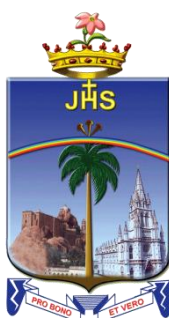


M.A. ENGLISH
LOCF SYLLABUS – 2021

SCHOOLS OF EXCELLENCE
WITH CHOICE BASED CREDIT SYSTEM (CBCS)



DEPARTMENT OF ENGLISH
SCHOOL OF LANGUAGES & CULTURE
ST. JOSEPH'S COLLEGE (AUTONOMOUS)

Special Heritage Status Awarded by UGC
Accredited at A⁺⁺ Grade (IV Cycle) by NAAC
College with Potential for Excellence by UGC
DBT-STAR & DST-FIST Sponsored College
Tiruchirappalli - 620 002, Tamil Nadu, India

SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) POSTGRADUATE COURSES

St. Joseph's College (Autonomous), a pioneer in higher education in India, strives to maintain and uphold the academic excellence. In this regard, it has initiated the implementation of five "Schools of Excellence" from the academic year 2014 – 15, to meet and excel the challenges of the 21st century.

Each School integrates related disciplines under one roof. The school system enhances the optimal utilization of both human and infrastructural resources. It also enhances academic mobility and enriches employability. The School system preserves the identity, autonomy and uniqueness of every department and reinforces Student centric curriculum designing and skill imparting. These five schools adhere to achieve and accomplish the following objectives.

Optimal utilization of resources both human and material for the academic flexibility leading to excellence.

Students experience or enjoy their choice of courses and credits for their horizontal mobility.

The existing curricular structure as specified by TANSICHE and other higher educational institutions facilitate the Credit-Transfer Across the Disciplines (CTAD) - a uniqueness of the choice based credit system.

Human excellence in specialized areas

Thrust in internship and / or projects as a lead towards research and

The multi-discipline nature of the School System caters to the needs of stake-holders, especially the employers.

Credit system:

Weightage to a course is given in relation to the hours assigned for the course. Generally one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The credits and hours of each course of a programme is given in the table of Programme Pattern. However, there could be some flexibility because of practical, field visits, tutorials and nature of project work.

For PG courses, a student must earn a minimum of 110 credits as mentioned in the programme pattern table. The total number of minimum courses offered by the Department is given in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

OBE is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities and assessments should all help the students achieve the specific outcomes

Outcome Based Education, as the name suggests depends on Outcomes and not Inputs. The outcomes in OBE are expected to be measurable. In fact each Educational Institute can state its own outcomes. The ultimate goal is to ensure that there is a correlation between education and employability

Outcome –Based Education (OBE): is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve, stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Some important aspects of the Outcome Based Education

Course: is defined as a theory, practical or theory cum practical subject studied in a semester.

Course Outcomes (COs): are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.

Programme: is defined as the specialization or discipline of a Degree.

Programme Outcomes (POs): Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

Programme Specific Outcomes (PSOs):

PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline.

Programme Educational Objectives (PEOs): The PEOs of a programme are the statements that describe the expected achievement of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after Graduation.

Some important terminologies repeatedly used in LOCF.

Core Courses (CC)

A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE)

Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature.

DSE: Four courses are offered, one course in each semester.

Note: To offer **one DSE**, a minimum of two courses of equal importance / weightage is a must.

One DSE Course in semester two is offered as interdisciplinary/common course among the departments in a School (Common Core Course) at the PG level.

Generic Elective Courses

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

Generic Elective courses are designed for the students of **other disciplines**. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Two GE Courses are offered, one each in semesters II and III. The GE course offered in semester II is within the school level and the GE in semester III is Between Schools level

The Ability Enhancement Courses (AEC)

One Main discipline related Ability Enhancement Course for 3 credits is offered for a PG programme by the Department.

Skill Enhancement Courses (SECs)

These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme.

One SEC is offered in semester II as a compulsory course on Soft Skills, offered by the Department of Human Excellence, common to all the students of PG programme.

Self-paced Learning: It is a course for two credits. It is offered to promote the habit of independent/self learning of Students. Since it is a two credit course, syllabus is framed to complete within 45 hours. It is not taught in the regular working hours.

Comprehensive Examinations: A detailed syllabus consisting of five units to be chosen from the courses offered over the five semesters which are of immense importance and those portions which could not be accommodated in the regular syllabus.

Extra Credit Courses: In order to facilitate the students, gaining knowledge/skills by attending online courses MOOC, credits are awarded as extra credits, the extra credit are at three semesters after verifying the course completion certificates. According to the guidelines of UGC, the students are encouraged to avail this option of enriching their knowledge by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL and etc.

Course Coding:

The following code system (10 alphanumeric characters) is adopted for Post Graduate courses:

21	PXX	N	XX	NN/NNX
Year of Revision	PG Department Code	Semester number.	Part Category	running number/with choice

N:- Numerals X :- Alphabet

Part Category

CC - Core Theory

CP- Core Practical

IS- Internship

SP- Self Paced Learning

CE- Comprehensive Examination

PW- Project Work & viva-voce

Electives Courses

ES – Department Specific Electives

EG- Generic Electives

EC - Additional core Courses for Extra Credits (If any)*

Ability Enhancement Courses

AE – Ability Enhancement Course

SE – Skill Enhancement Course – Soft skills

CW - SHEPHERD & Gender Studies (Outreach)

CIA AND SEMESTER EXAMINATION

Continuous Internal Assessment (CIA):

Distribution of CIA Marks	
Passing Minimum: 50 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
CIA	100

MID-SEM & END-SEM TEST

Centralised – Conducted by the office of COE

1. Mid-Sem Test & End-Sem Test: (2 Hours each); will have Objective and Descriptive elements; with the existing question pattern PART-A; PART-B; PART-C and PART D.
2. One of the CIA Component II/III for UG & PG will be of 15 marks and compulsorily a online objective multiple choice question type.
3. The online CIA Component must be conducted by the Department / faculty concerned at a suitable computer centre.
4. The one marks of PART-A of Mid-Sem and End-Sem Tests will comprise only: OBJECTIVE MULTIPLE CHOICE QUESTIONS.
5. The number of hours for the 5 marks allotted for Library Referencing/ work would be 30 hours per semester. The marks scored out of 5 will be given to all the courses (Courses) of the Semester.

Duration of Examination must be rational; proportional to teaching hours 90 minute-examination / 50 Marks for courses of 2/3 hours/week (all Part IV UG Courses) 3-hours examination for courses of 4-6 hours/week.

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

WEIGHTAGE of K – LEVELS IN QUESTION PAPER

(Cognitive Level) K- LEVELS	Lower Order Thinking			Higher Order Thinking			Total %
	K1	K2	K3	K4	K5	K6	
SEMESTER EXAMINATIONS	15	20	35	30			100
MID / END Semester TESTS	12	20	35	33			100

QUESTION PATTERN FOR SEMESTER EXAMINATION

SECTION	MARKS
SECTION-A (No choice ,One Mark) THREE questions from each unit (15x1 =15)	15
SECTION-B (No choice ,2-Marks) TWO questions from each unit (10x2 =20)	20
SECTION-C (Either/or type) (7- Marks) ONE question from each unit (5x7 =35)	35
SECTION-D (3 out of 5) (10 Marks) ONE question from each unit (3x10 =30)	30
Total	100

BLUE PRINT OF QUESTION PAPER FOR SEMESTER EXAMINATION							
DURATION: 3.00 Hours.				Max Mark : 100			
K- LEVELS	K1	K2	K3	K4	K5	K6	Total Marks
SECTIONS							
SECTION-A (One Mark, No choice) (15x1 =15)	15						15
SECTION-B (2-Marks, No choice) (10x2=20)		10					20
SECTION-C (7- Marks) (Either/or type) (5x7=35)			5				35
SECTION-D (10 Marks) (3 out of 5) (3x10=30) Courses having only K4 levels				3			30
Courses having K4 and K5 levels One K5 level question is compulsory				2	1		
(Courses having all the 6 cognitive levels One K5 and K6 level questions can be compulsory				1	1	1	
Total	15	20	35	30			100

QUESTION PATTERN FOR MID/END TEST		
SECTION		MARKS
SECTION-A (No choice, One Mark)	(7x1 =7)	7
SECTION-B (No choice , 2-Marks)	(6x2 =12)	12
SECTION-C (Either/or type) (7- Marks)	(3x7 =21)	21
SECTION-D (2 out of 3) (10 Marks)	(2x10=20)	20
Total		60

BLUE PRINT OF QUESTION PAPER FOR MID/END TEST							
DURATION: 2.00 Hours.				Max Mark: 60.			
K- LEVELS	K1	K2	K3	K4	K5	K6	Total Marks
SECTIONS							
SECTION -A (One Mark, No choice) (7 x 1 = 7)	7						07
SECTION-B (2-Marks, No choice) (6 x 2 = 12)		6					12
SECTION-C (Either/or type) (7-Marks) (3 x 7 =21)			3				21
SECTION-D (2 out of 3) (10 Marks) (2x10=20) Courses having only K4 levels				2			20
Courses having K4 and K5 levels One K5 level question is compulsory				1	1		
Courses having all the 6 cognitive levels One K6 level question is compulsory					1	1	
Total Marks	07	12	21	20			60
Weightage for 100 %	12	20	35	33			100

Assessment pattern for two credit courses.

S. No.	Course Title	CIA	Semester Examination	Total Marks
1	Self Paced Learning Course	25 + 25 = 50	50 Marks MCQ (COE)	100
2	Comprehensive Examinations	25 +25 = 50	50 Marks (MCQ) (COE)	100
3	Internship	100	--	100
4	Field Visit	100	--	100
5	Ability Enhancement Course (AEC) for PG (3 credits)	50 (Three Components)	50 (COE) Specific Question Pattern	100
Assessment Pattern for Courses in Part - IV				
6	Value Education Courses and Environmental Studies	50	50 Marks (For 2.00 hours) (COE)	100
7	Skill Enhancement Courses (SECs)	50 marks (by Course in-charge) 50 Marks (by an External member from the Department)		100
8	SEC: SOFT SKILLS (For UG and PG)	100	(Fully Internal)	100

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then be graded as per the scheme provided in Table-1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by semester Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) respectively. These two are calculated by the following formulae:

$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$\text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
<p>Where,</p> <p>C_i is the Credit earned for the Course i</p> <p>G_i is the Grade Point obtained by the student for the Course i</p> <p>M_i is the marks obtained for the course i and</p> <p>n is the number of Courses Passed in that semester.</p>	

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

CLASSIFICATION OF FINAL RESULTS:

- i) The classification of final results shall be based on the CGPA, as indicated in Table-2.
- ii) For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as 'Outstanding'. Similarly the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99 and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective programmes as 'Excellent', 'Very Good', 'Good', and 'Above Average' respectively.
- iii) A Pass in SHEPHERD will continue to be mandatory although the marks will not count for the calculation of the CGPA.
- iv) Absence from an examination shall not be taken an attempt.

Table-1: Grading of the Courses

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
Below 50	0	RA

Table-2: Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-appearance

Credit based weighted Mark System is adopted for the individual semesters and cumulative semesters in the column 'Marks secured' (for 100)

Declaration of Result

Mr./ MS. _____ has successfully completed the Post Graduate in _____ programme. The candidate's Cumulative Grade Point Average (CGPA) is _____ and the class secured is _____ by completing the minimum of 110 credits.

The candidate has also acquired _____ (if any) extra by attending MOOC courses.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

The Programme Outcomes(POs)/Programme Specific Outcomes(PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their programme. At the end of each programme the PO/PSO assessment is done from the CO attainment of all curriculum components. The POs/PSOs are framed based on the guidelines of LOCF. There are five POs UG programme and five POs for PG programme framed by the college. PSOs are framed by the departments and they are five in numbers.

For each Course, there are five Course Outcomes to be achieved at the end of the course. These Course outcomes are framed to achieve the POs/PSOs. All course outcomes shall have linkage to POs/PSOs in such a way that the strongest relation has the weight 3 and the weakest is 1. This relation is defined by using the following table.

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

Mean Scores of COs = $\frac{\text{Sum of values}}{\text{Total No.of POs \& PSOs}}$		Mean Overall Score = $\frac{\text{Sum of Mean Scores}}{\text{Total No.of COs}}$	
Result	Mean Overall Score	< 1.2	# Low
		≥ 1.2 and < 2.2	# Medium
		≥ 2.2	# High

If the mean overall score is low then the course in charge has to redesign the particular course content so as to achieve high level mean overall score.

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If the mean overall score is low then the course in charge has to redesign the particular course content so as to achieve high level mean overall score.

Vision

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

Mission

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value-driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

Programme Educational Objectives (PEOs)

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

Programme Outcomes (POs)

1. Graduates will be able to apply assimilated knowledge to evolve tangible solution to emerging problems.
2. Graduates will be able to analyze and interpret data to create and design new knowledge.
3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.
4. Graduates will become ethically committed professional and entrepreneurs upholding human values.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

Programme Specific Outcomes (PSOs)	
PSO1	Graduates will be able to construct and integrate multi-disciplinary approach towards literature.
PSO2	Graduates will be able to apply employability skills in the field of education, media, human resource and administration.
PSO3	Graduates will be able to apply critical and theoretical approaches by identifying research problems and will be able to analyze literary texts in multiple genres.
PSO4	Graduates will be able to utilize and demonstrate research skills both in oral and written form in language and literature.
PSO5	Graduates will be able to appreciate the aesthetic, socio-cultural and ethical values of literary texts and the society.

M.A. English					
PROGRAMME STRUCTURE					
Sem.	Specification	No. of Courses	No. of Hours	Credits	Total Credits
I-IV	Core Courses : Theory	12	78	69	69
I-IV	Core Courses : Practical	--	--	--	--
II	Self paced learning	1	-	2	2
IV	Comprehensive Examination	1	-	2	2
IV	Project work & Viva Voce	1	6	5	5
I- IV	Discipline Specific Elective	4	20	16	16
I	Ability Enhancement Course	1	4	3	3
II	Skill Enhancement Course (Soft Skills)	1	4	3	3
II	Generic Elective IDC (WS)	1	4	3	3
III	Generic Elective IDC (BS)	1	4	3	3
I - III	Online courses (MOOC)	3	-	(2)	(6)
I-IV	Outreach Programme	-	-	4	4
	Total		120		110(6)

M.A. ENGLISH							
PROGRAMME PATTERN							
Course Details					Scheme of Exams		
Sem	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
I	21PEN1CC01	British Literature-I (1340-1660)	7	6	100	100	100
	21PEN1CC02	Indian Writing in English	7	6	100	100	100
	21PEN1CC03	English Literary Criticism	7	6	100	100	100
	21PEN1ES01A	DSE-1: English Language Teaching	5	4	100	100	100
	21PEN1ES01B	DSE-1: Media Studies					
	21PEN1AE01	AEC: Proof-reading skills	4	3	50	50	50
	Total			30	25		
II	21PEN2CC04	British Literature-II (1661-1798)	6	6	100	100	100
	21PEN2CC05	American Literature	6	5	100	100	100
	21PEN2CC06	Introduction to Literary Theories	5	5	100	100	100
	21PEN2SP01	Self Paced: Shakespeare	-	2	50	50	50
	21PEN2ES02	DSE-2: English Language Teaching in Practice	5	4	100	100	100
	21PSS2SE01	SEC: Soft Skills	4	3	100	-	100
	21PEN2EG01A	GE-1(WS) : Indian Literature in Translation	4	3	100	100	100
	21PEN2EG01B	GE-1(WS): English Literature For Competitive Examinations					
	Extra Credit Courses (MOOC)-1		-	(2)			
Total			30	28(2)			
III	21PEN3CC07	British Literature-III (1798-1914)	7	6	100	100	100
	21PEN3CC08	Comparative Literature and Translation Studies	7	6	100	100	100
	21PEN3CC09	Gender Studies	7	6	100	100	100
	21PEN3ES03A	DSE-3 : Cultural Studies	5	4	100	100	100
	21PEN3ES03B	DSE-3: Postmodern Studies					
	21PEN3EG02	GE-2 (BS) : English for Effective Communication	4	3	100	100	100
	Extra Credit Courses (MOOC)-2			(2)			
Total			30	25(2)			
IV	21PEN4CC10	British Literature-IV (1914 to the present)	7	6	100	100	100
	21PEN4CC11	Postcolonial Literatures	7	6	100	100	100
	21PEN4CC12	Contemporary World Literature	5	5	100	100	100
	21PEN4ES04A	DSE-4 : Recent Trends in Literature	5	4	100	100	100
	21PEN4ES04B	DSE-4: Western Aesthetics					
	21PEN4PW01	Research Methodology: Project Work & Viva Voce	6	5	100	100	100
	21PEN4CE01	Comprehensive Examination	-	2	50	50	100
	Extra Credit Courses (MOOC)-3			(2)			
Total			30	28(2)			
I-IV	21PCW4OR01	Outreach Programme (SHEPHERD)		4			
Total (Four Semesters)			120	110(6)			

*The courses with a scheme of Exam 50 in CIA and SE will be converted to 100 for grading.

