

M A ENGLISH

LOCF SYLLABUS 2025



Department of English

School of Languages and Culture

St. Joseph's College (Autonomous)

Tiruchirappalli - 620002, Tamil Nadu, India

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

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges of the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructure. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. Optimal Resource Utilization: Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. Horizontal Mobility for Students: Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. Credit-Transfer Across Disciplines (CTAD): The existing curricular structure, compliant with regulations from entities such as TANSCHE and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. Promotion of Human Excellence: Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. Emphasis on Internships and Projects: Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. Addressing Stakeholder Needs: The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

Credit system

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For postgraduate (PG) courses, students are required to accumulate a minimum of 92 credits, as stipulated in the programme pattern table. The total minimum number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not

prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

Course: A course refers to a theory, practical, or a combination of both that is done within a semester.

Course Outcomes (COs): These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

Programme: This term pertains to the specialization or discipline of a degree programme.

Programme Outcomes (POs): POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

Programme Educational Objectives (PEOs): PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

Some important terminologies

Core Courses (CC): *These are compulsory courses that students must undertake as essential components of their curriculum, providing fundamental knowledge within their primary discipline. Including core courses is essential to maintain a standardized academic programme, ensuring recognition and consistency across institutions.*

Discipline Specific Elective Courses (ES): *Elective courses are offered within the main discipline or subject of study. They allow students to select specialized or advanced options from a range of courses, offering in-depth exposure to their chosen area of study. Typically, ES are more applied in nature and provide a deeper understanding of specific topics.*

Research Methodology (RM): It is a two-credit course offered in the third semester designed to cultivate a strong research aptitude among postgraduate students. The course equips learners with essential skills for formulating research problems and pursuing impactful research.

Open Elective Courses (OE): These elective courses are chosen from disciplines unrelated to the student's main area of study, aiming to broaden their exposure and knowledge base. As per the Choice Based Credit System (CBCS) policy, students may opt for open elective courses offered by other disciplines within the college, enhancing the diversity of their learning experience.

Ability Enhancement Course (AEC): AE is designed to enhance skills and proficiencies related to the student's main discipline. It aims to provide practical training and hands-on experience, contributing to the overall development of students pursuing academic programmes.

Skill Enhancement Course (SEC): SE focus on developing specific skills or proficiencies relevant to students' academic pursuits. While it is open to students from any discipline, SE is particularly beneficial for those within the related academic programme.

Self-Learning (SL): A two-credit course designed to foster students' ability for independent and self-directed learning. There are Three Self-Learning Courses:

- 'Global Citizenship Education' a common online course offered to all PG students in Semester I on JosTEL.
- Compulsory MOOC on NPTEL-SWAYAM in Semester I or II
- A Department-Specific Self-Learning Course in Semester III on JosTEL

Comprehensive Examination (CE): These examinations cover detailed syllabi comprising select units from courses offered throughout the programme. They are designed to assess crucial knowledge and content that may not have been covered extensively in regular coursework.

Extra Credit Courses: To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across three semesters (1 - 4). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college are also considered for these extra credits.

Outreach Programme (OR): It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.

Course Coding

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

25	UXX	0	XX	00/X
Year of Revision	PG Department Code	Semester Number	Course Specific Initials	Running Number/with Choice

Course Specific Initials

CC - Core Course

CP - Core Practical

ES - Discipline Specific Elective

AE - Ability Enhancement Course

SL - Self-Learning

OE - Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

EVALUATION PATTERN (PG)
Continuous Internal Assessment

SI No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
	Total	100

Passing minimum: 50 marks

* The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60					
Section	K1	K levels					Marks
		K2	K3	K4	K5	K6	
A (compulsory)	7						$7 \times 1 = 7$
B (compulsory)		5					$5 \times 3 = 15$
C (either...or type)			3				$3 \times 6 = 18$
D (2 out of 3)	Mid Sem			1(2)	1*		$2 \times 10 = 20$
	End Sem				1(2)	1*	
Total							60

* Compulsory

Question Paper Blueprint for Semester Examination

Duration: 3 Hours		Maximum Marks: 100					
Section	K1	K levels					Marks
		K2	K3	K4	K5	K6	
A (compulsory)	10						$10 \times 1 = 10$
B (compulsory)		10					$10 \times 3 = 30$
C (either...or type)			5				$5 \times 6 = 30$
D (3 out of 5)				1(2)	1(2)	1*	$3 \times 10 = 30$
Total							100

* Compulsory

Evaluation Pattern for One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Final
• Ability Enhancement Course	$20 + 10 + 20 = 50$	50 (Department)	100
• Self - Learning Course (Dept. Specific) • Comprehensive Examination	$25 + 25 = 50$	50 (CoE)	100
• Internship • Self - Learning Course (Common) • Self - Learning Online Course (NPTEL / SWAYAM)	100	-	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Project Work and Viva Voce	100	100	100

Grading System

The marks obtained in the CIA and semester for each course will 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 (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \text{ and } CGPA = \frac{\sum_{i=1}^n C_i Gp_i}{\sum_{i=1}^n C_i}$$

$$WAM = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

Where,

C_i - credit earned for the Course *i*

G_{pi} - Grade Point obtained for the Course *i*

M_i - Marks obtained for the Course *i*

n - Number of Courses passed in that semester

WAM - Weighted Average Marks

Table - 1: Grading of the Courses for PG

Mark 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: Grading of the Final Performance for PG

CGPA	Grade	Performance
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-appear

**The Candidates who have passed in the first appearance and within the prescribed duration of the PG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered "Very Good".*

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)

1. Graduates will be able to accomplish professional standards in the global environment.
2. Graduates will be able to uphold integrity and human values.
3. 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 imbibed 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)

1. Graduates will be able to construct and integrate multi-disciplinary approach towards literature.
2. Graduates will be able to apply employability skills in the field of education, media, human resource and administration.
3. 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.
4. Graduates will be able to utilize and demonstrate research skills both in oral and written form in language and literature.
5. Graduates will be able to appreciate the aesthetic, socio-cultural and ethical values of literary texts and the society

M. A. English				
Programme Structure				
Semester	Specification	No. of Courses	Hours	Credits
1 – 4	Core Course	16	84	61
1 - 4	Core Practical	-	-	-
1, 3 & 4	Discipline Specific Elective	3	12	9
1 – 2	Open Elective	2	8	4
1	Ability Enhancement Course	1	2	1
1 – 3	Self-Learning	3	-	4
2	Skill Enhancement Course	1	4	2
3	Research Methodology	1	4	2
4	Project	1	6	3
4	Comprehensive Examination	1	-	2
2 – 4	Outreach Programme (SHEPHERD)	-	-	4
1 – 4	Extra Credit Course	4	-	12
	Total	33	120	92 (12)

M. A. ENGLISH PROGRAMME PATTERN									
Course Details							Scheme of Exams		
Sem.	Course Code	Course Type	Title of the Course	Hours	Credits		CIA	SE	Final
1	25PEN1CC01	CC Major	Core Course - 1: British Literature – I (1340-1660)	5	4	100	100	100	
	25PEN1CC02		Core Course - 2: Indian Writing in English	5	4	100	100	100	
	25PEN1CC03		Core Course - 3: Literary Theories - I	5	4	100	100	100	
	25PEN1CC04		Core Course - 4: Linguistics	5	3	100	100	100	
	25PEN1ES01A	DSE	Discipline Specific Elective – 1: World Classics in Translation	4	3	100	100	100	
	25PEN1ES01B		Discipline Specific Elective – 1: Western Aesthetics						
	25PEN1AE01	AEC	Ability Enhancement Course: Presentation Skills	2	1	100	-	100	
	25PEN1OE01	OE	Open Elective - 1 (WS): English for Effective Communication	4	2	100	100	100	
2	25PGC1SL01	SL	Global Citizenship Education (Online)	0	1	100	-	100	
			Extra Credit Course	0	(3)				
				Total	30	22 (3)			
	25PEN2CC05	CC Major	Core Course - 5: British Literature – II (1640-1750)	6	4	100	100	100	
	25PEN2CC06		Core Course - 6: English Language Teaching (Internship Embedded Course)	6	4	100	100	100	
	25PEN2CC07		Core Course - 7: Literary Theories - II	5	4	100	100	100	
	25PEN2CC08		Core Course - 8: Indian Literature in Translation	5	4	100	100	100	
	25PEN2OE02	OE	Open Elective –2(BS): English for Digital Media	4	2	100	100	100	
	25PSS2SE01	SEC	Skill Enhancement Course: Soft Skills	4	2	100	-	100	
	25PEN2SL02	SL	Online Courses: NPTEL/ SWAYAM	0	2	-	100	100	
			Extra Credit Course	0	(3)				
3				Total	30	22 (3)			
	25PEN3CC09	CC Major	Core Course - 9: British Literature – III (1798-1914)	6	4	100	100	100	
	25PEN3CC10		Core Course - 10: Comparative Literature & Translation Studies	6	4	100	100	100	
	25PEN3CC11		Core Course - 11: Gender Studies	5	4	100	100	100	
	25PEN3CC12		Core Course - 12: Cultural Studies	5	4	100	100	100	
	25PEN3ES02A	DSE	Discipline Specific Elective - 2: English Language Teaching in Practice	4	3	100	100	100	
	25PEN3ES02B		Discipline Specific Elective – 2: Postcolonial Literatures						
	25PEN3RM01	RM	Research Methodology	4	2	100	100	100	
	25PEN3SL03	SL	Self - Learning: Children's Literature*	0	1	50	50	50	
4			Extra Credit Course	0	(3)				
				Total	30	22 (3)			
	25PEN4CC13	CC Major	Core Course – 13: British Literature – IV (1920-2010)	5	4	100	100	100	
	25PEN4CC14		Core Course – 14: American Literature	5	4	100	100	100	
	25PEN4CC15		Core Course – 15: Contemporary World Literature	5	3	100	100	100	
	25PEN4CC16		Core Course – 16: Shakespeare	5	3	100	100	100	
	25PEN4ES03A	DSE	Discipline Specific Elective – 3: Recent Trends in Literature	4	3	100	100	100	
	25PEN4ES03B		Discipline Specific Elective –3: Postmodern Literature						
	25PEN4PW01	PW	Project	6	3	100	100	100	
	25PEN4CE01	CE	Comprehensive Examination*	0	2	50	50	50	
1 - 4			Extra Credit Course	0	(3)				
	25PCW4OR01	OR	Outreach Programme	0	4				
				TOTAL	120	92(12)			

*For Grade Calculation: Marks obtained out of 50 will be converted into 100 in the mark statements.

Open Elective - 1 (WS): 1st Semester

School	Course Code	Title of the Course
SLAC		
English	25PEN1OE01	English for Effective Communication
History	25PHS1OE01	Local Self Government in Tamil Nadu
Tamil	25PTA1OE01	திரைப்படத் திறனாய்வும் குறும்பு உருவாக்கமும் (Film criticism and Documentaries)

Open Elective – 2 (BS): 2nd Semester
Offered to students from other Schools

School	Course Code	Title of the Course
SBS		
Botany	25PBO2OE02	Sustainable Horticulture and Urban Landscaping
Biochemistry	25PBI2OE02	First Aid Management
Biotechnology	25PBT2OE02	Food Technology
SCS		
Artificial Intelligence and Machine Learning	25PAI2OE02	Cyber Security
Computer Science	25PCA2OE02A	Web Design
	25PCA2OE02B	Cyber Security
Information Technology	25PCS2OE02	Recent Trends in Computing
Data Science	25PDS2OE02	Discrete Mathematics
Mathematics	25PMA2OE02	Operations Research
Visual Communication	25PVC2OE02	Women and Media
SLAC		
English	25PEN2OE02	English for Digital Media
History	25PHS2OE02	Public Administration
Tamil	25PTA2OE02	விளம்பரக்கலை (Art of advertising)
SMS		
Commerce	25PCO2OE02	Basics of Tally Prime
Commerce Computer Application	25PCC2OE02	Behavioural Dynamics and Psychology
Counselling Psychology	25PCP2OE02	Artificial Intelligence in Psychology
Economics	25PEC2OE02	Managerial Economics
Human Resource Management	25PHR2OE02	Counselling and Guidance
SPS		
Chemistry	25PCH2OE02	Chemistry of Health and Nutrition
Electronics	25PEL2OE02	Computer Hardware and Networks
Physics	25PPH2OE02A	Physics for Competitive Exams
	25PPH2OE02B	Nanoscience

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PEN1CC01	Core Course - 1: British Literature - I (1340-1660)	5	4

Course Objectives	
To recall various interpretative techniques to approach literary texts of varied genres.	
To identify the various features of literary texts of the period and learn the style of the author's language.	
To recognize and apply various cultural and moral values associated with the texts which help them to become ethical communicators.	
To interpret various types of dramas: tragedy, comedy, farce, melodrama, historical plays through the prescribed texts and analyze the effect.	
To evaluate the growth and development of British major religious, political and social movements from the 14th to 16th century and their influence on literature.	

UNIT I: Poetry (Detailed) (15 Hours)

- 1. Geoffrey Chaucer (1340 – 1400) : The Nun's Priest's Tales (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 : "The Seafarer" (1517 – 1547)
- 6. Robert Southwell (1561 - 1595) : "The Burning Babe"
- 7. George Herbert (1593 – 1633) : "The Pulley"

UNIT II: Drama (Detailed) (15 Hours)

- 8. Christopher Marlowe (1564- 1593) : *Dr. Faustus*

UNIT III: Drama (Non-Detailed) (15 Hours)

- 9. Thomas Kyd (1558 – 1595) : *The Spanish Tragedy*
- 10. Ben Jonson (1573 – 1637) : *Volpone or The Fox*

UNIT IV: Prose (Detailed) (15 Hours)

- 11. Francis Bacon (1561 – 1626) : 1. "Of Beauty", 2. "Of Friendship", 3. "Of Truth"

Prose (Non-Detailed)

- 12. King James Version of the Bible : *The Book of Job*

UNIT V: Fiction (15 Hours)

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

Teaching Methodology	Lecture, Power Point, Peer discussion, Critical Reviews and Analysis
Assessment Methods	Seminars, Assignments, Snap Tests, MCQs

Books for Study:

1. Bunyan, John. *The Pilgrims Progress*. Scholar Press, 1970.
2. Jonson, Ben. *Volpone*. 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

Websites and eLearning Sources:

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.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	Recall various interpretative techniques to approach literary texts of varied genres.	K1
CO2	Identify the various features of literary texts of the period and learn the style of the author's language.	K2
CO3	Recognise various cultural and moral values associated with the texts which help them to become ethical communicators.	K3
CO4	Interpret various types of dramas: tragedy, comedy, farce, melodrama, historical plays through the prescribed texts and analyze the effect.	K4
CO5	Evaluate the growth and development of British major religious, political and social movements from the 14th to 17 th century and their influence on literature.	K5
CO6	Interpret and evaluate the cultural milieu of the period from the prescribed texts	K6

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
1	25PEN1CC01		Core Course - 1: British Literature – I (1340-1660)						5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	1	3	2	2	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	3	3
CO6	3	2	3	2	3	3	2	3	3	2.7
Mean Overall Score										2.78 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PEN1CC02	Core Course - 2: Indian Writing in English	5	4

Course Objectives	
To facilitate the students to understand the evolution of Indian Writing in English	
To understand and appreciate the richness of Indian knowledge system found in Indian literature	
To analyse different literary movements and genres of Indian Literature in English	
To inculcate in the students the cultural significance of Indian English literature	
To comprehend the classical Indian tradition and the impact of the West	

UNIT I: Poetry (15 Hours)

