Cultural Studies Central](#)
- ✚ Postmodern Culture Journal (Johns Hopkins) ✚
- [Digital Humanities @ Stanford](#)

Recommended Software / Tools:

- ✚ ChatGPT, Claude AI, Bard AI for critical reflection
- ✚ Voyant Tools, NLP platforms for textual analysis
- ✚ Meme generators, Media Bias AI Detectors
- ✚ Zotero, Mendeley for research management

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	3	-	-	2	3	-	-
CO2	2	2	-	-	2	2	-	-
CO3	3	2	2	-	2	2	2	-
CO4	2	2	2	2	3	2	2	2
CO5	2	2	3	2	2	2	3	2
Articulation	2.2	2.2	2.3	2	2.2	2.2	2.3	2

Course Title	Eco-Literature and Sustainable Narratives
Course Code	25VML1C403
Semester	IV
Credits	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to the field of eco-literature, where environmental concerns intersect with literary expression. It explores how literary texts across genres address ecological degradation, climate change, animal rights, indigenous knowledge systems, and the ethics of sustainability. Students will analyze global and regional literary responses to environmental crises, focusing on eco-criticism, deep ecology, posthumanism, and ecofeminism. Through storytelling, digital tools, and critical theory, learners will examine how narratives shape ecological awareness and envision sustainable futures.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Appraise the scope of eco-literature and its historical and cultural contexts.	L5
CO2	Analyze how literature addresses environmental degradation, biodiversity, and ecological justice.	L4
CO3	Evaluate theories of eco-criticism, ecofeminism, posthumanism, and environmental ethics.	L5
CO4	Examine the role of narrative in shaping public understanding and response to sustainability issues.	L4
CO5	Recommend critical and creative projects that promote sustainable values through literature and digital media.	L5

Course Modules

No. of Hours: 24

Module 1: Foundations of Eco-Literature and Environmental Consciousness

Scope of Module:

Provides an overview of ecological themes in literature, historical evolution of nature writing, and the development of environmental consciousness.

Topics:

- Definitions and scope of eco-literature
- Early nature writing and environmental awareness
- Key figures: Henry David Thoreau, Rachel Carson

Key Texts:

- Rachel Carson's Silent Spring (Extracts)

Learning Outcome: Understand the origins and purpose of environmental writing across traditions.

No. of Hours: 24

Module 2: Theories of Eco-Criticism and Environmental Humanities

Scope of Module:

Introduces major critical frameworks including eco-criticism, deep ecology, ecofeminism, and posthumanism.

Topics:

- Introduction to ecological criticism
- Deep ecology and interconnectedness
- Ecofeminism and the nature/culture binary
- Posthuman perspectives on the environment

Learning Outcome: Analyze environmental texts using theoretical lenses from ecological and feminist thought.

No. of Hours: 24

Module 3: Literature of Crisis: Climate Change, Extinction, and Resistance

Scope of Module:

Focuses on contemporary literature responding to climate change, species extinction, pollution, and ecological collapse.

Topics:

- Climate fiction (cli-fi) and dystopian ecologies
- Stories of extinction and resistance
- Indigenous ecological storytelling and rights

Key Texts:

- Kadvi Hawa (2017) Film
- Perumal Murugan's Rising Heat

Learning Outcome: Interpret literary responses to climate crisis and environmental injustice.

No. of Hours: 24

Module 4: Indian Ecological Thought and Regional Environmental Narratives

Scope of Module:

Explores indigenous and Indian ecological thought, local case studies, and literature inspired by environmental movements.

Topics:

- Chipko movement, Narmada Bachao Andolan
- Literature from eco-sensitive regions (Sundarbans, Himalayas)
- Tribal and Dalit ecological expressions

Key Texts:

- Vandana Shiva's The Seed and the Earth
- The Book of Hunter by Mahashweta Devi
- Folklore, oral narratives, and tribal customs from the Northeast (*Temsula Ao-These Hills Called Home*)

Learning Outcome: Analyze regional literary engagements with environmental justice and indigenous wisdom.

No. of Hours: 24

Module 5: Sustainability, Activism, and Digital Eco-Narratives

Scope of Module:

Engages students with emerging eco-narratives in digital culture, including eco-poetry, documentary, and storytelling through social media.

Topics:

- Environmental storytelling in digital spaces
- Youth activism, green platforms, and eco-ethics
- Creative writing for sustainability
- 'Earthrise' by Amanda Gorman (Spoken word/ Eco-poetry)

Learning Outcome: Create and critique sustainable narratives using digital tools and literary strategies.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Environment and Development](#)

Suggested Readings:

Books:

- ✚ Silent Spring by Rachel Carson
- ✚ The Great Derangement by Amitav Ghosh
- ✚ The Ecocriticism Reader by Glotfelty & Fromm
- ✚ Staying Alive by Vandana Shiva
- ✚ This Changes Everything by Naomi Klein

Online Articles & Journals:

- ✚ ISLE: Interdisciplinary Studies in Literature and Environment
- ✚ Environmental Humanities (Duke University Press)
- ✚ Green Letters: Studies in Ecocriticism