GENERIC ELECTIVE -1: 2nd Semester							
Within school (WS)- Offered to students belong to other Departments in the School							
Course Details					Scheme of Exams		
School	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
SBS	21PBI2EG01	Herbal Technology	4	3	100	100	100
	21PBT2EG01	Medical Biotechnology	4	3	100	100	100
	21PBO2EG01	Medicinal Botany	4	3	100	100	100
SCS	21PCA2EG01	Applied Statistics using R	4	3	100	100	100
	21PMA2EG01	Mathematical Foundations	4	3	100	100	100
	21PCS2EG01	Mobile Adhoc Networks (MANET)	4	3	100	100	100
SLAC	21PEN2EG01A	Indian Literature in Translation	4	3	100	100	100
	21PEN2EG01B	English Literature For Competitive Examinations					
SMS	21PCO2EG01	Supply Chain Management	4	3	100	100	100
	21PEC2EG01	Labour Economics	4	3	100	100	100
	21PHR2EG01	Organizational Behaviour	4	3	100	100	100
	21PCC2EG01	Stress Management	4	3	100	100	100
SPS	21PCH2EG01	Industrial Products	4	3	100	100	100
	21PPH2EG01A	Solar Energy and Utilization	4	3	100	100	100
	21PPH2EG01B	Renewable Energy Resources	4	3	100	100	100

GENERIC ELECTIVE -2: 3rd Semester							
Between schools (BS)- Offered to students in the Departments belong to other Schools (Except the school offering the course)							
Course Details					Scheme of Exams		
School	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
SBS	21PBI3EG02	First Aid Management	4	3	100	100	100
	21PBT3EG02	Food Technology	4	3	100	100	100
	21PBO3EG02	Horticulture and Landscaping	4	3	100	100	100
SCS	21PCA3EG02	Web Design	4	3	100	100	100
	21PMA3EG02	Operations Research	4	3	100	100	100
	21PCS3EG02	Advances in Computer Science	4	3	100	100	100
	21PDS3EG02	Deep Learning	4	3	100	100	100
SLAC	21PEN3EG02	English for Effective Communication	4	3	100	100	100
SMS	21PCO3EG02	Basics of Taxation	4	3	100	100	100
	21PEC3EG02	Managerial Economics	4	3	100	100	100
	21PHR3EG02	Counselling and Guidance	4	3	100	100	100
	21PCC3EG02	Dynamics of Human Behaviour in Business	4	3	100	100	100
SPS	21PCH3EG02	Health Science	4	3	100	100	100
	21PPH3EG02A	Physics for Competitive Exam	4	3	100	100	100
	21PPH3EG02B	Nano Science	4	3	100	100	100

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC01	CORE-1: BRITISH LITERATURE-I (1340-1660)	7	6

CO No.	CO- Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	recall various interpretative techniques to approach literary texts of varied genres.	K1
CO-2	identify the various features of literary texts of the period and learn the style of the author’s language.	K2
CO-3	recognize and apply various cultural and moral values associated with the texts which help them to become ethical communicators.	K3
CO-4	interpret various types of dramas: tragedy, comedy, farce, melodrama, historical plays through the prescribed texts and analyze the effect.	K4
CO-5	evaluate the growth and development of British major religious, political and social movements from the 14th to 16th century and their influence on literature.	K5 & K6

Unit-I: Poetry (Detailed) (21 Hours)

1. Geoffrey Chaucer (1340 – 1400) : “The Nun’s Priest’s Tale” (From *The Canterbury Tales*)
2. John Donne (1572 – 1631) : “The Canonization”
3. John Milton (1608 – 1674) : “Paradise Lost” (Book IX: Lines 412 – 794)

Poetry (Non-detailed)

4. Sir Thomas Wyatt (1503 – 1542) : “Remembrance”
5. Henry Howard, Earl of Surrey (1517 –1547) : “The Seafarer”
6. Edmund Spenser (1552 – 1599) : Sonnets: 34, 75
7. Robert Southwell (1561 – 1595) : “The Burning Babe”
8. George Herbert (1593 – 1633) : “The Pulley”

Unit-II: Drama (Detailed) (21 Hours)

9. Ben Jonson (1573 – 1637) : *The Alchemist*

Unit-III: Drama (Non-detailed) (21 Hours)

10. Thomas Kyd (1558 – 1595) : *The Spanish Tragedy*
11. Christopher Marlowe (1564-1593): *Dr Faustus*

Unit- IV: Prose (Detailed) (21 Hours)

12. Francis Bacon (1561 – 1626) : 1. “Of Beauty”, 2. “Of Love”, 3. “Of Friendship”, 4. “Of Truth”, 5. ‘Of Envy’

Prose (Non-detailed)

13. Authorized Version of the Bible : *The Book of Job*

Unit-V: Fiction

(21 Hours)

14. Sir Thomas More (1478 – 1535) : *Utopia*
15. John Bunyan (1628 – 1688) : *The Pilgrim’s Progress* (Part I)

Books for Study

1. Bunyan, John. *The Pilgrims Progress*. Scolar Press, 1970.
2. Jonson, Ben. *The Alchemist*. Broadview Press, 2020.
3. Marlowe, Christopher. *Dr. Faustus*. Digireads Com, 2019.
4. More, Thomas. *Utopia*. Gyldendals Bogklubber, 2017.

Books for Reference

1. Kyd, Thomas. *Spanish Tragedy*. Outlook Verlag, 2020.
2. Helen, Gardner. ed. *The New Oxford Book of English Verse*. OUP, 1972.
3. Reynolds, Samuel Harvey. ed. *The Essays of Francis Bacon*. London: Clarendon Press, 1890.
4. *The Holy Bible, King James Version*. New York: American Bible Society, 1982

Web Resources

1. "Doctor Faustus." *Play Summary*, www.cliffsnotes.com/literature/d/doctor-faustus/play-Summary.
2. *Francis Bacon, Essays*. vonsteuben.org/ourpages/humanities/bacon.pdf.
3. *Old and New Oxford Books: The Idea of an Anthology*. www.jstor.org/stable/27542806.
4. "The Pilgrim's Progress." *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., www.britannica.com/topic/The-Pilgrims-Progress.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
I	21PEN1CC01	CORE-1: BRITISH LITERATURE-I (1340-1660)									7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO -1	2	2	2	2	2	1	3	2	2	2	2.0	
CO -2	3	3	3	3	3	3	3	3	3	3	3	
CO -3	3	3	3	3	3	3	3	3	3	3	3	
CO -4	3	3	3	3	3	3	3	3	3	3	3	
CO -5	3	3	3	3	3	2	3	3	3	3	2.9	
Mean Overall Score											2.78	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC02	CORE-2: INDIAN WRITING IN ENGLISH	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	describe the important Indian writers and their works of the literary era.	K1
CO-2	outline the major historical movements and characteristics of Indian Literature in English.	K2
CO-3	apply the artistic and innovative techniques employed by Indian writers.	K3
CO-4	identify the different themes like east-west conflict, multiculturalism, social realism and gender issues.	K4
CO-5	assess and recreate the rich cultural and traditional background, and grandeur of Indian literary trends in different forms.	K5 & K6

Unit- I: Poetry (Detailed)

(21 Hours)

1. Toru Dutt (1856-1877) : “The Lotus”
2. Sri Aurobindo (1872-1950) : “Surreal Science”
3. Sarojini Naidu (1879-1949) : “Coromandel Fishers”
4. Nissim Ezekiel (1924-2004) : “Night of the Scorpion”
5. A.K Ramanujan (1929-1993) : “Obituary”
6. Kamala Das (1934-2009) : “An Introduction”

Poetry (Non-Detailed)

7. Rabindranath Tagore (1861-1941) : *Gitanjali* (Lyrics 11-20)
8. Jayant Mahapatra (1928-) : “The Abandoned British Cemetery at Balasore”
9. Arun Kolatkar (1932-2004) : “An Old Woman”
10. K.N. Daruwalla (1937-) : “Evangelical Eva”
11. Dom Moraes (1938-2004) : “Sindbad”
12. Gieve Patel (1940-) : “On Killing a Tree”

Unit- II: Drama (Detailed)

(21 Hours)

13. Girish Karnad (1938-2019) : *Tughlaq*

Drama (Non-Detailed)

14. Vijay Tendulkar (1928-2008) : *Silence! The Court is in Session*
15. Manjula Padmanabhan (1953 -) : *Harvest*

Unit- III: Prose (Detailed)

(21 Hours)

16. A.P.J. Abdul Kalam (1931-2015) : “To My Countrymen” (from *Ignited Minds*)
17. Swami Vivekananda(1863–1902): “The Secret of Work”
18. M.K Gandhi (1869-1948) : “Glimpses of Religion”
(*My Experiment with Truth* Part I Ch 10)

Unit IV: Short Story (Non-detailed)

(21 Hours)

19. R. K. Narayan (1906 – 2001) : *An Astrologer’s Day*
20. Khushwant Singh (1915- 2014) : *The Mark of Vishnu*
21. Premchand (1880 – 1936) : *Lottery*

22. Ruskin Bond (1934 –) : *The Cherry Tree*

Unit-V: Novel

(21 Hours)

23. Mulk Raj Anand (1905 – 2004) : *The Untouchable*

24. Amitav Ghosh (1956 -) : *The Glass Palace*

25. Aravind Adiga (1974 -) : *The White Tiger*

26. Chitra Banerjee Divakaruni (1979-) : *The Forest of Enchantments*

Books for Study

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India, 1990, Print.
2. Patel, Gieve. *An Anthology of Poem*. Sahitya Academy: Rishi Valley, 2007, Print.
3. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005, Print.
4. Mahapatra, Jayanta. *The Poetry of Modern Indian Writing in English*. New Delhi: Mangal Deep Publications 2000, Print.

Books for Reference

1. Kalam, Abdul . *Essay Orientation* (Selection from Wings of Fire). University Press, 1999, Print.
2. Walsh, William. *Readings from CommonWealth Literature*. Oxford: Clarendon Press, 1973, Print.
3. Iyengar, Srinivasa. K.R. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985, Print.

Web Resources

1. Nambiar, Sridevi. *An Introduction to Contemporary Indian Literature*. <https://theculturetrip.com>
2. *The Introduction To Indian Writing In English English*. <https://www.ukessays.com>
3. Negi, Mohita. *Essay on Indian Writing in English*. <https://www.yourarticlelibrary.com> ›
4. *The Introduction To Indian Writing In English*. <https://www.essaycompany.com>.

Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code	Title of the Course									Hours	Credit
I	21PEN1CC02	CORE-2: INDIAN WRITING IN ENGLISH									7	6
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	2	2	2	3	3	3	3	2.5	
CO -2	3	3	2	2	2	1	2	3	3	2	2.3	
CO -3	3	3	3	1	2	2	3	3	3	1	2.4	
CO -4	3	3	1	3	3	1	3	3	3	2	2.5	
CO -5	2	2	1	3	3	1	1	3	3	3	2.2	
Mean Overall Score											2.38	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC03	CORE-3: ENGLISH LITERARY CRITICISM	7	6

CO No	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	comprehend the critical thoughts that are embedded in English literature.	K1
CO-2	understand literary criticism with its hidden subtleties and complexities in a text.	K2
CO-3	relate the types of criticism that influenced the English writers and the critics down the ages.	K3
CO-4	distinguish the literary works of different ages.	K4
CO-5	evaluate and synthesize literary criticism in a balanced and fruitful way to look at life and society from different perspectives.	K5 & K6

Unit – I: English Literary Criticism of the Classicists (21 Hours)

1. Sir Philip Sidney : “An Apology for Poetry”
2. Ben Jonson : *Timber, or Discoveries* (His views on Poetry: pp. 119-131; His views on Fable: pp. 136-142)

Unit – II: English Literary Criticism of the Neoclassicists (21 Hours)

3. John Dryden : “An Essay of Dramatic Poesy”
4. Alexander Pope : “An Essay on Criticism”
5. Samuel Johnson : “Preface to Shakespeare”

Unit – III: English Literary Criticism of the Romantics (21 Hours)

6. William Wordsworth : “Poetry and Poetic Diction” (Preface to the Second Edition of *Lyrical Ballads*, 1800)
7. S.T. Coleridge : *Biographia Literaria* (Chapters XIV and XVII)

Unit – IV: English Literary Criticism of the Victorians (21 Hours)

8. Matthew Arnold : “The Study of Poetry”
9. Walter Pater : *The Renaissance* (only Preface)

Unit – V: English Literary Criticism of the Moderns (21 Hours)

10. T.S. Eliot : “Tradition and Individual Talent”
11. I.A. Richards : “Four Kinds of Meaning”
12. F.R. Leavis : “Literary Criticism and Philosophy”

Books for Study

1. Ramaswami, S., and V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vols. 1&2, Macmillan India, 1986.
2. Johnson, Ben. *Discoveries*. Cornell U Library, 1891, pp. 119-131 and 136-142, people.virginia.edu/~jdk3t/JonsonDiscoveriesCastelain1906.pdf.
3. Das, B., and J.M. Mohanty. *Literary Criticism*. Oxford UP, 1985.

Books for References

1. Atkins, J.W.H. *English Literary Criticism*. Vol.1, Jaipur, Surabhi Publications, 1999.
2. Danziger, Marlies K., and Wendell Stacy Johnson. *An Introduction to Literary Criticism: A*

Reading. Oxford UP, 1985.

3. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing, 2005.
4. Prasad, B. *An Introduction to English Literary Criticism*. Macmillan India, 1965.
5. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Oxford & IBH Publishing. 1957.

Web Resources

1. "Beginning of Literary Criticism." *My Exam Solution*, 23 June 2018, www.myexamsolution.com/2018/06/literary-criticism-beginning-in-english.html.
2. Crews, Frederick C. "Literary criticism." *Encyclopedia Britannica*, 17 Dec. 2014, www.britannica.com/art/literary-criticism.

Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code	Title of the Course									Hours	Credits
I	21PEN1CC03	CORE-3: ENGLISH LITERARY CRITICISM									7	6
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	3	2	3	2	2	3	3	2	2.5	
CO -2	3	2	3	3	2	3	2	3	3	3	2.7	
CO -3	2	3	3	2	3	2	3	2	3	2	2.5	
CO -4	3	3	2	3	3	3	3	3	2	3	2.8	
CO -5	3	2	3	3	2	3	3	2	3	3	2.7	
Mean Overall Score											2.64	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1ES01A	DSE -1: ENGLISH LANGUAGE TEACHING	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know methodologies which are appropriate to their teaching-learning context.	K1
CO-2	discuss their classroom experience with the principles of methods and approaches.	K2
CO-3	relate the best practices of the old and the new methods	K3
CO-4	differentiate between instructional methods and constructive approaches.	K4
CO-5	justify their choice of teaching methods and procedures in practice.	K5

Unit I: Theories of Learning

(15 Hours)

1. Behaviourism
2. Cognitivism
3. Krashen's Hypotheses
4. Constructivism

Unit II: Theories of Language

(15 Hours)

5. Structuralism
6. Functionalism
7. Universal Grammar
8. Construction Grammar

Unit III: Instructional Methods

(15 Hours)

9. The Grammar-Translation Method
10. The Direct Method
11. The Audio-lingual Method
12. The Oral Approach and Situational Language Teaching

Unit IV: Designer Methods

(15 Hours)

13. Silent Way
14. Community Language Learning
15. Total Physical Response
16. Suggestopedia

Unit V: Current Approaches and Methods

(15 Hours)

17. Communicative Approach
18. Content and Language Integrated Learning
19. Task-Based Language Teaching
20. Eclectic Approach

Books for Study

- Schunk, Dale. *Learning Theories: An Educational Perspective*. 6th ed., Pearson, 2012.
Unit I: Chapters 3 & 4
- Stern, Hans Heinrich. *Fundamental Concepts of Language Teaching*. Oxford UP, 1991.
Unit II : Chapter 3
- Richards, Jack and Theodore S. Rogers. *Approaches and Methods in Language Teaching: A Description and Analysis*. 3rd ed., Cambridge UP, 2014.
Unit III : Chapters 4 to 10
Unit IV : Chapter 3
Unit V : Chapter 2

Books for Reference

- Ellis, Rod, *Understanding Second Language Acquisition*. Oxford UP, 1985.
- Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching*. Oxford UP. 2011.
- Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon, 1981.

Web Resources

- Barsky, Robert F.. "Universal Grammar." *Encyclopedia Britannica*, 16 Nov. 2018, <https://www.britannica.com/topic/universal-grammar>.
- Henson, Kenneth T. "Teaching Methods: History and Status." *Theory Into Practice*, Vol.19, No.1, pp. 2-5, <https://doi.org/10.1080/00405848009542864>
- Roberts, Rachael. "The Silent Way, Suggestopedia, TPR and other 'designer' methods: what are they and what can we learn from them?" *elt-resourceful*, 14 Sept. 2012, <https://elt-resourceful.com/tag/designer-methods>

Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code	Title of the Course									Hours	Credit
I	21PEN1ES01A	DSE-1: ENGLISH LANGUAGE TEACHING									5	4
Course Outcome (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1ES01B	DSE-1: MEDIA STUDIES	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know the technical terms in the field of media.	K1
CO-2	express innovative ideas in the media.	K2
CO-3	apply the media skills in recent trends.	K3
CO-4	connect the contemporary trends in media critically.	K4
CO-5	criticize and produce news items in the field of print medium.	K5 & K6

Unit-I: Introduction to Print Media (15 Hours)

1. News Categories
2. Components of a News Story
3. Reporting and its Types
4. Planning and writing a news article
5. Process of editing a news story

Unit-II: News Types and Writing Techniques (15 Hours)

6. Cartoons
7. Reviews
8. Editorials, Columns, Features,
9. Writing reviews

Unit-III: Understanding Advertisement (15 Hours)

10. Advertisement substance
11. Brand Positioning
12. Structure of advertisement
13. Attention seeking devices
14. Designing Advertisements and writing Jingles

Unit-IV: Radio and Television (15 Hours)

15. News Bulletin
16. Interviews, Debates and Discussions
17. Reporting
18. TV Script Writing and radio drama

Unit-V: Contemporary Trends (15 Hours)

19. Digital Journalism
20. Online Writing
21. Digital Storytelling
22. Writing content for WebPages

Books for study

1. Turow, Joseph. *Media Today: An Introduction to Mass Communication*. Routledge, 2011.
2. Allen, John Edward. *Newspaper Designing*. Harper, 1947.
3. Pickering, Ian. *Writing for News Media: The Storyteller's Craft*. Routledge, 2018.