1. Toru Dutt (1856 - 1877)	: “The Tree of Life”, “The Casuarina Tree”
2. Rabindranath Tagore (1861 - 1941)	: <i>Gitanjali</i> (Lyrics 1 - 10)
3. Sarojini Naidu (1879 - 1949)	: “Palanquin Bearers”, “Coromandel Fishers”
4. A. K. Ramanujan (1929 -1993)	: “Obituary”, “Small Scale Reflections on a Great House”
5. Nissim Ezekiel (1924 - 2004)	: “Morning Prayer”, “Enterprise”
6. Kamala Das (1934 - 2009)	: “Looking Glass”, “An Introduction”
7. Parthasarathy (1934 -)	: “River, Once”, “Under Another Sky”

UNIT II: Prose (15 Hours)

8. Swami Vivekananda (1863 - 1902)	: “Buddhism: The Fulfilment of Hinduism” (<i>Chicago Address</i>)
9. Sri Aurobindo (1872 - 1950)	: “The Essence of Poetry” (<i>The Future Poetry</i>)
10. Dr. S. Radhakrishnan (1888 - 1975)	: “Emerging World Society” (<i>The Emerging World</i>)
11. Dr. A. P. J. Abdul Kalam (1931 - 2015)	: “Orientation” (<i>Wings of Fire</i>)

UNIT III: Short Story (15 Hours)

12. R. K. Narayan (1906 - 2001)	: “Engine Trouble”
13. Khushwant Singh (1915 - 2014)	: “The Mark of Vishnu”
14. Ruskin Bond (1934 -)	: “The Tiger in the Tunnel”
15. Sowvendra Shekhar (1983 -)	: “The Adivasi will not Dance”

UNIT IV: Drama (15 Hours)

16. Asif Currimbhoy (1928 - 1994)	: <i>Inquilab</i>
17. Mahesh Dattani (1958 -)	: <i>Seven Steps Around the Fire</i>

UNIT V (15 Hours)

18. Raja Rao (1908 - 2006)	: <i>Kanthapura</i>
19. Salman Rushdie (1947 -)	: <i>Midnight’s Children</i>

Teaching Methodology	Lecture, Multimedia Presentations, Project, Group Discussion, and Enacting
Assessment Methods	Quiz, Seminar, Online test, Written Test

Books for Study:

1. Ramamurti, K. S. (Ed.). *Twenty Five Indian Poets in English*. Macmillan, 1995.
2. Tagore, Rabindranath. *Gitanjali*, Rupa Classics, 2005.
3. Dattani, Mahesh. *Collected Plays*, Penguin India, 2000.
4. Rao, Raja. *Kanthapura*, Penguin India, 2014.
5. Kalam, A. P. J. Abdul. *Wings of Fire*, University Press, 1999.

Books for Reference:

1. Iyengar, K. R. S. *History of Indian Writing in English*. Sterling Publishers, 1962.
2. Gowen, H. H. *A History of Indian Literature*. Seema Publications, 1975.
3. Satchidanandan, K. *Authors, Texts, Issues: Essays on Indian Literature*. Pencraft International, 2003.
4. Chandri, A. *The Picador Book of Modern Indian Literature*. Macmillan, 2001.
5. Khair, T. *Babu Fictions: Alienation in Contemporary Indian English Novels*, 2001.

Websites and eLearning Sources:

1. https://en.wikipedia.org/wiki/Wik/indian_writing_in_english
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-inenglish/article5226149.ece/amp/>
3. <https://www.britannica.com/biography/Sri-Aurobindo>
4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Understand the evolution of Indian Writing in English		K1	
CO2	Compare the historical movements of the Indian subcontinent		K2	
CO3	Apply the ideas of different genres through the representation of different texts		K3	
CO4	Analyse the cultural significance of Indian English literature		K4	
CO5	Compare Indian Writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West		K5	
CO6	Discuss the literary movements in India		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
1	25PEN1CC02	Core Course - 2: Indian Writing in English						5	4	
Course Outcomes	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	2	2	3	3	3	2	3
CO3	3	3	2	2	3	3	3	3	3	2.9
CO4	3	3	3	3	2	2	2	3	3	2.9
CO5	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3
Mean Overall Score										2.95 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1CC03	Core Course - 3: Literary Theories - I	5	4

Course Objectives	
To introduce students to key literary theories and movements	
To explain the concepts and principles of major literary theorists	
To analyse and understand the core components and methodologies of various literary theories.	
To demonstrate how different critical theories can be applied to the study and interpretation of literary texts.	
To encourage students to critically assess the relevance and application of literary theories in contemporary literary studies.	

UNIT I (15 Hours)

1. Formalism
2. New Criticism
3. Structuralism

UNIT II (15 Hours)

4. Poststructuralism
5. Phenomenological Criticism
6. Marxism

UNIT III (15 Hours)

7. Hermeneutics
8. Psychoanalytic Criticism
9. Reader-Response Theory

UNIT IV (15 Hours)

10. Modernism
11. Postmodernism
12. Postcolonialism
13. Feminism

UNIT V (15 Hours)

14. New Historicism
15. Ecocriticism
16. Posthumanism
17. Thing Theory

Teaching Methodology	Interactive lectures, Power Point presentations, Seminars, and engaging discussions to foster critical thinking
Assessment Methods	Quiz, Seminar, Online Test

Books for Study:

1. Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007, Print.
2. Carter, David, et al. *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing, 2009.
3. Childs, Peter, and Roger Fowler, editors. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
4. Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 1999. Print.
5. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P, 1996.
6. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. New Delhi, Bloomsbury Publishing India, 2015.

7. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson Education India, 2010.
8. Hayles, N. Katherine. "What Does It Mean to Be Posthuman?" *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*, The University of Chicago Press, 1999, pp.283-292. https://monoskop.org/images/5/50/Hayles_N_Katherine_How_We_Became_Posthum_an_Virtual_Bodies_in_Cybernetics_Literature_and_Informatics.pdf.
9. Britto, M. John. "Sangam Landscapes and Thing Theory: A Study with Reference to Kurunthogai." *Forum for World Literature Studies*, vol. 9, no. 4, Dec. 2017, pp. 705-723. FWLS, www.fwls.org/uploads/soft/210603/10480-210603134924.pdf.
10. Brown, Bill. "Thing Theory." *Critical Inquiry*, vol. 28, no. 1, Autumn 2001, pp. 1-22. *The University of Chicago Press*.

Books for Reference:

1. Bertens, Hans. *Literary Theory: The Basics*. 3rd ed., Routledge, 2013.
2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford UP, 1997.
3. Culler, Jonathan. *Literary Theory*. Oxford UP, 2011.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Wiley-Blackwell, 2011.
5. Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Blackwell, 2011.
6. Leitch, Vincent B., et al., editors. *The Norton Anthology of Theory and Criticism*. 3rd ed., W.W. Norton & Company, 2018.
7. Ryan, Michael. *Literary Theory: A Practical Introduction*. Wiley-Blackwell, 2017.
8. Waugh, Patricia, editor. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP, 2006.

Websites and eLearning Sources:

1. Siegel, Kristi. Introduction to Modern Literary Theory. *Kristi Siegel*, www.kristisiegel.com/theory.htm.
2. "Literary Theory." *Internet Encyclopedia of Philosophy*, iep.utm.edu/literary/.

CO No.	Course Outcomes	
	CO-Statements	Cognitive Levels (K-Level)
CO1	On successful completion of this course, students will be able to Identify and understand the key concepts of major literary theories	K1
CO2	Explain the core principles and concepts of different literary theorists	K2
CO3	Apply various literary theories to analyze and interpret different literary texts across genres and time periods.	K3
CO4	Compare and contrast different literary theories, evaluating their methods, approaches, and applications.	K4
CO5	Evaluate the relevance and application of literary theories in the interpretation of contemporary literary texts.	K5
CO6	Create well-supported critical arguments and research works using various literary theories.	K6

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
1	25PEN1CC03	Core Course - 3: Literary Theories - I						5	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2	3	1	2	3	3
CO2	2	2	2	2	3	2	2	3	3	2
CO3	2	2	2	3	3	2	2	2	3	3
CO4	2	3	3	2	3	2	1	2	3	2
CO5	3	2	2	3	2	3	2	2	2	3
CO6	2	3	2	3	2	3	2	2	2	3
Mean Overall Score										2.4 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1CC04	Core Course - 4: Linguistics	5	3

Course Objectives	
To present different types of morphemes and their roles in word formation.	
To examine the structure of sentences and the theories explaining sentence formation.	
To explore meaning in the context of communication.	
To understand the relationship between language and society.	
To study the evolution and diversification of languages over time.	

UNIT I: Morphology (15 Hours)

1. Types of Morphemes
2. Morphological Typology
3. Word Formation Processes
4. Morphological Productivity

UNIT II: Syntax (15 Hours)

5. Constituency and Phrase Structure
6. Syntactic Categories
7. Sentence Types and Syntactic Structures
8. Syntactic Variation

UNIT III: Semantics and Pragmatics (15 Hours)

9. Meaning in Language
10. Theories of Meaning
11. Types of Meaning
12. Speech Acts, Grice's Maxims and Conversational Implicature

UNIT IV: Sociolinguistics (15 Hours)

13. Linguistic Variation: Social, Regional and Stylistic Variation
14. Language Attitudes and Language Ideology
15. Language and Identity: Gender, Ethnicity and Class
16. Language Policy and Planning

UNIT V: Historical And Comparative Linguistics (15 Hours)

17. Sound Change and Regularity
18. Language Families and Comparative Method
19. Historical Linguistics and Sociocultural Factors
20. Language Extinction and Revitalization

Teaching Methodology	Lectures, Seminars, Discussions, Case Studies, Applications
Assessment Methods	Seminars, Assignments, Snap Tests, MCQs

Books for Study:

1. Campbell, L. (2004). *Historical linguistics: An introduction*. MIT Press.
2. Carnie, A. (2013). *Syntax: A generative introduction* (3rd ed.). Wiley-Blackwell.
3. Haspelmath, M. & Sims, C. (2010). *Understanding morphology*. Oxford University Press.
4. Hockett, C. F. (1960). *A course in modern linguistics*. Macmillan.
5. Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). Pearson Education.
6. Richards, I. A. & Richards, A. (1971). *The meaning of meaning: A study of the influence of language upon thought and of the science of symbolism* (3rd ed.). Harcourt Brace Jovanovich.
7. Yule, G. (1996). *Pragmatics*. Oxford University Press.

Books for Reference:

1. Chomsky, N. (2002). *Syntactic structures* (2nd ed.). Mouton de Gruyter.
2. Cole, P & Morgan, J. L. (Eds.), *Syntax and semantics*. Academic Press.

3. Comrie, B., & Smith, N. (2002). *The Cambridge encyclopedia of the world's languages* (2nd ed.). Cambridge University Press.
4. Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Wiley-Blackwell.
5. Spencer, A. & Zwicky, A. M. (2001). *The handbook of morphology*. Blackwell Publishing.
6. Yule, G. (2014). *The study of language* (6th ed.). Cambridge University Press.

Websites and eLearning Sources:

1. <https://www.cal.org/>
2. <https://www.ldc.upenn.edu/>
3. The linguistic genius of babies | Patricia Kuhl | <https://www.youtube.com/watch?v=G2XBIkHW954>
4. Implications of Culture on Language | Amirpooya Dardashti | TEDxTAMU | <https://www.youtube.com/watch?v=fbQ3LGoFaLc>
5. Both Not Half: How language shapes identity | Jassa Ahluwalia | TEDxChandigarh | <https://www.youtube.com/watch?v=SP0bAQ8J6C0>
6. How language began | Dan Everett | TEDxSanFrancisco | <https://www.youtube.com/watch?v=qFwg5vkaPkg>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Define key concepts and terminologies in linguistics.	K1
CO2	Describe how linguistic variation occurs across different social and regional contexts and explain its significance.	K2
CO3	Apply theoretical knowledge of morphology, syntax, semantics, and sociolinguistics to analyse language data	K3
CO4	Analyse the role of sociocultural factors in historical linguistic change and language policy planning.	K4
CO5	Evaluate the impact of language ideologies and identity on linguistic structures and language policies.	K5
CO6	Synthesise knowledge of language structure and variation to construct innovative solutions for linguistic challenges.	K6

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
1	25PEN1CC04	Core Course - 4: Linguistics							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	3	3	3	2	3
CO2	2	3	3	2	2	3	3	3	3	3
CO3	3	3	3	2	2	3	3	3	2	2
CO4	3	3	2	2	2	3	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	2
CO6	3	3	2	2	2	3	3	3	2	2
Mean Overall Score										2.57 (High)
Mean Score of COs										

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1ES01A	Discipline Specific Elective – 1: World Classics in Translation	4	3

Course Objectives	
To identify the key themes in classic literatures produced across the world	
To understand the key tenets of European determinism, Indian mysticism, existentialism and absurdism	
To examine how literary works reflect the philosophical, political, and cultural developments of their respective time periods.	
To analyze the philosophical underpinnings in literary works.	
To explore the unique contributions of various cultures and languages to the broader literary landscape.	

UNIT I: Epic (12 Hours)

1. Homer (8th C BC) : *Iliad* “King Priam Meets Achilles” (Book XXIV; line 552-622)
2. Virgil (70 BC-19 BC) : *Aeneid* “The Fall of Troy” (Book II; line 1 - 297)

UNIT II: Poetry (12 Hours)

3. Thiruvalluvar : “Praise of her Beauty” (Couplets 1111-1120)
4. Charles Baudelaire (1821-1867) : “Spleen”
5. Rainer Maria Rilke (1875-1926) : “Go to the Limits of Your Longing”,
6. Octavio Paz (1914 – 1988) : “Between Going and Staying”

UNIT III: Drama (12 Hours)

7. Sophocles (496 BC-406 BC) : *Oedipus Rex*
8. Henrik Ibsen (1828–1906) : *A Doll’s House*

UNIT IV: Novella (12 Hours)

9. Leo Tolstoy (1828-1910) : *The Death of Ivan Ilyich*
10. Hermann Hesse (1877-1962) : *Siddhartha*
11. Albert Camus (1913-1960) : *The Outsider*

UNIT V: Novel (12 Hours)

12. Victor Hugo (1802-1885) : *Les Misérables*
13. Fyodor Dostoevsky (1821-1881) : *Crime and Punishment*

Teaching Methodology	Lecture, PPT
Assessment Methods	Seminar, MCQ, Assignment

Books for Study:

1. Dostoevsky, F. (2018). *Crime and Punishment*. (C. Garrett, Trans.). Om Books International. (Original work published 1866)
2. Homer. (1999). *Iliad* (R. Fagles, Trans.). Penguin Books
3. Hesse, Herman. (2012). *Siddhartha*. Finger Print Publishing House.
4. Ibsen, Henrik. (2016). *A Doll’s House and Other Plays With Pillars of the Community Ghosts and an Enemy of the People*. (D. Dawkin and E. Skuggevik). Penguin Books
5. Kafka, F. (2019). *Metamorphosis* (D. Willye, Trans.). Fingerprint Publishing House. (Original work published 1915)
6. Pope. G.U. *Thirukkural*.
7. Sophocles (2024). *Oedipus Rex* (D. Fitts and R. Fitzgerald. Trans). Doaba Publications.
8. Tolstoy, L. (2017). *The Death of Ivan Ilyich* (A. Briggs, Trans.). Penguin Books Limited. (Original work published 1886)
9. Virgil. (2010). *Aeneid* (R. Fagles, Trans.). Penguin Books Limited.

