



ST. XAVIER'S UNIVERSITY, KOLKATA

SYLLABUS FOR FOUR YEAR B.A. (HONS) IN ENGLISH (Semesters I & II)

Action Area IIIB
New Town, Kolkata – 700160
West Bengal, India
Email: enquiry@sxuk.edu.in
Website: www.sxuk.edu.in
[Tel:033-66249815](tel:033-66249815)

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Course Outline

Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA MARKS			End-Sem Marks	Credits
					WT	O	ATT		
I	Discipline Specific Core (Major)	Introduction to Literature in English I: Poetry and Drama	100	40	20	5	5	70	4
	Minor	Fundamentals of Cognitive Science	100	40	20	5	5	70	4
	Multidisciplinary	Understanding Poverty	100	40	20	5	5	70	3
	Multidisciplinary	Introduction to Media Studies	100	40	20	5	5	70	3
	Ability Enhancement Course	Communicative English—I	50	20	10	2.5	2.5	35	2
	Skill Enhancement Course	Personality Development	100	40	20	5	5	70	3
	Value Added Course	Inter-religious Studies for Global Citizenship	50	20	10	2.5	2.5	35	2
	Value Added Course	Environmental Education	50	20	10	2.5	2.5	35	2
II	Discipline Specific Core (Major)	Introduction to Literature in English II: Prose	100	40	20	5	5	70	4
	Minor	Writing for Media	100	40	20	5	5	70	4
	Multidisciplinary	Media and Society	100	40	20	5	5	70	3
	Multidisciplinary	Child Development & Education	100	40	20	5	5	70	3
	Ability Enhancement Course	Communicative English-II	50	20	10	2.5	2.5	35	2
	Skill Enhancement Course	Basic Computer Applications (Practical)	40	16	5	2.5	2.5	30	3
		Basic Computer Applications (Theory)	60	24	15		2	50	

Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA MARKS			End-Sem Marks	Credits
					WT	O	ATT		
	Value Added Course	Service Learning	50	20	10	2.5	2.5	35	2
	Value Added Course	Understanding Indian Constitution	50	20	10	2.5	2.5	35	2

Program Outcomes for B.A. in English:

PO1 - Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2 - Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3 - Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4 - Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5 - Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6 - Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Course Name: Introduction to Literature in English I: Poetry and Drama

Course Code:

Credit: 4

Semester: 1

Nature of the Course: Discipline Specific Core (DSC)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Understanding poetry and drama: characteristics, forms and generic differences

CO 2 - Analysing poetry and drama as a discourse located within specific historical, socio-cultural contexts

CO 3 - Examining the application of various existing critical/theoretical frameworks in reading poetry and drama

CO 4 - Evaluating ethical and philosophical concerns which emerge from the reading of the texts

CO 5 - Comprehending the contemporary relevance of the texts and creating new interpretive models

Course Content:

Module	Texts	Credits (Total—4)
Module 1: Poetry		2
<i>American</i>	Selection of poems by <u>any one poet</u> to be taught: i. William Carlos Williams, “The Red Wheelbarrow”, “The Botticellian Trees” ii. Sylvia Plath, “Tulips”, “Mad Girl’s Love Song” iii. Maya Angelou, “Phenomenal Woman”, “Equality” iv. Anne Sexton, “Cinderella”, “You, Doctor Martin” v. Audre Lorde, “Coal”, “A Woman Speaks”	0.5
<i>British</i>	Selection of poems by <u>any one poet</u> to be taught: i. William Shakespeare, Sonnet 18, 73, 116, 130 (any two) ii. William Wordsworth, “She Dwelt Amongst the Untrodden Ways,” “Solitary Reaper,”	0.5

	iii. John Keats, “Ode to a Grecian Urn”, “Bright Star” iv. Phillip Larkin, “At Grass”, “Mr. Bleaney”	
<i>Indian</i>	Selection of poems by <u>any one poet</u> to be taught: i. Nissim Ezekiel, “Background, Casually”, “Professor”, “A Jewish Wedding” (any two) ii. Jayanta Mahapatra: “Dawn at Puri,” “Hunger”, “Heroism” (any two) iii. Kamala Das, “The Dance of the Eunuchs,” “The Stone Age,” “The Suicide” (any two) iv. Sanjukta Dasgupta, “Sita and her Sisters,” Selections from Lakshmi Unbound	0.5
<i>World/Diaspora</i>	Selection of poems by <u>any one poet</u> to be taught: i. Judith Wright (Australian), “Woman to Man,” “The Trains,” “At Cooloola,” Selections from the Tamborine Mountain poems (any two) ii. Margaret Atwood (Canadian), “Progressive Insanities of a Pioneer,” “Variations on the Word Sleep,” “A Photograph of Me” (any two) iii. Seamus Heaney (Irish), “Digging”, selections from the bog poems—“Bogland” or “The Grauballe Man” or “Punishment” (any two) iv. Pablo Neruda (Chilean), “Tonight I Can Write the Saddest Lines,” “Cherry Trees,” “What Spain Was Like,” “A Song of Despair” (any two) v. Basho (Japanese), “Don’t Imitate Me,” “A Monk Sips His Morning Tea” vi. Paul Valéry (French), “The Cemetery by the Sea,” “The Young Fate,” “The Palace of Solitudes,” “Charms” (any two) vii. Tristan Corbière (French), “Yellow Love,” “The Sideboard,” “If You Weren’t Here,” “The Prisoner’s Round” (any two) viii. Charles Baudelaire (French), “The Flawed Bell,”	0.5

	“Autumn,” Selections from <i>The Flowers of Evil</i> (any two)	
Module	Texts	Credits
Module 2: Drama	<u>Any two plays</u> to be taught: i. Arthur Miller, <i>Death of a Salesman</i> ii. John Osborne, <i>Look Back in Anger</i> iii. G. B. Shaw, <i>Arms and the Man</i> iv. J. M. Synge, <i>Riders to the Sea</i>	2

Suggested Readings:

M. H. Abrams, *A Glossary of Literary Terms*. Cengage Learning, 2015.
 David Dachies, *A Critical History of English Literature*. Supernova Publishers, 2014.
 R. J. Rees, *English Literature: An Introduction for Foreign Readers*. Anubhav Publishers, 1972.
 M. H. Abrams and Stephen Greenblatt (eds.), *The Norton Anthology of English Literature*. W. W. Norton Co., 2006.
 C. B. Cox and A. E. Dyson, *Modern Poetry: Studies in Practical Criticism*. Edward Arnold, 1963.