4. Jones, Janet, and Lee Salter. *Digital Journalism*. SAGE, 2012.

Books for References

1. Cook, Guy. *The Discourse of Advertising*. Routledge, 2001.
2. Gabay, Jonathan. *Improve Your Copywriting*. Hodder Education, 2010.
3. Harris, Geoffrey, and David B. Spark. *Practical Newspaper Reporting*. Sage Publications, 2010.
4. Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2017.
5. Nair, Latha. *English for the Media*. CUP, 2014.

Web Resources

1. *Educational Uses of Digital Storytelling*, digitalstorytelling.coe.uh.edu/.
2. "Media Studies." AQA, www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572.
3. Naveed, Fakhar. "News Writing, Editorial Writing, Column Writing and Feature Writing." *Mass Communication Talk*, 9 Nov. 2019, www.masscommunicationtalk.com/news-writing-editorial-writing-column-writing-and-feature-writing.html.
4. "News Bulletin." *The Free Dictionary*, Farlex, www.thefreedictionary.com/news+bulletin
5. Agni Bharath Student Follow. "Advertisement Structure." *SlideShare*, www.slideshare.net/Agnibharathi/advertisement-structure.

Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code		Title of the Course								Hours	Credit
I	21PEN1ES01B		DSE-1: MEDIA STUDIES								5	4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN1AE01	AEC: PROOFREADING SKILLS	4	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the errors in vocabulary.	K1
CO-2	explain errors in written sentences.	K2
CO-3	modify errors and construct improvised written sentences.	K3
CO-4	infer paragraphs with much clarity	K4
CO-5	reframe and compile proofreading symbols and software in language correction.	K5 & K6

UNIT – I: Vocabulary

(12 Hours)

1. Cliches, Slang, jargon and biased language
2. Misuse of homonyms and collocations
3. British vs. American spelling
4. Wordiness watchlist

UNIT – II: Sentence Structure

(12 Hours)

5. Comma splices and run-ons
6. Misplaced and dangling modifiers
7. Subject-verb agreement
8. Mixed constructions and faulty predication

UNIT – III: Editing a Paragraph

(12 Hours)

9. Clarity and Brevity
10. Coordination and subordination
11. Sentence variety
12. Choice of voice

UNIT – IV: Mechanics

(12 Hours)

13. Capitalization
14. Abbreviations & Acronyms
15. Punctuation
16. Consistency

UNIT V: Proofreading Techniques, Symbols and Tools

(12 Hours)

17. Techniques for effective proofreading
18. Common proofreading marks and symbols
19. Tools to error-proof a write-up
20. Using proofreading software: do's and don'ts

Books for Study

1. Anderson, K Laura. *Handbook for proofreading*. NTC business books, USA. 1994. Print.
2. Roen, Duane H and others. *Handbook for the McGraw-Hill guide: Writing for College, Writing for life*, 3rd edition. Print. 2013.
3. Smith, Debra A. *Powerful Proofreading Skills Tips, Techniques and Tactics*. Viva Books, 2004.

Books for Reference

1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd edition. Routledge, London. 2011, online.
2. Ede, Lisa. *The Academic Writer: A Brief Rhetoric*. Macmillan Learning, New York, online.

Web Resources

1. Cullen, Mary. *17 Proofreading Techniques for Business Communications*. “Instructional Solutions” 12 May 2020.
<https://www.instructionalsolutions.com/blog/proofreadingtechniques>
2. Lee, Singyin. *How To Improve Your Proofreading Skills*. “Hongkiat”. 11 April 2018.
<https://www.hongkiat.com/blog/improve-proofreading/>
3. Talley, Jenell. *What Does a Proofreader Do?*. “Climb the Ladder”.
<https://www.mediabistro.com/climb-the-ladder/skills-expertise/learn-proofreader-role/>
4. *The Writing Center*. “University of North Carolina Chapter Hill”.
<https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/>

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hous	Credits
I	21PEN1AE01	AEC: PROOFREADING SKILLS									4	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	2	3	3	2	3	3	3	3	3	3.0	
CO -2	2	3	2	3	2	3	3	3	3	3	2.7	
CO -3	2	3	3	2	3	3	3	3	3	3	2.8	
CO -4	3	2	3	2	3	2	3	3	3	3	2.7	
CO -5	2	3	2	3	2	3	3	3	3	3	2.7	
Mean Overall Score											2.8	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2CC04	CORE-4: BRITISH LITERATURE - II (1660-1798)	6	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify and describe the historical context of the literary texts including the political, social, religious, cultural and artistic milieu in which the British authors wrote.	K1
CO-2	distinguish and identify salient features of different genres with respect to form and content.	K2
CO-3	discover the uniqueness of the literary tradition of this particular period.	K3
CO-4	interpret and analyse the literary texts of this particular period.	K4
CO-5	Appreciate and recreate the artistry of representative British writers and their significant works.	K5 & K6

Unit-I: Poetry (Detailed)

(18 Hours)

1. Andrew Marvell (1621 – 1678) : “The Garden”
2. Thomas Gray (1716 – 1771) : “Elegy Written in a Country Churchyard”
3. William Cowper (1731 – 1800) : “The Lily and the Rose”

Poetry (Non – detailed)

4. John Dryden (1623 – 1700) : “Absalom and Achitophel”
5. Alexander Pope (1688 – 1744) : “The Rape of the Lock”

Unit-II: Drama (Detailed)

(18 Hours)

6. John Dryden (1623 – 1700) : *All for Love*

Drama (Non-Detailed)

7. William Congreve (1670 – 1729) : *The Old Bachelor*
8. Richard Brinsley Sheridan (1751–1816) : *The School for Scandal*

Unit-III: Prose (Detailed)

(18 Hours)

9. Joseph Addison (1672 – 1719) : “The Spectator’s Account of Himself”
“On Ghosts and Apparitions”
10. Richard Steele (1672 – 1729) : “Recollections of Childhood”
11. Oliver Goldsmith (1728 -1774) : Letter XXV “The Character of The Man in Black”

Unit - IV : Prose (Non-detailed)

(18 Hours)

9. John Arbuthnot (1667-1735) : “An Essay Concerning the Effects of Air on Human Bodies”
10. Jonathan Swift (1667- 1745) : “A Modest Proposal”
11. Samuel Johnson (1709-1784) : “The Decay of Friendship” (*The Idler*, 23, September 23,1758)

Unit-V: Fiction**(18 Hours)**

15. Daniel Defoe (1661-1731) : *Moll Flanders*
 16. Samuel Richardson (1689-1761) : *Pamela*
 17. Henry Fielding (1707- 1754) : *The History of Tom Jones : A Foundling*

Books for Study

1. MacGowan, Ian. *Macmillan Anthologies of English Literature*. Vol. 3, Macmillan, 1989.
2. Fairer, David, and Christine Gerrard. *Eighteenth-Century Poetry: An Annotated Anthology, 3rd Edition*. John Wiley & Sons, 2014.
3. Dryden, John, and Keith Walker. *John Dryden: the Major Works*. OUP, 2003.
4. Sheridan, Richard Brinsley. *The School for Scandal*. The Project Gutenberg eBook.1999.
5. Richardson, Samuel. *Pamela*. OUP, 2001.
6. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.
7. Fielding, Henry. *The History of Tom Jones : A Foundling*. London : George Routledge & Sons, 1884.

Book for Reference

1. Wall, Cynthia. *A Concise Companion to the Restoration and Eighteenth Century*. Blackwell, 2008.
2. Abrams, M. H. *The Norton Anthology of English Literature. Vol. 1*. Norton, 2006.
3. Congreve, William. *The Old Bachelor; a Comedy*. The Project Gutenberg eBook.1998.

Web Resources

1. "The Major Works by John Dryden." *Goodreads*, Goodreads, 3 Apr. 2003, www.goodreads.com/book/show/269491.The_Major_Works.
2. "The Garden by Andrew Marvell - Poems | Academy of American Poets." *Poets.org*, Academy of American Poets, poets.org/poem/garden.
3. *A Modest Proposal - ReadWriteThink.org*. www.readwritethink.org/files/resources/30827_modestproposal.pdf.
4. "Elegy Written in a Country Churchyard." *Representative Poetry Online*, rpo.library.utoronto.ca/poems/elegy-written-country-churchyard.
5. "Absalom and Achitophel." *Representative Poetry Online*, rpo.library.utoronto.ca/poems/absalom-and-achitophel.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN2CC04	CORE-4: BRITISH LITERATURE - II (1660-1798)									6	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	2	3	3	3	3	2	3	2	3	2.6	
CO -2	2	3	3	2	2	2	2	3	3	3	2.5	
CO -3	2	3	3	2	3	3	2	3	2	3	2.6	
CO -4	2	3	3	2	3	3	2	3	2	3	2.6	
CO -5	2	2	3	2	3	2	2	2	2	3	2.3	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2CC05	CORE-5: AMERICAN LITERATURE	6	5

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know various distinct characters, thematic concern, genres and trends in American and Afro –American Literature.	K1
CO-2	identify the literary works of American Literature as expression of values within social, political, and cultural context.	K2
CO-3	demonstrate comprehensive understanding of texts in the field of American Literature	K3
CO-4	analyse different scholarly works in order to develop critical, analytical thinking coherently and credibly.	K4
CO-5	evaluate and formulate critical research problems in the literary text and also analyse and synthesise them to interpret and gain knowledge.	K5 & K6

Unit-I: Poetry (Detailed)

(18 hours)

1. Walt Whitman (1819-1892) : “When Lilacs Last in the Dooryard Bloom'd”
2. Paul Laurence Dunbar (1872-1906) : “Ode to Ethiopia”
3. Robert Frost (1874-1963) : “Stopping by Woods on a Snowy Evening”
4. e.e. cummings (1894- 1962) : “somewhere i have never travelled”
5. Langston Hughes (1902-1967) : “The Negro Mother”

Poetry (Non-Detailed)

6. Emily Dickinson (1830-1886) : “Because I Could not Stop for Death”
7. Wallace Stevens (1879-1955) : “The Emperor of Ice-Cream”
8. William Carlos Williams (1883-1963) : “The Red Wheelbarrow”
9. Claude Mckay (1889-1948) : “America”
10. Maya Angelou (1928-2014) : “Phenomenal Woman”
11. Sylvia Plath (1932-1963) : “Mirror”

Unit-II: Drama (Detailed)

(18 hours)

12. Eugene O’Neill (1888- 1953) : *The Hairy Ape*

Unit-III: Drama (Non-Detailed)

(18 hours)

13. Tennessee Williams (1911-1983) : *A Streetcar Named Desire*
14. Amiri Barakka (1934- Present) : *Dutchman*

Unit-IV: Prose (Non-Detailed)

(18 hours)

15. Ralph Waldo Emerson (1803-1882) : “Self-Reliance”
16. Richard Wright (1908-1960) : “Blueprint for Negro Writing”

Unit-V: Novel**(18 hours)**

17. Saul Bellow (1915-2005) : *Herzog*
 18. Kurt Vonnegut Jr. (1922-2007) : *Slaughterhouse-Five*
 19. Alice Walker (1944-) : *The Color Purple*
 20. Paul Beatty (1962-) : *The Sellout*

Books for Study

- Gates, Henry Louis, and Valerie Smith. *The Norton Anthology of African American Literature*. W.W. Norton & Company, 2014. 2
- Rittenhouse, Jessie Belle. *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Books, 2015. **Unit I**
- O'Neill, Eugene. *The Plays of Eugene O'Neill*. Modern Library, 1982. **Unit II**
- Williams, Tennessee. *A Streetcar Named Desire*. General Press, 2020.
- O'Neill, Eugene. *The Plays of Eugene O'Neill*. Modern Library, 1982. **Unit III**
- Arkwright, Preston S. *Self Reliance*. Darby, 1935.
- Richard Wright, Marcosarruda. "Blueprint for Negro Writing - Richard Wright, Marcosarruda,1980." *SAGE Journals*, journals.sagepub.com/doi/full/10.1177/030639688002100405. **Unit IV**
- "Home." *Springer*, link.springer.com **Unit V**

Books for Reference

- Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
- William, J. Fisher, et al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publ. House (Pvt.) Ltd., New Delhi, 1984.

Web Resources

- "Herzog." *Li*, 12 Feb. 1993, www.libraryofinspiration.com/lit_1960s_herzog.htm.
- "English and American Literature:" *Home - SCSU Research Guides at Southern Connecticut State University*, 24 Apr. 2000, libguides.southernct.edu/.
- "American Literature: A Research & Reference Guide: Primary Sources." *Research Guides*, 25 Aug. 1997, research.lib.buffalo.edu/american-literature-research/primary-sources.
- Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code		Title of the Course								Hours	Credit
II	21PEN2CC05		CORE-5: AMERICAN LITERATURE								6	5
Course Outcome (Cos)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	3	2	1	2	3	1	3	2	3	2.3	
CO -2	2	2	1	1	3	2	1	3	3	2	2.0	
CO -3	2	2	1	3	3	2	1	2	3	3	2.2	
CO -4	2	3	3	2	3	2	1	2	3	2	2.3	
CO -5	3	2	2	3	2	3	2	2	2	3	2.4	
Mean Overall Score											2.2	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2CC06	CORE – 6: INTRODUCTION TO LITERARY THEORIES	5	5

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the recent trends and theories of literary criticism.	K1
CO-2	explain the concepts of different literary theorists.	K2
CO-3	apply various literary theories to the study and interpretation of literatures.	K3
CO-4	compare and contrast the viewpoints of various literary theories.	K4
CO-5	evaluate and organise information effectively through research projects.	K5 & K6

Unit – I Approaches to Literature (Wilbur Scott) (15 Hours)

1. Moral approach
2. Psychological approach
3. Sociological approach
4. Formalist approach
5. Archetypal approach

Unit – II Language Oriented Literary Theories (15 Hours)

6. Formalism
7. New Criticism
8. Structuralism
9. Poststructuralism
10. Semiotics/ Semiology
11. Intertextuality

Unit – III Interpretative Theories (15 Hours)

12. Phenomenology
13. Hermeneutics
14. Discourse Analysis
15. Reader-Response Theory
16. Stylistics
17. Reception Theory

Unit – IV Critical Theories (15 Hours)

18. Psychoanalysis
19. Marxism
20. Neo-marxism
21. New Historicism
22. Cultural materialism
23. Narratology

Unit – V Post-War Theories

(15 Hours)

24. Feminism
25. Modernism
26. Postmodernism
27. Posthumanism
28. Ecocriticism
29. Critical Race Theory

Books for Study

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford UP, 2017.
2. Carter, David, et al. *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing, 2009.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford UP, 2017.
4. Carter, David, et al. *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing, 2009.
5. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. A&C Black, 2006.
6. Nayar. *Contemporary Literary And Cultural Theory: From Structuralism To Ecocriticism*. Pearson Education India, 2010.
7. Rice, Philip, and Patricia Waugh. *Modern Literary Theory: a Reader*. Arnold, 2013.
8. Fludernik, Monika. *An Introduction to Narratology*. Routledge, 2009.
9. Burke, Michael. *The Routledge Handbook of Stylistics*. Routledge, 2017.
10. Jones, Rodney H. *Discourse Analysis: A Resource Book for Students*. 2018.
12. Garrard, Greg. *The Oxford Handbook of Ecocriticism*. Oxford UP, USA, 2014.
13. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P, 1996.

Books for Reference

1. Bertens, Hans. *Literary Theory: The Basics*. 3rd ed., Routledge, 2013.
2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Spain, OUP Oxford, 2011.
3. Eagleton, Terry. *Literary Theory: An Introduction*. John Wiley & Sons, 2011.
4. Habib, M. A. *Literary Criticism from Plato to the Present: An Introduction*. John Wiley & Sons, 2011.
5. Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. 3rd ed., W.W. Norton & Company, 2018.
6. Ryan, Michael. *Literary Theory: A Practical Introduction*. John Wiley & Sons, 2017
7. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP on Demand, 2006.

Web Resources

1. "Introduction to Modern Literary Theory." *Dr. Kristi Siegel*, www.kristisiegel.com/theory.htm.
2. "Literary Theory." *Internet Encyclopedia of Philosophy | An Encyclopedia of Philosophy Articles Written by Professional Philosophers*, iep.utm.edu/literary/.
3. Purdue Writing Lab. "Introduction to Literary Theory // Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html.

