

M A ENGLISH LITERATURE

LOCF SYLLABUS 2023



Department of English
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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 TANSCHÉ 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 110 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.

Common Core (CC): A common core course is a shared educational element encompassing fundamental topics across disciplines within a school. It promotes interdisciplinary comprehension and collaboration among students by providing a foundational understanding of key subjects essential for academic and professional success across diverse fields of study.

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.

Generic Elective Courses (EG): 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 generic elective courses offered by other disciplines within the college, enhancing the diversity of their learning experience.

Ability Enhancement Course (AE): 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 (SE): 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-paced Learning (SP): This course promotes independent learning habits among students and they have to undergo the course outside the regular class hours within a specified timeframe.

Comprehensive Examinations (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 five semesters (2 - 6). 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:

23	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 - Elective

AE - Ability Enhancement Course

SP - Self-paced Learning

EG - Generic Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

IS - Internship

EVALUATION PATTERN

Continuous Internal Assessment

Sl No	Component	Marks Alloted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Three Components (15 + 10 + 10)	35
4	Library Referencing (30 hours)	5
Total		100

Passing minimum: 50 marks

* The first component is a compulsory online test (JosTEL platform) comprising 15 multiple choice questions (10 questions at K1 level and 5 questions at K2 level); The second and the third components are decided by the course in-charge.

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60						
Section		K levels						Marks
		K1	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)	For courses with K5 as the highest cognitive level, one K4 and one K5 question is compulsory. (Note: two questions on K4 and one question on K5)				1	1*		$2 \times 10 = 20$
	For courses with K6 as the highest cognitive level: Mid Sem : two questions on K4 and one question on K5; End Sem : two questions on K5 and one question on K6)				Mid Sem			
						End Sem		
					1	1	1*	
Total								60

* Compulsory

Question Paper Blueprint for Semester Examination

Duration: 3 Hours				Maximum Marks: 100		
UNIT	Section A (Compulsory)	Section B (Compulsory)	Section C (Either...or type)	Section D (3 out of 5)		
	K1	K2	K3	K4	K5	K6
UNIT I	2	2	2	2*	2*	1*
UNIT II	2	2	2			
UNIT III	2	2	2			
UNIT IV	2	2	2			
UNIT V	2	2	2			
Marks	10 × 1 = 10	10 × 3 = 30	5 × 6 = 30	3 × 10 = 30		

* For courses with K6 as the highest cognitive level wherein one question each on K4, K5 and K6 is compulsory.
(Note: two questions each on K4 and K5 and one question on K6)

Evaluation Pattern for One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Total Marks
• Ability Enhancement Course	20 + 10 + 20 = 50	50 (A member from the Department other than the course instructors)	100
• Self-paced Learning • Comprehensive Examination	25 + 25 = 50	50 (CoE)	100
• Internship	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

Gp_i - 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 imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

Programme Specific Objectives (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

PROGRAMME STRUCTURE

Semester	Specification	Number of Courses	Hours	Credits
1 - 4	Core Course	10	51	50
1 - 4	Core Practical	4	24	19
1, 2, 4	Elective	4	20	14
1	Ability Enhancement Course	1	2	1
2	Self-paced Learning	1	-	2
2	Skill Enhancement Course	1	4	3
2, 3	Generic Elective	2	8	6
3	Common Core	1	5	4
2 - 4	Extra Credit Course	3	-	(9)
4	Project Work and Viva Voce	1	6	5
4	Comprehensive Examination	1	-	2
2 - 4	Outreach Programme (SHEPHERD)	-	-	4
Total		28	120	110(9)

M A ENGLISH							
Course Details					Scheme of Exams		
Sem	Course Code	Title of the Course	Hours	Credits	CIA	SE	Final
1	23PEN1CC01	Core Course - 1: English Poetry	6	6	100	100	100
	23PEN1CC02	Core Course - 2: English Drama	6	5	100	100	100
	23PEN1CC03	Core Course - 3: English Fiction	6	5	100	100	100
	23PEN1ES01	Elective - 1: Indian Writing in English	5	3	100	100	100
	23PEN1ES02	Elective - 2: Theatre Arts	5	3	100	100	100
	23PEN1AE01	Ability Enhancement Course: Technical Writing	2	1	100	-	100
	Total			30	23		
2	23PEN2CC04	Core Course - 4: British Literature - 1	6	5	100	100	100
	23PEN2CC05	Core Course - 5: American Literature	6	5	100	100	100
	23PEN2CC06	Core Course - 6: Introduction to Literary Theories	5	5	100	100	100
	23PEN2SP01	Self-paced Learning: Shakespeare*	-	2	50	50	50
	23PEN2ES03A	Elective - 3: English Language Teaching	5	4	100	100	100
	23PEN2ES03B	Elective - 3: Indian Literature in Translation					
	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3	100	-	100
	-	Generic Elective - 1: Refer ANNEXURE 1	4	3	100	100	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 1	-	(3)			
Total			30	27(3)			
3	23PEN3CC07	Core Course - 7: British Literature - 2	7	7	100	100	100
	23PEN3CC08	Core Course - 8: Comparative Literature and Translation Studies	7	7	100	100	100
	23PEN3CC09	Core Course - 9: Gender Studies	7	7	100	100	100
	23SLC3CC01	Common Core: Research Methodology	5	4	100	100	100
	-	Generic Elective - 2: Refer ANNEXURE 2	4	3	100	100	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 2	-	(3)			
Total			30	28(3)			
4	23PEN4CC10	Core Course - 10: British Literature - 3	7	6	100	100	100
	23PEN4CC11	Core Course - 11: Postcolonial Literatures	7	6	100	100	100
	23PEN4CC12	Core Course - 12: Contemporary World Literature	5	5	100	100	100
	23PEN4ES04A	Elective - 4: Recent Trends in Literature	5	4	100	100	100
	23PEN4ES04B	Elective - 4: Western Aesthetics					
	23PEN4PW01	Project Work and Viva Voce	6	5	100	100	100
	23PEN4CE01	Comprehensive Examination*	-	2	50	50	50
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 3	-	(3)			
Total			30	28(3)			
2 - 4	23PCW4OR01	Outreach Programme (SHEPHERD)	-	4			
1 - 4	Total (2 years)		120	110 (9)			

*- for grade calculation 50 marks are converted into 100 in the mark statements

Passed by	Board of Studies held on 18.12.2023
Approved by	48th Academic Council Meeting held on 27.03.2024

ANNEXURE 1
Generic Elective - 1 (WS)*

Course Details		
School	Course Code	Title of the Course
SLAC	23PEN2EG01	<u>English Literature for Competitive Examinations</u>

**Offered to students from other Departments within School*

ANNEXURE 2
Generic Elective - 1 (BS)*

Course Details		
School	Course Code	Title of the Course
SBS	23PBI3EG02	First Aid Management
	23PBT3EG02	Food Technology
	23PBO3EG02	Horticulture and Landscaping
SCS	23PCA3EG02	Web Design
	23PCS3EG02	Advances in Computer Science
	23PDS3EG02	Information Security and Ethics
	23PMA3EG02	Operations Research
SMS	23PCO3EG02	Basics of TallyPrime
	23PCC3EG02	Dynamics of Human Behaviour in Business
	23PCP3EG02	Social Psychology
	23PEC3EG02	Managerial Economics
	23PHR3EG02	Counselling and Guidance
SPS	23PCH3EG02	Health Science
	23PEL3EG02	Computer Hardware and Networks
	23PPH3EG02A	Physics for Competitive Exams
	23PPH3EG02B	Nanoscience

**Offered to students from other Schools*

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1CC01	Core Course - 1: English Poetry	6	6

Course Objective

To familiarize students with English Poetry starting from Medieval England to 17 th Century.
To introduce the students to different types of poetry
To enable the students to develop aesthetic sense and love for poetry.
To familiarize the students with the poetic devices and their significance.
To enable the students to critically appreciate poetry.