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	4	H		M				
CO 3	3, 5	H	M					M
CO 4	4, 5	H				M		
CO 5	5, 6	H						H
		15/5	4/2	2/1		2/1		5/2
		3	2	2		2		2.5

CO- PO Attainment = $11.5/5 = 2.3$

Assessment Plan:

Examination	Type	Marks
<i>Continuous Internal Assessment</i>	<i>Written Test</i>	20
	<i>Other Component and Attendance</i>	10
<i>End Semester</i>	<i>Written</i>	70
<i>Total</i>		100

Course Name: Fundamentals of Cognitive Science

Course Code:

Credit: 4

Semester: I

Nature of the Course: Minor

No. of Lecture hours: 45

No. of Practical contact hours: 15

Course Outcomes: (CO)

CO1: Define and remember the fundamental concepts and theories in cognitive science and psychology.

CO2: Comprehensive understanding of the sub-fields of psychology and their interdisciplinary nature.

CO3: Apply the concepts in the field of psychology and mental health, and creating awareness

CO4: Analyse the concepts of cognitive functions like sensation, perception, learning, and memory processes.

CO5: Evaluate the impact of intelligence, emotion, and motivation on behaviour.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	What is Psychology	a. Definition b. Is Psychology a Science? c. Sub-fields & Inter-disciplinarity d. Mental Health, Mental Illness and Public Awareness	10	20	CO1, CO2, CO3
2	Sensation, Perception, Learning & Memory	a. Sensation, Transduction & Perception – concepts b. Perceptual Thresholds; Perceptual organization – Gestalt Laws; Perceptual Set; Perceptual Constancies (size, shape,	20	30	CO1, CO4

		etc.); Illusions c. Learning – Concept. Classical and Operant Conditioning d. Memory – Concept and; Process – encoding, storage, retrieval; Types: Short Term Memory, Long Term Memory, Flashbulb memory; Forgetting			
3	Intelligence	a. What is intelligence? Measures – Intelligence Quotient (IQ). b. IQ and EQ – distinct rivals or complementary colleagues? c. General and specific ability d. Multiple intelligence	10	20	CO1, CO5
4	Emotion & Motivation	a. What are emotions? Positive and Negative Emotions b. Emotional Expressions - Universality or Cultural; Regulation of Emotions c. What is motivation? Types of motivation – intrinsic and extrinsic d. Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Hierarchy, McClelland's Theory of motivation; Motivational conflicts – approach and avoidance	20	30	CO1, CO5

Suggested Readings:

Morgan, C. T., Rosen, J. W., Morgan, C. T., and King, R. A. (1975). Study guide for Morgan and King. Introduction to psychology: Fifth edition. New York: McGraw-Hill.

Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.

Chadha, N.K. and Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., and Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

CO-PO Mapping:

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M						H
CO ₂	H	H	H			M	M
CO ₃	H	H	H		M	L	
CO ₄	M	M	M		L		
CO ₅	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
Total CO score as per mapping: 13.52				Average: 13.52/6 = 2.25			

Course Name: Understanding Poverty
Course Code:
Credit: 3
Semester: 1
Nature of the Course: Multidisciplinary Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 15

Course Outcomes: (CO)

After completing this course, students will be able to:

CO1: Students will be able to identify the basic concepts related to poverty. (BL1)

CO2: Students will be able to classify the major issues, trends, and challenges related to poverty. (BL2)

CO3: Students will be able to explain the problem of poverty in a scientific manner. (BL3)

CO4: Students will be able to compare between various concepts of poverty (BL4)

CO5: Students will be able to evaluate various anti-poverty public policy and develop their own ideas about solving the problem of poverty. (BL5 & BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction	What is poverty? Understanding current trends in poverty across globe; where do we stand in terms of the Millennium Development Goal (2000)?. Issues related to regional disparity in achieving poverty reduction targets. India's long battle and recent trend in poverty; state level performances in India.	9	20%	CO1, CO2
II	Poverty: Measurement issues	Who is poor? ; Measurement of Poverty; calorie and poverty line; Income as an indicator of poverty. Absolute and relative poverty; rural vs urban poverty; HCR, PGR as measurement of poverty	18	40%	CO3, CO4

		Multi-dimensional aspects of poverty; moving from money-metric to other non-monetary dimensions of poverty.			
III	Understanding policies to eradicate poverty	Assessment of several poverty alleviation programs across globe Poverty alleviation programs; India as a case study. Political Economy of poverty and policies to eradicate it.	18	40%	CO4, CO5

Suggested Readings:

Banerjee, A.V., Benabou, R., & Mookherjee, D. (Eds). (2006). *Understanding Poverty*. Oxford University Press. New York.

Ray, D. (2009). *Development Economics*. Oxford University Press. New Delhi.

Sen, A. (2000). *Development as Freedom*. Oxford University Press. New Delhi.

CO-PO Mapping:

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M	M	M		L		M
CO ₂	M	M	M		L		M
CO ₃	M	M	L	M	M		H
CO ₄	H			M	M		H
CO ₅	H			H	H		H
Total	2.4	2	1.67	2.33	1.8		2.6

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

CO Score: 2.13

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

Course Name: Introduction to Media Studies
Course Code:
Credit: 3
Semester: 1
Nature of the Course: Multidisciplinary Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1: Students will be able to define the basic role of mass media.

CO 2: Understanding mass media and its various aspects.

CO 3: Analyze the essential and accurate role of media across all platforms in a healthy democracy.

CO 4: Evaluate various forms of mass media and its relevance in the field of mass communication.

CO 5: Developed critical thinking skills, creative and imaginative use of communicative forms and technologies.

