

ST. MARY'S COLLEGE (AUTONOMOUS)

Re-accredited with A+ Grade by NAAC

Thoothukudi – 628001

Tamil Nadu

(Affiliated to Manonmaniam Sundaranar University)



Syllabus

M.A. English

School of Language & Culture

Outcome Based Curriculum (w.e.f. 2024)

Preamble

M.A. English degree serves as a basis for further higher studies and research in this field such as Ph.D. and M.Phil degree in English Literature. The programme prepares students for teaching and for creative writing. It seeks to foster qualities such as understanding and appreciation of other cultures and ways of life. This enhanced ability of openness of mind shall help them to see beauty in life and the world around and to form a philosophy of their own.

Vision: To strengthen the liberal education of students by developing a deepened understanding of language and literacy, the value of critical reading and effective writing, and the richness of literature, past and present.

Mission:

- To develop a wider understanding of Literature as a common heritage of humanity.
- To build on current areas of strength in research and teaching to further enhance its national and international reputation.
- To improve the linguistic competence along with the literary competence of students.
- To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.

M.A. English Literature

(w.e.f. June 2024)

PG -- Programme Outcome

PO No.	After completion of the Postgraduate programme the students of St. Mary's College will be able to
PO 1	acquire expertise knowledge in their respective disciplines and become professionals.
PO 2	develop critical/logical thinking skills, managerial skills and become locally, nationally and globally competent and be a lifelong learner.
PO 3	pursue research / higher learning programme and apply their experiments and research skills to analyse and solve complex problems.
PO 4	compete in the job market by applying the knowledge acquired in Arts, Science, Economics, Commerce and Management studies
PO 5	be an empowered and economically independent woman with efficient leadership qualities and develop themselves as a holistic person

Programme Specific Outcome - M.A. English Literature

PSO No.	Upon completion of M.A. English Literature programme, the students will be able to	PO Mapped
PSO-1	acquire an in-depth knowledge on the different genres of literature and develop a holistic perspective on literatures from different nations.	PO1, PO2
PSO-2	generate critical thinking and develop cultural sensitivity by formulating arguments and Higher Order Thinking Skills (HOTS) to address global issues.	PO2
PSO-3	cultivate ideas grounded in research to articulate confidently and effectively the socio-political, inequalities and environmental issues.	PO3
PSO-4	utilize the literary insights and language skills gained from textual interpretation to excel in professions.	PO4
PSO-5	apply diverse frames of references from literature to elevate themselves as economically independent and empowered individuals.	PO5

PG Course Structure (M.A. English)
(2024-2026)
Semester – I

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core I	24PENC11	British Poetry	7	5	40	60	100
Core II	24PENC12	American Literature	6	5	40	60	100
Core III	24PENC13	Eco Literature	6	5	40	60	100
Discipline Specific Elective I	24PENE11/ 24PENE12	Psychology and Literature/ Indian Writing in English	6	4	40	60	100
Skill Enhancement Course I	24PENSE1	Theatre Art	5	3	40	60	100
MOOC (Compulsory)		MOOC		+2			
			30	22+2			

Semester – II

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core IV	24PENC21	British Drama	7	5	40	60	100
Core V	24PENC22	Approaches to Literary Criticism	6	5	40	60	100
Core VI	24PENC23	Postcolonial Studies	6	5	40	60	100
Elective II	24PENE21/ 24PENE22	Women's Writings/ Basic Linguistics	6	4	40	60	100
Skill Enhancement Course II	24PENSE2	Translation: Theory and Practice	5	3	40	60	100
			30	22			

Note: MOOC should be completed in the I Year.
Internship can be completed during the II Semester vacation.

Semester – III

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core VII	24PENC31	British Fiction	6	5	40	60	100
Core VIII	24PENC32	Canadian Literature	6	5	40	60	100
Core IX	24PENC33	Recent Trends in Literature	6	5	40	60	100
Core X	24PENC34	Research Methodology	6	5	40	60	100
Discipline Specific Elective	24PENE31 24PENE32	English Language Teaching/ Presentations Skills	6	3	40	60	100
MOOC/ Internship / Self -Study (optional)	24PENI31/ 24PENSS1	English Literature for NET/SET and GATE		+2			
			30	23+2			

Semester – IV

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core XI	24PENC41	Shakespeare	6	5	40	60	100
Core XII	24PENC42	Twenty First Century Millennium Literature	6	5	40	60	100
Core XIII	24PENC43	Prison Literature	6	5	40	60	100
Core XIV	24PENC44	Study of English Language and Linguistics	6	4	40	60	100
Core XV	24PENP41	Project	6	4	40	60	100
			30	23			

SEMESTER – I			
Core I		British Poetry	
Course Code: 24PENC11	Hrs/Week: 7	Hrs/Sem:105	Credits: 5

Objectives:

- To familiarise the students with significant poets of British Literature.
- To orient them with the moral and cultural aesthetics of British Poetry.
- To focus on the themes and reflection of the age in significant British poets.
- To enable the students to critically approach the diverse literary devices.

Course Outcome:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	understand the unique features of British Poetry.	1,2	K1
CO-2	develop human concern through exposure to literary texts.	1,2,3	K2
CO-3	analyse literary texts in their social, political, historical, and cultural contexts.	2,3	K3
CO-4	evaluate various poets as representatives of their periods.	2,3,4	K4
CO-5	justify English poetry as an aesthetic record of the societies concerned.	4,5	K5

SEMESTER – I			
Core I- British Poetry			
Course Code:24PENC11	Hrs/Week: 7	Hrs/Sem:105	Credits: 5

Unit I

Geoffrey Chaucer (1343-1400)	:	The Prologue to The Canterbury Tales
Thomas Wyatt (1503- 1542)	:	Forget Not Yet
Earl of Surrey (1517- 1547)	:	The Appeal
Edmund Spenser (1552-1599)	:	Epithalamion

Unit II

John Donne (1572-1631)	:	A Valediction: Forbidding Mourning
John Milton (1608-1674)	:	<i>Paradise Lost –Book I</i>
John Dryden (1631-1700)	:	Mac Flecknoe

Unit III

Thomas Gray (1716- 1771)	:	Ode on a Distant Prospect of Eton College
William Wordsworth (1770-1850)	:	Michael
Samuel Taylor Coleridge (1772-1834):	:	Dejection: An Ode
Percy Bysshe Shelley (1792-1822)	:	Ode to the West Wind

Unit IV

Alfred Tennyson (1809- 1892)	:	The Lotos – Eaters
Robert Browning (1812- 1889)	:	Andrea Del Sarto
Matthew Arnold (1822-1888)	:	The Scholar Gypsy
D.G. Rossetti (1828-1882)	:	The Blessed Damozel
Robert Bridges (1844-1930)	:	Eros

Unit V

T.S. Eliot (1888-1965)	:	<i>The Waste Land</i> (Part I The Burial of the Dead)
Wilfred Owen (1893-1918)	:	The Parable of the Old Man and the Young
W. H. Auden (1907-1973)	:	The Unknown Citizen
Philip Larkin (1922-1985)	:	Whitsun Weddings
Seamus Heaney (1939-2013)	:	Digging

Text Books:

1. Lynch, Jack, ed. *The Oxford Handbook of British Poetry*. London: Oxford University Press, 2016.
2. Sen, Sudeep, ed. *The Harper Collins Book of English Poetry*. New Delhi: Harper Collins India, 2012.

Books for Reference:

1. Gardiner, Helen. *The Metaphysical Poets*. Michigan: Penguin Book, 1967. Morris, Helen. *Elizabethan Literature*. London: Oxford UP, 1956.
2. Saintsbury, George. *Elizabethan Literature*. London: Macmillan and Co. 1887. Stephen Meyer Howard Abrams, eds. *The Norton Anthology of English Literature. Vol.2*. New York: W.W. Norton, 2006.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	3	3	3	2	2	3	3	3	2	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	3	3	3	3	2	2	3	3	3	2
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2.6	2.8	2.6	2.4	2.2	2.4	2.8	2.6	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Core II		American Literature	
Course Code: 24PENC12	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Objectives:

- To introduce the students to the basic traits of American Literature and its cultural history.
- To make students explore the origin and growth of American Literature
- To make students identify eminent writers of America and analyze their works
- To help students interpret the concepts and emerging trends and movements in American literature

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	define the origin and growth of American Literature.	1	K1
CO-2	explain the basic traits of American Literature and its cultural history.	2	K2
CO-3	classify the emerging trends and concepts in American literature.	3	K3
CO-4	evaluate and analyze the works of the eminent writers.	4	K4
CO-5	interpret the works of the eminent writers and upgrade themselves for higher education to excel in professions.	5	K5

SEMESTER – I			
Core II		American Literature	
Course Code: 24PENC12	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Unit I – Poetry

Walt Whitman (1819-1892)	:	As I Ebb'd with the Ocean of Life
Emily Dickinson (1830-1886)	:	I Measure Every Grief I Meet
Robert Frost (1874-1963)	:	Directive
Langston Hughes (1902-1967)	:	Afro-American Fragment
Sylvia Plath (1932-1963)	:	Colossus
Adrienne Rich (1929- 2012)	:	Snapshots of a Daughter - in - law

Unit II - Prose

Ralph Waldo Emerson (1803-1882)	:	Self Reliance
Henry David Thoreau (1817- 1862)	:	Walden - Pond
Alain Locke (1886-1954)	:	The New Negro

Unit III - Drama

Amiri Baraka (1934-2014)	:	<i>A Black Mass</i>
Arthur Miller (1915-2005)	:	<i>Death of a Salesman</i>

Unit IV - Novel

F. Scott Fitzgerald (1896-1940)	:	<i>The Great Gatsby</i>
Colson Whitehead (b.1969-)	:	<i>The Underground Railroad</i>

Unit V - Short Story:

Edgar Allan Poe (1809- 1849)	:	The Black Cat
William Faulkner (1897- 1962)	:	A Rose for Emily
Flannery O' Connor (1925-1964)	:	A Late Encounter with the Enemy
Philip Roth (1959- 2010)	:	The Conversation of the Jews
Herman Melville (1819-1891)	:	Bartleby the Scrivener (Self Study)

Text Books:

1. Baraka, Amiri. *A Black Mass*. US: Marion Boyars, 2000.
2. Miller, Arthur. *Death of a Salesman*. London: Penguin Books, 1948.
3. Whitehead, Coleson. *The Underground Railroad*. New York: Penguin Random House LLC, 2016.
4. Fitzgerald, F. Scott. *The Great Gatsby*. London: Charles Scribner's Sons, 1925.