Books for Reference:

1. Appignanesi, R. (2006). *Existentialism*. Icon Books.

2. Dorairaj, A. J. (2006). *Intervention Essays in Philosophy and Literary Theory*. FRRC.
3. Durant, W. (1991). *The Story of Philosophy*. Simon & Schuster.
4. Graves (1978). *Greek Myths*. Penguin India.
5. Russell, B. (2020). *History of Western Philosophy*. Routledge.
6. Willet, J. (1990). *Brecht in Context*. PHI Learning Private Limited.
7. Simons, E. J. (2000). *Tolstoy*. PHI Learning Private Limited.
8. Welleck. (1962). *Dostoevsky: A Collection of Critical Essays*. PHI Learning Private Limited.
9. Osborne (1967). *Kafka*. Arnold-Henemann India

Websites and eLearning Sources:

1. <https://1000wordphilosophy.com/2018/11/26/descartes-i-think-therefore-i-am/>
2. <https://allpoetry.com/poem/8489815-Prometheus-by-Johann-Wolfgang-von-Goethe>
3. <https://iep.utm.edu/sartre-ex/>
4. <https://fleursdumal.org/poem/200>
5. <https://poets.org/poem/spleen>
6. <https://poets.org/poem/archaic-torso-apollo>
7. <https://onbeing.org/poetry/go-to-the-limits-of-your-longing/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Identify key themes in literatures produced across the world	K1
CO2	Understand the role of political and social context of Literatures	K2
CO3	Examine the tenets of philosophical concepts in Literatures	K3
CO4	Analyse the uniqueness of various genres of Classic Literatures	K4
CO5	Relate the philosophy of Existentialism, Indian Mysticism, Absurdism and European Determinism with European literatures	K5
CO6	Evaluate the continued influence of classics in contemporary period	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours		Credits	
1	25PEN1ES01A		Discipline Specific Elective – 1: World Classics in Translation					4		3	
Course Outcomes	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	3	3	3	3	3	2.9
CO2	3	3	3	3	3	3	3	3	3	3	3.0
CO3	3	3	3	3	3	3	3	3	3	3	3.0
CO4	2	2	1	1	1	3	2	3	3	3	2.1
CO5	3	3	3	3	3	3	2	3	3	3	2.9
CO6	3	3	3	3	2	3	3	3	3	3	2.9
Mean Overall Score										2.9 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1ES01B	Discipline Specific Elective – 1: Western Aesthetics	4	3

Course Objectives	
To recognise and describe basic visual elements commonly found in Western art	
To understand how these principles have shaped artistic expression in Western culture	
To apply Western aesthetic methods to critique and interpret art forms from various time periods	
To analyse and compare the artistic elements and cultural influences in Western classical and contemporary artworks	
To evaluate the effectiveness of different Western artistic movements in conveying social, cultural and philosophical messages	

UNIT I: Beauty and Experience **(12 Hours)**

1. What is an Aesthetic Experience?
2. The Different Kinds of Beauty:
 - Easy or Facile Beauty
 - Triumphant Beauty
 - Terrible Beauty

UNIT II: Principles of Art and Craft **(12 Hours)**

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

UNIT III: Expression and Imagination **(12 Hours)**

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

UNIT IV: Aesthetics **(12 Hours)**

7. Bosanquet's "Three Lectures on Aesthetics"

UNIT V: The Sublime and the Beautiful **(12 Hours)**

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

Teaching Methodology	Lecture based method, discussion-based learning, visual analysis, case studies, critical thinking assignments, comparative studies, technology integration, experiential learning
Assessment Methods	Seminar, MCQ

Books for Study:

1. Bell., & Clive. (2002). *Art*. Rupa. Co.
2. Borev., & Yuri. (1985). *Aesthetics: a Textbook*. Progress Publishers.
3. Cahn, S. M., & Meskin, A. Eds. (2007). *Aesthetics: A Comprehensive Anthology*. Wiley- Blackwell.

Books for Reference:

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

Websites and eLearning Sources:

1. <http://www.masonicinfo.com/spear.htm>.
2. <http://www.amazon.com/Philosophical-Inquiry-Origin-Sublime/Beautiful/dp/1613824955>.
3. <http://archive.org/details/threelecturesona00bosauoft>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall and describe various theories of learning and language acquisition.	K1
CO2	Explain the principles of different teaching methodologies and approaches in language teaching.	K2
CO3	Apply relevant teaching methods in different classroom contexts based on best practices.	K3
CO4	Analyse the differences between traditional instructional methods and modern constructive approaches.	K4
CO5	Evaluate various teaching methods and justify their effectiveness in different teaching-learning scenarios.	K5
CO6	Develop innovative and eclectic teaching strategies by integrating multiple methods and approaches.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
1	25PEN1ES01B		Discipline Specific Elective – 1: Western Aesthetics					4	3		
Course Outcomes	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	3	2	3	3	2.5
CO2	3	2	3	2	2	3	3	2	2	2	2.4
CO3	3	3	2	3	3	3	2	2	3	2	2.5
CO4	3	4	2	3	3	3	3	2	3	2	2.6
CO5	2	3	2	3	2	3	2	3	2	3	2.5
CO6	2	3	2	3	3	3	3	2	2	3	2.6
Mean Overall Score										2.5 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1AE01	Ability Enhancement Course: Presentation Skills	2	1

Course Objectives	
To develop effective presentation skills for academic and professional settings	
To enhance verbal and non-verbal communication for impactful delivery	
To enable students to effectively integrate and utilise multimedia elements to enhance audience engagement and clarity in presentations	
To train students in structuring, designing, and delivering engaging presentations	
To equip students with strategies to handle audience interaction and Q&A sessions	

UNIT I: Fundamentals of Presentation Skills **(6 Hours)**

1. Introduction to Presentation Skills
2. Understanding the Audience and Purpose
3. Elements of Effective Presentations

UNIT II: Structuring and Organising a Presentation **(6 Hours)**

4. Creating a Strong Introduction, Body, and Conclusion
5. Signposting Techniques for Coherence
6. Storytelling and Rhetorical Strategies for Engagement

UNIT III: Multimedia Use in Presentations **(6 Hours)**

7. Principles of Visual Design
8. Selecting and Using Multimedia Effectively
9. Avoiding Common Pitfalls: Overloading Slides and Distracting Elements

UNIT IV: Effective Delivery Techniques **(6 Hours)**

10. Verbal Communication: Voice Modulation, Clarity, and Tone
11. Non-Verbal Communication: Body Language, Eye Contact, and Gestures
12. Managing Technical Aspects: Presentation Software and Online Presentation Platforms

UNIT V: Audience Interaction and Handling Q&A **(6 Hours)**

13. Encouraging and Managing Audience Interaction
14. Handling Difficult Questions and Challenging Situations
15. Using Humour and Adaptability for Audience Engagement

Teaching Methodology	Lectures, Presentations, Demonstrations, Case Studies, Hands-on Practice, Peer and group discussions
Assessment Methods	PPT Presentation

Books for Study:

1. Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*. Wiley, 2010.
2. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders, 2011.
3. Atkinson, Cliff. *Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations That Inform, Motivate, and Inspire*. Microsoft Press, 2018.
4. Bradbury, Andrew. *Successful Presentation Skills*. Kogan Page, 2016.

Books for Reference:

1. Gallo, Carmine. *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. St. Martin's Press, 2014.
2. Anderson, Chris. *TED Talks: The Official TED Guide to Public Speaking*. Houghton Mifflin Harcourt, 2016.
3. Duarte, Nancy. *Slide: ology: The Art and Science of Creating Great Presentations*. O'Reilly Media, 2008.

Websites and eLearning Sources:

1. <https://www.coursera.org/in/articles/presentation-skills>
2. <https://hbr.org/2013/06/how-to-give-a-killer-presentation>

CO. No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify key principles of effective presentation skills, including audience analysis, structuring content, and delivery techniques.		K1	
CO2	Explain the role of verbal and non-verbal communication in delivering impactful presentations for academic and professional contexts.		K2	
CO3	Demonstrate the use of visual design principles and multimedia tools to enhance clarity and audience engagement in presentations.		K3	
CO4	Critically evaluate different presentation styles and techniques to determine their effectiveness in various speaking scenarios.		K4	
CO5	Assess the impact of audience interaction strategies and feedback mechanisms in improving presentation effectiveness.		K5	
CO6	Design and deliver a professional presentation integrating effective structure, multimedia, and delivery techniques tailored to a specific audience.		K6	

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
1	25PEN1AE01		Ability Enhancement Course: Presentation Skills					2	1		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	3	3	3	3	3	3	3	3	2	2.9
CO2	3	3	3	2	3	3	3	3	3	3	2.9
CO3	3	3	3	3	3	2	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	2.9
CO5	3	3	3	3	3	3	2	3	3	3	2.9
CO6	3	3	3	3	3	3	3	2	3	3	2.9
Mean Overall Score										(High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PEN1OE01	Open Elective - 1 (WS): English for Effective Communication	4	2

Course Objectives	
To introduce students to key concepts, opinions, and expressions, helping them build confidence in communication.	
To develop an understanding of words and expressions and their appropriate use in speaking and writing.	
To enhance students' ability to communicate effectively in both formal and informal settings.	
To train students in delivering structured and impactful presentations in workplace environments.	
To equip students with the skills to moderate discussions, write reports, and draft formal letters professionally.	

UNIT I (12 Hours)

1. Understanding conversation
2. Pronouncing punctuation
3. Grouping words
4. Telling a story

UNIT II (12 Hours)

5. Understanding small talk
6. Emphasizing added details
7. Emphasizing important words
8. Emphasizing contrasting alternatives

UNIT III (12 Hours)

9. Suggesting
10. Requesting
11. Encouraging
12. Persuading
13. Complaining

UNIT IV (12 Hours)

14. Saying you have no option
15. Avoiding giving an opinion
16. Trying to change someone's opinion
17. Asking if someone is interested
18. Saying you are wrong and someone else is right
19. Saying you have reached agreement

UNIT V (12 Hours)

20. Drafting and Delivering a Speech
21. Making Presentations
22. Moderating Discussions
23. Writing Reports
24. Writing Letters

Teaching Methodology	Lecture, PPT, Critical Reviews and Analysis
Assessment Methods	Online Test, Group Discussion, Seminar, Assignment

Books for Study:

1. Blundell, Jon, Jonathan Higgs, 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.
3. Rai, Urmila. English Language Communication Skills. Mumbai: Himalaya Publishing House, 2010.

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.

Websites and eLearning Sources:

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

CO. No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Define concepts, opinions and feelings fluently with confidence.		K1	
CO2	Relate the use of words and expressions in speaking and writing.		K2	
CO3	Communicate effectively in formal and informal situations.		K3	
CO4	Deliver a formal presentation in a workplace environment.		K4	
CO5	Moderate discussions in their workplace and write reports and letters in formal style.		K5	
CO6	Use advanced communication skills to confidently create presentations, reports, and workplace documents in a clear and professional manner.		K6	

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
1	25PEN1OE01		Open Elective - 1 (WS): English for Effective Communication					4	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2
CO3	3	3	3	3	2	2	2	2	2	2
CO4	3	3	3	3	2	2	2	2	2	2
CO5	3	3	3	3	2	2	2	2	2	2
CO6	3	3	3	3	2	2	2	2	2	2
Mean Overall Score										2.41 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PGC1SL01	Global Citizenship Education	Online	1

Course Objectives	
To develop an understanding of global governance structures, rights and responsibilities.	
To recognize and respect differences, multiple identities and diversity.	
To examine beliefs and perceptions about social justice, equality and civic engagement.	
To develop attitudes of care and empathy for others and the environment.	
To develop global competence and ethical considerations by enhancing communication and collaboration skills across cultures	

UNIT I: Introduction to Global Citizenship

01. Historical and Philosophical Foundations of Global Citizenship
02. Rights and Responsibilities of Global Citizenship
03. Key Organizations and Movements Promoting Global Citizenship

UNIT II: Globalization and Its Impact on Society

04. Globalization and Its Key Drivers
05. Positive and Negative Impacts of Globalization
06. Role of Education in Fostering a Global Perspective

UNIT III: Human Rights, Social Justice, Equality and Diversity

07. Key Human Rights Treaties, Frameworks and Declarations
08. Advocacy, Activism, and Movements for Social Justice and Equality
09. Global Challenges to Human Rights, Equality and Diversity

UNIT IV: Sustainable Development and Environmental Responsibility

10. The Sustainable Development Goals and Their Relevance to Global Citizenship
11. Climate Change, Environmental Degradation and Sustainable Development
12. Strategies for Promoting Environmental Responsibility

UNIT V: Building Global Competence and Engagement

13. Effective Communication and Collaboration Across Cultures
14. Volunteering and Community Engagement in Global Initiatives
15. Ethical Considerations in Global Citizenship

Teaching Methodology	Recorded Lectures/Videos, Reading Materials, PPTs, Case Studies, Collaborative Projects, Quizzes and Polls
Assessment Methods	Seminars, Assignments, MCQs, Reflection Essays, Group Project Presentations, Problem-Solving Scenarios

Books for Study:

1. Clapham, A. (2007). *Human rights: A very short introduction*. Oxford University Press.
2. Desai, A. (2018). *Global citizenship and cultural diplomacy: India's role in a changing world*. Routledge India.
3. Gould, J. A. (2012). *The ethics of global citizenship*. Routledge.
4. Held, D., et al. (2022). *Globalization and its impact on the developing world*. Cambridge University Press.
5. Sen, A. (2009). *The idea of justice*. Penguin Books India.

Books for Reference:

1. Ghosh, A. (2007). *The global impact of Indian civilization*. HarperCollins India.
2. Krecker, E. (2008). *The global citizen: A guide to creating an international life and career*. Career Press.
3. Kumar, R. (2017). *Sustainable development and environmental justice in India*. Oxford University Press.
4. Nair, K. G. (2014). *Human rights: A socio-political perspective*. Orient Blackswan.

5. Patel, V. (2015). *Social justice and equality in India: Theories and practices*. Oxford University Press.
6. Pillai, V. (2016). *Globalization and its impact on Indian society*. SAGE Publications India.

Websites and eLearning Sources:

1. <https://www.unesco.org/en/global-citizenship-peace-education/need-know>
2. TEDxCincinnati: Global Citizenship in the Classroom: Jenny Buccos at TEDxCincinnati
<https://www.youtube.com/watch?v=6jjLHmyBs7o>
3. Social justice -- is it still relevant in the 21st century? | Charles L. Robbins | TEDxSBU
<https://www.youtube.com/watch?v=Wtroop739uU>
4. Are We the Last Generation — or the First Sustainable One? | Hannah Ritchie | TED
<https://www.youtube.com/watch?v=Kl3VVrggKz4>
5. Diversity, Equity & Inclusion. Learning how to get it right | Asif Sadiq | TEDxCroydon
<https://www.youtube.com/watch?v=HR4wz1b54hw>

CO No.	Course Outcomes	Cognitive Levels (K-Level)
	CO-Statements	
	On successful completion of this course, students will be able to	
CO1	Recall the historical, philosophical and practical foundations of global citizenship.	K1
CO2	Explain the key drivers of globalization and the role of education in fostering a global perspective.	K2
CO3	Apply human rights frameworks, social justice principles, and advocacy strategies to real-world challenges.	K3
CO4	Analyze the relevance of the Sustainable Development Goals in addressing climate change and environmental degradation.	K4
CO5	Develop strategies for fostering global competence by enhancing communication and collaboration skills across cultures.	K5
CO6	Critically evaluate the effectiveness of current global strategies and policies in addressing social justice and environmental sustainability.	K6

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PEN2CC05	Core Course - 5: British Literature – II (1640-1750)	6	4

Course Objectives	
To make students recall and appreciate the socio-cultural background of the literary works.	
To familiarise literary devices and techniques.	
To demonstrate deep understanding of different ages in literature.	
To explain the ethical and spiritual values found in these literary works.	
To enable students to assess and write the ideas of major writers of the period and their works.	