4. "Subject and Course Guides: Literary Criticism: Literary Theories." *Subject and Course Guides at University of Texas at Arlington*, 16 2020, libguides.uta.edu/literarycriticism/theories.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN2CC06	CORE – 6: INTRODUCTION TO LITERARY THEORIES									5	5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	3	2	3	3	2	3	2	3	2	2.6	
CO -2	2	2	2	3	2	2	2	2	3	2	2.2	
CO -3	3	2	3	2	3	2	3	2	3	2	2.5	
CO -4	2	3	3	3	2	3	2	3	3	2	2.6	
CO -5	3	2	3	2	3	2	3	2	3	3	2.6	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2SP01	SELF PACED LEARNING: SHAKESPEARE	----	2

CO No.	CO- Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	enlist the literary techniques employed by Shakespeare in his plays and sonnets.	K1
CO-2	explain the socio-politico, cultural and historical contexts of the works of Shakespeare.	K2
CO-3	classify the plays according to their genres and sources.	K3
CO-4	analyze the development of various themes of the plays.	K4
CO-5	assess the plots and characters of the plays of Shakespeare.	K5

Unit-I : Tragedy (Detailed)

1. *Hamlet*

Unit-II : Tragedy (Non-Detailed)

2. *Othello*

Unit-III : History play (Non-Detailed)

3. *Richard II*

4. *Sonnets (8, 46, 144)*

Unit – IV: Comedy (Detailed)

5. *Twelfth Night*

Unit – V: Tragicomedy (Non-Detailed)

6. *The Merchant of Venice*

Books for Study

- Shakespeare, William. *Hamlet. New Clarendon Edition.* OUP, 1961.
Unit-I
- Shakespeare, William. *Othello. New Clarendon Edition.* OUP, 2016.
Unit-II
- Shakespeare, William. *Richard II. New Clarendon Edition.* OUP, 2016.
Unit-III
- Shakespeare, William. *Twelfth Night. New Clarendon Edition.* OUP, 2016.
Unit-IV
- Shakespeare, William. *The Merchant of Venice. New Clarendon Edition.* OUP, 2016
Unit-V

Books for Reference

- Bradley, A.C. *Shakespearean Tragedy : Lectures on Hamlet, Othello, King Lear, Macbeth,* 2 edn. Macmillan, 1905.
- Chambers, K. *The Elizabethan Stage,* 4 Volumes, Oxford: 2nd CP, 1923.
- Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies.* CUP, 2007.
- Halliday, F.E. *A Shakespeare Companion,* Penguin, 1964.
- Hopkins, Lisa. *Beginning Shakespeare,* MUP, 2005.

Web Resources

1. Bhadawi, M M . *Coleridge's Shakespearean Criticism* .Proquest.
www.royalholloway.ac.uk.08/09/2009.https://repository.royalholloway.ac.uk/file/82b07bef-b0d1-484a-aa2f-62943b6fb54d/1/10107252.pdf
2. Britton, John. A. C. *Bradley as a Critic of Shakespearean Tragedy*.www.luc.edu. Loyola University Chicago.20/08/2011.
https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc_diss
3. Hinton, Peter. *William Shakespeare :An overview of his life, times and work..*
www.artsalive.ca.NAC English Theatre Company. 8/01/2008.
http://artsalive.ca/pdf/eth/activities/shakespeare_overview.pdf
4. Menon, Narayanan. *Shakespeare Criticism; An Essay in Synthesis*.
www.collegetsm.com.Humphry Milford OUP.08/04/2020.
<http://www.collegetsm.net/wp-content/uploads/2020/04/GIPE-011322.pdf>

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course					Hours	Credit				
II	21PEN2SP01	SELF PACED LEARNING: SHAKESPEARE					-	2				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	2	2	2	1	3	2	2	3	2	2.2	
CO-2	2	3	2	1	2	3	2	3	2	1	2.1	
CO-3	3	1	2	3	2	1	3	2	3	2	2.2	
CO-4	2	3	2	2	1	3	1	2	2	3	2.1	
CO-5	2	2	3	2	2	3	2	2	2	3	2.3	
Mean Overall Score											2.20	
Result											High	

Semester	Course Code	Title of the Course	Hour	Credits
II	21PEN2ES02	DSE-2: ENGLISH LANGUAGE TEACHING IN PRACTICE	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify different teaching skills	K1
CO-2	explain the methods and approaches of language teaching	K2
CO-3	experiment the receptive and productive skills while preparing a lesson plan	K3
CO-4	analyze the impact of teaching methods and techniques	K4
CO-5	prepare language tasks based on literature	K5

Unit-I: Introduction to English Language Teaching (15 Hours)

1. Reality of a second-language classroom
2. The classroom setting
3. Teacher talk: traditional and communicative

Unit -II: Teaching Vocabulary & Grammar (15 Hours)

4. Vocabulary teaching techniques
5. Teaching grammar communicatively
6. Teaching practice

Unit-III: Teaching Receptive Skills (15 Hours)

7. Teaching listening skills
8. Teaching speaking skills
9. Teaching practice

Unit IV: Productive Skills (15 Hours)

10. Teaching reading skills
11. Teaching writing skills
12. Teaching practice

Unit-V: Teaching English through Literature & Short Films (15 Hours)

13. Creative use of poetry, short stories & one-act plays
14. Using videos
15. Teaching practice

Books for Study

1. Bilbrough, Nick. *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge University Press, 2007.
2. Brookes, Arthur, and Peter Grundy. *Beginning to Write: Writing Activities for Elementary and Intermediate Learners*. Cambridge Univ. Press, 2006.
3. Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge Univ. Press, 2004.
4. Lazar, Gillian. *Literature and Language Teaching: a Guide for Teachers and Trainers*. Cambridge University Press, 2013.

5. Redman, Stuart, et al. *A Way with Words: Resource Pack 2*. Cambridge University Press, 2004.
6. Tileston, Donna Walker. *What Every Teacher Should Know about Using Media and Technology*. Corwin Press, 2004.
7. Ur, Penny, and Michael Swan. *Grammar Practice Activities: a Practical Guide for Teachers*. Cambridge University Press, 2017.

Books for Reference

1. Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge Univ. Press, 2004.
2. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 2003.
3. Nunan, David. *Practical English Language Teaching: Grammar*. McGraw Hill, 2005.
4. Richards, Jack C., and Theodore Stephen Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2018.
5. Ur, Penny. *A Course in English Language Teaching*. Langara College, 2018.
6. Watkins, Peter. *Learning to Teach English*. Delta Publishing, 2015.

Web Resources

7. *ESLPod.com*, tv.eslpod.com/.
8. *ESOL Courses - Free English Lessons Online*. www.esolcourses.com/.
9. "Learning English." *BBC Learning English*, BBC, www.bbc.co.uk/learningenglish.
10. Emma. "English Language Teaching Reference Books Archives." *Online English Language Teacher Training Courses*, 5 Mar. 2020, eltcampus.com/tag/english-language-teaching-reference-books/.
11. Farrell, Thomas S. C. "Second Language Teacher Education: A Reality Check ..." *Springer Link*, Palgrave Macmillan, London, link.springer.com/chapter/10.1057%2F9781137440068_1.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN2ES02	DSE-2: ENGLISH LANGUAGE TEACHING IN PRACTICE									5	4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PSS2SE01	SEC: SOFT SKILLS	4	3

Programme Specific outcomes (PSOs)

After the successful completion of the course, students will learn:

- the dynamics of effective and professional communication skills and put them into daily use
- to write a Professional resume using creative methods of online platforms
- the dynamics of interview skills and GD preparations and presentations in public platforms and present the best of themselves as job seekers
- to understand, analyze and express their personality styles and personal effectiveness in various environments
- to learn and update themselves with the required knowledge in Numerical ability and Test of Reasoning for competitive examinations

Course outcomes (COS)

Upon completion of this course, students will:

- be exposed and trained in various nuances of Soft Skills in a Professional manner responding to the requirements of national and international market
- be able to synthesize the knowledge and practical skills learnt to be personal effective in any managerial positions
- be equipped to construct plans and strategies to work for better human society
- be able to illustrate the problems at work and home and design solutions and maintain a balance of work and home• be able to connect on a continuum and maintain growth and sustainability and creativity in employment that increases in productivity, profit for individuals and the society.

Module 1: Effective Communication & Professional communication

Effective communication: Definition of communication, Process of Communication, Barriers of Communication, Non-verbal Communication. JOHARI Window as a tool of effective communication.

Professional Communication: The Art of Listening, The passage, Kinesthetic, Production of Speech, Speech writing , Organization of Speech, Modes of delivery, Conversation Techniques, Good manners and Etiquettes, Different kinds of Etiquettes, Politeness markers.

Module II. Resume Writing & Interview Skills

Resume Writing: Meaning and Purpose. Resume Formats. Types of s Resume. Functional and Mixed Resume, Steps in preparation of Resume, Model resumes for an IT professional Chronological, Types of interviews, Creative resumes using online platforms

Interview Skills: Common interview questions, Dos and Don'ts for an interview, Attitude, Emotions, Measurement, Body Language, Facial expressions, Different types of interviews, Telephonic interviews, Behavioral interviews and Mock interviews (Centralized).

Module III: Group Discussion & Team Building

Group Discussion: Group Discussion Basics, GD as the first criterion for selecting software testers, Essentials of GD, Factors that matter in GD, GD parameters for evaluation, Points for GD Topics, GD Topics for Practice, Tips for GD participation. Video shooting of GD presentation & Evaluation (Centralized)

Team Building: Characteristics of a team, Guidelines for effective team membership, Pedagogy of team building, Team building skills. Team Vs Group – synergy, Types of synergy, Synergy relates to leadership, Stages of Team Formation, Broken Square-Exercise, Leadership, Leadership styles, Conflict styles, Conflict management strategies & Exercises

Module IV: Personal Effectiveness

Personal Effectiveness: Self Discovery: Personality, Characteristics of personality, kinds of self, Personality inventory table, measuring personality, intelligence and Exercises

Self Esteem: Types -High & Low self esteem, Ways of proving self esteem, Hypersensitive to criticism, activities. Goal setting: Goal setting process, Decision making process & Exercises.

Stress Management: Identifying stress, Symptoms of stress, responding to Stress, Sources of stress, coping with stress and managing stress.

Module V: Numerical Ability

Average, Percentage, Profit and Loss, Problems of ages, Simple Interest, Compound Interest, Area, Volume and Surface Area, Illustration, Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Illustrations, Boats and Streams, Calendars and Clocks.

Module VI: Test of Reasoning

Verbal Reasoning: Number series, letter series, coding and decoding, logical sequence of words, Assertion and Reasoning, Data Sufficiency, Analogy, Kinds of relationships.

Non-Verbal Reasoning: Completion of Series, Classification, analogical, Pattern comparison, Deduction of figures out of series, Mirror Reflection Pattern, Hidden figures, Rotation pattern, Pattern completion and comparison, Sense of direction, Blood relations.

Text cum Exercise book

Melchias G, Balaiah John, John Love Joy (Eds), 2018. *Winners in the Making: A primer on soft skills*. SJC, Trichy.

References

- * Aggarwal, R.S. *Quantitative Aptitude*, S.Chand & Sons
- *.Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non Verbal Reasoning*. S.Chand & CO, Revised Edition.
- * Covey, Stephen. (2004). *7 Habits of Highly effective people*, Free Press.
- * Egan, Gerard. (1994). *The Skilled Helper* (5th Ed). Pacific Grove, Brooks/Cole.
- * Khera ,Shiv (2003). *You Can Win*. Macmillan Books , Revised Edition.

Other Text Books

* Murphy, Raymond. (1998). *Essential English Grammar*. 2nd ed., Cambridge University Press.

* Prasad, L. M. (2000). *Organizational Behaviour*, S.Chand & Sons.

* Sankaran, K., & Kumar, M. *Group Discussion and Public Speaking* . M.I. Pub, Agra, 5th ed., Adams Media.

* Schuller, Robert. (2010) . *Positive Attitudes*. Jaico Books.

* Trishna's (2006). *How to do well in GDs & Interviews*, Trishna Knowledge Systems.

** Yate, Martin. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting**

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2EG02A	GE-1(WS): INDIAN LITERATURE IN TRANSLATION	4	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO -1	identify the standard of Indian Literature Translated into English.	K1
CO- 2	understand the trends in Indian Literature in English.	K2
CO-3	extrapolate and appreciate the importance of translation of Indian Literature in the world arena.	K3
CO-4	trace and analyze the nuances of translation found in the works prescribed.	K4
CO-5	evaluate and create the aesthetic essence of translation while interpreting the genres of literature.	K5 & K6

Unit-I: Poetry (Detailed) (12 Hours)

1. Kalithogai : Lyric 19 Kurinji Thinai – what she said to her friend
Translations by A. K. Ramanujan (1929-1993)
2. Azhagiya Periyavan : “The Word for you and Me”
Translated by Meena Kandasamy(1984 -)
3. Uma Maheswari (1971-) : “Dosa” (translated by Pooranie Gopi)
4. Tiruvalluvar (400B.C) : *Tirukkural* - “The Excellence of Rain”
Translated by G.U. Pope (1820-1908)

Unit-II: Poetry (Non-detailed) (12 Hours)

5. Ainkurunooru : 113, 192
Translated by A. K. Ramanujan (1929-1993)
6. Kurunthogai : 3, 68, 74, 95, 99, 221, 295, 321
Translated by A. K. Ramanujan (1929-1993)
7. Rabindranath Tagore (1861-1941) : *Gitanjali* (lyrics 1-10)

Unit-III: Short Story (12 Hours)

8. Mahasweta Devi (1926 -2016) : “Draupadi”
Translated by Gayatri Chakravorty Spivak 1942-)
9. Ambai (1944-) : In a Forest, a Deer: Stories
Translated by Lakshmi Holmstrom (1935-2016)
a. “Journey 1”
b. “Parasakthi and others in a plastic box”

Unit-IV: Play (Non -Detailed) (12 Hours)

10. Girish Karnad (1938-2019) : *Nagamandala*
11. Vijay Tendulkar (1928-2008) : *Ghashiram Kotwal*

Unit-V: Fiction (12 Hours)

12. Munshi Premchand (1880-1936) : *Godan* (Translated by Jai Ratan and P Lal)
13. U.R.Ananthamurthy (1932-2014) : *Samskara – A Rite for a Dead Man*
Translated by A.K. Ramanujan

Books for Study

1. Ramanujan, A.K." *Sangam Poems in English*, 8 May 2014.
2. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005, Print.
3. Ambai, *In a Forest, a Deer: Stories*, Lakshmi Holmstrom, 2011.
4. Debī, Mahāśvetā. *Breast Stories*. 1997.
5. Tendulkar, Vijay. *Ghashiram Kotwal*. Seagull Books Pvt, 2009.
6. Karnad, Girish R. *Three Plays*. 1994.
7. Murthy, U. R., and U. R. Anantamurthy. *Samskara: A Rite for a Dead Man*. Oxford UP, 1989.
8. Premchand. *Gift of a Cow: A Translation of Hindi Novel, Godaan*. 1936.

Books for Reference

1. Abrams, M., and Geoffrey Harpham. *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. 11th ed., Cengage Learning, 2014.
2. Walsh, William. *Readings from Commonwealth Literature*. Oxford: Clarendon Press, 1973.
3. Iyengar, K. R. *Indian Writing in English*. Asia Publishing House, 1973.

Web Resources

1. Ramanujan, A.K. " *Sangam Poems in English*, sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan
2. Modern Tamil Poetry <http://chenthil.blogspot.in/2008/04/samples-of-modern-tamil-poetry.html>
3. Ramanujan, A.K. " *Sangam Poems in English*, <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kramanujan/> <http://www.edubilla.com/tamil/moothurai/>
4. Ramanujan, A.K. " *Sangam Poems in English*, <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kramanujan/>
5. Ambai: In a Forest, a Deer: Stories <https://www.amazon.in/Forest-Deer-Stories-Ambai/dp/0195683145>
6. Basheer, Vaikom Muhammed. *Poovan Banana and Other Stories*. <https://www.amazon.in/Poovan-Banana-Stories-Muhammad-Basheer/dp/0863115535>

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN2EG02A	GE-1(WS): INDIAN LITERATURE IN TRANSLATION									4	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	1	3	2	3	1	2	2.2	
CO -2	3	2	2	2	2	2	3	2	2	2	2.2	
CO -3	2	3	2	1	3	2	2	3	3	1	2.2	
CO -4	3	2	1	2	3	2	2	3	2	2	2.2	
CO -5	2	3	2	2	3	2	3	1	2	2	2.2	
Mean Overall Score											2.2	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN1EG02B	GE- 1(W) ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	4	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recall the Historical, Social and Cultural background of the authors and works that have been prescribed.	K1
CO-2	understand various literary terms that are employed in various genres of literary works.	K2
CO-3	relate the various schools of poetry with the literary movements.	K3
CO-4	analyse the major and minor literary trends of every age in British and Non-British Literature.	K4
CO-5	critically evaluate and interpret literary pieces	K5 & K6

Unit-I: THE AGE OF CHAUCER (1340-1400)

(12 Hours)

Historical, Social and Cultural background of the Age

Poets:

Chaucer, Sir Gawain and the Green Knight, The Pearl Poet, William Langland, John Gower.