Books for Reference:

1. Baym, Nina, Wayne Franklin, Philip F. Gura, et al.eds. *The Norton Anthology of American Literature*. Shorter 7th ed. UK: W. W. Norton & Company, 2007.
2. Gray, Richard. *A History of American Literature*. West Sussex: Blackwell Publishing Ltd., 2012.
3. Oliver, Egbert S, ed. *American Literature: An Anthology (Vols. 1 & 2)*. Chennai:S. Chand & Company, 1967.
4. Parrington, Jr. Vernon L. *American Dreams: A Study of American Utopias*. Providence: Brown University, 1947.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	3	2	2	2	2	3	2	2	2
CO-3	2	2	3	2	2	2	2	3	2	2
CO-4	2	2	2	3	2	2	2	2	3	2
CO-5	2	2	2	2	3	2	2	2	2	3
Ave.	2.4	2.6	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Core – III		Eco-Literature	
Course Code: 24PENC13	Hrs/week: 6	Hrs/Sem: 90	Credits: 5

Objectives:

- To enable students to explore the relationship between literature and the environment.
- To raise awareness about the Environmental and Ecological crisis among the students.
- To help them develop a heightened ecological consciousness and ecological behaviour.
- To make them interpret environmental concerns as raised through plays, stories, and poems.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	KLevel
CO-1	acquire an in-depth knowledge of the relationship between literature and the physical environment.	1,4	K1
CO-2	define the concept of Ecocriticism and analyze the differences of different versions of Ecocriticism.	1,4	K2
CO-3	discuss the relevance of literary studies in the Age of Environmental crisis	2,3,4	K3
CO-4	assess the obligation of humans in protecting the diversity of nature.	2,3,4	K4
CO-5	analyze the theories of ecocriticism and their impact on literature and apply them to real life situations.	3,4,5	K5

SEMESTER – I			
Core – III		Eco-Literature	
Course Code: 24PENC13	Hrs/week: 6	Hrs/Sem: 90	Credits: 5

UNIT – I - Prose

- Introduction to Eco-literature : Eco-criticism (From Peter Barry’s *Beginning Theory*)
 Cheryl Glotfelty (1958 -) : Literary Studies in an Age of Environmental Crisis
 Gretchen T. Legler (1960 -) : Eco-feminist Literary Criticism

UNIT – II - Poetry

- F.G. Scott (1861 – 1944) : The Unnamed Lake
 D.H. Lawrence (1885 – 1930) : Snake
 Douglas A. Stewart (1913 - 1985): The Silkworms Mary
 Oliver (1935 – 2019) : Sleeping in the Forest
 Mamang Dai (1957 -) : Small Towns and the River

UNIT – III - Drama

- Mahesh Dattani (1958-) : Bravely Fought the Queen
 Marie Clements (1962 -) : *Burning Vision*

UNIT IV- Novel

- Gita Mehta (1943 - 2023) : *A River Sutra*
 Amitav Ghosh (1956 -) : *The Hungry Tide*

UNIT – V- Short Story

- Sinclair Ross (1908 – 1996) : A Field of Wheat
 Eudora Welty (1909 – 2001) : A Curtain of Green
 A.K.Ramanujan (1929 – 1993) : A Flowering Tree
 Jean Ryan : Survival Skills
 George Saunders (1958 -) : Fox 8

Text Books:

1. Clements, Marie. *Burning Vision*. 2nd ed. Talon books, 2003.
2. Ghosh, Amitav. *The Hungry Tide*. Harper Collins, 2016.
3. Welty, Eudora. *A Curtain of Green and Other Stories*. Doubleday, 1941
 Mehta, Gita. *A River Sutra*. Vintage, 2007.
4. Nasch, Richard. *The Rainmaker*. Samuel French Inc, 1983.
 Ryan, Jean. *Survival Skills*. Ashland Creek Press, 2013.
5. Saunders, George. *Fox 8: A Story*. Random House. 2018.

Books for Reference:

1. Barry, Peter. “Eco Literature” *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed. Manchester UP, 2017.
2. Dai, Mamang. “Small Towns and the River.” www.poetryinternational.com, Silkworms, The. “The Silkworms by Douglas Alexander Stewart.” Allpoetry.com, allpoetry.com/poem/8530083-Accessed 20 Mar. 2024.
3. “Sleeping in the Forest: Poem by Mary Oliver | Artistic Antidote for a Pandemic.”
4. Artistic.umn.edu, artistic.umn.edu/sleeping-forest-poem-mary-oliver.
5. “Snake by D.H. Lawrence.” *Poem Analysis*, 12 Nov. 2019, poemanalysis.com/d-h-lawrence/snake/. “Fox 8 by George Saunders Review – Wisdom in the Woods.” *The Guardian*, 27 Nov. 2018.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	3	3	3	2	2	3	3	3	2	2
CO-3	2	3	3	3	2	2	3	3	3	2
CO-4	2	3	3	3	2	2	3	3	3	2
CO-5	2	2	3	3	3	2	2	3	3	3
Ave.	2.4	2.8	2.8	2.6	2.6	2.4	2.8	2.8	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Discipline Specific Elective I		Psychology and Literature	
Course Code: 24PENE11	Hrs / Week : 6	Hrs / Sem : 90	Credits : 4

Objectives:

- To help the students explore the relation between life and literature.
- To deepen the understanding of psychological theories in a literary context.
- To help the students evaluate literary writings from a psychological perspective.
- To help students appraise how race, gender, class and sexuality influence the consciousness of human beings.

Course Outcome:

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	identify the broad range of psychological theories and gain a deeper understanding of the human mind and behaviour.	1	1
CO-2	evaluate the stages of psychological development in human life and critically examine the intersections of psychology and literature.	2	2
CO-3	assess the ways in which various aspects of identity, subject positions and affiliations influence literary traditions.	3	3
CO-4	analyse literary texts from a psychological perspective by identifying the psychological themes and motifs present in literature.	4	4
CO-5	develop analytic skills to effectively articulate insights on the psychological aspects of literature.	5	5

SEMESTER – I			
Discipline Specific Elective I		Psychology and Literature	
Course Code : 24PENE11	Hrs / Week : 6	Hrs / Sem : 90	Credits : 4

Unit - I Introduction Prose

Basic concepts in Psychology	: Trauma, Defence Mechanism, Neurotic and Psychotic Relations, Memory, Desire
Carl Jung (1875-1961)	: Psychology and Literature
Alfred Adler (1870-1937)	: Theory of Individual Psychology and Personality
Sigmund Freud (1856-1939)	: Creative Writers and Day Dreaming
Karen Horney (1885-1952)	: Theory of Psychoanalysis

Unit - II Poetry

Edgar Allan Poe (1809-1849)	: The Raven
Robert Browning (1812-1889)	: My Last Duchess
Robert Frost (1874-1963)	: Home Burial
Kamala Das (1928-2016)	: The Dance of the Eunuchs
Sylvia Plath (1932-1963)	: The Moon and the Yew Tree

Unit - III - Drama

Sophocles (496 BC - 406 BC)	: <i>Oedipus Rex</i>
Eugene O'Neill (1886 - 1953)	: <i>The Hairy Ape</i>

Unit - IV Fiction

Nathaniel Hawthorne (1804-1864):	<i>The Scarlet Letter</i>
Eudora Welty (1909 - 2001)	: <i>Delta Wedding</i>

Unit - V Short Story

Leo Tolstoy (1828-1910)	: The Long Exile Charlotte
Perkins Gilman (1860-1935)	: The Yellow Wallpaper
Flannery o Connor (1925-1935)	: A Good Man is Hard to Find

Text Books:

1. Sophocles. *Oedipus Rex: Oedipus the King*. Translated by David Grene, University of Chicago Press, 2013.
2. O'Neill, Eugene. *The Hairy Ape*. Boni and Liveright, 1922.
3. Hawthorne, Nathaniel. *The Scarlet Letter*. Ticknor, Reed, and Fields, 1850.
4. Welty, Eudora. *Delta Wedding*. Harcourt, Brace and Company, 1946.
5. Neill, Eugene. *The Hairy Ape*. Boni and Liveright, 1922.
6. Hawthorne, Nathaniel. *The Scarlet Letter*. Ticknor, Reed, and Fields, 1850.

Books for Reference:

1. Frazer, James. *The Golden Bough*. London: Macmillan Publishers, 1980.
2. Gallop, Jane. *The Daughter's Seduction: Feminism and Psychoanalysis*. New York: Cornell University Press, 1982.
3. Weston, Jessie. *From Ritual to Romance*. New Jersey: Princeton Univ. Press, 1920.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO- 1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	3	2	2	2	2	3	2	2	2
CO-3	2	2	3	2	2	2	2	3	2	2
CO-4	2	2	2	3	2	2	2	2	3	2
CO-5	2	2	2	2	3	2	2	2	2	3
Ave.	2.2	2.4	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Elective I		Indian Writing in English	
Course Code: 24PENE12	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Objectives:

- Enable the students to understand the evolution of Indian Writing in English.
- Comprehending different genres through the representation of different texts.
- To inculcate in the students the cultural significance of Indian English literature.
- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Course Outcome:

CO. No.	Upon completion of this course, students will be able to	PSO Addressed	K Level
CO-1	identify the major literary trends and themes in Indian Writing in English.	1	1
CO-2	explain the works of significant writers with respect to the historical movements of the Indian subcontinent.	2	2
CO-3	classify the texts in their respective socio-cultural and political contexts.	3	3
CO-4	analyse the multiple linguistic, spiritual, and cultural patterns that constituted India's identity through the lens of literary and theoretical studies.	4	4
CO-5	defend the Indian literary tradition and apply the knowledge acquired in the contemporary era.	5	5

SEMESTER – I			
Elective I		Indian Writing in English	
Course Code: 24PENE12	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

UNIT I Poetry

Toru Dutt (1856 – 1877)	: The Young Captive : Our Casuarina Tree
Aurobindo (1872 – 1950)	: Tiger and the Deer : Rose of God
Sarojini Naidu (1879 – 1949)	: Palanquin Bearers : Coromandel Fishers

UNIT II Poetry

Nissim Ezekiel (1924 – 2004)	: Background Casually : Enterprise
Kamala Das (1934 – 2009)	: Looking Glass : An Introduction
Parthasarathy (1934 –)	: River Once : Under Another Sky

UNIT III Prose

Sri Aurobindo (1872 -1950)	: The Essence of Poetry, Style and Substance (Future Poetry)
Dr. S. Radhakrishnan (1888 -1975)	: An Ideal Before the Youth (The Present Crisis of Faith)
Dr. A. P. J. Abdul Kalam (1931-2015):	Orientation (Wings of Fire)

UNIT IV Drama

Girish Karnad (1938 – 2019)	: <i>Nagamandala</i>
Asif Currimbhoy (1928-1994)	: <i>Inquilab</i>

UNIT V Fiction

Anita Desai (1937-)	: <i>Where Shall We Go This Summer</i>
Shashi Deshpande (1938 –)	: <i>Dark Holds No Terrors</i>

Text Books:

1. Ramamurti, K.S. (ed.). Twenty-five Indian Poets in English Macmillan. 1995.

Books for Reference:

1. K.R. Srinivasayengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4. Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels.

E-Learning Resources:

1. <https://www.britannica.com/biography/Sri-Aurobindo>
2. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	2	3	3	2	3	2
CO-2	3	2	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	3	2.6	2.8	3	2.6	3	3	2.8	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Skill Enhancement Course I		Theatre Art	
Course Code : 24PENSE1	Hrs / Week : 5	Hrs / Sem : 75	Credits : 3

Objectives:

- To introduce the learners to the literary aspects of drama.
- To familiarize the students with the components of acting.
- To familiarize the students with theatre as an art form.
- To introduce the concepts of directing and stage management.

Course Outcome:

CO.No.	Upon completion of the course, the students will be able to	PSO Addressed	KLevel
CO-1	trace the evolution of drama and theatre across the various periods and movements.	1	1
CO-2	examine the broad range of drama and theatre along with the concepts and techniques of play directing, acting and stage management.	3,4	2
CO-3	analyse the subversive potential of drama and its impact on society.	2,3	3
CO-4	estimate drama as a performing art along with the technical aspects of stagecraft and direction.	2,4	4
CO-5	gain exposure to the diverse components of acting and techniques to evolve as creative artists.	4,5	5

SEMESTER – I			
Skill Enhancement Course I		Theatre Art	
Course Code : 24PENSE1	Hrs / Week : 5	Hrs / Sem : 75	Credits : 3

UNIT I - Introduction

Drama as a performing art, Relation between drama and theatre,
The role of theatre, The need for permanent Theatres.

UNIT II - Types of Theatre

Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre,
The Multipurpose theatre Designing for a particular theatre, The Eastern
theatre - conventional and the non- conventional theatre, Folk theatre, urban
theatre, third theatre, other theatres in vogue.

