KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN ENGLISH

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2024-2025



DEPARTMENT OF ENGLISH

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024

https://university.kiss.ac.in | https://kiss.ac.in

About the Course Curriculum

KISS Deemed to be University, Bhubaneswar has introduced the Four-year Under Graduate Programmes for the Academic Session of 2024-2025. The syllabus for Four- year Under Graduate Programme in English is designed in accordance with the regulations of NEP 2020. The Four-year UG Programme in English consists of Eight Semesters. As many as 48 papers are included in this FYUGP syllabus. These papers include 24 Major Courses, 8 Minor Courses, 03 Multidisciplinary Course(MDC), 04 Ability Enhancement Courses (AEC), 03 Skill Enhancement Courses (SEC), 04 Value Added Courses(VAC), Internship and Research Project and Dissertation. The total credits of the Four Years Undergraduate Programme of English are 162 as per NEP- 2020. In the 8th Semester, Research Project and Dissertation is included; however, the students may opt for 3 Major paper Courses in lieu of the Research Project and Dissertation.

About the Department / School and Programme

KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017 and it provides seven innovative Schools. The School of Comparative Tribal Languages and Literatures is one of the schools in which the Programme of English is running. The Programme of English offers two years M.A. course in English. KISS Deemed to be University is the first tribal institute in India which offers interdisciplinary courses in applied areas of Social Sciences. The subject covers various aspects of Languages and Literatures of Tribal in Social and Cultural Anthropology, Archaeology, and Cultural Studies. Social, religious, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

About the Department

The globality of English, rationality of Odia as well as Hindi, and the classicism and ancientness of Sanskrit are to be engaged in a comparative perspective both in teaching and research. In addition to these, certain courses in Tribal literature of various regions of India and aboriginals of the world are common to all the aforesaid Postgraduate Programmes in line with the objective of the school to promote comparative critical evaluation of the so called literature of civilized languages vis-a-vis tribal literature and their characteristically oral traditions.

Vision & Mission of the School

Vision-

Keeping the rich culture and linguistic diversity of the tribe in view, the Programme of English seeks to promote the study of literatures and cultures of the tribes together with the main stream English literary studies. A comparative perspective will be reflected in the teaching and research, with focus on the transactions not merely between the so called main stream and marginal or peripheral literatures but also the written and oral cultures.

Mission-

English Studies have lost their imperial trapping and English as the global language has multifarious cultural as well as literary forms across the globe, the mission of The Programme of English, KISS DU is to pursue English in a critically informed manner. The pedagogy involves integrating from a tribal and subaltern perspective with the structures of European/ British hegemonic concepts of cultural power. It also seeks to promote the study of the local tribal literature and culture in the context of the aboriginal literary forms across the globe.

Programme Overview

Programme Title:

B.A English (Hons)

Programme Type:

Undergraduate / Postgraduate / Honours / Honours with Research / Diploma / Certificate

Programme Description

A brief description of the programme, its interdisciplinary nature, relevance to tribal communities, integration of SDGs, and alignment with NEP-2020.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by the Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based: The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of the number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands-on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCRF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	**Operational Definition**	**Hours (Example for 4-credit course)**
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses-core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Pap	Total Cre	No. Of Pap	Total Cre	No. Of Pap	Total Cre	No. Of Pape	Total Cred	No. Of Papers	Total Credit	No. Of Pap	Total Cre	

	ers	dits	ers	dits	ers	dits	rs	its		s	ers	dit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

viii. Examination Pattern:

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subjects with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practicals there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of the result for reference.

e) A student has to appear for the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	100	60	20	20	----	--
With Practical	100	50	10	10	20	10
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%- 5 Marks 85%-94%- 4 Marks 75%-84%- 3 Marks	10	05
With Practical	30	(Theory 10 + Practical 10)=20		05	Nil
Only Practical	40	Practical 30		5	

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I– Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)	2x3=6	2x5=10
Part-III- Short Type	Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)	5x3=15	5x4=20
Part-IV- Long Type	Answer within 800 words. Answer any 3 out of 5 Questions	8x3=24	8x3=24
Total		50	60
For Practical Paper		One Major Experiment-10 Record- 05 Viva voce-05	---------

Examination Question Pattern of Mid Semester Examination:

Question Pattern		With Practical	Without Practical

Part-I – Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words** **Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment-5** **Record- 02** **Viva voce-03**	**---------**

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

NHEQF-Aligned Programme Educational Objectives (PEOs)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

Programme Outcomes (PO)

(Aligned with NEP-2020 Graduate Attributes; Schools may customize.)

PO1	Moral & Ethical Values	The texts introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the texts will inculcate in them the values of life.
PO2	Disciplinary Knowledge	The programme will help developing the ability of students to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture, it will help understanding the history of the medieval and modern literature in English, Hindi, Odia, Sanskrit and Santali.
PO3	Communication Skills	Students will learn to create knowledge and communicate it to others both orally and in writing.
PO4	Critical Thinking, Problem solving & analytical reasoning	To demonstrate a critical aptitude and reflexive thinking to systematically analyses the existing scholarship and expand critical questions and the knowledge base in the field of studying English literary texts using digital resources.
PO5	Indian Knowledge Systems (IKS)	The student will learn the problem solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability of the students to a greater degree.
PO6	Research-Related Skills	The programme will certainly augment the skill level of the student researchers. The research methodology course will educate the students to write dissertation, research papers, articles and other research related activities.

PO7	Cooperation/Teamwork	The pedagogy is such that the students will learn the art of team work and co-operation. Collaborative learning is the best way to achieve the common goals. The literary texts also teach students the magic of team work which will give them dividend even after their studies.
PO8	Digital Literacy	The Students through MOOCs Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engines which are included in the curriculum that make our students digitally literate.
PO9	Experiential & Life – long learning	The Student will set their own learning goals, search appropriate resources, decide on which learning method to use and evaluate their progress. They will take responsibility for their education and attainment of knowledge.
PO10	Leadership Qualities	The literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.
PO11	Professional & Decision-making Skills	The course inculcates the professional values and exhibits the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and thereby developing professionalism. The sensible literary pieces of the syllabus provide decision making skills that help them in life.
PO12	Environment Awareness and Sustainability	The objective of programme is to make students aware about the environment, nature and their sustainability. Study of the texts in an eco-critical perspective will certainly make them understand their environment. The literary theories such as Green

		studies, eco-criticism, and eco-feminism incorporated in the syllabus will create environmental awareness and its sustainability.

Programme Specific Outcomes (PSO)

(Each Department will define 3–5 PSOs relevant to their discipline.)

Programme Specific Outcomes (PSO)

PEO-1- From the very beginning Students of the programme of English under the school of Comparative Tribal Languages and Literatures will be exposed to fieldwork research methodology so that they can do research and writings independently.

PEO-2-The Programme of English aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research and development both at national and international levels.

PEO3-The students will be well equipped with empirical research and research related policy making.

PEO-4- Students interested in administrative services other than teaching will also be benefited from the papers offered in this course.

Course Structure (Semester-wise)

(Schools will list courses in the following format.)

SEMESTER-I

Course Type	Code	Course Title	Contact hours / Week L –T- P	Credits
Major	EN10001	British Poetry and Drama:15th to 17th Century	3 – 1 – 0	4
Minor	EN12001	English Grammar and Composition	3 – 1 – 0	4
MDC	EN13001	Fundamentals of Spoken English	2 – 1 – 0	3
AEC	Choose any One			
	AE14001	Modern Indian Language (Odia)	2 – 0 – 0	2

	AE14003	Modern Indian Language (Hindi)		
	AE14005	Modern Indian Language (Sanskrit)		
	AE14007	Modern Indian Language (Santali)		
	AE14009	Alternative English		
SEC	CS15001	Information Technology and Communication	2 – 0 – 1	3
VAC	VA16201	Environment Education and Disaster Management	3 – 0 – 2	4
		Total Credits		20

SEMESTER-II

Course Type	Code	Course Title	Contact hours / Week L –T- P	Credits
Major	EN10002	British Poetry and Drama:17th and 18th Century	3 – 1 – 0	4
Minor	EN12002	Indian writings in English (Poetry)	3-1-0	4
MDC	EN13002	Academic Writing and Composition	2 -1- 0	3
AEC	Choose any One			

	AE14002	Translation Studies (Odia)	2-0 – 0	2
	AE14004	Translation Studies (Hindi)		
	AE14006	Translation Studies (Sanskrit)		
	AE14008	Translation Studies (Santali)		
	AE 14010	Translation Studies (English)		
SEC	TL15002	Soft Skill Education	2 – 0 – 1	3
Choose any two				
VAC	VA16114	Facets of Tribal Languages and Oral Tradition	2 – 0 – 0	2
	VA16128	Tribal Women Entrepreneurship	2 – 0 – 0	2
	VA16430	Life skills Education	2 – 0 – 0	2

		Total Credits	20

Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.

SEMESTER-III

Course Type	Code	Course Title	Contact hours / Week/ L –T- P	Credits
Major	EN20001	British Literature:18th Century	3 – 1 – 0	4
Major	EN20003	Modern European Drama	3 – 1 – 0	4
Minor	EN22001	Indian writings in English (Drama)	3 – 1– 0	4
MDC	EN23001	Media and Communication Skills	2 – 0 – 1	3
AEC	AE24001	Communicative English	2– 0 – 0	2
SEC	TL25001	Art of Shadow Puppetry	2 – 0 – 2	3
		Total Credits		20

SEMESTER-IV

Course Type	Code	Course Title	Contact hours/ Week L –T- P	Credits
Major	EN20002	Post-Colonial Literature	3 – 1 – 0	4
Major	EN20004	British Romantic Literature	3 – 1– 0	4
Major	EN20006	Popular Literature	3 – 1 – 0	4
Major	CP40082	Course Based Presentation	2– 0 – 0	2
Minor	EN22002	Evolution of Human Language	3 – 1 – 0	4
AEC	AE24002	Professional Communication	2 – 0 – 0	2

		Total Credits	20

Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credits in Skill based vocational courses offered during first year or second year summer term.

SEMESTER-V (Single Major)

Course Type	Code	Course Title	Contact hours/ Week L –T- P	Credit
Major	EN30001	British Literature: 19th Century	3 – 1 – 0	4
Major	EN30003	American Literature	3 – 1 – 0	4
Major	EN30005	English Essays: British, American and Indian	3 – 1 – 0	4
Major	EN30007	Literary Criticism	3 – 1 – 0	4
Minor	EN32001	Tribal Folklore and Culture	3 - 1 – 0	4
Internship	IP37081	Internship	0 - 0- 2	2
		Total Credits		22

SEMESTER-V (Double Major)

Course Type	Code	Course Title	Contact hours Week/L –T- P	Credits
Major	EN30001	British Literature: 19th Century	3 – 1 – 0	4
Major	EN30003	American Literature	3 – 1– 0	4
Major	EN30005	English Essays: British, American and Indian	3 – 1 – 0	4
Major	EN30007	Literary Criticism	3 – 1 – 0	4
Minor	EN32001	Tribal Folklore and Culture	3 - 1- 0	4
DM	EN32003	Writings of Indian Diaspora	3 - 1- 0	4
DM	EN32005	Language, Literature and Culture	3 - 1- 0	4
DM	EN32007	Children's Writings	3 - 1- 0	4

Internship	IP37081	Internship	0 -0 -2	2
		Total		34

SEMESTER-VI (Single Major)

Course Type	Code	Course Title	Contact hours / Week/L –T- P	Credits
Major	EN30002	British Literature: Early 20th Century	3 – 1 – 0	4
Major	EN30004	Indian Classical Literature	3 – 1 – 0	4
Major	EN30006	Literary Theory	3 – 1– 0	4
Major	EN30008	Comparative World Literatures	3 – 1 – 0	4
Minor	EN32002	Movies on Tribes	3 – 0– 2	4
		Total		20

Students who want to undertake 3-year UG programme will be awarded UG Degree in The relevant Discipline/Subject upon securing 120 credits

SEMESTER-VI (Double Major)

Course Type	Code	Course Title	Contact hours / Week L –T- P	Credits
Major	EN30002	British Literature: Early 20th Century	3 – 1 – 0	4
Major	EN30004	Indian Classical Literature	3 – 1 – 0	4
Major	EN30006	Literary Theory	3 – 1 – 0	4
Major	EN30008	Comparative World Literatures	3 – 1 – 0	4
Minor	EN32002	Movies on Tribes	3 – 1 – 0	4
DM	EN32004	Short Stories	3 – 1 – 0	4
DM	EN32006	21st Century Literature	3 – 1 – 0	4
DM	EN32008	Life Writing	3 – 1 – 0	4
		Total		32

SEMESTER-VII (Single Major)

Course Type	Code	Course Title	Contact hours / Week L –T- P	Credits
Major	CR40001	Concepts and Practices of Research Methodology	3 – 1 – 0	4
Major	EN40003	English Drama: 20th Century	3 – 1 – 0	4
Major	EN40005	English Poetry: 20th Century	3 – 1 – 0	4
Major	EN40007	English Novel: 20th Century	3 – 1 – 0	4
Minor	EN42001	Lives of Tribal Freedom Fighters	3 – 1 – 0	4
		Total		20

SEMESTER-VII (Double Major)

Course Type	Code	Course Title	Contact hours / Week/ L –T- P	Credits
Major	CR40001	Concepts and Practices of Research Methodology	3 – 1 – 0	4
Major	EN40003	English Drama: 20th Century	3 – 1 – 0	4
Major	EN40005	English Poetry: 20th Century	3 – 1 – 0	4
Major	EN40007	English Novel: 20th Century	3 – 1 – 0	4
Minor	EN42001	Lives of Tribal Freedom Fighters	3 – 1 – 0	4
DM	EN42003	Travelogue	3 – 1 – 0	4
		Total		24

SEMESTER-VIII (Single Major) (Without Research)

Course Type	Code	Course Title	Contact hours / Week/L –T- P	Credits
Major	EN40012	Introduction to Linguistics	3 – 1 – 0	4
Major	EN40014	Creative Writing	3 – 1 – 0	4

Major	EN40006	Socio-linguistic aspects for Tribal Literary and Language Studies	3 – 1 – 0	4
Major	EN40008	Fiction on the Issues of Land, Environment and Justice in Indian Literature	3 – 1 – 0	4
Minor	EN42002	Documentation and Publication of Endangered Tribal Languages	3 – 1 – 0	4
Total				20
Or **For The Students With Research in Semester-VIII**				
Major	EN40012	Introduction to Linguistics	3 – 1 – 0	4
Minor	EN42002	Documentation and Publication of Endangered Tribal Languages	3 – 1 – 0	4
Research	RD40082	Research and Dissertation	0 – 0 – 24	12
Total				20

SEMESTER-VIII (Double Major (Without Research)

CourseType	Code	Course Title	Contact hours / Week/ L –T- P	Credits
Major	EN40012	Introduction to Linguistics	3-0-1	4
Major	EN40014	Creative Writing	3-0-1	4
Major	EN40006	Socio-linguistic aspects for Tribal Literary and Language Studies	3-0-1	4
Major	EN40008	Fiction on the Issues of Land, Environment and Justice	3-0-1	4
Minor	EN42002	Documentation and Publication of Endangered Tribal Languages	3-1-0	4

DM	EN42004	Literature and Cinema	3 – 1 – 0	4
		Total		24
Or **For the Students With Research in Semester-VIII**				
Major	EN40012	Introduction to Linguistics	3 – 1 – 0	4
Minor	EN42002	Documentation and Publication of Endangered Tribal Languages	3 – 1 – 0	4
DM	EN42004	Literature and Cinema	3 – 1 – 0	4
Research	RD40082	Research and Dissertation	0 – 0 – 24	12
Total				24

Students will be awarded UG Degree (Honours) / UG Degree (Honours) with Research in the relevant Discipline/Subjectuponsecuring162credits

Note: The courses of the SWAYAM platform are also followed.

N.B: - In Semester VIII the student can opt for all the advanced Major papers or Research Projects/Dissertations.

Grand Total (Double Major) =194 Credit

Programme Outcomes-

PO1. Moral and Ethical Awareness: The texts introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the texts will inculcate in them the values of life.

PO2. Disciplinary Knowledge: The programme will help develop the ability of students to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture, it will help understanding the history of medieval and modern literature in English.

PO3. Communication Skills: Students will learn to create knowledge and communicate it to others both orally and in writing.

PO4. Critical Thinking: To demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of studying English literary texts using digital resources.

PO5.Problem Solving and Analytical reading: The students will learn the problem solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability of the students to a greater degree.

PO6. Research Related skill: The programme will certainly augment the skill level of the student researchers. The research methodology course will educate the students to write dissertations, research papers, articles and other research related activities.

PO7. Co-operation/Team work: The pedagogy is such that the students will learn the art of team work and co-operation. Collaborative learning is the best way to achieve common goals. The literary texts also teach students the magic of team work which will give them a dividend even after their studies.

PO8. Digital Literacy: The Students through SWAYAM Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engines which are included in the curriculum that make our students digitally literate.

PO9. Experiential and Life-long learning: The Student will set their own learning goals, search appropriate resources, decide on which learning method to use and evaluate their progress. They will take responsibility for their education and attainment of knowledge.

PO10. Leadership quality: The literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.

PO11. Professional and Decision-making skill: The course inculcates the professional values and exhibits the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and thereby developing professionalism. The sensible literary pieces of the syllabus provide decision making skills that help them in life.

PO12. Environmental Awareness and Sustainability: The objective of the programme is to make students aware about the environment, nature and their sustainability. Study of the texts in an eco-critical perspective will certainly make them understand their environment. The literary theories such as Green studies, eco-criticism, and eco- feminism incorporated in the syllabus will create environmental awareness and its sustainability.

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SEMESTER I

Course: Major – British Poetry and Drama: 15th to 17th Century
Course Code: EN10001

Course Objectives:

- To introduce students to the tradition of English Literature from the Medieval till the Renaissance.
- To understand the use of various genres and literary modes.
- To explore the key writers and texts within their historical and intellectual contexts;
- To understand literary merit of the age, the authors and their works.

Course Outcomes:

- Demonstrate comprehensive knowledge of the historical, cultural, and intellectual contexts of British literature from the Medieval to Renaissance periods.
- Analyze Geoffrey Chaucer's Troilus and Criseyde with reference to its narrative techniques, characterization, themes, medieval context, and contribution to English literature.
- Interpret and critically examine selected poems from Edmund Spenser's Amoretti, focusing on themes of love, time, beauty, mortality, poetic expression, and Renaissance literary conventions.
- Critically evaluate Christopher Marlowe's Doctor Faustus in terms of Renaissance humanism, ambition, morality, religion, tragedy, and the conflict between knowledge and ethical limitations.
- Analyze and appreciate William Shakespeare's Macbeth with reference to ambition, power, fate, free will, supernatural elements, characterization, dramatic techniques, and the conventions of Shakespearean tragedy.

Course Contents:

Unit I: Introduction to the history of British English Literature

Unit II: Geoffrey Chaucer- Troilus and Criseyde

Unit III: Edmund Spencer: Selected Poems from Amoretti: LXXV- 'One Day I Wrote Her Name,' LXVII-Like as a Huntsman

Unit IV: Christopher Marlowe- *Doctor Faustus*

Unit V: William Shakespeare- *Macbeth*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Medium–High	Ethical dilemmas, morality, ambition, and human responsibility in works such as Doctor Faustus and Macbeth
Gender	Medium	Representation of gender roles, femininity, masculinity, and power relations in Renaissance literature
Human Values	High	Humanism, morality, ambition, love, betrayal, and cultural values reflected in texts by Geoffrey Chaucer and William Shakespeare
Environment & Sustainability	Low–Medium	Representation of nature, cosmology, and human relationships with the natural world in Medieval and Renaissance poetry

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, historical understanding, and critical thinking skills
SDG 5	Gender Equality	Encourages critical analysis of gender representation and social roles in literature
SDG 10	Reduced Inequalities	Promotes understanding of historical social hierarchies and human diversity
SDG 11	Sustainable Cities & Communities	Preserves literary and cultural heritage from Medieval and Renaissance England
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, justice, and human values through literary study

Recommended Learning Resources

- Albert, Edward. *A History of English Literature.* Revised by J. A. Stone, Oxford University Press, 1979.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland. 3*rd ed., Routledge, 2001.

- Poplawski, Paul, *editor. English Literature in Context.* 2nd ed., Cambridge University Press, 2017.
- Rogers, Pat, *editor. The Oxford Illustrated History of English Literature.* 2nd ed., Oxford University Press, 2001.
- Wrightson, Keith. *English Society, 1580–1680.* 2nd ed., Routledge, 2003.
- Andrew Sanders, *editor. The Short Oxford History of English Literature.,* 3rd ed., Oxford University Press, 2004.

Course: Minor- English Grammar and Composition
Course Code: EN12001

Course Objectives:

- To develop students' understanding of English grammar with special emphasis on tenses and their correct usage in different contexts.
- To enhance students' vocabulary and communication skills through the learning and application of phrasal verbs.
- To familiarize students with the concepts and rules of direct and indirect speech, and active and passive voice for effective communication.
- To enable students to understand and appropriately use helping verbs and modal auxiliaries in spoken and written English.
- To improve students' overall grammatical accuracy and confidence in using English for academic, professional, and everyday communication.

Course Outcomes:

- Apply different types of tenses accurately in spoken and written English.
- Use a variety of phrasal verbs appropriately to enrich vocabulary and improve communication skills.
- Convert sentences correctly between direct and indirect speech and between active and passive voice.
- Identify and use helping verbs and modal auxiliaries effectively to express ability, possibility, obligation, permission, and necessity.
- Demonstrate improved grammatical competence and communicate clearly and confidently in academic and professional contexts

Course Contents:

Unit I: Tenses: Types, Rules, Basic structure

Unit II: Phrasal Verbs: Meaning; Types; Usage to improve vocabulary **Unit III:** Speech and Voice: Meaning; Types; Conversion Rules

Unit IV: Helping verbs and Modal auxiliaries: Functions; Types and use

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	2	2	2	2	2	-	-	2	3	-	2
CO5	2	3	3	3	2	2	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	2	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Medium	Accurate and responsible communication, correctness in academic and professional writing
Gender	Medium	Inclusive and non-discriminatory language practices in spoken and written communication
Human Values	High	Effective communication, clarity of expression, mutual understanding, and confidence building
Environment & Sustainability	Low	Language usage related to awareness-building and communication in social contexts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances grammatical competence, communication skills, and language proficiency
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Strengthens employability and professional communication skills
SDG 10	Reduced Inequalities	Supports language accessibility and communicative inclusion
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical, accurate, and effective communication practices

Recommended Learning Resources

- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan. *Longman Grammar of Spoken and Written English*. Longman, 1999.
- Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India, 2008.
- Greenbaum, Sidney. *The Oxford English Grammar*. Oxford University Press, 2005.
- Huddleston, Rodney, and Geoffrey K. Pullum. *The Cambridge Grammar of the English Language*. Cambridge University Press, 2002.

- Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. 2nd ed., Palgrave Macmillan, 2008.
- Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press, 2019.
- Swan, Michael. *Practical English Usage*. 4th ed., Oxford University Press, 2016.
- Farlex International. *Complete English Grammar Rules: Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*. CreateSpace Independent Publishing Platform, 2016.

Course: MDC- Fundamentals of Spoken English
Course Code: EN13001

Course Objectives:

- The course focuses on a range of skillsets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving group presentations, asking and answering questions, interacting effectively with native speakers, and improving through self-evaluation of speech.

Course Outcomes:

- Understand and cultivate diverse communication skills: enhancing listening comprehension, engaging actively in class discussions, and mastering conversational strategies.
- Enhance group presentations, asking and answering questions confidently, and interacting effectively with native speakers.
- Emphasis is placed on self-evaluating speech to identify strengths and areas for growth.
- Collectively build these skillsets in terms of fluency, accuracy, and confidence, preparing learners for successful communication in academic and real-world contexts.
- Apply effective **oral communication and interview skills**, demonstrating clarity, confidence, appropriate vocabulary, pronunciation, and interpersonal communication.

Course Contents:

Unit I – Introduction to Sounds of English, Preliminary Levels of Phonetics

Unit II – Spoken Skills: Greetings, Introducing Oneself, Everyday Phrases and Responses

Unit III – Vocabulary and Word Recognition, Basics on Parts of Speech

Unit IV – Oral Expression of the Language: Brief Story Telling, Narrating Events, Interviews

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Medium–High	Effective and responsible communication, respectful interaction, and professional speaking

Cross-cutting Issue	Level of Integration	Illustrative Components
		etiquette
Gender	Medium	Inclusive spoken communication, equal participation in discussions, and gender-sensitive interaction
Human Values	High	Confidence building, interpersonal communication, empathy, collaboration, and cultural sensitivity
Environment & Sustainability	Low	Communication for awareness-building and social interaction in community contexts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances spoken English, listening skills, fluency, and communication competence
SDG 5	Gender Equality	Encourages inclusive participation and equal communication opportunities
SDG 8	Decent Work & Economic Growth	Strengthens employability and professional presentation skills
SDG 10	Reduced Inequalities	Promotes communicative inclusion and language accessibility
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical communication, dialogue, and social interaction

Recommended Learning Resources

- Carr, Philip. *English Phonetics and Phonology: An Introduction*. 2nd ed., Wiley-Blackwell, 2013.
- Catford, J. C. *A Practical Introduction to Phonetics*. 2nd ed., Oxford University Press, 1988.
- Crichton, Jonathan, and Pieter Koster. *English Made Easy: Volume One: A New ESL Approach: Learning English through Pictures*. Tuttle Publishing, 2017.
- DePinna, Danielle Pelletier. *Easy English Step-by-Step for ESL Learners*. McGraw Hill, 2010.

- DePinna, Danielle Pelletier. *English for Everyone: Level 1 Course Book: Beginner English: ESL for Adults*. DK Publishing, 2016.
- Gut, Ulrike. *Introduction to Phonetics and Phonology*. Peter Lang, 2009.
- Johnson, Keith. *Acoustic and Auditory Phonetics*. 3rd ed., Wiley-Blackwell, 2011.
- Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.

AEC-I

OD-14001

Modern Indian Languages (Odia)

Refer to Department of Odia (SCTLL)

(@û]ê^òK bûeZúd bûhû)

Course Objective

@û]ê^òK bûeZúd bûhû aòhdùe RûYòaûe _âdûi dê^òUþ-1: IWÿò@û bûhûe Cna I KâcaòKûg

(IWÿò@û bûhûe C_ôঔò, IWÿò@û bûhûe KâcaòKûg) dê^òUþ-2: IWÿò@û aýûKeY

(g±, aûKý, iùcûyûeòZ g±, @ù^Kû[ð g±, aò_eúZ g±, eìXÿò, _âaû\ I

_âaP^)

Course Outcome

CO-I : Gjû\ßûeû QûZâQûZâúcûù^ IWÿò@û bûhûe Can I KâcaòKûg i´§ùe mû^ @ûjeY Keò_ûeòùa û

CO-II : QûZâQûZâúcûù^ IWÿò@û aýûKeY iµKðùe @aMZ ùjùa û

ijûdK Mâ^ÚiùPú

1. **iaðiûe aýûKeY - ^ûeûdY cjû_ûZâ I gâú]e \ûi, ^òdê ÁêùW ùÁûe, KUK**
2. **@û]ê^òK IWò@û aýûKeY -]ù^gße cjû_ûZâ, KòZûa cjf, KUK**
3. **aýûajûeòK IWò@û aýûKeY – aòRd _âiû\ cjû_ûZâ, aò\ýû_êeú, KUK**
4. **IWò@û bûhûe Cù^àh I aòKûg – aûiêù\a iûjê, ù`âŠiþ _aäògið, KUK**
5. **iûeÊZ aýûajûeòK IWò@û aýûKeY – WKÖe Ké¾P¦â _â]û^, gâú aâRKòùgûe ùjûZû, gâú bûÄe _â]û^, iZý^ûeûdY aêKþ ùÁûe, aòù^û\aòjûeú, KUK**

AEC-I

HN-14003

Course Title: (Hindi)

<u>Refer to Department of Hindi (SCTLL)</u>

Course objective:-

- हिन्दी के प्रयोग और व्यविाररक जान प्रदान करना।
- हिन्दी शब्द, वाक्य तथा व्याकरण सबंधी जानकारी देना।

Course outcome:

Co-1 व्याकरणगत त्रुहियों में सुधार कर पायेंगे।

Co-2. हवहिन्न प्रकार के लेखन कला से पररहित ि◌ो सकेंगे।

UNIT-I

i. शब्द, वाक्य

ii. प्रयायवाि◌ी, अनेकाथी, हवलोम

UNIT-II

i. मु◌ि◌ावरे और लोकोक्तियाा◌ँ

iii. अनुच्छेद लेखन :

iv. फीि◌र लेखन

v. संवाद लेखन

vi. संम्पादकीय लेखन

vii. हनबंध लेखन

पाठ्य पुस्तक :-

1. सामान्य हिन्दी- डॉ.ि◌रदेव हविारी
2. संपूणण हिंदी व्याकरण एवं रिना- डॉ.अरहवंद कुमार, ल्यूसेन्ट पक्तिकेशन
3. सामान्य हिन्दी- ओंकारनाथ वमाण, अररिंत पक्तिकेशन
4. हिन्दी व्याकरण- कामता प्रसाद गुरू

AEC-I MIL (SANSKRIT)

AEC- SA -14005

AECC-II (2) (Choose anyone) Basics of Sanskrit Learning, Prayogic Vyakarana in Odia, Basic Grammar in Santali (Santali Ronol) , Prayogic Hindi, English Grammar.

<u>Refer to Department of Sanskrit (SCTLL)</u>

Learning Objectives:

1. **To enhance the greater interest towards Sanskrit.**
2. **To decrease the fairness to other students on Sanskrit.**
3. **To enhance basic knowledge on Sanskrit grammar.**

Course outcome

CO1- The Students other than Sanskrit will be attracted towards Sanskrit learning. CO2- Other students can also be understand Sanskrit taxt easily

CO3- Student will get enough knowledge on basics Sanskrit grammar.

UNIT – I

i. **Varna Prakaranam**
ii. **Sandhi**
iii. **Samasa**
iv. **Anuvada**

UNIT – II

i. **Recitation**
ii. **Sabdarupa**
iii. **Dhaturupa**
iv. **Spoken – Sanskrit**

<u>Books for Reference</u>:

Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha

AEC-I

Course Type: AEC – I (MIL) Santali

Course Code: (ST -14007)

Course Title: Modern Indian Language

Refer to Department of Santali(SCTLL)

ᱮᱱᱟᱱᱜ ᱛᱟᱱᱭ ᱚᱨᱤᱡᱚ ᱤᱱ. ᱯᱮᱨ

Course Objectives:

ᱮᱚᱭᱱ ᱮᱱᱚᱱᱩ ᱯ ᱮᱱᱮᱚᱱᱟᱨᱤ ᱤᱱ.ᱯᱮᱨ ᱚᱩᱚᱮᱚᱩ ᱱᱯ ᱯᱚᱮᱚᱟ ᱯᱮᱛᱮᱜ ᱩᱮᱮᱚ, ᱤᱱᱮᱱ.ᱯᱮᱨ, ᱱ.ᱟᱱ. ᱱᱟᱱᱥ ᱱᱯ ᱜᱱᱛᱱᱮᱵᱚ, **ᱤᱱᱱᱯᱵᱭᱱ.** ᱵᱚ ᱛᱱᱛᱱᱱᱮ ᱱᱚᱯᱯᱚ ᱱᱵᱜᱚ- ᱱ ।

Course Inputs:

Contents:

Unit-1 ᱱᱮᱚᱱᱟᱨᱤ ᱤᱱᱯᱮᱨ ᱯᱮᱨᱜᱱᱜ ᱚᱩᱚᱮᱚᱩ ᱱᱯ ᱱᱚᱯᱯ ।

Unit-2 ᱯ ᱚᱮᱚᱟ

ᱯ ᱚᱟ, ᱯ ᱚᱮᱚᱟ, ᱱ.ᱟ, ᱱᱟ ᱱ.,ᱱᱟ ᱱᱥ,ᱱᱜ ᱱ.ᱚ, ᱮ ᱱ.ᱜ ᱱ.ᱚ ᱱ.ᱟ ᱱ.ᱵ ᱚᱯ ᱯᱜᱱᱜ ᱤᱱ.ᱯᱨᱮ-

ᱣᱵᱮᱵᱩ.ᱵᱣᱵᱩ, ᱵ ᱱᱮᱚᱚᱱ,ᱜᱵᱮᱵᱮ, ᱚᱚᱮᱚᱟ, ᱜᱱ.ᱮᱱ.ᱢ, ᱡᱱᱮᱱᱚ, ᱰᱯᱮᱚᱟ ᱱᱯᱮᱱᱥ,ᱚᱰᱱ, ᱚᱚᱩᱚ, ᱰᱚᱚᱩᱰ,|

Course Outcomes:

CO1. ᱮᱚᱭᱱ ᱮᱱᱚᱱᱩ ᱤᱚᱤᱚᱟᱡᱚᱮ ᱚᱱᱢ ᱱᱚᱯ ᱤᱱ. ᱢᱣᱭᱱ. ᱵᱚ ᱮᱱᱮᱚᱱᱟᱨᱤ ᱤᱱᱯᱮᱨ ᱮᱱᱚᱱᱟᱨᱤ ᱱᱯ ᱡᱱᱛᱱᱱᱮ ᱱᱚᱯᱯᱚ ᱱ ᱱᱚᱯᱯ ᱛᱱᱛᱱᱱᱮ ᱚᱩᱱᱚᱱᱮ ᱚᱱᱚᱱᱩᱱ ᱚᱩ ᱤᱱ. ᱢᱣᱭᱱ. ᱵᱚ ᱤᱵᱮᱢᱱ. ᱭ ᱚᱩᱵᱵᱚ ᱛᱱᱛᱱᱱᱮ ᱩᱱᱚᱱᱮ ᱣᱱᱚᱱᱩᱱ ।

CO2. ᱮᱚᱭᱱ ᱯᱚᱮᱚᱟ ᱮᱱᱭᱡᱩᱩᱢ ᱤᱚᱟᱡᱚᱮ ᱚᱱᱢ ᱱᱚᱯ ᱱᱚᱩ ᱤᱱ. ᱢᱣᱭᱱ. ᱵᱚ ᱱ. ᱮᱱ. ᱚ ᱜᱱᱛᱱᱱᱮ ᱱᱯ ᱚᱮᱱ ᱯᱚᱮᱩᱩᱮᱟᱨᱤ ᱵᱚ ᱢᱱᱟᱩᱮᱮᱱᱜ- ᱱ ।

CO3. ꯑꯦꯕꯤꯟ ꯁꯥꯅꯥꯏꯟ ꯀꯥꯟꯇꯔꯒꯤ ꯅꯥꯏꯊꯤꯁꯨ ꯑꯣꯏꯕꯥ ꯅꯥꯏꯊꯤꯁꯨ, ꯀꯥꯟꯇꯔꯤ, ꯀ. ꯔꯀ. ꯑ ꯑꯦꯕꯤꯟ ꯇꯤ ꯃꯤꯑꯣꯏ ꯄꯤꯇꯦꯛ ꯑꯦꯕꯤꯒ ꯇꯀꯦꯀ ꯀꯥꯟꯇꯔꯤ ꯀꯥꯦꯛ. ꯁ ꯊꯤꯕꯤ. ꯇꯤ ꯑꯀꯑꯀꯔꯒ ꯊꯀꯥ ꯃꯤꯅꯥꯏꯟ ꯇꯤ ꯑꯀꯑꯀꯔꯒ-ꯀ ।

Reference Books:

1. ꯅꯤꯡꯊꯧ - ꯑꯤ꯭ꯅ ꯅꯤꯒꯊꯇꯦꯀꯤꯌ ꯑꯇꯅꯑꯇ
2. ꯁꯀꯦꯑꯃꯥꯏ ꯅꯤꯡꯊꯧ- **CIIL Mysore**
3. ꯁꯀꯦꯑꯃꯥꯏ ꯅꯤꯡꯊꯧ - ꯑꯅ,ꯅ ꯤꯑꯤꯌ ꯑꯆꯑꯃꯅ ꯤꯑ

4. ꯀꯀꯑꯀꯒ ꯁꯀꯦꯑꯃꯥꯏ ꯅꯤꯡꯊꯧ - ꯁꯀꯤꯒꯤꯌ ꯇꯇꯑꯀꯅ ꯑꯀꯦꯑꯃ
5. ꯀꯀꯑꯀꯒ ꯁꯀꯦꯑꯃꯥꯏ ꯅꯤꯡꯊꯧ - ꯑꯅ.ꯔ ꯤꯑꯃꯦꯛꯀꯤꯅ ꯀꯀꯑꯤ ꯑꯆꯑꯁꯅ ꯀ
6. ꯇꯀ.ꯅ ꯁꯃ ꯇꯀ꯭ꯅ ꯔꯀ- ꯤꯤꯁꯅ ꯤꯑꯃꯅ ꯑꯇꯅꯑꯇ
7. ꯁꯀꯦꯑꯃꯥꯏ ꯑꯒꯀꯁꯀ ꯇꯀ ꯎꯤꯑꯒꯤꯑꯧ ꯀꯅ ꯑꯃꯇ ꯇꯀꯁ - ꯤꯅ.ꯇꯆ.ꯁꯃ ꯃꯎꯑꯇ

AEC-I

Alternative English

Course Code: AE 14009

Refer to the Department of English (SCTLL)

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of differentcultural and historical contexts.
- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar, vocabulary, comprehension, and writing skills.

