

2023

# M.A.ENGLISH

## Course Structure and Syllabus

(For the candidates admitted from the academic year 2023-2024 onwards)

### CHOICE BASED CREDIT SYSTEM- LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS-LOCF)



**THANTHAI HANS ROEVER COLLEGE (AUTONOMOUS)**

**(Nationally Re-Accredited by NAAC with B<sup>++</sup>)**

**(Affiliated to Bharathidasan University, Tiruchirappalli)**

**ELAMBALUR, PERAMBALUR – 621 220**



## **Vision**

The English Department strengthens the liberal education of students by developing a deepened understanding of language and literacy, the value of critical reading and effective writing, and the richness of literature, past and present. We seek to foster knowledge and a love of literature and of language in our students.

## **Mission**

The Department is primarily interested in opening fresh avenues for personality improvement and control of language skills along with the attainment of knowledge of the subject, English Literature. It offers need-based programmes, provided in an academic atmosphere of quality higher education, and imbibes essential and universal values embedded in literature and life. The students, especially from the under-privileged echelon, are educated to obtain English communicative skills along with the knowledge about various social and national values attained from the study of literatures written in English.

### **Programme Outcomes (POs)**

Upon Completion of the programme, the postgraduate will be able to

- PO 1:** Gain advanced knowledge resulting in entrepreneurship; innovation and newer opportunities for being employable in public and private sector, research and development organizations
- PO 2:** Apply enhanced new techniques and adopt new technologies needed in the respective disciplines
- PO 3:** Appreciate the diversity of behaviour in professional practice and act in accordance with the core values of chosen profession
- PO 4:** Demonstrate the knowledge, values and skills to be critical consumer of research practice and possess investigative skills to evaluate the practice
- PO 5:** Engage in lifelong learning process, have the ability to communicate the findings of languages with the current knowledge

### **Program Specific Outcomes (PSOs)**

- PSO 1:** Students can identify the importance of worldwide celebrated works through the writings of highly distinguished writers including translated versions and familiar themselves with the classical works.
- PSO 2:** Students can analyse different critical and theoretical approaches and determine them in Literary texts, cultural context, literary movements and other -isms them in their own way of understanding and expressions appreciated by others.
- PSO 3:** Students will develop the skills of research through interpretation, critical thinking, and creative writing and to compose their research by applying research methodology.
- PSO 4:** Students will be able to comprehend and display a definite mastery of English language skills, compare them with other known languages and assess teaching-learning process through various teaching aids.
- PSO5:** Students will able to prepare for the various Competitive Examinations like IAS, SET, and UGC- NET Eligibility Tests and other Group examinations to train them to succeed in their career.