UNIT III - Fundamentals of Play Directing

Concept, technique, physical balance, demonstration. The Director and the stage

UNIT IV - Components of Acting

Gesture, voice, costume, make-up, mask and different styles in acting as an art
form, violence in the theatre, need for censorship, managing time and space.
Reactions against the theatre of illusion
Expressionism and dramatic symbolism
Stage design in the modern world
Lighting in the modern world Word versus spectacles

UNIT V - Staging

Shakespeare Drama, Absurd Drama and Modern Drama

Text Books:

1. Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.

References Books

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Web sources:

https://paradisevalley.libguides.com/the111/theatre_history_websites

<https://www.britannica.com/place/England/Performing-arts>

https://www.worldhistory.org/Greek_Theatre/

https://archive.org/details/fundamentalsofpl0000dean_y3x3

<http://scriptclickcreate.weebly.com/acting.html>

<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	2	3	3	2	2	2	3	3	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	2	3	2	3	2	2	3	2	3	2
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2.2	2.6	2.6	2.6	2.2	2.2	2.4	2.4	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – II			
Core IV		British Drama	
Course Code : 24PENC21	Hrs / Week : 7	Hrs / Sem : 105	Credits : 5

Objectives:

- To acquaint the students with the origin of drama in Britain
- To help them analyze the different stages of British Drama and its evolution in the context of theatre.
- To make them interpret the socio-cultural scenario through a study of representative writers from the Elizabethan Age to 20th century.
- To help them evaluate the different forms and techniques of drama.

Course Outcome:

CO.No	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	identify drama and performance as a cultural process and an artistic discourse.	1,2	1
CO-2	interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages.	1,2,3	2
CO-3	appraise various aspects of drama and theatre.	3,4	3
CO-4	examine the sequential course dealing from the origin to the Postmodern British Drama.	2,3,4	4
CO-5	evaluate plot, structure, characterization, and dialogue.	3,4,5	5

SEMESTER – II			
Core IV		British Drama	
Course Code : 24PENC21	Hrs / Week : 7	Hrs / Sem : 105	Credits : 5

Unit I

Thomas Kyd (1558-1594) : *The Spanish Tragedy*
 Ben Jonson (1572-1637) : *The Alchemist*

Unit II

William Congreve (1670-1729) : *The Way of the World*
 R. B. Sheridan (1751 – 1816) : *The Rivals*

Unit III

George Bernard Shaw (1856 – 1950): *Pygmalion*
 J. M. Synge (1871-1909) : *The Playboy of the Western World*

Unit IV

T. S. Eliot (1888 – 1965) : *Murder in the Cathedral*
 Bertolt Brecht (1898-1956) : *Mother Courage and Her Children*

Unit V

Samuel Beckett (1906-1989) : *Waiting for Godot*
 John Osborne (1929 – 1994) : *Look Back in Anger*

Text Books:

1. Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 2011.
2. Congreve, William. *The Way of the World*. New York: Dover Publications, 2012.
3. Eliot, T. S. *Murder in the Cathedral*. New York: Faber & Faber, 1938.
4. Jonson, Ben. *The Alchemist*. Glasgow: Good Press, 2019.
5. Kyd, Thomas. *The Spanish Tragedy*. London: Bloomsbury Publishing Plc, 2009.
6. Osborne, John. *Look Back in Anger: A Drama*. New York: Penguin Books, 1982.
7. Shaw, Bernard. *Pygmalion*. Clayton: Prestwick House, 2005.
8. Sheridan, Richard Brinsley. *The Rivals: A Comedy*. UK: Bloomsbury Publications, 1823.
10. Synge, J. M. *The Playboy of the Western World*. Boston: John W. Luce & Company, 1911.

Books for Reference:

1. Erne, Lucas. *Beyond “The Spanish Tragedy” A Study of the Works of Thomas Kyd*. Manchester: Manchester University Press, 2001.
2. Gardner, Helen. *The Art of T.S. Eliot*. US: Faber Paperbacks, 1968.
3. Graver, Lawrence and Raymond, Federman, editors. *Samuel Beckett: The Cultural Heritage*. London: Routledge, 1997.

E- Resources:

1. Avery, Helen P. “The Family Reunion’ Reconsidered.” *Educational Theatre Journal*, vol. 17, no. 1, 1965, pp. 10–18. *JSTOR*, www.jstor.org/stable/3204921. 12 Sep. 2020.
2. Bercovitch, Sacvan. “Love and Strife in Kyd’s *Spanish Tragedy*.” *Elizabethan and Jacobean Drama*. Vol. 9, No. 2, 1969, pp. 215-229. *JSTOR*.
3. <https://www.jstor.org/stable/449776>. 19 March 2024.
4. Kaufman, Anthony. “Language and Character in Congreve’s *The Way of the World*.” *Texas Studies in Literature and Language*. Vol. 15, No. 3, 1973, pp. 411-427. *JSTOR*. <https://www.jstor.org/stable/40755227>. 21 March 2024.
5. Reynolds, Jean. “Shaw’s *Pygmalion*: The Play’s the Thing.” *Shaw*, vol. 36, no. 2, 2016, pp. 238– 255. *JSTOR*, www.jstor.org/stable/10.5325/shaw.36.2.0238. 01 Oct.2020.
6. Shanahan, John. “Ben Jonson’s ‘*Alchemist*’ and Early Modern Laboratory Space.” *Journal for Early Modern Cultural Studies*, vol. 8, no. 1, 2008, pp. 35–66. *JSTOR*, www.jstor.org/. 15 Nov. 2020.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	2	3	3	2	2	3	3	3	2	2
CO-3	2	2	3	3	2	2	2	3	3	2
CO-4	3	2	2	2	3	2	3	3	3	2
CO-5	2	2	2	3	3	2	2	3	3	3
Ave.	2.4	2.4	2.4	2.4	2.4	2.4	2.8	2.8	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER II			
Core V		Approaches to Literary Criticism	
Course Code: 24PENC22	Hrs / Week : 6	Hrs / Sem : 90	Credits : 5

Objectives:

- To enable the students to understand the key concepts and principles of literary criticism
- To make them explore the evolution of literary criticism over time
- To engage them in close textual analysis
- To reflect on the role of the readers in literary interpretation

Course Outcome:

CO.No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	understand the developments in literary criticism from the beginnings to the end of 19th century	1,2	1
CO-2	Interpret conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.	2,3	2
CO-3	relate various aspects of Literary Approaches of different ages with the literary criticism over time	2, 3, 4	3
CO-4	examine the contributions of various critics to this area which constitutes a significant benchmark in each era	3, 4, 5	4
CO-5	evaluate different types of criticism as a genre and as a form.	4, 5	5

SEMESTER – II			
Core – V		Approaches to Literary Criticism	
Course Code: 24PENC22	Hrs/week: 6	Hrs/Sem: 90	Credits: 5

Unit I The Background

Moral Approach

Introduction : Neo Humanism and Neo Humanists
 Edmund Fuller (1914-2001) : The New Compassion in the American Novel

Unit II Psychological Approach

Introduction : Analysis of Character's Psychology
 Ernest Jones (1879-1958) : A Psychoanalytic Study of Hamlet

Unit III Sociological Approach

Introduction : Art and the Social Milieu
 Christopher Caudwell : George Bernard Shaw: A Study of the Bourgeois
 (1907- 1937) Superman
 Joseph Wood Krutch : The Tragic Fallacy

Unit IV Formalistic Approach

Introduction : Formalism and Semantics
 Cleanth Brooks (1906-1994) : Keats' Sylvan Historian: History without Footnotes
 James Smith (1904-1972) : As You Like It

Unit V Archetypal Approach

Introduction : Myths and Mythological Pattern
 Carl Gustav Jung (1875- 1961): Concerning the Two Kinds of Thinking

Text Book:

1. Scott, Wilbur. *Five Approaches to Literary Criticism*. USA: Macmillan, 1966.

Books for Reference:

1. Bressler, Charles. *Literary Criticism: An Introduction to Theory and Practice*, London. Prentice Hall, 1999.
2. Guerin, Wilfred, Labor, Earle et al. eds. *A Handbook of Critical Approaches to Literature*. New York: Oxford UP, 2011.

E-Learning Resources:

<https://gwern.net/doc/culture/1935-eliot.pdf>
<https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/56006c66e4b0c5c38c97d6bd/1442868326835/A+Psycho-Analytic+Study+of+Hamlet.pdf>
<https://www.marxists.org/archive/caudwell/1938/studies/ch01.htm>
<https://critical267.files.wordpress.com/2013/08/cleanth-brooks-keats-sylvan-history.pdf>
<https://www.scribd.com/doc/248725982/Four-Kinds-of-Meaning-i-a-Richards>
<http://users.uoa.gr/~cdokou/FreudCreativeWriters.pdf>
<https://www.gutenberg.org/cache/epub/65903/pg65903-images.html>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	2	3	2	2	2	2	3	3	2	2
CO-3	2	2	3	2	2	2	3	3	3	2
CO-4	2	2	2	3	2	2	2	3	3	3
CO-5	2	2	2	2	3	2	2	2	3	3
Ave.	2.2	2.4	2.2	2.2	2.2	2.2	2.6	2.6	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – II			
Core – VI		Postcolonial Studies	
Course Code: 24PENC23	Hrs/week: 6	Hrs/Sem: 90	Credits: 5

Objectives:

- To make the students understand and examine the current socio-political mood in `third-world countries.
- To familiarize them with the basic concepts and theories related to post colonialism.
- To help them focus on the problems and consequences of the decolonization of a country.
- To help them lay emphasis on tracing the development of post-colonial literatures and theories.

Course Outcomes

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO- 1	comprehend the role of Literature in expressing postcolonial identities and resistance.	1	1
CO- 2	distinguish the influence of postcolonial theories on global perspectives	2,3	2
CO- 3	employ postcolonial perspectives on environmental challenges, human rights and social justice.	2,3	3
CO- 4	examine how writers decolonize language and the representation of postcolonial themes in visual arts and media.	2,4	4
CO- 5	evaluate the intersectionality of postcolonial experiences with issues like race, gender, and class.	2,3,5	5

SEMESTER – II			
Core – VI		Postcolonial Studies	
Course Code: 24PENC23	Hrs/week: 6	Hrs/Sem: 90	Credits: 5

UNIT I - POETRY

- William Bradford (1589-1667) : Of Boston in New England
Pablo Neruda (1904 -1973) : The Dictators
Allen Curnow (1911- 200 1) : Time
Derek Walcott (1930 -2017) : Ruins of a Great House
Leopald Senghor (1906 -2001) : In Memoriam

UNIT II - PROSE

- John McLeod - (1876 - 1935) : Beginning Postcolonialism-“Re-reading and Re-writing English Literature”
Bill Ashcroft, Gareth Griffiths (1943-): The Empire Writes Back - Chapter 1 and Helen Tiffin
Frantz Fanon (1925 - 1961) : On National Culture

UNIT III - DRAMA

- Wole Soyinka (1934 -) : *Death and the King’s Horseman*
Jane Harrison (1960 -) : *Stolen*

UNIT IV - FICTION

- Sam Selvon (1923 -1994) : *The Lonely Londoners.*
Chinua Achebe (1930 -2013) : *Things Fall Apart*

UNIT V – SHORT STORIES

- Nadine Gordimer (1923- 2014) : Once Upon a Time
Thomas King (1943-) : The One about Coyote Going West
Salman Rushdie (1947 -) : The Courter
Jean Rhys (1890 - 1979) : Let Them Call it Jazz

Text Books:

- Ashcroft, Bill, Garreth Griffiths and Hellen Tiffin. *The Post-Colonial Studies Reader*. New York: Routledge Publications, 2006.
- Achebe, Chinua. *Things Fall Apart*. London: Penguin Publishing House, 1994.
- Selvon, Sam. *The Lonely Londoners*. London: Longman, 1985.
- Soyinka, Wole. *Death and King’s Horseman*. India: Methuen Drama, 1998.

Reference Books:

- Raman, Shankar. *Renaissance Literature and Postcolonial Studies*. Edinburgh: Edinburgh UP, 2011.