UNIT I: Middle English Poetry

- Geoffrey Chaucer: *Prologue to the Canterbury Tales*: ‘The Pardoner,’
- ‘The Nun,’ ‘The Friar,’ ‘The Doctor’

(18 Hours)

UNIT II: Elizabethan Poetry

- Edmund Spenser: “Epithalamion”
- John Donne: “A Valediction: Forbidding Mourning”

(18 Hours)

UNIT III: Seventeenth Century Poetry

- John Milton: *Paradise Lost* (Book IX: Lines 412-794)
- Andrew Marvell: “To His Coy Mistress”

(18 Hours)

UNIT IV: Eighteenth Century Poetry

- John Dryden : “Absalom and Achitophel” (Lines 150-229)
- Thomas Gray : “Elegy Written in a Country Churchyard”
- Robert Burns : “Auld Lang Syne”

(18 Hours)

UNIT V: Modern Poetry

- Rupert Brooke : “The Soldier”
- Wilfred Owen : “Anthem for Doomed Youth”
- W. H. Auden : “Musee des Beaux Arts”
- Dylan Thomas : “Do Not Go Gentle into That Good Night”
- Philip Larkin : “Whitsun Weddings”
- Ted Hughes : “Hawk Roosting”
- Seamus Heaney : “Digging”
- Carol Ann Duffy : “Standing Female Nude”
- Eavan Boland : “Achilles Woman”

(18 Hours)

For Further Reading

- John Donne : “The Canonization”
- Thomas Gray : “The Bard”
- : “On a Favourite Cat Drowned in a tub of Goldfishes”
- Robert Burns : “Holy Willie's Prayer”
- W. H. Auden : “Elegy on the Death of W. B. Yeats”
- Dylan Thomas : “Poem in October”
- Ted Hughes : “Life After Death”

Teaching Methodology	Lecture method, multimedia presentations, literary analysis writing assignments, close reading of texts
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Book for Study

1. Hollander, J., Kermode, F., & Trapp, J. B. (1973). *The Oxford Anthology of English literature*. Oxford University Press. Standard editions of texts

Books for Reference

1. Eliot, T. S. (1932). *The metaphysical poets from selected essay*. Faber & Faber limited.
2. Bennett, H. S. (1970). *Chaucer and the fifteenth Century*. Clarendon Press.
3. Bradbury, M., & Palmer, D. Ed. (1970). *Metaphysical poetry, stratford - upon - avon studies* Vol. II, Edward Arnold.
4. Keats, W. R. Ed. (1971). *Seventeenth century English poetry: Modern essays in criticism*. Oxford University Press.
5. George, A. G. (1971). *Studies in poetry*. Heinemann Education Books Ltd.
6. Daiches, D. (1981). *A critical history of English literature* Vols. I & II., Secker & Warburg.
7. Corns, T. N. Ed. (1993). *The Cambridge companion to English poetry: Donne to Marvell*. Cambridge University Press.

Websites and eLearning Sources

1. <https://www.english/.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
3. https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	define the different types of poetry	K1
CO2	outline the aesthetic taste for reading poems.	K2
CO3	identify the poetic devices employed in poetry.	K3
CO4	compare major poets and their significant works	K4
CO5	critically appreciate poetry.	K5
CO6	discuss the nuances versification.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23PEN1CC01	Core Course - 1: English Poetry									6	6
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	3	3	3	3	3	3	3	3	3	3.0	
CO2	2	3	3	2	2	2	3	3	2	3	2.5	
CO3	3	3	2	2	3	3	3	3	3	3	3.0	
CO4	3	3	3	3	2	3	3	3	3	3	3.0	
CO5	2	2	3	3	2	3	3	3	2	2	2.5	
CO6	2	2	2	3	2	3	3	3	2	3	2.5	
Mean Overall Score											2.75 (High)	

Semester	Course Code	Title of the course	Hours/ Week	Credits
1	23PEN1CC02	Core Course - 2: English Drama	6	5

Course Objectives

To acquaint the students with the origin of drama in Britain.
To instruct the students regarding the different stages of British Drama and its evolution in the context of theatre.
To help the students to comprehend the socio-cultural scenario through the study of representative texts from the Elizabethan age to the 20th century.
To evaluate the different forms of drama from the study of their historical background.
To enhance the understanding of the students about the dramatic techniques implied by the pioneers of English drama.
To help students

UNIT I: Beginnings of Drama (18 Hours)

- Miracle and Morality Plays - *Everyman*
- The Senecan and Revenge Tragedy - Thomas Kyd: *The Spanish Tragedy*

UNIT II: Elizabethan Theatre (18 Hours)

- Theatres, Theatre groups, Audience, Actors and Conventions: Tragedy and Comedy.
- William Shakespeare: *As You Like It*
- Christopher Marlowe: *The Jew of Malta*

UNIT III: Jacobean Drama (18 Hours)

- Ben Jonson: *Volpone*
- John Webster: *The White Devil*

UNIT IV: Restoration Drama (18 Hours)

- William Congreve: *The Way of the World*
- **Irish Dramatic Movement** - J.M Synge: *The Playboy of the Western World*

UNIT V: Epic Theatre (18 Hours)

- Bertolt Brecht: *Mother Courage and her Children*
- **Comedy of Menace** - Harold Pinter: *Birthday Party*
- **Post-Modern Drama** - Samuel Beckett: *Waiting for Godot*

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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Books for Study

1. Bradbrook, M. C. (1955). *The growth and structure and Elizabethan comedy*. Shakespeare Quarterly, Volume 7, Issue 4, Autumn 1956, Pages 436, 437(<https://doi.org/10.2307/2866373>)
2. Tillyard, E. M. W. (1958). *The nature of comedy & Shakespeare*. (<https://archive.org/details/shakespearesear1000783mbp>)

Books for Reference

1. Fermor, U. E. (1965). *The Jacobean drama: An interpretation*. Methuen & Co. (<https://archive.org/details/jacobeandramaint0000elli/page/n5/mode/2up>)
2. Bradbrook, M. C. (1979). *Themes and conventions of Elizabethan tragedy*, (6th ed). Vikas Publishing House Pvt., Ltd.
3. Hathaway, M. (1982). *Elizabethan popular theatre: Plays in performance*. Routledge.
4. Kinney, A. F. (2004). *A companion to renaissance drama*. Blackwell Publishing.
5. Hecht, W. (1961). *The development of Brecht's theory of the epic theatre, 1918-1933*. Tulane Drama Review, vol. 6, no. 1, 1961, pp. 40-97., doi:10.2307/1125006.

Websites and eLearning Sources

Unit I

- <http://www.questia.com> (online library for research)
- https://devikapanikar.com/the-origin-ofdrama/?doing_wp_cron=1690152766.0363829135894775390625
- <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
- <https://www.ugcsetnet.com/origins-and-development-of-drama/>

Unit II

- <https://nosweatshakespeare.com/resources/era/elizabethan-theatre-drama/>
- <https://www.encyclopedia.com/arts/educational-magazines/elizabethan-drama>

Unit III

- <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
- <https://www.studysmarter.co.uk/explanations/english-literature/literary-movements/jacobean-drama/>
- <https://englishsummary.com/lesson/jacobean-drama/>

Unit IV

- <https://www.britannica.com/art/English-literature/The-Restoration>
- <https://sites.udel.edu/britlitwiki/restoration-and-eighteenth-century-drama/>
- <https://englishsummary.com/lesson/restoration-drama/>
- <https://www.britannica.com/event/Irish-literary-renaissance>
- <https://poemanalysis.com/movement/the-irish-literary-revival/>

Unit V

- <https://www.britannica.com/art/epic-theatre>
- <https://poemanalysis.com/movement/epic-theatre/>
- <https://www.britannica.com/art/Theatre-of-the-Absurd>
- <https://sites.udel.edu/britlitwiki/the-theatre-of-the-absurd/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the important aspects related to the origin of drama in Britain.	K1
CO2	compare the different stages of British Drama and its evolution in the context of theatre.	K2
CO3	apply the socio-cultural principles on the representative texts from the Elizabethan age to the 20th century.	K3
CO4	analyse the different forms of drama from the study of their historical background.	K4
CO5	assess the dramatic techniques implied by the pioneers of English drama.	K5
CO6	combine theory and stage practices related to drama in Britain.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23PEN1CC02	Core Course - 2: English Drama									6	5
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	3	3	3	3	3	3	3	3	3	3.0	
CO2	2	3	3	3	2	3	3	3	3	3	2.8	
CO3	3	3	3	2	3	3	3	3	2	2	2.8	
CO4	3	3	3	3	3	3	3	3	3	3	3.0	
CO5	3	2	3	3	3	3	3	3	3	3	3.0	
CO6	2	3	3	3	2	3	3	3	3	3	2.8	
Mean Overall Score											2.9 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1CC03	Core Course - 3: English Fiction	6	5