Translators of the Holy Bible:

John Wycliffe, William Tyndale, Miles Coverdale, King James. Literary Forms/ Terms/

Dramatic Devices:

Alliterative Verse, Blank Verse, Iambic Pentameter, Heroic Poetry, Rhyme Royal, Heroic Couplet, Dream Vision, Alliteration, Assonance, Spenserian Stanza, Ottava Rima, Quatrain, Terza Rima, Couplet.

THE AGE OF REVIVAL (1400 - 1550)

Historical, Social and Cultural background of the Age, War of Roses Court

Poets:

Thomas Wyatt (1503-42); Earl of Surrey, Henry Howard (1516-47)

Prose Writers:

Sir John Fortescue, William Caxton, John Fisher, Sir Thomas Malory, Thomas More

Dramatists: Erasmus, Nicolle Machiavelli

Literary Forms/ Terms/ Dramatic Devices:

Italian Sonnet & English Sonnet, Mystery Plays, Miracle Plays, Interludes, The pastoral, Allegory, Ballads, Satire

Literary Movements/ Groups/ Schools of Poetry:

English Chaucerians, Scottish Chaucerians.

THE AGE OF ELIZABETH (1550-1625)

Historical, Social and Cultural background of the Age, First English Tragedy & First English

Comedy Poets:

Edmund Spenser, Philip Sidney, Michael Drayton

Dramatists:

University Wits, William Shakespeare-Works, Source for the works, Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, Philip Massinger, John Ford, Beaumont & Fletcher, Walter Raleigh

Prose Writers:

Bacon and His Essays

Literary Forms/ Terms/ Dramatic Devices:

Elizabethan sonnet, Elizabethan Lyric, Tragedy, Comedy, Comic Relief, Catharsis, Purgation, Hamartia, Essay, Soliloquy, Aside, Drama, Play, Romance, Irony, In Medias Res, Plot, Pun, Tragic Flaw, Exaggeration, Hyperbole, Climax, Anti-climax, Eclogue, Blank Verse, Comedy of Humours
Literary Movements/ Groups/ Schools of Poetry:
Sons of Ben

Unit-II: PURITAN AGE (1625-1660)

(12 Hours)

Historical, Social and Cultural background of the Age

Poets:

John Donne, Richard Crashaw, Henry Vaughan, Andrew Marvell; John Milton

Prose Writers:

Thomas Hobbes, Thomas Fuller, Richard Baxter

Literary Forms/ Terms/ Dramatic Devices:

Metaphysical Poetry, Conceit, Simile, Metaphor, Pamphlet, Apostrophe, Oxymoron, Onomatopoeia, paradox, Metonymy, Synecdoche, Epithet, Epigram, Masque.

Literary Movements/ Groups/ Schools of Poetry:

Spenserian Poets, Cavalier Poets; Metaphysical Poets

RESTORATION AGE (1660-1699)

John Dryden & His Poetry, Restoration Dramatists, Aphra Behn, Samuel Butler

Prose Writers:

John Bunyan

Philosophers:

John Locke, Diaries of John Evelyn & Samuel Pepys

Literary Forms/ Terms/ Dramatic Devices:

Heroic Drama, Comedy of Manners, Satire, Periodicals, Biography, autobiography, allegory, allusion, Epic, Euphemism, Invocation, Chiasmus, Zeugma

NEO-CLASSICAL/ AUGUSTAN AGE (1700-1798)

Historical, Social and Cultural background of the Age

Poets:

Alexander Pope, Dr Samuel Johnson, Thomas Grey, Robert Burns

Dramatists:

Oliver Goldsmith
Prose Writers: Joseph Addison, Richard Steele

Novelists:

Jonathan Swift, Daniel Defoe, Samuel Richardson, Laurence Sterne, Henry Fielding, Tobias Smolett

Philosophers:

George Berkeley, Edmund Burke, Edward Gibbon, David Hume

Literary Forms/ Terms/ Dramatic Devices:

Periodical Essays, Novel, Epistolary Novel, Irony, Metric Lines (Diameter, Monometer, Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter, Octameter), Elegy & Its Kinds, Burlesque, Short Story, Farce

Literary Movements/ Groups/ Schools of Poetry:

Graveyard Poetry, The Augustans

Unit-III: THE ROMANTIC AGE (1798-1837)

(12 Hours)

Historical, Social and Cultural background of the Age

Poets:

William Blakes, William Wordsworth, S T Coleridge, Robert Southey, Young Romantics (John Keats, Byron, Shelley)

Prose Writers:

Charles Lamb, William Hazlitt, Thomas De Quincey Novelists: Gothic Novelists: Ann Radcliffe, Mary Shelley; Jacobean

Novelists:

Fanny Burney, Maria Edgeworth, Walter Scott, Jane Austen

Literary Forms/ Terms/ Dramatic Devices:

Myth, Symbolism, Diction, Willing Suspension of Disbelief, Negative Capability, Imagination, Fantasy, Ode, Dramatic persona, Poetic Justice, Cacophony & Euphony

Literary Movements/ Groups/ Schools of Poetry:

Romanticism, The Lake Poets

THE VICTORIAN AGE (1837-1901)

Historical, Social and Cultural background of the Age

Poets:

Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, The Pre-Raphaelite Poets, Gerard Manley Hopkins

Novelists:

Charles Dickens & His Works, George Eliot, Elizabeth Gaskell, Bronte Sisters, W M Thackeray, Antony Trollope, George Meredith, Benjamin Disraeli, Wilkie Collins, Samuel Butler, R L Stevenson

Prose Writers:

Thomas Carlyle, Thomas Macaulay, John Henry Newman, John Stuart Mill, John Ruskin, Walter Pater **Literary Forms/ Terms/ Dramatic Devices:**

Pathos, Bathos, Dramatic Monologue, Flash Back, For Shadowing, Cliché

Literary Movements/ Groups/ Schools of Poetry:

Oxford Movement, Aesthetic Movement, Pre-Raphaelite Movement/ Brotherhood, Realism

MODERN AGE (1910-45)

Historical, Social and Cultural background of the Age

Poets:

W B Yeats, Henry Davies, Alfred Noyes, Edwin Muir, T E Hulme, T S Eliot, W H Auden, Stephen Spender, Louis MacNeice, John Masefield, Dylan Thomas

Dramatists:

Lady Gregory, G B Shaw, John Galsworthy, Sean O' Casey, Absurd Dramatists (Samuel Beckett, Arthur Adamov, Eugene Ionesco, Jean Genet, Harold Pinter) John Osborne

Novelists:

Thomas Hardy, Joseph Conrad, Rudyard Kipling, H G Wells, Arnold Bennett, Dorothy Richardson, G K Chesterton, William Somerset Maugham, E M Forster James Joyce, Virginia Woolf, George Orwell, Graham Greene, Katherine Mansfield, J B Priestley, Christopher Isherwood, D H Lawrence, Aldous Huxley

Literary Forms/ Terms/ Dramatic Devices:

Problem Plays, Fiction, Interior Monologue, Round Character & Flat Character, Point of View, Stream of Consciousness, Dystopian Novel, Fable, Parable, Imagery, Symbolism, Intentional Fallacy, Affective Fallacy, Objective Correlative

Literary Movements/ Groups/ Schools of Poetry:

Imagism, Dadaism, Surrealism, Irish Literary Revival, Absurd Theatre, Existentialism, Angry Young Men, Theatre of Cruelty, Bloomsbury Group of Poetry

Unit-IV: CONTEMPORARY ENGLISH LITERATURE (POST 1945) (12 Hours)

Historical, Social and Cultural background of the Age

Poets:

George Barker, Kathleen Jessie Raine, Elizabeth Joan Jennings, Thomas Gunn, Ted Hughes, Philip Larkin
Dramatists: Bertolt Brecht, Tom Stoppard, John Clifford Mortimer

Novelists:

Charles Perey Snow, Evelyn Waugh, William Cooper, Kingsley Amis, Alan Sillitoe, William Golding, Antony Burgess, Patrick White, Irish Murdoch, Muriel Spark, Doris Lessing, Margaret Drabble

Literary Forms/ Terms/ Dramatic Devices:

Parody, pastiche, Intertextuality

Literary Movements/ Groups/ Schools of Poetry:

Epic Theatre, Movement Poets, British Poetry Revival, Modernism, Post-modernism, Black Mountain Poets, Magical Realism, Birmingham Group, Lost Generation.

AMERICAN & OTHER NON-BRITISH LITERATURE (POST 1945)

Historical, Social and Cultural background of American Literature.

Poets:

H W Longfellow, Walt Whitman, Edgar Allan Poe, James Russell Lowell, Adrienne Rich, Robert Frost, Pablo Neruda
Prose Writers: Ralph Waldo Emerson, Henry David Thoreau

Novelists:

Nathaniel Hawthorne, Earnest Hemingway, Herman Melville, Leo Tolstoy, Henry James, John Stein Beck, Richard Wright, Sylvia Plath, Saul Bellow, Umberto Eco

Dramatists:

Arthur Miller, Tennessee Williams, Eugene O' Neill
Literary Forms/ Terms/ Dramatic Devices: Expressionism, Impressionism.

Literary Movements/ Groups/ Schools of Poetry:

Transcendentalism, American Dream, Jazz Movement, Harlem Renaissance, Beat Generation, Hippie Movement, New York School of Poetry, American Romanticism, Dark Romanticism, Naturalism, Symbolism, Performance Poetry

INDIAN WRITERS & WRITERS OF INDIAN DIASPORA**Poets:**

Rabindranath Tagore, Sri Aurobindo, Sarojini Naidu, Amrita Pritam, Toru Dutt, A K Ramanujan, Jayanta Mahapatra, Amrita Pritam

Novelists:

Raja Rao, R K Narayan, Mulk Raj Anand, Munshi Premchand, Ruskin Bond, Arundhati Roy, Kamala Das, Anita Desai, Kiran Desai, Sashi Deshpande, Khushwant Singh, V S Naipaul, Monohar Malgaonkar, Salman Rushdie, Bhabani Bhattacharya, Ruskin Bond, Nirad C Chaudhari, Vikram Seth, Arun Joshi, Amitav Ghosh, G V Desani, Bankim Chandra Chatterjee, Rohinton Mistry, Shashi Tharoor, Shobhaa De, Indira Goswami, Bama, Sivakami, Nayantara Sehgal, Bapsi Sidhwa, Michael Ondaatje, Chitra Banerjee Divakaruni, Vikram Chandra, Taslima Nasrin, Faiz Ahmed Faiz, U. R. Anantha Murthy, Jhumpa Lahiri, Upamanyu Chatterjee, Aravind Adiga, Arun Joshi, Chetan Bhagat, Indira Goswami, Indira Parthasarathy, Manju Kapur, Mrinal Pande, Vikas Swarup, Sudha Murthy

Prose Writers:

Mahatma Gandhi, Jawaharlal Nehru, C. Rajagopalachari, B. R. Ambedkar, Jayakanthan, Kalki Krishnamurthy, Dramatists: Girish Karnard, Vijay Tendulkar, Gurcharan Das, Asif Currimbhoy, Badal Sircar.

Unit-V:

(12 Hours)

CANADIAN WRITERS:

Margaret Atwood, Robertson Davies, Mordecai Richler, Alice Munro, Farley Mowat, Michael Ondaatje, Robert James Sawyer, Douglas Coupland, Leonard Cohen, Margaret Avison, Thomas King, Stephen Leacock, Robert Kroetsch, Mordecai Richler, Sinclair Ross, WWE Ross, Margaret Laurence, Eden Robinson, Lucy Maude Montgomery, David Brooks, Naomi Klein, Ian Adams, Dianne Warren.

AFRICAN & AFRO-AMERICAN WRITERS:

Chinua Achebe, Wole Soyinka, Amos Tutuola, Camera Laye, Dinaw Mengestu, Mariama Ba, Buchi Emecheta, Bessie Head, Ousmane Sembane, Ngugi Wa Thiong'o, Nadine Gordimer, J. M. Coetzee, Mary Watson, Lauretta Ngcobo, Tsitsi Dangarembga, Mwana Kuponu, Ama Ata Aidoo, Chimamanda Ngozi Adichie, Ben Okri, Donald Woods, Langston Hughes, Anne Spencer, Maya Angelou, Yusuf M Adamu.

Literary Movements/ Groups/ Schools of Poetry: Negritude

AUSTRALIAN WRITERS:

Sally Morgan, Jean Devanny, Peter Carey, A.A Philips, A.D. Hope, A. L. Mccann, Thomas Keneally, Patrick White, Morris West, Judith Wright, David Malouf, Carol Ann Duffy, Annie Finch, Geraldine Brooks, Henry Lawson, Paul Jennings, Kerry Greenwood, Matthew Reilly, Tim Winton, Liane Moriarty, John Flanagan.

LITERARY CRITICISM & THEORY

Types of Literary Criticism:

Mimetic, Pragmatic, Expressive, Objective, Historical, Didactic & Biographical Criticism

Major Critical Movements:

Russian Formalism, Archetypal Criticism, New Criticism, Phenomenological Criticism, Feminist Criticism (Gynocriticism, Ecriture Feminine, Phallogocentrism, Three Waves of Feminism), Structuralism, Deconstruction (Aporia, Differance), Reader Response Criticism (Interpretative Communities, Horizon of Expectations, Implied Reader), New Historicism (Discourse), Post Colonial Theory (Alterity, Hybridity), Modernism, Postmodernism

Important Critics and their Works:

Socrates, Aristotle, Plato, I A Richards, Northrop Frye, F R Leavis, Jacques Derrida, Michael Foucault, Roland Barthes, Louis Althusser, Raymond Williams, Edward Said, Wolfgang Iser, Homi K Bhabha, Cleanth Brooks, R P Blackmur, John Crowe Ransom, Stephen Greenblatt.

Books for Study

1. Abrams, M., and Geoffrey Harpham. *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. 11th ed., Cengage Learning, 2014.
2. Blamires, Harry. *A Short History of English Literature (Second Edition)*. 1st ed., Routledge, 1984.
3. Darpan, Pratiyogita. *U.G.C.-NET/JRF/SET Teaching & Research Aptitude (General Paper-1)*. Upkar Prakashan, 2010.
4. Experts, Disha. *20 Sets UGC NET 2019 Paper 1 Phase I & II Solved Papers*. Disha Publications, 2020.

5. Jain, B. B. *An Objective History of English Literature Through Multiple-Choice Questions (for UGC-NET/SLET,TGT & PGT)*. Upkar Prakashan, 2010.

Books for Reference

1. Birch, Dinah. Oxford Companion to English Literature. 2014, Print.
2. Blamires, Harry. A History of Literary Criticism. Macmillan, 1992, Print.
3. Carter, David R. Literary Theory. Pocket Essentials, 2006, Print.
4. Carter, Ronald, and John McRae. The Routledge History of Literature in English: Britain and Ireland. Routledge, 2010, Print.
5. Compton-Rickett, Arthur. *A History of English Literature*. Nabu Press, 2010.
6. Daiches, David. *A Critical History of English Literature in Two Volumes; Volume 1 and Volume 2*. First UK Edition, The Ronald Press/, 1960.
7. Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed., Univ Of Minnesota Press, 2008.
8. Iyengar, Srinivasa. *Indian Writing in English*. Rev Upd, Sterling, 2013.
9. Trivedi, R. *A Compendious History of English Literature*. Vikas Pub. House, 1976.

Web Resources

1. *English Literature Web Sites Essays Books & Forum*, www.literature-study-online.com/.
2. "Figure of Speech." *Literary Devices*, 23 Sept. 2020, literarydevices.net/figure-of-speech/.
3. "Literature | Definition, Scope, Types, & Facts." *Encyclopedia Britannica*, www.britannica.com/art/literature.
3. *Literary Devices*, literary-devices.com/.
4. Purdue Writing Lab. "Introduction to Literary Theory// Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html.
5. "VoS: Literature (in English)." *VoS: Voice of the Shuttle*, vos.ucsb.edu/browse.asp?id=3.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN1EG02B	GE-1: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS									4	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC07	CORE-7: BRITISH LITERATURE-III (1798-1914)	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO 1	recall and appreciate the socio-cultural background of the literary works.	K1
CO 2	identify and familiarize the literary devices and techniques.	K2
CO 3	demonstrate the difference between Romantic literary period and other literary periods.	K3
CO 4	explain the ethical and spiritual values found in these literary work.	K4
CO 5	assess and write the ideas of major writers of the period and their works.	K5 & K6

Unit-I: Poetry (Detailed) (21 hours)

1. William Wordsworth (1770 - 1850) : "Tintern Abbey"
2. Samuel Taylor Coleridge (1772 - 1834) : "Frost at Midnight"
3. Percy Bysshe Shelley (1792 - 1822) : "Ode to a Skylark"
4. John Keats (1795 - 1821) : "Ode to Psyche"

Unit-II: Poetry (Non-detailed) (21 hours)

5. William Blake (1757 - 1827) : "Jerusalem"
6. Lord Byron (1788 - 1824) : "When We Two Parted"
7. Alfred Lord Tennyson (1809 - 1892) : "The Brook"
8. Robert Browning (1812 - 1889) : "Two in the Campagna"
9. Matthew Arnold (1822 - 1888) : "Shakespeare"
10. Dante Gabriel Rossetti (1828 - 1882) : "The Blessed Damozel"
11. Gerard Manley Hopkins (1844 - 1889) : "Pied Beauty"

Unit-III: Prose (Detailed) (21 hours)

12. Charles Lamb (1775 - 1834) : "Dream Children - A Reverie"
13. Bertrand Russell (1872 - 1870) : "The Basis of an Ideal Character"

Unit-IV: Prose (Non-detailed) (21 hours)

14. Charles Lamb (1775 - 1834) : "South Sea House"
15. William Hazlitt (1778 - 1830) : "On Criticism"
16. Thomas De Quincey (1785 - 1859) : "On the Knocking at the Gate in *Macbeth*"

Unit-V: Fiction (21 hours)

17. Sir Walter Scott (1771 - 1832) : *Ivanhoe*
18. Jane Austen (1775 - 1817) : *Sense and Sensibility*
19. Charles Dickens (1812 - 1870) : *Great Expectations*
20. Thomas Hardy (1840 - 1928) : *Tess of D'Urbervilles*

Books for Study

1. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012. Unit-I,II

2. Austen, Jane, and James Kinsley. *Sense and Sensibility*. OUP, 1998. Unit-V
3. Dickens, Charles, et al. *Great Expectations*. OUP, 1998. Unit-V
4. Hardy, Thomas. *Tess of the D'Urbervilles*. Penguin Books, 2002. Unit-V
5. Scott, Walter. *Ivanhoe*. Constable, 1820. Unit-V

Books for Reference

1. Maus, Katharine Eisaman, et al. *The Norton Anthology of English Literature*. Norton, 2018.
2. Hewett, R.P. *A Choice of Poets*. London: George G. Harrap & Co., 1969.
3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Verse*. Penguin, 2002.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. OUP, 1994.
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. Milestone Publication, 2000.