Web Sources:

- Overbey, Karen Eileen. “POSTCOLONIAL.” *Studies in Iconography*, vol. 33, 2012, pp. 145–56. *JSTOR*, <http://www.jstor.org/stable/23924279>. Accessed 20 Mar. 2024.
- Rajan, Rajeswari Sunder. “English Literary Studies, Women’s Studies and Feminism in India.” *Economic and Political Weekly*, vol. 43, no. 43, 2008, pp. 66–71. *JSTOR*, <http://www.jstor.org/stable/40278104>. Accessed 20 Mar. 2024.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	3	3	2	2	2	3	3	2	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	2	3	2	3	2	2	3	2	3	2
CO-5	2	3	3	2	3	2	3	3	2	3
Ave.	2.2	3	2.6	2.2	2.2	2.2	2.8	2.6	2.2	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – II			
Elective II		Women’s Writing	
Course Code: 24PENE21	Hrs / Week: 6	Hrs / Sem: 90	Credits: 4

Objectives:

- To familiarize the students with the themes, motifs and literary techniques employed by women writers across various genres.
- To help them analyse the historical and cultural contexts that have shaped women’s writing.
- To enable them to investigate the representation of women’s experiences, identities, and perspectives in literature.
- To make them appreciate the diversity of women’s voices and examine the impact of women’s writing on society.

Course Outcomes

CO. No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO- 1	comprehend the importance and evolution of women’s writing as a distinct domain.	1, 2	1
CO- 2	describe the synthesis of social reform and Women’s rights in Women’s Writing.	2,4	2
CO- 3	relate the relevance of the autobiographical element present in women’s writing.	2, 3	3
CO- 4	elaborate on the approach to race, caste and gender in women’s writing across cultures.	3, 4	4
CO- 5	critically assess the relevance of the confessional mode in Women’s Writing.	4, 5	5

SEMESTER – II			
Elective II		Women’s Writing	
Course Code: 24PENE21	Hrs / Week: 6	Hrs / Sem: 90	Credits: 4

Unit I - Poetry

Edith Sitwell (1887-1964)	:	A Mother to her Dead Child
Judith Wright (1915-2000)	:	Woman to Man Gwendolyn
Brooks (1917-2000)	:	A Sunset of the City
Carolyn Kizer (1925-2014)	:	Fearful Woman
Rita Dove (b 1952)	:	The Fish in the Stone

Unit II - Prose

Ruth Jhabvala (1927-2013)	:	Myself in India
Simone De Beauvoir (1908 - 1986)	:	The Independent Woman (Chapter XIV)
Marianne Williamson (1952 -)	:	“Surrender” (49 - 63) A Return to Love

Unit III -Drama

Lorraine Hansberry (1930-1965)	:	<i>A Raisin in the Sun</i>
Caryl Churchill (1938 -)	:	<i>Tops Girls</i>

Unit IV -Novel

Buchi Emecheta (1944-2017)	:	<i>The Joys of Motherhood</i>
Anita Desai (1937 -)	:	<i>Where Shall We Go This Summer</i>
Marilyne Robinson (1943 -)	:	<i>Housekeeping</i>

Unit V -Short Stories

Eudora Welty (1909-2001)	:	Livvie is Back
Florence King (1936-2016)	:	Junior High
Shirley Jackson (1916 - 1965)	:	The Lottery
Joyce Carol Oates (1938 -)	:	Where Are You Going, Where Have You Been?

Text Books:

1. De Beauvoir, Simone. *The Second Sex*. London. Vintage Publishers, 2011.
2. Emecheta, Buchi. *The Joys of Motherhood*. London. Alison and Busby, 1979.
3. Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage Publications, 2004.

Books for Reference:

1. Prasad, Amar Nath. *Indian Writing in English: Past and Present*. New Delhi: Sarup & Sons, 2004.
2. Radhakrishnan Pillai.G. *An Anthology of English Prose*. England: Cambridge University Press India, 2006.
3. Finke, Laurie A. *Feminist Theory, Women’s Writing*. Ithaca: Cornell University Press. Joannou, Maroula, ed. *The History of British Women’s Writing, 1920-1945* Vol. 8. Hampshire: Palgrave Macmillan, 2013.

E- Resources:

1. Prior, Pauline M. “The Death of a Child.” *The British Journal of Social Work*, vol. 11, no.3, 1981, pp. 315–327. *JSTOR*, www.jstor.org/stable/23698604. 12 Dec. 2020. Web
2. Robolin, Stéphane. “Gendered Hauntings: ‘The Joys of Motherhood,’ Interpretive Acts, and Postcolonial Theory.” *Research in African Literatures*, vol. 35, no. 3, 2004, pp. 76 –92. *JSTOR*, www.jstor.org/stable/3821295. 11 Nov. 2020.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	2	2	2	2	3	3	2	2	2
CO-2	2	3	2	2	3	2	3	2	3	2
CO-3	2	2	3	2	2	2	3	3	2	2
CO-4	2	2	2	3	2	2	2	3	3	2
CO-5	2	2	2	2	3	2	2	2	3	3
Ave.	2.2	2.2	2.2	2.2	2.6	2.2	2.6	2.4	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Elective II	Basic Linguistics		
Course Code: 24PENE22	Hrs / Week :6	Hrs / Sem : 90	Credits : 4

Objectives:

- To help the students understand the fundamental concepts of phonology, syntax, and semantics.
- To actuate them develop a scientific approach to the study of English language.
- To make them explore variations in language use across different contexts, dialects, and social groups.
- To help them develop a theoretical and practical basis for communicative competency.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	comprehend the basic nature and history of linguistics.	1	1
CO-2	develop a broad interdisciplinary perspective on working language to emphasize the connectedness and relevance of work to other fields.	2,3	2
CO-3	apply methods of logical analysis in analyzing a wide variety of languages and dialects.	2,3	3
CO-4	analyze human language in the context of linguistics, syntax, semantics, pragmatics, phonetics, and phonology.	2,4	4
CO-5	distinguish, evaluate, and interpret Morphemes and Morphology.	4,5	5

Semester II			
Elective II	Basic Linguistics		
Course Code :24PENE22	Hrs / Week :6	Hrs / Sem : 90	Credits : 4

Unit I

Origin of Language
 Properties of Language
 Animals and Human Language
 Language Varieties

Unit II - Morphemes and Morphology

Free and bound morphemes – derivational vs inflectional – morphological problems in description – morphs and allomorphs – word formation process

Unit III - Syntax and Semantics

Generative grammar – deep and surface structure – transformational rule – conceptual associative meaning – semantic features – lexical relations

Unit IV - Pragmatics

Speech acts – invisible meaning – context – deixis – reference – anaphora – presupposition

Unit V - Language and Society

Sociolinguistics – Applied Linguistics – Comparative Linguistics – Computational Linguistics – Stylistics.

Text Books:

1. Fromkin, Victoria A. *Linguistics: An Introduction to Linguistic Theory*. Blackwell Publishing, 2000.
2. Yule, George. *The Study of Language*. Cambridge UP, 1985.

Books for Reference:

1. Gut, Ulrike. *Introduction to English Phonetics and Phonology*. Peter Lang, 2009.
2. Lieber, Rochelle. *Morphology and Lexical Semantics*. Cambridge UP, 2004.
3. Rogers, Henry. *The Sounds of Language: An Introduction to Phonetics*. Taylor & Francis, 2014.
4. Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. 4th edition. Penguin Books, 2000.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	3	3	2	2	2	3	3	2	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	2	3	2	3	2	2	3	2	3	2
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2.2	2.8	2.4	2.4	2.2	2.2	2.6	2.4	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER II			
Skill Enhancement Course II		Translation: Theory and Practice	
Code : 24PENSE2	Hrs / Week : 5	Hrs / Sem : 75	Credits : 3

Objectives:

- To introduce the students to various theories of translation evolved worldwide.
- To make them better translators and facilitate employability.
- To help them interpret the difficulties involved in translation.
- To help the students critically review the thematic and technical aspects of translated texts.

Course Outcome:

CO.No	Upon completion of the course, the students will be able to	PSO Addressed	K Level
CO-1	understand the various theories of translation.	1	1
CO-2	interpret various theories and techniques of translation while translating a literary piece.	2,4	2
CO-3	analyse the resultant change of meaning evolved in the process of translation.	2,3	3
CO-4	evaluate and synthesize cultural complexities involved in translation.	2,4	4
CO-5	translate accurately any literary pieces.	4,5	5

SEMESTER II			
Skill Enhancement Course II Translation: Theory and Practice			
Code : 24PENSE2	Hrs / Week : 5	Hrs / Sem : 75	Credits : 3

Unit I - Introduction to Translation

Definition and scope of translation
 Historical overview of translation
 Key concepts and terminology
 Types of Translation

Unit II - Translation Theories

Equivalence Theory
 Skopos Theory
 Descriptive Translation-
 Cultural Translation

Unit III - Linguistic Approaches

Phonology, morphology, and syntax.
 Idioms, proverbs, and cultural nuances

Unit IV - Textual Analysis and Translation

Text types and Genres
 Stylistic elements, their translations and challenges
 Terms – Science and Art Dictionary of Administrative Terms
 Passages from literary texts (Tamil poetry, short passages)

Unit V - Translation Practice

Skill components - Recipes, Compeering
 Translating poetry / Short story (Tamil to English/English to Tamil)

Text Books:

1. Andre, Lefevre. *Translation/History/ Culture : A Sourcebook*. London: Routledge Publishers, 1992.
2. Catford, J.C. *A Linguistics theory of Translation*. London: Oxford University Press, 1967.
3. Karunakaran, K and Jeyakumar, M. *Translation as Synthesis*. New Delhi: Bahri Publication, 1987.

Reference Books:

1. Nida, Eugene. A and Charles R. Taber. *The Theory and Practice*. Boston: Rominklijke Brill Leiden Publishers, 2003.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO- 2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO-4	PSO- 5
CO-1	3	3	2	2	2	3	2	2	2	2
CO-2	2	3	2	3	2	2	3	2	3	2
CO-3	2	3	3	2	2	2	3	3	2	2
CO-4	2	3	2	3	2	2	3	2	3	2
CO-5	2	2	2	3	3	2	2	2	3	3
Ave.	2.2	2.8	2.2	2.6	2.2	2.2	2.6	2.2	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core VII		British Fiction	
Course Code: 24PENC31	Hrs / Week:6	Hrs / Sem: 90	Credits: 5

Objectives:

- To establish a strong literary foundation by tracing British novel's evolution on the historical, social, and political contexts.
- To enhance appreciation of British fiction through close reading, discussion, and comparative analysis.
- To develop critical thinking by analysing themes, narrative techniques, and literary theories.
- To foster creativity and independent thought by evaluating novels, connecting them to contemporary issues, and engaging in reflective writing.

Course Outcome:

Course Outcomes	On completion of the course, students will be able to	PSOs Addressed	K Level
CO1	acquire a comprehensive knowledge of British novels	1	K1
CO2	explain the art of writing different forms of novels with the learned notions.	1, 2	K2
CO3	relate how language shapes human understanding.	3, 4	K3
CO4	analyse the socio-cultural problems reflected in the novels	3, 4	K4
CO5	evaluate the themes and the nuances of narrative techniques employed in British fiction and develop a fascination to write fiction	3, 5	K5

Semester III			
Core VII		British Fiction	
Course Code: 24PENC31	Hrs / Week:6	Hrs / Sem: 90	Credits: 5

UNIT I

Picaresque Novel

- Thomas Nashe (1567 –1601) : *Unfortunate Traveller: The Life of Jack Wilton*
 Daniel Defoe (1660- 1731) : *Robinson Crusoe*

UNIT II

Epistolary Novel

- Samuel Richardson (1689- 1761) : *Clarissa: The History of a Young Lady*
 Frances Burney (1752-1840) : *Evelina: Young Lady's Entrance into the World*

UNIT III

Realistic Novel

- William Thackeray (1811-1863) : *Vanity Fair: A Novel without a Hero*
 Charles Dickens (1812 - 1870) : *Great Expectations*

UNIT IV

Social Novel

- Thomas Hardy (1840- 1928) : *Tess of the d'Urbervilles: A Pure Woman*
 Anne Bronte (1820- 1849) : *The Tenant of Wildfell Hall*

UNIT V

Postmodern Novel

- Doris Lessing (1919 -2013) : *The Grass is Singing*
 Kingsley Amis (1922 -1995) : *Lucky Jim*

Text Books:

1. Leavis, F.R. *The Great Tradition*. Chatto & Windus, 1973.
2. Nashe, Thomas. *The Unfortunate Traveller*. Cambridge University Press, 1594.
3. Booth, Wayne C. *The Rhetoric of Fiction*. Chicago University Press, 1961.