Course Objectives
To familiarize the students with the origin and development of the British Novel up to the 20 th Century
To throw light on various concepts and theories of the novel
To understand the social background base on the prescribed novels
To identify and differentiate various forms of novels
To know the basic principles of English fiction
To try writing a piece of work on their own

UNIT I (18 Hours)

- Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel - definition, types, narrative modes: omniscient narration.
Allegory and Satire
 - John Bunyan : *The Pilgrim's Progress*
 - Jonathan Swift : *Gulliver's Travels*

UNIT II: The New World Novel (18 Hours)

- Daniel Defoe : *Robinson Crusoe*
- Laurence Sterne : *Tristram Shandy*

UNIT III: Middle Class Novel of Manners (18 Hours)

- Jane Austen : *Emma*

UNIT IV: Women's Issues (18 Hours)

- Charlotte Bronte : *Jane Eyre*

UNIT V: Liberal Humanism, Individual Environment and Class Issues (18 Hours)

- D.H. Lawrence : *The Rainbow*
- James Joyce : *Portrait of the Artist as a Young Man*

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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Books for Study

1. Booth, W. C. (1961). *The rhetoric of fiction*. Chicago University Press.
2. Leavis, F. R. (1973). *The great tradition*. Chatto & Windus.

Books for Reference

1. Watt, I. (1974). *Rise of the English novel*. Chatto & Windus.
2. Karl, F. R. (1977), *Reader's guide to the development of the English novel till the 18th century*. The Camelot Press Ltd.
3. Kettle, A. (1967). *An introduction to English novel* Vol. II. Universal Book Stall.
4. Williams, R. (1973). *The English novel: From Dickens to Lawrence*. Chatto & Windus.
5. Milligan, I. (1983). *The novel in English: An introduction*. Macmillan.

Websites and eLearning Sources

1. <http://www.bl.uk/collection-guides/english-literature>
2. <http://www.booksummaryclub.com/>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	relate the art of writing different forms of novels with the learned notions.	K1
CO2	infer the social problems from the themes of the novels in English.	K2
CO3	apply philosophical and political underpinnings of Victorian morality, Anti Victorian realities on the aesthetic movement.	K3
CO4	classify themes relating to the turn of the century events through close reading of text.	K4
CO5	compare different types of novels and their themes	K5
CO6	create a piece of art on their own	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23PEN1CC03	Core Course - 3: English Fiction									6	5
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	2	3	2	3	2	3	2.7	
CO2	2	3	3	3	2	3	3	3	3	3	2.8	
CO3	3	3	3	2	3	2	3	2	2	2	2.7	
CO4	3	3	3	3	3	3	3	3	3	3	3.0	
CO5	3	2	3	3	3	3	3	2	2	2	2.9	
CO6	2	3	3	3	2	3	3	3	3	3	2.8	
Mean Overall Score											2.8 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1ES01	Elective - 1: Indian Writing in English	5	3

Course Objectives

To enabling the students to understand the evolution of Indian Writing in English
To enable the learners to get exposed to the historical movements of the Indian subcontinent
To comprehending different genres through the representation of different texts
To inculcate in the students the cultural significance of Indian English literature
To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West
To analyse the literary movements in India

UNIT I: Poetry (15 Hours)

- Toru Dutt: “The Tree of Life”, “The Casuarina Tree”
- Rabindranath Tagore: *Gitanjali* (Lyrics 11 - 20)
- Sri Aurobindo: “Tiger and the Deer”, “Rose of God”
- Sarojini Naidu: “Palanquin Bearers”, “Coromandel Fishers”
- Kamala Das: “Looking Glass”, “An Introduction”
- Parthasarathy: “River Once”, “Under Another Sky”
- Nissim Ezekiel: “Morning Prayer”, “Enterprise”

UNIT II: Prose (15 Hours)

- Sri Aurobindo: “The Essence of Poetry, Style and Substance” (from ‘The Future Poetry’)
- Dr. S. Radhakrishnan: “Emerging World Society”
- Dr. A. P. J. Abdul Kalam: “Orientation” (*Wings of Fire*)

UNIT III: Short Story (15 Hours)

- R. K. Narayan: “Engine Trouble”
- Khushwant Singh: “The Mark of Vishnu”
- Ruskin Bond: “The Tiger in the Tunnel”

UNIT IV: Drama (15 Hours)

- Asif Currimbhoy: *Inquilab*
- Mahesh Dattani: *Seven Steps Around the Fire*

UNIT V: Novel (15 Hours)

- Shashi Deshpande: *Roots and Shadows*
- Salman Rushdie: *Midnight's Children*

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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Books for Study

1. Ramamurti, K. S. (Ed.). (1995). *Twentyfive Indian poets in English*. Macmillan.

Books for Reference

1. Iyengar, K. R. S. (1962). *History of Indian writing in English*. Sterling Publishers.
2. Gowen, H. H. (1975). *A history of Indian literature*. Seema Publications.
3. Satchidanandan, K. (2003). *Authors, texts, issues: Essays on Indian literature*. Pencraft International.
4. Chandri, A. (2001). *The Picador book of modern Indian literature*. Macmillan.
5. Khair, T. (2001). *Babu fictions: Alienation in contemporary Indian English. novels*.

Websites and eLearning Sources

1. http://en.wikipedia.org/wik/indian_wriTIng_in_english
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-inenglish/article5226149.ece/amp/>

3. <https://www.britannica.com/biography/Sri-Aurobindo>

4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	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	23PEN1ES01		Elective - 1: Indian Writing in English								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	3	3	3	3	3	3	3	3	3	3	
CO2	2	3	3	2	2	3	3	3	2	3	2.9	
CO3	3	3	2	2	3	3	3	3	3	3	2.9	
CO4	3	3	3	3	2	2	2	3	3	3	2.9	
CO5	3	3	3	3	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	3	3	3	3	
Mean Overall Score											2.95 (High)	

Semester	Course Code	Title of the course	Hours/ Week	Credits
1	23PEN1ES02	Elective - 2: Theatre Arts	5	3

Course Objectives
To introduce the learners to the literary aspect of dramas.
To familiarize Theatre as an art form.
To introduce the concepts of directing and stage management.
To inculcate in the students the role of Theatre in society.
To familiarize the students with the components of acting.

UNIT I (15 Hours)

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

UNIT II (15 Hours)

- Greek Theatre
- The Absurd Theatre
- The Multipurpose Theatre
- The Eastern Theatre
- Folk Theatre
- Third Theatre
- Broadway Musicals
- Shakespearean Theatre
- The Epic Theatre
- Designing For a Particular Theatre
- Conventional And The Non- Conventional Theatre
- Urban Theatre
- Other Theatres in Vogue.
- Shakespearean Theatre

UNIT III (15 Hours)

Fundamentals of Play directing:

- Concept
- Technique
- Physical balance
- Demonstration
- The director and the stage

UNIT IV (15 Hours)

Components of acting:

- Gesture
- Voice
- Costume
- Make-Up
- Mask and Different Styles an Acting as an Art Form
- Violence in The Theatre
- Need For Censorship
- Managing Time and Space.

UNIT V (15 Hours)

- Theatre of illusion
- Expressionism and dramatic symbolism
- Stage design in the modern world • Lighting in the modern world • Word versus spectacles.