Web-based Resources:

- ✚ [Digital Environmental Humanities](#) ✚
- [Climate Fiction Database](#)
- ✚ Earth Day EcoLit Collection

Recommended Software / Tools:

- ✚ PoemAnalyzer, Voyant Tools, StoryMapJS ✚
- GIS and eco-mapping tools
- ✚ ChatGPT, DeepL Translator, Zotero

- ✚ Digital archives of environmental texts and audio-visual resources

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	-	-	3	2	-	-
CO2	2	3	-	-	2	3	-	-
CO3	2	2	-	-	2	2	-	-
CO4	2	2	2	2	2	2	2	2
CO5	-	2	2	2	2	2	2	2
Articulation	2.2	2.2	2	2	2.2	2.2	2	2

Course Title	Teaching English in the Digital Age
Course Code	25VML1C404
Semester	IV
Credits	4
Course Type	Skill Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course equips students with the knowledge and tools necessary to teach English effectively in a technology-driven world. Blending principles of language pedagogy with innovations in EdTech, the course introduces digital platforms, AI-powered teaching aids, blended learning environments, and multimedia content creation. It prepares future educators to address linguistic diversity, digital literacy, and learner engagement through contemporary and inclusive teaching methodologies.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Explore core principles of English language teaching (ELT) in the context of digital transformation.	L4
CO2	Evaluate EdTech tools, AI applications, and digital resources for designing effective English lessons.	L5
CO3	Apply blended and flipped learning models to language instruction.	L3
CO4	Select engaging, learner-centered materials using multimedia and digital storytelling tools.	L5
CO5	Utilize assessment tools and adaptive learning technologies into digital ELT practices.	L3

Course Modules

No. of Hours: 24

Module 1: Foundations of English Language Teaching in the Digital Context

Scope of Module:

Covers essential ELT concepts and their adaptation for digital classrooms, including learner profiles and teaching contexts.

Topics:

- Evolution of ELT methodologies
- Language skills and communicative approaches
- Challenges in the digital ELT environment

Learning Outcome: Understand how digital tools reshape foundational ELT approaches and classroom management.

No. of Hours: 24

Module 2: EdTech, AI, and Digital Tools in Language Classrooms

Scope of Module:

Introduces digital platforms, AI applications, and online resources for interactive and adaptive English teaching.

Topics:

- Management Systems (LMS): Google Classroom, Moodle
- AI chatbots, adaptive grammar and vocabulary trainers
- Gamification and language apps (Duolingo, Kahoot)

Learning Outcome: Evaluate and use various digital tools to enhance language teaching and learner engagement.

No. of Hours: 24

Module 3: Digital Pedagogies and Blended Learning Models

Scope of Module:

Focuses on integrating online and face-to-face learning, project-based learning, and remote collaboration in ELT.

Topics:

- Flipped classrooms and asynchronous learning
- Project-based and inquiry-based language learning
- Collaborative learning via discussion forums and cloud tools

Learning Outcome: Design flexible, hybrid lesson plans for effective digital-age instruction.

No. of Hours: 24

Module 4: Designing Digital Learning Content

Scope of Module:

Equips students with the skills to create multimedia content, language games, and inclusive learning materials.

Topics:

- Flipped classrooms and based instruction and podcasting
- Designing quizzes, polls, and digital reading exercises
- Accessibility and inclusive language learning

Learning Outcome: Create and evaluate digital learning materials tailored for diverse language learners.

No. of Hours: 24

Module 5: Digital Assessment, Feedback, and Future Trends

Scope of Module:

Introduces contemporary practices in online language assessment, feedback systems, and future directions in digital ELT.

Topics:

- Online formative and summative assessment
- Digital rubrics, auto-correction, and peer assessment tools
- AI in personalized learning and the future of ELT

Learning Outcome: Integrate digital assessment strategies and explore innovations shaping the future of English teaching.

Modules	No. of Pre-Recordings
1	12
2	12

3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Educational Technology and ICT](#)

Suggested Readings:

Books:

- ✚ Approaches and Methods in Language Teaching by Richards & Rodgers ✚
Teaching and Learning with Technology by Beatty
- ✚ Digital Literacies by Hockly&Dudenev ✚
Blended Learning by Bonk & Graham

Online Articles & Journals:

- ✚ Computer Assisted Language Learning Journal (CALL) ✚
ReCALL (Cambridge University Press)
- ✚ TESOL Journal: "AI in the English Classroom"

Web-based Resources:

- ✚ [Teaching English - British Council](#) ✚
[Edutopia – Digital Pedagogy](#)
- ✚ [FutureLearn - Online Language Teaching Courses](#)

Recommended Software / Tools:

- ✚ ChatGPT, Grammarly EDU, Google Workspace for Education ✚
Quizlet, Edmodo, Padlet, Flipgrid
- ✚ Canva, Vocaroo, Kahoot!, Socrative, Zoom
- Miro, Jamboard, AI lesson planners, Screencast-O-Matic