Web Resources

1. Hariyani, Vaidehi. "The Winged Word"- David Green, Blogger, 1 Feb. 2017, vaidehi09.blogspot.com/2016/09/winged-word-david-green.html.
2. "Great Expectations." *Encyclopædia Britannica*, Encyclopedia Britannica, Inc., www.britannica.com/topic/Great-Expectations-novel-by-Dickens.
3. "Sense and Sensibility." *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., www.britannica.com/topic/Sense-and-Sensibility.
4. "Tess of the D'Urbervilles." *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., www.britannica.com/topic/Tess-of-the-DUrbervilles.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
III	21PEN3CC07	CORE-7: BRITISH LITERATURE-III (1798-1914)									7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	2	2	2	2	1	3	2	2	2	2	
CO -2	3	3	3	3	3	3	3	3	3	3	3	
CO -3	3	3	3	3	3	3	3	3	3	3	3	
CO -4	3	3	3	3	3	3	3	3	3	3	3	
CO -5	3	3	3	3	3	2	3	3	3	3	2.9	
Mean Overall Score											2.78	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC08	CORE – 8: COMPARATIVE LITERATURE AND TRANSLATION STUDIES	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know the methodology and its application on genealogy, thematology and the reception of literary and non-literary texts.	K1
CO-2	express that translation is indispensable to uphold the value of Regional Literatures.	K2
CO-3	show how effectively Comparative Literature can be applied to study Cultural Studies.	K3
CO-4	compare and contrast the ideologies of different schools in literary history and identify the problems of periodization.	K4
CO-5	inspect the distinctions that prevail in varied influence and reception studies.	K5

Unit -- I (21 Hours)

Comparative Literature - its definition and scope - The different Schools and their specialization - Literary History and its problems concerning Periodization.

Unit -- II (21 Hours)

Study of Themes or Thematology - Definition of the terms Subject (*stoff*), text, work, theme, motif - Views of Harry Levin - Ulrich Weisstein - Raymond Trousson - S.S. Praver
Practice: Bacon's (Of Friendship) & Thirukural (Natppu) will be compared.

Unit -- III (21 Hours)

Influence and Reception studies - Distinction between 'Reception' and 'Influence' - Influence and Imitation - Reception and Survival - Reception and Communication - Influence, Analogy, Tradition.
Practice: Julius Caesar (Reception Study -Roman History)

Unit -- IV (21 Hours)

Translation Studies - Inevitable segment within CL -Vital intermediaries - Views of J.T. Shaw, Theodore Savory - Horst Frenz.
Practice: Translation of simple poems, riddles, proverbs

Unit -- V (21 Hours)

Interdisciplinary Studies - Comparative Cultural Studies - Literature and Sociology / Psychology / Philosophy / Religion / Painting - Steven Zepetnek's views.

- Practice: (i) Keats and Kannadasan can be compared (Literature & Sociology / Philosophy)
(ii) *Sons and Lovers* by D.H. Lawrence & *Sins of Appu's Mother* (Amma Vandhal by Janaki Raman) (Literature & Psychology)
(iii) *The Book of Job* & *Raja Harichandra* can be compared (Literature & Religion)

Book for Study

1. Subramaniam, N, Srinivasan, Padma and Balakrishnan G.R. eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997.

Books for References

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell Publishers, 1998.
2. George, K. M. *Comparative Indian Literature* (Vol. 1). Madras: Macmillan, 1984.

Web Resources

1. Zepetnek, Steven. *Comparative Literature :Theory, Method, Application*, December 1998
<https://www.univie.ac.at/constructivism/pub/totosy98/1.html>
2. Vishwanathan, Priya. *Epitome of Truth*, March 2020
<https://www.dollsofindia.com/library/harishchandra/>
3. "LibriVox Forum." *LibriVox Forum - Index Page*,
forum.librivox.org/viewtopic.php?t=70718.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
III	21PEN3CC08	CORE – 8: COMPARATIVE LITERATURE AND TRANSLATION STUDIES									7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	2	2	3	3	3	1	3	1	3	2.4	
CO -2	1	3	2	2	3	3	3	3	3	2	2.5	
CO -3	2	1	1	3	3	3	2	3	2	3	2.3	
CO -4	1	1	2	1	2	2	2	3	3	2	1.9	
CO -5	3	3	3	2	3	3	3	3	2	3	2.8	
Mean Overall Score											2.38	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC09	CORE-9: GENDER STUDIES	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognize and identify the key concepts in study of gender.	K1
CO-2	discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to gender.	K2
CO-3	apply the knowledge gained in analysing the condition of gender-based experiences of human beings in literature and the society.	K3
CO-4	criticize the stereotypical and ideological constructs that make subordination and discrimination an inevitable condition.	K4
CO-5	evaluate and integrate the social conditions expressed in literature and generate ideas on ways to establish gender equity.	K5 & K6

Unit-I (21 Hours)

1. Gender and Gender Perspectives of Body, Feminisms, Queer Studies (LGBTQIA+)
 2. From Chris Barker's *Cultural Studies: Theory and Practice* (pp. 350-399)
- Sex, Gender and Identity
Sexed Subjects
Men and Masculinity
Gender, Representation and Media Culture

Unit-II (21 Hours)

3. Katherine Mansfield (1888-1923) : "The Fly" (Short Story) (New Zealand)
4. Charlortte Perkins Gilman (1860-1935) : "The Yellow Wallpaper" (Short Story)(American)
5. Lynn Nottage (1964-) : *Sweat* (Play) (African American)
6. Naomi Wolf (1962-) : *The Beauty Myth* (Non-fiction) (African American)
7. Dale Spender (1943-) : *Man Made Language*

Unit-III (21 Hours)

8. Rabindranath Tagore (1861-1941) : "The Wife's Letter" (Short Story) (Indian)
9. Munshi Premchand (1880-1936) : "The Chess Players" (Short Story) (Indian)
10. Taylor Mac (1973-) : *Hir* (Play) (American)
11. bell hooks (1952-) : *We Real Cool: Black Men and Masculinity* (African American)

Unit IV Transgender Literature (21 Hours)

12. Virginia Woolf (1882-1941) : *Orlando* (Novel) (English)
13. Laxmi Narayan Tripathi (1979-) : *Me Hijra, Me Laxmi* (Autobiography) (Indian)

Unit V – Lesbian and Gay Literature (21 Hours)

14. Chinelo Okparanta (1981-) : *Under the Udala Trees* (Novel) (Nigerian)
15. Alice Walker (1944-) : *The Color Purple* (Novel) (African American)

16. Vasudhendra (1969-) : *Mohanaswamy* (Novel) (Indian)
 17. Shyam Selvadurai (1965-) : *Funny Boy* (Novel) (Srilankan Canadian)

Books for study

1. Bradley, Harriet. *Gender*. Polity, 2012.
2. Gould, Carol C.(Ed). *Gender: Key Concepts in Critical Theory*. Humanity Books, 1997.
3. Barker, Chris. *Cultural Studies: Theory and Practice*.5th Ed. Sage, 2005.
4. Spender, Dale. *Man Made Language*. Pandora, 1987.
5. hooks, bell. *We Real Cool: Black Men and Masculinity*. Routledge, 2003.
6. Laxmi Narayan Tripathi – *Me Hijra, Me Laxmi*, OUP, 2015.
7. Mac, Taylor. *Hir*. Northwestern University Press, 2016.
8. Nottage, Lynn. *Sweat*. Theatre Communications Group Inc., 2017.
9. Okparanta, Chinelo. *Under the Udala Trees*. Gran Books, 2015.
10. Selvadurai, Shyam. *Funny Boy*. Penguin India, 2000.
11. Vasudhendra, *Mohanaswamy*. Harper Perennial. 2016.
12. Wolf, Naomi. *The Beauty Myth*. Vintage, 1991.
13. Woolf, Virginia. *Orlando*. Vintage Classics, 2004.
14. Walker, Alice. *The Color Purple*. W&N, 2017.

Books for References

1. Pilcher, Jane. *50 Key Concepts in Gender Studies*. Sage Publications Ltd. 2004.
2. Evans, Mary. *Gender: The Key Concepts*. Routledge, 2012.

Web Resources

1. Mansfield, Katherine. "The Fly - Katherine Mansfield - Comma Press".
Commapress.Co.Uk, 2021,
<https://commapress.co.uk/resources/online-short-stories/the-fly>. Accessed 20 Apr 2021.
2. Stetson., Cltarlotte Perkins. "The Yello\n \\tall-Paper." *Nih.Gov*, v
<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>. Accessed 20 Apr. 2021.
3. Parabaas Inc. "A Wife's Letter: Translation of A Short Story by Rabindranath Tagore [Parabaas Translation]." *Parabaas.Com*,
<https://parabaas.com/translation/database/translations/stories/gStreerPatra1.html>.
 Accessed 20 Apr. 2021.
4. "Youthaffairz." *Youthaffairz.In*, <https://www.youthaffairz.in/fiction1august2013.html>.
 Accessed 20 Apr. 2021.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
III	21PEN3CC09	CORE 9: GENDER STUDIES									7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	2	2	2	2	1	3	2	2	2	2.0	
CO -2	3	3	3	3	3	3	3	3	2	3	2.9	
CO -3	3	3	3	3	3	3	3	3	2	3	2.9	
CO -4	3	3	3	3	3	3	3	3	2	3	2.9	
CO -5	3	3	3	3	3	3	3	3	2	3	2.9	
Mean Overall Score											2.72	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3ES03A	DSE-3: CULTURAL STUDIES	5	4

CO No.	CO-Statements	Cognitive Levels (K- Levels)
CO-1	define Cultural Studies, situating their learning within explorations of the disciplinary and historical context of the field.	K1
CO-2	understand major theories that both influenced and evolved from Cultural Studies and their approach to high and popular culture.	K2
CO-3	utilise interdisciplinary critical perspectives to understand the diverse and contested meanings of cultural objects and processes	K3
CO-4	connect cultural knowledge to everyday life and practices.	K4
CO-5	evaluate and construct culture through oral and written modes of communication, with an emphasis on the skills of critical analysis and close reading.	K5 & K6

Unit – I: Meaning and History

(15 Hours)

1. An Introduction to Cultural Studies
 - a. Definition of Culture (Lewis 18-22)
 - b. The Language-game of Cultural Studies (Barker and Jane 4)
 - c. Cultural Studies as Politics (Barker and Jane 5)
 - d. The Parameters of Cultural Studies (Barker and Jane 6-8)
2. Evolution of Cultural Studies
 - a. Literary Foundations of Cultural Studies: F.R.Leavis and Popular Culture (Lewis 84-90)
 - b. Culturalism and the Formation of a New Cultural Studies: The Birmingham Centre, Richard Hoggart, Raymond Williams, E.P. Thompson, and Stuart Hall (Lewis 91-106)
 - c. Internationalization of British Cultural Studies (Lewis 107-108)
 - d. The New Cultural Studies Project (Barker and Jane 28-29)
3. Central Problems in Cultural Studies (Barker and Jane 29-35)

Unit – II: Methods

(15 Hours)

4. The Intellectual Strands of Cultural Studies (Barker and Jane 14-28)
5. Key Methodologies in Cultural Studies
 - a. Ethnography (Barker and Jane 35-38)
 - b. Textual Approaches (Barker and Jane 39-40)
 - c. Reception Studies (Barker and Jane 41)
 - d. The Place of Theory (Barker and Jane 42)

Unit – III: Concepts

(15 Hours)

6. Key Concepts in Cultural Studies (Barker and Jane 9-13)

[From *The SAGE Dictionary of Cultural Studies* by Chris Barker]

 - a. Culture and Signifying Practices: Language-Game (Barker 44, 108)
 - b. Representation (Barker 177)
 - c. Cultural Materialism and Non-Reductionism (Barker 139, 173)
 - d. Articulation (Barker 8)
 - e. Power and Knowledge (Barker 161-163)

- f. Ideology and Popular Culture (Barker 97, 147)
- g. Texts and Readers (Barker 199, 172)
- h. Subjectivity and Identity (Barker 194, 93-95)
- i. Active Audience (Barker 1)
- j. Polysemy (Barker 146)
- k. Essentialism and Anti-Essentialism (Barker 61, 7)
- l. Positionality (Barker 154)
- m. Hegemony and Cultural Imperialism (Barker 84, 38)
- n. Discourse (Barker 54)
- o. Cultural Politics (Barker 41)
- p. Political Economy (Barker 145)

Unit – IV: Culture, Ideology, and Language

(15 hours)

- 7. Questions of Culture and Ideology
 - a. Culture is Ordinary (Barker and Jane 46-52)
 - b. High Culture / Low Culture (Barker and Jane 53-63)
 - c. Culture and the Social Formation (Barker and Jane 64-70)
 - d. The Question of Ideology (Barker and Jane 71-83)
- 8. The Linguistic Turn in Cultural Studies
 - a. Saussure and Semiotics (Barker and Jane 85-88)
 - b. Barthes and Mythology (Barker and Jane 89-93)
 - c. Derrida: Textuality and Difference (Barker and Jane 94-100)
 - d. Foucault: Discourse, Practice and Power (Barker and Jane 101-106)
 - e. Lacan: Language and Psychoanalysis (Barker and Jane 109-113)
 - f. Wittgenstein and Rorty: Language as Use (Barker and Jane 113-121)
 - g. Discourse and the Material (Barker and Jane 122-124)

Unit – V: Media Culture

(15 hours)

- 9. Television, Texts and Audiences
 - a. Television Today (Barker and Jane 400-402)
 - b. Television as Text: News and Ideology (Barker and Jane 403-410)
 - c. Social Media and News Reporting (Barker and Jane 411-416)
 - d. Soap Opera as Popular Television (Barker and Jane 417-420)
 - e. Television Story-telling in the 21st Century (Barker and Jane 421-427)
 - f. The Active Audience (Barker and Jane 428-434)
 - g. Television Audience and Cultural Identity (Barker and Jane 435-438)
 - h. Global Electronic Culture (Barker and Jane 443-448)
 - i. The Death of Television? (Barker and Jane 452-456)
- 10. Digital Media Culture
 - a. A Digital Revolution (Barker and Jane 457-458)
 - b. Digital Media 101 (Barker and Jane 458-464)
 - c. Digital Divides (Barker and Jane 465-468)
 - d. Cyberspace and Democracy (Barker and Jane 469-484)
 - e. The Cultural Politics of Information (Barker and Jane 485-497)
 - f. The Global Information Economy (Barker and Jane 498-512)

Books for Study

- 1. Barker, Chris., and Emma A. Jane. *Cultural Studies: Theory and Practice*. 5th ed

- New SAGE Publications, 2016.
 Unit I: Pages 4-8 and 28-35
 Unit II: Pages 14-28 and 35-42
 Unit III: Pages 9-13
 Unit IV: Pages 44-83, 85-106 and 109-124
 Unit V: Pages 400-438 and 443-512
2. Barker, Chris. *The SAGE Dictionary of Cultural Studies*. SAGE Publications, 2004.
 Unit III: Pages 1, 7-8, 38, 41, 44, 54, 61, 84, 93-95, 97, 108, 139, 145-147, 154, 161-163, 172-173, 177, 194, 199
 3. Lewis, Jeff. *Cultural Studies: The Basics*. 2nd ed. Sage Publications, 2008.
 Unit I: Pages 18-22, and 84-108

Books for Reference

1. Du Gay, P., Hall S., Janes, L., Mackay, H. and Negus, K. *Doing Cultural Studies*. Sage, 1997.
2. During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005.
3. Gray, A. *Research Practice for Cultural Studies*. SAGE Publications, 2003.
4. Hartley, J. *A Short History of Cultural Studies*. SAGE Publications, 2003.
5. McGuigan, J. and Gray, A. (eds). *Studying Culture: An Introductory Reader*. Edward Arnold, 1990.
6. Ogden, Daryl. *Introduction to Cultural Studies*. Pearson Custom Publishing, 2000.
7. Ryan, Michael. *Cultural Studies: A Practical Introduction*. John Wiley & Sons, 2010.
8. Storey, J. (ed.) *What is Cultural Studies?* Routledge, 1997.