Teaching Methodology	Group discussions, monologue practice, recreate scenes, rehearsing, no audience performance, drama circle, inquiry based learning.
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Books for Study

1. Sangeetha, K., & Selvalakshmi, A. (2015). *An introduction to theatre art*. New Century Book House (P) Ltd.
2. Kenrick, J. (2010). *Musical theatre: A history*. Continuum.

Books for Reference

1. Balme, C. B. (2008). *The Cambridge introduction to theatre studies*. Cambridge University Press.
2. Leach, R. (2013). *Theatre studies: The basics*. Routledge.

Websites and eLearning Sources

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsopl0000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. [https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionisttheatre](https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionisttheatre)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
CO1	On successful completion of this course, students will be able to identify the diversity of theatrical experiences and the role of theatre in society	K1
CO2	understand a broad range of theatrical disciplines and Experiences	K2
CO3	experiment various theatrical elements through the knowledge acquired	K3
CO4	discover the relationships among the various facets of Theatre	K4
CO5	develop new methods of theatrical arts based on the learned experience	K5
CO6		K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23PEN1ES02	Elective - 2: Theatre Arts									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	3	3	3	3	3	3	3	3	3	3	
CO2	2	3	3	3	3	3	3	3	2	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	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	3	3	3	3	
Mean Overall Score											3 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1AE01	Ability Enhancement Course: Technical Writing	2	1

Course Objectives

To convey complex information with clarity and precision
To communicate a message from the reader's perspective
To use current technologies, skills and tools necessary for writing purposes

UNIT I (15 Hours)

- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs

UNIT II (15 Hours)

- The Know-How of Technical Description, Document Design, Graphics: Enhancing Content

UNIT III (15 Hours)

- Letters: Kings and Mechanics
- The Summary: The Art of Brevity
- Written Reports: The Basics

UNIT IV (15 Hours)

- Proposals, Brochures, User Manuals

UNIT V (15 Hours)

- White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

Books for Study

1. Hamlin, A., Rubio, C., & DeSilva, M. (2016). Technical writing. Open Oregon Educational Resources.
2. Fleming, W. (2020). *Technical writing at LBCC*. Linn -Benton Community College, Albany, Oregon (eBook).

Books for Reference

1. Catford, J. C. (1965). *A linguistic theory of translation: An essay in Applied Linguistics*. Oxford University Press.
2. Duff, A. (1989). *Translations*. OUP.

Websites and eLearning Sources

1. <http3://www.tech-tav.com/technical-writing-resources>
2. <http3://guides.library.unt.edu/c.php?g=528500&p=6841451>
3. <http3://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
4. <http3://www.utley3trategie3.com/blog/propo3al-writing?format=amp>

Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	examine the basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals and presentation.	K4
CO2	evaluate material on technology.	K5
CO3	create documents related to technology and writing in the workplace	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	23PEN1AE01		Ability Enhancement Course: Technical Writing							2	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	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	3	3	2	2	2.5	2	2	3	2.35
CO3	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score										2.78 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC04	Core Course - 4: British Literature - 1	6	5

Course Objectives
To learn the social, political and religious conditions of the period.
To understand and appreciate the literary merits of the prescribed texts.
To comprehend the genres, literary devices and the literary ages.
To cultivate moral and spiritual values.
To critically evaluate and interpret the prescribed texts.
To prepare the students to face competitive examinations (NET/SET/PG-TRB)

UNIT I: Poetry (Detailed) (18 Hours)

1. George Herbert (1593 - 1633) : “The Collar”
2. Andrew Marvell (1621 - 1678) : “The Definition of Love”
3. Henry Vaughan (1621 - 1695) : “The Retreat”
4. William Cowper (1731 - 1800) : “The Lily and the Rose”

Poetry (Non-detailed)

5. Sir Thomas Wyatt (1503 - 1542) : “Remembrance”
6. Henry Howard (1517 -1547) : “The Seafarer”
7. Robert Southwell (1561 - 1595) : “The Burning Babe”
8. Alexander Pope (1688 - 1744) : “The Rape of the Lock” Canto-1

UNIT II: Drama (Detailed) (18 Hours)

9. Christopher Marlowe (1564 - 1593) : *Doctor Faustus*

UNIT III: Drama (Non-detailed) (18 Hours)

10. Richard Brinsley Sheridan (1751 - 1816) : *The School for Scandal*
11. John Dryden (1623 - 1700) : *All for Love*

UNIT IV: Prose (Detailed) (18 Hours)

12. Francis Bacon (1561 - 1626) : 1. “Of Love”, 2. “Of Friendship”
13. Joseph Addison (1672 - 1719) : “The Spectator’s Account of Himself” ,
14. Richard Steele (1672 - 1729) : “Recollections of Childhood ”

Prose (Non-detailed)

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

UNIT V: Fiction (18 Hours)

16. Sir Thomas More (1478 - 1535) : *Utopia*
17. Samuel Richardson (1689-1761) : *Pamela*
18. Daniel Defoe (1660 - 1731) : *Robinson Crusoe*

Teaching Methodology	Lecture, Power Point, Peer discussion, Critical Reviews and Analysis
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Books for Study

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

Books for Reference

1. Kyd, Thomas (2020). *Spanish Tragedy*. Outlook Verlag.

2. Helen, Gardner. (1972). *The New Oxford Book of English Verse*. OUP.
3. Reynolds, Samuel Harvey. (1890). *The Essays of Francis Bacon*. London: Clarendon Press.
4. *The Holy Bible, King James Version* (1982). New York: American Bible Society.

Websites and eLearning Sources

1. <https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>.
2. <https://vonsteuben.org/ourpages/humanities/bacon.pdf>.
3. <https://www.jstor.org/stable/27542806>.
4. <https://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
2	23PEN2CC04	Core Course - 4: British Literature - 1									6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	2	1	3	2	2	2	2.0	
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	3	2	3	2	3	3	2	3	3	3	2.7	
Mean Overall Score											2.76 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC05	Core Course - 5: American Literature	6	5

Course Objectives

To examine a wide range of distinct characters, thematic concern, genres and trends
To identify and interpret the literary works as expression of values
To develop the comprehensive understanding of the text
To cultivate the ability to critically assess the given texts
To investigate the connection between literary texts and contemporary social, politician and cultural scenarios
To formulate critical research problems within the context of literary texts

UNIT I: Poetry (Detailed) (18 Hours)

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

Poetry (Non-Detailed)

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

UNIT II: Drama (Detailed) (18 Hours)

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

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

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

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

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

UNIT V: Novel (18 Hours)

17. Saul Bellow (1915-2005) : *Herzog*
18. Paul Beatty (1962-) : *The Sellout*

Teaching Methodology
Lecture, Peer discussion, Critical Reviews and Analysis

Books for Study

1. Gates., Louis, H., & Smith, V. (2014). *The Norton Anthology of African American Literature*. W.W. Norton & Company.
2. Rittenhouse., Belle, J (2015). *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Book.
3. O’Neill, Eugene. (1982). *The Plays of Eugene O’Neill*. Modern Library.

4. Williams, Tennessee. (2020). *A Streetcar Named Desire*. General Press.
5. O'Neill, Eugene. (1982). *The Plays of Eugene O'Neill*. Modern Library.
6. Arkwright, Preston, S. (1935). *Self Reliance*. Darby.
7. Wright, R. Marcosarruda (1980). "Blueprint for Negro Writing".
8. "Home." *Springer*.

Books for Reference

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

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/primary-sources>
4. <https://www.poetryfoundation.org/>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	know various distinct characters, thematic concerns, genres and trends in American and Afro - American Literature.	K1
CO2	identify the literary works of American Literature as expression of values within social, political, and cultural context.	K2
CO3	demonstrate comprehensive understanding of texts in the field of American Literature	K3
CO4	analyse different scholarly works in order to develop critical, analytical thinking coherently and credibly.	K4
CO5	evaluate the literary text nexus with the contemporary serario	K5
CO6	formulate critical research problems in the literary text and also analyse and synthesize them to interpret and gain knowledge.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	23PEN2CC05		Core Course - 5: American Literature					6	5		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	1	2	3	1	3	2	3	2.3
CO2	2	2	1	1	3	2	1	3	3	2	2.0
CO3	2	2	1	3	3	2	1	2	3	3	2.2
CO4	2	3	3	2	3	2	1	2	3	2	2.3
CO5	3	2	2	3	2	3	2	2	2	3	2.4
CO6	3	2	2	3	2	3	2	2	2	3	2.4
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC06	Core Course - 6: Introduction to Literary Theories	5	5

Course Objectives

To introduce the various literary theories.
To explain the concepts of different literary theorists.
To analyze the viewpoints of various literary theories.
To demonstrate how to apply various literary theories to the study and interpretation of literatures.
To develop critical sensibility so that they can analyze and appreciate literary works.
To enable the students to choose a literary theory from among the available ones in order to evaluate and organize information effectively while doing research projects.