Course Content:

Module No.	Module Name	Topic(S)	No. of Hours Allocated	Marks Allotted	Associated Course Outcome
1	Introduction to Media	Understanding media, Use of media, Importance of media, Media and communication, Types of media and their utility, Mass Media effect, Media Convergence, Media Audience, Constructing the audience, Basic writing skills for media.		34%	CO1, CO2

2	Media Literacy	Basics of communication, Introduction to media literacy, Elements of media literacy, Media literacy skills, Levels of media literacy, Challenges in media literacy, Mass culture, News Vs Propaganda, New dimensions of media literacy.		34%	CO2, CO3
3	New Dimensions	Digital media, Special convergence, Mass Media content, User generated content, Surveillance, Storytelling, Narratives, Global Perspectives, Conglomerations, Revenue Generation, Media Advertising.		32%	CO4, CO5

Suggested Readings:

Communication, culture and media studies, the key concepts by John Hartley, Routledge Publications.

Introduction to Media Literacy- By W. James Potter · 2015

Introduction to Mass Communication: Media Literacy and Culture Updated Edition- By Stanley Baran · 2014.

Mass Communication in India By Keval J Kumar

Understanding Media: The extension of Man By Marshall McLuhan.

Convergence culture: Where old and new media collide By Henry Jenkins.

Introducing Intercultural Communication: Global Cultures and Contexts By Shuang Liu, Zala Volcic and Cindy Gallois

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	H						
CO 2		M	M				
CO 3				H			
CO 4						L	
CO 5		H					H
TOTAL	3	5/2=2.5	2	3		1	3

Assessment Plan:

Evaluation	Max. marks for which the exam is conducted	Remarks
CIA	30	Written test, Assignment, Presentation and Attendance
End Semester Exam	70	Exam to be conducted by COE

Course Code:

Credit: 2

Semester: 1

Nature of the Course: Ability Enhancement Course

No. of Lecture hours: 30

No. of Tutorial contact hours:

Course Outcomes: (CO)

CO 1 - To make the students understand communicative competence. To demonstrate his/her verbal and non-verbal communication ability.

CO 2 - To make the students analyse and conduct independent surveys, collect data, prepare and present reports and projects.

CO 3 - To apply effective business correspondence with brevity and clarity. Learn the process of acquiring a job with special reference to prepare a resume.

CO 4 - To evaluate the process of writing error free while making an optimum use of vocabulary & grammar leading to lifelong learning

CO 5 - To create and enhance employability and prepare students for the challenges they face while communicating in English in any work space.

Course Content:

Module	Credits (Total—2)
Module 1 - Theory & Grammar A. Theory of Communication: Fundamentals, Process of Communication, Types of Communication, Mis-communication, Skills Required for Effective Communication B. Accurate Grammatical Usage: Sentence Structure, Verbs (Classification), Infinitive & Gerund, Tense, Voice, Phrasal Verbs & Idioms, Punctuation marks.	0.5
Module 2 - English Composition A. Composition: Reflective, Descriptive, Narrative, Argumentative B. Summarising C. Précis D. Article Writing E. Blog Writing F. Documenting and Note-Making	1
Module 3 - A. Speaking B. Personal Interview, Mock Interview C. Public Speaking, Presentations	0.5

Suggested Readings:

Fluency in English - Part II, Oxford University Press, 2006.

Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Blackswan, 2013.

A Practical English Grammar, A.J. Thomson, A.V. Martinet, Oxford University Press

A Handbook of English Grammar and Usage, D. Thakur, Bharati Bhawan Publication

Function in English- Jon Blundell et al, OUP

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	2, 3		H	H				
CO 3	4, 5							H
CO 4	5		M	H				H
CO 5	6				L			H
-	-	3/1	8/3	6/2	1/1	-	-	9/3
-	-	3	2.6	3	1	-	-	3

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CO- PO Attainment = $12.6/5 = 2.5$

Course Name: Personality Development
Course Code:
Credit: 3
Semester: 1
Nature of the Course: Skill Enhancement Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 45

Course Outcomes (CO):

At the end of this course, students will be able to:

- CO1:** Identify strengths, weaknesses, opportunities and challenges related to their personal capabilities for effectively managing conflict and stress.
CO2: Understand life skills as a perfect blend of knowledge and behaviour, attitudes and work ethics to respond effectively to demands and challenges of daily life.
CO3: Apply group dynamic techniques in the context of organizational culture to gain a deeper understanding of how to make team building more pro-active and efficient.
CO4: Evaluate inter-personal relations and analyze the barriers to effective communication.
CO5: Develop a leadership style that is uniquely theirs by effectively using their soft skills.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Associated Course Outcome (CO)
I	Personality & Personality Development: Fundamentals	• Define Personality & Why Personality Development? • Determinants of Personality Development • Types of Personality (including activities)	Orientation	1 2 2 5	20%	CO1
II	Self Management	• Motivation • Conflict Management • Time Management • Stress Management (including activities)	Personal Competence	3 4 4 9 20	40%	CO1, CO2

III	Social Skill Development	• Inter-personal Relations & Communication • Group Dynamics • Team Building • Leadership • Holistic Well-being (including activities)	Techniques in Personality Development	5 4 4 4 3	20	40%	CO3, CO4, CO5
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Suggested Readings

Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1st ed.).

Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1st ed.).

Mitra, B. K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2nd ed.).

Additional Readings

Hurlock, E. B. (2017). *Personality Development*. Tata McGraw Hill, New Delhi (Indian Edition).

Onkar, R. M. (2014). *Personality Development and Career Management: A Pragmatic Perspective*. S. Chand Publishing, New Delhi (3rd revised ed.).

Gallagher, K. (2010). *Skills Development*. Oxford University Press, India (Indian Edition).

Mangal, S.K. (2018). *Educational Psychology*. Tondon Publications, Ludhiana.

Morgan, C. & King, R. (2017). *Introduction To Psychology*. McGraw Hill Education - 7th ed. (Indian Edition).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		M		H		H
CO2	H	M	H	M	H	M	H
CO3	H	H	H	M	H		M
CO4		H	H	M	M		H
CO5	H	H	H	H	H	H	H

Course Name: Inter-Religious Studies for Global Citizenship

Course Code:

Credit: 2

Semester: I

Nature of the Course: Value Added Course

No. of Lecture hours: 30

No. of Tutorial contact hours:

Course Outcomes (CO):

CO1: Identify the value system in different religions and understand their basic philosophy required for global citizenship.