Books for Reference:

1. Kettle, Arnold. *An Introduction to English Novel*. Vol. II, Universal Book Stall, Frederick
2. Karl, R. *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. 1977.
3. Burney, Frances. *Evelina, or, the History of a Young Lady's Entrance into the World: Authoritative Text, Contexts and Contemporary Reactions, Criticism*, edited by Stewart J. Cooke, Norton, 1998.
4. Watt, Ian. *Rise of the English Novel*, Chatto & Windus, 1974.

5. Williams, Raymond. *The English Novel: From Dickens to Lawrence*, Chatto & Windus, 1973.
6. Nashe, Thomas. *The Unfortunate Traveller*, in *An Anthology of Elizabethan Prose Fiction*, ed. Paul Salzman, Oxford UP, 1987.

Open Education Resources:

<https://dpvipracollege.in/wp-content/uploads/2023/01/Daniel-Defoe-Robinson-Crusoe.pdf>

https://www.researchgate.net/publication/331287874_CHALLENGING_THE_CONVENTIONS_A_STUDY_OF_WILLIAM_MAKEPEACE_THACKERAY'S_VANITY_FAIR

https://www.gradesaver.com/evelina-or-the-history-of-a-young-ladys-entrance-into-the-world/study-guide/summary#google_vignette

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO - 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	2	2
Ave.	3	3	3	3	3	3	3	3	2.8	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER - III			
Core VIII		Canadian Literature	
Code: 24PENC32	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Objectives:

- To introduce students to the diverse genres and the ways in which national identity is constructed and contested by writers
- To study Canadian Literature as an outcome of its history, politics, culture and environment
- To help students develop an awareness of Canada's colonial past, Indigenous histories, and socio-political transformations.
- To sensitise students to the silenced and marginalised voices in Native American literature

Course Outcomes:

CO. No	Upon completion of this course, students will be able to	PSOs addressed	K Level
CO- 1	foster a deeper understanding of representative writers of the Canadian literary canon and the characteristic features of their works	1	1
CO- 2	engage with the cultural and political significance of colonial history and issues of racial discrimination against native communities	2, 3	2
CO- 3	examine the changing landscape, culture, social attitude and its representation in literature	3	3
CO- 4	analyse the representation of marginalized identities and critique the textual discourses of power and resistance	4	4
CO- 5	critically evaluate literary texts using the theoretical framework of ecocriticism, postcolonial studies, subaltern studies, diaspora studies and feminism	4, 5	5

SEMESTER - III			
Core VIII		Canadian Literature	
Code: 24PENC32	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Unit I – Poetry

Alexander McLachlan (1818–1896)	: The Song
Standish O Grady (1846–1928)	: Winter in Lower Canada
Sir Charles G.D. Roberts (1860–1943)	: The Solitary Woodsman
John McCrae (1872 – 1918)	: In Flanders Fields
Arthur James Marshall Smith (1902–1980)	: The Lonely Land
A.M. Klein (1909 – 1972)	: The Rocking Chair
Alden Nowlan (1933 – 1983)	: The Bull Moose
Marilyn Dumont (1955–)	: The Devil’s Language

Unit II – Prose

E. Pauline Johnson (1861–1913)	: The Two Sisters
Margaret Laurence (1926 – 1987)	: Where the World Began
Lee Maracle (1950– 2021)	: I am Woman

Unit III – Drama

Sharon Pollock (1936– 2021)	: <i>The Komagata Maru Incident</i>
Judith Thompson (1954–)	: <i>Lion in the Streets</i>

Unit IV – Novel

Michelle Good (1956–)	: <i>Five Little Indians</i>
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Unit V- Short Story

Sinclair Ross (1908–1966)	: The Painted Door
Mavis Gallant (1922 – 2014)	: Varieties of Exile
Alice Munro (1931–2024)	: Boys and Girls
Alistair MacLeod –	: The Boat
Thomas King (1943–)	: The One About Coyote Going West
Rohinton Mistry (1952 –)	: Swimming Lesson

Text Books:

1. Johnson, Pauline E. “The Two Sisters.” *The Legends of Vancouver*, Midtown Press, 2013
2. King, Thomas. “The One About Coyote Going West”. *One Good Story, That One*. HarperCollins Canada, 2015.
3. Maracle, Lee. “I Am Woman.” *I Am Woman: A Native Perspective on Sociology and Feminism*, Press Gang Publishers, 1996.
4. Munro, Alice. “Boys and Girls”. *Dance of the Happy Shades*. Ryerson Press, 1968.
5. Ross, Sinclair. “The Painted Door”. *The Lamp at Noon and Other Stories*. McClelland & Stewart Ltd, 2010.

Books for Reference:

1. Balachandran, K. *Critical Responses to Canadian Literature*. Sarup & Sons, 2004.
2. Begum, Jameela. Ed. *Canadian Literature: Perspectives*. Macmillan, 1994.
3. Kröller, Eva-Marie, ed. *The Cambridge companion to Canadian literature*. Cambridge University Press, 2004.

Open Educational Resources:

<https://www.thecanadianencyclopedia.ca/en/article/literature-in-english>

<https://www.britannica.com/art/Canadian-literature/Modern-period-1900-60>

<https://www.bartleby.com/essay/Themes-In-Contemporary-Canadian-Literature->

PSO Relation Matrix

Course Outcome	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	1	1	3	3	3	1	3	1	3
CO-2	3	1	2	3	3	3	3	3	2	3
CO-3	3	2	1	3	3	3	3	2	1	3
CO-4	3	2	3	3	3	3	2	3	2	3
CO-5	3	3	3	3	3	2	1	3	1	3
Ave.	3	1.8	2	3	3	2.8	2	2.8	1.4	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core IX Recent Trends in Critical Theory			
Course Code: 24PENC33	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Objectives:

- To introduce students to recent trends in literary criticism.
- To provide knowledge about different schools in contemporary literary criticism.
- To focus on interpreting the works of various literary critics.
- To enhance students' critical acumen towards understanding literary texts

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs addressed	KL
CO-1	comprehend criticism based on structural analysis and incorporate them to approach literature of different nations	1,2	1
CO-2	label out theories and approaches to read literary texts with a critical outlook.	2	2
CO-3	distinguish a text at the emotional, intellectual, and aesthetic levels.	3, 4	3
CO-4	investigate the attitudes and prevalent notions of national and socio-cultural consciousness to address global issues.	2, 3	4
CO-5	evaluate critically, intellectually, and aesthetically, and concentrate on research-oriented learning.	3,5	5

Semester III			
Core XI		Recent Trends in Critical Theory	
Course Code: 24PENC33	Hrs / Week: 6	Hrs / Semester:90	Credits: 5

Unit – I New Criticism and Formalism

T.S. Eliot (1888-1965) : Tradition and Individual Talent
 William Empson (1906 –1984) : The Seventh Type of Ambiguity

Unit – II Structuralism and Semiotics

Ferdinand de Saussure (1857-1913): Nature of the Linguistic Sign
 Roland Barthes (1915- 1980) : From Work to Text

Unit – III Marxist Criticism and Post Modernism

Frederic Jameson (1934-) : *Post Modernism or The Cultural Logic of Late Capitalism* (Part VI)
 Terry Eagleton (1943-) : Capitalism, Modernism and Post Modernism

Unit – IV Feminist and Gender Criticism

Elaine Showalter (1941-) : “Towards a Feminist Poetics”
 Judith Butler (1956 -) : *Gender Trouble: Feminism and the Subversion of Identity*
 Chapter I - “Women as the Subject of Feminism”

Unit – V Eco-criticism and Post Humanism

William Rueckert (1926-2006) : “Literature and Ecology : An Experiment in Ecocriticism”
 Donna Haraway (1944-) : “A Cyborg Manifesto” - Cyborgs: A Myth of Political Identity

Text Books:

1. Lodge, David. *20th Century Literary Criticism*. Longman, London. 1972.
2. Ramaswami. S & Sethuraman V.S. Ed. *The English Critical Tradition*, Vol. II, New Delhi, Macmillan, 1978.
3. Jameson, Frederic. *Post Modernism or The Cultural Logic of Late Capitalism*, Duke University Press, 1992.
4. Wolfreys, Julian. *Modern European Criticism and Theory*. Edinburgh University Press, 2006. <http://users.uoa.gr/~cdokou/HarawayCyborgManifesto.pdf>

Books for Reference:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.
2. Waugh, Patricia. *Literary Theory and Criticism*. Oxford University Press, 2006.

Open Educational Resources:

<https://www.environmentandsociety.org/tools/keywords/william-rueckerts-literature-and-ecology-experiment-ecocriticism>
<https://warwick.ac.uk>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	3	3	3	2	2	3	3	3
CO-2	2	2	3	3	3	2	2	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	2.6	2.6	3	3	3	3	2.6	3	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – III			
Core XIII		Prison Literature	
Code: 24PENC34	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Objectives:

- To make the students explore the human experience of incarceration.
- To help them gain insights into the complex intersections of power and identity.
- To enable them to examine the value of social justice through the works of prison writers
- To facilitate, the students to focus on ethics and reflect on the voices of the voiceless.

Course Outcomes:

Course Outcomes	Upon completion of the course, the students will be able to:	PSOs Addressed	KL
CO1	gain knowledge about the historical development and the organization of the prison system.	1	1
CO2	comprehend how prison serves as a critique of societal norms, values, and systems.	2	2
CO3	show interest in aesthetic responses to the quest of freedom.	5	3
CO4	examine how incarceration can lead to profound personal growth and self-discovery.	4, 5	4
CO5	evaluate how literary techniques contribute to the overall themes and messages of the work.	3	5

SEMESTER – III			
Core XIII		Prison Literature	
Code: 24PENC34	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Unit I – Poetry

Richard Lovelace (1617-1657)	: To Althea from Prison
Judith Wright (1915-2000)	: The Old Prison
Nâzım Hikmet (1902-1963)	: Some Advice to Those Who Will Serve Time in Prison
Alison Henderson (1965-2019)	: Daddy’s Gone
Bob Kaufman (1925-1986)	: Jail Poems
Gwendolyn Brooks (1917-2000)	: To Prisoners
Tina Fortner (1927-2023)	: My Prayer
Oscar Wilde (1854-900)	: The Ballad of Reading Gaol

Unit II – Prose

Henry David Thoreau (1817-1862)	: Civil Disobedience
Victor Frankl (1905 - 1997)	: Man’s Search for Meaning – “Experiences in a Concentration Camp”
Martin Luther King Jr. (1929-1968)	: Letter from Birmingham Jail

Unit III - Drama

Athol Fugard (1932-)	: <i>The Island</i>
Jessica Blank and Erik Jensen (1970-)	: <i>The Exonerated</i>

Unit IV - Novel

Ken Kesey (1935-2001)	: <i>One Flew Over the Cuckoo’s Nest</i>
Alan Gratz (1972-)	: <i>Prisoner B - 3087</i>

Unit V – Short Stories

Anton Chekov (1860-1904)	: The Bet
Bernard Malamud (1914-1986)	: The Prison
Jason Gallegos (1998-2020)	: Blue Bird
Doe Wilmann (1819-1892)	: My Home is a Prison
Leo Tolstoy (1828-1910)	: God Sees the Truth, but Waits
Kevin Murphy (1956-2022)	: In God’s Time

Text Books:

1. Fugard, Athol. *Athol Fugard: Plays*. Faber and Faber, 1998.
2. Gratz, Alan. *Prisoner B-3087*. Scholastic Press, 2013.
3. Jensen, Erik. *The Exonerated*. Farrar, Straus and Giroux, 2003.
4. Kesey, K. *One Flew over the Cuckoo’s Nest*. Penguin Putnam.1992.