UNIT I: Approaches to Literature (Wilbur Scott) (15 Hours)

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

UNIT II: Language Oriented Literary Theories (15 Hours)

6. Formalism
7. New Criticism
8. Structuralism
9. Poststructuralism
10. Semantics
11. Intertextuality

UNIT III: Interpretative Theories (15 Hours)

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

UNIT IV: Critical Theories (15 Hours)

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

UNIT V: Post-War Theories (15 Hours)

24. Feminism
25. Modernism
26. Postmodernism
27. Posthumanism
28. Ecocriticism

29. Critical Race Theory

Teaching Methodology	Lecture Method, Discussion method, ICT tools, Interactive method
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Books for Study

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

Books for Reference

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

Websites and eLearning Sources

1. <https://www.kristisiegel.com/theory.htm>.
2. <https://iep.utm.edu/literary/>.
3. https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html.
4. <https://libguides.uta.edu/literarycriticism/theories>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	identify the recent trends and theories of literary criticism.	K1
CO2	understand and explain the concepts of different literary theorists.	K2
CO3	analyze the viewpoints of various literary theories.	K3
CO4	apply various literary theories to the study and interpretation of literatures.	K4
CO5	compare and contrast the viewpoints of various literary theories.	K5
CO6	evaluate and organize information effectively with the help of the literary theory of their choice while doing research projects.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23PEN2CC06	Core Course - 6: Introduction to Literary Theories									5	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	2	3	3	2	3	2	3	2	2.6	
CO2	2	2	2	3	2	2	2	2	3	2	2.2	
CO3	3	2	3	2	3	2	3	2	3	2	2.5	
CO4	2	3	3	3	2	3	2	3	3	2	2.6	
CO5	3	2	3	2	3	2	3	2	3	3	2.6	
CO6	3	3	3	2	3	3	2	3	2	3	2.7	
Mean Overall Score											2.5 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2SP01	Self-paced Learning: Shakespeare	-	2

Course Objectives

To enable the students to enlist the literary techniques employed by Shakespeare in his plays and sonnets.
To introduce the students to the socio-political, cultural and historical contexts of the works of Shakespeare.
To help the students to classify the plays according to their genres and sources.
To help the students to analyze the development of various themes of the plays.
To enable the students to assess the plots and characters of the plays of Shakespeare.
To make the students examine Shakespeare's use of language, rhetoric and poetic devices.

UNIT I: Tragedy

1. *Hamlet*

UNIT II: Tragedy

2. *Othello*

UNIT III: History Play and Sonnets

3. *Richard II*
4. *Sonnets (8, 46, 144)*

UNIT IV: Comedy

5. *Twelfth Night*

UNIT V: Tragicomedy

6. *The Merchant of Venice*

Teaching Methodology	Lecture Method. Interactive Method and Role Play
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Books for Study

1. Shakespeare, W. (1961). *Hamlet. New Clarendon Edition.* OUP.
2. Shakespeare, W. (2016). *Othello. New Clarendon Edition.* OUP.
3. Shakespeare, W. (2016). *Richard II. New Clarendon Edition.* OUP.
4. Shakespeare, W. (2016). *Twelfth Night. New Clarendon Edition.* OUP.
5. Shakespeare, W. (2016). *The Merchant of Venice. New Clarendon Edition.* OUP.

Books for Reference

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

Websites and eLearning Sources

1. <https://www.royalholloway.ac.uk.08/09/2009.https://repository.royalholloway.ac.uk/file/82b07bef-b0d1-484a-aa2f-62943b6fb54d/1/10107252.pdf>
2. <https://www.luc.edu>. Loyola University Chicago.20/08/2011.
https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc_diss
3. [https://www.artsalive.ca.NAC English Theatre Company. 8/01/2008.
http://artsalive.ca/pdf/eth/activities/shakespeare_overview.pdf](https://www.artsalive.ca.NAC English Theatre Company. 8/01/2008. http://artsalive.ca/pdf/eth/activities/shakespeare_overview.pdf)
4. <https://www.collegetsm.com.Humphry Milford OUP.08/04/2020>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	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	analyze 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
2	23PEN2SP01	Self-paced Learning: Shakespeare									-	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	2	2	3	2	2.2	
CO2	2	3	2	1	2	3	2	3	2	1	2.1	
CO3	3	1	2	3	2	1	3	2	3	2	2.2	
CO4	2	3	2	2	1	3	1	2	2	3	2.1	
CO5	2	2	3	2	2	3	2	2	2	3	2.3	
CO6	2	3	2	2	3	2	3	3	2	2	2.5	
Mean Overall Score											2.23 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2ES03A	Elective - 3: English Language Teaching	5	4

Course Objectives

Analyze how theories of learning and language inform and shape language teaching practices.
Evaluate the relevance of linguistic theories in the context of English language teaching and their impact on language acquisition.
Critically assess the effectiveness and limitations of each method in diverse language teaching settings.
Develop the skills to design and teach lessons based on approaches relevant to the given context.
Discuss the pedagogical implications and practical applications of these approaches in current language teaching-learning contexts.
Synthesize theoretical knowledge acquired from various units with practical teaching methodologies.

UNIT I: Theories of Learning (15 Hours)

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

UNIT II: Theories of Language (15 Hours)

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

UNIT III: Instructional Methods (15 Hours)

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

UNIT IV: Designer Methods (15 Hours)

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

UNIT V: Current Approaches and Methods (15 Hours)

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

Teaching Methodology	Lectures, Discussions, Debates, Hands-on Activities, and Teaching Demonstrations
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Books for Study

1. Schunk, D. (2012). *Learning Theories: An Educational Perspective*. (6th Ed.). Pearson.
2. Stern, Heinrich, H. (1991). *Fundamental Concepts of Language Teaching*. Oxford UP.
3. Richards, J., & Rogers, T.S. (2014). *Approaches and Methods in Language Teaching: A Description and Analysis*. (3rd Ed.). Cambridge UP.

Books for Reference

1. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford UP.
2. Larsen-Freeman, Diane., & Anderson, M. 9 (2011). *Techniques and Principles in Language Teaching*. Oxford UP.
3. Krashen, Stephen (1981). *Second Language Acquisition and Second Language Learning*. Pergamon.

Websites and eLearning Sources

1. <https://www.britannica.com/topic/universal-grammar>.
2. <https://doi.org/10.1080/00405848009542864>
3. <https://elt-resourceful.com/tag/designer-methods>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	know methodologies which are appropriate to their teaching- learning context.	K1
CO2	discuss their classroom experience with the principles of methods and approaches.	K2
CO3	relate the best practices of the old and the new methods	K3
CO4	differentiate between instructional methods and constructive approaches.	K4
CO5	justify their choice of teaching methods and procedures in practice.	K5
CO6	create lesson plans and deliver the language content effectively.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23PEN2ES03A	Elective - 3: English Language Teaching									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores 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	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	2	3	2	3	3	3	2	2	3	2	2.5	
Mean Overall Score											2.5 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2ES03B	Elective - 3: Indian Literature in Translation	5	4

Course Objectives

To develop a deep understanding of various genres of literature, including poetry, short stories, plays, and fiction, from both classical and contemporary perspectives.

To enhance critical thinking and analytical skills by examining and comparing translated works to understand the nuances of translation.

To understand various literary terms employed in various literary works.