CO2: Understand the meaning of spirituality.

CO3: Analyze the morals and ethics in different religious scriptures and learn from the life stories of Gurus, Mystics, Saints and Philosophers.

CO4: Explain the need for inter-religious dialogue and apply the same in relation to social change.

CO5: Develop an attitude of care and empathy for all and the environment.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Associated CO
I	Academic Study of Religion	• Religion, a Global Human Activity • Religion in Indian Education System • Essentials of Religion and Spirituality	Overview and Motivation	4	20%	CO1, CO2
II	The Global Religious Landscape	• Hinduism • Islam • Christianity • Buddhism • Jainism • Sikhism • Zoroastrianism	A Study of Major Religious Groups	4 4 4 1 1 1 1 16	40%	CO1, CO2, CO3
III	Religious Pluralism and Dialogue	• Rationale for Global Spread of Religious Diversity • The Importance of Inter-religious Dialogue for Global Citizenship	Inter-Religious Dialogue	8	30%	CO4

		• Different Kinds of Dialogue				
IV	Reflections			2	10%	CO5

Suggested Readings

Romus, D. John (2023). *Religious Studies for Global Citizenship: Foundation Course*, St. Xavier's University, Kolkata.

Kassam, M. (Ed.). (2017). *The Religions of India : A Microcosm of World Religions*. Manohar Publications, India.

Gaus, R. (2021). Global (Citizenship) Education as inclusive and diversity learning in Religious Education. *Journal of Religious Education*, 69(2), 179-192.

Alles D., Gregory (2010). *Religious Studies: A Global View*. Routledge, UK (1st ed.).

Dalal, R. (2014). *The Religions of India: A Concise Guide to Nine Major Faiths*. Penguin, India.

Cavallin, C., Sander, Å., Sitharaman, S. (2020). *The Future of Religious Studies in India*. Routledge, India (1st ed.).

Raj S.J., J. Felix (2022). *Tides: Story Bank*. St. Xavier's University Kolkata Alumni Association, Kolkata.

Raj S.J., J. Felix (2020). *Waves: Story Bank*. St. Xavier's University Kolkata Alumni Association, Kolkata.

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		H	H	H		H
CO2	H		H	H			H
CO3	M		H	H	H		H
CO4	M	M	H	H			H
CO5			H	H	M	H	H

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

Course Name: Introduction to Literature in English II: Prose

Course Code:

Credit: 4

Semester: 2

Nature of the Course: Discipline Specific Core

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Understanding the basic features of the short story and novel: special characteristics, structure and form

CO 2 - Analysing the given texts by applying the basic concepts of close reading in order to enhance critical thinking

CO 3 - Evaluating the given authors in order to understand their critical modes of ethical citizenship.

CO 4 - Appraising the given writings in group-based hermeneutic exercises in order to enhance effective communication

CO 5 - Creating artistic and literary responses to given texts in order to apply the authors' insights inventively and develop life-long competencies

Course Content:

Module	Texts	Credits - 4
Module 1: Short Stories	Selection of short stories from <u>any two</u> of the following authors are to be taught: i. O. Henry, "The Gift of the Magi" ii. Somerset Maugham, "The Lotus Eaters," "The Letter," "The Force of Circumstance" (any one) iii. Katherine Mansfield, "The Fly" iv. Charlotte Perkins Gilman, "The Vintage," "The Unnatural Mother" (any one) v. Ruskin Bond, "The Night Train at Deoli" vi. Edgar Allan Poe, "The Tell-tale Heart" or "The Black Cat" vii. Roald Dahl, "Lamb to the Slaughter" or "The Wonderful Story of Henry Sugar"	2

Module 2: Novels	Selection <u>of two</u> novels out of the following are to be taught: : i. Daniel Defoe, <i>Robinson Crusoe</i> ii. Charles Dickens, <i>Oliver Twist</i> iii. J. D. Salinger, <i>Catcher in the Rye</i> iv. F. Scott Fitzgerald, <i>The Great Gatsby</i> v. Chinua Achebe, <i>A Man of the People</i>	2
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Suggested Readings

David Lodge, *The Art of Fiction* (1992)
Sean O' Faolain, *The Short Story* (1948)
Frank O'Connor, *The Lonely Voice: A Study of the Short Story* (1962)
Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding* (1957)
Roger Sale (ed.), *Discussions of the Novel* (1967)
Walter Allen, *The English Novel* (1954)

Eugene Current-Garcia, *O. Henry: A Study of the Short Fiction* (1993)
Stanley Archer, *W. Somerset Maugham: A Study of the Short Fiction* (1993)
Gerri Kimber, *Katherine Mansfield and the Art of the Short Story* (2014)
Joanne B. Karpinski, *Critical Essays on Charlotte Perkins Gilman* (1992)
Amita Aggarwal, *The Fictional World of Ruskin Bond* (2005)
J. Gerald Kennedy and Scott Peebles, *The Oxford Handbook of Edgar Allan Poe* (2019)
Mark I. West, *Roald Dahl* (1992)

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	H					
CO 2	4	H	M					
CO 3	3,5	H			M	M		
CO 4	4,5	H	H	H				L
CO 5	5,6	H						H
		15/5	8/3	3/1	2/1	2/1		4/2
		3	2.6	3	2	2		2

CO-PO Attainment = $14.6/6 = 2.4$

Assessment Plan:

Examination	Type	Marks
<i>Continuous Internal</i>	<i>Written Test</i>	20

<i>Assessment</i>	<i>Other Component and Attendance</i>	10
<i>End Semester</i>	<i>Written</i>	70
<i>Total</i>		100

Course Name: Writing for Media

Course Code:

Credit: 4

Semester: 2

Nature of the Course: Minor

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course outcomes: (CO)

CO 1: define and write different copies for mass media.

CO 2: understand and interpret research techniques and different sources of writing copies.

CO 3: apply and develop proper journalistic style while writing audiovisual copies.

CO 4: analyse and illustrate different media writing jargons.