Books for Reference:

1. Ahnert, Ruth. *The Rise of Prison Literature in the Sixteenth Century*. Cambridge University Press. 2013.
2. Brodsky, Joseph. *The Writer in Prison*. Oct 13, 1996.
3. Murphet, Julian. *Prison Writing in the Twentieth Century, A Literary Guide*. Edinburg University Press, 2024.

Open Educational Resources:

1. <https://heinonline.org/HOL/LandingPage?handle=hein.journals/armylaw2015&div=106&id=&page=>
2. [https://www.amerlit.com/novels/ANALYSIS%20Kesey,%20Ken%20One%20Flew%20over%20the%20Cuckoo's%20Nest%20\(1962\)%20analysis%20by%2015%20critics.pdf](https://www.amerlit.com/novels/ANALYSIS%20Kesey,%20Ken%20One%20Flew%20over%20the%20Cuckoo's%20Nest%20(1962)%20analysis%20by%2015%20critics.pdf)
3. https://www.researchgate.net/publication/270603272_Dramatizing_the_Truth_in_The_Exonerated_Ethics_Counter-Text_and_Activism_in_Documentary_Theatre
4. <https://www.academicdestressor.com/analysis-of-the-island-by-athol-fugard/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	3
CO-2	3	3	2	2	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3
Ave.	3	2.8	2.8	2.8	2.8	3	3	3	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – III			
Discipline Centric Elective III English Language Teaching			
Course Code: 24PENE31	Hrs/Week: 3	Hrs/Sem: 45	Credits: 2

Objectives:

- To enhance the learning and teaching skills of ELT.
- To familiarize students about the methods and approaches in ELT.
- To train students in designing modules for ELT.
- To develop the students' skills for teaching career and equip them for employability.

Course Outcomes:

CO. No.	Upon completion of this course, students will	PSOs Addressed	K L
CO-1	comprehend the language teaching methods and appreciate the aesthetics of language and literature.	1	I
CO-2	distinguish between the approaches, and techniques in teaching to advance pedagogical expertise.	3, 4	2
CO-3	apply a futuristic vision for designing the curriculum and syllabus and to teach in multicultural environments.	5	3
CO-4	analyse and promote the ability to conduct empirical research in ELT.	2, 3	4
CO-5	creatively channelise the ELT learning through a range of digital applications and tools for professional competence.	4, 5	5

SEMESTER – III			
Discipline Centric Elective III		English Language Teaching	
Course Code: 24PENE31	Hrs/Week: 3	Hrs/Sem: 45	Credits: 2

Unit – I - Brief History of ELT and Methods

History of English Language Teaching
 Direct Method (DM)
 Audio-Lingual Method (ALM)
 Task-Based Language Teaching (TBLT)

Unit – II - Approaches

Communicative Approach
 Content and Language Integrated Learning (CLIL)
 Community Language Learning (CLL)
 Suggestopedia

Unit – III - Curriculum, Materials, and Assessment

Syllabus Design: Types (Structural, Functional, Notional, Task-Based)
 Syllabus Design: Multimodal Learning Environment
 Outcome-Based Teaching and Learning
 Principles of Language Testing and Assessment

Unit – IV - Language Skills and Pedagogy

Integrating Four Skills in ELT
 Role of Vocabulary and Grammar in Language Teaching
 Computer Assisted Language Learning
 Multi-media Language Learning Systems

Unit – V - Teaching/ Assessment Aspects

Teaching Prose, Poetry
 Teaching Grammar
 Designing E-content
 Testing and Evaluation

Text Books

1. Brown, H. D. *Principles of Language Learning and Teaching*. 5th ed., Pearson, 2007.
2. Graves, Kathleen. *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle, 2000.
3. Long, Michael H., and Catherine J. Doughty, editors. *The Handbook of Language Teaching*. Wiley- Blackwell, 2011.
4. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.
5. Saraswati, V. *English Language Teaching: Principles and Practice*. Orient Longman, 2004.
6. The British Council. *The Use of Media in ELT*. British Council Printing and Publishing Department, 1979.

Books for Reference

1. Harwood, Nigel, editor. *English Language Teaching Materials*. Cambridge University Press, 2018.
2. Richards, Jack C., editor. *International Perspectives on ELT Materials*. Palgrave Macmillan, 2015.

Open Educational Resources

http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/ <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/> <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/> <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language->

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	2	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	3	3
CO-5	2	3	3	3	3	3	3	3	3	3
Ave.	2.8	2.8	3	2.8	3	2.8	3	3	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Discipline Centric Elective III		Life Writing	
Course Code: 24PENE32	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Objectives:

- To introduce the genre of Life Writing by familiarising the students with the various forms of life writing, including biography, autobiography, memoir, diary, letters and testimonial narratives.
- To develop an understanding of narrative techniques such as chronological narration, retrospective reflection and fragmented storytelling through life writing.
- To explore how life writing reflects social, historical, and political realities across different cultures and time periods.
- To analyse how life writing serves as a medium for marginalized voices and challenges dominant cultural narratives.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO- 1	define and differentiate between biography, autobiography, memoir, diary, and other forms of life writing.	1,2	1
CO- 2	indicate the narrative structures, stylistic elements, and techniques used in life writing.	1,3,4	2
CO- 3	demonstrate the subjectivity of both the author and the subject in shaping the narrative.	2,3	3
CO- 4	examine the influence of historical, social, and cultural factors on life writing.	4	4
CO- 5	evaluate the life writings and utilise them as a tool for self-reflection, career development, and academic research.	3,5	5

Semester III			
Discipline Centric Elective III		Life Writing	
Course Code: 24PENE32	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Unit - I

Defining Kinds of Life Writing (1-4 from Sidonie Smith) - Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative

Sidonie Smith (1944 -) : Fifty-two Genres of Life Narrative (pp. 183-208)
Appendix A, *Reading Autobiography: A Guide for Interpreting Life Narratives*

Unit - II: Autobiography

Malini Chib (1966 -) : One Little Finger
Manobi Bandopadhyay (1966) : A Gift of Goddess Lakshmi

Unit - III: Memoirs and Testimonials

Viktor Frankl (1905-1997) : Man's Search for Meaning
Mourid Barghouti (1944 -2021) : I Saw Ramallah
Urvashi Butalia (1952) : The Other Side of Silence: Voices from the Partition

Unit - IV: Literary Works (Drama)

Eugene O'Neil (1888-1953) : Long Day's Journey into Night

Unit - V: Autofiction and Short Life Narratives

Christopher Isherwood (1904-1986) : Goodbye To Berlin
Nandini Oza (1965 - 2006) : Homeless: Revli's Story

Text Books:

1. Cline, Sally, and Carole Angier. *The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir*. Bloomsbury Academic, 2010.
2. Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. 2nd ed., U of Minnesota P, 2010.

Books for Reference:

1. Anderson, Linda R. *Autobiography*. Routledge, 2011.
2. Eakin, Paul John. *Living Autobiographically: How We Create Identity in Narrative*. Cornell UP, 2008.

3. Jolly, Margareta, editor. *Encyclopedia of Life Writing: Autobiographical and Biographical Forms*. Fitzroy Dearborn, 2001.
4. Yagoda, Ben. *Memoir: A History*. Riverhead Books, 2009.

Open Educational Resources:

<https://ocw.web.ox.ac.uk/what-life-writing>

[https://jcla.in/wp-content/uploads/2022/01/JCLA-44.4 Mukul-Chaturvedi-Intro.pdf](https://jcla.in/wp-content/uploads/2022/01/JCLA-44.4_Mukul-Chaturvedi-Intro.pdf)

<https://www.authorhouse.com/en/resources/writing/a-short-history-of-life-writing>

<https://www.youtube.com/watch?v=Ddmwry5JTa4>

<https://www.youtube.com/watch?v=bf9Ne2Juaa8>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	2
CO-4	3	3	3	3	3	3	3	2	3	3
CO-5	3	3	2	3	3	3	3	3	3	3
Ave.	3	3	2.8	3	3	3	3	2.8	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Skill Enhancement Course III		Presentation Skills	
Course Code: 24PENE32	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Objectives:

- To help students deliver a presentation that effectively communicates information and ideas.
- To enable them create and structure materials and ideas as slides, videos, or images.
- To make them present specific, achievable, relevant and time bound content effectively.
- To provide skills for employability and equip them for the global job market.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	gain knowledge of the various modes of formal correspondence and presentation	1	1
CO-2	comprehend and apply appropriate use of persuasive rhetoric to the intended audience.	2, 3	2
CO-3	apply the acquired styles of occupational skills effectively at work places.	4	3
CO-4	categorise and deliver analytical and timebound research through effective presentations.	3, 4	4
CO-5	evaluate and produce effective presentations that builds self-confidence and leadership qualities.	5	5

SEMESTER III			
Skill Enhancement Course III		Presentation Skills	
Course Code: 24PENE32	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Unit - I Introduction

Features of Presentation : Audience, Purpose, Time, Closing Forms

Types of Presentation : Visual, Oral, Written

Presentation Techniques : Verbal, Non-verbal, Technical

Unit - II – Edeitic Presentation

Inspirational Rhetoric : Stylistic Features - Language, diction, rendering

Winston Churchill : We Shall Fight on the Beaches

Activity : Practice Inspirational Speech

Unit - III – Persuasive Presentation

Motivational : Informal Features - Experiential, language, conviction

Sundar Pitchai : What it's like to be an Entrepreneur

Activity : Practice Motivational Speech

Unit - IV – Demonstrative Presentation

Didactic Rhetoric : Formal Features - Content, clarity, brevity

Patricia Jenkinson : Informative Demonstration Speeches

Activity : Practice Process Demonstration

Unit - V - Professional Presentation

Academic : Analytic Features - clarity, evidence, logical argumentation

Steve Jobs : iPhone Launch Conference Presentation (2007)

Activity : Practice Research, Business Talks

Books for Reference:

1. Atkinson, Max. *Lend Me Your Ears: All You Need to Know About Making Speeches and Presentations*. Random House, 2005.
2. Dilts, Robert. B. *Effective Presentation Skills*. Diltz Group Publishers, New York, 2017.
3. Michael, Brown. *Making Presentations Happen*. Allen & Unwin Publishers, Australia, 2014.
4. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders, 2012.

Open Educational Resources:

Jenkins, Patricia. https://www.youtube.com/watch?v=PHT_pTpe8oc&t=52s

<https://usic.sheffield.ac.uk/blog/how-to-improve-your-presentation-skills/>

<https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills/>

<https://learnenglishteens.britishcouncil.org/skills/speaking/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	3
CO-2	3	3	3	2	3	3	3	3	3	3
CO-3	2	2	2	3	2	2	2	2	2	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	2	3	2	2
Ave.	2.8	2.6	2.8	2.8	2.6	2.8	2.6	2.8	2.6	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III	
MOOC/Internship/ Self-Study English Literature for NET/SET and GATE (Optional)	
Course Code: 24PENSS1	Credits: 2

Objectives:

- To aid the learners develop a comprehensive understanding of major literary works, authors, movements, and periods in English literature.
- To assist the learners, cultivate critical thinking skills necessary for analysing literary texts, their themes, styles, techniques, and socio-historical contexts.
- To support the learners, enhance their writing proficiency and articulate insightful literary analyses.
- To help the learners prepare for the competitive exams.