UNIT I: Poetry (Detailed) (18 Hours)

1. Richard Lovelace (1617-1657) : “To Althea, from Prison”
2. Andrew Marvell (1621 – 1678) : “The Garden”
3. Thomas Gray (1716 – 1771) : “Elegy Written in a Country Churchyard”
4. William Cowper (1731 – 1800) : “The Lily and the Rose”

UNIT II: Poetry (Non-Detailed) (18 Hours)

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

UNIT III: Prose (Detailed) (18 Hours)

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

UNIT IV: Drama (Non-Detailed) (18 Hours)

10. John Dryden (1623 – 1700) : *All for Love*
11. William Congreve (1670 – 1729) : *The Way of the World*
- 12.
13. Richard Brinsley Sheridan (1751–1816) : *The School for Scandal*

UNIT V: Fiction (Non-Detailed) (18 Hours)

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

Teaching Methodology	Lecture, Multimedia Presentation, Projects, Discussion and Quiz
Assessment Methods	Class Test, Seminar, Group Discussion and Flip Learning

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.

Books 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.

Websites and eLearning Sources:

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

Course Outcomes			
CO No.	CO-Statements		Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to		
CO1	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
CO2	Distinguish and identify salient features of different genres with respect to form and content		K2
CO3	Discover the uniqueness of the literary tradition of this particular period.		K3
CO4	Interpret and analyse the literary texts of this particular period		K4
CO5	Assess and write the ideas of major writers of the period and their works.		K5
CO6	Evaluate the literary styles of major British writers.		K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	25PEN2CC05		Core Course - 5: British Literature – II (1640-1750)					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	2	2	2	2	2	1	3	2	2	2	2
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	3	3	2.9
CO6	2	3	3	2	2	2	3	3	3	2	2.5
Mean Overall Score									2.73 (High)		

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PEN2CC06	Core Course - 6: English Language Teaching (Internship Embedded Course)	6	4

Course Objectives	
To know methodologies which are appropriate to their teaching-learning context	
To discuss their classroom experience with the principles of methods and approaches	
To relate the best practices of the old and the new methods	
To differentiate between instructional methods and constructive approaches	
To justify their choice of teaching methods and procedures in practice	

UNIT I: Theories of Learning (18 Hours)

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

UNIT II: Theories of Language (18 Hours)

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

UNIT III: Methods (18 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 Method (18 Hours)

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

UNIT V: Approach (18 Hours)

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

Teaching Methodology	PowerPoint presentations, flipped learning
Assessment Methods	Seminar, Group Discussion, Lesson Plan Design, Classroom Observation Reports

Books for Study:

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

Books for Reference:

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

Websites and eLearning Sources:

1. Barsky, Robert F.. "Universal Grammar." Encyclopaedia Britannica, 16 Nov. 2018, <https://www.britannica.com/topic/universal-grammar>.
2. Henson, Kenneth T. "Teaching Methods: History and Status." Theory Into Practice, Vol.19, No.1, pp. 2-5, <https://doi.org/10.1080/00405848009542864>
3. 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>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Recall and describe various theories of learning and language acquisition.		K1	
CO2	Explain the principles of different teaching methodologies and approaches in language teaching.		K2	
CO3	Apply relevant teaching methods in different classroom contexts based on best practices.		K3	
CO4	Analyze the differences between traditional instructional methods and modern constructive approaches.		K4	
CO5	Evaluate various teaching methods and justify their effectiveness in different teaching-learning scenarios.		K5	
CO6	Develop innovative and eclectic teaching strategies by integrating multiple methods and approaches.		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
2	25PEN2CC06	Core Course - 6: English Language Teaching (Internship Embedded Course)							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	3	2	3	3
CO2	3	2	3	2	2	3	3	2	2	2
CO3	3	3	2	3	3	3	2	2	3	2
CO4	3	4	2	3	3	3	3	2	3	2
CO5	2	3	2	3	2	3	2	3	2	3
CO6	2	3	2	3	3	3	3	2	2	3
Mean Overall Score										2.5 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PEN2CC07	Core Course - 7: Literary Theories - II	5	4

Course Objectives	
To introduce students to influential critical texts that have significantly contributed to the development of literary theory and criticism.	
To explain the fundamental concepts, theories, and frameworks found in key critical texts within literary studies.	
To enable students to apply these critical approaches to analyze and interpret literary texts from diverse genres and contexts.	
To help students compare and contrast different critical approaches, recognizing their unique contributions and limitations.	
To develop students' ability to evaluate the effectiveness of various critical methods in literary analysis.	

UNIT I (15 Hours)

1. T.S. Eliot : Tradition and Individual Talent
2. Ferdinand De Saussure : The Object of Study

UNIT II (15 Hours)

3. Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences
4. Roland Barthes : The Death of the Author

UNIT III (15 Hours)

5. Edward Said : Crisis [in *Orientalism*]
6. Terry Eagleton : Capitalism, Modernism and Postmodernism

UNIT IV (15 Hours)

7. Jean Francois Lyotard : Answering the Question: What is Postmodernism?
8. Elaine Showalter : Towards a Feminist Poetics

UNIT V (15 Hours)

9. Stephen Greenblatt : Towards a Poetics of Culture
10. William Rueckert : Literature and Ecology: An Experiment in Ecocriticism

Teaching Methodology	Interactive lectures, Power Point presentations, Seminars, and engaging discussions to foster critical thinking
Assessment Methods	Quiz, Seminar, Online Test

Books for Study:

1. Lodge, David, editor. *Modern Criticism and Theory: A Reader*. New Delhi, Pearson Education and Dorling Kindersley Publishing, 1988.
2. Glotfelty, Cheryll, "Literature and Ecology: An Experiment Ecocriticism." *The Ecocriticism Reader: Landmarks in Literary Ecology*, edited by Cheryll Glotfelty and Harold Fromm U of Georgia P, 1996, pp. 105-123
3. Greenblatt, Stephen. "Towards a Poetics of Culture." *The New Historicism*, edited by H. Aram Veeser, Routledge, 1989, https://socrates.acadiau.ca/courses/engl/runningham/Winter2020/engl5013_poetics/html/Poetics_of_Culture.html.
4. Lyotard, Jean-François. "Answering the Question: What Is Postmodernism?" *The Postmodern Condition: A Report on Knowledge*, translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984, monoskop.org/images/e/e0/Lyotard_Jean-Francois_The_Postmodern_Condition_A_Report_on_Knowledge.pdf.
5. Showalter, Elaine. "Towards a Feminist Poetics." *Twentieth-Century Literary Theory*, edited by K.M. Newton. London, Macmillan, 1998.

Books for Reference:

1. Culler, Jonathan. *Literary Theory*. New Delhi: OUP, 2011
2. Habib, M.A.R. *Modern Literary Criticism and Theory: A History*. New Delhi, Wiley India, 2008.
3. Newton, K.M. *Twentieth-Century Literary Theory: A Reader*. London, Macmillan, 1998.
4. Ryan, Michael. *The Encyclopedia of Literary and Cultural Theory*. London: Blackwell, 2011.

Websites and eLearning Sources:

1. "Literary Theory." *Internet Encyclopedia of Philosophy*, www.iep.utm.edu/literary/.
2. Siegel, Kristi. "Introduction to Modern Literary Theory." *Kristi Siegel*, www.kristisiegel.com/theory.htm#travel

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify the key concepts and ideas presented in influential critical texts that have shaped literary theory.		K1	
CO2	Explain the fundamental arguments and frameworks found in the critical texts of major theorists.		K2	
CO3	Apply critical theories from the texts to analyze and interpret literary works across different genres.		K3	
CO4	Compare and contrast the contributions of different literary theories, recognizing their strengths and weaknesses.		K4	
CO5	Evaluate the effectiveness and applicability of various critical methods in interpreting literary works.		K5	
CO6	Synthesize insights from multiple critical texts to generate original interpretations and research findings.		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
2	25PEN2CC07	Core Course - 7: Literary Theories - II							5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2	3	1	2	3	3
CO2	2	2	2	2	3	2	2	3	3	2
CO3	2	2	2	3	3	2	2	2	3	3
CO4	2	3	3	2	3	2	1	2	3	2
CO5	3	2	2	3	2	3	2	2	2	3
CO6	2	3	2	3	2	3	2	2	2	3
Mean Overall Score										2.4 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PEN2CC08	Core Course - 8: Indian Literature in Translation	5	4

Course Objectives	
To understand and appreciate the richness of Indian knowledge system found in Indian literature	
To instil values and develop human concern in students through these literary text	
To familiarize students with literature written in various languages in India	
To understand and interpret the moral and philosophical significance of the given literary works	
To analyse and appreciate the cultural plurality found in Indian literature	

UNIT I: Poetry (Detailed) (15 Hours)

1. <i>Kalithogai</i> ("Kurinji Thinai")	: Lyric 19 "What She Said to Her Friend" (<i>Translated by A. K. Ramanujan</i>)
2. <i>Kurunthogai</i>	: Lyrics 95, 99, 221, 295, 321 (<i>Translated by A. K. Ramanujan</i>)
3. Tiruvalluvar (400 B.C)	: <i>Thirukkural</i> - "The Excellence of Rain" (<i>Translated by G.U. Pope</i>)
4. Kabir Das (1440 - 1518)	: "There's a Moon Inside my Body" (<i>Translated by Rabindranath Tagore</i>)
5. Mirza Ghalib (1797 - 1869)	: "A Thousand Desires" (<i>Translated by Sarwat Rahman</i>)

UNIT II: Poetry (Non-Detailed) (15 Hours)

6. Subrahmanyam Bharati (1882 - 1921): "Phoenix" - Translated by Dr M. Rajaram	
7. Rabindranath Tagore (1861-1941) : <i>Gitanjali</i> (Lyrics 11 - 20) <i>Translated by the author himself</i>	
8. Amrita Pritam (1919 - 2005) : "I Say Unto Waris Shah" <i>Translated by the author himself</i>	
9. Khaled Hossain (1935 - 2019)	: "Water Bird" - Translated by Shabnam Nadiya
10. Uma Maheswari (1971 -)	: "Dosa" - Translated by Pooranie Gopi

UNIT III: Short Story (15 Hours)

11. Saadat Hasan Manto (1912 - 1955) : "Toba Tek Singh" (<i>Translated by Frances W. Pritchett</i>)	
12. Mahasweta Devi (1926 - 2016) : "Draupadi" - Translated by Gayatri Spivak	
13. C. S. Lakshmi (Ambai) (1944 -) : "Parasakthi and Others in a Plastic Box" (Taken from <i>In a Forest, a Deer: Stories</i> ; <i>Translated by Lakshmi Holmstrom</i>)	
14. Perumal Murugan (1966 -)	: "The Well" (taken from <i>The Goat Thief</i>) (<i>Translated by N. Kalyan Raman</i>)

UNIT IV: Drama (15 Hours)

15. Kalidasa (Fifth Century CE)	: <i>Shakundala</i>
16. Girish Karnad (1938 - 2019)	: <i>The Fire and the Rain</i>

UNIT V: Novel (15 Hours)

17. Munshi Premchand (1880 - 1936)	: <i>Godan</i>
18. Thakazhi Siva Shankara Pillai (1912 - 1999)	: <i>Chemmeen</i>
19. U. R. Ananthamurthy (1932 - 2014)	: <i>Samskara - A Rite for a Dead Man</i>

Teaching Methodology	Lecture, Power point presentation, Group Discussion, Seminar and Enactment
Assessment Methods	Quiz, Seminar, Online Test, Written Test

Books for Study:

1. Ramanujan, A. K. *Sangam Poems in English*, 2014.
2. Tagore, R. *Gitanjali*. New Delhi: Rupa Classics, 2005.

3. Ambai. *In a Forest, a Deer: Stories*, Edited by Lakshmi Holmstrom. 2011.
4. Devi, Mahasweta. *Breast Stories*, 1997.
5. Karnad, Girish. *The Fire and the Rain*, Oxford India Perennials, 1998.
6. Ananthamurthy, U. R. *Samskara: A Rite for a Dead Man*. Oxford UP, 1989.
7. Premchand, Munshi. *Gift of a Cow* (A Translation of Hindi Novel, *Godaan*), 1936.

Books for Reference:

1. Abrams, M H. & Harpham, G. *A Glossary of Literary Terms*, 11th ed., Cengage Learning, 2014.
2. Walsh, W. *Readings from Commonwealth Literature*. Oxford: Clarendon Press, 1973.
3. Iyengar, K. R. *Indian Writing in English*. Asia Publishing House, 1973.

Websites and eLearning Sources:

1. <http://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan>
2. <http://chenthil.blogspot.in/2008/04/samples-of-modern-tamil-poetry.html>
3. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kraanujan/>
4. <http://www.edubilla.com/tamil/moothurai/>
5. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kramanujan/>
6. <https://www.amazon.in/Forest-Deer-Stories-Ambai/dp/0195683145>
7. <https://www.amazon.in/Poovan-Banana-Stories-Muhammad-Basheer/dp/0863115535>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify the standard of Indian Literature Translated into English.		K1	
CO2	Understand the trends in Indian Literature in English.		K2	
CO3	Extrapolate and appreciate the importance of translation of Indian Literature in the world arena.		K3	
CO4	Trace and analyze the nuances of translation found in the works prescribed.		K4	
CO5	Evaluate and create the aesthetic essence of translation while interpreting the genres of literature.		K5	
CO6	Cultivate an appreciation for the cultural, social, and political contexts that influence literary works, fostering a deeper understanding of Indian literature.		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
2	25PEN2CC08	Core Course - 8: Indian Literature in Translation						5	4	
Course Outcomes	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	1	3	2	3	1	2
CO2	3	2	2	2	2	2	3	2	2	2
CO3	2	3	2	1	3	2	2	3	3	1
CO4	3	2	1	2	3	2	2	3	2	2
CO5	2	3	2	2	3	2	3	1	2	2
CO6	3	3	3	2	2	3	3	2	3	3
Mean Overall Score										2.1 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PEN2OE02	Open Elective - 2 (BS): English for Digital Media (Internship Embedded Course)	4	2

Course Objectives	
To understand digital communication by learning audience behaviour, ethical considerations, and effective online communication	
To develop writing skills for blogs, websites, social media, and email, including SEO techniques	
To master scriptwriting, voice modulation, and presentation for audio and video platforms	
To engage effectively on social media by crafting platform-specific content, managing interactions, and handling online crises	
To use AI tools for writing, prompt creation, chatbot scripting, and content generation	

UNIT I: Introduction To Digital Media (12 Hours)

1. Evolution of digital media and online communication: platforms, audience behaviour, and engagement
2. Vocabulary and terminology related to digital media
3. Effective communication styles for online platforms
4. Ethical considerations in digital media: privacy, misinformation, and digital citizenship

UNIT II: Writing For Websites & Blogs (12 Hours)

5. Structuring digital content: effective headlines, subheadings, and readability techniques
6. Blogging strategies and audience engagement: content planning, audience targeting, and writing engaging blog posts
7. Writing for web pages and landing pages: persuasive and clear web copywriting techniques
8. SEO and web writing essentials: incorporating keywords, meta descriptions, readability, and optimising content for search engines

UNIT III: Writing For Social Media & Email Newsletters (12 Hours)

9. Writing platform-specific content for different social media (Twitter, Instagram, LinkedIn, and Facebook)
10. Crafting engaging and persuasive content: microcontent, hooks, captions, tags, and calls-to-action (CTAs)
11. Social media engagement and crisis communication: polls, Q&A, audience interaction, and handling negative feedback
12. Writing email newsletters and promotional campaigns

UNIT IV: Creating Audio & Video Content for Multimedia (12 Hours)

13. Scriptwriting and storyboarding for YouTube videos and Instagram reels
14. Podcasts and voiceovers: scripting, voice modulation, pacing, and engagement strategies
15. Writing subtitles and captions for YouTube videos
16. Speaking skills for live streaming and virtual presentations: voice clarity, tone, improvisation, and audience engagement