To equip students with the ability to evaluate literary works in their historical and cultural contexts, and to analyze how authors use language, form, and style

To develop skills in comparative literary analysis and the ability to engage in meaningful academic discourse about literature.

To encourage discussions on cultural, social, and political themes prevalent in the selected texts, fostering a deeper appreciation of Indian literature.

UNIT I: Poetry (Detailed) (15 Hours)

1. Kalithogai : Lyric 19 Kurinji Thinai - what she said to her friend
Translations by A. K. Ramanujan (1929-1993)

2. Azhagiya Periyavan : "The Word for you and Me"

Translated by Meena Kandasamy(1984 -)

3. Uma Maheswari (1971 -) : "Dosa" (translated by Pooranie Gopi)

4. Tiruvalluvar (400B.C) : *Tirukkural* - "The Excellence of Rain"

Translated by G.U. Pope (1820-1908)

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

5. Ainkurunooru : 113, 192

Translated by A. K. Ramanujan (1929-1993)

6. Kurunthogai : 3, 68, 74, 95, 99, 221, 295, 321

Translated by A. K. Ramanujan (1929-1993)

7. Rabindranath Tagore (1861-1941) : *Gitanjali* (lyrics 1-10)

UNIT III: Short Story (15 Hours)

8. Mahasweta Devi (1926 -2016) : "The why-why Girl"

Translated by Gayatri Chakravorty Spivak 1942-)

9. Ambai (1944-) : In a Forest, a Deer: Stories

Translated by Lakshmi Holmstrom (1935-2016)

a. "Journey 1"

b. "Parasakthi and others in a plastic box"

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

10. Girish Karnad (1938-2019) : *Nagamandala*

11. Vijay Tendulkar (1928-2008) : *Ghashiram Kotwal*

UNIT V: Fiction**(15 Hours)**12. Munshi Premchand (1880-1936) : *Godan* (Translated by Jai Ratan and P Lal)13. U.R.Ananthamurthy (1932-2014) : *Samskara - A Rite for a Dead Man*

Translated by A.K. Ramanujan

Teaching Methodology	Group Discussion, Debate, Seminar
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Books for Study

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

Books for Reference

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

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-kramanujan/>
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>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the 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	23PEN2ES03B	Elective - 3: Indian Literature in Translation								5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	1	3	2	3	1	2	2.2
CO2	3	2	2	2	2	2	3	2	2	2	2.2
CO3	2	3	2	1	3	2	2	3	3	1	2.2
CO4	3	2	1	2	3	2	2	3	2	2	2.2
CO5	2	3	2	2	3	2	3	1	2	2	2.2
CO6	3	3	3	2	2	3	3	2	3	3	2.0
Mean Overall Score											2.1 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3

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, Lectures, Demonstrations, PPT.

Book for Study

- 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

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

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	23PSS2SE01	Skill Enhancement Course: Soft Skills									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	3	3	3	3	2	3	2	3	2	3	2.7	
CO2	3	3	3	2	3	3	3	3	3	3	2.9	
CO3	3	2	2	3	3	3	3	3	3	3	2.8	
CO4	3	3	2	2	3	3	3	3	3	3	2.8	
CO5	3	3	3	2	2	3	3	3	3	3	2.8	
CO6	3	3	3	2	2	3	3	3	3	3	2.8	
Mean Overall Score											2.8 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	23PEN3CC07	Core Course - 7: British Literature - 2	7	7

Course Objectives

To make students recall and appreciate the socio-cultural background of the literary works.
To familiarize literary devices and techniques.
To demonstrate the difference between the Romantic literary period and other literary periods.
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.
To educate students to evaluate the literary styles of major British writers.

UNIT I: Poetry (Detailed) (21 Hours)

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

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

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

UNIT III: Prose (Detailed) (21 Hours)

12. Charles Lamb (1775 - 1834) : "Poor Relations"
13. Bertrand Russell (1872 - 1970) : "The Basis of an Ideal Character"

UNIT IV: Prose (Non-detailed) (21 Hours)

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

UNIT V: Fiction (21 Hours)

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

Teaching Methodology	Group Discussion, Debate, Seminar, ICT
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Books for Study

1. Green, D. (Ed) (2012). *The Winged Word*. Chennai: Macmillan.
2. Austen, J., & Kinsley, J. (1998). *Sense and Sensibility*. OUP.
3. Dickens, C., et al (1998). *Great Expectations*. OUP.
4. Hardy, T. (2002). *Tess of the D'Urbervilles*. Penguin Books.
5. Scott, W. (1820). *Ivanhoe*. Constable.

Books for Reference

1. Maus, Eisaman, K. et al (2018). *The Norton Anthology of English Literature*. Norton.

2. Hewett, R.P (1969). *A Choice of Poets*. London: George G. Harrap & Co.
3. Karlin, D. Ed (1969). *The Penguin Verse of Victorian Verse*. Penguin.
4. Hamilton, Ion. Ed (1994). *The Oxford Companion to Poetry in English*. OUP.
5. Roberts, M. Ed (2000). *Faber Book of Modern Verse*. Milestone Publication.

Websites and eLearning Sources

1. <https://vaidehi09.blogspot.com/2016/09/winged-word-david-green.html>.
2. <https://www.britannica.com/topic/Great-Expectations-novel-by-Dickens>.
3. <https://www.britannica.com/topic/Sense-and-Sensibility>.
4. <https://www.britannica.com/topic/Tess-of-the-DUrberville>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On 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 Romantic 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
3	23PEN3CC07	Core Course - 7: British Literature - 2								7	7
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	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/ Week	Credits
3	23PEN3CC08	Core Course - 8: Comparative Literature and Translation Studies	7	7

Course Objectives

To know the methodology and its application on genealogy, thematology 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 prevail in varied influence and reception studies.

To develop the skill of translation creatively.

UNIT I (21 Hours)

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

UNIT II (21 Hours)

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

UNIT III (21 Hours)

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

UNIT IV (21 Hours)

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

UNIT V (21 Hours)

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

Practice: (i) Keats and Kannadasan can be compared (Literature & Sociology / Philosophy

ii) *Sons and Lovers* by D.H. Lawrence & *Sins of Appu's Mother (Amma Vandhal*

by Janaki Raman) (Literature & Psychology)

iii) *The Book of Job* & *Raja Harichandra* can be compared (Literature & Religion)

Teaching Methodology	Group Discussion, Video, Lecture Method, Power point
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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 eLearning 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 completion of this course, students will be able to	
CO1	know the methodology and its application on genealogy, thematology 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	23PEN3CC08	Core Course - 8: Comparative Literature and Translation Studies								7	7
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	3	3	3	1	3	1	3	2.4
CO2	1	3	2	2	3	3	3	3	3	2	2.5
CO3	2	1	1	3	3	3	2	3	2	3	2.3
CO4	1	1	2	1	2	2	2	3	3	2	1.9
CO5	3	3	3	2	3	3	3	3	2	3	2.8
CO6	2	3	3	3	3	3	3	3	3	3	2.9
Mean Overall Score											2.73 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	23PEN3CC09	Core Course - 9: Gender Studies	7	7

Course Objectives

To enable students 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
To educate the students to generate ideas to establish a balanced life and environment

UNIT I (21 Hours)

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

UNIT II (21 Hours)

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

(Non-fiction)

7. Dale Spender (1943-) : Man Made Language (AfricanAmerican)

UNIT III (21 Hours)

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

(African American)

UNIT IV: Transgender Literature (21 Hours)

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

UNIT V: Lesbian and Gay Literature (21 Hours)

14. Chinelo Okparanta (1981-) : *Under the Udala Trees* (Novel) (Nigerian)
15. Alice Walker (1944-) : *The Color Purple* (Novel) (African American)
16. Vasudhendra (1969-) : *Mohanaswamy* (Novel) (Indian)

Teaching Methodology	Classroom Teaching using Chalk and Talk Method, ICT enabled Teaching, Video Modules on LMS and Case Studies
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Books for Study

- Bradley, H. (2012). *Gender*. Polity.
- Gould, Carol C.(Ed) (1997). *Gender: Key Concepts in Critical Theory*. Humanity Books.
- Barker, Chris (2005). *Cultural Studies: Theory and Practice*.5th Ed. Sage.
- Spender, D. (1987). *Man Made Language*. Pandora.
- Hooks, B. (2003). *We Real Cool: Black Men and Masculinity*. Routledge.
- Tripathi., Narayan, L. (2015). *Me Hijra, Me Laxmi*, OUP.
- Mac, Taylor (2016). *Hir*. Northwestern University Press.
- Nottage, Lynn (2017). *Sweat*. Theatre Communications Group Inc.
- Okparanta, Chinelo (2015). *Under the Udala Trees*. Gran Books.
- Vasudhendra (2016). *Mohanaswamy*. Harper Perennial.
- Wolf, N. (1991). *The Beauty Myth*. Vintage.
- Woolf, V. (2004). *Orlando*. Vintage Classics.
- Walker, A. (2017). *The Color Purple*. W&N.