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	-	-	-	2	-	-	2	2
CO2	-	-	2	3	-	-	3	2
CO3	-	-	2	2	-	-	2	2
CO4	-	-	2	2	-	-	2	3
CO5	-	-	2	2	2	-	2	2
Articulation	-	-	2	2.2	2	-	2.2	2.2

Course Title	Introduction to Digital Humanities
Course Code	25VML1C405
Semester	IV
Credits	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to the interdisciplinary field of Digital Humanities (DH), where traditional humanities intersect with digital tools, data analysis, and emerging technologies. Students will explore how digital platforms are reshaping research, archiving, pedagogy, and public engagement in literature, history, culture, and language. Through hands-on practice with digital tools and critical discussions on their ethical and cultural implications, learners will acquire both conceptual and technical literacy to navigate the evolving humanities landscape.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the scope, history, and significance of Digital Humanities within literary and cultural studies.	L4
CO2	Analyze key tools, methods, and platforms used in DH research and digital scholarship.	L4
CO3	Apply DH techniques to digitize, annotate, and visualize texts and literary data.	L3
CO4	Evaluate the ethical and cultural implications of digital archiving, algorithmic bias, and open-access practices.	L5
CO5	Write a mini-project integrating digital tools with humanities inquiry.	L3

Course Modules

No. of Hours: 24

Module 1: Foundations of Digital Humanities

Scope of Module:

Introduces the origin, evolution, and interdisciplinary nature of DH, emphasizing its relation to literary, historical, and cultural analysis.

Topics:

- What is Digital Humanities?
- Key debates and definitions in DH
- Evolution of DH in academia and libraries
- 'Digital Dante' by Columbia University

Learning Outcome: Describe the emergence and interdisciplinary scope of Digital Humanities.

No. of Hours: 24

Module 2: Tools, Methods, and Data in DH

Scope of Module:

Offers a practical introduction to DH tools for text analysis, mapping, and visualization.

Topics:

- Text mining and word frequency tools
- Digital archives and corpus management
- Metadata and markup languages (TEI, XML)

Learning Outcome: Identify and use DH tools to organize and analyze literary data.

No. of Hours: 24

Module 3: Digital Texts, Archives, and Annotation

Scope of Module:

Focuses on digital curation, archiving practices, and collaborative annotation strategies for historical and literary texts.

Topics:

- Creating and analyzing digital editions
- Archival practices and preservation ethics
- Collaborative annotation and crowd-sourced scholarship
- Mapping the Republic of Letters project by Stanford University

Learning Outcome: Digitize and critically annotate texts using ethical and accessible digital practices.

No. of Hours: 24

Module 4: Visualization, Mapping, and Network Analysis

Scope of Module:

Introduces spatial and network thinking in DH projects, encouraging students to visualize literary and historical relationships.

Topics:

- Digital mapping and spatial humanities
- Network analysis for character and author relations
- Visual storytelling with literary data

Learning Outcome: Create basic visualizations and interpret networks in digital literary studies

No. of Hours: 24

Module 5: Ethics, AI, and the Future of DH

Scope of Module:

Critically engages students with the socio-political implications of DH and the growing influence of AI in literary and cultural analysis.

Topics:

- Ethics of digitization and data access
- AI bias, surveillance, and digital exclusion
- Future directions: public humanities, digital activism, AI critique

Learning Outcome: Critique the ethical and societal impact of Digital Humanities and AI in literary scholarship.

Modules	No. of Pre-Recordings
1	12
2	12
3	10
4	10
5	10

Note: Minimum no. of pre-recordings is 10.

Pedagogy/ Teaching Methodology:

- ✓ Lectures and Interactive Discussions

The NEP (National Education Policy) guidelines for English Literature emphasize the development of critical thinking skills, encouraging students to analyse, interpret and evaluate literary texts.

Certificate/Value Added Courses Recommended (with Free Resource Links):

1. [Text, Textuality and Digital Media](#)

Suggested Readings:

Books:

- ✚ Digital_Humanities by Burdick et al.
- ✚ Debates in the Digital Humanities by Matthew K. Gold (ed.) ✚
- Graphs, Maps, Trees by Franco Moretti
- ✚ Planned Obsolescence by Kathleen Fitzpatrick ✚
- New Digital Worlds by RoopikaRisam
- ✚ The Road Ahead 2.0 by Dr. H.R. Nagendra and T.G. Sitharam

Online Articles & Journals:

- ✚ Digital Humanities Quarterly ✚
- Journal of Cultural Analytics
- ✚ DH+Lib (Digital Humanities and Libraries)

Web-based Resources:

- ✚ [Voyant Tools](#) ✚
- [TAPoR Portal](#)
- ✚ [Digital Humanities Now](#)

Recommended Software / Tools:

- ✚ Voyant Tools, Omeka, Gephi, Palladio ✚
- ChatGPT, Bard AI, Claude
- ✚ Hypothes.is, TEI Publisher, OpenRefine ✚
- Zotero, Mendeley for project management

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	2	3	2	-	2	3	2	-
CO2	-	2	3	2	-	2	3	2
CO3	-	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2
CO5	-	2	2	2	2	2	2	2
Articulation	2	2.2	2.2	2	2	2.2	2.2	2