**Thanthai Hans Roever College (Autonomous), Elambalur, Perambalur - 621 220**

**M.A. ENGLISH**

**CHOICEBASEDCREDITSYSTEM-**

**LEARNINGOUTCOMESBASEDCURRICULUMFRAMEWORK(CBCS- LOCF)**

**(For the candidates admitted from the academic year 2023 - 2024 onwards)**

Semester	Course Code	Title of the Course	Ins.Hours/ Week	Credits	Exam Hrs.	Max. Marks		
						CIA	ESE	Total
I	23PEN1CC1	English Poetry	6	5	3	25	75	100
	23PEN1CC2	English Drama	6	5	3	25	75	100
	23PEN1CC3	English Fiction	6	4	3	25	75	100
	23PEN1EC11 23PEN1EC12	1. Theatre Art (Or) 2. Comparative Literature	6	3	3	25	75	100
	23PEN1EC21 23PEN1EC22	1. Indian Writing in English (or) 2. Public Relations	6	3	3	25	75	100
	23PENVA11 23PENVA12	1. Public Speaking & Presentation Skills 2. Soft Skills through Literature	-	2*	2	50	50	100*
		<b>Total</b>	<b>30</b>	<b>20</b>	-	-	-	<b>500</b>
II	23PEN2CC4	American Literature	6	5	3	25	75	100
	23PEN2CC5	Shakespeare	6	5	3	25	75	100
	23PEN2CC6	New Literatures in English	6	4	3	25	75	100
	23PEN2EC31 23PEN2EC32	1. Women's Writing in English (Or) 2. Literature of the Marginalized in India	5	3	3	25	75	100
	23PEN2EC41 23PEN2EC42	1. Life Writing and Biography (Or) 2. A Glimpse of Nobel Laureates	4	3	3	25	75	100
	23PEN2NME1	Technical Writing	2	2	3	25	75	100
	23PEN2OC	SWAYAM/NPTEL Online Course		2**				
	<b>Total</b>	<b>30</b>	<b>22</b>				<b>600</b>	
III	23PEN3CC7	Literary Criticism	6	5	3	25	75	100
	23PEN3CC8	World Short Stories	6	4	3	25	75	100
	23PEN3CC9	English Literature for Examinations	6	5	3	25	75	100
	23PEN4CC10	Research Methodology	6	5	3	25	75	100
	23PEN3EC51 23PEN3EC52	1. Translation Studies (Or) 2. Film Appreciation	3	3	3	25	75	100
	23PEN3NME2	Leadership Skills	2	2	3	25	75	100
		Internship/Industrial Activity***	-	2	-	-	-	100

	23PENVA21	1. English for Professional Development	-	2*	2	50	50	100*
	23PENVA22	2. Conversational English						
		<b>Total</b>	<b>30</b>	<b>26</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>700</b>
IV	23PEN4CC11	Subaltern Studies	6	5	3	25	75	100
	23PEN4CC12	British Literature	6	5	3	25	75	100
	23PEN4PW	Project with Viva-Voce	6	5				100
	23PEN4EC6	Creative Writing (Industry Entrepreneurship)	4	3	3	25	75	100
	23PEN4SE1	English Language Teaching (Professional Competency Skill)	4	2	3	25	75	100
	23PEN4SE2	Employability Skills (Soft Skills)	4	2	3	25	75	100
		Extension Activity	-	1	-	-	-	-
		<b>Total</b>	<b>30</b>	<b>23</b>				<b>600</b>
		<b>Grand Total</b>	<b>120</b>	<b>91</b>				<b>2400</b>

\*\*\* Internship/Industrial Activity-Internship after 2<sup>nd</sup> semester during summer vacation -30 Hours and 2 credits will be included in the 3<sup>rd</sup> semester.

\* The value added course credit will not be included in the total CGPA. These courses are extra-credit courses. Instruction hours for these courses is 30 hours

\*\* SWAYAM/NPTEL Online Course -Extra Credit Course. Not considered for grand total &CGPA

## SEMESTER – I

Course Code: 23PEN1CC1  
Instruction Hours:6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – I – ENGLISH POETRY

#### OBJECTIVES:

1. To familiarize students with English Poetry starting from Medieval England to 17<sup>th</sup> Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
3. Good comprehension of History of English literature is enhanced
4. Differentiation among the various stages of English could be identified by students.
5. Critical approaches towards various literary forms can be learnt.

#### COURSE OUTCOMES:

On completion of the course, the student will be able to

1. Gain ideas about the old English writing style.
2. Acquire knowledge about various forms of poetry during different centuries.
3. Evaluate various poets as representatives of their periods
4. Trace the evolution of various literary movements
5. Justify British Poetry as an aesthetic record of the societies concerned

#### UNIT I: Middle English Poetry

Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, and Friar

#### UNIT II: Elizabethan Poetry-

Spenser - Epithalamion

Donne -A Valediction: Forbidding Mourning, The Canonization

#### UNITIII: Seventeenth Century Poetry

John Milton - Paradise Lost Book IX

#### UNIT IV: Eighteenth Century Poetry

Dryden - Absalom and Achitophel (Lines 150 – 476)