Books for Reference

- Pilcher, J. (2004). *50 Key Concepts in Gender Studies*. Sage Publications Ltd.
- Evans, M. (2012). *Gender: The Key Concepts*. Routledge.

Websites and eLearning Sources

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On 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 and integrate the social conditions expressed in literature	K5
CO6	generate ideas on ways to establish gender equity.	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23PEN3CC09	Core Course - 9: Gender Studies								7	7
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	1	1	1	2	1	2	2	1.5
CO2	2	2	3	2	2	3	3	3	2	3	2.5
CO3	3	2	3	2	3	3	3	3	2	3	2.7
CO4	3	2	3	3	3	3	3	3	2	3	2.8
CO5	3	3	3	2	3	3	3	2	2	3	2.7
CO6	3	2	3	2	3	2	2	2	2	2	2.3
Mean Overall Score										2.42 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	23SLC3CC01	Common Core: Research Methodology	5	4

Course Objectives
To develop a comprehensive understanding of the research process, enabling students to identify relevant research topics and questions within the field of English Studies.
To familiarize students with the various research methodologies, both qualitative and quantitative, commonly employed in literary research.
To cultivate advanced library and digital research skills, empowering students to efficiently navigate scholarly databases, archives, and online resources.
To enhance academic writing and communication skills, focusing on clarity, coherence, and precision in scholarly writing.
To guide students in the creation of well-structured research papers, emphasizing the importance of proper citation, evidence-based argumentation, and logical organization.
To instill ethical research practices, emphasizing the importance of academic integrity, proper citation methods, and the avoidance of plagiarism.

UNIT I: Basics of Research (15 Hours)

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

UNIT II: Structuring a Research Paper (15 Hours)

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

UNIT III: Clarity in Academic Writing (15 Hours)

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

UNIT IV: Accuracy and Originality In Academic Writing (15 Hours)

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

UNIT V: The MLA System of Documentation (15 Hours)

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

Teaching Methodology	<i>Lecture, Seminar, Discussions, Project</i>
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Books for Study

1. Winkler, Anthony, C., & McCuen-Metherell, J. R. (2012). *Writing the Research Paper: A Handbook*. 8th ed. Boston: Wadsworth Cenage Learning.
2. Hamp-Lyons, Liz & Heasley, B. (2006). *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed. Cambridge: Cambridge University Press.
3. The Modern Language Association (2016). *MLA Handbook*. 8th ed. New York: The Modern Language Association of America.
4. Modern Language Association of America (2016). *MLA Handbook*. 9th ed. The Modern Language Association of America.
5. American Psychological Association (2019). *Publication Manual of the American Psychological Association*. 7th ed. American Psychological Association.
6. Dorairaj, A. J. (2019). *FAQs on Research in Literature and Language*. Emerald Publishers.

Books for Reference

1. Bateson, F.W. (1972). *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge.
2. Berry, R. (1970). *The Research Project: How to Write It*. 5th edn. Oxon: Routledge, 2004.
3. Brooks, C., & Warren, R. P. *Modern Rhetoric*. 3rd edn. New York: Harcourt, Brace & World Inc.
4. Griffin, G. (2013). *Research Methods for English Studies*. Edinburgh UP.
5. Woolf, J. (2005). *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. London: Routledge.

Websites and eLearning Sources

1. <http://www.american.edu/ocl/asac/upload/Ten-Steps-for-Writing-Research-Papers.pdf>
2. http://www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf
3. http://www.library.csun.edu/egarcia/documents/mlcitation_quickguide
4. <http://www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf>
5. <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	On completion of this course, students will be able to 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 and integrate the social conditions expressed in literature	K5
CO6	generate ideas on ways to establish gender equity.	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23SLC3CC01	Common Core: Research Methodology								5	4
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	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	1	3	2	2	3	2	3	2	3	2.0
Mean Overall Score										2.35 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
4	23PEN4CC10	Core Course - 10: British Literature - 3	7	6

Course Objectives

To gain the knowledge of major historical developments and socio-political situation of twentieth century Britain
To understand the literary works in relation with social, cultural and historical movements of modern period
To appreciate the literary style and techniques of the twentieth century
To recognize the contribution of significant writers of twentieth century
To examine the key literary movements like Modernism, Postmodernism and Contemporary British Literature

UNIT I: Poetry (Detailed) (21 Hours)

1. William Butler Yeats (1865-1939) : “Byzantium”
2. Thomas Stearns Eliot (1888-1965) : “The Waste Land”
- (Non-Detailed)
3. Carol Ann Duffy (1955-present) : “Valentine”

UNIT II: Drama (Detailed) (21 Hours)

4. Edward Bond (1934 - present) : *Lear*
- (Non-Detailed)
5. Caryl Churchill (1938 - present) : *Far Away*

UNIT III: Prose (Detailed) (21 Hours)

6. Alfred George Gardiner (1865 - 1946) : “On Saying Please”
7. Aldous Huxley (1894 - 1963) : “Pleasures”
- (Non-Detailed)
8. Will Durant (1885 - 1981) : “Conditions of Civilization” (From the book *The Story of Civilization - Part -I*)
9. Virginia Woolf (1882 - 1914) : “The Death of the Moth”
10. George Orwell (1903 - 1950) : “A Hanging”

UNIT IV: Short Stories (21 Hours)

11. Graham Greene (1905 - 1991) : “The Invisible Japanese Gentleman”
12. Roald Dahl (1916 - 1990) : “The Butler”
13. Angela Carter (1940 - 1992) : “The Snow Child”

UNIT V: Novel (21 Hours)

14. Dame Iris Murdoch (1919 - 1999) : *The Bell*
15. Kazuo Ishiguro (1954 - present) : *Never Let Me Go*
16. Zadie Smith (1975 - present) : *NW*

Teaching Methodology	Lecture method, Seminar, ICT
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Books for Study

1. Bond., & Edward. (1971). *Lear*. Bloomsbury India.
2. Churchill., & Caryl. (2000). *Far Away*. Nick Hern Books.
3. Ishiguro., & Kazuo. (2006). *Never Let Me Go*. Vintage International.
4. Murdoch., & Iris. (2001). *The Bell*. Penguin Books.
5. Smith., & Zadie. (2013). *NW*. Penguin Books.

Books for Reference

1. Abrahams, M. H., general editor. (1987). *The Norton Anthology of English Literature*, (5th Ed.). W. W. Norton and Company.
2. Cuddon, J. A., Ed. (2013). *Dictionary of Literary Terms and Literary Theory*. Penguin Books.

3. Helen., & Gardner. Ed. (1972). *The New Oxford Book of English Verse*. OUP.
4. Orwell., & George. (1954). *A Collection of Essays*. Doubleday.

