

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)

PG Course Structure (M.A. English) (2024-2026)
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 Critical Theory | 6 | 5 | 40 | 60 | 100 |
| Core X | 24PENC34 | Prison Literature | 6 | 4 | 40 | 60 | 100 |
| Discipline Centric Elective - III | 24PENE31/ 24PENE32 | English Language Teaching/ Life Writing | 3 | 2 | 40 | 60 | 100 |
| Skills Enhancement Course - III | 24PENSE3 | Presentation Skills | 3 | 2 | | | |
| 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 | Shakespearean Studies | 6 | 5 | 40 | 60 | 100 |
| Core XII | 24PENC42 | Twenty First Century Millennium Literature | 6 | 5 | 40 | 60 | 100 |
| Core XIII | 24PENC43 | Research Methodology | 6 | 4 | 40 | 60 | 100 |
| Discipline Centric Elective -IV | 24PENE41/ 24PENE42 | English Language and Linguistics / Literature and Film | 3 | 2 | 40 | 60 | 100 |
| Skills Enhancement Course - IV | 24PENSE4 | Coping Skills Through Literature | 3 | 2 | 40 | 60 | 100 |
| Core XIV (Project) | 24PENP41 | Project | 6 | 5 | 40 | 60 | 100 |
| Extension Activity | | | | 1 | | | |
| | | | 30 | 24 | | | |

| 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> |
|-----------------------|------------------------------|

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:

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

Books for Reference:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.
- 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 |
| Nâzim 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, Margaretta, 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://oclw.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://learnenglishteachers.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 s | 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> |
|------------------------|---------------------------|

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://wnnorton.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_articleshow/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.