Gray – Elegy Written in a Country Churchyard

Wordsworth: Tintern Abbey

#### UNITV: Modern Poetry

Rupert Brooke - The Soldier

W.B.Yeats - Sailing to Byzantium

W.H.Auden – Elegy on the Death of W.B.Yeats

Dylan Thomas - Do Not Go Gentle into That Good Night

Philip Larkin: The Whitsun Weddings

Ted Hughes - Hawk Roosting

Seamus Heaney - Digging

**TEXT BOOKS:** The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18<sup>th</sup> century. OUP, London

**REFERENCES:**

1. H.S.Bennett, Chaucer and the Fifteenth Century, Clarendon Press, London.
2. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
3. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.

**WEB RESOURCES:**

1. <http://www.english.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/](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>
6. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm)

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1CC1	ENGLISH POETRY					6	5			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches (✓) = 36 Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – I

Course Code: 23PEN1CC2  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – II – ENGLISH DRAMA

#### OBJECTIVES:

1. To acquaint the students with the origin of drama in Britain
2. Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
3. Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
4. Evaluating different forms of drama from the historical background could be learnt.
5. Understanding dramatic techniques implied by the pioneers of English drama

#### COURSE OUTCOMES:

1. Appraise various aspects of drama and theatre
2. Identify drama and performance as a cultural process and an artistic discourse
3. Evaluate plot, structure, characterization and dialogue
4. Interpret drama texts as aesthetic records of their times viz. Elizabethan, Restoration, Victorian and Early Modern ages
5. Examine the sequential course dealing with Modern and Postmodern British Drama

#### UNIT I **Beginnings of Drama**- Miracle and Morality Plays -Everyman

The Senecan and Revenge Tragedy

Thomas Kyd - The Spanish Tragedy

#### UNIT II **Elizabethan Theatre** - Theatres, Theatre groups, Audience, Actors and Conventions

Tragedy and Comedy

Christopher Marlowe: The Jew of Malta

Ben Jonson: Volpone

#### UNIT III **Jacobean Drama** – John Webster: The White Devil

#### UNIT IV **Restoration**-William Congreve – The Way of the World,

#### UNIT V **Epic Theatre** Bertolt Brecht - Mother Courage and her Children

Comedy of Menace,

Harold Pinter: Birthday Party,

Samuel Beckett: Waiting for Godot

**TEXT BOOKS:**

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

**REFERENCES:**

1. Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6<sup>th</sup> ed) New Delhi.
4. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing.  
<https://www.britannica.com/art/epic-theatre>

**WEB RESOURCES:**

- <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>  
<https://www.britannica.com/art/English-literature/The-Restoration>  
<https://www.britannica.com/art/epic-theatre>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1CC2	ENGLISH DRAMA					6	5			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches (✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – I

Course Code: 23PEN1CC3  
Instruction Hours: 6  
Credits: 4

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – III – ENGLISH FICTION

#### OBJECTIVES:

1. To familiarize the students with the origin and development of the British Novel up to the 20<sup>th</sup> Century.
2. The contents of the paper are meant to throw light on various concepts and theories of the novel.

#### COURSE OUTCOMES:

1. Gain wide knowledge about different types of novels.
2. Learn the art of writing different forms of novel with the learned notions.
3. Explore Social, domestic and gothic novels.
4. Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.
5. Infer them relating to the turn of the century events through close reading of text

**UNIT I** - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, and narrative modes: omniscient narration. Allegorical Novel and Satire.