- Refine communication skills, enabling students to express ideas effectively in both written and spoken English.

Course Outcomes:

- Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques, and cultural significance.
- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement, and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course Contents:

Unit I: Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi – Draupadi* (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

Tenses, Articles, Prepositions, Subject–Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings

Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities

Recommended Learning Resources

- Bacon, Francis. *The Essays of Francis Bacon*. Edited by John Pitcher, Penguin Classics, 1985.
- Devi, Mahasweta. *Breast Stories*. Translated by Gayatri Chakravorty Spivak, Seagull Books, 2002.
- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1962.
- Kalam, A. P. J. Abdul, and Arun Tiwari. *Wings of Fire: An Autobiography*. Universities Press, 1999.
- Kalam, A. P. J. Abdul, and Y. S. Rajan. *India 2020: A Vision for the New Millennium*. Penguin Books India, 1998.
- Mahapatra, Jayanta. *A Rain of Rites*. University of Georgia Press, 1976.

- Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press, 1985.
- O. Henry. *The Gift of the Magi and Other Stories*. Dover Publications, 1992.
- Parija, Ratnaprava. *Communicative English*. REST Publisher, 2018.
- Ram, M., and K. Singh. *English Language and Communication Skills: A Practical Approach*. PHI Learning, 2012.
- Shakespeare, William. *Shakespeare's Sonnets*. Edited by Katherine Duncan-Jones, Arden Shakespeare, Bloomsbury, 1997.

Information Technology and Communication

Code	Course Title	Credit	L-T-P
CS15001	Information Technology & Communication	3	2-0-1

Course Objectives:

- To make them aware about the basics of computers and its evolution.
- Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
- Learn about number systems and softwares.
- Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

- Explain the fundamental components of Information Technology (hardware, software, networks, and databases).
- Understand the computer number system.
- Identify and describe various types of communication systems, including the internet, intranets, and extranets.
- Demonstrate how technology is used to enhance communication processes.
- Demonstrate the effective use of Information Technology and communication tools for

academic, professional, and social purposes.

Course Duration: 48 hours
Course Contents

Unit I: Introduction to Information Technology

What is Computer, Evolution and Types of Computers, Basic Applications of Computer; Components of

Computer System, Functional Unit of Computer, Input/output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system)

Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept

Software, Types of software: System software, Application Software, Utility Software

System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler)

Application Software: General purpose application (word processor, spreadsheet package, presentation software).

Specific purpose application software (Payroll systems, HRMS-Human Resource Management System)Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology

Network: LAN, MAN, WAN, PAN

Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Course Outcomes - Programme Outcomes and Programme Specific Outcomes Mapping of Paper CS15001

(COs) ↓ / (POs) & (PSOs) →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	2	2	3	2	2	2	3	2	2	3	2
CO2	1	3	3	2	3	2	1	2	2	2	2	1	2	2	2	3	2
CO3	2	3	3	3	3	2	2	2	3	3	2	2	3	3	2	3	3
CO4	2	3	2	3	3	3	2	2	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	2.00	3.00	2.60	2.60	3.00	2.40	2.00	2.20	2.80	2.60	2.40	2.00	2.80	2.60	2.40	3.00	2.60

Books:

1. Sinha, P. K. , Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes digital literacy and technological knowledge among learners
SDG 5	Gender Equality	Encourages inclusive access to information and communication technologies
SDG 8	Decent Work and Economic Growth	Develops employability skills in Information Technology and communication
SDG 9	Industry, Innovation and Infrastructure	Builds foundational knowledge of networking, internet, and digital infrastructure

SDG 10	Reduced Inequalities	Supports equal opportunities through digital access and ICT awareness
SDG 12	Responsible Consumption and Production	Encourages paperless communication and efficient use of digital resources
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical and secure use of digital communication systems

Course: VAC- Environmental Education and Disaster Management
Course Code: VA16201

Course Objectives:

- To create awareness, impart knowledge, develop attitude, motivate participation, and foster harmony with nature.
- To provide an awareness on the types and impacts of disasters and concepts of disaster management
- To gain in-depth knowledge on natural processes and resources that sustains life and governs the economy.
- To understand the consequences of human actions on the web of life, global economy, and quality of human life.

Course Outcomes:

- Demonstrate understanding of ecological principles, natural processes, and environmental resources that sustain life and the economy.
- Analyze the causes, types, and impacts of natural and human-induced disasters, applying disaster management concepts to real-world scenarios.
- Evaluate human activities and their consequences on ecosystems, biodiversity, and global sustainability to develop informed, ethical decisions.
- Participate actively in environmental conservation and disaster preparedness initiatives, fostering a sense of responsibility and community engagement.
- Apply the disaster management cycle across its phases—prevention, mitigation, preparedness, relief, and recovery—using both structural and non-structural interventions to minimize disaster risks.

Course Contents:

Unit I- Meaning, Background and Scope of Environmental Studies

Unit-II -Introduction – Concepts and definitions. Disasters – Disasters classification; natural disasters

Unit III-Hazard and vulnerability profile of India, mountain and coastal areas, ecological fragility. Factors affecting vulnerability such as impact of developmental projects and environmental modifications (including of dams, land use changes, urbanization etc.) Disaster Impacts

Unit -IV-Disaster Risk Reduction (DRR) – Disaster management cycle – its phases; prevention, mitigation, preparedness, relief and recovery; structural and non-structural measures; risk analysis, vulnerability and capacity assessment; early warning systems, Post disaster environmental response (water, sanitation, food safety, waste management, disease control, security, communications)

Unit -V- Roles and responsibilities of government, community, local institutions, NGOs and other stakeholders; Policies and legislation for disaster risk reduction, DRR programmes in India and the activities of National Disaster Management Authority.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	2	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	3	3	3	3	2	3	3
CO5	2	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical responsibility in environmental protection, disaster preparedness, sustainable development, and community welfare
Gender	Medium	Gender-sensitive disaster management, vulnerability assessment, and equitable access to resources during crises
Human Values	Very High	Social responsibility, ecological awareness, disaster resilience, cooperation, and humanitarian response
Environment & Sustainability	Very High	Environmental conservation, biodiversity protection, disaster risk reduction, ecological sustainability, and climate resilience

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health & Well-being	Addresses disaster preparedness, sanitation, food safety, and disease control
SDG 4	Quality Education	Enhances environmental literacy and disaster management awareness
SDG 6	Clean Water & Sanitation	Focuses on post-disaster water safety and sanitation management
SDG 11	Sustainable Cities & Communities	Encourages disaster-resilient and environmentally sustainable communities
SDG 13	Climate Action	Promotes disaster risk reduction, mitigation, preparedness, and climate resilience
SDG 15	Life on Land	Supports ecological conservation and sustainable management of natural resources

Recommended Learning Resources

- Cunningham, William P., and Mary A. Cunningham. *Environmental Science: A Global Concern*. McGraw-Hill, USA, 2015.

- *Handbook of Disaster Risk Reduction & Management*. World Scientific, n.d.
- *Inclusive and Integrated Disaster Risk Reduction*. Springer, n.d.
- Masters, Gilbert M., and W. P. *An Introduction to Environmental Engineering and Science*. Pearson, 2008.
- Ponmani, S., V. S. Bharathi, and A. Balusamy. *Environmental Studies and Disaster Management*. n.d.
- Soni, Ranjeeta. *Environmental Studies and Disaster Management*. n.d.
- Subramanian, R. *Disaster Management*. Vikas Publishing House, 2018.
- Singh, J. S., S. P. Singh, and S. R. Gupta. *Ecology, Environment and Resource Conservation*. Anamaya Publications, 2006.
- Twidell, John W., and Anthony D. Weir. *Renewable Energy Sources*. 3rd ed., ELBS/Weir Publisher, 2015.
- *Understanding Disaster Risk: A Multidimensional Approach*. n.d.
- United Nations. *Sustainable Development Goals: Goal 13—Climate Action*. United Nations, https://sdgs.un.org/goal.

SEMESTER II

Course: Major – British Poetry and Drama: 17th and 18th Century
Course Code: EN10002

Course Objectives:

- To have comprehensive ideas about the development of English literature over the ages.
- To explore certain seminal texts that set the course of British poetry and plays from 14th to 17th Centuries.
- The course is woven around selected texts to familiarise students with it.

Course Outcomes:

- Explain the historical, social, political, and intellectual background of British Literature of the 17th and 18th centuries and relate it to the development of major literary movements.
- Analyze John Milton's Paradise Lost, Book I, with particular reference to its epic conventions, themes, characterization, religious ideas, imagery, and poetic style.
- Critically examine John Webster's The Duchess of Malfi in terms of Jacobean tragedy, power, corruption, gender, revenge, and characterization.
- Interpret Alexander Pope's The Rape of the Lock as a representative mock-epic, examining its satire, wit, heroic conventions, social criticism, and neoclassical poetic techniques.
- Evaluate John Dryden's Mac Flecknoe as a satirical and mock-heroic poem, with emphasis on its political, literary, and cultural criticism, and develop critical and comparative approaches to 17th- and 18th-century literature.

Course Contents:

Unit I – History and Background of British Literature 17th and 18th Century

Unit II – John Milton-*Paradise Lost-Book 1*

Unit III – John Webster- *The Duchess of Malfi*

Unit IV – Alexander Pope- *The Rape of the Lock*

Unit V- John Dryden- *Mac Flecknoe*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	2	2	3	2	1	1	3	1	2
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	2	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Medium–High	Moral conflict, ambition, satire, justice, and ethical responsibility in works such as Paradise Lost and The Duchess of Malfi
Gender	Medium	Representation of women, power, patriarchy, and social constraints in Restoration and Renaissance drama
Human Values	High	Human fallibility, morality, pride, corruption, and social criticism reflected in works by John Milton and Alexander Pope
Environment & Sustainability	Low–Medium	Literary representation of nature, order, and cosmology in Augustan and metaphysical traditions

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops literary knowledge, analytical ability, and historical understanding
SDG 5	Gender Equality	Encourages critical analysis of gender, authority, and representation in literary texts
SDG 10	Reduced Inequalities	Promotes awareness of class, power, and social hierarchy in British literature
SDG 11	Sustainable Cities & Communities	Preserves literary and cultural heritage from the 17th and 18th centuries

SDG No.	SDG Title	Nature of Contribution
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, justice, governance, and social critique

Recommended Learning Resources

- Blackwell, Mark. "Familiar Things … Made New: Epic and Mock-Epic Verse, 1660–1714." *Emergent Nation: Early Modern British Literature in Transition, 1660–1714*, edited by Elizabeth Sauer, Cambridge University Press, 2019.
- Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1998.
- Lewis, C. S. *A Preface to Paradise Lost*. Oxford University Press, 1960.
- Milton, John. *Paradise Lost*. 1667.
- Neill, Michael, editor. *The Duchess of Malfi: A Norton Critical Edition*. By John Webster, W. W. Norton, 2015.
- Pope, Alexander. *The Rape of the Lock and Other Major Writings*. Edited by Leo Damrosch, Penguin Classics, 2011.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994.
- Webster, John. *The Duchess of Malfi*. 1613.
- Luckyj, Christina, editor. *The Duchess of Malfi: A Critical Guide*. Continuum, 2011.

Course: Minor – Indian Writings in English (Poetry)
Course Code: EN12002

Course Objectives:

- To help students appreciate the richness and diversity of Indian poetry written in English.
- To develop an understanding of the themes, thoughts, emotions, and imagination expressed by Indian poets.
- To examine how Indian culture, traditions, values, and experiences are represented through English poetry.
- To familiarize students with the distinctive features of Indian poetic sensibility as articulated in the English language.

Course Outcomes:

- Explain the major themes, literary techniques, and socio-cultural contexts of Indian English poetry, with particular reference to Jayanta Mahapatra and his treatment of Indian identity, society, and human experience.
- Analyze A. K. Ramanujan's poems "Ecology" and "Death and the Good Citizen" in relation to themes of tradition, modernity, nature, death, social responsibility, and cultural identity.
- Interpret Rabindranath Tagore's selected poems—"The Suicide of the Star," "On the Nature of Love," and "Freedom"—with emphasis on spirituality, love, human freedom, philosophical thought, and poetic expression.
- Critically examine Sarojini Naidu's "Ecstasy" and "Life" with reference to romanticism, human emotions, nature, love, and the lyrical characteristics of her poetry.
- Compare the themes, poetic styles, imagery, symbolism, and cultural perspectives of the prescribed poets and develop critical appreciation of Indian poetry in English and its contribution to Indian literary identity.

Course Contents:

Unit I: Jayanta Mohapatra- Indian Summer, A questionable conviction

Unit II: A.K. Ramanujan-Ecology, Death and the good Citizen

Unit III: R. N. Tagore- Selected Poems: The suicide of the star, On the nature of Love, Freedom

Unit IV: Sarojini Naidu- Ecstasy, Life

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	2	2	2	2	2	-	-	3	-	2
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	2	2
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Encourages ethical responsibility, social justice, integrity, and moral decision-making.
Gender	Medium	Promotes gender sensitivity, equality, dignity, and inclusive perspectives through discussions on human relationships, identity, and the contributions of poets like Sarojini Naidu
Human Values	Very High	Develops compassion, empathy, love, freedom, spirituality, tolerance, and respect for humanity.
Environment & Sustainability	High	Fosters environmental awareness, ecological sensitivity, and sustainable thinking through poems

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary appreciation, analytical skills, and cultural understanding
SDG 5	Gender Equality	Encourages inclusive understanding of identity, emotion, and representation
SDG 10	Reduced Inequalities	Promotes awareness of cultural diversity and social consciousness
SDG 13	Climate Action	Develops ecological awareness through environmentally conscious poetry
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, freedom, and humanistic values

Recommended Learning Resources

- King, Bruce. *Modern Indian Poetry in English*. Revised ed., Oxford University Press, 2005.
- Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, 1992.
- Naik, M. K. *Indian English Poetry: From the Beginnings up to 2000*. Pencraft International, 2009.
- Paranjape, Makarand, editor. *Sarojini Naidu: Selected Poetry and Prose*. Oxford University Press, 1993.
- Raj, S. Sushma, C. V. Padmaja, and P. Sreenivasulu Reddy. "Ecological and Feministic Concern in the Poetry of A. K. Ramanujan." *International Journal of Scientific & Technology Research*, vol. 8, no. 11, 2019.
- Ramanujan, A. K. "Death and the Good Citizen." *Collected Poems*, Oxford University Press, 1995.
- Sharma, N. K. "Silences in the Poetry of Jayanta Mahapatra." *The Criterion: An International Journal in English*, vol. 10, no. 6, 2019.
- Sinha, Arnab Kumar, Sajalkumar Bhattacharya, and Himadri Lahiri, editors. *Contemporary Indian English Poetry and Drama: Changing Canons and Responses*. Cambridge Scholars Publishing, 2019.

Course: MDC- Academic Writing and Composition

Course Code: EN13002

Course Objectives:

- To understand academic writing in detail
- To acquire various writing skills especially for academics
- To learn the process of academic writing
- To understand the critical thinking for academic writing

Course Outcomes:

- Explain the concept, purpose, characteristics, and principles of academic writing and composition, and distinguish academic writing from other forms of writing.
- Identify and apply different types of academic writing, including descriptive, analytical, argumentative, critical, and expository writing, according to specific academic purposes.
- Analyze and effectively use the major components of academic writing, including structure, thesis statement, coherence, cohesion, paragraph development, evidence, citation, and referencing.
- Distinguish between academic writing and content writing and develop appropriate written content by adapting language, style, organization, and presentation to different audiences and purposes.
- Apply fundamental research and writing skills to identify reliable sources, gather and organize information, avoid plagiarism, incorporate evidence, and produce well-structured academic texts.

Course Contents:

Unit I – Concept of Academic Writing and Composition

Unit II – Types of Academic Writing

Unit III – Components of Academic Writing

Unit IV – Academic Writing and Content Writing

Unit V- Research and Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	2	2	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Academic integrity, plagiarism awareness, ethical citation practices, and responsible scholarly communication
Gender	Medium	Inclusive academic discourse and equitable representation in scholarly writing
Human Values	High	Critical thinking, intellectual honesty, collaboration through peer review, and respectful academic engagement
Environment & Sustainability	Medium	Research writing on sustainability-related topics and socially responsible knowledge production

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution

SDG 4	Quality Education	Enhances academic writing, research competence, analytical thinking, and scholarly communication
SDG 5	Gender Equality	Encourages inclusive and equitable academic participation
SDG 8	Decent Work & Economic Growth	Develops professional writing and research skills relevant for higher education and careers
SDG 10	Reduced Inequalities	Supports accessible academic communication and critical engagement
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research practices, integrity, and responsible knowledge dissemination

Recommended Learning Resources

- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. 2nd ed., University of Chicago Press, 2007.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. 4th ed., University of Chicago Press, 2016.
- Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.
- Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Viking, 2014.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed., revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and the University of Chicago Press Editorial Staff, University of Chicago Press, 2018.
- Wardle, Elizabeth, and Douglas P. Downs. *Writing about Writing: A College Reader*. 3rd ed., Bedford/St. Martin's, 2017.

AEC-II

Translation Studies(Odia) OD-14002 (@^êaû\ iûjòZý)

Refer to Department of Odia(SCTLL)

Course Objective

@^êaû\ iûjòZý iµKðùe RûYòaûe _âdûi

dê^òUþ-1 : @^êaû\e iõmû, Êeì_ I _âKûeùb\ dê^òUþ-2 : @^êaû\e aòaò] _âùdûM

(iûjòZýe aòbò^Ü aòbûMe bûhû^êaû\ Gaõ Gjûe aòbò^Ü

\òM)

Course Outcome

CO-I : QûZâQûZâúcûù^ @^êaû\e iõmû, Êeì_ I _âKûeùb\ iµKðùe @aMZ ùjùa û

CO-II : QûZâQûZâúcûù^ @^êaû\e aòaò] _âùdûM I bûhû^êaû\ iµKðùe RûYòaûe _âdûi û

ijûdK Mâ^ÚiìPú

1. _âûPý I _û½ûZý iûjòZý Z - @^û\ò PeY MñûY, aò\ý_êeú, aûfêaRûe KUK, PZê[ð cê\âY, 2018
2. IWò@û iûjòZýe AZòjûi-WKÖe iêùe¦â Kêcûe cjûeYû, G. ùK. cògâ, _aäògið- KUK, i¯c iõÄeY, 2021
3. IWÿò@û iûjòZýe AZòjûi – WKÖe ù_âcû^¦ cjû_ûZâ, iZý^ûeûdY aêKþ ùÁûe, PZê[ð iõÄeY, 2019
4. MùahYû,@^êaû\, iµû\^û Kkû – iõ ^ûeûdY iûjê, iZý^ûeûdY aêKþ ùÁûe, KUK

AEC-III

Translation Studies (Hindi)

HN-14004

Refer to Department of Hindi(SCTLL)

योग्यता संवTधन पाठ्यक्रम (एईसी)

हिन्दी में अनुवाद

पात्रता मानदंड: वे छात्र हिन्ोंने दसवीं कक्षा और उससे ऊपर तक हिन्दी का अध्ययन हकया ि।

Learning Objectives-

- **सीखने के उद्देश्य:** पाठ्यक्रम का उद्देश्य हिाषी और बहुाषी छात्रों को कुशल तैयार करना

ि

- स्रोत और लक्ष्य ाषा का पयाणप्त ज्ञान ोना और उन्हें सी व्याविारक उद्देश्यों के हलए पयाणप्त रूप से लागू करना ि ।
- इसका उद्देश्य अंतर-सांस्कृहतक संार का हनमाणण करना और छात्रों को अनुवाद में नौकररयां लेने के हलए खुद को तैयार करने के हलए हवहिन्न कौशल का प्रिावी ढंग से उपयोग करने में सक्षम बनाना ि।

Learning Outcomes:

- छात्र हवहिन्न व्यावसाहयक, तकनीकी, हनमाणण करने में सक्षम ोंगे और अनुवाद का कायण लेने के हलए ाषाई कौशल में मदद करेगा **i**
- स्रोत और लक्ष्य ाषाओं दोनों में हवहिन्न क्षेत्रों में उनका ज्ञान उन्हें कई क्षेत्रों में अनुवाद करने में मदद करेगा; अनुवादक हलक्तखत सामग्री/पाठ के साथ काम करता ि; दुाहषया मौक्तखक रूप से

ाषाओं के बीि मध्यस्थता करेगा।

यूहनट - I

I. अथण और परराषा

II. अनुवाद की शैली, प्रहक्रया

III. अनुवाद का मित्व

IV. अनुवाद के गुण

यूहनट – II अभ्यास

i. अंग्रेजी से हिंदी में अनुवाद

ii. दूसरी ि◌ाषाओं से हिंदी में अनुवाद

पाठ्य पुस्तक :-

1. प्रायोहगकहिन्दी- डॉ.गुलाममोइनुद्दीनखान, शु◌िमपुस्तकमिल
2. प्रयोजनमूलकहिन्दी – हवनोदगोदरे

AEC-III(Translation Studies)(Sanskrit) SA -14006

Refer to Department of Sanskrit (SCTLL)

TRANSLATION, TRANSLITERATION AND EDITING IN SANSKRIT

Eligibility Criteria: Students who have studied Sanskrit up to Class X and above. Course Objectives:

- The course aims to prepare bilingual and multilingual students for proficiency in translation.
- Have sufficient knowledge of at least two languages, the source and the target language.
- Apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and editing.

Course Outcomes:

CO1-Students will be able to build various professional, technical, and linguistic skills to take the job of translation and editing.

CO2-Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas.

CO3-The translator works with the written material/texts; the interpreter will mediate between languages orally.

Unit – I Translation: Introduction

i. Meaning of Translation

ii. Causes, Rules and Importance of Translation

iii. Methods of Translation

iv. Practical Translation: Sanskrit to other languages and vice versa

Unit – II Transliteration and Editing

i. Diacritical Marks

ii. The Use of Diacritical Marks

iii. Transliteration of Sanskrit verses are to be written in Roman/Italic script with diacritical marks

iv. Editing and Computer, Editing of an unseen passage in Sanskrit, Appendix : Script Chart of different Languages.

Recommended Learning Resources

- *Business English, Pearson, 2008*
- *Language, Literature and Creativity, Orient Blackswan, 2013*
- *Das B. and Satpathy I., Business Communication and personality Development, Excel Books, New Delhi*
- *John Sealy, Oxford Guide to Writing and Speaking, OUP*
- *Bovee et al: Business communication Today Pearson Education*
- *J.K. Das and B.C. Das: A Millennium Guide to Writing and Speaking,(Frienes Publishers)*
- *Advanced Communication Skills, V. Prasad, Atma Ram Publications, New Delhi.*
- *Business Communication, RK Madhukar, Vikas Publishing House Pvt. Ltd.,*

- *KR Lakshiminarayana: English for Technical Communication – vols. 1 and 2, SCITECH Publications (India) Pvt. Ltd., T.Nagar, Chennai 600 017*
- *Edmund H weiss: Writing Remedies: Practical Exercises for Technical Writing. Universities Press.*

AEC- III

Translation Studies(Santali) Course Code: (ST-14008)

Course Title: Translation and Interpretation in Santali

Refer to Department of Santali(SCTLL)

Course Objectives:

pa.tHuwa. ko nowa saTam popozhon TalaTe sanTazi Torjoma savheD reyag ga.hir Te baday ema kowa| Torjoma savheD ka.mi hora baday ocokowa jaTe nesna.l ar intornesna.l kompani kore Torjoma ka.mi ko qam Dazeyag ma|

Contents: -

Unit- 1.Torjoma renag muMuT kaTHa ar hora|

Unit- 2.Torjoma savheD sanTazi kHon – hinDi, udiya., bafla, efglis| Unit- 3.Torjoma savheD :

hinDi, udiya., bafla, ifgxlis kHon sanTazi| Unit- 4.sanTazi Te ropozom ar galoc |

Course Outcomes:

CO1. pa.tHuwa. ko nowa saTam popozhon TaLaTe Torjoma reyag muzuD kaTHa ar hora ko baday qama|

CO2. pa.tHuwa. ko nowa saTam popozhon sa.TkaTe nesna.l ar intornesna.l kompa.ni kore Torjoma ka.mi ko qama|

CO3.Pa.tHuwa. Ko Torjoma reyag nagam ko baday qama|

CO4.Pa.tHuwa. Ko Torjoma reyag mutHa.n ar ha.tiq ko baday qama| CO5.Pa.tHuwa. Ko Torjoma reyag mohoT ko baday qama|

Reference Books:

1. **juda.si Tarjoma ka.hni ko –** ***dr. susil haNDag ar sohoD. Pro. Syam coron hembxrom***
2. **biliDbalaf –** ***suDHir miTro***

AEC III-Translation Studies (English)

Course Code: EN14010

Refer to Department of English(SCTLL)

Course Objectives:

- To expose the students to the art of translation
- To introduce them to the theories and techniques of translation
- To discriminate the knowledge of interlingual transformation and communication
- To boost international recognition
- To foster cultural diversity

Course Outcomes:

- Demonstrates foundational knowledge of translation theories, techniques, and principles, recognizing their role in interlingual communication and cultural exchange.
- Analyze source texts to identify linguistic, cultural, and contextual nuances, applying appropriate translation strategies for accurate meaning transfer.
- Evaluate the quality and effectiveness of translations, considering fidelity, readability, and cultural sensitivity.
- Produce translations across genres and contexts that meet professional and intercultural communication standards.
- Appreciate the role of translation in fostering cultural diversity and enhancing international recognition of languages and literatures.

Course Contents:

I. Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).

II. Novel O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008).

III. Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).

IV. Short Stories, a) Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well,' trans. N. Kalyan Raman.

V. Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India,' in Tender Ironies, ed. Dilip Chitre et al. pp 127-46

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	2	3	2	2	3	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical translation practices, fidelity to source texts, intercultural responsibility, and representation of marginalized voices
Gender	Medium–High	Translation of gendered narratives and cultural identities in texts by Premchand and Perumal Murugan
Human Values	Very High	Cultural understanding, empathy, multilingual communication, and preservation of literary heritage through translation
Environment & Sustainability	Medium	Preservation of linguistic diversity and regional literary traditions through intercultural exchange

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances translation competence, multilingual literacy, and intercultural communication skills
SDG 5	Gender Equality	Encourages inclusive representation and critical understanding of gendered narratives
SDG 10	Reduced Inequalities	Promotes accessibility of regional literatures and cross-cultural understanding
SDG 11	Sustainable Cities & Communities	Preserves linguistic and literary heritage through translation and dissemination
SDG 16	Peace, Justice & Strong Institutions	Encourages intercultural dialogue, ethical communication, and cultural sensitivity
SDG 17	Partnerships for the Goals	Supports global cultural exchange and collaborative knowledge sharing

Recommended Learning Resources

- Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).

- O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008). Unit 3 Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).
- Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well', trans. N. Kalyan Raman. c) Arupa Patangia Kalita, 'Doiboki's Day', trans. Bonita Baruah. Poems a) Rabindranath Tagore, (i) 'Where the mind is without fear', trans. William Radice; (ii) 'It hasn't rained in my heart', trans. FakrulAlam. b) G. M. Muktibodh, 'Brahmarakshas', trans. Nikhil Govind. c) ThangjamIbopishak, (i) 'The Land of the Half-Humans'; (ii) 'I want to be killed by an Indian Bullet', trans. Robin S. Ngangom.
- Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India', in Tender Ironies, ed. Dilip Chitre et al. pp 127-46 c) Namvar Singh, 'Decolonizing the Indian Mind', Indian Literature Vol. 35 No. 5 (151) (Sept.-Oct. 1992) pp. 145-56. d)
- *Six Acres and a Third: The Classic Nineteenth-Century Novel about Colonial India: Translated from Oriya by Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak and Paul St-Pierre* (University of California Press edition)
- "Literary Realism and Narrative Techniques in Fakir Mohan Senapati's *Six Acres and a Third*"
- "A Postcolonial Study of *Six Acres and a Third*"
- *The Fire and the Rain* by Girish Karnad (OUP, 2004)
- "A Critical Analysis of Girish Karnad's *Fire and the Rain*" (Priti Padsumbiya, My Vedant)
- "Trope of Sacrifice: A Study of Girish Karnad's *Fire and the Rain*" (Arif Ansari)
- Collections of essays: *Indian Short Story in English: Critical Essays*
- *Critical Paradigms Rabindranath Tagore: Selected Essays* (various editors)
- *Tender Ironies: Essays on Indian Writing in English*, ed. Dilip Chitre et al.

Course: SEC III -Soft Skill Education
Course Code: TL15002

Course Objectives:

- To inculcate a positive attitude among the learners

- To introduce goal setting to the learners
- To instil effective communicative skills in the learners
- To enrich the vocabulary of the learners
- To teach how to write a resume

Course Outcomes:

- Demonstrate a positive attitude, self-confidence, and adaptability in academic, professional, and social contexts.
- Identify and set achievable personal and professional goals, aligning them with long-term career and life aspirations.
- Apply effective verbal and non-verbal communication strategies to express ideas clearly and interact productively in diverse settings.
- Enrich and accurately use an expanded vocabulary to enhance both written and spoken communication.
- Create well-structured, professional resumes that reflect individual strengths, qualifications, and career objectives.

Course Contents:

I. **Introduction to Soft Skills**

(i) Concept, Nature, Importance and Scope of Soft Skills

(ii) Types of Soft Skills: Communication, Interpersonal, Leadership, Emotional Intelligence and Employability Skills

(iii) Self-awareness, Self-confidence and Personality Development

(iv) Professional Ethics, Values and Etiquette

II. **Team Work and Collaboration**

(i) Concept, Characteristics and Importance of Teamwork

(ii) Roles and Responsibilities of Team Members; Leadership and Followership

(iii) Interpersonal Communication, Trust Building, Conflict Resolution and Collaboration

(iv) Group Dynamics, Problem-solving, Decision-making and Team-building Activities

III. **Positive Attitude**

(i) Concept and Significance of Positive Attitude and Positive Thinking

(ii) Emotional Intelligence, Self-motivation and Resilience

(iii) Stress Management and Adaptability

(iv) Confidence Building and Professional Behaviour

IV. **Goal Setting, Time Management and Productivity**

(i) Goal Setting: Personal, Academic and Career Goals

(ii) Time Management Techniques: Prioritization, Scheduling and Planning

(iii) Productivity Enhancement: Habit Formation and Self-discipline

(iv) Career Readiness: Interview Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	3	2	2	2	2	3	3
CO2	3	3	3	3	3	3	2	2	2	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	3
CO4	2	3	2	3	2	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	2	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	3
CO2	3	3	2	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	2	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Workplace ethics, professional behavior, responsibility, teamwork, and effective communication practices
Gender	Medium	Inclusive communication, equal participation in teamwork, and confidence-building across diverse groups
Human Values	Very High	Positive attitude, leadership, collaboration, empathy, self-confidence, and interpersonal development
Environment & Sustainability	Medium	Responsible time management, sustainable productivity practices, and collaborative problem-solving

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances communication, teamwork, personality development, and employability skills
SDG 5	Gender Equality	Promotes inclusive participation and equal opportunities in communication and leadership
SDG 8	Decent Work & Economic Growth	Strengthens career readiness, professional communication, and workplace competencies
SDG 10	Reduced Inequalities	Encourages confidence building and inclusive interpersonal interaction

SDG No.	SDG Title	Nature of Contribution
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, cooperation, and responsible professional conduct

Recommended Learning Resources

- *Developing Reading Skills* – Françoise Grellet, Cambridge University Press, Cambridge 2007.
- *Cambridge First Certificate: Listening and Speaking* – Sue O' Connell with Lousie Hashemi, Cambridge University Press, Cambridge 2000
- *Inspired to Write* – Jean Withrow, Gay Brookers and Martha Cumings, Cambridge University Press, New York, 2004
- *How to Build a Better Vocabulary*- Maxwell Nurnberg and Morris Rosenblum, Warner Books, New York 1989
- *Technical Communication: A Practical Approach*, (Sixth edition) – William Sanborn Pfeifer and T. V. S. Padmaja, Pearson, New Delhi 2006
- *Personality Development* – Elizabeth Hurlock, Tata McGraw Hill, New York 1976
- *The Etiquette Book: A Complete Guide to Modern Manners*- Jodi R.R. Smith, Sterling Publications, New York 2011.

Course: VA-Facets of Tribal Languages and Oral Tradition
Course Code: VA16114

Course Objectives:

- Preservation and documentation of tribal cultures: Recording and preserving oral histories, languages, rituals, and traditional practices of indigenous communities.
- Understanding and appreciation of diversity: Encouraging a deeper understanding and respect for the diversity of indigenous cultures and their contributions to humanity.
- Advocacy and support: Addressing issues faced by tribal communities such as land rights, socio-economic disparities, cultural preservation, and advocating for policies that respect their rights and identities.
- Research and documentation: Conducting research to contribute to the academic understanding of tribal societies, their histories, and contemporary challenges they face.

- Develop critical thinking, research skills, cultural sensitivity, and appreciation for India's indigenous knowledge systems and linguistic heritage.