CO 5: rewrite and develop copies for digital media.

Course Content:

Module No.	Module Name	Topic(s)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
Module 1	Basics of media writing	Writing Newspaper reports, Feature stories, Human Interest stories, Editorial, Column - Basics of proof reading, Editing of copies - Rewriting and rephrasing.		25	30	1	CO 1, CO 3

Module 2	Writing for Audiovisual Media	Writing TV news copy, TV feature story, TV Headlines, Ticker lines - Radio Skit, Radio Feature, Radio Drama - Film script.		15	25	1	CO 3
Module 3	Creative writing	Writing Press Release, Press Rejoinder - Ad copy, Slogans, Content of Display and Classified advertisement, Advertorials, Obituaries, Letter to the Editor.		25	25	1	CO 1, CO 3, CO 4
Module 4:	Writing for Digital Media	Writing Digital news, Digital headlines - Click-bait headlines, Social media based news and articles, Blog writing.		20	20	1	CO 1, CO 5

Suggested Readings

James G. Stovall. (2011). Writing for the Mass Media: International Edition by Pearson ISBN: 978-0205235216

Vincent F Filak. (n.a.). Dynamics of Media Writing. SAGE Publications Inc. ISBN: 9781506381466, 9781506381466.

Kris Ballard. (2019). Writing, Blogging, & Self-Publishing: The Secret Formula For Writing Your First Book. ISBN: 978-1733342506

George T. Arnold. (1999). Media Writer's Handbook: A Guide to Common Writing and

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	H				H		
CO 2	M	H			M		
CO 3		M					
CO 4				M	M		
CO 5					M		
Total	2.5	2.5		1	4.5		

Assessment Plan:

Evaluation	Max. marks for which the exam is conducted	Remarks
CIA	30	Written test, Assignment, Presentation and Attendance
End Semester Exam	70	Exam to be conducted by COE

Course Code:
Credit: 3
Semester: 1
Nature of the Course: Multidisciplinary Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO1: Students will be able to realise the significance of the role played by media in the society.

CO2: Students will be able to understand and interpret various theories and frameworks related to media and society

CO3: Students will be able to analyse diverse media text using critical approaches and will have deep understanding on the media's influence on society.

CO4: Students can criticize and engage with the politics of representation.

CO5: Students will be able to develop multiple perspectives to evaluating competing claims regarding the interaction between media, culture and society.

Course Content:

Module No	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Why study media?		Understanding Media and its role in the society	12	30%	1	CO 1 CO2

		Definition, nature and scope.					
		Functions of mass media.					
		Understanding mass media.					
		Characteristics of mass media.					
		Social media: History of Social Media, Evolution and impact of social media, Role of social Media in public opinion.					
		Effects of mass media on individual, society and culture – basic issues.					
		Power of mass media.					
		Media in Indian society.					
II	Media as text.	Marxist Analysis	Analysing different media texts	20	35%	1	CO2, CO3, CO4
		Semiotic Analysis					
		Sociological Analysis					
		Psychoanalytic Criticism.					
		Media and realism (class, gender, race, age, minorities, children, etc.)					
III	Media as conscious ness industry	Role of media in social change.	How to use media for social change/ social justice.	13	35%	1	CO3, CO4, CO5
		Social construction of reality by media.					
		Rhetoric of the image, narrative, etc. Media myths (representation, stereotypes, etc.)					
		Cultural Studies approach to media.					
		Audience as textual determinant, audience as readers, audience positioning, establishing critical autonomy.					
		Media and Popular culture: commodities, culture and sub-culture, popular texts, popular discrimination, politics and popular culture, popular culture Vs people's culture.					

Suggested Readings:

Silverstone, Rogers (1999). Why Study Media? Sage Publications

Potter, James W (1998). Media Literacy. Sage Publications

Grossberg, Lawrence et al (1998). Media-Making: Mass Media in a Popular Culture. Sage Publications

Evans, Lewis and Hall, Stuart (2000). Visual Culture: The Reader. Sage Publications

Berger, Asa Author (1998). Media Analysis Techniques. Sage Publication

Media/Society: Industries, Images and Audiences by David Croteau and William Hoynes (Pine Forge, Thousand Oaks, CA).

Approaches to Media Literacy: A Handbook, by Art Silverblatt, Jane Ferry and Barbara Finan (M.E. Sharpe, Armonk, New York).

Media and Cultural Studies: Keywords, edited by Durham and Kellner (Blackwell, Malden, MA).

Gender, Race and Class in Media: A Critical Reader, by Dines and Humez (Sage, Thousand Oaks, CA).

Media/Cultural Studies: Critical Approaches, by Rhonda Hammer and Douglas Kellner (Eds.) (Peter Lang, New York).

CO-PO Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1	H	M	M	M			H
CO 2	M	M	M				H
CO 3	H	M	M				M
CO 4	H	M					M
CO 5	H	M	H		M		H
TOTAL	2,8	2	2.25	2	2		2.6

Assessment Plan

Examination	Type	Marks
Continuous Internal Assessment	Written Test	20
	Other Component	10
End Semester	Written	70
Total		100

Course Name: Child Development and Education

Course Code:

Credit: 3

Semester: 2

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO1: Describe the key theories and frameworks of childhood development.

CO2: Discuss the physical, cognitive, social, and emotional development of children from infancy through early childhood.

CO3: Discover and **explain** the key concepts and theories of learning and its relationship with Development.

CO4: Appraise the role of play in children's development and learning.

CO5: Plan and **compare** the effective instructional strategies and educational approaches for young children.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Child Development and Education	Growth and Development : Meaning, Concepts and Characteristics, Developmental Influences Concept of childhood: Theories of childhood development – Psychoanalytic, Erikson, Vygotsky and Piaget	15	30	CO1, CO4
2	Dimensions of Individual	Physical development and motor skills, Cognitive development and language	15	35	CO2

	Development	acquisition, Social and Moral Development: Emotional development and attachment			
3	Childhood Education Approaches and Current Issues	Learning – concept, characteristics, learning process, learning curve. Theories of Learning - Trial and Error, Classical Conditioning. Transfer of Learning - Concept, types, educational implications. Relationship between Development and Learning, Play-based learning and its benefits, Effective instructional strategies for young children	15	35	CO3, CO4, CO5

Suggested Readings:

Mitchell, P., and Ziegler, F. (2013). Fundamentals of Developmental Psychology. Routledge.