John Bunyan – The Pilgrim’s Progress

**UNITII** – The New World Novel:

Daniel Defoe - Robinson Crusoe

**UNITIII** -Middle Class Novel of Manners:

Jane Austen: Emma

**UNITIV**-Women’s Issues:

Charlotte Bronte: Jane Eyre

**UNIT V** - Liberal Humanism, Individual Environment and Class Issues,

D.H.Lawrence: The Rainbow

**WEB RESOURCES:**

[http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)

<http://en.wikipedia.org/wiki/novel>

<https://www.britannica.com/art/novel-of-manners>

<https://www.britannica.com/topic/Jane-Eyre-novel-by-Br>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1CC3	ENGLISH FICTION					6	4			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – I

Course Code: 23PEN1EC11  
Instruction Hours: 6  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – I – THEATRE ART

#### OBJECTIVES:

1. To introduce the learners to the literary aspect of dramas.
2. To familiarize theatre as an art form.

#### COURSE OUTCOMES:

1. Understand a broad range of theatrical disciplines and experiences
2. Identify the diversity of theatrical experiences and the role of theatre in society
3. Discover the relationships among the various facets of theatre
4. Estimate drama as a performing art and the aspects of Stagecraft
5. Gain exposure to diverse components of acting and techniques

**UNIT I** – Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

**UNIT II** - Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, designing for a particular theatre, The Eastern theatre, Folk theatre, urban theatre, third theatre, and other theatres in vogue.

**UNIT III**- Fundamentals of Play directing: Concept, technique, physical balance, demonstration the director and the stage

**UNIT IV** – Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

**UNIT V** - Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

#### TEXT BOOKS:

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

## Reference Books

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

## WEB RESOURCES:

1. [https://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](https://paradisevalley.libguides.com/the111/theatre_history_websites)
2. <https://www.britannica.com/place/England/Performing-arts>
3. [https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)
4. [https://archive.org/details/fundamentalsofpl0000dean\\_y3x3](https://archive.org/details/fundamentalsofpl0000dean_y3x3)
5. <http://scriptclickcreate.weebly.com/acting.html>
6. <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1EC11	Theatre Art					6	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

Mapping	1-29%	30-59%	60-69%	70-89%	90-100%
Matches	1-14	15-29	30-34	35-44	45-50
Relationship	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – I

Course Code: 23PEN1EC12  
Instruction Hours: 6  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – I – COMPARATIVE LITERATURE

#### Objectives:

1. To acquaint students of literature with a knowledge of using comparison as a tool of criticism.
2. To help students have a broad outlook on literature as Comparative Literature involves ‘Mutual Illumination’

#### Course Outcomes:

1. To go beyond mere comparative study of texts to include issues of nation, caste, race, gender, region, culture etc.
2. In the analysis of texts as well as issues related to the history of print and publishing also form topics studied under the rubric of Comparative Literature.
3. To enable students to explore research areas in the core subjects of thematology, literary history, literary influence, theatre studies, film studies etc.
4. The student will know apply the definition and Origin of the Comparative Literature, Influence and Imitation.
5. The Comparison between the genres and themes are understood by the learners

**UNIT-I:** Definition of the term Comparative Literature – National Literature – World Literature and Comparative Literature – French School and American School, German School and Russian School.

**UNIT-II:** Influence and Imitation – Unconscious Imitation and Conscious Influence – Translation – Influence Studies and Analogy Studies – Comparing Dante’s The Divine Comedy with Sri Aurobindo’s Savitri (The Book of Forest in The Mahabharatha)

**UNIT-III:** Epoch, Period and Generation – the Link between Comparative Literature and History of Literature – The difference between Epoch, Period and Generation 33

**UNIT-IV:** Genres – Comparing two Texts on the basis of Form – Comparing Novels, Plays and Poems – Variations – a Drama and an Epic also can be compared based on the Common Qualities – Comparing Burns with Bharathidasan (Burns’ 1. Bessy and Her Spinning Wheel 2. Banks of Crea 3. As I went out on May Burning 4. Broom Resoms 5. Auld Rob Morries with Bharathidasan’s translated version of TamizhachiyinKatti) and Bacon with Valluvar, Kamban with John Milton.