Web Resources

1. Hall, Stuart. "The Origins of Cultural Studies: Featuring Stuart Hall. Online video clip. *SAGE Video*. London: SAGE Publications, Ltd., 16 Apr 2015.
<http://sk.sagepub.com/video/the-origins-of-cultural-studies-featuring-stuart-hall>
2. Parui, Avishek. "What Is Culture?" *YouTube*, NPTEL-NOC IITM, 6 May 2019, www.youtube.com/watch?v=H4NovYHGwPM.
 Parui, Avishek. *Different Interpretations Of Culture. (Marxism)*. *YouTube*, NPTEL-NOC IITM, 6 May 2019, www.youtube.com/watch?v=sB35ZiDawBk.
4. Vallath, Kallyani. *Cultural Studies*. *YouTube*, 1 Dec. 2019, <https://www.youtube.com/watch?v=UJ9MtvuaGbE>.
 Vallath, Kalyani, *Cultural Studies 1/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 30Dec. 2019, www.youtube.com/watch?v=fX5Qu17F1Gw.
6. Vallath, Kalyani, *Cultural Studies 2/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, https://www.youtube.com/watch?v=9xJ8G0_S_8k.
7. Vallath, Kalyani, *Cultural Studies 3/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, <https://youtu.be/NsZrVi6c7Ic>.
8. Vallath, Kalyani, *Cultural Studies 4/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, <https://www.youtube.com/watch?v=SHAq3EtiXSU>.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
III	21PEN3ES03A	DSE-3: CULTURAL STUDIES									5	4
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	3	3	2	2	3	3	3	2	2	2.5	
CO-2	3	3	2	3	2	3	2	3	3	3	2.7	
CO-3	3	3	3	3	3	3	3	3	3	3	3	
CO-4	2	2	2	2	3	3	2	3	3	2	2.4	
CO-5	3	3	2	2	3	2	3	2	3	3	2.6	
Mean Overall Score											2.64	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credit
III	21PEN3ES03B	DSE-3: POSTMODERN STUDIES	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the key concepts and literary forms in postmodern literatures	K1
CO-2	discuss and analyse postmodern discourse	K2
CO-3	distinguish various postmodern elements presented and problematized in the literary texts	K3
CO-4	examine the texts critically in relation to postmodern theory	K4
CO-5	evaluate and formulate arguments about postmodern literatures and texts	K5 & K6

Unit- I: Background of Postmodernism (15 Hours)

1. Modernism-Postmodernism-Origin-Definition-Characteristic features Scope

Unit- II: Postmodern Concepts: (15 Hours)

2. Word Play, Irony, Black Humour
3. Parody, Pastiche
4. Fabulation, Paranoia, Poiumena
5. Temporal Distortion, Fragmentation, Magic Realism
6. Indeterminacy, Maximalism and Minimalism
7. Hybridization, Technoculture and Hyperreality
8. Metafiction, Surfiction nd Historiographic Metafiction
9. Paradoxical, imagistic and Intertextuality

Unit- III: Poetry (15 Hours)

10. Richard Brautigan : “All Watched over by Machines of Loving Grace”
11. Robert Duncan : “Passage Over Winter”
12. Gary Soto : “How Things Work”
13. Jack Spicer : “Thing Language”
14. Charles Simic : “Eyes Fastened with Pins”
15. Rita Joe : “I Have been a Stranger in a Strange Land”

Unit -IV: Drama (15 Hours)

16. Heiner Muller : *Hamlet Machine*
17. Caryl Churchill : *Far Away*

Unit -V: Fiction (15 Hours)

18. Ken Kesey : *One Flew Over the Cuckoo’s Nest*
19. Gabriel Garcia Marquez : *One Hundred Years of Solitude*
20. John Fowles : *The French Lieutenant Woman*

Books for Study

1. Conner, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989.
2. Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1989.

3. Hoffman, Gerard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction*. Rodopi, 2005.
4. Lyotard, J.F. *The Postmodern Condition: A Report Knowledge*. MUP, 1986.
5. Turner, B. ed. *Theories of Modernity and Postmodernity*. Sage, 1990.

Books for Reference

1. Best, Steven, and Douglas Kellner. *Postmodern Theory: Critical Interrogations*. Palgrave Macmillan, 1991.
2. Best, Steven, and Douglas Kellner. *The Postmodern Turn*. Guilford Publications, 1998.

Web Resources

1. <http://https://m.poemhunter.com>. Accessed 20 Apr. 2021.
2. "Drama Online - Home." *Dramaonlinelibrary.Com*, <http://www.dramaonlinelibrary.com>. Accessed 20 Apr. 2021.
3. <http://http://www.spaceandmotion.com/Philosophy-Postmodernism.htm>. Accessed 20 Apr. 2021.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
III	21PEN3ES03B	DSE-3: POSTMODERN STUDIES									5	4
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3EG02	GE-1 (BS): ENGLISH FOR EFFECTIVE COMMUNICATION	4	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	Define concepts, opinions and feelings fluently with confidence.	K1
CO-2	Relate the use of words and expressions in speaking and writing.	K2
CO-3	Communicate effectively in formal and informal situations.	K3
CO-4	Deliver a formal presentation in a workplace environment.	K4
CO-5	Moderate discussions in their workplace and write reports and letters in formal style.	K5

Unit-I

(12 Hours)

1. Introducing yourself / someone (Blundell et al. 160-163)
2. Greeting & asking how someone is (Blundell et al. 167-171)
3. Answering an introduction (Blundell et al. 164-165)
4. Starting a conversation with a stranger (Blundell et al. 159)
5. Asking for / giving / refusing permission (Blundell et al. 118-123)
6. Asking for / giving opinion (Blundell et al. 76-82)
7. Agreeing / disagreeing (Blundell et al. 92-98)
8. Saying sorry & accepting an apology (Blundell et al. 199-202)

Unit-II

(12 Hours)

9. Understanding conversation (Hancock 90-91)
10. Pronouncing punctuation (Hancock 92-93)
11. Grouping words (Hancock 94-95)
12. Telling a story (Hancock 98-99)
13. Understanding small talk (Hancock 100-101)
14. Emphasizing added details (Hancock 108-109)
15. Emphasizing important words (Hancock 110-111)
16. Emphasizing contrasting alternatives (Hancock 112-113)

Unit-III

(12Hours)

17. Suggesting (Blundell et al. 140-141)
18. Requesting (Blundell ET al.142-143)
19. Encouraging (Blundell et al. 144-145)
20. Persuading (Blundell et al. 145-146)
21. Complaining (Blundell ET al.147-148)

Unit-IV

(12 Hours)

22. Saying you have no option (Blundell et al. 80-81)
23. Avoiding giving an opinion (Blundell et al. 81-82)
24. Trying to change someone's opinion (Blundell et al. 83-84)
25. Asking if someone is interested (Blundell et al. 85-86)
26. Saying you are wrong and someone else is right (Blundell et al. 99-100)
27. Saying you have reached agreement (Blundell et al. 101-102)

Unit-V**(12 Hours)**

28. Drafting and Delivering a Speech (Rai 242-255)
29. Making Presentations (Hindle 6-9, 14-55)
30. Moderating Discussions
31. Writing Reports (Rai 226-241)
32. Writing Letters (Rai 137-168)

Books for Study

1. Blundell, Jon, Jonathan Higgins, and Nigel Middlemiss. *Function in English*. New Delhi: Oxford University Press, 2010.
2. Hancock, Mark. *English Pronunciation in Use: Intermediate*. New Delhi: Cambridge University Press, 2009.
3. Hindle, Tim. *Making Presentations*. London: Dorling Kindersley, 2007.

Books for Reference

1. Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.
2. McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press, 2002.
3. Rai, Urmila. *English Language Communication Skills*. Mumbai: Himalaya Publishing House, 2010.

Web Resources

1. Chiles, David, et al. "Netiquette Rules." *Netiquette*, 8 Feb. 2021, networketiquette.net.
2. "Master Communication for Business Video Call Meetings in English." *Creativa*, 2017, www.creativa.com/courses/english-for-business-video-calls.
3. "Daily Writing Tips." *Creativa*, www.dailywritingtips.com. Accessed 15 Sept. 2019.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
III	21PEN3EG02	GE-1 (BS): ENGLISH FOR EFFECTIVE COMMUNICATION									4	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	3	3	3	2	3	2	1	2	3	2.5	
CO -2	3	3	3	3	2	2	2	1	2	2	2.3	
CO -3	3	3	3	3	2	2	2	1	2	2	2.3	
CO -4	3	3	3	3	2	2	2	1	2	2	2.3	
CO -5	3	3	3	3	2	2	2	1	2	2	2.3	
Mean Overall Score											2.34	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC10	CORE-10: BRITISH LITERATURE-IV (1914 – TO THE PRESENT)	7	6

CO No.	CO-Statements	Cognitive Levels (K - Levels)
	On successful completion of this course, students will be able to	
CO-1	recognise the literary works in line with the social, cultural and historical movements of the period.	K1
CO-2	explain the literary styles and techniques used during this literary period.	K2
CO-3	relate and prioritize the values and morals learnt in these literary works with real situation	K3
CO-4	compare and contrast the various literary movements emerged in the 20th century	K4
CO-5	evaluate and harmonize their learning in real life situations.	K5 & K6

Unit-I: Poetry (Detailed)

(21 Hours)

1. William Butler Yeats (1865-1939) : “Byzantium”
2. Thomas Stearns Eliot (1888-1965) : “The Waste Land”
3. Wystan Hugh Auden (1907-1973) : “As I Walked out one Evening”

(Non-Detailed)

4. Wilfred Owen (1893-1918) : “Anthem for Doomed Youth”
5. Louis Macneice (1907-1963) : “Prayer Before Birth”
6. Dylan Thomas (1914-1953) : “Do Not Go Gentle into that Good Night”
7. Philip Larkin (1922-1985) : “Water”
8. Ted Hughes (1930-1998) : “Hawk Roosting”
9. Seamus Heaney (1939-2013) : “Death of a Naturalist”
10. Carol Ann Duffy (1955-) : “The Look”

Unit-II: Drama (Detailed)

(21 Hours)

11. George Bernard Shaw (1856-1950) : *Pygmalion*
12. Thomas Stearns Eliot (1888-1965) : *Murder in the Cathedral*
13. Samuel Beckett (1906-1989) : *Waiting for Godot*

(Non-Detailed)

Unit-III: Prose (Detailed)

(21 Hours)

14. Alfred George Gardiner (1865-1946) : “On Saying Please”
15. Aldous Huxley (1894-1963) : “Pleasures”
16. Will Durant (1885-1981) : “Conditions of Civilization”
17. Virginia Woolf (1882-1914) : “The Death of the Moth”
18. George Orwell (1903-1950) : “A Hanging”

(Non-Detailed)

Unit-IV: Short Stories

(21 Hours)

19. Graham Greene (1905 – 1991) : *The Invisible Japanese Gentleman*
20. Roald Dahl (1916 – 1990) : *The Butler*
21. Angela Carter (1940 – 1992) : *The Snow Child*

Unit- V: Novel**(21 Hours)**

22. James Joyce (1882-1941) : *Ulysses*
 23. David Herbert Lawrence (1885-1930) : *The Rainbow*
 24. Dame Iris Murdoch (1919-1999) : *The Bell*
 25. Kazuo Ishiguro (1954 -) : *Never Let Me Go*
 26. Zadie Smith (1975 -) : *NW*

Books for Study

1. Beckett, Samuel. *Waiting for Godot*. Grove Press, 1982. (Unit II)
2. Eliot, T. S. *The Waste Land and Other Poems*. Penguin Books, 2003. (Unit I)
3. Shaw, Bernard. *Pygmalion*. Orient Longman, 2004. (Unit II)

Books for Reference

1. Abrahams, M. H., general editor. *The Norton Anthology of English Literature: Fifth Edition*. W. W. Norton and Company, 1987.
2. Cuddon, J. A., editor. *Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2013.
3. Helen, Gardner. ed. *The New Oxford Book of English Verse*. OUP, 1972.
4. Orwell, George. *A Collection of Essays*. Doubleday, 1954.

Web Resources

1. Andrews, Evan. "8 Battlefield Poets of World War I." *History*, 31Aug. 2018, www.history.com/news/8-battlefield-poets-of-world-war-i.
2. Dickson, Andrew. "Nonsense talk: Theatre of the Absurd." *British Library*, 7 Sep. 2017, www.bl.uk/articles/nonsense-talk-theatre-of-the-absurd.
3. Mambrol, Nasrullah. "Twentieth Century British Literature Post-1940 Scholarly Materials." *Literary Theory and Criticism*, 1 Jul. 2019, www.literariness.org/2019/07/01/20th-century-british-literature-post-1940-scholarly-materials/.

Relationship matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
IV	21PEN4CC10	CORE-10: BRITISH LITERATURE- IV (1914 – TO THE PRESENT)									7	6
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	2	3	2	2	2	2	3	2	3	2.3	
CO -2	2	3	2	2	2	2	2	3	3	2	2.3	
CO -3	2	3	2	1	1	3	2	3	3	2	2.2	
CO -4	2	1	2	2	3	2	2	2	1	2	1.9	
CO -5	3	2	2	2	3	3	2	2	2	3	2.4	
Mean Overall Score											2.22	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC11	CORE -11: POSTCOLONIAL LITERATURES	7	6

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the key concepts and literary forms in postcolonial literatures	K1
CO-2	discuss and analyse colonial and postcolonial discourse	K2
CO-3	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	K3
CO-4	examine the texts critically in relation to postcolonial theory	K4
CO-5	evaluate and formulate arguments about postcolonial literatures and texts	K5 & K6

Unit-I: Poetry (Detailed) (21 Hours)

1. Gabriel Okara 1921 – 2019 : “You Laughed and Laughed and Laughed”
2. Chinua Achebe (1930 -) : “Refugee Mother and the Child”
3. Derek Walcott (1930 -) : “A Far Cry from Africa”
4. Margaret Atwood (1939 -) : “Journey to the Interior”

Unit-II: Poetry (Non-detailed) (21 Hours)

5. A.D. Hope (1907-2000) : “Australia”
6. Faiz Ahmed Faiz (1911 – 1984) : “Do not ask, my love”
7. Judith Wright (1915-2000) : “Typists in the Phoenix Building”
8. David Diop (1927- 1960) : “Africa”
9. Arun Kolatkar (1932 –2004) : “The Bus”

Unit-III: Drama (Detailed) (21 Hours)

10. George Ryga (1932-1987) : *The Ecstasy of Rita Joe*
- Drama (Non-detailed)**
11. Wole Soyinka (1934-) : *Death and the King’s Horseman*
 12. Girish Karnad (1938 –2019) : *Tughlaq*

Unit-IV: Prose: (Non-Detailed) (21 Hours)

13. Edward Said (1935-2003) : “Orientalism” (Introductory Part)
14. Ngugi Wa Thiongo (1938-) : “Decolonizing the Mind” (Introduction)

Unit-V: Fiction (21 Hours)

15. Chinua Achebe (1930-) : *Things Fall Apart*
16. Isabel Allende (1942-) : *The House of the Spirits*
17. Patrick White (1955 -) : *The Tree of Man*
18. Chimamanda Ngozi Adichie (1977 -) : *Purple Hibiscus*

Books for Study

1. Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 2013. Unit- III
2. Soyinka, Wole, and Jane Plastow. *Death and the King's Horseman*. Bloomsbury Methuen Drama, 2017. Unit- III

3. Karnad, Girish. *Tughlaq*. 1989. Unit- III
4. Rušdie Salman. *Midnight's Children*. Vintage, 2013. Unit-V
5. Booker, M. Keith. *Things Fall Apart, by Chinua Achebe*. Salem Press, 2Unit-V

Books for Reference

1. Dhawan, Rajinder K. *Commonwealth Fiction*. Classical Publ. Co., 1988.
2. Said, Edward Wadie. *The World, the Text, and the Critic*. Vintage, 1991.
3. Ashcroft, Bill, et al. *The Post-Colonial Studies Reader*. Routledge, Taylor & Francis Group, 2006.
4. Walsh, William. *Commonwealth Literature*. St James Press, 1985.