Course Outcomes:

- Understand and explain the linguistic, cultural, and historical aspects of tribal languages and oral traditions, demonstrating awareness of their significance.
- Analyze and interpret oral histories, rituals, and traditional practices to appreciate diversity and cultural contributions of indigenous communities.
- Apply research and documentation methods to record and preserve tribal languages, oral narratives, and cultural heritage ethically and systematically.
- Evaluate and advocate for policies and initiatives that support the rights, socio- economic well-being, and cultural preservation of tribal communities.
- Demonstrate critical thinking, research aptitude, communication skills, and cultural sensitivity through the study, documentation, and interpretation of tribal languages and indigenous literary traditions.

Course Contents:

Unit I- Historical Perspectives of Tribal Languages

Unit II- Identifying Oral Tradition among the Tribes

Unit III- Exploring Written Traditions among the Tribes

Unit IV- Modern Facilities Available for their Preservation

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	2	2	2	1	2	3
CO2	3	3	3	3	3	2	2	3	3	2	3	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	3	3	3	2	3	3
CO5	2	3	3	3	2	3	3	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical documentation, informed consent, responsible cultural representation, and preservation of indigenous knowledge systems
Gender	Medium	Recognition of gender roles in oral traditions, rituals, storytelling, and community knowledge transmission
Human Values	Very High	Respect for cultural diversity, indigenous identity, community heritage, and intercultural understanding
Environment & Sustainability	Very High	Preservation of endangered tribal languages, oral traditions, ecological knowledge, and sustainable cultural heritage practices

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances research skills, linguistic awareness, and understanding of indigenous knowledge systems
SDG 5	Gender Equality	Encourages inclusive participation and recognition of diverse cultural voices
SDG 10	Reduced Inequalities	Supports marginalized tribal communities and preservation of

SDG No.	SDG Title	Nature of Contribution
		indigenous identities
SDG 11	Sustainable Cities & Communities	Preserves intangible cultural heritage, oral traditions, and tribal languages
SDG 16	Peace, Justice & Strong Institutions	Promotes cultural rights, ethical research, and advocacy for tribal communities
SDG 17	Partnerships for the Goals	Encourages collaborative preservation efforts among communities, researchers, and institutions

Recommended Learning Resources.

- Anderson, Gregory D. S., ed. *Language Endangerment and the Fate of Tribal Languages*. Routledge, 2016.
- Burton, Richard F. *Tribal Languages and Oral Traditions of India*. Heritage Publishers, 2009.
- Chaudhuri, Sarit Kumar, and Sucheta Sen Chaudhuri, eds. *Tribal Transformation in India: Socio-Cultural and Linguistic Perspectives*. Mittal Publications, 2005.
- Elwin, Verrier. *The Tribal World of Verrier Elwin: An Autobiography*. Oxford University Press, 1964.
- Elwin, Verrier. *The Religion of an Indian Tribe*. Oxford University Press, 1955.
- Elwin, Verrier. *Myths of the North-East Frontier of India*. North-East Frontier Agency, 1958.
- Haimendorf, Christoph von Fürer. *The Tribes of India: The Struggle for Survival*. University of California Press, 1982.
- Hinton, Leanne, and Kenneth Hale, eds. *The Green Book of Language Revitalization in Practice*. Academic Press, 2001.
- King, Kendall A. *Language Revitalization Processes and Prospects: Quichua in the Ecuadorian Andes*. Multilingual Matters, 2001.
- Ministry of Tribal Affairs, Government of India. *Tribal Research and Training Institutes: Reports and Publications*. Government of India.
- Orans, Martin. *The Language of the Tribes: Indigenous Languages and Cultural Identity*. Orient BlackSwan, 2015.

- Ramanujan, A. K., ed. *Folktales from India: A Selection of Oral Tales from Twenty-Two Languages*. Pantheon Books, 1991.
- Sinha, Surajit. *Tribal Cultures of India*. Oxford University Press, 1990.

Course: VA-Tribal Women Entrepreneurship
Course Code: VA16128

Course Objectives:

- Understand the historical, social, and cultural background of tribal women and their contributions to tribal communities and society.
- Examine the traditional knowledge systems, customs, occupations, and livelihood practices of tribal women and their role in preserving indigenous heritage.
- Analyze the socio-economic conditions, opportunities, and challenges faced by tribal women in Odisha in the context of education, employment, and entrepreneurship.
- Explore the impact of globalization, government initiatives, digital technologies, and market opportunities on tribal women entrepreneurship and sustainable livelihoods.
- Develop entrepreneurial awareness, leadership qualities, and critical thinking to appreciate and promote women-led tribal enterprises for inclusive and sustainable development.

Course Outcomes:

- Explain the historical evolution, socio-cultural identity, and economic contributions of tribal women in India, with special reference to Odisha.
- Analyze the traditional knowledge, skills, occupations, and livelihood practices of tribal women and their significance in preserving indigenous culture and heritage.
- Evaluate the status, challenges, and opportunities of tribal women in Odisha with respect to education, empowerment, entrepreneurship, and socio-economic development.

- Assess the impact of globalization, government policies, digital initiatives, and entrepreneurial ecosystems on the growth of tribal women entrepreneurship.
- Demonstrate entrepreneurial awareness, leadership, ethical responsibility, and problem-solving skills for promoting sustainable tribal enterprises and women-led economic development.

Course Contents:

Unit I- Tribal Women a Historical Overview

Unit II- Traditionality among Tribal Women

Unit III- Tribal Women in Odisha

Unit IV-Globalization and Tribal Women Entrepreneurship

Unit V- Women Entrepreneurship Ventures and Tribal Life

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	2	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	2	3	3	3	2	3	2	3
CO5	2	3	3	3	3	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical entrepreneurship, community-based development, and equitable livelihood practices
Gender	Very High	Empowerment of tribal women, gender equity, entrepreneurship opportunities, and socio-economic participation
Human Values	Very High	Self-reliance, dignity of labour, cultural identity, social inclusion, and community empowerment
Environment & Sustainability	High	Sustainable livelihood practices, indigenous knowledge systems, and eco-friendly entrepreneurial ventures

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Promotes livelihood opportunities and economic empowerment for tribal women
SDG 4	Quality Education	Enhances awareness, entrepreneurial skills, and socio-cultural understanding
SDG 5	Gender Equality	Supports women's empowerment, participation, and leadership in entrepreneurship
SDG 8	Decent Work & Economic Growth	Encourages sustainable entrepreneurship and self-employment opportunities
SDG 10	Reduced Inequalities	Addresses socio-economic disparities and supports marginalized tribal communities
SDG 11	Sustainable Cities & Communities	Preserves tribal culture while promoting sustainable community-based enterprises

Recommended Learning Resources

- Hasabnis, Sushama Rajeev. *Tribal Women Entrepreneurs: Problems and Prospectus: North Maharashtra in India*. Notion Press, 2017.
- Islam, M. A., R. Rai, and S. M. S. Quli. "Manpower Potential, Employment Status and Forest Based Livelihood Opportunities among Tribal Communities of Jharkhand, India." *Journal of Human Ecology*, vol. 47, no. 3, 2014, pp. 305–315. https://doi.org/10.31901/24566608.2014/47.3.11.

- Kapur, Devesh, D. Shyam Babu, and Chandra Bhan Prasad. *Defying the Odds: The Rise of Dalit Entrepreneurs*. Random House India, 2014.
- Mahapatra, Jayaprada, and Ramakanta Bhuyan. *Life of Tribal Women in South Odisha (Post Independence Period)*. International Publishers, 2022.
- Naveen, S., Jayanta Kumar Parida, and Itishree Panda. "Tribal Women Empowerment through Entrepreneurship: Evidence from Mayurbhanj District, Odisha." *Frontiers in Sociology*, vol. 8, 2023, article 1158770. https://doi.org/10.3389/fsoc.2023.1158770.
- Sahu, Vijay Kumar, Sukanta Kumar Baral, and Ravi Singh. "Financial Empowerment of Tribal Women: An Inquiry into Sustainable Economic Justice Initiatives and Pathways towards Inclusive Development." *Asian Journal of Economics, Business and Accounting*, vol. 24, no. 4, 2024, pp. 182–194. https://doi.org/10.9734/AJEBA/2024/v24i41272.
- Sahu, Vijay Kumar, and Sukanta Kumar Baral. *Financial Empowerment of Tribal Women Through Entrepreneurship Development in India*. Perfect Writer Publishing, 2025.

Semester III

Course: Major- British Literature: 18th Century
Course Code: EN20001

Course Objectives: After completing this course, learners will be able to:

- Understand the social, political, cultural, and intellectual background of eighteenth-century Britain and its influence on the emergence of major literary forms and movements.
- Analyze the themes, characters, narrative techniques, and literary styles in the prescribed works of Frances Burney, Jonathan Swift, Daniel Defoe, Samuel Johnson, and Thomas Gray.
- Examine the development of the eighteenth-century novel, satire, literary criticism, and poetry within their historical and cultural contexts.
- Develop critical reading, analytical thinking, and interpretative skills by applying appropriate literary concepts and approaches to eighteenth-century texts.

- Enhance effective communication, academic writing, and research skills through close textual analysis and informed literary discussion.

Course Outcomes:

- Explain the historical, social, political, and literary developments of eighteenth-century Britain and their impact on English literature.
- Critically analyze Frances Burney's *Evelina* with reference to characterization, narrative technique, social class, gender, and moral values.
- Interpret Jonathan Swift's Gulliver's Travels (Books I & II), Samuel Johnson's Preface to the Plays of William Shakespeare, and Thomas Gray's Elegy Written in a Country Churchyard by examining satire, literary criticism, poetic techniques, and philosophical ideas.
- Evaluate Daniel Defoe's Robinson Crusoe as an early English novel by exploring themes such as individualism, colonialism, survival, religion, and human resilience.
- Demonstrate critical thinking, literary appreciation, effective communication, academic writing, and research skills through the study of eighteenth-century British literature.

Course Contents:

I. Background Studies: Social & Political History shaping the 18th Century Literature

II. Frances Burney: Evelina

III. Jonathan Swift: Gulliver's Travels (Books I and II)

IV. Samuel Johnson 'Preface to the Plays of William Shakespeare' Thomas Gray: 'Elegy Written in a Country Churchyard'

V. Daniel Defoe: Robinson Crusoe

Suggested Topics and Background Study:

- The Enlightenment
- The Restoration
- The Glorious Revolution

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	1	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	2	2	1	2	2	1	2	2
CO4	2	3	3	3	3	3	2	2	2	2	3	2
CO5	2	3	3	3	2	2	2	2	2	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	2	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, academic honesty, critical responsibility in analyzing canonical texts
Gender	Medium–High	Representation of gender in 18th-century literature, women authors like Jane Austen,

Cross-cutting Issue	Level of Integration	Illustrative Components
		gender roles in texts
Human Values	High	Moral philosophy, social satire (Jonathan Swift), empathy, human dignity
Environment & Sustainability	Medium	Nature poetry (Thomas Gray), human-nature relationship, rural life depiction

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, analytical and interpretive skills
SDG 5	Gender Equality	Explores gender representation and women's voices in literature
SDG 10	Reduced Inequalities	Addresses class, social hierarchy, and marginalization in texts
SDG 13	Climate Action	Reflects ecological consciousness through nature poetry
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical thinking, justice, and social critique

Recommended Learning Resources

- Alexander, Michael. *A History of English Literature*. 3rd ed., Macmillan International Higher Education, 2013.
- Austen, Jane. *Pride and Prejudice*. Edited by Vivien Jones, Penguin Classics, 2003.
- Collier, Jeremy. *A Short View of the Immorality and Profaneness of the English Stage*. Routledge, 1996.
- Defoe, Daniel. *Robinson Crusoe*. Edited by John Richetti, Penguin Classics, 2003.
- Defoe, Daniel. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV), and "The Complete English Gentleman." *Literature and Social Order in Eighteenth-Century England*, edited by Stephen Copley, Croom Helm, 1984.

- Johnson, Samuel. *The Rambler*. In *Selected Writings: Samuel Johnson*, edited by Peter Martin, Harvard University Press, 2009, pp. 194–97.
- Johnson, Samuel. *Rasselas*. Oxford University Press, 2008.
- Johnson, Samuel. "Pope's Intellectual Character: Pope and Dryden Compared." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt et al., 8th ed., vol. 1, W. W. Norton, 2006, pp. 2693–94.
- Johnson, Samuel. *Preface to the Plays of William Shakespeare*. Oxford World's Classics, 2008.
- Porter, Roy, and G. S. Rousseau. *The Augustan Age: Literary and Cultural Studies in the Eighteenth Century*. Routledge, 1985.
- Swift, Jonathan. *Gulliver's Travels*. Penguin Classics, 2000.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press, 1957.

Course: Major- Modern European Drama
Course Code: EN20003

Course Objectives: After completing this course, learners will be able to:

- Understand the historical, philosophical, and socio-political background of Modern European Drama and its contribution to the evolution of modern theatre.
- Analyze the themes, dramatic techniques, characterization, and stagecraft employed by major European dramatists such as Henrik Ibsen, Bertolt Brecht, Samuel Beckett, and Eugene Ionesco.
- Examine the development of modern dramatic movements, including Realism, Epic Theatre, and the Theatre of the Absurd, in their historical and cultural contexts.
- Develop critical thinking and interpretative skills by applying appropriate literary theories and dramatic concepts to modern European plays.
- Enhance communication, academic writing, and research skills through textual analysis, theatrical appreciation and scholarly discussion.

Course Outcomes:

- Explain the historical background, major movements, and distinctive characteristics of Modern European Drama, including Realism, Epic Theatre, and the Theatre of the Absurd.

- Analyze Henrik Ibsen's Hedda Gabler by examining themes of individual freedom, gender, psychology, social conventions, and dramatic realism.

- Critically evaluate Bertolt Brecht's The Life of Galileo with reference to Epic Theatre, alienation effect, science, ethics, and social responsibility.

- Interpret Samuel Beckett's Waiting for Godot and Eugene Ionesco's The Chairs by exploring existentialism, absurdity, symbolism, language, and modern theatrical techniques.

- Demonstrate critical thinking, literary analysis, research aptitude, and effective communication through the study and interpretation of Modern European Drama.

Course Contents:

- Modern European Drama: Background & Importance
- Henrik Ibsen *Hedda Gabler*
- Bertolt Brecht *The Life of Galileo*
- Samuel Beckett *Waiting for Godot*
- Eugene Ionesco *The Chairs*

Suggested Topics and Background Study:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	1	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	2	2	1	2	2	1	2	2

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO4	2	3	3	3	3	3	2	2	2	2	3	2
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	2	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of dramatic texts, critical responsibility, ideological critique in modern theatre
Gender	Medium–High	Gender roles and identity in modern drama, representation in works like Henrik Ibsen
Human Values	High	Existentialism, alienation, morality, social critique in plays by Samuel Beckett and Eugène Ionesco
Environment & Sustainability	Low–Medium	Indirect relevance through human condition and technological critique in Bertolt Brecht

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops critical and analytical understanding of modern drama
SDG 5	Gender Equality	Examines gender representation and roles in dramatic texts
SDG 10	Reduced Inequalities	Addresses themes of alienation, class, and marginalization
SDG 13	Climate Action	Indirect engagement through critique of modernity and technology
SDG 16	Peace, Justice & Strong Institutions	Encourages critical awareness of power, justice, and social systems

Recommended Learning Resources

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
- Bertolt Brecht, '*The Street Scene*', '*Theatre for Pleasure or Theatre for Instruction*', and '*Dramatic Theatre vs Epic Theatre*', in *Brecht on Theatre: The Development ofan Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, a. 1995) pp. 303–24.
- Innes, Christopher. *Modern European Drama 1880–1990*. Cambridge University Press, 1992.
- Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*. 11th Edition, Pearson, 2014.
- Templeton, Joan. *Ibsen's Women*. Cambridge University Press, 1997.
- Brecht, Bertolt. *Life of Galileo*. Translated by John Willett, Methuen Drama, 1976.
- Beckett, Samuel. *Waiting for Godot*. Faber & Faber, 2012.
- Ionesco, Eugene. *The Chairs and Other Plays*. Grove Press, 1964.
- Fischer-Lichte, Erika. *The Transformative Power of Performance: A New Aesthetics*. Routledge, 2008.

Course: Minor: Indian English Writings (Drama)
Course Code: EN22001

Course Objectives: After completing this course, learners will be able to:

- Understand the evolution and distinctive features of Indian English drama and its contribution to modern Indian literature and theatre.
- Analyze the themes, characters, dramatic techniques, and socio-cultural concerns presented in the prescribed plays by Girish Karnad, Manjula Padmanabhan, Sri Aurobindo, and Badal Sircar.
- Examine issues such as mythology, identity, gender, technology, existentialism, and social transformation through the study of modern Indian drama.
- Develop critical thinking, interpretative ability, and aesthetic appreciation by applying literary and dramatic concepts to Indian English plays.
- Enhance communication, academic writing, and research skills through textual analysis and scholarly discussions on Indian English drama**.**

Course Outcomes:

- Explain the development, major characteristics, and socio-cultural significance of Indian English drama in the context of modern Indian literature.
- Critically analyze Girish Karnad's Yayati by examining mythology, morality, responsibility, and human relationships from contemporary perspectives.
- Evaluate Manjula Padmanabhan's Harvest, Sri Aurobindo's Vasavadutta, and Badal Sircar's Ebam Indrajit by exploring themes of technology, existentialism, spirituality, identity, and social change.
- Interpret the dramatic techniques, symbolism, characterization, and theatrical innovations employed in the prescribed plays using appropriate critical approaches.
- Demonstrate critical thinking, literary appreciation, communication skills, and research aptitude through the analysis and interpretation of Indian English drama.

Course Contents:

Unit I-Girish Karnad: Yayati

Unit II- Manjula Padnavam: The Harvest

Unit- III- Sri Aurobindo: Vasavadutta

Unit-IV- Badal Sircar: Ebam Indrajit

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	2	2	2	3	2
CO4	3	3	3	2	2	3	2	2	2	3	2	2
CO5	2	3	3	3	2	2	2	2	2	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of texts, cultural sensitivity in representing myths and traditions
Gender	High	Gender roles and identity in modern Indian drama,

Cross-cutting Issue	Level of Integration	Illustrative Components
		especially in works like Manjula Padmanabhan
Human Values	High	Indian ethos, morality, identity, existential concerns in plays by Girish Karnad and Badal Sircar
Environment & Sustainability	Medium	Socio-cultural ecology, human-technology interface in modern Indian society

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances understanding of Indian English drama and critical literary skills
SDG 5	Gender Equality	Explores gender representation and women's roles in Indian drama
SDG 10	Reduced Inequalities	Addresses caste, class, and socio-cultural inequalities
SDG 11	Sustainable Cities & Communities	Reflects cultural preservation and evolving traditions
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical awareness, justice, and social responsibility

Recommended Learning Resources

- Gawali, Manisha. *Indian English Drama: Unpopular Plays by Popular Indian Poets*. Notion Press, 2020.
- Karnad, Girish. *Yayati: A Play*. Oxford University Press, 2013.
- Kumar, Nand. *Indian English Drama: A Study in Myths*. Sarup Book Publishers, 2003.
- Padmanabhan, Manjula. *Harvest*. Kali for Women, 1998.
- Reddy, P. Bayapa. *Studies in Indian Writing in English: With a Focus on Indian English Drama*. Prestige Books in association with the Indian Society for Commonwealth Studies, 1990.
- Sircar, Badal. *Evam Indrajit*. Seagull Books, 2015.

- Sri Aurobindo. *Vasavadutta: A Dramatic Romance*. Sri Aurobindo Ashram, 1957.

Course: MDC- Media & Communication Skills
Course Code: EN23001

Course Objectives:

- Understand the concepts, principles, and functions of mass communication, media, globalization, and various forms of communication in contemporary society.
- Develop practical skills in media writing, including news reporting, scriptwriting, feature writing, editing, and content creation for print, broadcast, and digital media.
- Acquire creative and professional skills in advertising through the design of advertisements, storyboards, jingles, taglines, and promotional campaigns while adhering to ethical standards.
- Enhance communication, presentation, teamwork, and analytical skills through practical activities such as street plays, interviews, editorials, and media presentations.
- Examine the role, impact, opportunities, and ethical challenges of cyber media and social media in the digital communication landscape.

Course Outcomes:

- Explain the concepts, functions, and significance of mass communication, globalization, and different forms of media in contemporary society.
- Demonstrate the ability to create advertisements, storyboards, jingles, posters, and communication campaigns by applying ethical principles of advertising.
- Apply media writing skills to prepare news reports, editorials, scripts, feature articles, reviews, and other forms of print and broadcast communication.
- Evaluate the influence of cyber media and social media on communication, public opinion, digital culture, and professional media practices.
- Develop effective communication, creativity, critical thinking, teamwork, presentation, and professional media skills through practical assignments and projects.

Course Contents:

1. Mass Communication and Globalization, Forms of Mass Communication

(**Topics for Student Presentations)**

- Case studies on current issues Indian journalism
- Performing street plays
- Writing pamphlets and posters, etc.

2. Advertisement: Types of advertisements, Advertising ethics, How to create advertisements/storyboards

(Topics for Student Presentations)

- Creating an advertisement/visualization
- Enacting an advertisement in a group
- Creating jingles and taglines

3. Media Writing: Scriptwriting for TV and Radio, Writing News Reports and Editorials, Editing for Print and Online Media

(Topics for Student Presentations)

- Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- Writing news reports/book reviews/film reviews/TV program reviews/interviews
- Editing articles
- Writing an editorial on a topical subject

4. Feature Writing: What is a feature, How to write a feature, Free-lance journalism

(Topics for Student Presentation)

- Writing of a feature
- Writing of Articles
- Editing Articles

5. Introduction to Cyber Media and Social Media: Types of Social Media, The Impact of Social Media, Introduction to Cyber Media

(Topics for Student Presentation)

- How to start Blogging
- Impact of Facebook & Twitter
- Creation of Whatsapp groups and their use

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	2	2	2	3	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	2	2	2	3	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	2	3	3	3	3

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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Media ethics, responsible journalism, ethical advertising practices, avoiding misinformation
Gender	Medium–High	Gender representation in media, role of women in journalism, portrayal in advertisements
Human Values	High	Public opinion, social responsibility, democratic communication, cultural sensitivity

Cross-cutting Issue	Level of Integration	Illustrative Components
Environment & Sustainability	Medium	Media role in environmental awareness, digital sustainability, responsible use of social media

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication skills, media literacy, and critical thinking
SDG 5	Gender Equality	Promotes awareness of gender representation and inclusivity in media
SDG 9	Industry, Innovation & Infrastructure	Encourages digital media skills and innovation in communication
SDG 10	Reduced Inequalities	Addresses media access, representation, and inclusive communication
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical journalism, informed citizenship, and responsible communication

Recommended Learning Resources

- *The Handbook of Media and Mass Communication Theory*, Vol 1, Edited by Robert S. Fortner and P. Mark Fackler, Front Matter - Wiley Online Library
- Barun Roy: *Beginners' Guide to Journalism & Mass Communication,* William Merrin: *Media Studies 2.0*
- McQuail, Denis. *McQuail's Mass Communication Theory*. 7th Edition, Sage Publications, 2010.
- Arens, William F., and Michael F. Weigold. *Contemporary Advertising*. 14th Edition, McGraw-Hill, 2019.
- Rodriguez, Clemencia. *Fissures in the Mediascape: An International Study of Citizens' Media*. Hampton Press, 2001.
- Hohenberg, John. *The Professional Journalist*. Routledge, 2010.
- Kaplan, Andreas M., and Michael Haenlein. *Users of the World, Unite! The Challenges and Opportunities of Social Media*. Business Horizons, 2010.

Course: AEC-Communicative English

Course Code: AEC24001

Course Objectives: After completing this course, learners will be able to:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Enhance reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective verbal and non-verbal communication skills by using suitable language, body language, and listening techniques in interpersonal and professional interactions.
- Apply reading comprehension strategies and critical thinking skills to understand, interpret, and evaluate different types of texts.
- Produce clear, coherent, and professional written communication by preparing summaries, notes, compositions, information transfer exercises, CVs, and résumés.
- Demonstrate confidence and competence in speaking, group discussions, presentations, and conversational English for academic and workplace communication.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writing (iv) Creative and Academic Writing: Summarising, Note-making and Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal

Cross-cutting Issue	Level of Integration	Illustrative Components
		communication, teamwork and collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- Dr. A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Course: SEC- Art of Shadow Puppetry
Course Code: TL25001

Course Objective: After completing this course, learners will be able to:

- Understand the concept of shadows, the principles of shadow formation, and the artistic foundations of shadow puppetry.
- Examine the historical evolution, cultural significance, and traditional practices of shadow puppetry in India, with special reference to tribal communities.
- Develop practical skills in designing, crafting, and manipulating shadow puppets using traditional and contemporary materials and techniques.
- Apply shadow puppetry as an educational and communication tool to promote creativity, storytelling, cultural awareness, and experiential learning.
- Appreciate the role of shadow puppetry in preserving tribal heritage, indigenous knowledge, and cultural identity while encouraging innovation and entrepreneurship.

Course Outcomes:

- Explain the scientific principles of shadows and the historical development, cultural significance, and artistic features of shadow puppetry.
- Demonstrate the ability to design, create, and manipulate shadow puppets using appropriate materials, techniques, and performance skills.
- Apply shadow puppetry as an effective educational, storytelling, and communication tool in academic, social, and cultural contexts.
- Analyze the contribution of shadow puppetry to tribal life, indigenous knowledge systems, cultural preservation, and community engagement.
- Develop creativity, teamwork, communication, problem-solving, and entrepreneurial skills through the practice and promotion of shadow puppetry.

Course Contents:

Unit I- Understanding Shadows

Unit-II- Historical Context of Shadow Puppetry **Unit-III**- Crafting the shadows

Unit IV- Educational Activities and Shadow Puppetry **Unit V**- Shadow Puppetry and Tribal Life

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	2	3	2	3	2	2	2	2	3	2
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	2	2	2	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	2	2	2
CO4	3	3	3	3	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of cultural narratives, respect for indigenous and tribal art forms, responsible storytelling

Cross-cutting Issue	Level of Integration	Illustrative Components
Gender	Medium	Representation of gender roles in folk narratives and performance traditions
Human Values	High	Creativity, cultural preservation, empathy, community engagement through storytelling
Environment & Sustainability	High	Use of eco-friendly materials, traditional knowledge systems, sustainable artistic practices

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes experiential learning, creativity, and interdisciplinary education
SDG 8	Decent Work & Economic Growth	Encourages skill development and livelihood through puppetry
SDG 10	Reduced Inequalities	Preserves and promotes marginalized cultural traditions
SDG 11	Sustainable Cities & Communities	Supports cultural heritage and community-based art forms
SDG 12	Responsible Consumption & Production	Encourages sustainable materials and eco-friendly artistic practices

Recommended Learning Resources

- Ban, Gu. *Annals of Han*. Vol. 2, Sanqin Publishing House, 2004.
- Bryant, Jill, and Catherine Heard. *Making Shadow Puppets*. Illustrated by Laura Watson, Kids Can Press, 2002.
- Chen, Fan Pen. "Shadow Theatres of the World." *Asian Folklore Studies*, vol. 62, no. 1, 2003, pp. 25–64.
- Coleman, Elizabeth Jean. *Making Shadow Puppets*. Search Press, 1971.
- Currell, David. *Shadow Puppets and Shadow Play*. Crowood, 2015.
- Gokul Krishnan. *Documentation on Leather Puppetry*. Craft Publication, 2017.
- Iyer, K. B. "The Shadow Play in Malabar." *Bulletin of the Rama Varma Research Institute*, 1943.
- Krishnankutty Pulavar, K. L. *Ayodhyakanda of Tholpavakoothu*. Sangeet Natak Akademi, 1983.
- Kumar, V. Ajith. *Puppet Theatre: History and Practice*. Kozhikode, 2006.

- Wisniewski, David, and Donna Wisniewski. *Worlds of Shadow: Teaching with Shadow Puppetry*. Teacher Ideas Press, 1997.

SEMESTER IV

Course: Major– Postcolonial Literatures
Course Code: EN20002

Course Objectives: After completing this course, learners will be able to:

- Understand the emergence, development, and major concepts of postcolonial literature, including colonialism, imperialism, nationalism, identity, hybridity, resistance, and decolonization.
- Analyze the prescribed literary texts by Chinua Achebe/Franz Fanon, Gabriel García Márquez, Pablo Neruda, and Derek Walcott within their historical, political, and cultural contexts.
- Examine the representation of race, identity, displacement, memory, cultural conflict, and resistance in postcolonial societies through diverse literary genres.
- Develop critical and comparative approaches for interpreting postcolonial texts by applying relevant literary theories and interdisciplinary perspectives.
- Enhance research, communication, and academic writing skills through critical reading, textual analysis, and scholarly discussion of postcolonial literatures.

Course Outcomes:

- Explain the historical background, major concepts, and theoretical perspectives of postcolonial literature and its relevance to contemporary literary studies.
- Critically analyze *Things Fall Apart* or *The Wretched of the Earth* by examining colonialism, cultural identity, resistance, nationalism, and decolonization.
- Interpret Gabriel García Márquez's *One Hundred Years of Solitude* by exploring magical realism, history, memory, family, and Latin American cultural identity.
- Evaluate the selected poems of Pablo Neruda and Derek Walcott with reference to postcolonial identity, love, exile, race, resistance, nature, and poetic techniques.
- Demonstrate critical thinking, comparative literary analysis, research aptitude, intercultural understanding, and effective communication through the study of postcolonial literatures.

Course Contents:

Unit I: Chinua Achebe *Things Fall Apart*

OR

Franz Fanon *The Wretched of the Earth*

Unit II: Gabriel Garcia Marquez *One Hundred Years of Solitude*

Unit III: Pablo Neruda 'A Song of Despair' 'Clenched Soul' 'A Lemon' 'Cat's Dream'

Unit IV: Derek Walcott 'A City's Death by Fire' 'A Far Cry from Africa' 'Love after Love'

Suggested Topics and Background Studies:

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	2	2	2	2	1	3	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	2	2	3	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, representation of colonized cultures, critical awareness of power structures
Gender	High	Gender, race, and identity politics in postcolonial texts; representation in works by Chinua Achebe and Derek Walcott
Human Values	High	Cultural identity, resistance, human dignity, decolonization themes
Environment & Sustainability	Medium	Relationship between land, identity, and colonial exploitation; ecological implications in postcolonial discourse

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances critical understanding of global literatures and cultural contexts
SDG 5	Gender Equality	Addresses gender roles and identity politics in postcolonial societies
SDG 10	Reduced Inequalities	Explores colonial oppression, race, class, and marginalization
SDG 13	Climate Action	Reflects environmental concerns linked with colonial exploitation
SDG 16	Peace, Justice & Strong Institutions	Promotes justice, resistance, and ethical awareness

Recommended Learning Resources

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- NgugiwaThiong'o, '*The Language of African Literature*', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987)
- Achebe, Chinua. *Things Fall Apart*. Heinemann, 1958.
- Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. Harper Perennial, 2006.
- Neruda, Pablo. *Selected Poems*. Translated by Stephen Mitchell, Penguin Classics, 2004.

- Walcott, Derek. *Selected Poems 1948–1984*. Farrar, Straus and Giroux, 1986.

Course: Major– British Romantic Literature
Course Code: EN20004

Course Objectives: After completing this course, learners will be able to:

- Understand the historical, social, political, and intellectual background of the Romantic Age and its influence on English literature.
- Analyze the themes, poetic techniques, symbolism, imagination, nature, and philosophical ideas in the works of the major Romantic poets.
- Examine the contributions of William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, and John Keats to the development of English Romanticism.
- Develop critical thinking, literary appreciation, and interpretative skills by applying appropriate literary theories and critical approaches to Romantic poetry.
- Enhance communication, academic writing, and research skills through close textual analysis and scholarly engagement with Romantic literature.

Course Outcomes:

- Explain the historical, cultural, and literary characteristics of the Romantic Age and evaluate its contribution to English literature.
- Critically analyze the poetry of William Blake and William Wordsworth by examining themes of imagination, nature, childhood, innocence, experience, and spirituality.
- Interpret Samuel Taylor Coleridge's Christabel by exploring supernatural elements, symbolism, imagination, and Romantic aesthetics.
- Evaluate the poetry of Percy Bysshe Shelley and John Keats with reference to beauty, mortality, idealism, revolution, art, and poetic craftsmanship.
- Demonstrate critical thinking, literary appreciation, research aptitude, and effective communication through the study of British Romantic poetry.

Course Contents:

I. William Blake ‘A Poison Tree’, ‘Auguries of Innocence’ ‘The Tyger’, ‘London’

II. William Wordsworth ‘The Prelude (Books 12 & 13’)

III. Samuel Taylor Coleridge 'Cristabel'

IV. Percy Bysshe Shelley 'Adonais (First 5 Stanzas)', 'Ozymandias', 'Hymn to Intellectual Beauty'

V. John Keats 'Ode on a Grecian Urn' 'Ode to a Nightingale'

Suggested Topics and Background Studies:

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	1	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	2	2	1	2	2	1	2	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

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3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, intellectual integrity,

Cross-cutting Issue	Level of Integration	Illustrative Components
		philosophical inquiry in Romantic texts
Gender	Medium	Representation of gender and subjectivity in Romantic poetry, including perspectives in works of William Wordsworth and John Keats
Human Values	High	Imagination, emotion, individualism, freedom, and human experience central to Romantic ideology
Environment & Sustainability	High	Nature as a central theme in Romanticism; ecological sensitivity in works of William Blake and Percy Bysshe Shelley

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical thinking, and interpretive skills
SDG 5	Gender Equality	Encourages discussion of gender perspectives in literary traditions
SDG 10	Reduced Inequalities	Reflects themes of social justice, revolution, and individual rights
SDG 13	Climate Action	Promotes ecological awareness through nature-centered poetry
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, freedom, and social consciousness

Recommended Learning Resources

- William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and* Poetry, ed.Harold
- Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
- Jean-Jacques Rousseau, 'Preface' to *Emile or Education,* tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.
- Blake, William. *Songs of Innocence and Experience*. Oxford University Press, 2008.
- Wordsworth, William. *The Prelude: 1799, 1805, 1850 Versions*. Norton Critical Edition, 2000.

- Coleridge, Samuel Taylor. *Christabel, Kubla Khan, and the Pains of Sleep*. Oxford University Press, 1998.
- Shelley, Percy Bysshe. *Selected Poems*. Oxford University Press, 2008.
- Keats, John. *The Complete Poems*. Penguin Classics, 2003.

Course: Major- Popular Literature
Course Code: EN20006

Course Objectives: After completing this course, learners will be able to:

- Understand the concept, evolution, characteristics, and significance of popular literature in relation to contemporary society and culture.
- Analyze the themes, narrative techniques, characterization, and socio-cultural contexts of selected works by George Orwell, Lewis Carroll, Ernest Hemingway, Aravind Adiga, and Chetan Bhagat.
- Examine issues such as dystopia, fantasy, identity, class, globalization, education, social inequality, and human relationships represented in popular literary texts.
- Develop critical thinking, comparative analysis, and literary interpretation skills through the study of diverse genres of popular literature.
- Enhance communication, academic writing, creativity, and research skills through textual analysis and scholarly discussion of popular literary works.