UNIT V: AI and Digital Writing (12 Hours)

17. AI-Assisted Writing and Editing: Enhancing grammar, style, tone, and coherence using AI tools
18. Prompt Writing: Crafting effective prompts for content creation and refinement
19. AI in Social Media: Generating captions, posts, and personalised engagement
20. Chatbots and Conversational AI: Writing chatbot scripts and addressing ethical considerations

Teaching Methodology	Lectures, Presentations, Demonstrations, Case Studies, Hands-on Practice, Peer and group discussions
Assessment Methods	Group Discussion, Online Test, Mini-presentations, Mini-project

Books for Study:

1. Carroll, Brian. *Writing and Editing for Digital Media*. 5th ed. Routledge, Taylor & Francis Group, 2023.
2. Marshall, Carrie. *Writing for Social Media*. The Chartered Institute for IT, 2018.
3. McElroy, Justin et. al. *Everybody Has a Podcast: A How-to Guide from the First Family of Podcasting*. Harper Perennial, 2021
4. Miller, Cara. *Writing for Digital Media*. Anderson University, 2024. [Available at Open Textbook Library <https://open.umn.edu/opentextbooks/textbooks/1288>]

Books for Reference:

1. Ess, Charles. *Digital Media Ethics: Digital Media and Society*. Polity, 2013.
2. Hunter, Nathan. *The Art of Prompt Engineering with Chatgpt: A Hands-On Guide*. 2023

Websites and eLearning Sources:

1. <https://egyankosh.ac.in/bitstream/123456789/57138/1/Unit%2012.pdf>
2. <https://www.youtube.com/watch?v=eZC8pLxlpuk>
3. <https://www.youtube.com/watch?v=nJqEqkg3B2g>
4. <https://routledgetextbooks.com/textbooks/9781138636033/exercises.php>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify key terminology, concepts, and ethical considerations in digital media		K1	
CO2	Explain audience behaviour, communication styles, and content strategies across digital platforms		K2	
CO3	Write effective blog posts, social media content, and email newsletters using SEO and engagement techniques		K3	
CO4	Evaluate digital content for readability, persuasiveness, and ethical implications		K4	
CO5	Assess and refine digital communication strategies for clarity, impact, and audience engagement		K5	
CO6	Develop multimedia content, including video scripts, podcast scripts, and AI-generated text for digital platforms		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
2	25PEN2OE02	Open Elective - 2 (BS): English for Digital Media (Internship Embedded Course)						4	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3
Mean Overall Score										(High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PSS2SE01	Skill Enhancement Course: Soft Skills	4	2

Course Objectives
To provide a focused training on soft skills for students in colleges for better job prospects
To communicate effectively and professionally
To help the students take active part in group dynamics
To familiarize students with numeracy skills for quick problem solving
To make the students appraise themselves and assess others

Unit I: Effective Communication & Professional Communication (12 Hours)

Definition of communication - Barriers of Communication - Non-verbal Communication. Effective Communication - Conversation Techniques - Good manners and Etiquettes - Speech Preparations & Presentations - Professional Communication.

Unit II: Resume Writing & Interview Skills (12 Hours)

Resume Writing: What is a résumé? Types of résumés – Chronological - Functional and Mixed Resume - Purpose and Structure of a Resume - Model Resume.

Interview Skills: Types of Interviews - Preparation for an interview – Attire - Body Language - Common interview questions - Mock interviews & Practicum.

Unit III: Group Discussion & Personal effectiveness (12 Hours)

Basics of Group Discussion- Parameters of GD- Topics for Practice - Mock GD & Practicum & Team Building. *Personal Effectiveness:* Self Discovery - Goal Setting with questionnaires & Exercises.

Unit IV: Numerical Ability (12 Hours)

Introducing concepts - Average – Percentage - Profit and Loss - Simple Interest - Compound Interest - Time and Work - Pipes and Cisterns.

Unit V: Test of Reasoning (12 Hours)

Introducing Verbal Reasoning: Series Completion – Analogy - Data Sufficiency - Assertion and Reasoning and Logical Deduction. *Non-Verbal Reasoning:* Series - and Classification.

Teaching Methodology	Chalk and talk, PPT, Mathematical models, Video presentation
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Books for Study:

1. Melchias G., Balaiah, J. & Joy, J. L. (Eds). (2018). Winner in the Making: A Primer on soft Skills. Trichy, India: St. Joseph's College.

Books for Reference:

1. Aggarwal, R. S. (2010). A Modern Approach to Verbal and Non- Verbal Reasoning. S. Chand.
2. Covey, S. (2004). 7 Habits of Highly effective people. Free Press.
3. Gerard, E. (1994). The Skilled Helper (5th Ed.). Brooks/Cole.
4. Khera, S. (2003). You Can Win. Macmillan Books.
5. Murphy, R. (1998). Essential English Grammar, (2nd Ed.). Cambridge University Press.
6. Sankaran, K., & Kumar, M. (2010). Group Discussion and Public Speaking (5th Ed.). M.I. Publications.
7. Trishna, K. S. (2012). How to do well in GDS & Interviews? (3rd Ed.). Pearson Education.
8. Yate, M. (2005). Hiring the Best: A Manager 's Guide to Effective Interviewing and Recruiting

Websites and eLearning Sources:

1. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>
2. <https://www.seek.com.au/career-advice/article/50-communication-skills-for-the-workplace-your-resume>
3. <https://southeast.iu.edu/career/files/power-phrases.pdf>
4. https://dese.ade.arkansas.gov/Files/20201209124449_Professional-Communication.docx

5. <https://www.dol.gov/sites/dolgov/files/ETA/publications/00-wes.pdf>
6. https://www.tmu.ac.in/other_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER_2/MAIN_SOFT_SKILLS.pdf
7. <https://byjus.com/math/profit-and-loss-questions/>
8. <https://www.indiabix.com/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall various soft skill sets	K1
CO2	Understand personal effectiveness in any managerial positions	K2
CO3	Apply verbal and non-verbal reasoning skills to solve problems	K3
CO4	Differentiate problems at work and home; and design solutions to maintain work-life balance	K4
CO5	Assess growth and sustainability and infuse creativity in employment that increases professional productivity	K5
CO6	Construct plans and strategies to work for better human society	K6

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
2	25PSS2SE01		Skill Enhancement Course: Soft Skills						4	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	3	2	3
CO2	3	3	3	2	3	3	3	3	3	2.9
CO3	3	2	2	3	3	3	3	3	3	2.8
CO4	3	3	2	2	3	3	3	3	3	2.8
CO5	3	3	3	2	2	3	3	3	3	2.8
CO6	3	3	3	2	2	3	3	3	3	2.8
Mean Overall Score										2.8 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PEN3CC09	Core Course - 9: British Literature - III (1798- 1914)	6	4

Course Objectives	
To recall and appreciate the socio-cultural background of the literary works	
To demonstrate the difference between the Romantic literary period and other literary periods	
To explain the ethical and spiritual values found in these literary work	
To assess and write the ideas of major writers of the period and their works	
To evaluate the lifestyle and the customs of the people through the literary texts	

UNIT I: Poetry (Detailed) (18 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) (18 Hours)

5. Lord Byron (1788-1824)	: "When We Two Parted"
6. Alfred Lord Tennyson (1809-1892)	: "The Brook"
7. Robert Browning (1812-1889)	: "Two in the Campagna"
8. Matthew Arnold (1822-1888)	: "Shakespeare"
9. Dante Gabriel Rossetti (1828-1882)	: "The Blessed Damozel"

UNIT III: Prose (Detailed) (18 Hours)

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

UNIT IV: Prose (Non-Detailed) (18 Hours)

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

UNIT V: Novel (18 Hours)

15. Sir Walter Scott (1771-1832)	: Ivanhoe
16. Charles Dickens (1812 -1870)	: Great Expectations
17. Thomas Hardy (1840-1928)	: Tess of D'Urbervilles

Teaching Methodology	Lecture, PPT
Assessment Methods	Group Discussion, Seminar Presentation, Online Test

Books for Study:

1. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012. Unit-I, II42
2. Dickens, Charles, et al. *Great Expectations*. OUP, 1998. Unit-V
3. Hardy, Thomas. *Tess of the D'Urbervilles*. Penguin Books, 2002. Unit-V
4. 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..

Websites and e Learning Sources:

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. "Tess of the D'Urbervilles." Encyclopedia Britannica, Encyclopedia Britannica, Inc., www.britannica.com/topic/Tess-of-the-DUrbervilles.

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Recall and appreciate the socio-cultural background of the literary works		K1	
CO2	Recall and appreciate the socio-cultural background of the literary works.		K2	
CO3	Demonstrate the difference between the Romantic literary period and other literary periods.		K3	
CO4	Explain the ethical and spiritual values found in these literary work		K4	
CO5	Assess and write the ideas of major writers of the period and their works.		K5	
CO6	Evaluate the lifestyle and the customs of the people through the literary texts.		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
3	25PEN3CC09	Core Course - 9: British Literature – III (1798-1914)							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	1	3	2	2	2
CO2	3	3	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	3	3
CO6	3	3	3	3	3	2	3	3	3	3
Mean Overall Score										2.85 (High)

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
3	25PEN3CC10	Core Course - 10: Comparative Literature & Translation Studies	6	4

Course Objectives				
To know the methodology and its application on genealogy, the matology and the reception of literary and non-literary texts.				
To express that translation is indispensable to uphold the value of Regional Literatures.				
To show how effectively Comparative Literature can be applied to study Cultural Studies				
To compare and contrast the ideologies of different schools in literary history and identify the problems of periodization				
To inspect the distinctions that prevails in varied influence and reception studies.				
To develop the skill of translation creatively.				

UNIT I (18 Hours)

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

UNIT II (18 Hours)

Study of Themes or the matology – Definition of the terms Subject (stoff), text, work, theme, motif – Views of Harry Levin – Ulrich Weisstein – Raymond Trousson -S. S. Prawer

Practice: Bacon's (Of Friendship) & Thirukural (Natppu) will be compared.

UNIT III (18 Hours)

Influence and Reception studies - Distinction between 'Reception' and 'Influence' - Influence and Imitation – Reception and Survival - Reception and Communication - Influence, Analogy

Practice: Julius Caesar (Reception Study – Roman History)

UNIT IV (18 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 (18 Hours)

Interdisciplinary Studies – Comparative Cultural Studies – Literature and Sociology/ Psychology / Philosophy / Religion

Practice:

- Keats and Kannadasan can be compared (Literature & Sociology / Philosophy)
- The Scarlet Letter by Nathaniel Hawthorne and Samskara by Anantha Murthy can be compared (Literature & Psychology)
- The Book of Job & Raja Hari Chandra can be compared (Literature & Religion)

Teaching Methodology	PPT, Lecture
Assessment Methods	Group Discussion, Seminar Presentation, Online Test

Books for Study:

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

Books for Reference:

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

Websites and e Learning Sources:

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Know the methodology and its application on genealogy, the matology and the reception of literary and non-literary texts.	K1
CO2	Express that translation is indispensable to uphold the value of Regional Literatures.	K2
CO3	Show how effectively Comparative Literature can be applied to study Cultural Studies.	K3
CO4	Compare and contrast the ideologies of different schools in literary history and identify the problems of periodization.	K4
CO5	Inspect the distinctions that prevail in varied influence and reception studies	K5
CO6	Develop the skill of translation creatively.	K6

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
3	25PEN3CC10	Core Course - 10: Comparative Literature & Translation Studies							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	3	1	3	1
CO2	1	3	2	2	3	3	3	3	2	2.5
CO3	2	1	1	3	3	3	2	3	2	3
CO4	1	1	2	1	2	2	2	3	3	1.9
CO5	3	3	3	2	3	3	3	2	3	2.8
CO6	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score										2.75 (High)

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
3	25PEN3CC11	Core Course - 11: Gender Studies	5	4

Course Objectives	
To enable students, recognise and understand the key term associated with Gender Studies	
To facilitate comprehension of the various dimensions of oppression based on gender and also the ways to arrive at Solutions	
To motivate the students to evaluate the social conditions with reference to gender issues expressed in the works prescribed	
To prepare the students create solutions to emerging gender issues in the works prescribed and, in the society,	
To enable students to generate ideas to establish a balanced life and environment	
To enable students, recognise and understand the key term associated with Gender Studies	

UNIT I: Key Concepts (15 Hours)

1. Gender and Gender Perspectives of Body, Feminisms, Queer Studies (LGBTQIA+), Gender Trouble
2. “Sex, Subjectivity and Representation” from Chris Barker’s *Cultural Studies: Theory and Practice* (pp.350-399)

UNIT II: The Femininity Crisis (15 Hours)

3. Charlortte Perkins Gilman	: “The Yellow Wallpaper”
4. Katherine Mansfield	: “The Fly”
5. Sunaina Arya	: “Vilifying Dalit women: epics and aesthetics” <i>Dalit Feminist Theory: A Reader</i>
6. Judith Butler	: <i>Gender Trouble</i>

UNIT III: The Masculinity Crisis (15 Hours)

7. Rabindranath Tagore	: “The Wife’s Letter”
8. Munshi Premchand	: “The Chess Players”
9. Taylor Mac	: <i>Hir</i>
10. bell hooks	: “Understanding Patriarchy”

UNIT IV: Intersex, Transgender and Detransition Writing (15 Hours)

11. Algernon Charles Swinburne	: "Hermaphroditus"
12. Revathi A.	: <i>The Truth about Me: A Hijra Life Story</i>
13. Torrey Peters	: <i>Detransition, Baby</i>

UNIT V: Lesbian and Gay Writing (15 Hours)

14. Alice Walker	: <i>The Color Purple</i>
15. Vasudhendra	: <i>Mohanaswamy</i>
16. Chinelo Okparanta	: <i>Under the Udala Trees</i>

Teaching Methodology	Classroom Teaching using Chalk and Talk Method, ICT enabled Teaching, Flipped Classroom, Video Modules on LMS and Case Studies
Assessment Methods	Seminar, Case Study, Reflection Papers, Analysis of Articles of NLIST, Discussion Forum, Mini Projects, Online Tests (JosTEL- LMS)

Books for Study:

1. Bradley, H. (2012). *Gender*. Polity.
2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
3. Gould, Carol C. (Ed) (1997). *Gender: Key Concepts in Critical Theory*. Humanity Books.
4. Barker, Chris (2005). *Cultural Studies: Theory and Practice*.5th Ed. Sage
5. Mac, Taylor (2016). *Hir*. Northwestern University Press.
6. Okparanta, Chinelo (2015). *Under the Udala Trees*. Gran Books.
7. Peters, Torrey. *Detransition, Baby*. One World, 2021.

8. Vasudhendra (2016). *Mohanawamy*. Harper Perennial.
9. Walker, A. (2017). *The Color Purple*. W&N.

Books for Reference:

1. Pilcher, J. (2004). *50 Key Concepts in Gender Studies*. Sage Publications Ltd.
2. Evans, M. (2012). *Gender: The Key Concepts*. Routledge.
3. Spender, D. (1987). *Man Made Language*. Pandora.
4. Hooks, B. (2003). *We Real Cool: Black Men and Masculinity*. Routledge.
5. Wolf, N. (1991). *The Beauty Myth*. Vintage.

Websites and eLearning Sources:

1. <https://commypress.co.uk/resources/online-short-stories/the-fly>. Accessed 20 Apr 2021.
2. <http://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digital Do cs/ The-Yellow-Wall-Paper.pdf>. Accessed 20 Apr. 2021.
3. <https://parabaas.com/translation/database/translations/stories/gStreerPatra1.html>. Accessed 20 Apr. 2021.
4. <https://www.youthaffairz.in/fiction1august2013.html>. Accessed 20 Apr. 2021.