Web Resource

1. *Australian Poetry Library*, www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006.
2. "Free Postcolonial Literature Essays and Papers." Free Postcolonial Literature Essays and Papers | 123 Help Me, www.123helpme.com/search.asp?text=Postcolonial%2BLiterature.
3. *Internet Encyclopedia of Philosophy*, www.iep.utm.edu/literary.
4. "Postcolonial Literature." *Wikipedia*, Wikimedia Foundation, 18 Apr. 2021, en.wikipedia.org/wiki/Postcolonial_literature.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
IV	21PEN4CC11	CORE-11: POSTCOLONIAL LITERATURES									7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	2	3	2	3	2	3	2	2.4	
CO -2	2	2	3	2	3	3	2	3	2	2	2.3	
CO -3	2	3	2	3	2	2	3	2	3	2	2.4	
CO -4	2	2	3	2	3	3	2	3	2	3	2.5	
CO -5	2	2	2	3	2	2	2	3	2	2	2.2	
Mean Overall Score											2.36	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC12	CORE – 12: CONTEMPORARY WORLD LITERATURE	5	5

CO No.	CO-Statements	Cognitive Levels (K-Levels)
CO-1	On successful completion of this course, students will be able to recognise stylistic devices and literary trends used by writers across the world.	K1
CO-2	articulate and evaluate how literary works respond to and influence societies and cultures, ethnically, politically and historically.	K2
CO-3	apply key concepts, terminologies and methodologies in the analysis of contemporary works,	K3
CO-4	compare and contrast various aesthetic principles and different kinds of social issues discussed.	K4
CO-5	evaluate and formulate a deeper understanding and awareness of the contemporary issues in relation to their lives.	K5 & K6

Unit-I: Poetry (Detailed)

(15 Hours)

- Allen Curnow (1911 -2001) *New Zealander* : “House and Land”
- Kath Walker alias Oodgeroo
Noonuccal (1920-1993) *Australian* : “God’s One Mistake”
- Kishwar Naheed (1940 –) *Pakistani* : “The Grass is Really Like Me”
- Heather McHugh (1948-present) *American* : “Webcam the World”
- Warsan Shire (1988- present) *Kenyan* : “Home”

Poetry (Non-detailed)

- Pablo Neruda (1904-1973) *Chilean* : “The Word”
- Yehuda Amichai (1924- 2000) *Israeli* : “I Want To Die In My Own Bed”
- Leonard Cohen (1934-2016) *Canadian* : “Steer Your Way”
- Mahmoud Darwish (1941- present) *Palestinian* : “Passport”
- Nimah Nawwab (1966-present) *Saudi Arabian* : “Gentleness Stirred”

Unit-II: Drama (Detailed)

(15 Hours)

- Djanet Sears (1959-present) *Canadian* : *Harlem Duet*

Unit-III: Drama (Non-detailed)

(15 Hours)

- David Lindsay-Abaire (1969-present) *American* : *The Rabbit Hole*

Unit-IV: Prose (Detailed)

(15 Hours)

- Kenzaburo Oe (1935-present) *Japanese* : “Japan, The ambiguous and Myself”
(The Nobel Prize Acceptance Speech)

Prose (Non-detailed)

- Oliver Wolf Sacks (1933 – 2015) *British* : “On Libraries ”

Unit-V: Novel

(15 Hours)

- Elie Wiesel (1928 – 2016) *Romanian* : *Night*
- J.M. Coetzee (1940- present) *South African* : *Disgrace*
- Khaled Hosseini (1965- present) *Afghan* : *A Thousand Splendid Suns*

Books for Study

1. Coetzee, J. M. *Disgrace*: Limited Centenary Edition. Harvill Secker, 2010.
2. Hosseini, Khaled. *A Thousand Splendid Suns*. Riverhead Books, 2009.
3. Lindsay-abaire, David. *Rabbit Hole*. Nick Hern Books, 2016.
4. Sears, Djanet, editor. *Testifyin': Vol. 1: Contemporary African Canadian Drama*. Playwrights Canada Press, 2001.
5. Wiesel, Elie. *Night Trilogy*. Hill & Wang, 2001.

Books for References

1. Cengage Learning Gale. *A Study Guide for Albert Camus's Guest*. Gale, Study Guides, 2017.
2. *Literature: Timeless Voices, Timeless Themes: The American Experience*. Prentice Hall, 2007.
3. Paley, Grace. *A Grace Paley Reader: Stories, Essays, and Poetry*. Farrar, Straus and Giroux, 2018.

Web Resources

1. Ahamad, Rukshana. "We Sinful Women". *Columbia.Edu*, 2021, http://www.columbia.edu/itc/mealac/pritchett/00urdu/3mod/rukhsana_ahmad/wesinfulwomen.pdf. Accessed 20 Apr 2021.
2. "Australian Poetry Library". *Poetrylibrary.Edu.Au*, 2021, <https://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/poems/gods-one-mistake-0771058>. Accessed 20 Apr 2021.
3. Cohen, Leonard. "'Steer Your Way'". *The New Yorker*, 2021, <https://www.newyorker.com/magazine/2016/06/20/steer-your-way-by-leonard-cohen>. Accessed 26 Mar 2021.
4. "Gentleness Stirred - Poem By Nimah Nawwab". *Famouspoetsandpoems.Com*, 2021, http://famouspoetsandpoems.com/poets/nimah_nawwab/poems/23063. Accessed 3 Mar 2021.
5. "I Want To Die In My Own Bed - Poem By Yehuda Amichai". *Famouspoetsandpoems.Com*, 2021, http://famouspoetsandpoems.com/poets/yehuda_amichai/poems/67. Accessed 20 Apr 2021.
6. "Mahmoud Darwish - Passport". *Arabicnadwah.Com*, 2021, <https://www.arabicnadwah.com/arabicpoetry/darwish-passport.htm>. Accessed 20 Apr 2021.
7. "The Nobel Prize In Literature 1994". *Nobelprize.Org*, 2021, <https://www.nobelprize.org/prizes/literature/1994/oe/lecture/>. Accessed 3 Mar 2021.
8. "Threepenny: Sacks, On Libraries". *Threepennyreview.Com*, 2021, https://www.threepennyreview.com/samples/sacks_f14.html. Accessed 20 Apr 2021.
9. "Warsan Shire – Home | Genius". *Genius*, 2021, <https://genius.com/Warsan-shire-home-annotated>. Accessed 20 Apr 2021.
10. "Webcam The World | Reflections". *Reflections.Yale.Edu*, 2021, <https://reflections.yale.edu/article/ibelieve-facing-new-media-explosion/webcam-world>. Accessed 15 Apr 2021.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code		Title of the Course								Hours	Credit
IV	21PEN4CC12		CORE-12: CONTEMPORARY WORLD LITERATURE								5	5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	2	2	1	2	2	2	3	2	3	2.2	
CO -2	3	3	2	2	1	3	2	3	2	3	2.4	
CO -3	3	3	2	2	1	2	2	3	2	2	2.2	
CO -4	3	3	3	1	2	3	2	2	2	3	2.4	
CO -5	3	3	1	2	2	3	2	2	2	3	2.3	
Mean Overall Score											2.3	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4ES04A	DSE-4: RECENT TRENDS IN LITERATURE	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognize and identify the key concepts in study of the new trends in literature.	K1
CO-2	discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to inequality.	K2
CO-3	apply the knowledge gained in analysing the life conditions expressed in these literatures and their reflections on society.	K3
CO-4	criticize the stereotypical and ideological constructs that pervade these literatures.	K4
CO-5	evaluate the social conditions expressed in these literatures and generate ideas on ways to establish a balanced life and environment	K5 & K6

Unit-I Theory

(15 Hours)

- i) Trauma Theory
- ii) Disability Studies
- iii) Transgressive Fiction
- iv) Testimonial Literature
- v) Pandemic Literature
- vi) Transhumanism
- vii) Speculative Fiction
- viii) Animal Studies
- ix) Cli-fi (Climate Fiction)
- x) Ecosophy
- xi) Area Studies
- xii) Travel Theory/Literature
- xiii) Autobiographical Theory
- xiv) Intersectionality
- xv) Graphic Literature
- xvi) Young Adult Fiction
- xvii) Cybernetic Literature (Blogging, Micro Blogging, 6 Word Novels, Twitterature, etc.)

Unit-II Trauma Studies and Disability Studies

(15 Hours)

1. Dunya Mikhail (1965-) : “The Iraqi Nights” (Poem) (Iraqi American) Trauma
2. Paul Celan (1920-1970) : “Death Fugue” (Poem) (German) Trauma
3. Jim Ferris : “Poems with Disabilities” (Poem) (American) Disability
4. Thom Gunn (1929-2004) : “The Man with Night Sweats” (Poem) (English) Disability
5. Heather Morris : *The Tattooist of Auschwitz* (Novel) (New Zealand) Trauma
6. Indra Sinha (1950-) : *Animal’s People* (Novel) (Indian-British) Disability

Unit-III Graphic Novel

(15 Hours)

7. Art Spiegelman (1948-) : *Maus*
8. Sarnath Banerjee (1972-) : *The Barn Owl's Wondrous Capers*

Unit-IV Transgressive Fiction (15 Hours)

9. Chuck Palahniuk (1962-) : *Fight Club* (Novel) (American)
10. Jeet Thayil (1959-) : *Narcopolis* (Novel) (Indian)

Unit-V Cli-Fi and Animal Studies (15 Hours)

11. Margaret Atwood (1939-) : *Oryx and Crake* (Cli-Fi Novel) (Canadian)
12. Kim Stanley Robinson (1952-) : *New York 2140* (Cli-Fi Novel) (American)
13. J. M. Coetzee (1940-) : *The Lives of Animals* (Animal Studies - Novella) (South African)

Books for Study

1. Morris, Heather Morris. *The Tattooist of Auschwitz*. Harper Paperbacks, 2018.
2. Sinha, Indra. *Animal's People*. Simon & Schuster, 2008.
3. Spiegelman, Art. *Maus*. Penguin UK, 2003.
4. Banerjee, Sarnath. *The Barn Owl's Wondrous Capers*. Penguin India, 2007.
5. Palahniuk, Chuck. *Fight Club*. RHUK, 1997.
6. Thayil, Jeet. *Narcopolis*. Faber, 2013.
7. Atwood, Margaret. *Oryx and Crake*. Virago, 2013.
8. Robinson, Kim Stanley. *New York 2140*. Orbit 2018.
9. J. M. Coetzee. *The Lives of Animals*. Princeton UP, 2016.

Books for Reference

1. Albrecht, Gary L., Katherine D. Seelman, Michael Bury. *Handbook of Disability Studies* SAGE, 2001.
2. Crenshaw, Kimberlé. *On Intersectionality: Essential Writings*. New Press, 2021.
3. Johnson. G.J. *Oxford Dictionary of Critical Theory*. Emerald Publishing Limited, 2018.
4. Waldau, Paul. *Animal Studies. An Introduction*. OUP, 2013.

Web Resources

1. Mikhael, Dunya. *The Iraqi Nights* by Dunya Mikhail
2. Celan, Paul. <https://poets.org/poem/death-fugue>
3. Ferris, Jim <https://www.kennedy-center.org/education/networks-conferences-and-research/research-and-resources/vsa-research-and-resources/writing-spotlights/poems-with-disabilities/>
4. Gnnn, Thom. <https://www.poetryfoundation.org/poems/47956/the-man-with-night-sweats>

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
IV	21PEN4ES04A	DSE-4: RECENT TRENDS IN LITERATURE									5	4
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	2	2	2	2	1	3	2	2	2	2	
CO -2	3	3	3	3	3	3	3	3	2	3	2.9	
CO -3	3	3	3	3	3	3	3	3	2	3	2.9	
CO -4	3	3	3	3	3	3	3	3	2	3	2.9	
CO -5	3	3	3	3	3	3	3	3	2	3	2.9	
Mean Overall Score											2.72	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4ES04B	DSE-4: WESTERN AESTHETICS	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	choose a methodology which is appropriate to their teaching-learning context.	K1
CO-2	differentiate between instructional methods and constructive approaches.	K2
CO-3	demonstrate their classroom experience to the principles of methods and approaches.	K3
CO-4	examine classroom experience to the principles of methods and approaches.	K4
CO-5	relate and combine the best practices of the old and the new methods.	K5 & K6

Unit-I: Beauty and Experience

(15 Hours)

1. What is an Aesthetic Experience?
2. The Different Kinds of Beauty: (a) Easy or Facile Beauty, b) Triumphant Beauty, and c) Terrible Beauty

Unit-II: Principles of Art and Craft

(15 Hours)

3. The Difference between Art and Craft
4. Art, Representation and Amusement

Unit -III: Expression and Imagination

(15 Hours)

5. Art as Expression and as Imagination
6. The Aesthetic Hypothesis

Unit-IV: Aesthetics

(15 Hours)

7. Bosanquet's "Three Lectures on Aesthetics"

Unit -V: The Sublime and the Beautiful

(15 Hours)

8. Longinus: "On the Sublime"
9. Edmund Burke: "A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful".

Books for Study

1. Bell, Clive. *Art*. Rupa. Co., 2002
2. Borev, Yuri. *Aesthetics: a Textbook*. Progress Publishers, 1985.
3. Cahn, Steven M., Aaron Meskin. eds. *Aesthetics: A Comprehensive Anthology*. Wiley-Blackwell, 2007

Books for Reference

1. Collinwood, R.G. *Principles of Art*. 1958
2. Kivy, Peter, ed. *The Blackwell Guide to Aesthetics*, Blackwell Publishing, 2004

Web Resources

1. *Spear of Longinus*, www.masonicinfo.com/spear.htm.
2. Burke, Edmund, and Abraham Mills. "A Philosophical Inquiry into the Origin of Our Ideas of the Sublime and Beautiful: with an Introductory Discourse Concerning Taste." *Amazon*, Harper, 1873, www.amazon.com/Philosophical-Inquiry-Origin-Sublime-Beautiful/dp/1613824955.
3. "Three Lectures on Aesthetic : Bosanquet, Bernard, 1848-1923 : Free Download, Borrow, and Streaming." *Internet Archive*, London : Macmillan, 1 Jan. 1970, archive.org/details/threelecturesona00bosauoft.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
IV	21PEN4ES04B	DSE-4: WESTERN AESTHETICS									5	4
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4PW01	RESEARCH METHODOLOGY: PROJECT WORK & VIVA VOCE	6	5

CO No.	CO-Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	select a specific topic for research papers and projects.	K1
CO-2	understand the purpose and the uses of research.	K2
CO-3	effectively use the library and computer for research.	K3
CO-4	explain research project systematically.	K4
CO-5	choose and write research papers and projects.	K5 & K6

Unit-I: Basics of Research

(18 Hours)

1. Basic Information about the Research Paper (Winkler3–10)
2. Choosing a topic (Winkler13–17)
3. The Library (Winkler21–33)
4. Using the Computer in your Research (Winkler 37–48)

Unit-II: Structuring a Research Paper

(18 Hours)

5. Doing the Research (Winkler 51–72)
6. The Thesis and the Outline (Winkler 75–88)
7. Transforming the Notes into a Rough Draft (Winkler 91–115)
8. Revising your Rough Draft (Winkler 119–135)
9. Finished Form of a Research Paper (Winkler 176–184)

Unit-III: Clarity in Academic Writing

(18 Hours)

10. Academic and Personal Styles of Writing (Hamp-Lyons16–20)
11. Classification (Hamp-Lyons25–29)
12. Comparison and Contrast (Hamp-Lyons35–40)
13. Definition (Hamp-Lyons50–59)
14. Generalization (Hamp-Lyons60–71)

Unit-IV: Accuracy and Originality In Academic Writing

(18 Hours)

15. Mechanics of Scholarly Prose (MLA 61–97)
16. Plagiarism and Academic Dishonesty (MLA 6–10)

Unit-V: The MLA System of Documentation

(18 Hours)

17. Why document Sources? (MLA 3–6)
18. Evaluating your Sources (MLA10–12)
19. Gathering information about your sources (MLA13–18)
20. Creating your Documentation: Works Cited and In-text Citations (MLA19–58)

Books for Study

1. Winkler, Anthony C. and Jo Ray McCuen-Metherell. *Writing the Research Paper: A Handbook*. 8th ed. Boston: Wadsworth Cenage Learning, 2012.(For Units I & II)

- Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed. Cambridge: Cambridge University Press, 2006.(For Unit III)
- The Modern Language Association. *MLA Handbook*. 8th ed. New York: The Modern Language Association of America, 2016. (For Unit IV & V)
- Modern Language Association of America. *MLA Handbook*. 9th ed. The Modern Language Association of America, 2016.
- American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. American Psychological Association, 2019.
- Dorairaj, A. Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers, 2019.

Books for Reference

- Bateson, Frederick Wilse. *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, 1972.
- Berry, Ralph. *The Research Project: How to Write It*. 5th edn. Oxon: Routledge, 2004.
- Brooks, Cleanth & Robert Penn Warren. *Modern Rhetoric*. 3rd edn. New York: Harcourt, Brace & World Inc. 1970.
- Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.
- Wolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. London: Routledge, 2005.

Web Resources

- American University, Washington, D.C, www.american.edu/ocl/asac/upload/Ten-Steps-for-WritingResearch-Papers.pdf.
- Finger Lakes Community College, www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf.
- "The Page You're Looking for is Not Here." *CSUN University Library*, 22 Dec. 2020, library.csun.edu/egarcia/documents/mlacitation_quickguide.
- 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/.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semesters	Course Code	Title of the Course									Hours	Credit
IV	21PEN4PW01	RESEARCH METHODOLOGY: PROJECT WORK & VIVA VOCE									6	5
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	2	3	3	2	3	2	3	2	2	2	2.4	
CO -2	3	2	3	3	2	2	3	1	3	2	2.4	
CO -3	2	3	2	3	2	3	2	3	3	2	2.5	
CO -4	3	2	3	2	3	2	3	2	2	3	2.5	
CO -5	2	3	2	3	2	3	1	3	2	2	2.3	
Mean Overall Score											2.42	
Result											High	