Course Outcomes:

- Explain the concept, development, characteristics, and cultural significance of popular literature in the modern literary tradition.
- Critically analyze George Orwell's 1984 and Lewis Carroll's Alice's Adventures in Wonderland by examining themes of dystopia, fantasy, power, imagination, identity, and society.
- Interpret Ernest Hemingway's The Sun Also Rises by exploring modernism, alienation, identity, relationships, and post-war disillusionment.
- Evaluate Aravind Adiga's The White Tiger and Chetan Bhagat's Five Point Someone with reference to social mobility, education, class, globalization, ethics, and contemporary Indian society.

- Demonstrate critical thinking, literary appreciation, research aptitude, and effective communication through the analysis of popular literary texts across cultures and genres.

Course Contents:

- George Orwell-*1984*
- Lewis Carroll -*Alice's Adventures in Wonderland*
- Ernest Hemingway- *The Sun also Rises*
- Arabinda Adiga -*The White Tiger*
- Chetan Bhagat -*Five Point Someone*

Suggested Topics and Background Studies:

- How they become the best sellers
- Characteristics of Popular Literature
- Themes of Popular Literature
- Elements of Popular Literature

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	2	2	1	2	2	1	2	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO4	3	3	3	3	3
CO5	2	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation in mass literature, responsibility in shaping public opinion, cultural sensitivity
Gender	Medium–High	Gender representation and stereotypes in popular fiction, especially in works like Aravind Adiga and Chetan Bhagat
Human Values	High	Social critique, class issues, identity, morality in texts such as 1984 and The White Tiger
Environment & Sustainability	Medium	Indirect reflection through industrialization, consumerism, and societal change in popular narratives

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary awareness, critical thinking, and engagement with popular culture
SDG 5	Gender Equality	Encourages analysis of gender roles and representation in popular texts
SDG 10	Reduced Inequalities	Explores class, power, and marginalization in contemporary society
SDG 12	Responsible Consumption & Production	Reflects on consumer culture and mass production of literature
SDG 16	Peace, Justice & Strong Institutions	Promotes awareness of governance, ethics, and social justice

Recommended Learning Resources

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8,9, pp. 121–5, 137–46.

- Bertolt Brecht, ‘The Street Scene’, ‘Theatre for Pleasure or Theatre for Instruction’, and ‘Dramatic Theatre vs Epic Theatre’, in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, ‘On Modern Tragedy’, in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24
- Orwell, George. *1984*. Harvill Secker, 2003.
- Carroll, Lewis. *Alice’s Adventures in Wonderland*. Oxford University Press, 2008.
- Hemingway, Ernest. *The Sun Also Rises*. Scribner, 2006.
- Adiga, Aravind. *The White Tiger*. HarperCollins India, 2008.
- Bhagat, Chetan. *Five Point Someone*. Rupa Publications, 2004.

Course: Major– COURSE BASED PRESENTATION
Course Code: CP40082

Course Description

This course enables students to develop presentation skills and subject-based communication competencies.

It provides opportunities for independent learning, critical analysis, academic discussion and effective use of ICT tools for presentation. The course also helps students enhance confidence, creativity and professional skills through seminar presentations, group discussions and project-based activities related to education.

Course Objectives

- To help the students develop effective presentation and communication skills.
- To acquaint students with techniques and tools used in academic presentations.
- To encourage students to undertake independent study and subject-based analysis.
- To develop confidence in presenting ideas before peers and teachers.
- To enable students to use ICT and multimedia tools effectively in presentations.

Course Outcomes

On completion of the course the students shall be able to:

CO1. Explain the concept, purpose and importance of course-based presentation.
CO2. Demonstrate effective verbal and non-verbal communication skills during presentation.
CO3. Use ICT and multimedia tools for academic presentations.
CO4. Prepare and present subject-based seminar papers and reports.
CO5. Develop confidence, critical thinking and collaborative skills through presentation activities.

Course Content

The practicum paper "Course Based Presentation" includes activities related to academic presentation, seminar participation and communication skill development. Students are required to prepare and present seminar papers on different educational topics and contemporary issues in education. The course emphasizes the development of effective verbal and non-verbal communication skills, confidence in public speaking and the ability to express ideas clearly and systematically before an audience.

Students will use ICT and multimedia tools such as PowerPoint presentations, audio-visual aids and online educational resources for effective presentation of academic content. The practicum also includes participation in group discussions, panel discussions and interactive sessions to promote collaborative learning and critical thinking.

Students will participate in peer evaluation, self-evaluation and feedback sessions to improve their presentation techniques and communication competence. Viva-voce and discussion-based activities are also included to strengthen academic interaction, professional skills and independent learning abilities.

CO–PO & PSO Mapping Table

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

CO5	3	3	3	2	3	3	2	2	-	1	3	2	1	1	1	1	2

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Skills for creating educational and community web resources
SDG 8	Decent Work and Economic Growth	Employable front-end / junior full-stack web development skills
SDG 9	Industry, Innovation and Infrastructure	Web apps as digital infrastructure for services and innovation
SDG 12	Responsible Consumption and Production	Efficient, responsible digital products

Course: Minor– Evolution of Human Language
Course Code: EN22002

Course Objectives:

- Introduce students to the origins, evolution, nature, and development of human language in relation to animal communication.
- Enable students to understand the emergence and development of language among prehistoric human beings and early human societies.
- Familiarize students with major language families, linguistic lineages, and the historical development and diversification of languages.
- Develop an understanding of language as a scientific system involving its structure, function, evolution, and use.
- Enable students to analyse the relationship between language, human behaviour, culture, society, and social organization from anthropological and linguistic perspectives.

Course Outcomes:

- Explain the major forms and characteristics of animal communication and assess their relevance to understand the evolution of human language.
- Describe and analyse the development of language among prehistoric human beings and explain the major theories and factors associated with the evolution of language.

- Identify major language families and lineages and evaluate the historical, cultural, and linguistic factors responsible for language development and diversification.
- Apply scientific and linguistic approaches to understand the structure, functions, evolution, and utility of language.
- Analyse the relationship between language, human behaviour, culture, society, and social organization, and evaluate the significance of language in contemporary social life

Course Contents:

Unit I: Ways animals communicate: Relevance to Language

Unit II: Evolution of Language among the Pre-historic men

Unit III: Families of Language and Lineages

Unit IV: The Science of Language and the relevance of language in the society

Suggested Topics and Background Studies:

- Is language specific to humans only?
- Evolution of Language
- Language families
- Technicalities and relevance

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	2	2	2	2	1	3	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	2	3	3	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical use of language, linguistic sensitivity, responsible communication across cultures
Gender	Medium	Gendered language, inclusivity in communication, representation in linguistic practices
Human Values	High	Cultural identity, communication, social interaction, respect for linguistic diversity
Environment & Sustainability	Medium	Language and ecology, preservation of endangered languages, cultural sustainability

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances linguistic knowledge, analytical skills, and interdisciplinary understanding
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive language use
SDG 10	Reduced Inequalities	Supports linguistic diversity and inclusion of marginalized language communities
SDG 11	Sustainable Cities & Communities	Preserves linguistic heritage and cultural diversity
SDG 16	Peace, Justice & Strong Institutions	Encourages effective, ethical communication and social harmony

Recommended Learning Resources

- Campbell, Lyle. *Historical Linguistics: An Introduction*. 3rd ed., Edinburgh University Press, 2013.
- Fischer, Steven Roger. *A History of Language*. Reaktion Books, 2003.
- Fishman, Joshua A. *Language and Ethnicity in Minority Sociolinguistic Perspective*. Multilingual Matters, 1989.
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage Learning, 2017.
- Jespersen, Otto. *Language: Its Nature, Development and Origin*. George Allen & Unwin, 1922.
- Marler, Peter, and Hans Slabbekoorn. *Nature's Music: The Science of Birdsong*. Academic Press, 2004.
- Tattersall, Ian. *The Fossil Trail: How We Know What We Think We Know About Human Evolution*. Oxford University Press, 1995.

Course: AEC (BC/BJ/BB/BT)– Professional communication
Course Code: AE24002

Course Objectives: After completing this course, students will be able to:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.
- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication

Cross-cutting Issue	Level of Integration	Illustrative Components
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops advanced writing, analytical, and communication skills
SDG 5	Gender Equality	Encourages inclusive and equitable communication practices
SDG 8	Decent Work & Economic Growth	Enhances employability through professional communication skills
SDG 9	Industry, Innovation & Infrastructure	Promotes digital and organizational communication competence
SDG 16	Peace, Justice & Strong Institutions	Supports ethical communication, accountability, and transparency

Recommended Learning Resources

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.

- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

SEMESTER V (SINGLE MAJOR)

Course: Major– British Literature: 19th Century
Course Code: EN30001

Course Objectives: This course will enable the students to have a comprehensive understanding of the major literary movements, themes, and works of British literature from the 19th century.

- Introduce students to the major historical, social, political, intellectual, and literary developments of nineteenth-century Britain.
- Familiarize students with the major themes, narrative techniques, characters, and literary significance of Jane Austen's Pride and Prejudice.
- Develop an understanding of Charlotte Brontë's Jane Eyre with reference to gender, class, morality, identity, love, and social conventions.
- Enable students to critically examine Charles Dickens's Hard Times in relation to industrialization, utilitarianism, education, social inequality, and the human condition.
- Develop students' ability to analyse Victorian poetry through Alfred Tennyson's "The Lady of Shalott" and "Ulysses," with attention to poetic form, symbolism, mythology, imagination, and Victorian concerns.

Course Outcomes:

- Explain the major historical, social, cultural, intellectual, and literary developments that shaped nineteenth-century British literature.
- Analyse Jane Austen's *Pride and Prejudice* in relation to marriage, class, gender, social conventions, irony, characterization, and narrative technique.

- Critically interpret Charlotte Brontë's *Jane Eyre* with reference to identity, gender, class, morality, independence, love, and the Gothic tradition.
- Examine Charles Dickens's *Hard Times* as a critique of industrial society, utilitarian philosophy, education, social inequality, and the effects of excessive rationalism on human life.
- Analyse the themes, symbols, poetic techniques, forms, and Victorian concerns reflected in Alfred Tennyson's "The Lady of Shalott" and "Ulysses," and apply critical perspectives to nineteenth-century literary texts.

Course Contents:

Unit-I: Historical overview of 19th Century British Literature

Unit-II: Jane Austen: Pride and Prejudice

Unit-III: Charlotte Bronte: Jane Eyre

Unit-IV: Charles Dickens: Hard Times

Unit- V: Alfred Tennyson: 'The Lady of Shalott' 'Ulysses'

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	2	2	2	2	1	3	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	2	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with Victorian social issues, moral responsibility in analysis
Gender	High	Gender roles and identity in Victorian literature, especially in works by Charlotte Brontë and Jane Austen
Human Values	High	Social justice, morality, class consciousness in texts by Charles Dickens
Environment & Sustainability	Medium	Industrialization and its impact on society and environment in Victorian England

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical thinking, and historical awareness
SDG 5	Gender Equality	Explores gender roles and representation in Victorian society
SDG 10	Reduced Inequalities	Examines class, poverty, and social injustice
SDG 13	Climate Action	Reflects on industrialization and environmental consciousness
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection and social responsibility

Recommended Learning Resources

- *The Broadview Anthology of British Literature*, Volumes 3-5: Restoration & 18th Century; Romanticism; Victorian Era.

- Karl Marx and Friedrich Engels, '*Mode of Production: The Basis of Social Life*', '*The Social Nature of Consciousness*', and '*Classes and Ideology*', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.
- *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.
- *The Victorian Age in Literature* by G. K. Chesterton— full-text from Project Gutenberg, https://www.gutenberg.org/ebooks/18639.

Course: Major– American Literature
Course Code: EN30003

Course Objectives: This course aims the students to identify the key ideas, representative authors and works, significant historical or cultural events and characteristic perspectives expressed in the literature of different periods

- Introduce students to the major historical, cultural, social, political, and literary contexts that have shaped American literature.
- Develop an understanding of Tennessee Williams's *The Glass Menagerie* and Toni Morrison's *Beloved* through their themes, characters, narrative techniques, and representations of memory, identity, trauma, family, and society.
- Enable students to critically analyse American short fiction and prose through Edgar Allan Poe's "The Purloined Letter," F. Scott Fitzgerald's "The Crack-Up," and William Faulkner's "Dry September."
- Familiarize students with the diverse voices and literary traditions of American poetry through Anne Bradstreet and Walt Whitman.
- Develop students' ability to apply critical, comparative, historical, cultural, and literary approaches to the study of American texts and their representations of identity, race, gender, history, modernity, and the American experience.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the major historical, cultural, social, political, and intellectual contexts that influenced the development of American literature.

- Analyse *The Glass Menagerie* and *Beloved* with reference to memory, identity, family, trauma, race, gender, history, social marginalization, and narrative technique.
- Critically interpret selected American prose and short fiction by examining themes, narrative strategies, psychological dimensions, social conflicts, and cultural contexts.
- Analyse the poetic works of Anne Bradstreet and Walt Whitman with reference to poetic form, imagery, symbolism, individual identity, gender, nationalism, democracy, modernity, and the American experience.
- Apply critical, comparative, historical, cultural, and interdisciplinary approaches to interpret American literary texts and communicate independent literary arguments effectively

Course Contents:

Unit-I: Tennessee Williams: *The Glass Menagerie*

Unit -II: Toni Morrison: *Beloved*

Unit-III: Edgar Allan Poe 'The Purloined Letter' F. Scott Fitzgerald 'The Crack-up'

Unit-IV: William Faulkner 'Dry September', Anne Bradstreet **'**The Prologue'

Unit -V: Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain'

'Passage to India' (lines 1–68)

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	2	3	3	2	2	2	2	1	3	2
CO5	3	3	3	3	2	3	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	2	3	2	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with issues of race, identity, and morality
Gender	High	Gender and identity in works by Toni Morrison and Anne Bradstreet
Human Values	High	Individualism, freedom, morality, multiculturalism in texts by Walt Whitman and William Faulkner
Environment & Sustainability	Medium	Urbanization, industrialization, and their cultural impact in American literature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical thinking, and interdisciplinary understanding
SDG 5	Gender Equality	Explores gender and identity in American literature
SDG 10	Reduced Inequalities	Addresses race, class, marginalization, and multiculturalism
SDG 11	Sustainable Cities & Communities	Reflects urbanization and evolving cultural landscapes
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical awareness and social justice

Recommended Learning Resources

- Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farm*er (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

- 19th Century American Literature-https://archive.org/details/19th Century-American literature.

Course: Major– English Essays: British, American & Indian
Course Code: EN30005

Course Objectives: This paper seeks to familiarize students about the persuasive power of essays written across timeline and from different global locations.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key themes, arguments, and stylistic features of the essays written by the renowned essayists of the time.
- Understand and explain the historical and cultural contexts in which Francis Bacon, Emerson and Rabindranath Nath Tagore wrote their essays.
- Apply critical thinking skills to analyze the rhetorical strategies and literary techniques used by these essayists in their works.
- Analyze the perspectives of different essayists on various subjects, identifying similarities and differences in their approaches and arguments.

Course Contents:

Unit-I: Prose other than Fiction in English: Essays as a genre

Unit-II: British—Francis Bacon: Of Studies, Of Truth

Unit-III: American—Ralph Waldo Emerson: The American Scholar, The Over-soul

Unit- IV: German—Walter Benjamin: Unpacking My Library

Unit-V: Indian—R. N. Tagore: Nationalism

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	2	3	3	2	2	2	2	1	3	2
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical reasoning, intellectual integrity, critical engagement with philosophical and social ideas
Gender	Medium	Representation of gender and identity in essays; reflective discourse in works by Ralph Waldo Emerson and Rabindranath Tagore
Human Values	High	Truth, knowledge, self-reliance, nationalism, and cultural identity in essays by Francis Bacon and Walter Benjamin
Environment & Sustainability	Medium	Intellectual and cultural environment shaping human thought and literary production

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops analytical thinking, reading skills, and interpretive abilities
SDG 5	Gender Equality	Encourages discussion of gender perspectives in intellectual discourse
SDG 10	Reduced Inequalities	Explores cultural identity, nationalism, and global perspectives
SDG 11	Sustainable Cities & Communities	Reflects on cultural heritage and intellectual traditions
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reflection, critical reasoning, and civic awareness

Recommended Learning Resources

- Box, Ian. "Bacon's 'Essays': From Political Science to Political Prudence." *History of Political Thought*, vol. 3, no. 1, 1982, pp. 31–49. *JSTOR*
- *The Essays* by Francis Bacon, Peacock Books, India, 2021.
- Stewart, Alistair. "*The crooked wisdom of Francis Bacon's Essays*". Published online by Cambridge University Press: 02 January 2018
- Hanna Arendt. Introduction, Walter Benjamin-1892-1940. *Illuminations*. Schocken Books, New York.
- Mary Oliver. 'Introduction to Emerson'. *The Essential Writings of Ralph Waldo Emerson*. Modern Library Classics.
- Essays on Rabindranath Tagore, https://www.ipl.org/essay/Rabindranath-Tagore

Course: Major– Literary Criticism
Course Code: EN30007

Course Objectives: The objective of this paper is to:

- To introduce students to the major concepts, principles, and development of English literary criticism from the Romantic period to new criticism.
- To develop an understanding of the critical theories and literary perspectives of William Wordsworth, S.T. Coleridge, T.S. Eliot, I.A. Richards, and Cleanth Brooks.
- To enhance students' analytical and interpretative skills through the study of influential critical essays and texts.

- To enable students to apply literary critical approaches in the analysis and evaluation of literary works.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the major concepts, principles, and theories of literary criticism from classical to modern periods.
- Identify and critically examine the ideas of major literary critics and their contributions to the development of critical thought.
- Apply appropriate critical approaches and theoretical concepts to interpret and evaluate literary texts.
- Analyse literary works from different historical, cultural, philosophical, and aesthetic perspectives using critical methodologies.
- Develop well-structured, evidence-based arguments through critical reading, academic writing, discussion, and independent interpretation of literary texts.

Course Contents:

Unit- I: English Literary Criticism: An Introduction

Unit -II: William Wordsworth: Preface to the Lyrical Ballads (1802) S.T. Coleridge: Biographia Literaria. Chapters IV, XIII and XIV

Unit-III: T.S. Eliot: "Tradition and the Individual Talent" 1919 "The Function of Criticism" 1920

Unit-IV: I.A. Richards: Principles of Literary Criticism Chapters 1,2 and 34. London, 1924 and Practical Criticism. London, 1929

Unit-V: Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in The Well-Wrought Urn: Studies in the Structure of Poetry (1947)

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is no correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, academic integrity, critical responsibility in applying theories
Gender	High	Feminist criticism and gender perspectives in literary theory; interpretative approaches influenced by gender discourse
Human Values	High	Intellectual inquiry, interpretation, critical reasoning, and philosophical engagement in works by T. S. Eliot and I. A. Richards
Environment & Sustainability	Medium	Cultural and intellectual environments shaping literary production and criticism

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops critical thinking, theoretical knowledge, and analytical skills
SDG 5	Gender Equality	Incorporates feminist theory and gender-based critical approaches
SDG 10	Reduced Inequalities	Encourages inclusive interpretation and diverse theoretical perspectives
SDG 11	Sustainable Cities &	Reflects cultural and intellectual heritage through literary

SDG No.	SDG Title	Nature of Contribution
	Communities	criticism
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reasoning, critical awareness, and intellectual responsibility

Recommended Learning Resources

- C.S. Lewis: *Introduction in An Experiment in Criticism*, Cambridge University Press 1992.
- M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press,1971.
- Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University, 1963.
- Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996.
- Antonio Gramsci, "*The Formation of the Intellectuals' and Hegemony (Civil Society) and Separation of Powers"*. Louis Althusser, "The Ideology and the State Apparatus".
- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory*, Chennai: T.R. Publications, 1999.

Course: Minor- Tribal Folklore and Culture
Course Code: EN32001

Course Objectives: The objective of the paper is to:

- Introduce students to the diverse range of tribal folklore traditions, analyse the themes, motifs, and symbols present in tribal folklore,
- Further examining the socio-cultural context in which tribal folklore is produced and transmitted to explore the role of storytelling and oral traditions in tribal communities.

Course Outcomes: At the end of the course, the student will be able to:

- Recall facts, terms, and concepts related to tribal folklore and culture.

- Understand the historical background and cultural significance of tribal communities and their folklore.
- Apply the knowledge, while understanding the nuances of field- based research.
- Demonstrate the ability to evolve multicultural competence through an investigation of different traditions and texts.
- Apply anthropological, literary, and sociological approaches to interpret selected tribal folklore and ritual practices through relevant case studies and demonstrate sensitivity to cultural diversity and indigenous traditions.

Course Contents:

Unit I: **Introduction to Tribal Folklore**

- Overview of tribal folklore: definition, scope, and significance
- Characteristics of tribal folklore: oral tradition, communal storytelling, symbolism
- Theoretical approaches to the study of folklore: anthropological, literary, sociological

Unit II: Themes and Motifs in Tribal Folklore

- Common themes in tribal folklore: creation myths, hero cycles, trickster figures
- Analysis of motifs and symbols: animals, natural elements, rites of passage
- Cross-cultural comparisons: similarities and differences in tribal folklore motifs

Unit III: Rituals and Ceremonies

- Rituals in tribal communities: initiation ceremonies, fertility rites, healing rituals
- Role of folklore in ritual practices: mythological narratives, symbolic objects, chants and Songs.
- Case studies: examples of rituals from different tribal cultures around the world

Unit IV: Oral Tradition and Storytelling

- Importance of oral tradition in tribal cultures: transmission of knowledge, cultural identity
- Art of storytelling: techniques, performance styles, audience participation,
- Contemporary challenges to oral tradition: impact of literacy, digital media, globalization

Unit V: Preservation and Revitalization Efforts

- Challenges in preserving tribal folklore: language loss, cultural assimilation, displacement
- Revitalization movements: efforts to reclaim and reinvigorate tribal folklore traditions
- Role of technology in preservation: digital archives, recording projects, online platforms

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical fieldwork practices, respect for indigenous knowledge systems, cultural sensitivity in documentation
Gender	Medium–High	Gender roles in tribal narratives, representation in folklore traditions, inclusion of diverse identities
Human Values	High	Cultural diversity, community identity, respect for traditions, intercultural understanding
Environment & Sustainability	High	Indigenous ecological knowledge, relationship between folklore and nature, sustainable cultural practices

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes interdisciplinary learning, cultural awareness, and research skills
SDG 5	Gender Equality	Encourages inclusive understanding of gender roles in traditional societies
SDG 10	Reduced Inequalities	Supports recognition of marginalized tribal communities and traditions
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and promotes community identity
SDG 13	Climate Action	Highlights indigenous ecological knowledge and environmental sustainability

Recommended Learning Resources

- Behera, M. C., editor. *Tribal Language, Literature and Folklore: Emerging Approaches in Tribal Studies*. Rawat Publications, 2019.
- Elwin, Verrier. *Tribal Myths of Orissa: Specimens of the Oral Literature of Middle India*. Oxford University Press, 1954.
- Pasayat, Chitrasen. *Indian Tribes in Folk Culture*. 2 vols., S. K. Book Agency, 2017.
- Rath, Jagannath. *Tribal Folklore: A Study on Kuvis (Kandhas) of Koraput*. Concept Publishing Company, 2019.
- Roy, Sarat Chandra. *The Mundas and Their Country*. K. K. Banerjee and Co., 1912.

- *Tribal Digital Document Repository*. Ministry of Tribal Affairs, Government of India, repository.tribal.gov.in

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	**Internship**	**2**	**0-0-2**

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1 (Knowledge/Remember): Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- CO2 (Understanding): Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- CO3 (Application): Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- CO4 (Analysis): Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- CO5 (Synthesis/Evaluation): Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PO 4
CO 1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO 2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO 3	2	3	3	2	-	2	2	2	3	2	3	2	2	3	2	2
CO 4	2	3	2	-	-	3	2	2	2	3	3	2	3	2	2	2
CO 5	2	3	3	-	3	3	3	3	3	3	3	3	3	3	3	3

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. Internship Orientation and Workplace Induction
    - Introduction to the organization
    - Workplace policies, ethics, and safety guidelines
    - Understanding organizational structure and work culture
2. Technical Skill Development
    - Training on organization-specific software, tools, or technologies
    - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. Assignment and Task Execution
    - Participation in project-related activities
    - Requirement analysis and task planning
    - Problem identification and solution implementation

- Testing and validation of assigned work

4. Documentation and Reporting
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
5. Professional Skills Development
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
6. Project Demonstration
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor
7. Internship Report and Viva Voce
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15

Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER V (DOUBLE MAJOR)

Course: Major – British Literature: 19th Century
Course Code: EN30001

Course Objectives:

- This course will enable the students to have a comprehensive understanding of the major literary movements, themes, and works of British literature from the 19th century.
- Through close reading, analysis, and critical engagement with primary texts, secondary sources, and historical contexts, students will gain insight into the socio-cultural, political, and intellectual developments of the period.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key figures, major movements, genres, thematic concerns, and a variety of forms adopted by British literary authors of 19th Century Britain.
- Analyze Jane Austen's *Pride and Prejudice* with reference to themes, characterization, narrative techniques, and the representation of class, gender, and marriage.

- Examine Charlotte Brontë's *Jane Eyre* by interpreting its major themes, literary style, and its portrayal of identity, morality, and women's independence.
- Evaluate Charles Dickens' *Hard Times* as a social novel by analyzing its critique of industrialization, utilitarianism, education, and Victorian society.
- Interpret Alfred Tennyson's poems "The Lady of Shalott" and "Ulysses" by identifying their poetic techniques, symbolism, themes, and significance within the Victorian literary tradition.

Course Contents:

Unit-I: Historical overview of 19th Century British Literature

Unit-II: Jane Austen Pride and Prejudice

Unit-III: Charlotte Bronte Jane Eyre

Unit-IV: Charles Dickens Hard Times

Unit- V: Alfred Tennyson 'The Lady of Shalott' 'Ulysses'

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	2	2	2	2	1	3	2
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	2	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	2	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with Victorian and Romantic socio-cultural issues
Gender	High	Gender roles, identity, and representation in works by Jane Austen and Charlotte Brontë
Human Values	High	Morality, social justice, class consciousness in works by Charles Dickens
Environment & Sustainability	Medium	Industrialization, urbanization, and nature in 19th-century literature, including poetry by Alfred Tennyson

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, analytical skills, and historical understanding
SDG 5	Gender Equality	Explores gender representation and roles in 19th-century society
SDG 10	Reduced Inequalities	Examines class, poverty, and social hierarchy
SDG 11	Sustainable Cities & Communities	Reflects urbanization and changing social structures
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, justice, and social awareness

Recommended Learning Resources

- *The Broadview Anthology of British Literature*, Volumes 3 5: Restoration & 18th Century; Romanticism; Victorian Era.
- Karl Marx and Friedrich Engels, '*Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology'*, in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.
- *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.
- *The Victorian Age in Literature by G. K. Chesterton* — full text from Project Gutenberg, https://www.gutenberg.org/ebooks/18639.

Course: Major– American Literature
Course Code: EN30003

Course Objectives:

- On completion of this course the students will be able to identify the key ideas, representative authors and works, significant historical or cultural events and characteristic perspectives expressed in the literature of different periods.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key figures, ideas, themes, and genres, developments of the literary period, and texts pertaining to American literature.
- Demonstrate an understanding of the social, political, and cultural contexts that eventually led to growth and development of American literature.
- Apply necessary critical faculties, analytical approach, interdisciplinary vision and analytical and interpretative skills for a successful understanding of American literature in various genres and forms.
- Examine how certain key concepts like self-reliance, individualism, Puritanism, American Dream, Manifest Destiny, Frontier Myth, City on the Hill, Sin, redemption and multiculturalism were shaped through its rich and varied literature.
- Assess the connection between literary texts and American history and culture.

Course Contents:

Unit-I: Tennessee Williams: *The Glass Menagerie*

Unit-II: Toni Morrison *Beloved*

Unit-III: Edgar Allan Poe 'The Purloined Letter' F. Scott Fitzgerald 'The Crack-up'

Unit-IV: William Faulkner 'Dry September' Anne Bradstreet 'The Prologue'

Unit-V: Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain' 'Passage to India' (lines 1–68)

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	2	3	3	2	2	2	2	1	3	2

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	2	3	2	2

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with race, identity, and morality
Gender	High	Gender and identity in works by Toni Morrison and Anne Bradstreet
Human Values	High	Individualism, freedom, morality, multiculturalism in texts by Walt Whitman and William Faulkner
Environment & Sustainability	Medium	Urbanization, industrialization, and cultural transformation in American society

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, analytical thinking, and interdisciplinary understanding
SDG 5	Gender Equality	Explores gender representation and identity in literature
SDG 10	Reduced Inequalities	Addresses race, class, marginalization, and multiculturalism

SDG No.	SDG Title	Nature of Contribution
SDG 11	Sustainable Cities & Communities	Reflects urbanization and evolving cultural landscapes
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical awareness and social justice

Recommended Learning Resources

- Hector St John Crevecouer, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph WaldoEmerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- 19th Century American Literature-https://archive.org/details/19th Century-American literature.

Course: Major– English Essays: British, American & Indian
Course Code: EN30005

Course Objectives:

- This paper seeks to familiarize students about the persuasive power of essays written across timeline and from different global locations.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key themes, arguments, and stylistic features of the essays written by the renowned essayists of the time.
- Understand and explain the historical and cultural contexts in which Francis Bacon, Emerson and R.N. Tagore wrote their essays.
- Apply critical thinking skills to analyze the rhetorical strategies and literary techniques used by these essayists in their works.
- Analyze the perspectives of different essayists on various subjects, identifying similarities and differences in their approaches and arguments.

- Evaluate the contributions of Francis Bacon, Emerson and R.N. Tagore to the development of the essay as a literary form, assessing the relevance and impact of their works in contemporary literary studies.

Course Contents:

Unit-I: Prose other than Fiction in English: Essays as a genre

Unit-II: British—Francis Bacon: Of Studies, Of Truth

Unit-III: American—Ralph Waldo Emerson: The American Scholar, The Over-soul

Unit- IV: German—Walter Benjamin: Unpacking My Library

Unit-V: Indian—R. N. Tagore: Nationalism

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	2	3	3	2	2	2	2	1	3	2
CO5	2	3	3	3	3	3	2	3	2	2	3	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	2	3	2	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical reasoning, intellectual integrity, persuasive writing, critical engagement with ideas
Gender	Medium	Representation of gender and identity in essays;

Cross-cutting Issue	Level of Integration	Illustrative Components
		interpretative discourse in works by Ralph Waldo Emerson and Rabindranath Tagore
Human Values	High	Truth, knowledge, self-reliance, nationalism, cultural identity in essays by Francis Bacon and Walter Benjamin
Environment & Sustainability	Medium	Intellectual and cultural environment shaping literary discourse and essay traditions

SDG Mapping for this Course

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical reasoning, intellectual integrity, persuasive writing, critical engagement with ideas
Gender	Medium	Representation of gender and identity in essays; interpretative discourse in works by Ralph Waldo Emerson and Rabindranath Tagore
Human Values	High	Truth, knowledge, self-reliance, nationalism, cultural identity in essays by Francis Bacon and Walter Benjamin
Environment & Sustainability	Medium	Intellectual and cultural environment shaping literary discourse and essay traditions

Recommended Learning Resources

- Box, Ian. "Bacon's 'Essays': From Political Science to Political Prudence." History of Political Thought, vol. 3, no. 1, 1982, pp. 31–49. JSTOR
- The Essays by Francis Bacon, Peacock Books, India, 2021.
- Stewart, Alistair. "The crooked wisdom of Francis Bacon's Essays". Published online by Cambridge University Press: 02 January 2018
- Hanna Arendt. Introduction, Walter Benjamin-1892-1940. Illuminations. Schocken Books, bNew York.
- Mary Oliver. 'Introduction to Emerson'. The Essential Writings of Ralph Waldo Emerson. Modern Library Classics.
- Essays on Rabindranath Tagore, https://www.ipl.org/essay/Rabindranath-Tagore.

Course: Major– Literary Criticism

Course Code: EN30007

Course Objectives:
The objective of this paper is to equip undergraduate English Literature students with the foundational knowledge, critical thinking skills, and analytical tools necessary for engaging in literary criticism The students will develop an understanding of key literary theories and approaches: Students will explore major literary theories and critical approaches, including but not limited to formalism, structuralism, psychoanalysis, feminism, Marxism, postcolonialism, and cultural studies.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the major concepts, principles, and theories of literary criticism from classical to modern periods.
- Identify and critically examine the ideas of major literary critics and their contributions to the development of critical thought.
- Apply appropriate critical approaches and theoretical concepts to interpret and evaluate literary texts.
- Analyse literary works from different historical, cultural, philosophical, and aesthetic perspectives using critical methodologies.
- Develop well-structured, evidence-based arguments through critical reading, academic writing, discussion, and independent interpretation of literary texts.

Course Contents:

Unit I -English Literary Criticism: An Introduction

Unit II -William Wordsworth: Preface to the Lyrical Ballads (1802) S.T. Coleridge: Biographia Literaria. Chapters IV, XIII and XIV

Unit III -T.S. Eliot: "Tradition and the Individual Talent" 1919 "The Function of Criticism" 1920

Unit IV - I.A. Richards: Principles of Literary Criticism Chapters 1,2 and 34. London 1924 and Practical Criticism. London, 1929

Unit V - Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in The Well-Wrought Urn: Studies in the Structure of Poetry (1947)

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	2	3	2	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	**Level of Integration**	**Illustrative Components**
Professional Ethics	High	Ethical literary interpretation, academic integrity, responsible application of critical theories
Gender	High	Feminist criticism and gender-sensitive interpretation within literary theory
Human Values	High	Critical reasoning, intellectual inquiry, interpretative engagement in works by T. S. Eliot and I. A. Richards
Environment & Sustainability	Medium	Cultural and intellectual environments shaping literary production and criticism

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Develops critical thinking, theoretical knowledge, and analytical skills
SDG 5	Gender Equality	Incorporates feminist and gender-based critical approaches
SDG 10	Reduced Inequalities	Encourages inclusive interpretation and diverse

SDG No.	SDG Title	Nature of Contribution
		perspectives
SDG 11	Sustainable Cities & Communities	Reflects cultural and intellectual heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reasoning and intellectual responsibility

Recommended Learning Resources

- *C.S. Lewis: Introduction in An Experiment in Criticism*, Cambridge University Press, 1992.
- *M.H. Abrams: The Mirror and the Lamp*, Oxford University Press,1971.
- Rene Wellek, Stephen G. *Nicholas: Concepts of Criticism*, Connecticut, Yale University, 1963.
- Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996.
- Antonio Gramsci, "*The Formation of the Intellectuals' and Hegemony (*Civil Society) and Separation of Powers". Louis Althusser, "The Ideology and the State Apparatus".
- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory*, Chennai: T.R. Publications, 1999.

Course: Minor- Tribal Folklore and Culture

Course Code: EN32001

Course Objectives:

- The objective of the paper is to introduce students to the diverse range of tribal folklore traditions, analyse the themes, motifs, and symbols present in tribal folklore,
- Further examining the socio-cultural context in which tribal folklore is produced and transmitted and to explore the role of storytelling and oral traditions in tribal communities.