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Recognize and identify the key concepts in the study of gender.		K1	
CO2	Discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to gender.		K2	
CO3	Apply the knowledge gained in analysing the condition of gender-based experiences of human beings in literature and the society.		K3	
CO4	Criticize the stereotypical and ideological constructs that make subordination and discrimination an inevitable condition.		K4	
CO5	Evaluate the social conditions expressed in literature and integrate the knowledge gained in day-to-day life experiences		K5	
CO6	Generate ideas on ways to establish gender equity.		K6	

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
3	25PEN3CC11	Core Course - 11: Gender Studies							5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	1	1	1	2	1	2	2
CO2	2	2	3	2	2	3	3	3	2	3
CO3	3	2	3	2	3	3	3	3	2	3
CO4	3	2	3	3	3	3	3	3	2	3
CO5	3	3	3	2	3	3	3	2	2	3
CO6	3	2	3	2	3	2	2	2	2	2
Mean Overall Score										2.42 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PEN3CC12	Core Course - 12: Cultural Studies	5	4

Course Objectives				
To familiarize students with the core concepts and historical development of Cultural Studies.				
To enable students to interpret and explain key theoretical frameworks within Cultural Studies				
To equip students with the ability to apply cultural studies methodologies to analyse diverse cultural texts and phenomena				
To foster students' capacity to critically analyse the relationship between culture, power, and identity.				
To encourage engagement with diverse perspectives and challenge dominant narratives.				

UNIT I: Mapping Cultural Studies: Concepts And Contexts (15 Hours)

1. Simon During: "Introduction" (From *The Cultural Studies Reader*)
2. Key Concepts in Cultural Studies: Acculturation, Agency, Anti-essentialism and Essentialism, Base and superstructure, Canon, Carnivalesque, CCCS, Commodification, Counterculture, Cultural imperialism, Cultural materialism, Discourse Analysis, Epistemology, Hegemony, Ideological state apparatus, Paradigm, Performativity, Polysemy, Stereotype, Subjectivity and Identity. (From *The Sage Dictionary of Cultural Studies*)

UNIT-II: Decoding Culture: Texts, Meanings, And Power (15 Hours)

3. Stuart Hall: "Encoding/Decoding" (From *The Cultural Studies Reader*)
4. Roland Barthes: "From Work to Text" (From *the Rustle of Language*)

UNIT III: Identity And Representation (15 Hours)

5. Gayatri Chakravorty Spivak: "Scattered Speculations on The Question Of Cultural Studies" (From *The Cultural Studies Reader*)
6. Donna Haraway: "The Cyborg Manifesto" (From *The Cultural Studies Reader*)

UNIT IV: Power, Industry, And Resistance (15 Hours)

7. Michel Foucault: "Space, Power and Knowledge" (From *The Cultural Studies Reader*)
8. Theodore Adorno and Max Horkheimer: "The Culture Industry: Entertainment as Mass Deception" (From *The Cultural Studies Reader*)
9. Michel De Certeau: "Reading as Poaching" (From *the Practice of Everyday Life*)

UNIT V: Globalization And Indigenous Perspectives (15 Hours)

10. Kwame Appiah: "There is No Such Thing as Western Civilisation" (From theguardian.com)
11. Arjun Appadurai: "Disjuncture and Difference in The Global Cultural Economy" (From *The Cultural Studies Reader*)
12. A K Ramanujan: "Is there an Indian Way of Thinking? An Informal Essay" (From *Contributions to Indian Sociology*)

Teaching Methodology	Chalk and talk, Close Reading & Thematic Analysis, Case Studies & Real-World Examples, Presentation & Panel Discussions.
Assessment Methods	Case Studies, Group Discussions, Text Analysis, Debates, Presentations, Comparative Essays, Critical Reviews and Peer Reviews.

Books for Study:

1. Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage, 2004.
2. Barthes, Roland. *The Rustle of Language*. Translated by Richard Howard, University of California Press, 1989.
3. de Certeau, Michel. *The Practice of Everyday Life*. Translated by Steven Rendall, University of California Press, 1984.
4. During, Simon, editor. *The Cultural Studies Reader*. 2nd ed., Routledge, 2001.
5. Ramanujan, A. K. "Is There an Indian Way of Thinking? An Informal Essay." *Contributions to Indian Sociology*, vol. 23, no. 1, 1989, pp. 41–58.

Books for Reference:

1. Barker, Chris, and Emma A. Jane. *Cultural Studies: Theory and Practice*. 5th ed., Sage, 2016.
2. Lewis, Jeff. *Cultural Studies: The Basics*. 2nd ed., Sage Publications, 2008.
3. Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2009.
4. Williams, Raymond. *Culture and Society, 1780-1950*. Spokesman, 2013.

Websites and eLearning Sources:

1. Appiah, Kwame Anthony. "There Is No Such Thing as Western Civilisation." *The Guardian*, 9 Nov. 2016,
2. <https://www.theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture>.
3. <https://www.culturalstudiesassociation.org/>
4. <https://www.theguardian.com/culture>
5. <https://www.openculture.com/>
6. <https://muse.jhu.edu/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Define and explain key concepts in Cultural Studies.	K1
CO2	Summarize and interpret the arguments of major theorists.	K2
CO3	Apply frameworks to analyze texts, media, and cultural practices.	K3
CO4	Critically evaluate the role of power, ideology, and representation in culture.	K4
CO5	Synthesize interdisciplinary perspectives to develop original insights.	K5
CO6	Formulate well-reasoned arguments on contemporary cultural issues using theoretical frameworks.	K6

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
3	25PEN3CC12		Core Course - 12: Cultural Studies					5	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	3	2	1	1	1	1	2	2
CO2	2	2	2	2	2	1	1	2	2	3
CO3	3	3	2	2	1	3	3	2	2	2
CO4	2	1	2	3	2	1	1	2	2	1
CO5	1	2	2	2	1	1	2	2	2	2
CO6	3	2	2	3	2	3	3	2	2	3
Mean Overall Score										2.3 (High)

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
3	25PEN3ES02A	Discipline Specific Elective - 2: English Language Teaching in Practice	4	3

Course Objectives	
To identify different teaching skills	
To explain the methods and approaches of language teaching	
To experiment the receptive and productive skills while preparing a lesson plan	
To analyse the impact of teaching methods and techniques	
To prepare language tasks based on literature	

UNIT I **(12 Hours)**

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

UNIT II **(12 Hours)**

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

UNIT III **(12 Hours)**

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

UNIT IV **(12 Hours)**

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

UNIT V **(12 Hours)**

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

Teaching Methodology	PowerPoint Presentations, blended learning, Classroom Observations
Assessment Methods	Lesson plan design, micro teaching, macro teaching

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.

Websites and eLearning Sources:

1. ESLPod.com, tv.eslpod.com/.
2. ESOL Courses - Free English Lessons Online. www.esolcourses.com/.
3. "Learning English." BBC Learning English, BBC, www.bbc.co.uk/learningenglish.
4. Emma. "English Language Teaching Reference Books Archives." Online English Language Teacher Training Courses, 5 Mar. 2020, eltcampus.com/tag/english-language-teaching-reference-books/.
5. Farrell, Thomas S. C. "Second Language Teacher Education: A Reality Check ..." Springer Link, Palgrave Macmillan, London, link.springer.com/chapter/10.1057%2F9781137440068_

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify different teaching skills, methods, and approaches used in language teaching.		K1	
CO2	Explain various classroom settings, teacher talk strategies, and communicative teaching techniques.		K2	
CO3	Apply appropriate vocabulary, grammar, and language teaching techniques in lesson planning.		K3	
CO4	Analyse the impact of different teaching methods on receptive and productive language skills.		K4	
CO5	Evaluate the effectiveness of language tasks designed using literature and multimedia resources.		K5	
CO6	Create innovative lesson plans and teaching practices integrating literature, videos, and communicative approaches.		K6	

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25PEN3ES02A		Discipline Specific Elective - 2: English Language Teaching in Practice						4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	2	3	2	3	2	2	3	2	3	3	2.5
CO2	3	2	3	2	2	3	3	2	2	2	2.4
CO3	2	3	2	3	3	3	2	2	3	2	2.5
CO4	3	2	2	3	3	3	3	2	3	2	2.6
CO5	2	3	2	3	2	3	2	3	2	3	2.5
CO6	3	2	3	2	3	2	2	3	2	2	2.4
Mean Overall Score										2.5 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PEN3ES02B	Discipline Specific Elective – 2: Postcolonial Literatures	4	3

Course Objectives	
To identify key concepts and literary forms in postcolonial literatures	
To discuss and analyze colonial and postcolonial discourse.	
To distinguish how race, class, gender, history and identity are presented and problematized in the literary texts.	
To examine the texts critically in relation to postcolonial theory.	
To evaluate and formulate arguments about postcolonial literatures and texts.	

UNIT I: Poetry (Detailed) (12 Hours)

1. Gabriel Okara 1921 - 2019	: “You Laughed and Laughed and Laughed”
2. Chinua Achebe (1930 - 2013)	: “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) (12 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) (12 Hours)

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

UNIT IV: Prose: (Non-Detailed) (12 Hours)

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

UNIT V: Fiction (12 Hours)

15. Chinua Achebe (1930-)	: Things Fall Apart
16. Patrick White (1955 -)	: The Tree of Man

Teaching Methodology	Lecture, PPT
Assessment Methods	Quiz, Seminar, Online test

Books for Study:

1. Ryga., & George. (2013). The Ecstasy of Rita Joe. Talon books.
2. Soyinka, W., & Plastow, J. (2017). Death and the King's Horseman. Bloomsbury Methuen Drama.
3. Karnad., & Girish. (1989). Tughlaq.
4. Rušdie Salman. (2013). Midnight's Children. Vintage.
5. Booker, M. K. Things Fall Apart. Chinua Achebe.

Books for Reference:

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

Websites and eLearning Sources:

1. <http://www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006>. M.A. English Literature
2. <http://www.123helpme.com/search.asp?text=Postcolonial%2BLiterature>.
3. <http://www.iep.utm.edu/literary>.
4. http://en.wikipedia.org/wiki/Postcolonial_literature.

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify the key concepts and literary forms in postcolonial literatures		K1	
CO2	Discuss and analyse colonial and postcolonial discourse		K2	
CO3	Distinguish how race, class, gender, history and identity are presented and problematized in the literary texts		K3	
CO4	Examine the texts critically in relation to postcolonial theory		K4	
CO5	Evaluate and formulate arguments about postcolonial literatures and texts		K5	
CO6	Create a notion of fairness to voice for the voiceless		K6	

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25PEN3ES02B		Discipline Specific Elective – 2: Postcolonial Literatures						4	3	
Course Outcomes	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)			Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
CO4	2	2	3	2	3	3	2	3	2	3	2.5
CO5	2	2	2	3	2	2	2	3	2	2	2.2
CO6	2	3	3	2	3	3	3	3	2	2	2.1
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PEN3RM01	Research Methodology	4	2

Course Objectives
To select a specific topic for research papers and projects.
To understand the purpose and the uses of research
To effectively use the library and computer for research
To introduce the different research methods and approaches in language and literature
To equip students with the knowledge of research mechanics and documentation

UNIT-I: Basics of Research **(12 Hours)**

1. Basic Information about the Research Paper
2. Literature Review
3. Choosing a topic
4. Using the Computer in the Research

UNIT-II: Structuring a Research Paper **(12 Hours)**

5. Doing the Research
6. The Thesis and the Outline
7. Transforming the Notes into a Rough Draft
8. Revising your Rough Draft
9. Finished Form of a Research Paper

UNIT-III: Research Techniques and Tools **(12 Hours)**

10. Questionnaire, Interview, Observation, Surveys, Schedule, Focus groups and Check-list
11. Pilot Study, Case Study, Sampling, and Reports.

UNIT-IV: Accuracy and Originality in Academic Writing **(12 Hours)**

12. Mechanics of Scholarly Prose
13. Ethical issues related to publishing, Plagiarism and Self-Plagiarism
14. Journals in English, Impact factor of Journals, Proxy Journals

UNIT V: The MLA System of Documentation **(12 Hours)**

15. Why document Sources?
16. Evaluating your Sources
17. Gathering information about your sources
18. Creating your Documentation: Works Cited and In-text Citations

Teaching Methodology	PPT
Assessment Methods	Presentations, Micro Projects and Self Assessments

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) 69
2. 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)
3. The Modern Language Association. *MLA Handbook*. 9th ed. New York: The Modern Language Association of America, 2016. (For Unit IV & V)
4. Modern Language Association of America. *MLA Handbook*. 9th ed. The Modern Language Association of America, 2016.
5. American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. American Psychological Association, 2019.
6. Dorairaj, A. Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers, 2019.
7. Kothari, C.R., *Research methodology: Methods and techniques*. New Age International, 2004.

Books for Reference:

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

Websites and eLearning Sources:

1. American University, Washington, D.C, www.american.edu/ocl/asac/upload/Ten-Steps-for-WritingResearch-Papers.pdf.
2. Finger Lakes Community College, www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf.
3. "The Page You're Looking for is Not Here." CSUN University Library, 22 Dec. 2020, library.csun.edu/egarcia/documents/mlacitation_quickguide.
4. The University of Toledo, www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf. 5. "What is Plagiarism?" Plagiarism.org, 18 May 2017, www.plagiarism.org/plagiarism-101/what-is-plagiarism/

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify and refine a specific topic for research papers and projects		K1	
CO2	Comprehend the importance of research in academic, professional, and real-world contexts and apply research methods to solve problems.		K2	
CO3	Efficiently utilize library resources, online databases, and digital tools to collect and analyse information for research projects.		K3	
CO4	Assess various research topics and justify the selection of a specific topic based on relevance, scope, and feasibility.		K4	
CO5	Create original research papers and projects, incorporating critical analysis, proper citations, and academic writing standards.		K5	
CO6	Use language, style and discourses suitable for project writing		K6	

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25PEN3RM01		Research Methodology						4	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	2	3	3	2	3	2	3	2	2	2	2.4
CO2	3	2	3	3	2	2	3	1	3	2	2.4
CO3	2	3	2	3	2	3	2	3	3	2	2.5
CO4	3	2	3	2	3	2	3	2	2	3	2.5
CO5	2	3	2	3	2	3	1	3	2	2	2.3
CO6	3	3	2	2	2	3	3	2	3	2	2.5
Mean Overall Score										2.43 (High)	

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
3	25PEN3SL03	Self-Learning: Children's Literature	-	1

Course Objectives	
To introduce popular tales for children from all cultures	
To understand the elements of children's literature	
To understand the need of fantasy elements in children's literature	
To apply critical perspectives to classic children's literatures	
To appreciate contemporary children's literature	

UNIT I: Tales

1. Sir Richard Francis Burton : "King Vikramaditya and Vetal" (Frame narrative) (Retold)
"King Shahryar and Scheherazade" (*Arabian Nights*)
2. Hans Christian Anderson : "The Little Mermaid"

UNIT II: Illustrated Books

3. Andrea Beaty : Ada Twist, Scientist
4. Ibtihaj Muhammad : *The Proudest Blue*

UNIT III: Comics

5. Bill Finger & Bob Kane : *Batman (No.1)*
6. Luis Fernandes & Ram Waeerkar : *The Adventures of Suppandi*

UNIT IV: Fiction

7. C.S. Lewis : *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*

UNIT V: Fiction

8. J.K. Rowling : *Harry Potter and the Philosopher's Stone*

Teaching Methodology	Handouts, Video Lectures, Films
Assessment Methods	MCQ

Books for Study:

1. Anderson, H. C. (2010). *The Little Mermaid*. Usborne Publishing.
2. Beaty, A. (2016). *Ada Twist, Scientist*. Harry N. Abrams.
3. Fernandes, L. & Waeerkar. R. (2010). *The Adventures of Suppandi* (vol.1). Amar Chitra Katha Private Limited.
4. Finger, B. & Kane. B. (1940). *Batman (No.1)*. Detective Comics.
5. Lewis, C.S. (2024). *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. Rupa Publications India.
6. Muhammad, I. (2020). *The Proudest Blue*. Anderson Press.
7. Rowling, J.K. (2014). *Harry Potter and the Philosopher's Stone*. Bloomsbury Children's Book.