**UNIT-V:** Thematology – Comparing Works on the basis of Themes – Defining terms like Motif, Leitmotif – Characters and Situations. In addition to these, the teacher can illustrate the Study of Comparative Literature by Comparing Nathaniel Hawthorne’s The Scarlet Letter and Ananda. V.R. Ananthamurthy’s Samskara, Shakespeare’s Antony and Cleopatra with Dryden’s All for Love, Gayathri Spivak’s Death of a Discipline

### Books for Reference:

1. Subramaniam, N, Srinivasan, Padma & Balakrishnan G.R. eds. Introduction to the Study of Comparative Literature Theory and Practice. Tamilnadu: Teesi Publications, 1997.
2. “Comparative Literature”, Ed :Bijay Kumar Das, Atlantic Publishers, 2012.
3. “Glimpses of Comparative Literature”, Ed :Pradhan Pam Prakash, Atlantic Publishers.
4. “Studies in Comparative Literature”, Ed: Mohit K. Ray, Atlantic Publishers.
5. “India and Comparative Literature: New Insights”, Ed: R.K. Dhawan and SumitaPuri, Prestige Books Publishers

Semester	Code	Title of the Paper					Hours	Credits		
I	22PEN1EC12	COMPARATIVE LITERATURE					6	3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓			✓	✓	✓
CO2	✓	✓	✓		✓	✓		✓	✓	✓
CO3		✓	✓	✓	✓		✓	✓	✓	✓
CO4	✓		✓	✓	✓			✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓		✓	✓	✓
<b>Number of Matches (✓) = 40</b>						<b>Relationship : High</b>				
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%	
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50	
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High	

## SEMESTER – I

Course Code: 23PEN1EC21  
Instruction Hours: 6  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – II – INDIAN WRITING IN ENGLISH

#### OBJECTIVES:

1. To enable the student to understand the evolution of Indian Writing in English.
2. To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

#### COURSE OUTCOMES:

1. Understand the themes of Indian Writing in English
2. Identify the major trends in Indian Writing in English
3. Examine the background and settings of the prescribed texts
4. Evaluate the cultural significance of Indian English Literature
5. Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.

#### UNIT I - Aurobindo: Tiger and the Deer, Rose of God

Toru Dutt: The Lotus, The Casuarina Tree

Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

#### UNIT II - Kamala Das: Looking Glass, An Introduction

Parthasarathy: A River Once, Under the Sky,

Nissim Ezekiel: Morning Prayer, Enterprise.

#### UNIT III – Girish Karnad: Nagamandala.

Asif Currimbhoy: Inquilab.

#### UNIT IV – Rabindranath Tagore: My School

Dr. S. Radhakrishnan: Emerging World Society,

Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire).

#### UNIT V - Anita Desai: Where Shall we go this Summer?

Shashi Deshpande: Roots and Shadows

**TEXT BOOKS:** Ramamurti, K.S. (ed.). Twentyfive Indian Poets in English Macmillan. 1995.

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1EC21	INDIAN WRITING IN ENGLISH					6	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – I

Course Code: 23PEN1EC22  
Instruction Hours: 6  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – II – PUBLIC RELATIONS

#### Objectives:

1. Public Relations emerge to organize the links and exchange processes between organizations and the public, generating benefits and value for both parties.
2. discuss the various elements of corporate communication and consider their roles in managing organizations

#### Course Outcomes:

1. Learners will acquire the basic understanding of the concepts of corporate communication and Public Relations
2. Learners will be mastered about various elements of corporate communication and consider their roles in managing organizations
3. Learners will evaluate about various elements of corporate communication that must be coordinated to communicate effectively
4. The learner will unfold a critical understanding of the different practices associated with corporate communication
5. Develop a critical understanding of the different practices associated with corporate communication

#### Unit I

Nature and scope of public relations and its definitions - History and development of Public Relations - P.R. in management theory and practices

#### Unit II

Public Relations policy - objectives and making of a Public Relations man - Communication in industry and business -9 Organisation of Public Relations departments

#### Unit III

Public Relations as staff function and Public Relations counseling - Public Relations and the publics - Employees relations dealer customer relations - Government relations-community relations

#### Unit IV

Public Relations and the media - Spoken word, printed word animation - Public Relations process-fact printing and feed back