Course Outcomes: At the end of the course, the student will be able to:

- Recall facts, terms, and concepts related to tribal folklore and culture.
- Understand the historical background and cultural significance of tribal communities and their folklore.

- Apply the knowledge, while understanding the nuances of field- based research.
- Demonstrate the ability to evolve multicultural competence through an investigation of different traditions and texts.
- Apply anthropological, literary, and sociological approaches to interpret selected tribal folklore and ritual practices through relevant case studies and demonstrate sensitivity to cultural diversity and indigenous traditions.

Course contents:

Unit-I: **Introduction to Tribal Folklore**

- Overview of tribal folklore: definition, scope, and significance
- Characteristics of tribal folklore: oral tradition, communal storytelling, symbolism
- Theoretical approaches to the study of folklore: anthropological, literary, sociological

Unit-II: Themes and Motifs in Tribal Folklore

- Common themes in tribal folklore: creation myths, hero cycles, trickster figures
- Analysis of motifs and symbols: animals, natural elements, rites of passage
- Cross-cultural comparisons: similarities and differences in tribal folklore motifs

Unit-III: Rituals and Ceremonies

- Rituals in tribal communities: initiation ceremonies, fertility rites, healing rituals
- Role of folklore in ritual practices: mythological narratives, symbolic objects, chants and songs
- Case studies: examples of rituals from different tribal cultures around the world

Unit-IV: Oral Tradition and Storytelling

- Importance of oral tradition in tribal cultures: transmission of knowledge, cultural identity
- Art of storytelling: techniques, performance styles, audience participation contemporary
- Challenges to oral tradition: impact of literacy, digital media, globalization

Unit-V: Preservation and Revitalization Efforts

- Challenges in preserving tribal folklore: language loss, cultural assimilation, displacement
- Revitalization movements: efforts to reclaim and reinvigorate tribal folklore traditions
- Role of technology in preservation: digital archives, recording projects, online platforms

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	2	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	2	3

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3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	2	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical fieldwork practices, respect for indigenous

Cross-cutting Issue	Level of Integration	Illustrative Components
		knowledge systems, cultural sensitivity in documentation
Gender	Medium–High	Gender roles and representation in tribal narratives, inclusive understanding of identities
Human Values	High	Cultural diversity, community identity, respect for traditions, intercultural understanding
Environment & Sustainability	High	Indigenous ecological knowledge, folklore–nature relationship, sustainable cultural practices

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes interdisciplinary learning, research skills, and cultural awareness
SDG 5	Gender Equality	Encourages inclusive understanding of gender roles in traditional societies
SDG 10	Reduced Inequalities	Supports recognition of marginalized tribal communities and traditions
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and community identity
SDG 13	Climate Action	Highlights indigenous ecological knowledge and environmental sustainability

Recommended Learning Resources:

- *Tribal myths of Orissa* Book Author: Elwin, Verrier Book Language: Publisher: Oxford University Press; London; 1954
- *Indian Tribes in Folk Culture*-Vol 2 – Dr. Chitrasen Pasayat- S. K. Book Agency, New Delhi-2017.
- *Tribal Folklore: A study on Kuvis of Koraput*: Jagannath Rath
- *Tribal Folklore of India: Siddi, Ahirani and Nahali Tales* (Amar Chitra Katha)
- *Tribal Language, Literature and Folklore: Emerging Approaches in Tribal Studies* (edited) by M.C Behera.
- *Tribal Heritage: A Study of the Santals*"(literature Review) by S.C. Roy.
- *Tribal Digital Document Repository*, https://repository.tribal.gov.in.

Course: DM– Writings of Indian Diaspora
Course Code: EN32003

Course Objectives:

- In reference to some modern Indian diasporic writing, the course will examine diasporic literature, the relationship between form and geography, location and representation, and the ways in which these different elements influence the creation and reception of literary works.
- It will also examine the work of some recent authors of the Indian diaspora in Britain and North America to uncover the changing historical, political, socioeconomic, and cultural contexts of migration from the Indian subcontinent, from the nineteenth century to the present day.

Course Outcomes: At the end of the course, the student will be able to:

- Remember specific Indian diaspora authors, key texts, and historical events that shaped diaspora literature.
- Apply literary theories or concepts to examine specific Indian diaspora texts, or they will apply their knowledge of the diaspora experience to interpret contemporary events.
- Analyse Indian diaspora narratives to identify underlying structures, recurring motifs, and the author's implicit arguments.
- Evaluate the judgments about the strengths, limitations, and overall impact of Indian diaspora writing on social and cultural discourse.
- Compare and critically evaluate the selected texts to understand diverse representations of diasporic experiences, cultural hybridity, identity formation, memory, home, and belonging in Indian diasporic literature

Course Contents:

Unit-I: Indian Diasporic Literature: An Overview

Unit-II: Jhumpa Lahiri- *The Namesake*

Unit-III: V.S. Naipaul- *House for Mr. Biswas*

Unit-IV: Chitra Banerjee Divakaruni- *Mistress of Spices*

Unit-V: Kiran Desai- *Hullabaloo in the Guava Orchard*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	2	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of migrant identities, cultural sensitivity, critical engagement with globalization and displacement
Gender	High	Gender roles, identity, and migration experiences in works by Jhumpa Lahiri and Chitra Banerjee Divakaruni
Human Values	High	Identity, belonging, hybridity, displacement, and multiculturalism in texts by V. S. Naipaul and Kiran Desai
Environment & Sustainability	Medium	Cultural environments, migration spaces, and socio-economic transformations influencing diasporic

Cross-cutting Issue	Level of Integration	Illustrative Components
		narratives

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances global literary awareness, analytical skills, and cultural understanding
SDG 5	Gender Equality	Explores gendered experiences within diasporic contexts
SDG 10	Reduced Inequalities	Addresses migration, identity, marginalization, and social inclusion
SDG 11	Sustainable Cities & Communities	Reflects on diaspora, urban spaces, and cultural coexistence
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical awareness, cultural harmony, and social justice

Recommended Learning Resources

- "*Introduction: The diasporic imaginary*" in Mishra, V, Literature of the Indian diaspora. London: Routledge, 2008.
- "*Cultural Configurations of Diaspora*," in Kalra, V. Kaur, R. and Hutynuk, J. Diaspora & hybridity. London: Sage Publications. 2005.
- "*The New Empire within Britain*," in Rushdie, S., Imaginary Homelands. London: Granta Books. 1991.
- *Indian Literatures in Diaspora* by Sireesha Telugu, Routledge · Binding: HardBound, 2022.
- *Encyclopaedic Dictionary of Diasporic Indian English Writing* (eds. Manju Jaidka, Tej N. Dhar, Natasha W. Vashisht), 2025.

Course: DM- Language, Literature and Culture
Course Code: EN32005

Course Objectives:

- Introduce the students to the basic concepts of language, characteristics, structures and functions.
- To familiarise the students with how language is influenced by the socio- political-economic-cultural realities of society.
- To acquaint students with the relation between language and literature.

- To enhance critical thinking of the students.

Course Outcomes: At the end of the course, the student will be able to:

- Acquire a critical understanding of how language, literature, culture and society influence and shape each other.
- Understand the socio-political and economic context that play crucial roles in shaping culture and language.
- Generate and apply all these skills and when necessary, in a broader socio-cultural and literary context.
- Conceptualize and critically analyze language and literature, by imbibing in them the unique ability of synthesizing knowledge towards adding value in the areas of literature, language and culture.

Course Contents

Unit- I: Introduction to Language, Literature and Culture

Unit- II: British Literature and Culture

Unit -III: Indian Literature and Culture

Unit- IV: Culture and World Literature

Unit- V: Tribal Culture and Literature

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical use of language, cultural sensitivity, responsible interpretation of texts across societies
Gender	High	Gendered language, representation of identity and roles across cultures and literatures
Human Values	High	Cultural diversity, intercultural understanding, respect for traditions and social identities
Environment & Sustainability	High	Relationship between culture, language, and environment; indigenous knowledge and ecological awareness

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances interdisciplinary understanding of language, literature, and culture
SDG 5	Gender Equality	Promotes inclusive perspectives on gender and identity
SDG 10	Reduced Inequalities	Supports cultural diversity and representation of marginalized voices
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and promotes cultural coexistence
SDG 13	Climate Action	Highlights ecological awareness through cultural and linguistic practices

Recommended Learning Resources

- Roger Fowler, ed., *Essay on Style and Language* (London: Routledge and Kegan Paul Ltd, 1966).
- Roger Fowler, *The Linguistics of Literature* (London: Routledge and Kegan Paul Ltd, 1971)

- H. G. Widdowson, *Stylistics and the Teaching of Literature* (London: Longman, 1979).
- R. W. Bailey and J. L. Robinson, eds, *Varieties of present-day English* (New York: Macmillan 1973).
- J. A. Fishman, *Sociolinguistics: A Brief Introduction* (Mass: Newbury House Rowley, 1971).
- R. S. Gupta and K. S. Agarwal, *Studies in Indian Sociolinguistics* (New Delhi: Creative Books, 1996).
- R. A. Hudson, *Sociolinguistics* (Cambridge: Cambridge University Press, 1980).
- Geoffrey Leech and Michael Short, *Style in Fiction* (London: Longman, 1981).

Course: DM- Children's Writing
Course Code: EN32007

Course Objectives:

- This course is designed to explore the fundamentals of writing for children, focusing on various genres, styles, and techniques.
- Through the analysis of renowned children's literature and hands-on writing exercises, students will develop a comprehensive understanding of the principles of crafting engaging and meaningful content for young audiences.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the canonical works in the genre of children's literature, styles and their authors.
- Demonstrate their familiarity with major stages in the history and development of children's literature and characteristics of the genre
- Analyse and critically interpret selected texts in the genre of children's literature related to the reader's age
- Identify and interpret the intersection of text, author/illustrator and reader, with specific attention to elements of diversity, equity, and inclusiveness in children's literature past and present.

Course Contents:

Unit -I: Introduction to Children's Literature

Overview of children's literature genres, Historical overview of children's literature, Analysis of classic children's books, Understanding the target audience, Discussion on the importance of representation in children's literature

Unit-II: J.K. Rowling: Harry Potter series (starting with "Harry Potter and the Philosopher's Stone"), Dr. Seuss (Theodor Seuss Geisel): The Cat in the Hat, Green Eggs and Ha

Unit-III: Roald Dahl: Charlie and the Chocolate Factory, Matilda: The BFG (Big Friendly Giant) Beatrix Potter: The Tale of Peter Rabbit, The Tale of Benjamin Bunny

Unit-IV: Lewis Carroll (Charles Lutwidge Dodgson): Alice's Adventures in Wonderland Through the Looking-Glass, A.A. Milne: Winnie-the-Pooh, The House at Pooh Corner

Unit-V: Margaret Wise Brown: Goodnight Moon, The Runaway Bunny Hans Christian Andersen: The Little Mermaid, The Ugly Duckling

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of children, responsible storytelling, age-appropriate content creation
Gender	High	Gender roles and inclusivity in children's literature, representation in works by J. K. Rowling and Beatrix Potter
Human Values	High	Imagination, empathy, moral development, inclusivity in texts by Roald Dahl and A. A. Milne
Environment & Sustainability	Medium	Nature and animal representation in children's stories, ecological awareness through storytelling

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes reading, creativity, and literary appreciation among young audiences
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive representation in children's texts
SDG 10	Reduced Inequalities	Supports diversity, inclusion, and multicultural awareness
SDG 11	Sustainable Cities & Communities	Preserves cultural storytelling traditions and literary heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical values, empathy, and social awareness in early learning

Recommended Learning Resources

- Butler, Catherine, and Kimberley Reynolds, editors. *Modern Children's Literature: An Introduction*. 2014.
- Hahn, Daniel. *The Oxford Companion to Children's Literature*. Oxford University Press, 2015.
- Jaques, Zoe. *Children's Literature and the Posthuman: Animal, Environment, Cyborg*. Routledge, 2015.
- Paul, Ann Whitford. *Writing Picture Books: A Hands-On Guide from Story Creation to Publication*. Writer's Digest Books, 2018.
- Pope, Alice. *Children's Writer's & Illustrator's Market*. Writer's Digest Books, 2000.
- Salisbury, Martin. *Illustrating Children's Books: Creating Pictures for Publication*. 2004.
- "Children's and Young Adult Literature." *University of Florida Libraries*, guides.uflib.ufl.edu/childrenslit/websites.

- "Children's Literature." *University of North Dakota Chester Fritz Library*, libguides.und.edu/childrensliterature/online.

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	**Internship**	**2**	**0-0-2**

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1 (Knowledge/Remember): Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- CO2 (Understanding): Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- CO3 (Application): Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- CO4 (Analysis): Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- CO5 (Synthesis/Evaluation): Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PO4
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	-	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	-	-	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	-	3	3	3	3	3	3	3	3	3	3	3	3

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).**Course Duration: 38 hours**

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. Internship Orientation and Workplace Induction
    - Introduction to the organization
    - Workplace policies, ethics, and safety guidelines
    - Understanding organizational structure and work culture
2. Technical Skill Development
    - Training on organization-specific software, tools, or technologies
    - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. Assignment and Task Execution
    - Participation in project-related activities
    - Requirement analysis and task planning
    - Problem identification and solution implementation
    - Testing and validation of assigned work

4. Documentation and Reporting
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
5. Professional Skills Development
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
6. Project Demonstration
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor
7. Internship Report and Viva Voce
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20

Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER VI (SINGLE MAJOR)

Course: Major- British Literature: Early 20th Century
Course Code: EN30002

Course Objectives:

- By the end of this paper, students will develop a comprehensive understanding of British literature produced during the early 20th century, encompassing major literary movements, themes, and representative works of the period.
- Through close reading, critical analysis, and contextual exploration, students will gain insights into the social, cultural, and historical contexts that shaped the literary landscape of this era

Course Outcomes: At the end of the course, the student will be able to:

- Remember key authors, historical events, and major literary movements of 20th- century poetry and fiction.
- Apply their knowledge of literary devices and analyze their use in specific texts by 20th-century British authors.
- Analyze different literary works from the 20th century, identifying recurring themes, stylistic variations, and the author's purpose.

- Evaluate and create a critical essay analyzing a 20th-century British novel using appropriate literary terminology that created a lasting impact of specific novels on contemporary literature and society.

Course contents:

Unit I: An overview of 20th Century Literature

Unit-II: Joseph Conrad: Heart of Darkness

Unit III:D. H. Lawrence Sons and Lovers

Unit IV: Virginia Woolf: Mrs Dalloway

Unit V: W.B. Yeats: 'Leda and the Swan' 'The Second Coming' 'No Second Troy' 'Sailing to Byzantium'

T.S. Eliot: 'The Love Song of J. Alfred Prufrock' 'The Hollow Men'

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with modernist concerns such as alienation, war, and morality
Gender	High	Gender roles, identity, and consciousness in works by Virginia Woolf and modernist perspectives
Human Values	High	Individualism, fragmentation, existential crisis in works by T. S. Eliot and W. B. Yeats
Environment & Sustainability	Medium	Industrialization, urbanization, and cultural shifts reflected in modern literature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical thinking, and analytical skills
SDG 5	Gender Equality	Explores gender identity and representation in modern literature
SDG 10	Reduced Inequalities	Addresses themes of alienation, class, and marginalization
SDG 11	Sustainable Cities & Communities	Reflects urbanization and modern societal transformations
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, social awareness, and critique

Recommended Learning Resources

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, '*Tradition and the Individual Talent*', in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006).
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.
- Byatt, A.S. *Degrees of Freedom: The Novels of Iris Murdoch.* London: Chatto and Windus, 1975.

- Bradbury, Malcolm. *The Modern British Novel*. London: Secker and Warburg, 1993.

Course: Major- Indian Classical Literature
Course Code: EN30004

Course Objectives:

- The objective of this paper is to introduce undergraduate English Literature students to the rich and diverse tradition of Indian Classical Literature, spanning various genres, languages, and historical periods.
- Through the exploration of select texts, students will gain a foundational understanding of the major themes, motifs, and literary techniques prevalent in Indian Classical Literature.

Course Outcome: At the end of the course, the student will be able to:

- Recall and explain the key concepts, beliefs, and traditions of Indian Classical literature.
- Investigate the selected classical texts and demonstrate their relevance to contemporary religious and cultural practices.
- Recognize how classical genres and themes continue to influence later literature, and demonstrate conceptual understanding through textual analysis, and articulate this knowledge, both in writing and oral presentations.
- Critically analyze the themes and philosophies presented in the classical texts and evaluate their historical and cultural significance.
- Produce their own literary interpretations and presentations based on the Indian classics studied in the course.

Course Contents

Unit I: Introduction to Indian Classical Literature

Unit II: Kalidasa Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).

Unit III: Vyasa 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall',

Unit IV: 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Unit V: Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962). Ilango Adigal 'The Book of Banci', in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of classical texts, philosophical inquiry, moral responsibility in literary analysis
Gender	Medium–High	Gender roles and representation in classical texts, including works by Kalidasa and narratives from Mahabharata
Human Values	High	Dharma, morality, justice, cultural identity, and

Cross-cutting Issue	Level of Integration	Illustrative Components
		philosophical inquiry in classical literature
Environment & Sustainability	High	Nature, ecology, and cosmic order reflected in classical Indian texts and traditions

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances knowledge of classical literature, critical thinking, and cultural awareness
SDG 5	Gender Equality	Explores gender roles and representation in classical traditions
SDG 10	Reduced Inequalities	Encourages understanding of cultural diversity and historical contexts
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and classical traditions
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reflection, justice, and philosophical understanding

Recommended Learning Resources

- Indian Classical Literature: Critical Essays., Eds Tanmoy Kundu, Ujjwal Kr. Panda, Routledge India, 2025.
- Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in Yuganta: The End of an Epoch (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
- Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- Aijaz Ahmad, '"Indian Literature": Notes towards the Definition of a Category', in In Theory: Classes, Nations, Literatures (London: Verso, 1992) pp. 243–285.
- Centre for Cultural Resources and Training-https://ccrtindia.gov.in/resources/literaryarts/

Course: Major–Literary Theory
Course Code: EN30006

Course Objectives:

- The objective of the paper is to provide undergraduate English Literature students with an insight into the historical development and evolution of literary theory, tracing key movements and schools of thought from classical antiquity to contemporary scholarship.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key figures, concepts, and dates associated with major literary movements and schools of thought.
- Explain the core principles and philosophical underpinnings of at least five different literary theories.
- Apply various theoretical lenses to analyze a provided literary text and compare and contrast two different theoretical approaches and their impacts on textual interpretation.
- Critically assess the strengths and limitations of a particular literary theory's approach to a specific text.
- Formulate a novel theoretical argument by synthesizing elements from two or more distinct theoretical traditions.

Course Contents:

Unit-I: Marxism

Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in Selections from the Prison Notebooks, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.

Unit II: Feminism

Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.

Unit –III: Post structuralism

Jacques Derrida, 'Structure, Sign and Play in the Discourse of Human Science', tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David

Unit –IV: Postcolonial Studies

Mahatma Gandhi, 'Passive Resistance' and 'Education', in Hind Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.

UNIT-V Aijaz Ahmad, '"Indian Literature": Notes towards the Definition of a Category', in In Theory: Classes, Nations, Literatures (London: Verso, 1992) pp. 243–285.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of texts, academic integrity, responsible use of theoretical frameworks
Gender	High	Feminist theory and gender-based critical approaches, including ideas of Elaine Showalter
Human Values	High	Ideology, power, class, identity, and discourse in theories by Antonio Gramsci and Jacques Derrida
Environment & Sustainability	Medium	Cultural and ideological environments shaping literary theory and discourse

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops theoretical knowledge, critical thinking, and analytical skills
SDG 5	Gender Equality	Incorporates feminist theory and gender-sensitive critique
SDG 10	Reduced Inequalities	Explores class, power, and marginalization through theory
SDG 11	Sustainable Cities & Communities	Reflects cultural and intellectual heritage through theory
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reasoning, critique of power structures, and intellectual responsibility

Recommended Learning Resources

- Theory Across Disciplines., Ed. Jeffrey R. Di Leo, Bloomsbury Publishing, 2025.
- Terry Eagleton, Literary Theory: An Introduction (Oxford: Blackwell, 2008).
- Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).
- The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.
- Literary Theory and Criticism: Recent Writings from South Asia by Arun Gupto, 2021.
- Yale University - Free online course http://www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary- theory.html
- Internet Encyclopedia of Philosophy-Literary theory, http://www.iep.utm.edu/literary.

Course: Major- Comparative World Literatures
Course Code: EN30008

Course Objectives:

- The objective of this paper is to introduce undergraduate English literature students to a diverse range of literary works from around the world, spanning different cultures, languages, and historical periods and familiarize them with literary traditions and movements beyond their own cultural and linguistic backgrounds, broadening their perspectives on what constitutes literature and its role in shaping societies.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key details of literary works, including authors, historical contexts, and significant movements within world literature.
- Apply literary theories and critical frameworks to examine specific texts from different cultures.
- Compare and contrast different cultural expressions and analyze the complex interplay of elements in the literary texts.
- Critically evaluate the effectiveness of a literary interpretation of a literary works and form their own evidence-based arguments.
- Synthesize information and ideas from diverse world literatures to develop new insights, arguments, or creative expressions from a work.

Course Contents:

Unit-I: Introduction

Unit-II: V.S. Naipaul, *Bend in the River* (London: Picador, 1979).

Unit-III: Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)

Unit-IV: Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008) Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).

Unit-V: Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002), p-8

Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry,* ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3 .

Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.

Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: India, 2003) pp.89–90.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation across cultures, sensitivity to global contexts, responsible comparative analysis

Cross-cutting Issue	Level of Integration	Illustrative Components
Gender	High	Gender and identity in global texts, including voices like Kishwar Naheed and cross-cultural feminist perspectives
Human Values	High	Cultural diversity, identity, human experience in works by V. S. Naipaul and Gabriel Okara
Environment & Sustainability	Medium–High	Nature, indigenous knowledge, and ecological themes in global literary traditions

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes global literary awareness, critical thinking, and interdisciplinary learning
SDG 5	Gender Equality	Encourages diverse gender perspectives across cultures
SDG 10	Reduced Inequalities	Addresses cultural diversity, marginalization, and global inequities
SDG 11	Sustainable Cities & Communities	Preserves global cultural heritage and promotes intercultural dialogue
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical understanding, global justice, and cultural harmony

Recommended Learning Resources

- *The Routledge Companion to World Literature*, Eds. Theo D'haen, David Damrosch, and Djelal Kadir, Routledge, 2023.
- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
- Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
- Theo D'haenet. al., eds., 'Introduction', in *World Literature: A Reader*, London: Routledge, 2012.

Course: Minor-Movies on Tribes
Course Code: EN32002

Course Objectives:

- To analyze the portrayal of indigenous tribes in films.
- To understand the cultural, social, and political contexts of tribal communities.
- To critically engage with travel stories that depicts tribal life and landscapes.
- To develop analytical skills through written assignments and class discussions.

Course Outcomes: At the end of the course, the student will be able to:

- Recall: historical contexts and societal challenges portrayed in the documentaries and identify key tribal groups and their cultural practices featured in the films.
- Explain the significance of specific cultural rituals or traditions depicted in the films**.**
- Apply their understanding of tribal governance models to analyze a contemporary issue in the selected films.
- Evaluate the effectiveness of the films in promoting social awareness and understanding of tribal issues.
- Create an original short film script or proposal that offers a nuanced perspective on a contemporary tribal issue.

Course Contents:

Unit I: Introduction to Indigenous Cinema

Overview of indigenous tribes in film, Historical and cultural contexts, Key themes and narratives

Film: **The Song of Sparrows (2008)**, Directed by Majid Majidi

Nanook of the North (1922) directed by Robert J. Flaherty

Unit II: Kaala (2018) directed by Pa. Ranjith. Focuses on the struggle of Tamil Dalit people, touching upon tribal communities within the urban slum context.

Film: Directed by Rahi Anil Barre, Anand Gandhi, and Adesh Prasad

Unit III: Native American Tribes in Film

Depiction of Native American life and struggles, Stereotypes versus authentic representation

Films: **Dances with Wolves (1990)** directed by Kevin Costner

The Last of the Mohicans (1992) directed by Michael Mann

Unit IV: African Tribes and Their Cinematic Representation

Representation of African tribal cultures, post-colonial perspectives in African cinema

Films: **The Gods Must Be Crazy (1980**) directed by Jamie Uys

The Forgotten Kingdom (2013) directed by Andrew Mudge

Unit V: Sala Budha (2012): Directed by Sabyasachi Mohapatra, this film explores the story of an elderly Kondh man, reflecting the traditional and simple life of the tribe.

Films: **Pahada Ra Luha (2015)**: This film, titled "Tears of the Mountain" in English, addresses the displacement and struggles of the Paraja tribe in the Koraput district due to mining and insurgency activities.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of indigenous communities, authenticity in filmmaking, responsible cultural portrayal
Gender	Medium–High	Gender roles and representation in tribal societies depicted in films, intersectionality in indigenous narratives
Human Values	High	Cultural identity, dignity, displacement, social justice in films like Dances with Wolves and The Gods Must Be Crazy
Environment & Sustainability	High	Indigenous ecological knowledge, land rights, environmental struggles in films such as Pahada Ra Luha

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes critical thinking, visual literacy, and interdisciplinary understanding
SDG 5	Gender Equality	Explores gender roles and representation in indigenous communities
SDG 10	Reduced Inequalities	Highlights marginalization and struggles of tribal and indigenous groups
SDG 11	Sustainable Cities & Communities	Focuses on displacement, heritage, and community identity

SDG No.	SDG Title	Nature of Contribution
SDG 13	Climate Action	Emphasizes environmental justice and indigenous ecological knowledge

Recommended Learning Resources

- *African Cinema: Postcolonial and Feminist Readings* by Kenneth W. Harrow, Africa World Press, 1999.
- *Traveling through the Eye of the Needle: Orality and Literacy in the Films of Ousmane Sembene* by Sheila Petty, Bloomsbury Publishing,1996.
- *Reel Injun: On the Trail of the Hollywood Indian*, Canadian documentary film by Neil Diamond, Catherine Bainbridge, and Jeremiah Hayes, 2009.
- *The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie*, United States, 2009.
- *Native Features: Indigenous Films from Around the World* by Houston Wood, Continuum International Publishing Group Ltd.; Illustrated edition. 2008
- *The Shaman's Apprentice: A Tale of the Amazon Rain Forest* by Mark J. Plotkin, April 1, 2001 by Clarion Books.
- *Traveling with Che Guevara: The Making of a Revolutionary by Alberto Granado*, Penguin Random House Ireland Limited. 2003.
- *The Wayfinders: Why Ancient Wisdom Matters in the Modern World* by Wade Davis, 2009.
- *The Lost City of Z: A Tale of Deadly Obsession in the Amazon* by David Grann, 2009.

SEMESTER VI (Double Major)

Course: Major–British Literature: Early 20th Century
Course Code: EN30002

Course Objectives:

- Students will develop a comprehensive understanding of British literature produced during the early 20th century, encompassing major literary movements, themes, and representative works of the period.

- Through close reading, critical analysis, and contextual exploration, students will gain insights into the social, cultural, and historical contexts that shaped the literary landscape of this era.

Course Outcomes: At the end of the course, the student will be able to:

- Remember key authors, historical events, and major literary movements of 20th- century poetry and fiction.
- Analyze Joseph Conrad's *Heart of Darkness* by examining its themes, narrative techniques, symbolism, and critique of imperialism and colonialism.
- Interpret D. H. Lawrence's *Sons and Lovers* and Virginia Woolf's *Mrs Dalloway* with reference to characterization, psychological realism, stream of consciousness, and modernist narrative techniques.
- Evaluate the poetry of W. B. Yeats by analyzing themes of mythology, history, nationalism, spirituality, and poetic symbolism in the prescribed poems.
- Critically examine T. S. Eliot's poems by interpreting their modernist themes, imagery, symbolism, and poetic innovations, while relating them to the social and cultural concerns of the twentieth century.

Course Contents:

Unit-I: An overview of 20th Century Literature

Unit-II: Joseph Conrad: Heart of Darkness

Unit III:D. H. Lawrence Sons and Lovers

Unit IV: Virginia Woolf: Mrs Dalloway

Unit V: W.B. Yeats: 'Leda and the Swan' 'The Second Coming' 'No Second Troy' 'Sailing to Byzantium'

T.S. Eliot: 'The Love Song of J. Alfred Prufrock' 'The Hollow Men'

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with modernist themes such as war, alienation, and morality
Gender	High	Gender identity and consciousness in works by Virginia Woolf and modernist perspectives
Human Values	High	Individualism, existential crisis, fragmentation in works by T. S. Eliot and W. B. Yeats
Environment & Sustainability	Medium	Industrialization, urbanization, and cultural transformation reflected in modern literature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, analytical skills, and critical thinking
SDG 5	Gender Equality	Explores gender identity and representation in modern literature
SDG 10	Reduced Inequalities	Addresses themes of alienation, class, and marginalization

SDG No.	SDG Title	Nature of Contribution
SDG 11	Sustainable Cities & Communities	Reflects urbanization and modern societal changes
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection and social critique

Recommended Learning Resources

- Sigmund Freud, '*Theory of Dreams'*, '*Oedipus Complex*', and '*The Structure of theUnconscious*', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, '*Tradition and the Individual Talent'*, in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006).
- Byatt, A.S. *Degrees of Freedom: The Novels of Iris Murdoch. London: Chatto and Windus*, 1975.
- Raymond Williams, '*Introduction', in The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.
- Bradbury, Malcolm. *The Modern British Novel*. London: Secker and Warburg, 1993.

Course: Major–Indian Classical Literature
Course Code: EN30004

Course Objectives:

- The objective of this paper is to introduce undergraduate English Literature students to the rich and diverse tradition of Indian Classical Literature, spanning various genres, languages, and historical periods.
- Through the exploration of select texts, students will gain a foundational understanding of the major themes, motifs, and literary techniques prevalent in Indian Classical Literature.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and explain the key concepts, beliefs, and traditions of Indian Classical literature.
- Investigate the selected classical texts and demonstrate their relevance to contemporary religious and cultural practices.
- Recognize how classical genres and themes continue to influence later literature, and demonstrate conceptual understanding through textual analysis, and articulate this knowledge, both in writing and oral presentations.

- Critically analyze the themes and philosophies presented in the classical texts and evaluate their historical and cultural significance.

Course Contents:

Unit- I: Introduction to Indian Classical Literature

Unit-II: Kalidasa Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).

Unit- III: Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Unit- IV: Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
IlangoAdigal 'The Book of Banci', in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of classical texts, philosophical inquiry, and moral reflection
Gender	Medium–High	Gender roles and representation in classical narratives, including texts by Kalidasa and episodes from Mahabharata
Human Values	High	Dharma, justice, morality, and cultural identity in Indian classical traditions
Environment & Sustainability	High	Nature, ecology, and cosmic harmony reflected in classical Indian literature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical thinking, and cultural awareness
SDG 5	Gender Equality	Encourages analysis of gender roles in classical traditions
SDG 10	Reduced Inequalities	Promotes understanding of cultural diversity and historical contexts
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and classical literary traditions
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reflection and philosophical inquiry

Recommended Learning Resources

- *Indian Classical Literature: Critical Essays*., Eds Tanmoy Kundu, Ujjwal Kr. Panda, Routledge India, 2025.
- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.

- Iravati Karve, '*Draupadi', in Yuganta*: The End of an Epoch (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, '*Dharma and Moksa*', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, '*Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
- *Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- Aijaz Ahmad, "*Indian Literature": Notes towards the Definition of a Category*', in In Theory: Classes, Nations, Literatures (London: Verso, 1992) pp. 243–285.
- *Centre for Cultural Resources and Training*- https://ccrtindia.gov.in/resources/literary-arts/

Course: Major–Literary Theory
Course Code: EN30006

Course Objectives:
The objective of the paper is to provide undergraduate English Literature students with an insight into the historical development and evolution of literary theory, tracing key movements and schools of thought from classical antiquity to contemporary scholarship.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key figures, concepts, and dates associated with major literary movements and schools of thought.
- Explain the core principles and philosophical underpinnings of at least five different literary theories.
- Apply various theoretical lenses to analyze a provided literary text and compare and contrast two different theoretical approaches and their impacts on textual interpretation.
- Critically assess the strengths and limitations of a particular literary theory's approach to a specific text.
- Develop critical and analytical skills to construct well-reasoned interpretations and scholarly arguments using literary theories in academic writing and research.

Course Contents:

Unit-I: Marxism

Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in Selections from the Prison Notebooks, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.

Unit II: Feminism

Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.

Unit –III: Post structuralism

Jacques Derrida, 'Structure, Sign and Play in the Discourse of Human Science', tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David

Unit –IV: Postcolonial Studies

Mahatma Gandhi, 'Passive Resistance' and 'Education', in Hind Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.

Unit V:Aijaz Ahmad, '"Indian Literature": Notes towards the Definition of a Category', in In Theory: Classes, Nations, Literatures (London: Verso, 1992) pp. 243–285.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of texts, academic integrity, responsible application of theories
Gender	High	Feminist theory and gender-sensitive critique in works by Elaine Showalter
Human Values	High	Power, ideology, class, and discourse in theories by Antonio Gramsci and Jacques Derrida
Environment & Sustainability	Medium	Cultural and ideological environments shaping literary discourse

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops theoretical knowledge, analytical thinking, and critical skills
SDG 5	Gender Equality	Incorporates feminist and gender-based critical approaches
SDG 10	Reduced Inequalities	Explores class, marginalization, and power structures
SDG 11	Sustainable Cities & Communities	Reflects cultural and intellectual heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reasoning and critique of power systems

Recommended Learning Resources

- *Theory Across Disciplines*., Ed. Jeffrey R. Di Leo, Bloomsbury Publishing, 2025.
- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- *The Penguin Dictionary of Literary terms and Literary Theory*, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.
- *Literary Theory and Criticism: Recent Writings from South Asia* by Arun Gupto, 2021.
- Yale University - Free online course http://www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary- theory.html
- Internet Encyclopedia of Philosophy-Literary theory, http://www.iep.utm.edu/literary.

Course: Major- Comparative World Literatures
Course Code: EN30008

Course Objectives: The objective of this paper is:

- To introduce undergraduate English literature students to a diverse range of literary works from around the world, spanning different cultures, languages, and historical periods
- To familiarize them with literary traditions and movements beyond their own cultural and linguistic backgrounds, broadening their perspectives on what constitutes literature and its role in shaping societies.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key details of literary works, including authors, historical contexts, and significant movements within world literature.
- Apply literary theories and critical frameworks to examine specific texts from different cultures.
- Compare and contrast different cultural expressions and analyze the complex interplay of elements in the literary texts.
- Critically evaluate the effectiveness of a literary interpretation of a literary works and form their own evidence-based arguments.

- Apply critical and comparative approaches to examine literary texts from different Commonwealth regions, developing analytical, interpretative, and research-oriented skills.

Course Contents:

Unit-I: Introduction

Unit-II: V.S. Naipaul, *Bend in the River* (London: Picador, 1979).

Unit-III: Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)

Unit-IV: Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008), Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).

Unit-V: Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002, p. 8. Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry,* ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3.

Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa,1994) p. 41

Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: India log, 2003) pp.89– 90.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation across cultures, intercultural sensitivity, responsible comparative analysis
Gender	High	Gender and identity in global texts, including voices like Kishwar Naheed and diverse feminist perspectives
Human Values	High	Cultural diversity, identity, and global human experience in works by V. S. Naipaul and Gabriel Okara
Environment & Sustainability	Medium–High	Nature, indigenous knowledge, and ecological consciousness in world literature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes global literary awareness, critical thinking, and interdisciplinary learning
SDG 5	Gender Equality	Encourages inclusive gender perspectives across cultures
SDG 10	Reduced Inequalities	Addresses global inequalities, marginalization, and cultural diversity
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and promotes intercultural dialogue
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical awareness, global justice, and cultural harmony

Recommended Learning Resources

- *The Routledge Companion to World Literature*, Eds. Theo D'haen, David Damrosch, and Djelal Kadir, Routledge, 2023.
- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994)pp. ix–xviii, 1–64.

- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
- Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
- Theo D'haenet. al., eds., 'Introduction', in *World Literature: A Reader*, London: Routledge, 2012.

Course: Minor-Movies on Tribes
Course Code: EN32002

Course Objectives:

- To analyze the portrayal of indigenous tribes in films.
- To understand the cultural, social, and political contexts of tribal communities.
- To critically engage with travel stories that depicts tribal life and landscapes.
- To develop analytical skills through written assignments and class discussions

Course Outcomes: At the end of the course, the student will be able to:

- Recall: historical contexts and societal challenges portrayed in the documentaries and identify key tribal groups and their cultural practices featured in the films.
- Explain the significance of specific cultural rituals or traditions depicted in the films**.**
- Apply their understanding of tribal governance models to analyze a contemporary issue in the selected films.
- Evaluate the effectiveness of the films in promoting social awareness and understanding of tribal issues.
- Develop comparative and critical perspectives on indigenous cinema by relating global and Indian tribal experiences, while appreciating the role of film in preserving cultural heritage and promoting social awareness.

Course Contents:

Unit I: Introduction to Indigenous Cinema

Overview of indigenous tribes in film, Historical and cultural contexts, Key themes and narratives

Film: **The Song of Sparrows (2008)**, Directed by Majid Majidi

Nanook of the North (1922) directed by Robert J. Flaherty

Unit II: Kaala (2018) directed by Pa. Ranjith. Focuses on the struggle of Tamil Dalit people, touching upon tribal communities within the urban slum context.

Film: Directed by Rahi Anil Barre, Anand Gandhi, and Adesh Prasad

Unit III: Native American Tribes in Film

Depiction of Native American life and struggles, Stereotypes versus authentic representation

Films: **Dances with Wolves (1990)** directed by Kevin Costner

The Last of the Mohicans (1992) directed by Michael Mann

Unit IV: African Tribes and Their Cinematic Representation

Representation of African tribal cultures, post-colonial perspectives in African cinema

Films: **The Gods Must Be Crazy (1980**) directed by Jamie Uys

The Forgotten Kingdom (2013) directed by Andrew Mudge

Unit V: Sala Budha (2012): Directed by Sabyasachi Mohapatra, this film explores the story of an elderly Kondh man, reflecting the traditional and simple life of the tribe.

Films: **Pahada Ra Luha (2015)**: This film, titled "Tears of the Mountain" in

English, addresses the displacement and struggles of the Paraja tribe in the Koraput district due to mining and insurgency activities.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of indigenous communities, authenticity in filmmaking, responsible cultural portrayal
Gender	Medium–High	Gender roles and representation in tribal societies, intersectionality in indigenous narratives
Human Values	High	Cultural identity, dignity, displacement, and justice in films like Dances with Wolves and The Gods Must Be Crazy
Environment & Sustainability	High	Indigenous ecological knowledge, land rights, and environmental struggles in films such as Pahada Ra Luha

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes visual literacy, critical thinking, and interdisciplinary learning
SDG 5	Gender Equality	Encourages understanding of gender roles in indigenous contexts
SDG 10	Reduced Inequalities	Highlights marginalization and struggles of tribal communities
SDG 11	Sustainable Cities & Communities	Focuses on displacement, cultural heritage, and community identity
SDG 13	Climate Action	Emphasizes environmental justice and indigenous ecological knowledge

Recommended Learning Resources

- *African Cinema: Postcolonial and Feminist Readings* by Kenneth W. Harrow, Africa World Press, 1999.
- *Traveling through the Eye of the Needle: Orality and Literacy in the Films of Ousmane Sembene* by Sheila Petty, Bloomsbury Publishing,1996.
- *Reel Injun: On the Trail of the Hollywood Indian*, Canadian documentary film by Neil Diamond, Catherine Bainbridge, and Jeremiah Hayes, 2009.
- *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie, United States, 2009.
- *Native Features: Indigenous Films from Around the World* by Houston Wood, Continuum International Publishing Group Ltd.; Illustrated edition. 2008
- *The Shaman's Apprentice: A Tale of the Amazon Rain Forest* by Mark J. Plotkin, April 1, 2001 by Clarion Books.
- *Traveling with Che Guevara: The Making of a Revolutionary by Alberto Granado*, Penguin Random House Ireland Limited. 2003.
- *The Wayfinders: Why Ancient Wisdom Matters in the Modern World by Wade Davis*, 2009.
- *The Lost City of Z: A Tale of Deadly Obsession in the Amazon* by David Grann, 2009.

Course: DM-Short Stories
Course Code: EN32004

Course Objectives:

- To gain a thorough understanding of the fundamental elements of short stories, including plot, character, setting, point of view, and theme.
- To develop the ability to critically analyze and interpret the literary techniques used by short story writers to create meaning and evoke responses from readers.
- To explore a wide range of short stories from various cultures, time periods, and genres, appreciating the diversity and universality of human experiences depicted in the short form.
- To situate short stories within their historical, social, and cultural contexts, understanding how these factors influence the content and style of the narratives.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the key facts, historical context, style, characters and theme from a short story by various writers of 19th Century
- Interpret the plot, main ideas, and themes of a short story and apply their understanding of the story to solve problems or apply concepts in a new context
- Analyse the story's components, such as plot, character development, and setting, and explain the relationships between them.
- Justify and defend opinions about the short story's effectiveness, style, or thematic depth and support their evaluation with textual evidence.
- Critically compare selected American short stories with other prescribed texts, applying literary concepts to develop analytical, interpretative, and communication skills.

Course Contents:

Unit I. Introduction to the Short Story

- Definition and characteristics of a short story. Brief history and evolution of the short story, plot, character, setting, theme, and style.
- Edgar Allan Poe's "The Tell-Tale Heart"

Unit II: 19th Century Short Stories

- The origins and development of the modern short story.
- Reading: Nathaniel Hawthorne's "Young Goodman Brown"
- Herman Melville's "Bartleby, the Scrivener"

Unit III: The Birth of Realism

- Realism in short fiction:
- Anton Chekhov's "The Lady with the Dog"
- Kate Chopin's "The Story of an Hour"

Unit IV: Modernist Short Stories

- Innovations in narrative style and structure:
- James Joyce's "Araby"
- Katherine Mansfield's "The Garden Party"

Unit V: The American Short Story

- The distinct qualities of American short fiction:
- Ernest Hemingway's "Hills Like White Elephants"
- William Faulkner's "A Rose for Emily"

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	2	3	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of texts, academic integrity, critical literary engagement
Gender	High	Gender roles and identity in short stories such as Kate Chopin and Katherine Mansfield
Human Values	High	Human psychology, morality, alienation, and social relations in works by Edgar Allan Poe and Anton Chekhov
Environment & Sustainability	Medium	Social and cultural environments shaping narrative contexts and human experiences

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops analytical reading, critical thinking, and literary appreciation
SDG 5	Gender Equality	Encourages exploration of gender roles and representation
SDG 10	Reduced Inequalities	Addresses social inequality, identity, and marginalization
SDG 11	Sustainable Cities & Communities	Reflects cultural heritage and social environments
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reasoning and social awareness

Recommended Learning Resources

- *The Cambridge Introduction to the Short Story in English*, Edited by David Malcolm Cambridge University Press, 2012.
- *The Norton Anthology of Short Fiction* (Edited by Richard Bausch and R.V. Cassill, W W Norton & Co Inc; 8th edition, 2015., A comprehensive collection covering a wide range of classic and contemporary short stories.

- *The Oxford Book of American Short Stories* (Edited by Joyce Carol Oates: A broad selection of American short stories spanning various periods and styles.
- *The Penguin Book of Modern British Short Stories* (Edited by Malcolm Bradbury): An anthology that focuses on British short stories from the 20th century.
- *The Granta Book of the African Short Story* (Edited by Helon Habila): A diverse collection of short stories from African writers.

Course: DM-21st Century Literature
Course Code: EN32006

Course Objectives:

- To familiarize students with key authors and texts of 21st-century English literature.
- To develop an understanding of contemporary literary themes and trends.
- To analyze and interpret literary works within their socio-cultural and historical contexts.
- To improve critical thinking and analytical skills through literary critique and discussion.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and identify characteristics, key authors of various 21st-century literary genres.
- Explain the cultural and technological factors that shaped 21st-century literature and apply the analytical frameworks to emerging hybrid literary forms, such as blogs or interactive fiction to deconstruct its narrative structure.
- Analyze how literary works within their socio-cultural and historical contexts influence literary content and reader engagement.
- Evaluate the artistic merit and social impact of diverse 21st-century literary works.
- Apply critical and comparative approaches to interpret diverse contemporary literary texts, developing analytical, research, and communication skills for advanced literary studies.

Course Contents:

Unit I: Contemporary Novels

Zadie Smith: White Teeth

Kazuo Ishiguro: Never Let Me Go

Unit II: Postcolonial and Global Literature Chimamanda Ngozi Adichie: Half of a Yellow Sun Jhumpa Lahiri: The Lowland

Mohsin Hamid: Exit West

Unit III: Speculative Fiction and Dystopian Literature

Margaret Atwood: Oryx and Crake David Mitchell: Cloud Atlas Octavia Butler, Parable of the Sower

Unit IV: Contemporary Poetry

Carol Ann Duffy: The Bees

Ocean Vuong; Night Sky with Exit Wounds

Warsan Shire: Teaching My Mother How to Give Birth

Unit V: Drama and Performance

Sarah Kane: 4.48 Psychosis

Simon Stephens: The Curious Incident of the Dog in the Night-Time

Lucy Prebble: The Effect

Arundhati Roy: The Ministry of Utmost Happiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
C05	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of contemporary issues, responsible literary critique, global awareness
Gender	High	Gender identity, feminism, and intersectionality in works by Chimamanda Ngozi Adichie and Margaret Atwood
Human Values	High	Identity, migration, trauma, globalization in texts by Zadie Smith and Mohsin Hamid
Environment & Sustainability	High	Climate change, dystopia, and ecological crisis in speculative fiction such as Octavia Butler

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops critical thinking, literary awareness, and interdisciplinary understanding
SDG 5	Gender Equality	Encourages gender-sensitive and inclusive literary analysis
SDG 10	Reduced Inequalities	Explores migration, identity, and social justice issues
SDG 11	Sustainable Cities & Communities	Reflects urbanization, displacement, and global cultures
SDG 13	Climate Action	Addresses environmental concerns through dystopian and speculative narratives

Recommended Learning Resources

Supplementary Texts and Criticism:

- *The Cambridge Companion to British Fiction* since 1945, Cambridge University Press,2021.
- *Postcolonial Studies: A Critical Introduction* by Pramod K. Nayar, Pearson Education India, 2008.
- *The Routledge Companion to Science Fiction* by Mark Bould, Andrew Butler, Adam Roberts, and Sherryl Vint. 2009.

Course: DM-LIFE WRITING
Course Code: EN32008

Course Objectives:

- To enhance their ability to critically read and analyse biographical and autobiographical texts, recognizing narrative techniques, themes, and authorial intent.
- To gain insights into the conventions, evolution, and variations within the genres of biography and autobiography.
- To explore the historical, cultural, and social contexts in which these works were produced and how these contexts influence the narratives.
- To engage in comparative analysis to understand the differences and intersections between biographical and autobiographical writing.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the key elements, narrative techniques, themes of a personal narrative.
- Analyse the representation of self, identity, memory, morality, and personal experience in autobiographies by Benjamin Franklin, Jean-Jacques Rousseau, and M. K. Gandhi.
- Examine how gender, caste, class, social marginalisation, and cultural contexts shape autobiographical narratives, particularly in the writings of Binodini Dasi and Sharan Kumar Limbale.
- Compare and critically interpret different autobiographical voices, narrative strategies, and forms of self-representation across Western and Indian autobiographical texts.
- Evaluate autobiography as a form of personal testimony, social critique, and resistance, and develop critical perspectives on the relationship between individual experience and larger historical and socio-cultural realities.

Course Contents:

Unit-I: Autobiographical Theory and Practice

Unit-II: Benjamin Franklin's Autobiography, pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960 /Jean-Jacques Rousseau's Confessions, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).

Unit-III: M. K. Gandhi's Autobiography or the Story of My Experiments with Truth, Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993).

Unit-IV: Binodini Dasi's My Story and Life as an actress, pp. 61-83 (New Delhi: Kali for Women,1998).

Unit-V: Sharan Kumar Limbale's The Outcaste, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical narration of personal lives, authenticity, truthfulness, and responsible representation in life writing
Gender	Medium–High	Gendered experiences and identity in autobiographical works such as Binodini Dasi
Human Values	High	Identity, self-reflection, morality, and social struggle in texts by Mahatma Gandhi and Sharan Kumar Limbale
Environment & Sustainability	Medium	Social and cultural environments shaping personal narratives and life experiences

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops critical reading, analytical thinking, and interpretative skills
SDG 5	Gender Equality	Explores gender identity and representation in life narratives
SDG 10	Reduced Inequalities	Highlights marginalization, caste, and social inequality
SDG 11	Sustainable Cities & Communities	Reflects cultural memory, identity, and social history
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reflection, truth, and social justice

Recommended Learning Resources

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

  Women's Autobiography, Edited by Bella Brodzki and Celeste, Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.

SEMESTER VII (Single Major)

Course: Major: Concepts and Practices of Research Methodology
Course Code: CR40001

Course Objectives:

- This paper seeks to familiarize the students with different components, skills and techniques of research**.**

Course Outcomes: At the end of the course, the student will be able to:

- Recall and define key research terms, such as hypothesis, variables, ethical guidelines and fundamental concepts and terminologies associated with research methodologies, including qualitative and quantitative approaches, research design, and data collection techniques
- Apply appropriate statistical methods to examine given datasets and construct a research question based on a specific problem and critical thinking and ethical considerations to formulate relevant research questions.
- Compare and contrast different research designs and differentiate between valid and flawed research methodologies.
- Evaluate the reliability and validity of various research strategies, assessing their suitability for answering specific research inquiries.
- Demonstrate ethical and responsible research practices by recognising plagiarism, maintaining academic integrity, and adhering to accepted standards of scholarly research and publication.

Course Contents:

Unit-I-Introduction to Research methodology (Definition, Explanation of terms, Hypothesis, Analysis and interpretation of data, Formulation of Research Problem)

Unit-II-Requirements of Research Paper, Format and Components of Research Proposal (Synopsis, Format and Components of Dissertation/ Thesis)

Unit-III-Major Theoretical Approaches to Literary Research (Post-Colonial, Feminist, Eco-critical etc), Research Ethics

Unit-IV- Review of Literature, Citation, Presentation and Publication, Plagiarism in research.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	3	3	2	2	2	2	3	3
CO2	3	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	2	3	3	2	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Research ethics, plagiarism awareness, citation practices, academic integrity in scholarly writing
Gender	Medium–High	Gender-sensitive research approaches, feminist methodologies in literary research
Human Values	High	Intellectual honesty, critical inquiry, responsible knowledge production
Environment & Sustainability	Medium	Eco-critical research approaches and sustainability-oriented literary studies

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops advanced research skills, academic writing, and critical inquiry
SDG 5	Gender Equality	Encourages gender-sensitive research frameworks
SDG 9	Industry, Innovation & Infrastructure	Promotes research innovation and academic development
SDG 10	Reduced Inequalities	Supports inclusive and diverse research perspectives
SDG 16	Peace, Justice & Strong Institutions	Strengthens ethical research practices and institutional integrity

Recommended Learning Resources

- *Research Methodology: A Step-by-Step Guide for Beginners,* Ranjit Kumar, 4th Edn. Sage Publications, 2024.
- *Understanding Research Methods: An Overview of the Essentials* by Mildred L. Patten & Michelle Newhart., Routledge, 2023.
- *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* by John W. Creswell & J. David Creswell, Sage Publication; 5th edition, 2018.
- *Research Design and Methods: An Applied Guide for the Scholar-Practitioner* by Gary J Burkholder, Kimberley A. Cox, Linda M. Crawford, John Hitchcock, SAGE Publications, 2019.
- *Research in Literature and Language: Philosophy, Areas and Methodology,* H.V. Deshpande, Notion Press, 2018.

Course: Major –English Drama: 20th Century
Course Code: EN40003

Course Objectives:

- This course introduces the students to various forms and themes of modern English Drama.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key authors, theatrical forms, style and playwrights of the 20th-century and their notable works.
- Understand and explain the historical and social contexts that shaped 20th-century British drama and how these contexts influenced the themes and styles of the period.

- Apply their knowledge of literary devices and analyze their use in specific texts by 20th-century British authors.
- Analyze different literary works from the 20th century, identifying recurring themes, stylistic variations, and the author's purpose.
- Evaluate and critically assess the literary merit of 20th-century British drama considering their historical significance, cultural impact, and lasting relevance.

Course Contents:

Unit-I- Modern Drama: A Very Short Introduction

Unit-II- G.B. Shaw- *Pygmalion*

Unit III- John Osborne- *Look Back in Anger*

Unit-IV- Samuel Beckett-*Waiting for Godot*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical critique of society, responsibility in dramatic representation, critical engagement with social issues
Gender	High	Gender roles, identity, and social expectations in modern drama, including works by George Bernard Shaw
Human Values	High	Alienation, existentialism, social conflict, and human relationships in plays by Samuel Beckett and John Osborne
Environment & Sustainability	Medium	Social environments, class struggles, and cultural transformations in modern society

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary analysis, theatrical understanding, and critical thinking
SDG 10	Reduced Inequalities	Explores class conflict, marginalization, and social injustice
SDG 5	Gender Equality	Examines gender roles and representation in modern drama
SDG 11	Sustainable Cities & Communities	Reflects urban life, social change, and cultural evolution
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical critique, social awareness, and justice

Recommended Learning Resources

- Kristen Shepherd-Barr, *Modern Drama: A Very Short Introduction,* Oxford University Press, 2016.
- Billington, Michael. State of the Nation: British Theatre Since 1945. London: Faber and Faber, 2007.

- Bloom, Harold (ed.). George Bernard Shaw's Saint Joan: Modern Critical Interpretations. New York: Chelsea House Publishers, 1987.Print.
- Bove, Cheryl K. Understanding Iris Murdoch. Columbia (South Carolina): University of South Carolina Press, 1993. Print.
- A. S. Bhatt. Iris Murdoch, Writers and their Work. Essex: Longman Group Ltd., 1976.

Course: Major–English Poetry: 20th Century
Course Code: EN40005

Course Objectives: This course introduces the students to representative modernist and post-war poetry.

Course Outcomes:

- Recall major poets, movements, and key terms of significant 20th-century poets and their major works.
- Apply literary devices to interpret the meaning and effect of specific poems, stylistic elements of various 20th-century poets to examine how it contributes to the overall meaning and impact of a poem.
- Critique the effectiveness of a poem's use of imagery, metaphor, or other poetic devices.
- Compose critical analyses or creative responses that synthesize their understanding of 20th-century poetry.
- Explain the historical and cultural contexts that influenced 20th-century poets.

Course Contents:

Unit-I- History of 20th Century Poetry
Unit-II- W.B. Yeats- "Among School Children", "Sailing to Byzantium"
Unit-III- T.S. Eliot- "The Waste Land"
Unit IV- W.H. Auden- "Musee des Beuax Arts", "The Shield of Achilles"/ "Lullaby",
Philip Larkin- "Mr. Bleany"

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of poetic texts, critical engagement with themes of war, society, and morality
Gender	Medium–High	Representation of gender and identity in modern poetry, shifting perspectives in 20th-century verse
Human Values	High	Existential crisis, human suffering, spirituality, and cultural fragmentation in works by T. S. Eliot and W. B. Yeats
Environment & Sustainability	Medium	Cultural and historical environments, post-war trauma, and modernity reflected in poetry

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary appreciation, analytical thinking, and creative expression
SDG 5	Gender Equality	Encourages inclusive interpretation of poetic voices
SDG 10	Reduced Inequalities	Addresses themes of alienation, class, and marginalization
SDG 11	Sustainable Cities & Communities	Reflects modernity, urban experience, and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical reflection, human values, and social awareness

Recommended Learning Resources

- *The Facts on File Companion to British Poetry: 1900 to the Present,* Eds. James Persoon, Robert R. Watson, New York: Info base Learning.
- *The Oxford Companion to Twentieth-Century Poetry in English* (Oxford Paperback Reference) By Ian Hamilton (Editor)
- *The Oxford Book of Twentieth Century English Verse* (Oxford Books of Verse) Hardcover, 1972
- *The Oxford Companion to Twentieth-Century Poetry in English by Ian Hamilton*, 1994.
- *The Cambridge Companion to Twentieth-Century English Poetry Ed. Neil Corcoran*, University of Liverpool
- *Twentieth Century British Poets*, Harold Bloom, New York: Info base Learning.

Course: Major–English Novel: 20th Century
Course Code: EN40007

Course Objectives:

- This course gives the students' knowledge of the formal and thematic features of English novels.

Course Outcomes: At the end of the course, the student will be able to:

- Remember and identify key British authors and novels of the 20th century, the major historical and social contexts that influenced British literature in the 20th century.

- Understand and explain the significance of specific novels within the broader context of British literary history and analyze the relationship between historical events and themes explored in the novels.
- Apply literary theories and critical frameworks to analyze a 20th-century British novel.
- Analyze the stylistic features of various British literary movements i.e. Modernism, Postmodernism.
- Evaluate and create a critical essay analyzing a 20th-century British novel using appropriate literary terminology.

Course Contents:

Unit-I: Twentieth, Twenty-first Centuries and Postcolonial Literature in English

from Poplawski's Book Chapter 6&7

Unit-II: James Joyce- *Portrait of the Artist as a Youngman*

Unit-III: D.H. Lawrence- *Women in Love*

Unit-IV: E.M. Forster- *A Passage to India*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, critical engagement with colonialism, identity, and social responsibility
Gender	High	Gender roles, identity, and relationships in novels by D. H. Lawrence and E. M. Forster
Human Values	High	Individual consciousness, alienation, colonial encounter, and cultural conflict in works by James Joyce
Environment & Sustainability	Medium	Social and cultural environments, colonial settings, and modern urban contexts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary knowledge, critical analysis, and interpretative skills
SDG 5	Gender Equality	Examines gender roles and representation in modern novels
SDG 10	Reduced Inequalities	Explores colonialism, class, and marginalization
SDG 11	Sustainable Cities & Communities	Reflects cultural and social transformations
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical critique and social awareness

Recommended Learning Resources

- Paul Poplawski, *English Literature in Context*, Cambridge University Press, 2017
- Gayatri Chakravorty Spivak. *The Postcolonial Critic: Interviews, Strategies, Dialogues,* Rutledge, 1990

- O'Reilly, Christopher, *Post Colonial Literature*, Cambridge University Press, 2001.
- The British Library online sources (for all texts- *https://www.bl.ukhttps://www.bartleby.com/*

Course: Minor: Lives of Tribal Freedom Fighters
Course Code: EN42001

Course Objectives:

This course aims to explore the lives, struggles, and contributions of tribal freedom fighters who played significant roles in various liberation movements across different regions.

Through a combination of readings, discussions, and multimedia resources, students will gain insights into the historical contexts, challenges faced, and the enduring legacies of these remarkable individuals.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the names and key contributions of prominent tribal freedom fighters in various liberation movements.
- Explain the socio-economic and cultural factors that led to tribal resistance against colonial rule.
- Apply knowledge of historical tribal movements to understand contemporary tribal issues and challenges and analyze the connection between specific tribal cultural identities and their methods of resistance against colonial policies
- Evaluate the significance and long-term impact of tribal freedom fighters' contributions to the broader Indian freedom movement.
- Develop innovative ideas for preserving tribal heritage and promoting the legacy of tribal leaders for future generations.

Course Contents:

Unit 1: Introduction to Tribal Freedom Fighters

- Overview of tribal communities and their historical marginalization
- Introduction to the concept of freedom fighters within tribal contexts

Unit 2: Historical Context and Colonial Resistance

- Understanding the impact of colonialism on tribal communities
- Case studies of prominent tribal leaders who resisted colonial rule
- Analysis of strategies and tactics employed by tribal communities in resisting colonization

Unit 3: Indigenous Movements and Leaders in Indian context

Birsa Munda (1875-1900): Leader of the Munda Rebellion against British colonial rule in present-day Jharkhand.

Sidhu and Kanhu Murmu (c. 1820-1855): Leaders of the Santhal Rebellion (1855-1856) in present-day Jharkhand and West Bengal.

Unit 4: Contributions to National Liberation

Tantya Bhil (1842-1889): A prominent tribal leader from the Bhil community in present-day Madhya Pradesh

Rani Gaidinliu (1915-1993): Naga spiritual and political leader who led an armed rebellion against British rule in Manipur and Nagaland.

Unit 5: Indigenous Leaders from abroad

Túpac Amaru II (1738-1781): Indigenous leader in Peru who led an uprising against Spanish colonial rule. Sought to end the exploitation and abuse of the indigenous population by the Spanish.

Toypurina (1760-1799): Tongva woman who resisted Spanish colonization in California. Led a revolt against the San Gabriel Mission and was later captured and exiled.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical understanding of indigenous struggles, responsible historical interpretation, preservation of cultural heritage
Gender	Medium–High	Gender roles and leadership in resistance movements, including figures like Rani Gaidinliu and Toypurina
Human Values	High	Justice, resistance, identity, and dignity in movements led by Birsa Munda and Tantya Bhil
Environment & Sustainability	High	Indigenous connection to land, ecological knowledge, and resistance against exploitation of

Cross-cutting Issue	Level of Integration	Illustrative Components
		natural resources

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes historical awareness, critical thinking, and inclusive education
SDG 5	Gender Equality	Highlights women leaders and gender roles in resistance movements
SDG 10	Reduced Inequalities	Addresses marginalization and rights of tribal communities
SDG 11	Sustainable Cities & Communities	Preserves cultural heritage and indigenous knowledge
SDG 16	Peace, Justice & Strong Institutions	Promotes justice, resistance, and democratic values

Recommended Learning Resources

- Bhattacharyya, Debjani. *Empire and Ecology in the Bengal Delta: The Making of Calcutta*. Cambridge University Press, 2018.
- Chandra, Bipan. *India's Struggle for Independence*. Penguin Random House India, 2016.
- Chaturvedi, Vinayak. *Peasant Pasts: History and Memory in Western India*. Oxford University Press, 2007.
- Guha, Ranajit, editor. *Subaltern Studies: Writings on South Asian History and Society*. Oxford University Press, 1990.
- Pati, Biswamoy. *Resisting Domination: Peasants, Tribals and the National Movement in Orissa, 1920–50*. Manohar Publishers & Distributors, 1993.

SEMESTER VII (Double Major)

Course: Major: Concepts and Practices of Research Methodology
Course Code: CR40001

Course Objectives: This paper seeks to familiarize the students with different components, skills and techniques of research**.**

Course Outcomes: At the end of the course, the student will be able to:

- Recall and define key research terms, such as hypothesis, variables, ethical guidelines and fundamental concepts and terminologies associated with research methodologies, including qualitative and quantitative approaches, research design, and data collection techniques.
- Apply appropriate statistical methods to examine given datasets and construct a research question based on a specific problem and critical thinking and ethical considerations to formulate relevant research questions.
- Compare and contrast different research designs and differentiate between valid and flawed research methodologies.
- Evaluate the reliability and validity of various research strategies, assessing their suitability for answering specific research inquiries.
- Demonstrate ethical and responsible research practices by identifying plagiarism, maintaining academic integrity, and following accepted standards of research ethics and scholarly documentation.

Course Contents:

Unit-I-Introduction to Research methodology (Definition, Explanation of terms,

Hypothesis, Analysis and interpretation of data, Formulation of Research Problem)

Unit-II-Requirements of Research Paper, Format and Components of Research Proposal (Synopsis, Format and Components of Dissertation/ Thesis)

Unit-III-Major Theoretical Approaches to Literary Research (Post-Colonial, Feminist, Eco-critical etc), Research Ethics,

Unit-IV- Review of Literature, Citation, Presentation and Publication, Plagiarism in research

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	3	3	2	2	2	2	3	3
CO2	3	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	2	3	3	2	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross -cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Research ethics, plagiarism awareness, citation practices, academic integrity in scholarly writing
Gender	Medium–High	Feminist research methodologies and gender-sensitive research approaches
Human Values	High	Intellectual honesty, critical inquiry, ethical knowledge production, and responsible scholarship
Environment &	Medium	Eco-critical research approaches and

Cross-cutting Issue	Level of Integration	Illustrative Components
Sustainability		sustainability-oriented literary studies

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops advanced research skills, academic writing, and critical inquiry
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive research frameworks
SDG 9	Industry, Innovation & Infrastructure	Promotes research innovation and academic development
SDG 10	Reduced Inequalities	Supports inclusive and interdisciplinary research perspectives
SDG 16	Peace, Justice & Strong Institutions	Strengthens ethical research practices and academic integrity

Recommended Learning Resources

- Burkholder, Gary J., et al. *Research Design and Methods: An Applied Guide for the Scholar-Practitioner*. SAGE Publications, 2019.
- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed., SAGE Publications, 2018.
- Deshpande, H. V. *Research in Literature and Language: Philosophy, Areas and Methodology*. Notion Press, 2018.
- Patten, Mildred L., and Michelle Newhart. *Understanding Research Methods: An Overview of the Essentials*. Routledge, 2023.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 4th ed., SAGE Publications, 2024.

Course: Major –English Drama: 20th Century
Course Code: EN40003

Course Objectives:

- This course introduces the students to various forms and themes of modern English Drama.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key authors, theatrical forms, style and playwrights of the 20th-century and their notable works.
- Understand and explain the historical and social contexts that shaped 20th-century British drama and how these contexts influenced the themes and styles of the period.
- Apply their knowledge of literary devices and analyze their use in specific texts by 20th-century British authors.
- Analyze different literary works from the 20th century, identifying recurring themes, stylistic variations, and the author's purpose.
- Evaluate and critically assess the literary merit of 20th-century British drama considering their historical significance, cultural impact, and lasting relevance.

Course Contents:

Unit-I- Modern Drama: A Very Short Introduction

Unit-II- G.B. Shaw- *Pygmalion*

Unit III- John Osborne- *Look Back in Anger*

Unit-IV- Samuel Beckett-*Waiting for Godot*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical critique of society, responsibility in dramatic representation, and critical engagement with social issues
Gender	High	Gender roles, class, and identity in plays like Pygmalion
Human Values	High	Alienation, existentialism, conflict, and social relationships in works by Samuel Beckett and John Osborne
Environment & Sustainability	Medium	Social and cultural environments, post-war realities, and class struggles reflected in modern drama

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary analysis, theatrical understanding, and critical thinking
SDG 5	Gender Equality	Examines gender representation and identity in modern drama
SDG 10	Reduced Inequalities	Explores class conflict, social exclusion, and marginalization
SDG 11	Sustainable Cities & Communities	Reflects urban life, social transformation, and cultural discourse

SDG No.	SDG Title	Nature of Contribution
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical reflection, social awareness, and critical engagement

Recommended Learning Resources

- Kristen Shepherd-Barr, *Modern Drama: A Very Short Introduction,* Oxford University Press, 2016.
- Billington, Michael. State of the Nation: British Theatre Since 1945. London: Faber and Faber, 2007. Print.
- Bloom, Harold (ed.). George Bernard Shaw's Saint Joan: Modern Critical Interpretations. New York: Chelsea House Publishers, 1987.Print.
- Bove, Cheryl K. Understanding Iris Murdoch. Columbia (South Carolina): University of South Carolina Press, 1993. Print.
- A. S. Bhatt. Iris Murdoch, Writers and their Work. Essex: Longman Group Ltd., 1976.

Course: Major–English Poetry: 20th Century
Course Code: EN40005

Course Objectives: This course introduces the students to representative modernist and post-war poetry.

Course Outcomes: At the end of the course, the student will be able to:

- Recall major poets, movements, and key terms of significant 20th-century poets and their major works.
- Analyze the poetry of W. B. Yeats by examining themes, symbolism, myth, spirituality, and poetic techniques in the prescribed poems.
- Interpret T. S. Eliot's *The Waste Land* by exploring its modernist features, imagery, symbolism, fragmentation, and cultural significance.
- Evaluate the poetry of W. H. Auden and Philip Larkin by analyzing their treatment of war, society, human relationships, identity, and modern life through close textual reading.
- Apply critical and comparative approaches to twentieth-century poetry, developing analytical, interpretative, and communication skills through informed literary appreciation.

Course Contents:

Unit-I- History of 20th Century Poetry

Unit-II- W.B. Yeats- "Among School Children", "Sailing to Byzantium"

Unit-III- T.S. Eliot- "The Waste Land"

Unit IV- W.H. Auden- "Musee des Beuax Arts", "The Shield of Achilles"/ "Lullaby",Philip Larkin- "Mr. Blea

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical interpretation of poetic texts, critical engagement with themes of war, morality, and social crisis
Gender	Medium	Representation of gender and identity in modern poetry and changing literary sensibilities

Cross-cutting Issue	Level of Integration	Illustrative Components
Human Values	High	Alienation, spirituality, cultural fragmentation, and human suffering in works by T. S. Eliot and W. B. Yeats
Environment & Sustainability	Medium	Reflection on modern civilization, war, and socio-cultural environments in post-war poetry

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary understanding, analytical thinking, and creative interpretation
SDG 5	Gender Equality	Encourages inclusive interpretation of poetic voices and identities
SDG 10	Reduced Inequalities	Addresses themes of alienation, class, and social fragmentation
SDG 11	Sustainable Cities & Communities	Reflects modernity, urbanization, and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical awareness, peace, and human values through poetry

Recommended Learning Resources

- Bloom, Harold, editor. *Twentieth-Century British Poets*. Infobase Learning, 2011.
- Corcoran, Neil, editor. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge University Press, 2007.
- *The Facts on File Companion to British Poetry: 1900 to the Present*. Edited by James Persoon and Robert R. Watson, Facts On File, 2008.
- Hamilton, Ian, editor. *The Oxford Companion to Twentieth-Century Poetry in English*. Oxford University Press, 1994.
- *The Oxford Book of Twentieth-Century English Verse*. Oxford University Press, 1972.

Course: Major–English Novel: 20th Century
Course Code: EN40007

Course Objectives:
This course gives the students' knowledge of the formal and thematic features of English novels.