Books for Reference:

1. Hunt, P. (1994). *An Introduction to Children's Literature*. Oxford University Press.
2. Tunnell, M. O., & Jacobs, J. S. (2020). *Children's literature, briefly* (6th ed.). Pearson.
3. Zipes, J. (2006). *The Oxford encyclopaedia of children's literature*. Oxford University Press.

Websites and eLearning Sources:

1. <https://archive.org/details/batman-1940-issue-1>
2. <https://kids.britannica.com/students/article/literature-for-children/275500>
3. <https://anyflip.com/jlfzr/xqsi/basic>
4. <https://ccf.ny.gov/wp-content/uploads/2025/02/51-PyramidBNook-The-Proudest-Blue.pdf>
5. <https://pdfroom.com/books/adventures-of-suppandi/or5WNZzA2qD/download>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall key elements of children's literature, including genres, themes, and notable authors.	K1
CO2	Explain the moral, cultural, and social values embedded in children's stories.	K2
CO3	Analyze and compare different storytelling techniques used in children's literature to engage young readers.	K3
CO4	Examine the psychological and emotional impact of children's literature on different age groups.	K4
CO5	Critique children's books based on literary quality, ethical considerations, and developmental appropriateness.	K5
CO6	Write and illustrate an original children's story that incorporates age- appropriate language, themes, and moral lessons.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25PEN3SL03		Self-Learning: Children's Literature							-	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	2	2	2	3	1	2	2	2	3	2.0
CO2	2	3	2	3	3	1	1	1	2	3	2.1
CO3	1	3	2	2	2	2	2	2	2	2	2.0
CO4	3	3	3	1	1	3	1	3	3	1	2.2
CO5	1	3	2	3	3	1	1	1	1	2	1.8
CO6	1	3	2	1	1	3	3	3	3	3	2.3
Mean Overall Score										2.1	(Moderate)

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
4	25PEN4CC13	Core Course - 13: British Literature – IV (1920-2010)	5	4

Course Objectives	
To recognise the literary works in line with the social, cultural and historical movements of the period.	
To explain the literary styles and techniques used during this literary period.	
To relate and prioritize the values and morals learnt in these literary works with real situation	
To compare and contrast the various literary movements emerged in the 20th century	
To evaluate and harmonize their learning in real life situations.	

UNIT I: Poetry (Detailed) (15 Hours)

1. William Butler Yeats (1865-1939) : “Byzantium”
2. Thomas Stearns Eliot (1888-1965) : “The Waste Land”

UNIT II: Drama (15 Hours)

3. George Bernard Shaw (1856-1950) : *Pygmalion* (Detailed)
4. Thomas Stearns Eliot (1888-1965) : *Murder in the Cathedral* (Non-detailed)

UNIT III: Prose (Detailed) (15 Hours)

5. Alfred George Gardiner (1865-1946) : “On Saying Please”
6. Virginia Woolf (1882-1914) : “The Death of the Moth”
7. Aldous Huxley (1894-1963) : “Pleasures”

UNIT IV: Short Stories (Non-Detailed) (15 Hours)

8. Graham Greene (1905 – 1991) : “The Invisible Japanese Gentleman”
9. Roald Dahl (1916 – 1990) : “The Butler”
10. Angela Carter (1940 – 1992) : “The Snow Child”

UNIT V: Novels (Non-Detailed) (15 Hours)

11. Virginia Woolf (1882-1941) : *Mrs. Dalloway*
12. David Herbert Lawrence (1885-1930): *Sons and Lovers*
13. Kazuo Ishiguro (1954 -) : *Never Let Me Go*

Teaching Methodology	Lecture, Multimedia Presentation, Projects, Discussion and Quiz
Assessment Methods	Class Test, Seminar, Group Discussion and Flip Learning

Books for Study:

1. Eliot, T. S. The Waste Land and Other Poems. Penguin Books, 2003. (Unit I)
2. Woolf, Virginia. *Mrs. Dalloway*. Penguin Books. 1996.
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

Websites and eLearning Sources:

1. Andrews, Evan. “8 Battlefield Poets of World War I.” *History*, 31 Aug. 2018, [www.history.com>news>8-battlefield-poets-of-world-war-i](http://www.history.com/news/8-battlefield-poets-of-world-war-i).
2. 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/.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall and appreciate the socio-cultural background of the literary works.	K1
CO2	Identify and familiarize the literary devices and techniques.	K2
CO3	Demonstrate the difference between the Modernist literary period and other literary periods.	K3
CO4	Explain the ethical and spiritual values found in these literary works.	K4
CO5	Assess and write the ideas of major writers of the period and their works	K5
CO6	Evaluate the literary styles of major British writers.	K6

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25PEN4CC13		Core Course - 13: British Literature – IV (1920-2010)						5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	1	3	2	2	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	3	2.9
CO6	2	3	3	2	2	2	3	3	3	2.5
Mean Overall Score										2.73 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PEN4CC14	Core Course - 14: American Literature	5	4

Course Objectives	
To learn about the origin and development of American literature	
To understand the richness of American literature among the various forms of genres	
To obtain knowledge about the major writers and their contribution to American Literature	
To investigate the context of the literary texts in social, political and cultural scenarios	
To formulate the critical research problems within the context of literary texts	

UNIT I: Poetry Detailed) (15 Hours)

1. Walt Whitman (1819-1892)	: “A Noiseless Patient Spider”
2. Emily Dickinson (1830-1886)	: “Because I could not stop for Death”
3. Paul Laurence Dunbar (1872-1906)	: “Ode to Ethiopia”
4. Wallace Stevens (1879-1955)	: “The Emperor of Ice-Cream”
5. Robert Frost (1874-1963)	: “Mending Wall”

UNIT II: Poetry (Non-Detailed) (15 Hours)

6. Claude McKay (1889-1948)	: “America”
7. e.e.cummings (1894- 1962)	: “somewhere I have never travelled”
8. Langston Hughes (1902-1967)	: “The Negro Mother”
9. Maya Angelou (1928-2014)	: “Phenomenal Woman”
10. Sylvia Plath (1932-1963)	: “Mirror”

UNIT III: Drama (Detailed) (15 Hours)

11. Eugene O’Neill (1888- 1953)	: <i>The Hairy Ape</i>
Drama (Non-Detailed)	
12. Tennessee Williams (1911-1983)	: <i>A Streetcar Named Desire</i>
13. Amiri Baraka (1934-2014)	: <i>Dutchman</i>

UNIT IV: Prose (Non-Detailed) (15 Hours)

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

UNIT V: Novel (15 Hours)

16. Flannery O’ Connor (1925-1964)	: <i>The Violent Bear it Away</i>
17. Saul Bellow (1915-2005)	: <i>Herzog</i>

Teaching Methodology	Lecture, PPT, Peer Discussion and Critical Reviews
Assessment Methods	Online Tests, Seminars and Group Discussion

Books for Study:

1. Gates, Louis. H & Smith, V. *The Norton Anthology of African American Literature*. W.W. Norton & Company, 2014.
2. Rittenhouse, Belle, J. *Little Book of American Poets: 1787-1900* (Classic Reprint). Forgotten Book, 2015.
3. O'Neill, Eugene. *The Plays of Eugene O'Neill*. Modern Library, 1982.
4. Arkwright, Preston, S. “Self-Reliance”. Darby, 1935.
5. Wright, R. Marcosarruda . “Blueprint for Negro Writing”. Springer, 1980.
6. Miller, Arthur. *Death of a Salesman*. New York. Penguin Books, 1998, Print.
7. Bellow, Saul. *Herzog*. Michigan: Viking Press,2008.

Books for Reference:

1. Oliver, Egbert, S. *American Literature, 1890-1965: An Anthology*. 1994.
2. William, J. Fisher, et al. *American Literature of the Nineteenth Century: An Anthology*.

Eurasia Publ. House (Pvt.) Ltd, 1984.

3. Theodore Dreiser, Richard R. Lingeman. *The American Tragedy*. New York: Signet Classics, 1996.
4. Stedman, Edmund Clearance, ed. *An American Anthology*, 1984.
5. Keams, Francis E.ed. *Black Identity*. New York: Holt, 1970, Print.
6. Fisher, et al.,eds. *American Literature of the 19th Century*, Vol 1, New Delhi: Eurasia, 1970, Print.

Websites and eLearning Sources:

1. https://www.libraryofinspiration.com/lit_1960s_herzog.htm.
2. <https://libguides.southernct.edu/>.
3. <https://research.lib.buffalo.edu/american-literature-research/primarysources>
4. <https://www.poetryfoundation.org/>.
5. http://famouspoetsandpoems.com/poets/Langston_hughes/poems/16951
6. <http://www.lang.nagoya-u.ac.jp/~matsuoka/AmeLit-G.html>.
7. "Herzog". Li, 12 Feb. 1993, www.libraryofinspiration.com/lit_1960s_herzog.htm.
8. "English and American Literature". Home-SCSU Research Guides at Southern Connecticut State University, 24 Apr. 2000, libguides.southernct.edu/.
9. "American Literature: A Research & Reference Guide: Primary Sources." Research Guides 25Aug.1997, research.lib.buffalo.edu/American-literature-research/primary-sources.

CO No.	Course Outcomes		Cognitive Levels (K - Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Understand the various distinct characteristics, thematic concerns, genres and trends in American and Afro - American Literature.		K1	
CO2	Relate to the literary works of different genres in American Literature.		K2	
CO3	Identify the scholarly works of American and Afro American writers.		K3	
CO4	Evaluate the literary text nexus with the contemporary scenario		K4	
CO5	Explain critical research problems in the literary text, analyse and interpret them		K5	
CO6	Interpret the literary works of American Literature as expression of values within the social, political and cultural context		K6	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25PEN4CC14		Core Course – 14: American Literature						5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	3	3	3	3
CO2	3	3	3	2	2	3	3	2	3	3
CO3	3	3	3	2	2	3	3	3	3	3
CO4	3	2	3	2	3	2	3	3	3	3
CO5	3	3	3	2	3	2	3	3	3	3
CO6	2	3	3	2	2	3	3	3	3	3
Mean Overall Score										2.75 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PEN4CC15	Core Course - 15: Contemporary World Literature	5	3

Course Objectives				
To enable students to recognise and identify various stylistic devices employed by global writers, as well as prevalent literary trends across different cultures				
To equip students with the ability to understand key concepts, terminologies, and critical methodologies used in analysing contemporary literary works				
To encourage students to analyse literature's societal impact, considering ethnic, political, and historical factors				
To foster an enhanced awareness of the complexities and nuances of contemporary global concerns.				
To motivate students to evaluate literary works from multiple angles, integrating cultural, historical, and sociopolitical perspectives				
To encourage students to create original literary analyses or works that integrate cultural, historical, and sociopolitical themes from global literary traditions and contemporary issues				

UNIT I: Poetry (Detailed) (15 Hours)

1. Selina Tusitala Marsh (1971 -present) *New Zealander*: “The Young and the Restless”
2. Kath Walker alias Oodgeroo Noonuccal (1920-1993) *Australian*: “God’s One Mistake”
3. Kishwar Naheed (1940 -) *Pakistani* : “The Grass is Really Like Me”
4. Heather McHugh (1948-present) *American* : “Webcam the World”
5. Warsan Shire (1988- present) *Kenyan* : “Home”

Poetry (Non-Detailed)

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

UNIT II: Drama (Detailed) (15 Hours)

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

UNIT III: Short Story (Non-Detailed) (15 Hours)

12. Claire Keegan (1968 – present) *Irish* : “Antarctica”

UNIT IV: Prose (Detailed) (15 Hours)

13. Anju Bhargava (1977 – present) *IndianAmerican*: “Sitayanam: A Woman’s Journey of Strength”

Prose (Non-Detailed)

15. Chimamanda Nagozi Adichie (1977 - present) *Nigerian*: “We Should All Be Feminists ”

UNIT V: Novel (15 Hours)

16. Elie Wiesel (1928 - 2016) *Romanian* : *Night*
17. J.M. Coetzee (1940- present) *Australian* : *Disgrace*
18. Khaled Hosseini (1965- present) *Afghan* : *The Kite Runner*

Teaching Methodology	Interactive Lectures, Use of PPTs and Integration of ICT Tools.
Assessment Methods	Snap Tests, MCQ, Quiz and Seminar

Books for Study:

1. Coetzee, J. M. (2010). *Disgrace*: Limited Centenary Edition. Harvill Secker.
2. Hosseini., & Khaled. (2013). *The Kite Runner*. Penguin.
3. Lindsay-abaire., & David. (2016). *Rabbit Hole*. Nick Hern Books.

4. Sears., & Djanet. Ed. (2001). *Testifyin': Vol. 1: Contemporary African Canadian Drama*. Playwrights Canada Press.
5. Adichie, Chimamanda N. *We Should All Be Feminists*. HarperCollins UK, 2014.
6. Wiesel, Elie. *The Night Trilogy: Night, Dawn, Day*. Macmillan, 2008.

Books for Reference:

1. Gale, C.L. (2017). *A Study Guide for Albert Camus's Guest*. Gale, Study Guides.
2. *Literature: Timeless Voices, Timeless Themes: The American Experience*. Prentice Hall.2017
3. Paley & Grace. (2018). *A Grace Paley Reader: Stories, Essays, and Poetry*. Farrar, Straus and Giroux.
4. Keegan, Claire. Antarctica: 'A genuine once-in-a-generation writer.' THE TIMES. Faber & Faber, 2013.

Websites and eLearning Sources:

1. http://www.columbia.edu/itc/mealac/pritchett/00urdu/3mod/rukhsana_ahmad_wesinfulwomen.pdf. Accessed 04 Mar 2025.
2. <https://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/poems/gods-one-mistake-0771058>. Accessed 04 Mar 2025.
3. <https://www.newyorker.com/magazine/2016/06/20/steer-your-way-by-leonard-cohen>. Accessed 04 Mar 2025.
4. http://famouspoetsandpoems.com/poets/nimah_nawwab/poems/23063. Accessed 04 Mar 2025.
5. http://famouspoetsandpoems.com/poets/yehuda_amichai/poems/67. Accessed 04 Mar 2025.
6. <https://www.arabicnadwah.com/arabicpoetry/darwish-passport.htm>. Accessed 04 Mar 2025..
7. <http://www.nzepc.auckland.ac.nz/pasifika/marsh3.asp>. Accessed 04 Mar 2025..
8. <https://www.nobelprize.org/prizes/literature/1994/oe/lecture/>. Accessed 04 Mar 2025.
9. https://www.threepennyreview.com/samples/sacks_f14.html. Accessed 04 Mar 2025.
10. <https://genius.com/Warsan-shire-home-annotated>. Accessed 04 Mar 2025.
11. <https://reflections.yale.edu/article/ibelieve-facing-new-media-explosion/webcam-world>. Accessed 04 Mar 2025.
12. <https://berkleycenter.georgetown.edu/forum/sitayanam-a-woman-s-journey-of-strength>. Accessed 04 Mar 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Identify and describe stylistic devices used by global writers and recognise key literary trends across cultures	K1
CO2	Demonstrate a clear understanding of essential literary concepts, terminology, and methodologies, applying them effectively in literary analysis	K2
CO3	Analyse the societal impact of literature, exploring how ethnic, political, and historical contexts shape literary works and their reception	K3
CO4	Critically examine contemporary global issues and their influence on literature and cultural discourse	K4
CO5	Evaluate literary works through the integration of cultural, historical, and sociopolitical perspectives, offering nuanced insights and critiques	K5
CO6	Create original literary analyses or works that synthesise cultural, historical, and sociopolitical themes, drawing from both global literary traditions and contemporary issues.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25PEN4CC15		Core Course - 15: Contemporary World Literature							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	1	2	2	2	3	2	3	2.2
CO2	3	3	2	2	1	3	2	3	2	3	2.4
CO3	3	3	2	2	1	2	2	3	2	2	2.2
CO4	3	3	3	1	2	3	2	2	2	3	2.4
CO5	3	3	1	2	2	3	2	2	2	3	2.3
CO6	3	3	2	1	2	2	2	2	2	3	2.3
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
4	25PEN4CC16	Core Course - 16: Shakespeare	5	3

Course Objectives
To enlist the literary techniques employed by Shakespeare in his plays and sonnets.
To explain the socio-politico, cultural and historical contexts of the works of Shakespeare.
To classify the plays according to their genres and sources.
To analyse the development of various themes of the plays.
To assess the plots and characters of the plays of Shakespeare.