Feldman, R. S. (2015). Discovering the Life Span. Pearson.

Harris, M. (2008). Exploring Developmental Psychology: Understanding Theory and Methods

Berk, L. E. (2018). Development Through the Lifespan (7th Edn). Pearson.

Santrock, J. (2019). Life-Span Development (17 th Edn). McGraw-Hill Education.

Papalia, D. E., Olds, S. W., and Feldman, R. D. (2009). Human Development (11 th Edn.). McGraw-Hill Education.

CO/PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H	M	L	L			H	
CO2	H	M	M	L			H	
CO3	H	H	M				M	
CO4	H	M	M				L	
CO5	H	H	H	M	M		L	
Total	15/5 = 3	12/5 = 2.4	10/5 = 2	4/3 = 1.3	2/1 = 2		10/5 = 2	12.7
	Total CO score as per							2.11

	mapping							
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Course Name: Communicative English II

Course Code:

Credit: 2

Semester: 2

Nature of the Course: Ability Enhancement Course (AEC)

No. of Lecture hours: 30

No. of Tutorial contact hours:

Course Outcomes: (CO)

CO 1 - To understand the basic methods of reading and comprehending a passage to enable students to identify main ideas and draw relevant inferences

CO 2 - To analyze the role of communication in a professional and personal space and develop an interactive ability

CO 3 - To examine the need to write formal business letters and emails using appropriate vocabulary and develop advanced communication skills

CO 4 - To evaluate methods of group discussion and mock interviews to prepare the students for real life situations

CO 5 - To create effective communicators with the ability to express themselves in the workplace and elsewhere

Course Content:

Module	Credits (Total 2)
Module 1 - Reading Comprehension A. Skimming and scanning, identifying main ideas, drawing inferences (Related texts should be selected by the concerned faculty member of the department for practicing comprehension skills)	0.5
Module 2 - Business English A. Role of Communication in the business world - introduction B. Business letters C. Meetings - Writing Notice, Agenda, Minutes D. CV & Cover Letter E. E-mail F. Writing Reports - types (commercial) G. Writing Business Proposal	1
Module 3 - Soft Skills A. Skills of listening, speaking, reading & writing in theory.	0.5

B. Group Discussion: Concept of a Group Discussion/Interview, Types of Group Interviews, Skills Evaluated in a GD, Methods to Adopt in a Group Discussion, Mock Group Discussions	
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Suggested Readings:

Raymond Murphy, *Intermediate English Grammar*, Cambridge University Press

Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press

W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications

E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan

Tony Lynch, *Study Listening*, Cambridge University Press

Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

CO-PO Mapping:

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	3, 4	M	H					H
CO 3	4		H	M				H
CO 4	5			M				H
CO 5	6		M	M				M
		5/2	11/4	6/3				11/4
		2.5	2.75	2				2.75

CO- PO Score= $10/4 = 2.5$

Assessment Plan:

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value
CIA Written Test (WT)	Individual	30	10	5
Other Component	Group	10	5	2.5
Attendance	Individual	10	5	2.5
End Semester	Individual	50	80	40
Total				50

Course Name: Basic Computer Applications
Course Code:
Credit: 3
Semester: 2
Nature of the Course: Skill Enhancement Courses (SEC)
No. of Lecture hours: 15
No. of Practical contact hours: 30

Course Outcomes: (CO)

CO 1 - Understanding the basic features of computer applications and the role of computers in humanities research and analysis
CO 2 - Analysing the benefits and challenges of using computers in the humanities
CO 3 - Evaluating the use of word processing and editing on word processors for research in the discipline
CO 4 - Applying essential computer skills such as Google Sheets and Google Docs, Powerpoint and presentation in humanities research
CO 5 - Using internet research skills and online resources inventively and developing life-long competencies

Module	Credits
Module 1: Introduction to computer applications in the Humanities A. Understanding the role of computers in humanities research and analysis B. Benefits and challenges of using computers in the humanities	0.5
Module 2: Essential computer skills	0.5
Module 3: Word processing and editing on word processors	0.5
Module 4: Google Sheets and Google Docs	0.5
Module 5: Internet research skills and online resources for the humanities	0.5
Module 6: Powerpoint and presentation skills	0.5

Suggested Readings:

ITL Education Solutions, *Fundamentals of Computers*, Pearson
Anita Goel, *Computer Fundamentals*, Pearson
Ashok Arora, *Computer Fundamentals and Applications*, Vikas Publishing
Arup Mandal, *Computer Basic General Knowledge*

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	M					

CO 2	4	H	M					
CO 3	3,5	H						H
CO 4	4,5	H	M					H
CO 5	5,6	H						H
		15/5	6/3					9/3
		3	2					3

CO-PO Attainment = $8/3 = 2.6$

Assessment Plan:

Examination	Type	Marks
Continuous Internal Assessment	Written Test	20
	Practical	30
End Semester	Written	50
Total		100

Course Name: Literature in English I: Poetry

Course Code:

Credit: 4

Semester: I

Nature of the Course: Minor

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Students will be able to identify the distinguishing features of poetry, and recognise key poetic devices in order to understand and appreciate literature.

CO 2 - Critical thinking will be fostered as the course encourages students to apply the concepts they have learned to analyse poetry closely in original and challenging ways.

CO 3 - Group assignments and the modality of classroom discussions will improve students' language-acquisition and self-confidence, enabling them to apply newly acquired concepts and vocabularies and analyze effective communication methods.

CO 4 - The selected texts' focus on key aspects of the human condition, such as old age, death, and suffering, as well as their articulation of our cultural, historical, and political embeddedness in languages, religion, nationality, and politics, examined through creative assignments, will help students to become ethically sensitive and morally upstanding citizens of India.