Course Outcomes: At the end of the course, the student will be able to:

- Remember and identify key British authors and novels of the 20th century and recall major historical and social contexts that influenced British literature in the 20th century.
- Understand and explain the significance of specific novels within the broader context of British literary history and analyze the relationship between historical events and themes explored in the novels.
- Apply literary theories and critical frameworks to analyze a 20th-century British novel.
- Analyze the stylistic features of various British literary movements i.e. Modernism, Postmodernism.
- Evaluate and create a critical essay analyzing a 20th-century British novel using appropriate literary terminology that created a lasting impact of specific novels on contemporary literature and society.

Course Contents:

Unit-I: Twentieth, Twenty-first Centuries and Postcolonial Literature in English from Poplawski's Book Chapter 6 &7

Unit -II: James Joyce- *Portrait of the Artist as a Youngman*

Unit- III: D.H. Lawrence- *Women in Love*

Unit-IV: E.M. Forster- *A Passage to India*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	2	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, colonial critique, and responsible critical analysis
Gender	High	Gender relations, identity, and emotional psychology in novels by D. H. Lawrence
Human Values	High	Alienation, identity formation, colonial encounter, and human relationships in works by James Joyce and E. M. Forster
Environment & Sustainability	Medium	Social, political, and cultural environments shaping modern and postcolonial narratives

SDG Mapping for this Course

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical literary interpretation, colonial critique, and responsible critical analysis
Gender	High	Gender relations, identity, and emotional psychology in novels by D. H. Lawrence
Human Values	High	Alienation, identity formation, colonial encounter, and human relationships in works by James Joyce and E. M. Forster
Environment & Sustainability	Medium	Social, political, and cultural environments shaping modern and postcolonial narratives

Recommended Learning Resources

- Paul Poplawski, *English Literature in Context*, Cambridge University Press, 2017.
- Gayatri Chakravorty Spivak. *The Postcolonial Critic: Interviews, Strategies, Dialogues,* Rutledge, 1990.
- O'Reilly, Christopher, *Post Colonial Literature*, Cambridge University Press, 2001.

- The British Library online sources (for all texts)
  https://www.bl.ukhttps://www.bartleby.com/

Course: Minor: Lives of Tribal Freedom Fighters
Course Code: EN42001

Course objectives:

This course aims to explore the lives, struggles, and contributions of tribal freedom fighters who played significant roles in various liberation movements across different regions.

Through a combination of readings, discussions, and multimedia resources, students will gain insights into the historical contexts, challenges faced, and the enduring legacies of these remarkable individuals.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the names and key contributions of prominent tribal freedom fighters in various liberation movements.
- Explain the causes, nature, strategies, socio-economic and cultural factors that led to tribal resistance against colonial rule.
- Apply knowledge of historical tribal movements to understand contemporary tribal issues and challenges and analyze the connection between specific tribal cultural identities and their methods of resistance against colonial policies.
- Compare indigenous resistance movements in India with international movements led by figures such as Túpac Amaru II and Toypurina, recognising their diverse historical and cultural contexts.
- Evaluate the significance and long-term impact of tribal freedom fighters' contributions to the broader Indian freedom movement.

Course Contents:

Unit 1: Introduction to Tribal Freedom Fighters

Overview of tribal communities and their historical marginalization Introduction to the concept of freedom fighters within tribal contexts

Unit 2: Historical Context and Colonial Resistance Understanding the impact of colonialism on tribal communities Case studies of prominent tribal leaders who resisted colonial rule

Analysis of strategies and tactics employed by tribal communities in resisting colonization

Unit 3: Indigenous Movements and Leaders in Indian context

- **Birsa Munda (1875-1900):** Leader of the Munda Rebellion against British colonial rule in present-day Jharkhand.
- **Sidhu and Kanhu Murmu (c. 1820-1855):** Leaders of the Santhal Rebellion (1855-1856) in present-day Jharkhand and West Bengal.

Unit 4: Contributions to National Liberation

- **Tantya Bhil (1842-1889):** A prominent tribal leader from the Bhil community in present-day Madhya Pradesh
- **Rani Gaidinliu (1915-1993)**: Naga spiritual and political leader who led an armed rebellion against British rule in Manipur and Nagaland.

Unit 5: Indigenous Leaders from abroad

- **Túpac Amaru II (1738-1781):** Indigenous leader in Peru who led an uprising against Spanish colonial rule. Sought to end the exploitation and abuse of the indigenous population by the Spanish.
- **Toypurina (1760-1799):** Tongva woman who resisted Spanish colonization in California. Led a revolt against the San Gabriel Mission and was later captured and exiled

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical understanding of indigenous struggles, responsible interpretation of tribal histories, preservation of cultural memory
Gender	Medium–High	Women's participation in resistance movements, including leaders like Rani Gaidinliu and Toypurina
Human Values	High	Justice, resistance, identity, dignity, and freedom in movements led by Birsa Munda and Túpac Amaru II
Environment & Sustainability	High	Indigenous ecological knowledge, land rights, and resistance to exploitation of natural resources

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes historical awareness, critical thinking, and inclusive learning
SDG 5	Gender Equality	Highlights women leaders and gender roles in indigenous resistance
SDG 10	Reduced Inequalities	Addresses marginalization and socio-political struggles of tribal communities
SDG 11	Sustainable Cities & Communities	Preserves indigenous heritage, oral traditions, and cultural memory
SDG 16	Peace, Justice & Strong Institutions	Encourages awareness of justice, resistance, and democratic rights

Recommended Learning Resources

- Bhattacharyya, Debjani. *Empire and Ecology in the Bengal Delta: The Making of Calcutta*. Cambridge University Press, 2018.
- Chandra, Bipan. *India's Struggle for Independence*. Penguin Random House India, 2016.
- Chaturvedi, Vinayak. *Peasant Pasts: History and Memory in Western India*. Oxford University Press, 2007.
- Guha, Ranajit, editor. *Subaltern Studies: Writings on South Asian History and Society*. Oxford University Press, 1990.
- Pati, Biswamoy. *Resisting Domination: Peasants, Tribals and the National Movement in Orissa, 1920–50*. 1993.

Course: DM– Travelogue
Course Code: EN42003

Course Objectives:

- To introduce students to major works and authors in the genre of travel writing.
- To analyze the literary techniques and narrative strategies used in travelogues.
- To understand the historical and cultural contexts of travel narratives.
- To critically evaluate the representation of place, culture, and identity in travel writing.

Course Outcomes: At the end of the course, the student will be able to:

- Recall the major authors, concepts and key theorists in the travel writing genre.
- Apply narrative techniques to structure personal travel experiences into engaging stories.
- Analyze the way how a published travelogue represents a specific cultural or historical context.
- Critique a travel article, evaluating its authenticity, impact, and adherence to genre convention.
- Apply comparative and critical approaches to travel literature, developing analytical, interpretative, and communication skills while appreciating the social, historical, and cultural significance of travel narratives.

Course Contents:

Unit 1: Introduction to Travel Writing

History and Evolution of Travel Writing, Motifs in Travel Literature "Inventing the Novel: Pioneers in Fiction 1680-1860" by R. B. Mayo

Joseph Addison: "Remarks on Several Parts of Italy, etc., in the Years 1701, 1702, 1703"

Laurence Sterne: "A Sentimental Journey Through France and Italy"

Unit 2: Exploration and Colonial Narratives

Mary Kingsley: "Travels in West Africa"

Richard Francis Burton: "Personal Narrative of a Pilgrimage to Al-Madinah and Meccah"
Mark Twain: "The Innocents Abroad"

Unit 3: Travel and Self-Discovery

"The Art of Travel" by Alain de Botton

Elizabeth Gilbert: "Eat, Pray, Love"

Paul Theroux: "The Great Railway Bazaar: By Train through Asia"

Unit 4: Cultural Encounters and Identity

Bruce Chatwin: "In Patagonia"

Pico Iyer: "The Open Road: The Global Journey of the Fourteenth Dalai Lama"

Unit 5: Contemporary Travel Writing

Cheryl Strayed: "Wild: From Lost to Found on the Pacific Crest Trail"

Bill Bryson: "A Walk in the Woods: Rediscovering America on the Appalachian Trail"

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of cultures, authenticity in narration, and responsible travel discourse
Gender	Medium–High	Gendered experiences of travel and identity in works by Mary Kingsley and Elizabeth Gilbert
Human Values	High	Cultural empathy, identity, intercultural dialogue, and self-discovery in works by Pico Iyer and Paul Theroux
Environment & Sustainability	High	Ecological awareness, landscapes, and sustainable engagement with places and cultures

SDG Mapping for this Course

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of cultures, authenticity in narration, and responsible travel discourse
Gender	Medium–High	Gendered experiences of travel and identity in works by Mary Kingsley and Elizabeth Gilbert
Human Values	High	Cultural empathy, identity, intercultural dialogue, and self-discovery in works by Pico Iyer and Paul Theroux
Environment & Sustainability	High	Ecological awareness, landscapes, and sustainable engagement with places and cultures

Recommended Learning Resources

- Auden, W. H. “The Guilty Vicarage.” *Harper’s Magazine*, May 1948, harpers.org/archive/1948/05/the-guilty-vicarage.
- Chandler, Raymond. “The Simple Art of Murder.” *The Atlantic Monthly*, Dec. 1944, www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html.
- Fussell, Paul, editor. *The Norton Book of Travel*. W. W. Norton & Company, 1987.
- Harrer, Heinrich. *Beyond Seven Years in Tibet*. Translated by Tim Carruthers, Labyrinth Press, 2007.
- Kerouac, Jack. *On the Road*. Reprint ed., Paw Prints, 2008.
- Steinbeck, John. *Travels with Charley: In Search of America*. Penguin Books, 1980.
- Thompson, Carl. *The Cambridge Introduction to Travel Writing*. Routledge, 2011.
- Wilson, J. Edmund. “Who Cares Who Killed Roger Ackroyd?” *The New Yorker*, 1945.
- Young, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press, 2013.

SEMESTER-VIII (Single Major)
(With Research)

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.

- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.
- Explain the historical development of linguistic studies and apply linguistic concepts to analyze various forms of human communication.
- Analyze the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.
- Apply fundamental concepts of semantics to analyze meaning relationships, including synonymy, antonymy, homonymy, polysemy, hypernymy, sense, reference, and compositional meaning.

Course Contents:

Unit- I. Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II. Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/ Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III: Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV. Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical and inclusive communication, responsible language use, linguistic diversity awareness
Gender	Medium	Gendered language use, sociolinguistic perspectives on identity and communication
Human Values	High	Human interaction, cultural identity,

Cross-cutting Issue	Level of Integration	Illustrative Components
		multilingualism, and communication across societies
Environment & Sustainability	Medium	Language preservation, endangered languages, and cultural sustainability

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive language practices and gender-sensitive communication
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001.
- Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 5th ed., MIT Press, 2001.
- Fasold, Ralph, and Jeff Connor-Linton, editors. *An Introduction to Language and Linguistics*. Cambridge University Press, 2006.
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 10th ed., Cengage Learning, 2013.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1986.
- Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer. *Linguistics: An Introduction*. Cambridge University Press, 1999.

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN42002

Course Objectives: The fundamental objective of this paper is:

- The course aims to introduce students to tribal cultures, languages, communities, language documentation, fieldwork techniques, and the relationship between language, culture, identity, and heritage, while developing their ability to conduct ethical and systematic linguistic research in tribal communities. It also seeks to equip students with skills in language preservation, data collection and analysis, academic research writing, and the preparation, presentation, and publication of research articles following appropriate scholarly and ethical conventions.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognize the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.
- Synthesizes various documentation elements into a new, accessible resource, ensuring long-term visibility and preservation.

Course Contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III- Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Unit-V- Writing Research Articles and Publishing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Research ethics, responsible fieldwork, informed consent, and ethical documentation of tribal languages
Gender	Medium	Inclusive language documentation and representation of gendered cultural practices
Human Values	High	Preservation of linguistic identity, cultural respect, community participation, and indigenous knowledge systems
Environment & Sustainability	High	Language preservation, safeguarding endangered languages, and sustaining cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic research skills, documentation methods, and field-based learning
SDG 5	Gender Equality	Encourages inclusive and community-sensitive documentation practices
SDG 10	Reduced Inequalities	Supports marginalized linguistic communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and cultural heritage
SDG 16	Peace, Justice & Strong	Promotes ethical research, cultural rights, and inclusive

SDG No.	SDG Title	Nature of Contribution
	Institutions	knowledge systems

Recommended Learning Resources

- Speakers and documentation of endangered languages. Language Documentation and Description. C. Grinevald, 2003.
- Encyclopedia of Tribes in Odisha Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.
- Protection of Tribal Languages: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2150806

SEMESTER-VIII (Single Major)
(Without Research)

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.
- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.

- Explain the historical development of linguistic studies and apply linguistic concepts to analyse various forms of human communication.
- Analyse the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.
- Apply fundamental concepts of semantics to analyze meaning relationships, including synonymy, antonymy, homonymy, polysemy, hypernymy, sense, reference, and compositional meaning.

Course Contents:

Unit-I. Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II. Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III. Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV. Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical and inclusive communication, responsible language use, linguistic diversity awareness
Gender	Medium	Gendered language use, sociolinguistic perspectives on communication and identity
Human Values	High	Human interaction, multilingualism, cultural identity, and communication across societies
Environment & Sustainability	Medium	Language preservation, endangered languages, and cultural sustainability

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive language practices
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001.
- Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 5th ed., MIT Press, 2001.
- Fasold, Ralph, and Jeff Connor-Linton, editors. *An Introduction to Language and Linguistics*. Cambridge University Press, 2006.
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 10th ed., Cengage Learning, 2013.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1986.
- Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer. *Linguistics: An Introduction*. Cambridge University Press, 1999.

Course: Major– Creative Writing
Course Code: EN40014

Course Objectives:

- To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer

- To help learners to understand the principles of creative writing and the distinction between the literary genres
- To explain the differences in writing for various literary and social media
- To hone the creative and critical faculties of learners

Course Outcomes:

- Explain the meaning, significance, major genres, forms, and fundamental principles of creative writing and identify the role of research in developing creative works.
- Apply the essential elements of creative writing, including plot, setting, characterization, dialogue, point of view, literary devices, style, grammar, and language structure, in their own creative compositions.
- Analyze and produce different traditional forms of creative writing, including short stories, novels, poetry, drama, essays, fables, biographies, memoirs, autobiographies, travelogues, diaries, and self-narratives.
- Demonstrate skills in proofreading, editing, revising, and refining creative texts for clarity, coherence, originality, grammatical accuracy, and stylistic effectiveness.
- Create and evaluate contemporary forms of creative writing, including web and blog content, scripts, journalistic writing, copywriting, graphic novels, and flash fiction, using appropriate digital and professional conventions.

Course Contents:

Unit I: Fundamentals of Creative Writing

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms
- Research for Creative Writing

Unit II: Elements of Creative Writing

- Plot, Setting, Character, Dialogue, Point of View
- Literary Devices and Figurative Language
- Elements of Style

- Grammar and the Structure of Language
- Proof Reading and Editing

Unit III: Traditional Forms of Creative Writing

- Fiction: short story, novella and novel
- Poetry
- Drama
- Essay
- Fable
- Biography, Memoire and Autobiography
- Travelogues, Diaries, Self-Narrative Writing

Unit IV: New Trends in Creative Writing

- Web Content Writing and Blog Writing
- Script Writing
- Journalistic Writing
- Copywriting
- Graphic Novel
- Flash Fiction

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical writing practices, originality, responsible media writing, and editorial standards
Gender	Medium–High	Representation of gender, identity, and inclusivity in creative and media writing
Human Values	High	Creativity, empathy, self-expression, cultural understanding, and ethical storytelling
Environment & Sustainability	Medium	Writing on ecological concerns, sustainability themes, and environmental awareness through creative expression

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops creative thinking, writing competence, and communication skills
SDG 5	Gender Equality	Encourages inclusive representation and diverse narrative voices
SDG 8	Decent Work & Economic Growth	Enhances professional writing, media, and publishing skills
SDG 10	Reduced Inequalities	Promotes multicultural expression and diverse literary representation
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical communication, responsible media writing, and intellectual integrity

Recommended Learning Resources

- Abrams, *M.H. Glossary of Literary Terms*. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP, 2002.

- Bell, James Scott. *How to Write Dazzling Dialogue*.CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
- Blackstone, Bernard. *Practical English Prosody.* Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. *Writing Tools*. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.
- Egri, Lajos. *The Art of Dramatic Writing.* NY: Simon and Schuster, 1960.
- Gardner, John. *The Art of Fiction*. New York: Vintage, 1991.
- Goldberg, Natalie. *Writing Down the Bones*. Boston and London: Shambhala, 1986.
- Hamer, Enid. *The Metres of English Poetry*. Booksway, 2014.
- Sartre, Jean-Paul. *What Is Literature? And Other Essays.* Harvard: Harvard Univ. Press, 1988.
- Strunk, William and White, E. B. *The Elements of Style*. London: Longman, 1999

Course: Major: **Socio-linguistic Aspects for Tribal Literary and Language Studies**
Course Code: EN40006

Course Objectives: This course offers basic analytic concepts of Socio-linguistics.

Course Outcomes: At the end of the course, the student will be able to:

- Recall key folklore, myths, and legends, and language from a specific tribal community.
- Understand the socio-cultural significance of specific tribal literary forms, such as oral histories or folk songs.
- Apply the acquired linguistic knowledge to identify and translate basic phrases from the target tribal language.
- Critique the ethical implications of external researchers documenting tribal languages and assess how these studies have impacted the community.
- Produce original creative works, such as poems, stories, or songs, that reflect the forms and themes of the tribal literary tradition.

Course contents-

Unit- I: Foundation issues in language and society:

- Language, dialect and variety
- Verbal repertoire and communicative competence
- Stereotypes, style, register and codes
- Sociolinguistics and the sociology of language

Unit- II: Study of Language

- Approaches to the study of language: prescriptive and descriptive approaches, synchronic and diachronic approaches, syntagmatic and paradigmatic relations; language, langue and parole, competence and performance, substance and form
- Language Relativity: The Sapir-Whorf Hypothesis

Unit- III: Language contact and language change:

- Language shift and contact-induced changes
- Bi/Multilingualism; types of bilingualism and effect of bilingualism
- Code-mixing and code-switching and diglossia.
- Lingua franca, pidgin and creole

Unit- IV: Sociolinguistic Research:

- Linguistic and social variables
- Sociolinguistic observations and identification of relevant data
- Analysis of sociolinguistic data
- Accounting for patterns and variations
- Speech community and language boundaries
- Sociolinguistics and dialectology
- Language in social interactions: identity and power
- Sociolinguistic networks and the ethnography of communication

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical linguistic documentation, responsible sociolinguistic research, and respect for tribal communities
Gender	Medium–High	Gendered language practices, identity construction, and inclusivity in sociolinguistic interactions
Human Values	High	Cultural respect, multilingualism, preservation of oral traditions, and community participation
Environment & Sustainability	High	Preservation of endangered tribal languages and safeguarding cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic awareness, analytical skills, and sociolinguistic competence
SDG 5	Gender Equality	Encourages inclusive language practices and understanding

SDG No.	SDG Title	Nature of Contribution
		of gendered communication
SDG 10	Reduced Inequalities	Supports marginalized linguistic communities and multicultural inclusion
SDG 11	Sustainable Cities & Communities	Preserves linguistic and cultural heritage of tribal communities
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research, cultural rights, and social inclusion

Recommended Learning Resources

- Hymes, Dell. *Foundations in Sociolinguistics; An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc.1980
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.2001
- Hudson, R.W. *Sociolinguistics*. Cambridge University Press, Second Edn, 1996.

Course- Major: Fiction on the Issues of Land, Environment and Justice in Indian Literature
Course Code: EN40008

Course Objectives- This course gives the students' knowledge of important novels and short stories of the indigenous people and their relation to land and environment, which are invaded by economic expansion.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and accurately describe key environmental events and concepts depicted in fictional narratives of various authors.
- Apply theories of ecocriticism and environmental justice to analyze a work of fiction and examine how narrative techniques, such as characterization, plot, and setting, are used to convey themes of land use, environmental destruction, and justice.
- Evaluate the ethical implications of using fiction to represent complex environmental and justice issues.
- Produce original pieces of fiction that explore themes of environmental justice, drawing upon their critical understanding of the subject.
- Develop critical and comparative perspectives on Indian tribal literature by connecting literary representations with issues of identity, culture, environment, social justice, marginalisation, and indigenous rights.

Course Contents-

Unit I- Subhadra Mitra Channa. *Anthropological Perspectives on Indian Tribes*, Orient Blackswan.

Unit II- Prativa Ray- *Primal Land*

Unit III-Gopinath Mohanty- *Paraja*

Unit-IV- Amitav Ghosh- *The Hungry Tide*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of indigenous communities, environmental justice, and responsible literary interpretation
Gender	Medium	Representation of gender, marginality, and community roles in indigenous and ecological narratives

Cross-cutting Issue	Level of Integration	Illustrative Components
Human Values	High	Human-environment relationships, indigenous identity, displacement, and social justice in works by Amitav Ghosh and Gopinath Mohanty
Environment & Sustainability	Very High	Ecocriticism, environmental conservation, tribal ecology, land rights, and sustainable living practices

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances ecological literacy, literary analysis, and critical thinking
SDG 10	Reduced Inequalities	Highlights tribal marginalisation, displacement, and environmental injustice
SDG 13	Climate Action	Encourages awareness of ecological crises and environmental sustainability
SDG 15	Life on Land	Promotes understanding of land, biodiversity, and indigenous ecological knowledge
SDG 16	Peace, Justice & Strong Institutions	Supports justice, ethical awareness, and indigenous rights

Recommended Learning Resources

- Das Bikram K*., PARAJA* (Trans)., Oxford University Press, 1987.
- Das Bikram K., *The Primal Land* Orient Longman, New Delhi, 2001.
- Ghosh Amitav, *The Hungry Tide* Harper Collins, 2005.

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN-42002

Course Objectives: The fundamental objective of this paper is:

- To let the students understand the tribal languages and culture properly.
- To train students for Fieldwork.
- To make students aware of different data collection methods.
- To critically analyse the data.
- To develop materials in and on minor languages etc.
- To writing articles compiling the collected data
- To publishing articles in Journals

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognize the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.

Course Contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III- Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Unit-V- Writing Research Articles and Publishing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical fieldwork, informed consent, responsible documentation, and preservation of tribal linguistic resources
Gender	Medium	Inclusive representation of gendered speech practices and cultural participation in tribal communities
Human Values	High	Respect for indigenous knowledge systems, cultural diversity, and community participation in language preservation
Environment & Sustainability	High	Preservation of endangered tribal languages, oral traditions, and sustainable safeguarding of cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances linguistic competence, fieldwork skills, and research-based learning
SDG 5	Gender Equality	Encourages inclusive participation and representation in linguistic documentation
SDG 10	Reduced Inequalities	Supports marginalized tribal language communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and intangible cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research, cultural rights, and equitable knowledge production

Recommended Learning Resources

- *Speakers and documentation of endangered languages*. Language Documentation and Description. C. Grinevald, 2003.
- *Encyclopedia of Tribes* in Odisha Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.

- *Protection of Tribal Languages*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2150806
- *Preservation and Promotion of India's Tangible and Intangible Cultural Heritage*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2153597

SEMESTER-VIII
For the Students (With Research)

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.
- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.
- Explain the historical development of linguistic studies and apply linguistic concepts to analyze various forms of human communication.
- Analyze the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.

Course Contents:

Unit- I. Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II. Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/ Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III: Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV. Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
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Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical and inclusive communication, responsible language use, linguistic diversity awareness
Gender	Medium	Gendered language use, sociolinguistic perspectives on identity and communication
Human Values	High	Human interaction, cultural identity, multilingualism, and communication across societies
Environment & Sustainability	Medium	Language preservation, endangered languages, and cultural sustainability

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive language practices and gender-sensitive communication
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001. *Linguistics: An Introduction to Language and Communication.* Cambridge, Massachusetts: The MIT Press.

- Fasold, R. & J. Connor-Linton, 2006. *An introduction to language and linguistics.* Cambridge: Cambridge University Press.
- Fromkin, V. and R. Rodman and Nina Hyams, 2013. *An introduction to Language.* New York: Cengage Learning. *(10th Edition)*.
- Lyons, John, *Language and Linguistics- An Introduction.* Cambridge Univ. Press.1986.
- Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer,. *Linguistics: An Introduction.* UK: Cambridge University Press.1999

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN-42002

Course Objectives: The fundamental objective of this paper is:

- To let the students understand the tribal languages and culture properly
- To train students for Fieldwork
- To make students aware of different data collection methods
- To critically analyse the data
- To develop materials in and on minor languages, etc.
- To write articles compiling the collected data
- To publish articles in Journals

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognise the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.
- Synthesizes various documentation elements into a new, accessible resource, ensuring long-term visibility and preservation.

Course contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III- Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Unit-V- Writing Research Articles and Publishing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Research ethics, responsible fieldwork, informed consent, and ethical documentation of tribal languages
Gender	Medium	Inclusive language documentation and representation of gendered cultural practices
Human Values	High	Preservation of linguistic identity, cultural respect, community participation, and indigenous

Cross-cutting Issue	Level of Integration	Illustrative Components
		knowledge systems
Environment & Sustainability	High	Language preservation, safeguarding endangered languages, and sustaining cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic research skills, documentation methods, and field-based learning
SDG 5	Gender Equality	Encourages inclusive and community-sensitive documentation practices
SDG 10	Reduced Inequalities	Supports marginalized linguistic communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research, cultural rights, and inclusive knowledge systems

Recommended Learning Resources

- Speakers and documentation of endangered languages. Language Documentation and Description. C. Grinevald, 2003.
- Encyclopedia of Tribes in Odisha Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.
- Protection of Tribal Languages: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2150806

Course: Research and Dissertation
Course Code: RD40082

Course Objectives: This course aims to introduce students to the fundamentals of academic research and research methodology in language and literary studies. It enables them to identify research problems, formulate research objectives, and prepare a systematic research proposal. The course develops skills in collecting, analyzing, interpreting, and presenting data using appropriate research methods. It also enhances critical thinking, analytical ability, and academic writing through the preparation of a dissertation. Furthermore, the course familiarizes students with research ethics, plagiarism awareness, citation practices, and scholarly documentation while

encouraging independent inquiry, problem-solving, and effective communication of research findings.

Course Outcomes

After successful completion of the course, students will be able to:

CO1: Explain the basic concepts and methods of academic research.
CO2: Apply appropriate research tools to collect and analyze data.
CO3: Analyze research problems using critical and systematic approaches.
CO4: Prepare a well-structured dissertation following academic and ethical standards.
CO5: Evaluate and communicate research findings effectively through academic writing and presentation.

Content:

Unit I: Introduction to Research and Research Methodology

- Meaning, Nature, Types, and Significance of Research
- Research Problem, Research Questions, Objectives and Hypothesis
- Research Design, Ethics in Research and Plagiarism Awareness

Unit II: Research Methods and Data Collection

- Qualitative, Quantitative, and Mixed Research Methods
- Data Collection Techniques: Primary and Secondary Sources, Observation, Interview, Questionnaire and Survey
- Sampling Techniques and Data Organization

Unit III: Academic Writing and Dissertation Preparation

- Structure of a Dissertation: Title, Abstract, Introduction, Literature Review, Methodology, Analysis, Conclusion
- Citation Styles (MLA 9th Edition), Referencing, Footnotes and Bibliography
- Academic Writing Skills, Editing, Proofreading and Avoiding Plagiarism

Unit IV: Data Analysis, Presentation, and Viva Voce

- Data Analysis and Interpretation using Appropriate Research Tools
- Presentation of Research Findings through Tables, Charts and Academic Writing

- Dissertation Submission, Viva Voce, Research Presentation and Future Scope of Research

CO-PO-PSO Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	Po 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	-	-	-	-	2	-	2	-	1	3	2	-	-	1
CO2	2	3	2	3	2	-	-	2	1	2	-	2	2	3	2	-	2
CO3	2	3	3	2	2	1	-	2	1	2	-	2	2	3	3	1	2
CO4	2	2	2	3	2	2	1	3	2	3	1	2	3	2	3	2	2
CO5	2	2	2	2	2	2	2	3	3	2	3	2	2	3	3	2	2

Recommended Learning Resources

- Best, John W., and James V. Kahn. *Research in Education*. 10th ed., Pearson Education, 2006.
- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 6th ed., SAGE Publications, 2023.
- Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, 2019.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed., SAGE Publications, 2019.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. 5th ed., University of Chicago Press, 2024.
- Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
- Walliman, Nicholas. *Research Methods: The Basics*. 3rd ed., Routledge, 2021.
- Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. 4th ed., SAGE Publications, 2014.
- Bryman, Alan. *Social Research Methods*. 6th ed., Oxford University Press, 2021.

- Singh, Yogesh Kumar. *Fundamentals of Research Methodology and Statistics*. New Age International Publishers, 2006.

SEMESTER-VIII (Double Major)
Without Research

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.
- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.
- Explain the historical development of linguistic studies and apply linguistic concepts to analyze various forms of human communication.
- Analyze the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.
- Apply foundational semantic concepts—such as synonymy, antonymy, polysemy, homonymy, and hyponymy—and distinguish between sense and reference to evaluate how meaning is systematically constructed at the word and sentence levels.

Course Contents:

Unit- I. Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II. Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/ Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III. Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV. Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication practices, responsible linguistic analysis, and inclusive language use
Gender	Medium	Gendered language use, sociolinguistic identity, and inclusive communication patterns
Human Values	High	Human interaction, multilingualism, intercultural communication, and linguistic diversity
Environment & Sustainability	Medium	Preservation of endangered languages and safeguarding linguistic heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive language practices
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001. *Linguistics: An Introduction to Language and Communication.* Cambridge, Massachsetts: The MIT Press.
- Fasold, R. & J. Connor-Linton, 2006. *An introduction to language and linguistics.*Cambridge: Cambridge University Press.
- Fromkin, V. and R. Rodman and Nina Hyams, 2013. *An introduction to Language.*New York: Cengage Learning. *(10th Edition)*.

- Lyons, John, 1986. *Language and Linguistics- An Introduction.* Cambridge Univ. Press.
- Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer, 1999. *Linguistics: An Introduction.* UK: Cambridge University Press.

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN42002

Course Objectives: The fundamental objective of this paper is:

- To let the students understand the tribal languages and culture properly
- To train students for Fieldwork
- To aware different data collection methods
- To critically analyze the data
- To develop materials in and on minor languages etc
- To publish articles in Journals.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognize the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.
- Synthesizes various documentation elements into a new, accessible resource, ensuring long-term visibility and preservation.

Course contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III-Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical fieldwork, informed consent, responsible language documentation, and academic integrity in research publication
Gender	Medium	Inclusive representation of gendered speech practices and community participation in language preservation
Human Values	High	Respect for indigenous knowledge systems, cultural diversity, linguistic identity, and community collaboration
Environment & Sustainability	High	Preservation of endangered tribal languages, oral traditions, and sustainable safeguarding of cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances linguistic research skills, fieldwork competence, and language documentation methods

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Encourages inclusive participation and equitable representation in language studies
SDG 10	Reduced Inequalities	Supports marginalized tribal language communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and intangible cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research practices, cultural rights, and equitable knowledge production

Recommended Learning Resources

- Speakers and documentation of endangered languages. Language Documentation and Description. C. Grinevald, 2003.
- *Encyclopedia of Tribes in Odisha* Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.
- *UNESCO launches Report on India's Tribal and Indigenous Languages*: https://www.unesco.org/en/articles/unesco-launches-report-indias-tribal- *Indigenous Languages Decade* (2022-2032) https://www.unesco.org/en/decades/indigenous-languages
- *Preservation Of Tribal Languages*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2042993

Course: Minor–Literature and Cinema
Course Code: EN42004

Course Objectives: The objective of this paper is:

- To explore the dynamic interplay between literature and cinema.
- To enable the undergraduate English Literature students to develop an understanding of the adaptation process by comparing and contrasting literary texts with their film adaptations.
- To identify how storytelling techniques, narrative structures, and thematic elements are translated across different mediums.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the basic concepts of film language, including signs, syntax, visual narration, and cinematic techniques, and apply them to the study of films and adaptations.
- Analyze the relationship between literary texts and their film adaptations, with particular reference to narrative structure, characterization, themes, dialogue, visual representation, and cinematic interpretation.
- Critically examine Shakespeare's Romeo and Juliet and its adaptations to understand how themes, characters, language, and dramatic elements are transformed from stage to screen.
- Interpret and compare Bapsi Sidhwa's Ice Candy Man, Amrita Pritam's Pinjar, and their film adaptations in relation to Partition, gender, violence, displacement, identity, and historical memory.
- Evaluate Ian Fleming's From Russia with Love and its film adaptation, and demonstrate an understanding of genre, narrative techniques, characterization, visual storytelling, and the cultural contexts of adaptation.

Course Contents:

UNIT-I: James Monaco, 'The language of film: signs and syntax', in How to Read a Film: The World of Movies, Media & Multimedia (New York: OUP, 2009) chap. 3, pp. 170– 249.

UNIT- II: William Shakespeare, Romeo and Juliet, and its adaptations: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount); and Romeo + Juliet (1996; dir. Baz Luhrmann, 20th Century Fox).

UNIT- III: Bapsi Sidhwa, Ice Candy Man and its adaptation Earth (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

UNIT-IV: Ian Fleming, From Russia with Love, and its adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions).

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is no correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical adaptation practices, intellectual property awareness, and responsible representation in cinema
Gender	Medium–High	Representation of gender and identity in literary and cinematic adaptations such as Romeo + Juliet and Earth
Human Values	High	Themes of love, conflict, displacement, partition, identity, and cultural understanding in adaptations of Romeo and Juliet and Ice Candy Man
Environment & Sustainability	Medium	Cultural environments, historical spaces, and social transformations reflected through literature and film

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary, cinematic, and interdisciplinary analytical skills
SDG 5	Gender Equality	Encourages critical discussion of gender representation in literature and cinema
SDG 10	Reduced Inequalities	Explores themes of displacement, identity, and cultural marginalization
SDG 11	Sustainable Cities & Communities	Preserves cultural narratives and cinematic heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical interpretation, intercultural dialogue, and social awareness

Recommended Learning Resources

- Linda Hutcheon, '*On the Art of Adaptation*', Daedalus, vol. 133, (2004).
- Thomas Leitch, '*Adaptation Studies at Crossroads', Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
- Poonam Trivedi, '*Filmi Shakespeare', Lit film Quarterly*, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, '*Figures of Bond*', in Popular Fiction:
- *Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angoor* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkara* (dir. Vishal Bhardwaj, 2006) respectively.

2. Jane Austen, *Pride and Prejudice and its adaptations: BBC TV mini-series* (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).

2. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangor or 'Behind the Bodice*' (dir. Italo Spinelli, 2010).

2. Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).

2. E.M. Forster, *Passage to India and its adaptation dir*. David Lean (1984).

Note:

a. For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)

a. To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

- Deborah Cartmell and Imelda Whelehan, eds., The Cambridge Companion to Literature on Screen (Cambridge: Cambridge University Press, 2007).
- John M. Desmond and Peter Hawkes, Adaptation: Studying Film and Literature (New York: McGraw-Hill, 2005).

- Linda Hutcheon, A Theory of Adaptation (New York: Routledge, 2006).
- J.G. Boyum, Double Exposure (Calcutta: Seagull, 1989).
- B. Mcfarlens, Novel to Film: An Introduction to the Theory of Adaptation (Clarendon University Press, 1996).