Course Outcomes:

CO No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	identify and analyse major works of English literature, including poetry, prose, and drama from different periods.	1, 4, 5	1
CO-2	interpret American literary works, recognizing themes of individualism, nature, and the frontier spirit.	1, 4, 5	2
CO-3	relate the global literary landscape, exploring significant European literary works and their cultural contexts.	2, 3	3
CO-4	outline the development of Indian writing in English, with its socio- political and cultural implications.	1, 4	4
CO-5	evaluate diverse critical perspectives, theories, and interpretations related to the literary texts, and their impact on literary studies.	2	5

Semester III	
MOOC/Internship/ Self-Study English Literature for NET/SET and GATE (Optional)	
Course Code: 24PENSS1	Credits: 2

Unit I – English Literature

An overview of the History of English Literature, Landmarks of the English Literature, Landmarks in the English History, Key Figures of the Renaissance and the Elizabethan Age, 17th and early 18th century Landmark Events and Literature, The English Poets, The Romantic Period, Novel: An Overview.

Unit II - American literature

The American Romanticism, American Literature, American Drama & Poetry, The American Novel.

Unit III - World literature

World Literature: An Overview, Goethe, Faust, 18th and 19th century European Masters, Asian American Writing, South Asian Writing in English.

Unit IV – English in India: History, Evolution and Futures

Indian Writing in English: Novel, Drama & Poetry,

Unit V - Major Trends in Literary Criticism and Theory

The English Romanticism, New Criticism, Postcolonialism.

Textbooks:

1. Dixit, Chakreswari. *NTA UGC NET/JRF/SET English Paper -2*. Arihant Publications (India) Limited, 2021.
2. Anil, Aarti, and Shyam Anand. *UGC-NET/JRF/SET*. Upkar Prakashan, 2022.

Books for Reference:

1. Boone, Brian. *English Lit 101*. Adams Media Inc., 2007.
2. Dalzal, Susan. *Poetry 101*. Adams Media Inc., 2008.

Open Educational Resources:

- <https://archive.nptel.ac.in/courses/109/106/109106122/>
<https://arpitakarwa.com/courses/ugc-net-paper-2/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	2	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	2	3	3	3	2	3	3	3	2	3
CO-4	3	3	2	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	2
Ave.	2.8	3	2.8	3	2.8	3	2.8	3	2.8	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER - IV			
Core XI		Shakespearean Studies	
Code: 24PENC41	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

Objectives:

- To understand and apply different literary theories to Shakespeare's works.
- To examine, understand and enjoy Shakespeare's plays and criticism of theatre.
- To analyse the context of Elizabethan England from the evolving contemporary perspective down the ages.
- To appraise Shakespeare's contribution to English language and literature.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	PSOs Addressed	K Level
CO-1	define the major trends, approaches and conventions of Elizabethan theatre with reference to Shakespeare's works.	1	K1
CO-2	interpret Shakespeare's dramatic and poetic genius.	1, 2	K2
CO-3	demonstrate their knowledge of Shakespeare's historical and cultural context.	3	K3
CO-4	appraise the linguistic richness and figurative language of Shakespeare's works.	4	K4
CO-5	evaluate Shakespeare's works within the critical and theoretical framework and emerge as creative writers.	5	K5

SEMESTER - IV			
Core XI		Shakespearean Studies	
Code: 24PENC41	Hrs / Week: 6	Hrs / Semester: 90	Credits: 5

UNIT– I Introduction

Sources for Shakespearean Plays - Problems in categorising Shakespearean plays - Shakespeare's Historical Plays – Film Adaptations of Shakespeare – Notable Actors of the Shakespearean Age and the Modern Age – Sonnets 60, Sonnet 130

UNIT– II Critical Reading (Extracts)

Current Trends in Shakespearean Studies

Andrew Cecil Bradley : The Substance of Shakespearean Tragedy – Lecture I

Ian Smith : We Are Othello: Speaking of Race in Early Modern Studies

Stephen Greenblatt : Absolute Limits

UNIT– III

The Merry Wives of Windsor

Twelfth Night

UNIT– IV

Henry IV Part I

Antony and Cleopatra

UNIT– V

Othello

The Winter's Tale

Text Books:

1. Shakespeare, William. *The Complete Works of Shakespeare*. Wordsworth Edition, 1996.
2. Shakespeare, William. *Shakespeare's Sonnets*. ed. Dr. Barbara Mowat and Paul Werstine, Simon & Schuster, 2006.

Books for Reference:

1. Brown, Russell John. *Shakespeare and his Comedies*. Routledge, 2014.
2. Bradley, A. C. *Shakespearean Tragedy*. Meridian Books, 1955.
3. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays*. Dominant Publishers and Distributors, 2007.
4. Peter, Succo. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

Open Educational Resources:

<https://www.folger.edu/explore/shakespeares-works/shakespeares-sonnets/read/>
<https://online.maryville.edu/blog/william-shakespeare-influence/>
https://folgerpedia.folger.edu/List_of_sources_for_Shakespeare%27s_works
https://www.academia.edu/37628583/The_Problem_with_Problem_Plays_The_Failures_in_the_Categorization_of_Shakespeare_s_Problem_Plays_
<https://kinnu.xyz/kinnuverse/culture/shakespeare/adaptations-of-shakespeare/>
<https://guides.library.illinois.edu/c.php?g=1007946&p=7302319>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	2	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	2	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	3.0	2.8	3.0	3.0	2.8	3.0	3.0	2.8	3.0	3.0

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER - IV			
Core XII	Twenty-First Century Millennium Literature		
Code: 24PENC42	Hrs/Week: 6	Hrs/Semester: 90	Credits: 5

Objectives:

- To analyze contemporary themes such as globalization, digital culture, environmental crises, identity politics, and posthumanism in 21st century literature.
- To explore evolving literary genres and the emergence of new forms.
- To examine narrative techniques, intertextuality, and experimental styles used by contemporary writers.
- To contextualize contemporary literature within the new millennium's broader social, political, economic, and environmental changes.

Course Outcomes:

Course Outcome	On completion of the course, students will be able to	PSOs addressed	K Level
CO1	identify the characteristic features that marked the transition from 20th to 21st century.	1, 2	1
CO2	distinguish the complexities of literary creation in the context of the changing social, cultural, and political milieu of 21st century.	2,3	2
CO3	relate the current environmental and socio-political issues with the modern globalized world	3,4	3
CO4	investigate and respond with sensitivity and awareness to the marginalized positions reflected in literatures of minority communities, immigrant literature and the diaspora.	3,4,5	4
CO5	critically evaluate and analyse discourses on race, gender, nationhood, and identity using relevant theoretical frameworks and be self-aware.	3,4,5	5

SEMESTER - IV			
Core XII	Twenty-First Century Millennium Literature		
Code: 24PENC42	Hrs/Week: 6	Hrs/Semester: 90	Credits: 5

Unit I -Poetry

Jo Shapcott (1953-)	: Thetis
Patricia Smith (1955-)	: Incendiary Art
Jackie Kay (1961-)	: Pride
Alice Oswald (1966-)	: Flies
Jericho Brown (1976-)	: The Tradition
Warsan Shire (1988-)	: Home

Unit II-Prose

Howard Jacobson (1942-)	: Books are Bad for you
Salman Rushdie (1947-)	: Truth
Chimamanda Ngozi Adichie (1977-)	: The Danger of a Single Story

Unit III-Drama

Howard Brenton (1942-)	: <i>Ann Boleyn</i>
Chris Bush (1986-)	: <i>Faustus: That Damned Women</i>

Unit-IV-Novel

Kazuo Ishiguro (1956-)	: <i>The Buried Gaint</i>
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Unit- V-Short Story

A. S Byatt (1936-2023)	: Sea Story
Graham Swift (1949-)	: Bruises
Bernardine Evaristo (1959-)	: A Matter of Timing Moshin
Octavia Butler (1947- 2006)	: Bloodchild
Hamid (1971-)	: The Face in the Mirror

Text Books:

1. Byatt, A.S., "Sea Story". *Medusa's Ankles: Selected Stories*, Alfred A, 2021.
2. Butler, Octavia. *Bloodchild and Other Stories*. OpenLab City Tech, CUNY.
3. Hamid, Moshin. "The Face in the Mirror". *The New Yorker*, 16 May 2022, pp. 60-67.
4. Jacobson, Howard. "Books are Bad for you." *Whatever it is, I Don't Like It*. Bloomsbury, 2012.
5. Rushdie, Salman. "Truth". *Languages of Truth: Essays 2003-2020*, Random House, New York, 2021.
6. Swift, Graham. "Bruises." *The New Yorker*, 2 Oct 2023, p. 54-57.

Books for Reference:

1. Adiseshiah, Siân, and Louise LePage, eds. *Twenty-First Century Drama: What Happens Now*. Springer, 2016.

2. Michael, Magali Cornier. *Twenty-First-Century British Fiction and the City. Michael*. Springer International Publishing, 2018.
3. O'Brien, Phil. *The working class and twenty-first-century British fiction: Deindustrialisation, Demonization, Resistance*. Routledge, 2019.

Open Educational Sources:

<https://poemanalysis.com/jericho-brown/the-tradition/>

<https://poemsplease.com/an-unsettling-journey-review-of-patricia-smiths-incendiary-art/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	3	3	3	2	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	2
CO-5	3	2	3	2	3	3	3	3	3	3
Ave.	2.8	2.8	3	2.8	3	3	3	2.8	3	2.8

Mapping	<40%	and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Core XIII		Research Methodology	
Course Code: 24PENC43	Hrs / Week: 6	Hrs / Sem: 90	Credits: 4

Objectives:

- To acquaint students with the fundamentals and mechanics of research methodology.
- To enable students to implement appropriate and competent methods of research writing.
- To enhance research writing skills.
- To develop skills in qualitative and quantitative data analysis and presentation.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	understand the purpose of research and define the features of research writing	1	1
CO-2	distinguish the different forms of plagiarism and avoid them in research writing.	2	2
CO-3	relate and practice the mechanics of MLA style.	3	3
CO-4	examine the principles of documentation and organise the research paper coherently.	3, 4	4
CO-5	evaluate the overall knowledge on the techniques of documentation and contribute an ethically enhanced research writing to the society.	4, 5	5

Semester IV			
Core XIII		Research Methodology	
Course Code:24PENC43	Hrs / Week:6	Hrs / Sem: 90	Credits: 4

Unit – I Research Ethics

Intellectual Honesty – Research Integrity – Data Fabrication – Data Falsification
 Plagiarism: Types of Plagiarism – Consequences of Plagiarism – National Policy
 Regarding Plagiarism – Punishment Against Misconduct - Publication Ethics –
 Plagiarism Detection Tools

Unit – II Mechanics (MLA)

Formatting (1.1-1.6) Names of Persons in Prose (2.72-74, 82- 88) – Capitalizing
 Titles in English (2.90) Punctuation of Titles (2.100 – 105) Styling Titles (2.107-
 2.119) Shortened Titles (2.120-2.124)

Unit – III The List of Works Cited

The MLA Core elements-Author: How to Style It (5.6-5.14) Title of Source: How
 to Style It (5.26-30) – Title of Container (5.37) Contributor: How to Style It (5.44 -
 47) Version (5.49- 50) Publisher (5.59- 67) - Publication Date: How to Style It
 (5.77- 83) Location: How to Style It: (5.89- 95)

Unit – IV Citing Sources in the Text

Ordering the List of Work Cited (5.123- 130) In-Text Citations (6.4-14) - Quoting
 and Paraphrasing Sources (6.31) – Integrating Quotations into Prose (6.32-42) –
 Placement of Parenthetical Citations (6.43-46) - Omitting Citations for Repeated
 Quotations and Terms (6.47)

Unit – V Citing Sources in the Text

Punctuation with Quotations (6.48-53) Capitalization with Quotations (6.54-57)-
 Using an Ellipsis to Mark Material Omitted from Quotations (6.58-62) Notes (7.1-
 7.4)

Text Book:

1. *MLA Hand Book Ninth Edition*. The Modern Language Association of America, 2021.