#### Unit V

Public Relations Process-planning - Public Relations Process communicating, -evaluating results - Public Relations towards a profession - House Journals

#### References

Hand Book of public relations, Stephenson, 1999  
Practical public relations, Harlow and Black, 2001  
Effective public relations, Cullip and Center, 2003

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
I	23PEN1EC22	PUBLIC RELATIONS					6	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

Mapping	1-29%	30-59%	60-69%	70-89%	90-100%
Matches	1-14	15-29	30-34	35-44	45-50
Relationship	Very Poor	Poor	Moderate	High	Very High

## VALUE ADDED COURSE

Course Code: 23PENVA11

Exam Hours: 2

Internal Marks: 50 External Marks: 50 Credits: 2\*

### **PUBLIC SPEAKING AND PRESENTATION SKILLS**

#### **Unit I: Public Speaking skills**

What is Public Speaking?

Communication Process – Oral and Written communication

Types of Speeches - Types of Delivery

#### **Unit II: Content Creation**

Researching Speech Topics - Preparing Speech outlines - Developing and supporting ideas

Language and Style - Political correctness

#### **Unit III: Presentation Skills**

Building Group Rapport - Dealing with fear - Building Self-confidence

Effective use of Stage Space - Types and uses of Visual Aids

#### **Unit IV: Verbal and Non-verbal Aspects**

Voice Modulation - Pitch & Tone - Pauses & Pace – Fluency - Body language– Gestures and Postures

#### **Unit V: Practice sessions**

Practical Exposure and analysis of Speeches by eminent personalities

Audio and Video Clips

## VALUE ADDED COURSE

Course Code: 23PENVA12

Exam Hours: 2

Internal Marks: 50 External Marks: 50 Credits: 2\*

### SOFT SKILLS THROUGH LITERATURE

#### OBJECTIVES:

1. To enhance the life skills of the learners and make the learners aware of workplace and career skills
2. To focus on positive behavior and management techniques

#### COURSE OUTCOMES:

1. Develop employment Skills and enhance communication skills
2. Create awareness on career enhancement and develop creative skills
3. Understand the skills through the literary text
4. Develop effective presentation and analytical skills
5. Strengthen the potentiality to emerge as a team leader and Improve logical and critical thinking

#### UNIT-I:

**Leadership Skills**-Communication-Strategic Thinking-Planning and Execution-  
People Management-Persuasion and Influence

**Team Spirit**-Clarity-Discussion-Listening-Motivation-  
Feedback  
Alfred Tennyson's "Ulysses"  
Rudyard Kipling's "If"

#### UNIT-II:

**Decision Making**-Intuition-Foresight-Critical Thinking-Emotional Intelligence-  
Self Control

Robert Frost's "The Road Not Taken"  
Shakespeare's *Hamlet*- "To Be or Not To Be" (Act III, Scene i)

#### UNIT-III:

**Public Speaking**-Communication-Clarity-Voice-Gesture-Stage Presence-  
Body Language

**Oratorical Skills**-Confidence-Content-Know your Audience-Key Points-  
Practice Shakespeare's *Julius Caesar*-Funeral Speech (Act III, Scene ii)  
Shakespeare's *The Merchant of Venice*-Trial Scene (Act IV, scene i)

#### UNIT-IV:

**Emotional Intelligence**-Self-awareness-Self-regulation-Motivation-  
Empathy-Social Skills

**Perseverance**-Fixing Goal-Innovation-Plan-Execution-Equanimity  
William Blake's "The Chimney Sweeper" from *Songs of Innocence and Songs of Experience*  
W. Somerset Maugham's "The Verger" (short story)

#### UNIT-V:

**Problem Solving**-Problem Identification-Structuring the Problem-Solutions-

Implementation –Feedback  
Wole Soyinka’s “Telephone Conversation”  
A.G. Gardiner’s “All About a Dog”

**References :**

1. Almonte, Richard. *A Practical Guide to Soft Skills: Communication, Psychology, and Ethics Your Professional Life*. Routledge, 2021.
2. Barlow, Richard E., et al. *Reliability and Decision Making*. CRCP, 1993.
3. German, Kathleen M., et al. *Principles of Public Speaking*. Routledge, 2016.
4. Gidwani, Gitika. *The act of perseverance*. Spectrum Of Thoughts, 2021.