SEMESTER-VIII
(For the Students without Research)

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.
- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.
- Explain the historical development of linguistic studies and apply linguistic concepts to analyze various forms of human communication.
- Analyze the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.
- Apply foundational semantic concepts—such as synonymy, antonymy, polysemy, homonymy, and hyponymy—and distinguish between sense and reference to evaluate how meaning is systematically constructed at the word and sentence levels.

Course Contents:

Unit- I: Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II: Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/ Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III: Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV: Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication practices, responsible linguistic analysis, and inclusive language use
Gender	Medium	Gendered language use, sociolinguistic identity, and inclusive communication patterns
Human Values	High	Human interaction, multilingualism, intercultural communication, and linguistic diversity
Environment & Sustainability	Medium	Preservation of endangered languages and safeguarding linguistic heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive language practices
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001. *Linguistics: An Introduction to Language and Communication.* Cambridge, Massachsetts: The MIT Press.
- Fasold, R. & J. Connor-Linton, 2006. *An introduction to language and linguistics.*Cambridge: Cambridge University Press.
- Fromkin, V. and R. Rodman and Nina Hyams, 2013. *An introduction to Language.* New York: Cengage Learning. *(10th Edition)*.

- Lyons, John, 1986. *Language and Linguistics- An Introduction.* Cambridge Univ. Press.
- Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer, 1999. *Linguistics: An Introduction.* UK: Cambridge University Press.

Course: Major– Creative Writing
Course Code: EN40014

Course Objectives:

- To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- To help learners to understand the principles of creative writing and the distinction between the literary genres
- To explain the differences in writing for various literary and social media
- To hone the creative and critical faculties of learners

Course Outcomes: At the end of the course, the student will be able to:

- Remember the elements, fundamentals, traditional and new forms of Creative Writing.
- Understand and explain the key features in fiction and non-fiction.
- Apply the writing techniques in practice and create original works that integrate learned techniques
- Analyze the different types of creative and media writings.

Course Contents:

Unit I: Fundamentals of Creative Writing

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms
- Research for Creative Writing

Unit II: Elements of Creative Writing

- Plot, Setting, Character, Dialogue, Point of View
- Literary Devices and Figurative Language

- Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing

Unit III: Traditional Forms of Creative Writing

- Fiction: short story, novella and novel
- Poetry
- Drama
- Essay
- Fable
- Biography, Memoire and Autobiography
- Travelogues, Diaries, Self-Narrative Writing

Unit IV: New Trends in Creative Writing

- Web Content Writing and Blog Writing
- Script Writing
- Journalistic Writing
- Copywriting
- Graphic Novel
- Flash Fiction

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	2	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical writing practices, originality, responsible media writing, and editorial standards
Gender	Medium–High	Representation of gender, identity, and inclusivity in creative and media writing
Human Values	High	Creativity, empathy, self-expression, cultural understanding, and ethical storytelling
Environment & Sustainability	Medium	Writing on ecological concerns, sustainability themes, and environmental awareness through creative expression

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops creative thinking, writing competence, and communication skills
SDG 5	Gender Equality	Encourages inclusive representation and diverse narrative voices
SDG 8	Decent Work & Economic Growth	Enhances professional writing, media, and publishing skills
SDG 10	Reduced Inequalities	Promotes multicultural expression and diverse literary representation
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical communication, responsible media writing, and intellectual integrity

Recommended Learning Resources

- Abrams, M.H. *Glossary of Literary Terms. Boston*: Wadsworth Publishing Company,2005.
- Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP, 2002.
- Bell, James Scott. *How to Write Dazzling Dialogue*.CA: Compendium Press, 2014.

- Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
- Blackstone, Bernard. *Practical English Prosody.* Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. *Writing Tools*. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). *The Handbook of Creative Writing.* Edinburgh: EUP, 2007.
- Egri, Lajos. *The Art of Dramatic Writing.* NY: Simon and Schuster, 1960.
- Gardner, John. *The Art of Fiction.* New York: Vintage, 1991.
- Goldberg, Natalie. *Writing Down the Bones.* Boston and London: Shambhala, 1986.
- Hamer, Enid. *The Metres of English Poetry*. Booksway, 2014.
- King, Stephen. *On Writing: A Memoir of the Craft*. London: Hodder and Stoughton, 2000.
- Sartre, Jean-Paul. *What Is Literature? And Other Essays.* Harvard: Harvard Univ. Press, 1988.
- Strunk, William and White, *E. B. The Elements of Style*. London: Longman, 1999

Course: Major: **Socio-linguistic Aspects for Tribal Literary and Language Studies**
Course Code: EN40006

Course Objectives: This course offers basic analytic concepts of Socio-linguistics.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the fundamental concepts of sociolinguistics, including language, dialect, variety, verbal repertoire, communicative competence, stereotypes, style, register, and codes, and examine the relationship between language and society.
- Distinguish and critically analyze major approaches to the study of language, including prescriptive and descriptive, synchronic and diachronic, syntagmatic and paradigmatic approaches, along with langue/parole, competence/performance, substance/form, and the Sapir-Whorf Hypothesis.

- Analyze language contact and language change with reference to language shift, bilingualism, multilingualism, code-mixing, code-switching, diglossia, lingua franca, pidgin, and creole.
- Apply basic sociolinguistic research methods to identify linguistic and social variables, collect and analyze relevant data, and explain patterns of linguistic variation within speech communities.
- Evaluate the relationship between language, identity, power, social interaction, dialectology, sociolinguistic networks, and the ethnography of communication in diverse social and cultural contexts.

Course contents:

Unit- I: Foundation issues in language and society:

- Language, dialect and variety
- Verbal repertoire and communicative competence
- Stereotypes, style, register and codes
- Sociolinguistics and the sociology of language

Unit- II: Study of Language

- Approaches to the study of language: prescriptive and descriptive approaches, synchronic and diachronic approaches, syntagmatic and paradigmatic relations; language, langue and parole, competence and performance, substance and form
- Language Relativity the Sapir-Whorf Hypothesis

Unit- III: Language contact and language change:

- Language shift and contact induced changes
- Bi/Multilingualism; types of bilingualism and effect of bilingualism
- Code-mixing and code-switching and diglossia.
- Lingua franca, pidgin and creole

Unit- IV: Sociolinguistic Research:

- Linguistic and social variables
- Sociolinguistic observations and identification of relevant data

- Analysis of sociolinguistic data
- Accounting for patterns and variations
- Speech community and language boundaries
- Sociolinguistics and dialectology
- Language in social interactions: identity and power
- Sociolinguistic networks and the ethnography of communication

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	3	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical linguistic documentation, sociolinguistic field research, and responsible representation of tribal speech communities
Gender	Medium	Gendered language practices, identity

Cross-cutting Issue	Level of Integration	Illustrative Components
		formation, and inclusive communication in multilingual societies
Human Values	High	Respect for linguistic diversity, cultural identity, multilingual coexistence, and preservation of oral traditions
Environment & Sustainability	High	Preservation of endangered tribal languages and sustainable safeguarding of linguistic heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, sociolinguistic awareness, and analytical research skills
SDG 5	Gender Equality	Encourages understanding of gendered communication and inclusive language practices
SDG 10	Reduced Inequalities	Supports marginalized linguistic communities and multicultural inclusion
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and intangible cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research, linguistic rights, and social inclusion

Recommended Learning Resources

- Hymes, Dell. 1980. *Foundations in Sociolinguistics; An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc.
- Trudgill, Peter. 2001. *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.
- Hudson, R.W. *Sociolinguistics*. Cambridge University Press, Second Edn, 1996.

Course: Major: Fiction on the Issues of Land, Environment and Justice in Indian Literature
Course Code: EN40008

Course Objectives- This course gives the students' knowledge of important novels and short stories of the indigenous people and their relation to land and environment, which are being invaded by economic expansion.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the major concepts, characteristics, and socio-cultural dimensions of Indian tribal communities through anthropological and literary perspectives.
- Analyze Subhadra Mitra Channa's Anthropological Perspectives on Indian Tribes to understand tribal identity, social organization, cultural practices, marginalization, and the relationship between tribal communities and wider society.
- Critically examine Pratibha Ray's Primal Land and Gopinath Mohanty's Paraja with reference to tribal life, land, displacement, exploitation, identity, tradition, and resistance.
- Interpret Amitav Ghosh's The Hungry Tide in relation to ecology, indigenous communities, human–nature relationships, displacement, environmental conflicts, and cultural identity.
- Compare and critically evaluate the prescribed texts to develop an interdisciplinary understanding of tribal representation, cultural diversity, marginalization, resistance, land, ecology, and indigenous identity in Indian literature and society.

Course Contents:

Unit I- Subhadra Mitra Channa. *Anthropological Perspectives on Indian Tribes*, Orient Blackswan.

Unit II- Prativa Ray- *Primal Land*

Unit III-Gopinath Mohanty- *Paraja*

Unit-IV- Amitav Ghosh- *The Hungry Tide*

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	3	2	3	2	3	3	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical representation of indigenous communities, environmental justice, and responsible literary interpretation
Gender	Medium	Representation of gender, marginality, and community roles in indigenous ecological narratives
Human Values	High	Human-environment relationships, indigenous identity, displacement, and social justice in works by Amitav Ghosh and Gopinath Mohanty
Environment & Sustainability	Very High	Ecocriticism, environmental conservation, tribal ecology, land rights, and sustainable coexistence with nature

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances ecological literacy, literary analysis, and critical thinking
SDG 10	Reduced Inequalities	Highlights tribal marginalization, displacement, and environmental injustice
SDG 13	Climate Action	Encourages awareness of ecological crises and environmental sustainability
SDG 15	Life on Land	Promotes understanding of biodiversity, indigenous ecology, and land preservation
SDG 16	Peace, Justice & Strong Institutions	Supports justice, ethical awareness, and indigenous rights

Recommended Learning Resources

- Das Bikram K., *PARAJA* (Trans)., Oxford University Press ,1987

- Das Bikram K., *The Primal Land*, Orient Longman, New Delhi ,2001
- Ghosh Amitav, *The Hungry Tide,* Harper Collins ,2005

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN-42002

Course Objectives: The fundamental objective of this paper is:

- To let the students understand the tribal languages and culture properly
- To train students for Fieldwork
- To aware different data collection methods
- To critically analyze the data
- To develop materials in and on minor languages etc
- To publish articles in Journals.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognize the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.
- Synthesizes various documentation elements into a new, accessible resource, ensuring long-term visibility and preservation.

Course contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III-Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	3	3	3	3	2	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical fieldwork, informed consent, responsible language documentation, and academic integrity in research publication
Gender	Medium	Inclusive representation of gendered speech practices and community participation in language preservation
Human Values	High	Respect for indigenous knowledge systems, cultural diversity, linguistic identity, and community collaboration
Environment & Sustainability	High	Preservation of endangered tribal languages, oral traditions, and sustainable safeguarding of cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances linguistic research skills, fieldwork competence, and language documentation methods
SDG 5	Gender Equality	Encourages inclusive participation and equitable representation in language studies
SDG 10	Reduced Inequalities	Supports marginalized tribal language communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and intangible cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research practices, cultural rights, and equitable knowledge production

Recommended Learning Resources

- Speakers and documentation of endangered languages. Language Documentation and Description. C. Grinevald, 2003.
- *Encyclopedia of Tribes in Odisha* Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.
- *UNESCO launches Report on India's Tribal and Indigenous Languages*: https://www.unesco.org/en/articles/unesco-launches-report-indias-tribal- *Indigenous Languages Decade* (2022-2032) https://www.unesco.org/en/decades/indigenous-languages
- *Preservation Of Tribal Languages*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2042993

Course: DM–Literature and Cinema
Course Code: EN42004

Course Objectives: The objective of this paper is to explore the dynamic interplay between literature and cinema, enabling undergraduate English Literature students to develop an understanding of the adaptation process by comparing and contrasting literary texts with their film adaptations, identifying how storytelling techniques, narrative structures, and thematic elements are translated across different mediums.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the basic concepts of film language, including signs, syntax, visual narration, and cinematic techniques, and apply them to the study of films and adaptations.
- Analyze the relationship between literary texts and their film adaptations, with particular reference to narrative structure, characterization, themes, dialogue, visual representation, and cinematic interpretation.
- Critically examine Shakespeare's Romeo and Juliet and its adaptations to understand how themes, characters, language, and dramatic elements are transformed from stage to screen.
- Interpret and compare Bapsi Sidhwa's Ice Candy Man, Amrita Pritam's Pinjar, and their film adaptations in relation to Partition, gender, violence, displacement, identity, and historical memory.
- Evaluate Ian Fleming's From Russia with Love and its film adaptation, and demonstrate an understanding of genre, narrative techniques, characterization, visual storytelling, and the cultural contexts of adaptation.

Course Contents:

UNIT-I: James Monaco, 'The language of film: signs and syntax', in How to Read a Film: The World of Movies, Media & Multimedia (New York: OUP, 2009) chap. 3, pp. 170–249.

UNIT- II: William Shakespeare, Romeo and Juliet, and its adaptations: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount); and Romeo + Juliet (1996; dir. Baz Luhrmann, 20th Century Fox).

UNIT- III: Bapsi Sidhwa, Ice Candy Man and its adaptation Earth (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

UNIT-IV: Ian Fleming, From Russia with Love, and its adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions).

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical adaptation practices, intellectual property awareness, and responsible cinematic representation
Gender	Medium–High	Representation of gender, identity, and relationships in adaptations such as Romeo + Juliet and Pinjar
Human Values	High	Themes of love, violence, displacement, partition, identity, and cultural understanding in works by William Shakespeare and Bapsi Sidhwa
Environment & Sustainability	Medium	Representation of historical and cultural environments through literary and cinematic narratives

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary, cinematic, and interdisciplinary analytical skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation in literature and film
SDG 10	Reduced Inequalities	Explores themes of cultural displacement, partition, and marginalization

SDG No.	SDG Title	Nature of Contribution
SDG 11	Sustainable Cities & Communities	Preserves literary and cinematic cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical interpretation, intercultural dialogue, and critical awareness

Recommended Learning Resources

- Linda Hutcheon, 'On the Art of Adaptation', Daedalus, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', Adaptation, 2008, vol. 1, no. 1, pp. 63–77.
- Poonam Trivedi, 'Filmi Shakespeare', Lit film Quarterly, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, 'Figures of Bond', in Popular Fiction.
- Technology, Ideology, Production, Reading, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

- William Shakespeare*, Comedy of Errors, Macbeth, and Othello* and their adaptations: Angoor (dir. Gulzar, 1982), Maqbool (dir. Vishal Bhardwaj, 2003), Omkara (dir. Vishal Bhardwaj, 2006) respectively.
- Jane Austen, *Pride and Prejudice and its adaptations: BBC TV mini-series* (1995), Joe Wright (2005) and Gurinder Chadha's Bride and Prejudice (2004).
- Rudaali (dir. Kalpana Lajmi, 1993) and Gangor or '*Behind the Bodice*' (dir. Italo Spinelli, 2010).
- Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011)
- E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

Note:

a. For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)

a. To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., The Cambridge Companion to Literature on Screen (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, Adaptation: Studying Film and Literature (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, A Theory of Adaptation (New York: Routledge, 2006).
4. J.G. Boyum, Double Exposure (Calcutta: Seagull, 1989).
5. B. Mcfarlens, Novel to Film: An Introduction to the Theory of Adaptation (Clarendon University Press, 1996).

SEMESTER-VIII
(For the Students with Research)

Course: Major–Introduction to Linguistics
Course Code: EN40012

Course Objectives:

- To acquaint students with the central issues related to the scientific study of human language.
- To make students conversant with the knowledge, rules and principles of languages.
- To introduce basic structural and functional aspects of language by using analytical techniques.
- To demonstrate the usefulness of linguistic theory by explaining the underlying universal features.

Course Outcomes: At the end of the course, the student will be able to:

- Recall fundamental concepts of language and linguistics, understanding the nature and features of human language and its distinction from other forms of communication.
- Explain the historical development of linguistic studies and apply linguistic concepts to analyze various forms of human communication.

- Analyze the structure of words and sentences, evaluating morphological processes and syntactic structures to understand their roles in language formation and meaning.
- Produce phonetic transcriptions and morphological analyses, creating contextually appropriate speech, and developing comprehensive linguistic analyses.

Course Contents:

Unit-I. Language and Linguistics

Language and Linguistics: The Scientific study of Human Language; Definitions of Language; Characteristics of Human Language; Design Features of Human Language; Functions of Human Language.

Unit-II. Language Structure and Function

Structuralism, Generative Linguistics, Functionalism/Optimality; Innateness Hypothesis: Competence and Performance; Language Acquisition: Critical Period Hypothesis.

Unit-III. Sound Patterns and Word Structures

Phonetics and Phonology: Definition of Phone, Phoneme, Allophone, Syllables, Stress and Annotations: Levels of Linguistics Descriptions: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Concepts in Morphology: Morph, Morpheme and Allomorph, Word Formation: Inflectional and Derivational Processes.

Unit- IV. Sentence Structure and Meaning

Syntax and Semantics; IC Analysis and Construction types; Phrase Structures and Transformational Generative Grammar; resolving Ambiguous Sentences. Basic Concepts of Semantics: Synonymy; Antonymy; Homonymy; Polysemy; Hypernym; Compositional Semantics: Sense and Reference.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	2	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO5	3	3	3	3	2	3	1	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical and inclusive communication, responsible language use, linguistic diversity awareness
Gender	Medium	Gendered language use, sociolinguistic perspectives on communication and identity
Human Values	High	Human interaction, multilingualism, cultural identity, and communication across societies
Environment & Sustainability	Medium	Language preservation, endangered languages, and cultural sustainability

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops linguistic competence, analytical thinking, and communication skills
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive language practices
SDG 10	Reduced Inequalities	Promotes linguistic diversity and intercultural understanding
SDG 11	Sustainable Cities & Communities	Supports preservation of languages and cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Enhances effective communication and social inclusion

Recommended Learning Resources

- Akmajian, A., R.A. Demers, A.K. Farner, & R. M. Harnish 2001. *Linguistics: An Introduction to Language and Communication.* Cambridge, Massachusetts: The MIT Press.
- Fasold, R. & J. Connor-Linton, 2006. *An introduction to language and linguistics.* Cambridge: Cambridge University Press.
- Fromkin, V. and R. Rodman and Nina Hyams, 2013. *An introduction to Language.*New York: Cengage Learning. *(10th Edition)*.
- Lyons, John, 1986. *Language and Linguistics- An Introduction.* Cambridge Univ. Press.
- Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer, 1999. *Linguistics: An Introduction.* UK: Cambridge University Press.

Course: Minor–Documentation and Publication of Endangered Tribal Languages
Course Code: EN42002

Course Objectives: The fundamental objective of this paper is:

- To let the students understand the tribal languages and culture properly.
- To train students for Fieldwork.
- To be aware of different data collection methods.
- To critically analyze the data.
- To write articles compiling the collected data.
- To publish articles in journals.

Course Outcomes: At the end of the course, the student will be able to:

- Recall and recognize the fundamental vocabulary and grammatical structures.
- Explain the grammatical rules and sentence formation of the language.
- Produce a bilingual or trilingual dictionary and a basic primer for the language.
- Transcribe audio recordings into written form and analyze language-specific grammar and phonetics.

- Structure, write, and peer-review high-quality linguistic research manuscripts using standard academic conventions, adhere to publication ethics, and identify appropriate journal or archival venues for dissemination.

Course contents:

Unit-I- Introduction to Tribal Culture

Unit-II- Language Documentation and Fieldwork Technique

Unit-III- Understanding Cultural contexts for Language Preservation

Unit-IV- Techniques for conducting linguistic research in Tribal Communities

Unit-V- Writing Research Articles and Publishing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical fieldwork, informed consent, responsible language documentation, and academic integrity in research publication
Gender	Medium	Inclusive representation of gendered speech practices and community participation in language preservation
Human Values	High	Respect for indigenous knowledge systems, cultural diversity, linguistic identity, and community collaboration
Environment & Sustainability	High	Preservation of endangered tribal languages, oral traditions, and sustainable safeguarding of cultural heritage

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances linguistic research skills, fieldwork competence, and language documentation methods
SDG 5	Gender Equality	Encourages inclusive participation and equitable representation in language studies
SDG 10	Reduced Inequalities	Supports marginalized tribal language communities and indigenous voices
SDG 11	Sustainable Cities & Communities	Preserves tribal languages, oral traditions, and intangible cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical research practices, cultural rights, and equitable knowledge production

Recommended Learning Resources

- *Speakers and documentation of endangered languages. Language Documentation and Description*. C. Grinevald, 2003.
- *Encyclopedia of Tribes* in Odisha Volume V, Editors -A. B. Ota S. C. Mohanty Scheduled Castes & Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar, Odisha.
- *Protection of Tribal Languages*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2150806
- *Preservation and Promotion of India's Tangible and Intangible Cultural Heritage*: https://www.pib.gov.in/PressReleasePage.aspx?PRID=2153597

Course: DM–Literature and Cinema
Course Code: EN42004

Course Objectives: The objective of this paper is to explore the dynamic interplay between literature and cinema, enabling undergraduate English Literature students to develop an understanding of the adaptation process by comparing and contrasting literary texts with their film adaptations, identifying how storytelling techniques, narrative structures, and thematic elements are translated across different mediums.

Course Outcomes: At the end of the course, the student will be able to:

- Explain the basic concepts of film language, including signs, syntax, visual narration, and cinematic techniques, and apply them to the study of films and adaptations.
- Analyze the relationship between literary texts and their film adaptations, with particular reference to narrative structure, characterization, themes, dialogue, visual representation, and cinematic interpretation.
- Critically examine Shakespeare's Romeo and Juliet and its adaptations to understand how themes, characters, language, and dramatic elements are transformed from stage to screen.
- Interpret and compare Bapsi Sidhwa's Ice Candy Man, Amrita Pritam's Pinjar, and their film adaptations in relation to Partition, gender, violence, displacement, identity, and historical memory.
- Evaluate Ian Fleming's From Russia with Love and its film adaptation, and demonstrate an understanding of genre, narrative techniques, characterization, visual storytelling, and the cultural contexts of adaptation.

Course Contents:

UNIT-I: James Monaco, 'The language of film: signs and syntax', in How to Read a Film: The World of Movies, Media & Multimedia (New York: OUP, 2009) chap. 3, pp. 170–249.

UNIT- II: William Shakespeare, Romeo and Juliet, and its adaptations: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount); and Romeo + Juliet (1996; dir. Baz Luhrmann, 20th Century Fox).

UNIT- III: Bapsi Sidhwa, Ice Candy Man and its adaptation Earth (1998; dir. Deepa Mehta,

Cracking the Earth Films Incorp.); and Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

UNIT-IV: Ian Fleming, From Russia with Love, and its adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions).

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	2	2	1	2	2	1	2	2
CO2	2	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	2	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical adaptation practices, intellectual property awareness, and responsible cinematic representation
Gender	Medium–High	Representation of gender, identity, and relationships in adaptations such as Romeo + Juliet and Pinjar
Human Values	High	Themes of love, violence, displacement, partition, identity, and cultural understanding in works by William Shakespeare and Bapsi Sidhwa
Environment &	Medium	Representation of historical and cultural

Cross-cutting Issue	Level of Integration	Illustrative Components
Sustainability		environments through literary and cinematic narratives

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary, cinematic, and interdisciplinary analytical skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation in literature and film
SDG 10	Reduced Inequalities	Explores themes of cultural displacement, partition, and marginalization
SDG 11	Sustainable Cities & Communities	Preserves literary and cinematic cultural heritage
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical interpretation, intercultural dialogue, and critical awareness

Recommended Learning Resources

- Linda Hutcheon, 'On the Art of Adaptation', Daedalus, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', Adaptation, 2008, vol. 1, no. 1,pp. 63–77.
- Poonam Trivedi, 'Filmi Shakespeare', Lit film Quarterly, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, 'Figures of Bond', in Popular Fiction.
- Technology, Ideology, Production, Reading, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

6. William Shakespeare*, Comedy of Errors, Macbeth, and Othello* and their adaptations: Angoor (dir. Gulzar, 1982), Maqbool (dir. Vishal Bhardwaj, 2003), Omkara (dir. Vishal Bhardwaj, 2006) respectively.

7. Jane Austen, *Pride and Prejudice and its adaptations: BBC TV mini-series* (1995), Joe Wright (2005) and Gurinder Chadha's Bride and Prejudice (2004).

8. Rudaali (dir. Kalpana Lajmi, 1993) and Gangor or '*Behind the Bodice*' (dir. Italo Spinelli, 2010).

9. Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).

10. E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

Note:

b. For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)

b. To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., The Cambridge Companion to Literature on Screen (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, Adaptation: Studying Film and Literature (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, A Theory of Adaptation (New York: Routledge, 2006).
4. J.G. Boyum, Double Exposure (Calcutta: Seagull, 1989).
5. B. Mcfarlens, Novel to Film: An Introduction to the Theory of Adaptation (Clarendon University Press, 1996).

Course: Research and Dissertation
Course Code: RD40082

Course Objectives

This course aims to introduce students to the fundamentals of academic research and research methodology in language and literary studies. It enables them to identify research problems, formulate research objectives, and prepare a systematic research proposal. The course develops skills in collecting, analyzing, interpreting, and presenting data using appropriate research methods. It also enhances critical thinking, analytical ability, and academic writing through the preparation of a dissertation. Furthermore, the course familiarizes students with research ethics, plagiarism awareness, citation practices, and scholarly documentation while encouraging independent inquiry, problem-solving, and effective communication of research findings.

Course Outcomes: After successful completion of the course, students will be able to:

CO1: Explain the basic concepts and methods of academic research.

CO2: Apply appropriate research tools to collect and analyze data.

CO3: Analyze research problems using critical and systematic approaches.

CO4: Prepare a well-structured dissertation following academic and ethical standards.

CO5: Evaluate and communicate research findings effectively through academic writing and presentation.

Content:

Unit I: Introduction to Research and Research Methodology

- Meaning, Nature, Types, and Significance of Research
- Research Problem, Research Questions, Objectives and Hypothesis
- Research Design, Ethics in Research and Plagiarism Awareness

Unit II: Research Methods and Data Collection

- Qualitative, Quantitative, and Mixed Research Methods
- Data Collection Techniques: Primary and Secondary Sources, Observation, Interview, Questionnaire and Survey
- Sampling Techniques and Data Organization

Unit III: Academic Writing and Dissertation Preparation

- Structure of a Dissertation: Title, Abstract, Introduction, Literature Review, Methodology, Analysis, Conclusion
- Citation Styles (MLA 9th Edition), Referencing, Footnotes and Bibliography
- Academic Writing Skills, Editing, Proofreading and Avoiding Plagiarism

Unit IV: Data Analysis, Presentation, and Viva Voce

- Data Analysis and Interpretation using Appropriate Research Tools
- Presentation of Research Findings through Tables, Charts and Academic Writing
- Dissertation Submission, Viva Voce, Research Presentation and Future Scope of Research

CO-PO-PSO Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	Po 11	PO 12	PO S1	PS O2	PS O3	PS O4	PS O5
CO1	3	2	1	-	-	-	-	2	-	2	-	1	3	2	-	-	1
CO2	2	3	2	3	2	-	-	2	1	2	-	2	2	3	2	-	2
CO3	2	3	3	2	2	1	-	2	1	2	-	2	2	3	3	1	2
CO4	2	2	2	3	2	2	1	3	2	3	1	2	3	2	3	2	2
CO5	2	2	2	2	2	2	2	3	3	2	3	2	2	3	3	2	2

Recommended Learning Resources

- Best, John W., and James V. Kahn. *Research in Education*. 10th ed., Pearson Education, 2006.
- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 6th ed., SAGE Publications, 2023.
- Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, 2019.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed., SAGE Publications, 2019.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. 5th ed., University of Chicago Press, 2024.
- Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

Programme Learning Outcomes

Semester-1

Sl. No	Programme Outcomes	EN10 001 (Major)	EN12001 (Minor)	EN13001 (MDC)	AE14 00X (AEC)	CS15001 (SEC)	VA16 201 (VAC)
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓		✓
4	Critical Thinking	✓		✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓		✓	

Semester -1

Sl. No	Programme Outcomes	EN10001 (Major)	EN12001 (Minor)	EN13001 (MDC)	AE1400X (AEC)	CS15001 (SEC)	VA16201 (VAC)
6	Research related Skills			✓	✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓	✓
8	Digital Literacy		✓	✓	✓	✓	✓
9	Experiential and Lifelong		✓	✓	✓	✓	✓

	Learning						
10	Leadership Qualities		✓	✓	✓	✓	✓
11	Professional and Decision- making Skills		✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓	✓

Note: AE1400X represents any one Modern Indian Language

(Odia/Hindi/Sanskrit/Santali/English).

SEMESTER–II

Programme Learning Outcome (PO) Mapping Table

Sl. No	**Programme Outcomes**	**EN10002 (Major)**	**EN12002 (Minor)**	**EN13002 (MDC)**	**AE14 00X (AEC)**	**TL15002 (SEC)**	**VA16XXX (VAC)**
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓		✓
4	Critical Thinking	✓		✓	✓	✓	✓

5	Problem Solving and Analytical Reasoning		✓	✓		✓	
6	Research related Skills			✓	✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓	✓
8	Digital Literacy		✓	✓	✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓	✓
11	Professional and Decision- making Skills		✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓	✓

Note: AE1400X = Translation Studies (any one language) VA16XXX = Any two VACs offered in Semester–II

SEMESTER-III

Programme Learning Outcomes (PLOs)

Sl.No.	Programme Outcomes	EN20001	EN20003	EN22001	EN23001	AE24001	TL25 001
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓		✓
4	Critical Thinking	✓		✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓		✓	
6	Research related Skills			✓	✓	✓	✓

Sl.No.	Programme Outcomes	EN20001	EN20003	EN22001	EN23001	AE24001	TL25001
7	Cooperation and Teamwork	✓	✓		✓	✓	✓
8	Digital Literacy		✓	✓	✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓	✓
11	Professional and Decision-making Skills		✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓	

SEMESTER-IV
Programme Outcome (PO) Mapping

Sl. No	Programme Outcomes	EN20002	EN20004	EN20006	EN20098	EN22002
1	Moral and Ethical Values	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓
3	Communication Skills	✓		✓	✓	
4	Critical Thinking	✓	✓	✓	✓	✓

Sl. No	Programme Outcomes	EN20002	EN20004	EN20006	EN20098	EN22002
5.	Problem Solving and Analytical Reasoning		✔		✔	
6	Research related Skills	✓		✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓
8	Digital Literacy			✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓
11	Professional and Decision- making Skills		✓	✓	✓	✓
12	Environmental Awareness and Sustainability	✓	✓	✓		✓

SEMESTER -V
Programme Learning Outcomes (PLO) – PO Mapping Table

Sl. No	Programme Outcomes	EN30 001	EN30003	EN30005	EN30007	EN32001	EN37081
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓		✓

Sl. No	Programme Outcomes	EN30001	EN30003	EN30005	EN30007	EN32001	EN37081
4	Critical Thinking	✓		✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓		✓	
6	Research related Skills			✓	✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓	✓
8	Digital Literacy		✓	✓	✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓	✓
11	Profession al and Decision-making Skills		✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓	

Semester – VI (Major / Minor / DM Courses)

Sl.No	Programme Outcomes	EN30002	EN30004	EN30006	EN30008	EN32002	EN32004	EN32006	EN32008
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
3	Communicatio n Skills	✓	✓		✓		✓	✓	✓
4	Critical Thinking	✓		✓	✓	✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning			✓	✓		✓	✓	✓
6	Research-related Skills	✓	✓	✓	✓		✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓	✓	✓	✓

Sl.No	Programme Outcomes	EN30002	EN30004	EN3006	EN30008	EN32002	EN32004	EN32006	EN32008
8	Digital Literacy			✓	✓	✓	✓	✓	✓
9	Experiential and Lifelong Learning	✓	✓	✓	✓	✓	✓	✓	✓
10	Leadership Qualities			✓	✓		✓	✓	✓
11	Professional and Decision- making Skills			✓	✓		✓	✓	✓
12	Environmental Awareness and Sustainability		✓		✓	✓			

SEMESTER-VII (DM)

Programme Outcome (PO) Table: PO MAPPING

Sl.No	Programme Outcomes	EN40001	EN40003	EN40005	EN40007	EN42001
1	Moral and Ethical Values	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓	✓	✓	
4	Critical Thinking	✓	✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning	✓	✓	✓	✓	
6	Research- related Skills	✓				✓
7	Cooperation and Teamwork	✓	✓		✓	✓
8	Digital Literacy	✓	✓	✓	✓	
9	Experiential and Lifelong Learning	✓	✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓
11	Professional and Decision- making Skills	✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability					

SEMESTER–VIII (Single Major) – With Research

Sl.No	Programme Outcomes	EN40012	EN42002	RD40082
1	Moral and Ethical Values	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓
3	Communication Skills	✓	✓	
4	Critical Thinking	✓		✓
5	Problem Solving and Analytical Reasoning		✓	✓
6	Research related Skills			✓

7	Cooperation and Teamwork	✓	✓	✓
8	Digital Literacy		✓	✓
9	Experiential and Lifelong Learning		✓	✓
10	Leadership Qualities		✓	✓
11	Professional and Decision- making Skills		✓	✓
12	Environmental Awareness and Sustainability		✓	✓

SEMESTER–VIII (Single Major) – Without Research PO MAPPING

Sl. No	Programme Outcomes	EN40002	EN40004	EN40006	EN40008	EN42002
1	Moral and Ethical Values	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓	
4	Critical Thinking	✓		✓	✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓		✓

Sl.No	Programme Outcomes	EN40002	EN40004	EN40006	EN40008	EN42002
6	Research related Skills			✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓
8	Digital Literacy		✓	✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓	✓

10	Leadership Qualities		✓	✓	✓	✓
11	Professional and Decision- making Skills		✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓

SEMESTER–VIII (Double Major) – With Research (PO MAPPING)

Sl.No	Programme Outcomes	EN40012	EN42002	EN42004	RD40082
1	Moral and Ethical Values	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓
3	Communication Skills	✓	✓		
4	Critical Thinking	✓		✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓	
6	Research related Skills			✓	✓

Sl.No	Programme Outcomes	EN40012	EN42002	EN42004	RD40082
7	Cooperation and Teamwork	✓	✓	✓	✓
8	Digital Literacy		✓	✓	✓
9	Experiential and Lifelong Learning		✓	✓	✓
10	Leadership Qualities		✓	✓	✓
11	Professional and Decision-making Skills		✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓

SEMESTER–VIII (Double Major) – Without Research

Sl.No	Programme Outcomes	EN40002	EN40004	EN40006	EN40008	EN42002	EN42004
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓		✓		
4	Critical Thinking	✓		✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning		✓	✓		✓	
6	Research related Skills			✓	✓	✓	✓
7	Cooperation and Teamwork	✓	✓		✓	✓	✓

Sl. No	Programme Outcomes	EN40002	EN40004	EN40006	EN40008	EN42002	EN42004
8	Digital Literacy		✓	✓	✓	✓	✓
9	Experiential andLifelong Learning		✓	✓	✓	✓	✓
10	Leadership Qualities		✓	✓	✓	✓	✓
11	Professional and Decision-making Skills		✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability		✓	✓	✓	✓	



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