Books for Reference:

1. Bateson, Frederick Wilse. *The Scholar-Critic: An Introduction to Literary Research*. Routledge, 1972.
2. Berry, Ralph. *The Research Project: How to Write It*. 5th ed. Routledge, 2004.
3. Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.

Open Educational Resources:

American University, Washington, D.C,

www.american.edu/ocl/asac/upload/Ten-Steps-for-WritingResearch-Papers.pdf.

www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf.

The University of Toledo, www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf.

"What is Plagiarism?" Plagiarism.org, 18 May 2017,

www.plagiarism.org/plagiarism-101/what-is-plagiarism/.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO -5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	2	3	3
CO-5	3	3	2	3	3	3	3	3	3	
Ave.	3	3	2.8	3	3	3	3	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Discipline Centric Elective IV English Language and Linguistics			
Course Code: 24PENE41	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Objectives:

- To help the learners understand English through its history and cultural influences.
- To examine the key literary works that shaped the language.
- To demonstrate a clear understanding of fundamental linguistic concepts.
- To appreciate regional dialects, socio-linguistics of pidgin and creole, and language-gender dynamics.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO- 1	identify the evolution of English Language and the key linguistic changes in pivotal periods of evolution of the English language.	1,4,5	1
CO- 2	explain socio-historical influences on foreign element integration.	1,4,5	2
CO- 3	demonstrate the impact of major literary figures on development of the English language.	1,2	3
CO- 4	analyse socio-cultural and technological factors shaping English.	4	4
CO- 5	evaluate English dialects, pidgin, creole, and social power dynamics.	2, 4	5

Semester IV			
Discipline Centric Elective IV English Language and Linguistics			
Course Code: 24PENE41	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Unit - I – Origin of the Language

Origin of English Language- The Descent of the English Language- The Old English (Anglo- Saxon) Period.

Unit - II – Evolution of the Language

The Middle English Period - The Renaissance and after - The Future of English: Demography.

Unit - III- Influence of Foreign Languages on English

The Foreign Contribution - Effect on Grammar and Syntax – Period and Extent of the Influence.

Unit - IV- Linguistics: Syntax & Semantics

Syntax and Style - Middle English Syntax- Corpus Linguistics - Coinages - Idiom and Metaphor - Pidgins and Creoles

Unit - V- Trends in Linguistics

The Doctrine of Usage- Gender Issues and Linguistic Change - Cross-linguistic Influence and the Spread of Languages

Text Books:

1. Baugh, A.C. *History of the English Language*. 6th ed. Routledge, 2012.
2. Wood, F.T. *An Outline History of the English Language*. Laxmi Publications, 2014.

Books for Reference:

1. Daniel, Jones. *An English Pronouncing Dictionary*. 18th ed. Cambridge UP, 2011.
3. Gimson, A.C. *An Introduction to Pronunciation of English*. 4th ed. Hodder Arnold, 1989.
4. Knight, Richael Anne. *Phonetics: A Course Book*. Cambridge UP, 2012.
Lass, Roger. *Phonology: An Introduction to Basic Concepts*. Cambridge UP. 2000.
5. Roach, Peter, *English Phonetics and Phonology: A Practical Course*.
Routledge Publication, 2008.
6. Yule, George. *The Study of Language*. Cambridge UP, 1996.

Open Educational Resources:

E PG Pathshala – P01- Introduction to Linguistics: M05- The Nature of Sounds: Phonetics and Phonology:-
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=0d/1X9CWmyPf9Hgtlh1uyw==>

NPTEL Video Course : NOC:Introduction to Language and Linguistics
<http://kcl.digimat.in/nptel/courses/video/109105205/L40.html>

NPTEL Video Course : Better Spoken English:

<http://www.digimat.in/nptel/courses/video/109106067/L26.html>

NPTEL Video Course : Basics of Language Science

<https://archive.nptel.ac.in/courses/109/106/109106182/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	3	3	2
CO-4	3	3	3	3	3	3	3	2	3	3
CO-5	2	3	2	3	2	3	3	3	3	3
Ave.	2.8	3	2.8	3	2.8	3	3	2.8	3	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Discipline Centric Elective - IV Literature and Film			
Course Code: 24PENE42	Hrs/Week: 3	Hrs/Semester: 45	Credits: 2

Objectives:

- To find the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- To understand the bond between the films and literature.
- To analyse the literary texts in comparison with the films.
- To critically appreciate of films in the background of literary theories.

Course Outcomes:

Co. No.	Upon completion of this course, students will be able to	PSOs addressed	K Level
CO-1	explain film Review and appreciation	1	1
CO-2	expose film techniques and genres	2	2
CO-3	relate the connection of film and literature nuances effectively	4, 2	3
CO-4	analyse the critical appreciation of films	1, 5	4
CO-5	evaluate film forms effectively	3, 5	5

SEMESTER IV			
Discipline Centric Elective - IV		Literature and Film	
Course Code: 24PENE42	Hrs/Week: 3	Hrs/Semester: 45	Credits: 2

UNIT - I

Shakespeare – *Macbeth* (Text and Film)

UNIT - II

Willkie Collins – *The Moonstone* (Text and Film)

UNIT - III

G. B. Shaw – *Pygmalion: My Fair Lady* (Text and Film)

UNIT - IV

William Golding – *Lord of the Flies* (Text and Film)

UNIT - V

Salman Rushdie – *Midnight's Children* (Text and Film)

Text Books:

1. Collins, Wilkie. *The Moonstone*. Edited by Peter Faulkner, Oxford World's Classics, 2012. Giannetti, Louis. *Understanding Movies*. Prentice Hall, 1972.
2. Golding, William. *Lord of the Flies*. Penguin Books, 2006.
3. Rushdie, Salman. *Midnight's Children*. Random House Publishers, 2006.
4. Shakespeare, William. *Macbeth*. Edited by Jonathan Bate and Eric Rasmussen, 3rd ed., Arden Shakespeare, 2010.
5. Shaw, George Bernard. *Pygmalion*. Edited by Dan H. Laurence, Penguin, 2001.
6. Vasudevan, S. Ravi, editor. *Making Meaning in Indian Cinema*. OUP, 2000.

Books for Reference:

Bill, Nichols. *Movies and Methods*. Vol. I, Edition Seagull Books, 1993.

---. *Movies and Methods*. Vol. II, Edition Seagull Books, 1993.

Hayward, Susan. *Key Concepts in Cinema Studies*. Routledge, 2004.

Open Educational Resources:

www.academicinfo.net/film.html

<https://wwnorton.com/books/9780393420531>

<https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>

https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-oandiyanauthor-redl-world/amp_articles/51169927.cms

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO- 3	PO-4	PO-5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	2	3	3	3	3	2	2	3	3
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	2	3	3	3	3	3	3	3	3	3
CO-4	3	2	3	3	3	3	3	2	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Ave.	2.9	2.8	3	3	3	3	2.9	2.8	3	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Skill Enhancement Course IV - Coping Skills Through Literature			
Course Code: 24PENSE4	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Objectives:

- To help the learners explore the power of literary experience as a means to coping strategies and resilience.
- To engage the learners with the power of poetic communication through their mind, body, and spirit.
- To assist the learners to experience personal growth by learning to overcome fear, anxiety, grief, and trauma.
- To focus on a range of universally experienced themes with a view to discovering the beauty in everyday life and embracing life's lessons gracefully.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO- 1	identify literature as a powerful medium of communication and simulation	1, 2, 3	1
CO- 2	illustrate mindfulness by appreciating beauty in everyday life through literary exploration, fostering gratitude and a deeper connection to their surroundings .	1, 4, 5	2
CO- 3	demonstrate the therapeutic potential of the expressive and engaging power of words and their healing properties.	2, 3, 4	3
CO- 4	distinguish the transformational power of literature.	2, 4, 5	4
CO- 5	judge historical and contemporary crisis responses through the insights from literature, enhancing their strategic thinking in crisis management.	2, 3, 4, 5	5

Semester IV			
Skill Enhancement Course IV - Coping Skills Through Literature			
Course Code: 24PENSE4	Hrs / Week : 3	Hrs / Sem : 45	Credits : 2

Unit I – The Power of Literary Experience

Emotional Wellbeing – Emotional Awareness, Emotion Regulation: Strategies

Simulation and Higher Order Thinking Skills – Literature as Simulation, Concept Formation

Unit II – Poetry and Healing

Poetry Therapy – Poetry as Therapy, Poetry and Voicing

Max Ehrmann: “Desiderata”

Verbal Imagery and Healing – The Power of Imagery, Verbal Imagery as Therapy

Unit III – Conquering Fear

The Psychology of Fear and Anxiety – Forms of Fear, Managing Fear

Anxiety Types, Managing Anxiety

John Donne: “Death be not Proud”

Unit IV – Negotiating Trauma

Unclaimed Experiences - Types of Traumas, Coping with Trauma

Elizabeth Murphy: “The Night That Changed Everything”

Unit V – Overcoming Heartbreak

Love, Heartbreak and Healing – The Love Need, Breakup Blues, Overcoming Heartbreak,

Love and the Survival Mechanism.

Derek Walcott: “The Fist”

Book for Reference:

Mishra, K. Ajith. “Literature and Coping Skills.” IIT Madras, 2020.

Open Educational Resources:

NPTEL Course : Literature and Coping Skills

<https://archive.nptel.ac.in/courses/109/104/109104183/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	2	2	3	3	3	2	2
CO-2	3	3	2	3	3	3	2	2	3	3
CO-3	2	3	3	3	2	2	3	3	3	2
CO-4	2	3	2	3	3	2	3	2	3	3
CO-5	2	3	3	3	3	2	3	3	3	3
Ave.	2.4	3	2.6	2.8	2.6	2.4	2.8	2.6	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Core XIV (Project)		Project and Viva Voce	
Code : 24PENP41	Hrs / Week : 6	Hrs / Sem : 90	Credits : 5

Objectives:

- To provide guidelines to students on how to write research papers in literature.
- To encourage research culture among students.
- To apply critical theories as per the genre of the work of art.
- To cultivate research culture by combining theory with practical application.

Course Outcomes:

CO. No.	Upon completion of the course, the students will be able to	PSOs Addressed	K Level
CO-1	comprehend the mechanics of research writing	2	1
CO-2	acquaint with the fundamentals of Research process in characterizing and critiquing the dominant critical theories, methodologies, and practices in the field.	2	2
CO-3	cultivate research culture by combining theory with practical application.	3	3
CO-4	interpret new literary works to build broad-based knowledge and skills.	4	4
CO-5	formulate an original and increasingly analytical thesis.	5	5

SEMESTER IV			
Core XIV (Project)		Project and Viva-Voce	
Code: 24PENP41	Hrs/ Week: 6	Hrs/ Sem: 90	Credits :5

Objectives:

- To enable students towards research-oriented study. To develop analytical and reasoning skills for higher learning.
- To make them proficient in research methodology.
- To instill the values of research ethics.

A dissertation of about 75 pages on a book other than the books prescribed for their study.

Project Evaluation:

The project will be evaluated based on the students understanding of the topic, their knowledge of the fundamental aspects of research, their ability to document and present their work in accordance with the concepts of research methodology.

Text Book:

1. *MLA Hand Book*. Ninth Edition. Modern Language Association of America, 2019.