Websites and eLearning Sources

1. <https://www.history.com/news/8-battlefield-poets-of-world-war-i>.
2. <https://www.bl.uk/articles/nonsense-talk-theatre-of-the-absurd>.
3. <https://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 completion of this course, students will	
CO1	recognise the literary works in line with the social, cultural and historical movements of the period.	K1
CO2	explain the literary styles and techniques used during this literary period.	K2
CO3	relate and prioritize the values and morals learnt in these literary works with real situation	K3
CO4	compare and contrast the various literary movements emerged in the 20th century	K4
CO5	evaluate the interpretations of prominent literary critics on modern British Literature	K5
CO6	create a narrative that imitates the learned style of modern British Writings	K6

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
4	23PEN4CC10		Core Course - 10: British Literature - 3								7	6
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	2	2	2	3	2	3	2.3	
CO2	2	3	2	2	2	2	2	3	3	2	2.3	
CO3	2	3	2	1	1	3	2	3	3	2	2.2	
CO4	2	1	2	2	3	2	2	2	1	2	1.9	
CO5	3	2	2	2	3	3	2	2	2	3	2.4	
CO6	3	3	3	2	3	3	3	3	3	3	2.9	
Mean Overall Score											2.33 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PEN4CC11	Core Course - 11: Postcolonial Literatures	7	6

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) (21 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) (21 Hours)

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

UNIT III: Drama (Detailed) (21 Hours)

10. George Ryga (1932-1987) : *The Ecstasy of Rita Joe*

Drama (Non-detailed)

11. Wole Soyinka (1934-) : *Death and the King's Horseman*
12. Girish Karnad (1938 -2019) : *Tughlaq*

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

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

UNIT V: Fiction (21 Hours)

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

Teaching Methodology	Lecture-based teaching, ICT - based learning.
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Books for Study

1. Ryga., & George. (2013). *The Ecstasy of Rita Joe*. Talonbooks.
2. Soyinka, W., & Plastow, J. (2017). *Death and the King's Horseman*. Bloomsbury Methuen Drama.
3. Karnad., & Girish. (1989). *Tughlaq*.
4. Ruš die 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>.

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.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will	
CO1	identify the key concepts and literary forms in postcolonial literatures	K1
CO2	discuss and analyze 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
4	23PEN4CC11		Core Course - 11: Postcolonial Literatures							7	6
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/ Week	Credits
4	23PEN4CC12	Core Course - 12: Contemporary World Literature	5	5

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

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) *Israelite* : “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: Drama (Non-detailed) (15 Hours)

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

UNIT IV: Prose (Detailed) (15 Hours)

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

Prose (Non-detailed)

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

UNIT V: Novel (15 Hours)

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

Teaching Methodology	<i>Lecture Method, Use of PPT and ICT Tools.</i>
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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. Wiesel., & Elie. (2001). *Night Trilogy*. Hill & Wang.

Books for Reference

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

Websites and eLearning Sources

1. http://www.columbia.edu/itc/mealac/pritchett/00urdu/3mod/rukhsana_ahmad/wesifulwomen.pdf. Accessed 20 Apr 2021.
2. <https://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/poems/gods-one-mistake-0771058>. Accessed 20 Apr 2021.
3. <https://www.newyorker.com/magazine/2016/06/20/steer-your-way-by-leonard-cohen>. Accessed 26 Mar 2021.
4. http://famouspoetsandpoems.com/poets/nimah_nawwab/poems/23063. Accessed 3 Mar 2021.
5. http://famouspoetsandpoems.com/poets/yehuda_amichai/poems/67. Accessed 20 Apr 2021.
6. <https://www.arabicnadwah.com/arabicpoetry/darwish-passport.htm>. Accessed 20 Apr 2021.
7. <http://www.nzepc.auckland.ac.nz/pasifika/marsh3.asp>. Accessed 7 Oct. 2023.
8. <https://www.nobelprize.org/prizes/literature/1994/oe/lecture/>. Accessed 3 Mar 2021.
9. https://www.threepennyreview.com/samples/sacks_f14.html. Accessed 20 Apr 2021.
10. <https://genius.com/Warsan-shire-home-annotated>. Accessed 20 Apr 2021.
11. <https://reflections.yale.edu/article/ibelieve-facing-new-media-explosion/webcam-world>. Accessed 15 Apr 2021

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will	
CO1	recognise stylistic devices and literary trends used by writers across the world.	K1
CO2	articulate and evaluate how literary works respond to and influence societies and cultures, ethnically, politically and historically.	K2
CO3	apply key concepts, terminologies and methodologies in the analysis of contemporary works.	K3
CO4	compare and contrast various aesthetic principles and different kinds of social issues discussed.	K4
CO5	evaluate and formulate a deeper understanding and awareness of the contemporary issues in relation to their lives.	K5
CO6	collaborate with peers to discuss contemporary issues, engage in projects or activities that promote awareness and empathy.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23PEN4CC12	Core Course - 12: Contemporary World Literature									5	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO 3	PSO 4	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/Week	Credits
4	23PEN4ES04A	Elective - 4: Recent Trends in Literature	5	4

Course Objectives
To enable students 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: Introduction (15 Hours)

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

UNIT II: Trauma Studies and Disability Studies (15 Hours)

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

UNIT III: Graphic Novel (15 Hours)

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

UNIT IV: Transgressive Fiction (15 Hours)

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

UNIT V: Cli-Fi and Animal Studies (15 Hours)

11. Margaret Atwood (1939-) : *Oryx and Crake* (Cli-Fi Novel) (Canadian)
12. J. M. Coetzee (1940-) : *The Lives of Animals* (Animal Studies - Novella) (South African)

Teaching Methodology	Classroom Teaching using Chalk and Talk Method, ICT enabled Teaching, Video Modules on LMS and Case Studies
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Books for Study

1. Morris., & Morris, H. (2018). *The Tattooist of Auschwitz*. Harper Paperbacks.
2. Sinha., & Indra. (2008). *Animal's People*. Simon & Schuster.
3. Spiegelman., & Art. (2003). *Maus*. Penguin.
4. Banerjee., & Sarnath. (2007). *The Barn Owl's Wondrous Capers*. Penguin India.
5. Palahniuk., & Chuck. (1997). *Fight Club*. RHUK.
6. Thayil., & Jeet. (2013). *Narcopolis*. Faber.
7. Atwood., & Margaret. (2013). *Oryx and Crake*. Virago.
8. Robinson., & Stanley, K. (2018). *New York 2140*. Orbit.
9. 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. <https://poets.org/poem/death-fugue>
2. <https://www.kennedy-center.org/education/networks-conferences-and-research/research-and-resources/vsa-research-and-resources/writing-spotlights/poems-with-disabilities/>
3. <https://www.poetryfoundation.org/poems/47956/the-man-with-night-sweats>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will	
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 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	23PEN4ES04A		Elective - 4: Recent Trends in Literature								5	4
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	1	1	1	2	1	2	2	1.5	
CO2	2	2	3	2	2	3	3	3	2	3	2.5	
CO3	3	2	3	2	3	3	3	3	2	3	2.7	
CO4	3	2	3	3	3	3	3	3	2	3	2.8	
CO5	3	3	3	2	3	3	3	2	2	3	2.7	
CO6	3	2	3	2	3	2	2	2	2	2	2.3	
Mean Overall Score											2.42 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
4	23PEN4ES04B	Elective - 4: Western Aesthetics	5	4

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 (15 Hours)

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

UNIT II: Principles of Art and Craft (15 Hours)

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

UNIT III: Expression and Imagination (15 Hours)

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

UNIT IV: Aesthetics (15 Hours)

7. Bosanquet's "Three Lectures on Aesthetics"

UNIT V: The Sublime and the Beautiful (15 Hours)

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

Teaching Methodology	lecture based method, discussion based learning, visual analysis, case studies, critical thinking assignments, comparative studies, technology integration, experiential learning
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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 completion of this course, students will	
CO1	identify and name different art forms and styles of Western cultures	K1
CO2	understand how art reflects and responds to social change and cultural shifts	K2
CO3	articulate the underlying artistic principles in Western aesthetics	K3
CO4	relate historical aesthetics and modern interpretations of beauty and artistic meaning	K4
CO5	plan and execute comprehensive research projects incorporating a range of historical and cultural artistic perspectives	K5
CO6	create their own works of art inspired by the Western principles of aesthetics	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	23PEN4ES04B		Elective - 4: Western Aesthetics							5	4
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	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	2	2	3	3	3	2	3	2	3	3	2.5
Mean Overall Score										2.5 (High)	