UNIT-I: Tragedy (Detailed) (15 Hours)

1. *Hamlet*

UNIT-II: Comedy (Non-Detailed) (15 Hours)

2. *The Tempest*

UNIT-III: History Play (Non-Detailed) (15 Hours)

3. *Julius Caesar*

UNIT- IV: Comedy (Detailed) (15 Hours)

4. *As You Like It*

UNIT – V: Poetry (Non-Detailed) (15 Hours)

Procreation Sonnets

5. “Sonnet No: 13”

6. “Sonnet No: 14”

Fair Youth Sonnets

7. “Sonnet No: 18”

8. “Sonnet No: 19”

Dark Lady Sonnets

9. “Sonnet No: 132”

10. “Sonnet No: 133”

Teaching Methodology	Lecture, Power Point, Peer discussion, Critical Reviews and Analysis
Assessment Methods	Seminars, Assignments, Snap Tests, MCQs

Books for Study:

1. Shakespeare, William. *Hamlet. New Clarendon Edition.* OUP, 1961. Unit-I
2. Shakespeare, William. *The Tempest. New Clarendon Edition.* OUP, 2016. Unit-II
3. Shakespeare, William. *Julius Caesar. New Clarendon Edition.* OUP, 2016. Unit-III
4. Shakespeare, William. *As You Like It. New Clarendon Edition.* OUP, 2016. Unit-IV
5. Shakespeare, William. *The Sonnets (13,14,18,19, 132, 133).* CUP,2016 Unit-V

Books for Reference:

1. Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth, 2 edn. Macmillan, 1905.
2. Chambers, K. The Elizabethan Stage, 4 Volumes, Oxford: 2nd CP, 1923.
3. Dillon, Janette. The Cambridge Introduction to Shakespeare’s Tragedies. CUP, 2007.
4. Halliday, F.E. A Shakespeare Companion, Penguin, 1964.
5. Hopkins, Lisa. Beginning Shakespeare, MUP, 20

Websites and eLearning Sources:

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>

CO No.	Course Outcomes		Cognitive Levels (K - Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Enlist the literary techniques employed by Shakespeare in his plays and sonnets.		K1	
CO2	Explain the socio-politico, cultural and historical contexts of the works of Shakespeare.		K2	
CO3	Classify the plays according to their genres and sources.		K3	
CO4	Analyse the development of various themes of the plays.		K4	
CO5	Assess the plots and characters of the plays of Shakespeare.		K5	
CO6	Discuss Shakespeare's use of language, rhetoric and poetic devices.		K6	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25PEN4CC16		Core Course – 16: Shakespeare						5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	3	2	2	3	2
CO2	2	3	2	1	2	3	2	3	2	1
CO3	3	1	2	3	2	1	3	2	3	2
CO4	2	3	2	2	1	3	1	2	2	3
CO5	2	2	3	2	2	3	2	2	2	3
CO6	2	3	2	2	3	2	3	3	2	2
Mean Overall Score										2.23 (High)
Mean Scores of COs										

Semester	Course Code	Title of the Course	Hours	Credits
4	25PEN4ES03A	Discipline Specific Elective – 3: Recent Trends in Literature	4	3

Course Objectives	
To enable students to recognise and understand the key term associated with the recent trends in literature	
To facilitate comprehension of the various dimensions of oppression and also the ways to arrive at solutions	
To train the students in application of the knowledge gained in the analysis of real-life situations	
To motivate the students to evaluate the social conditions expressed in the works prescribed	
To prepare the students create solutions to the emerging issues in the works prescribed and in the society	

UNIT I (12 Hours)

i) Trauma Theory ii) Memory Studies iii) Disability Studies iv) Transgressive Fiction v) Life Writing vi) Pandemic Literature vii) Transhumanism viii) Speculative Fiction ix) Animal Studies x) Cli-fi (Climate Fiction) xi) Young Adult Fiction xii) Graphic Literature xiii) Travel Theory/Literature xiv) Post Apocalyptic Fiction xv) Intersectionality

UNIT II (12 Hours)

xvi) Area Studies xvii) Digital Humanities xviii) Medical Humanities and Graphic Medicine xix) Ecosophy xx) Micro Poetry xxi) Slam Poetry xxii) Genre-Bending xxiii) Minisaga and Drabble xxiv) Fan Fiction xxv) Cybernetic Literature (Blogging, Micro Blogging, Flash Fiction, Twitterature, etc.), xxvi) Testimonial Literature

UNIT III (12 Hours)

1. Dunya Mikhail	: “The Iraqi Nights” (Poem) (War Trauma)
2. Thom Gunn	: “The Man with Night Sweats” (Disability)
3. Jhumpa Lahiri	: “A Temporary Matter” (Memory Studies)
4. Suzan Lori Parks	: <i>Topdog /Underdog</i> (Intersectionality)

UNIT IV (12 Hours)

5. Chuck Palahnuik	: <i>Fight Club</i> (Transgressive Fiction)
6. Rainbow Rowell	: <i>Eleanor & Park</i> (Young Adult Fiction)

UNIT V (12 Hours)

7. Margaret Atwood (1939-)	: <i>Oryx and Crake</i> (Transhumanism)
8. J. M. Coetzee (1940-)	: <i>The Lives of Animals</i> (Animal Studies)

Teaching Methodology	Classroom Teaching using ICT enabled Teaching, Flipped Classroom, Video Modules on LMS and Peer Teaching
Assessment Methods	Seminar, Reflection Papers, Analysis of Articles of NLIST, Peer Review, Discussion Forum, Mini Projects, Online Tests (JosTEL- LMS), Case Study

Books for Study:

1. Sinha, Indra. (2008). *Animal's People*. Simon & Schuster.
2. Rowell, Rainbow. *Eleanor & Park*. St. Martin's Press, 2012.
3. Murakami, Haruki. *Kafka on the Shore*. Alfred A. Knopf, 2005.
4. Spiegelman, Art. (2003). *Maus*. Penguin.
5. Palahniuk, Chuck. (1997). *Fight Club*. RHUK.
6. Wright, Lawrence. *The End of October*. Alfred A. Knopf, 2020.
7. Atwood, Margaret. (2013). *Oryx and Crake*. Virago.
8. Coetzee, J.M. (2016). *The Lives of Animals*. Princeton UP.

Books for Reference:

1. Albrecht, G. L., Katherine, D. S., & Bury, M. (2001). *Handbook of Disability Studies*. SAGE.
2. Crenshaw., Kimberlé. (2021). *On Intersectionality: Essential Writings*. New Press.

3. Johnson, G. J. (2018). *Oxford Dictionary of Critical Theory*. Emerald Publishing Limited.
4. Waldau., Paul. (2013). *Animal Studies. An Introduction*. OUP.

Websites and eLearning Sources:

1. www.poetryfoundation.org/poems/57307/the-iraqi-nights. Accessed 9 Mar. 2025.
2. Gunn, Thom. "The Man with Night Sweats." Poetry Foundation, www.poetryfoundation.org/poems/44363/the-man-with-night-sweats. Accessed 9 Mar. 2025.
3. Lahiri, Jhumpa. "A Temporary Matter." The New Yorker, 25 Mar. 1999, www.newyorker.com/magazine/1999/03/29/a-temporary-matter. Accessed 9 Mar. 2025.

CO No.	Course Outcomes		Cognitive Levels (K - Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Recognize and identify the key concepts in study of the new trends in literature.		K1	
CO2	Discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to inequality.		K2	
CO3	Apply the knowledge gained in analysing the life conditions expressed in these literatures and their reflections on society.		K3	
CO4	Criticize the stereotypical and ideological constructs that pervade these literatures.		K4	
CO5	Evaluate the social conditions with reference to the ideas expressed in these literatures		K5	
CO6	Generate ideas on ways to establish a balanced life and environment		K6	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25PEN4ES03A		Discipline Specific Elective – 3: Recent Trends in Literature						4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	1	1	1	2	1	2	2
CO2	2	2	3	2	2	3	3	3	2	3
CO3	3	2	3	2	3	3	3	3	2	3
CO4	3	2	3	3	3	3	3	3	2	3
CO5	3	3	3	2	3	3	3	2	2	3
CO6	3	2	3	2	3	2	2	2	2	2
Mean Overall Score										2.42 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25PEN4ES03B	Discipline Specific Elective – 3: Postmodern Literature	4	3

Course Objectives	
To identify the key concepts and literary forms in postmodern literatures	
To discuss and analyse postmodern discourse	
To distinguish various postmodern elements presented and problematized in the literary texts	
To examine the texts critically in relation to postmodern theory	
To evaluate and formulate arguments about postmodern literatures and texts	

UNIT I: Background of Postmodernism (12 Hours)

Modernism-Postmodernism-Origin-Definition-Characteristic features Scope

UNIT II: Postmodern Concepts (12 Hours)

Word Play, Irony, Black Humour. Parody, Pastiche, Fabulation, Paranoia, Poioumena, Temporal Distortion, Fragmentation, Magic Realism. Indeterminacy, Maximalism and Minimalism, Hybridization, Techno culture and Hyperreality, Metafiction, Surfiction nd Historiographic Metafiction, Paradoxical, imagistic and Intertextuality

UNIT III: Poetry (12 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 (12 Hours)

16. Heiner Muller	: <i>Hamlet Machine</i>
17. Caryl Churchill	: <i>Far Away</i>

UNIT V (12 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

Teaching Methodology	PPT, Mathematical models, Graphical representation using software, simulation
Assessment Methods	Snap test, Seminar, Group Discussion

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 Kellnor. The Postmodern Turn. Guilford Publications, 1998.

Websites and eLearning Sources:

1. <http://https://m.poemhunter.com>. Accessed 20 Apr. 2021.
2. “Drama Online - Home.” Drama online library.com,

http://www.dramaonlinelibrary.com. Accessed 20 Apr. 2021.

3. http://www.spaceandmotion.com/Philosophy-Postmodernism.htm. Accessed 20 Apr. 2021

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify the key concepts and literary forms in postmodern literatures		K1	
CO2	Discuss and analyse postmodern discourse		K2	
CO3	Distinguish various postmodern elements presented and problematized in the literary texts		K3	
CO4	Examine the texts critically in relation to postmodern theory		K4	
CO5	Evaluate and formulate arguments about postmodern literatures and texts		K5	
CO6	Create a notion of fairness to voice for the voiceless		K6	

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
4	25PEN4ES03B		Discipline Specific Elective – 3: Postmodern Literature					4	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of COs
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
CO4	2	2	3	2	3	3	2	3	2	3	2.5
CO5	2	2	2	3	2	2	2	3	2	2	2.2
CO6	2	3	3	2	3	3	3	3	2	2	2.1
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
	25EN1CC01	Certificate Course: Spoken English	45	2

Course Objectives	
To enable students to confidently engage in self-introductions, descriptions, and conversations, improving overall fluency.	
To enhance students' ability to understand spoken English through diverse listening exercises.	
To equip students to describe, narrate, and critically analyze topics like stories and movie reviews.	
To boost students' ability to speak clearly in role plays, presentations, and public speaking scenarios.	
To promote smooth communication in both formal and informal contexts, with a focus on cultural awareness.	

UNIT-I **(9 hours)**

1. Listening to Self-Introduction
2. Self-Introduction
3. Habitual Action
4. My Role Model
5. Speaking Practice

UNIT-II **(9 hours)**

6. Listening to the description of Indian festivals
7. Describing objects or people
8. Describing an image or a picture or a photo
9. Indian festivals
10. Speaking Practice

UNIT-III **(9 hours)**

11. Listening to a story & movie review
12. Developing a story from hints & images
13. My past experience
14. Reviewing a movie
15. Speaking Practice

UNIT-IV **(9 hours)**

16. Listening to conversations and interviews
17. Conversations between friends in various situations
18. Group Discussion
19. Interviews
20. Speaking Practice

UNIT-V **(9 hours)**

21. Listening to TED Talks
22. My ambition in life
23. Role play on Moral stories
24. Speaking Practice

Teaching Methodology	Blended Learning, Audio-visual aids, task-based language teaching, MALL
Assessment Methods	Seminars, Group Discussions, Presentations (Video & Face-to-face)

Books for Study:

1. Murphy, R. (2019). *English Grammar in Use*. United Kingdom: Cambridge University Press.
2. Gairns, R., & Redman, S. (2002). *Working with Words: A Guide to Teaching and Learning Vocabulary*. United Kingdom: Cambridge University Press.
3. Sasikumar, V., Kiranmai Dutt, P. V., & Rajeevan, G. (2007). *A Course in Listening and Speaking I*. New Delhi: Foundation Books.
4. Taylor, G. (2005). *Speaking Skills*. United Kingdom: Cambridge University Press.
5. Jones, L. (2007). *Let's Talk 1: Second Edition*. United Kingdom: Cambridge University Press.

Books for Reference:

1. Rizvi, M. A. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
2. Dutt, Kiranmai, Rajeevan, G., & Prakash, C. L. N. (2008). *A Course in Communication Skills*. Cambridge University Press India.
3. Byrne, D. (1986). *Teaching Oral English*. United Kingdom: Longman.
4. Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. United Kingdom: Oxford University Press.
5. Thompson, I. (2010). *How to Speak Like a Native*. United Kingdom: Oxford Press.

Websites and e-Learning Sources:

1. MIT OpenCourseWare (Writing & Communication) – <https://ocw.mit.edu/courses/writing-and-humanistic-studies/>
2. British Council: Learn English Teens – <https://learnenglishteens.britishcouncil.org/skills/speaking>
3. Randall's ESL Cyber Listening Lab – <https://www.esl-lab.com/>
4. TED-Ed (TED Talks for Students) – <https://ed.ted.com>
5. BBC Learning English – <https://www.bbc.co.uk/learningenglish>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Recall basic forms of communication and their uses in everyday and academic contexts.		K1	
CO2	Understand and interpret simple literary texts, travel writing, and media content.		K2	
CO3	Apply appropriate vocabulary and structure in writing paragraphs, essays, and reviews.		K3	
CO4	Analyze themes from literature, films, and local culture through writing and presentations.		K4	
CO5	Evaluate and express creative and critical ideas through posters, blogs, and personal reflections.		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
	25EN1CC01		Certificate Course: Spoken English						45	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	3	2	3	2	2
CO2	3	2	2	3	2	3	2	3	2	3
CO3	3	2	2	2	3	2	2	3	2	2
CO4	3	2	2	2	2	2	2	2	2	3
CO5	3	2	3	2	3	2	3	2	3	2
CO6										
Mean Overall Score										(High)