CO 5 - The global outlook of the course will help students to locate themselves culturally in a diverse world polity, developing a nuanced understanding of and an ability to critically evaluate different modalities of both Indian and global citizenship for lifelong learning

Course Content:

Module Name	Details	Credits
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Module 1: What is Poetry?	- The unique characteristics that distinguish poetry from other forms of literature - Elements of poetry: poetic devices, rhyme, meter - Overview of poetic movements	1
Module 2: How to Read Poetry	- Close reading practices; practical criticism - Analysing poetic language, imagery, and form to aid interpretation - Identifying patterns, symbols, and literary devices within a poem	1
Module 3: British and American Poetry	Selection of poems by <u>any two poets</u> to be taught: (one British and one American) British Poetry: i. Alfred Tennyson, “Ulysses” ii. John Keats, “La Belle Dame Sans Merci” iii. T. S. Eliot, “Journey of the Magi” or “Marina” American Poetry: i. Wallace Stevens, “Sunday Morning” or “Emperor of Ice-Cream” ii. Robert Frost, “Dust of Snow” or “Fire and Ice” iii. Edgar Allan Poe, “The Raven” iv. Ted Hughes, “Thought Fox”	1
Module 4: Indian and World Poetry in English	Selection of poems by <u>any two poets</u> to be taught: (one Indian and one World) Indian Poetry: i. Rabindranath Tagore, “Where the Mind is Without Fear” ii. Eunice D’Souza, “For Rita’s Daughter”, “Sweet Sixteen” (any one) iii. Jacinta Kerketta, “The Death of the Mother Tongue,” “The Most Exquisite Portrait of Time,” “Co-Travelers” (any one) iv. Agha Sahid Ali, “The Country Without a Post Office” or “Urdu” World Poetry: i. Anna Akhmatova, “The Guest”	1

	ii. Rainer Maria Rilke, Selections from <i>Duino Elegies</i>	
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Suggested Readings:

M. H. Abrams, *A Glossary of Literary Terms*. Cengage Learning, 2015.
David Dachies, *A Critical History of English Literature*. Supernova Publishers, 2014.
R. J. Rees, *English Literature: An Introduction for Foreign Readers*. Anubhav Publishers, 1972.
M. H. Abrams and Stephen Greenblatt (eds.), *The Norton Anthology of English Literature*. W. Norton Co., 2006.
C. B. Cox and A. E. Dyson, *Modern Poetry: Studies in Practical Criticism*. Edward Arnold, 1963.

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	M					
CO 2	2,3	H	M	M				
CO 3	3,4		H	H				
CO 4	4,5				M	M		
CO 5	6				M			H
		6/2	7/3	5/2	4/2	2/1		3/1
		3	2.3	2.5	2	2		3

CO-PO Attainment: $14.8/6 = 2.4$

Assessment Plan:

Examination	Type	Marks
<i>Continuous Internal Assessment</i>	<i>Written Test</i>	20
	<i>Other Component</i>	10
<i>End Semester</i>	<i>Written</i>	70
<i>Total</i>		100

Course Name: Alternative English
Course Code:
Credit: 3
Semester: 1
Nature of the Course: Multidisciplinary Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Understanding the fundamental concepts of poetry such as rhyme scheme, structure, form and meter and developing critical reading skills
 CO 2 - Analyzing poetry and prose to interpret use of literary themes and language
 CO 3 - Applying writing techniques to develop an advanced communication skill set
 CO 4 - Evaluating the specific demands of workplace communication and the use of professional English language
 CO 5 - Creating competence in English to bolster employment opportunities for students of other disciplines in government and private sector

Course Content:

Module	Details	Credits
Module 1: Poetry and Prose	i. John Keats, "Ode to a Nightingale" ii. Wilfred Owen, "Strange Meeting" iii. P. B. Shelley, "The Cloud" iv. Charles Lamb, "Dream Children"	1
Module 2: English in Use	Making sentences with identical words, common idioms, synonyms and antonyms	1
Module 3: English in the Workspace	Writing of letters - application, C.V/bio-data, appointment, resignation, complaint	1

Suggested Readings:

Ferber, M. *Romanticism: A Very Short Introduction* (Oxford University Press, 2010)
 Wu, D. (ed.) *Romanticism: An Anthology* (2nd or 4th ed.) (Blackwell Publishers, 1998; 2012)
 Duff, D. (ed.) *The Oxford Handbook of British Romanticism*, (Oxford University Press, 2018)
 Ferber, M. *The Cambridge Introduction to British Romantic Poetry* (Cambridge University Press, 2012)
 Liz Hamp-Lyons and Ben Heasley: *Study writing: A Course in Writing Skills of Academic Purposes* (Cambridge: CUP, 2006)
 Thomas S. Kane, *Oxford Essential Guide to Writing*, (Berkeley Books, 2000)

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	3, 4	H	M	M				
CO 3	3, 4		H	H				
CO 4	4, 5		H	H				
CO 5	6				M			H
		6/2	10/4	8/3	2/1			3/1
		3	2.5	2.6	2			3

CO- PO Attainment = $13.1/5 = 2.62$

Assessment Plan:

Examination	Type	Marks
<i>Continuous Internal Assessment</i>	<i>Written Test</i>	20
	<i>Other Component</i>	10
<i>End Semester</i>	<i>Written</i>	70
<i>Total</i>		100

Course Name: Literature in English II: Short Story

Course Code:

Credit: 4

Semester: 2

Nature of the Course: Minor

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Students will be able to identify the distinguishing features of the short story, and recognise key literary devices in order to understand and appreciate literature.

CO 2 - Critical thinking will be fostered as the course encourages students to apply the concepts they have learned to analyse the texts closely in original and challenging ways.

CO 3 - Group assignments and the modality of classroom discussions will improve students' language-acquisition and self-confidence, enabling them to apply newly acquired concepts and vocabularies and analyze effective communication methods.

CO 4 - Students can understand the cultural, historical, and political contexts in relation to the texts and apply their knowledge to future reading. This will ensure lifelong learning.

CO 5 - The global outlook of the course will help students to locate themselves culturally in a diverse world polity, developing a nuanced understanding of and an ability to critically evaluate different modalities of both Indian and global citizenship for lifelong learning

Course Content:

Module Name	Details	Credits
Module 1: What is a Short Story?	- Defining a short story - The evolution of the short story form - Elements of a short story: plot and structure, characterisation, setting and atmosphere - Identifying recurring themes and motifs in short stories - Narrative techniques: point of view; types of narrators	1
Module 2: Short stories: Indian Subcontinent	Selection of short stories by <u>any two authors</u> to be taught: i. Rabindranath Tagore, “Kabuliwalla,” “Punishment,” “The Matrimonial Deal” (any one) ii. Ruskin Bond, “The Adventures of Toto” iii. Ismat Chughtai, “Roots” or “The Rock” iv. Sadat Hasan Manto, “The Dog of Tithwal,” “The Cold Meat,” “The Return,” “Tale of 1947,” (any one) v. Amrita Pritam, “Wild Flower,” “Sunehre,” “The Skeleton” (any one)	1

Module 3: Short stories: British and American	Selection of short stories by <u>any two authors</u> to be taught: (one British and one American) British: i. H. E. Bates, “The Ox,” “The Watercress Girl,” “The Day of the Tortoise” (any one) ii. Jerome K. Jerome, “Tommy and Co.,” “The Soul of Nicholas Snyders, or, the Miser of Zandam,” “The Man Who Would Manage,” “The Passing of the Third Floor Back” (any one) iii. Saki [H. H. Munro], “The Lumber Room,” “The Open Window,” “Hyacinth” (any one) iv. P. G. Wodehouse, “Jeeves Takes Charge” or “Jeeves in the Springtime” American: i. O. Henry, “A Retrieved Reformation” ii. Ernest Hemingway, “The Snows of Kilimanjaro,” “A Clean, Well-lighted Place,” “Hills Like White Elephants” (any one) iii. Mary Flannery O’ Connor, “Everything That Rises Must Converge”	1
Module 4: Short stories: World	Selection of short stories by <u>any two authors</u> to be taught: i. Guy de Maupassant, “The Necklace,” “The Horla,” “The Piece of String,” “Two Friends” (any one) ii. Anton Chekhov, “The Lady With the Dog,” “The Huntsman,” “Ward No. 6,” “The Student” (any one) iii. Nikolai Gogol, “The Overcoat,” “The Portrait,” “The Nose,” “Diary of a Madman” (any one)	1

Suggested Readings:

Dana Gioia and R. S. Gwynn, *The Art of the Short Story*, Pearson Longman, 2006.
 Adrian Hunter, *The Cambridge Introduction to the Short Story in English*, CUP, 2007.
 Ann Charters, *The Story and Its Writer: An Introduction to Short Fiction*, St. Martin’s, 2010.
 A. S. Byatt, *The Oxford Book of English Short Stories*, OUP, 2009.
Short Story Criticism, Gale Cengage Series, 2013.

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	M					
CO 2	2,3	H	M	M				
CO 3	3,4		H	H				
CO 4	1,3							M
CO 5	6				M	L		H
		6/2	7/3	5/2	2/1	1/1		5/2
		3	2.3	2.5	2	1		2.5

CO-PO Attainment: 13.3/6 = 2.21

Assessment Plan:

Examination	Type	Marks
Continuous Internal Assessment	Written Test	20
	Other Component	10
End Semester	Written	70
Total		100

Course Name: Indian Literature in English Translation

Course Code:

Credit: 3

Semester: 2

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 30 Hours

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

CO 1 - Understanding the Indian literary tradition through a detailed historical overview

CO 2 - Analyzing the anglophone culture in India and its literary application in translating vernacular texts

CO 3 - Examining key concepts, issues and contexts in Indian literary texts with respect to Western models

CO 4 - Evaluating the critical meaning of the texts by applying Indian epistemological methods

CO 5 - Creating new subjective interpretations and understanding the relevance, literary appeal of Indian literature in a period of globalization

Course Content:

Module	Details	Credits
Module 1: Hindi literature in English translation	i. Premchand, “The Chess Players [Shatranj Ke Khiladi]” or “Idgah” ii. Nirmal Verma, “Dilli ki Galiyan (The Streets of Delhi)” or “Ek Chitthi Aur Maran (A Letter and Death)” iii. Phanishwarnath Renu, “Lal Paan ki Begum” iv. Krishna Sobti, “Nafisa” <u>Any two stories to be taught</u>	1
Module 2: Bengali literature in English translation	i. Rabindranath Tagore, “Hungry Stones” or “The Parrot’s Tale” ii. Sarat Chandra Chattopadhyay, “Mahesh,” “Biraj Bou,” “Pather Dabi” (any one) iii. Mahasweta Devi, “Stanadayini” or “Dhouli” iv. Ashapurna Devi, “Bolai” or “Patni or Preyoshi” <u>Any two stories to be taught</u>	1
Module 3: Other Indian literatures in English translation	i. Ambai [C. S. Lakshmi] (Tamil), “The City Rises from the Ashes” or “The Squirrel” ii. Fakir Mohan Senapati (Odia), “The Patent Medicine” or “Rebati” <u>Any two stories to be taught</u>	1

Suggested Readings:

Basu, Tapan, Mahanand, Anand et al, *Reflections on the Translation of Dalit Literature from the Regional Languages into English*, (Orient Blackswan, 2014)
 Prasad, G.J.V and Gerardin, Cecil, *India in Translation, Translation in India* , (Bloomsbury India, 2019).
 Kothari, Rita. *Translating India: The Cultural Politics of English*, (Routledge India, 2003).
 Tharu, Susie and K. Lalita, *Selections from Women Writing in India: 600 B.C to the Present* (Oxford India Paperbacks, 1997).

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	3, 4	H	M	L				
CO 3	3, 4	H		L				
CO 4	4, 5	H						M
CO 5	6	H			H			H
		15/5	4/2	2/2	3/1			5/2
		3	2	1	3			2.5

CO- PO Attainment = $11.5/5 = 2.3$

Assessment Plan:

Examination	Type	Marks
<i>Continuous Internal Assessment</i>	<i>Written Test</i>	20
	<i>Other Component</i>	10
<i>End Semester</i>	<i>Written</i>	70
<i>Total</i>		100