## SEMESTER – II

Course Code: 23PEN2CC4  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – IV – AMERICAN LITERATURE

#### OBJECTIVES:

1. To introduce the learnersto thedevelopmentofAmericanliterature.
2. To inculcate the movementsand trendsthatshaped American literature

#### COURSE OUTCOMES:

1. Analyze the movements and trends that shapedAmerican literature
2. Estimate various speeches and concepts of livingwhich changedAmerican history
3. Evaluate the relation between aesthetics and racismin fiction
4. Validate representative socio-political, cultural,racialandgenderperspectivesintheatricalworks
5. Gainexposuretothedifferentliterarygenresandits evolution inAmerican Literature

#### UNIT I Poetry

Walt Whitman - Out of the Cradle Endlessly Rocking  
Emily Dickinson - The Last Night That She Lived  
Robert Frost - After Apple Picking  
E. E. Cummings - Cambridge Ladies  
Wallace Stevens - Anecdote of the Jar

#### UNIT II - Prose

Emerson - The American Scholar  
Amy Tan- Mother Tongue  
Thoreau - Walden (Chapter “Pond”)

#### UNIT III Short Story

Edgar Allan Poe – The Cask of Amontillado  
  
Herman Melville – Bartleby the Scrivener  
  
W.W. Jacobs – The Monkeys Paw

#### UNIT IV Drama

Arthur Miller - Death of a Salesman  
Tennessee Williams - A Street Car Named Desire

#### UNIT V Fiction

N. Scott Moma Day - The House Made of Dawn  
Toni Morrison - Beloved

**TEXT BOOKS:**

1. Willis Wagner: American Literature - A World View

**REFERENCES:**

1. Marcus Cunliffe: Sphere History of Literature - American Literature to 1900.
2. Boris Ford: The New Pelican Guide to English Literature - Vol. 9. American Literature.

**WEB RESOURCES:**

1. <https://www.thoughtco.com/american-literary-periods-741872>
2. <https://www.poetryfoundation.org/poets/walt-whitman>
3. <https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>
4. <https://www.britannica.com/art/American-literature>
5. <https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2CC4	AMERICAN LITERATURE					6	5			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches (✓) = <b>36</b> Relationship: <b>HIGH</b>											

Mapping	1-29%	30-59%	60-69%	70-89%	90-100%
Matches	1-14	15-29	30-34	35-44	45-50
Relationship	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – II

Course Code: 23PEN2CC5  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – V – SHAKESPEARE

#### OBJECTIVES:

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
2. To Appraise Shakespeare's contribution to English language and literature

#### COURSE OUTCOMES:

1. Critically understand the appreciations by critics on Shakespeare
2. Understand Elizabethan theatre and the theatre's development.
3. Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets
4. Understand the trends in Shakespeare studies
5. Learn Modern Approaches in Shakespearean criticism

**UNIT I** - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

**UNIT II – Sonnets** – 12, 65, 86, 130

**Comedies** - Much Ado About Nothing, Winter's Tale.

**UNIT III–Tragedy** Othello

**UNIT IV– History** Richard II

**UNIT V – Shakespearean Criticism**

**A.C. Bradley** – Shakespearean Tragedy (Chapter V & VI)

#### TEXT BOOKS:

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.

#### REFERENCES:

1. Harrison, G.B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., The Wheel of Fire: Essays in Interpretation of Shakespeare's Somber Tragedies, New York.
3. Knight G.W. The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4. John F. Andrews, ed., William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., The Radical Tragedy, The Harvester Press, Cambridge.

## WEB RESOURCES:

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. [https://www.historytoday.com/archive/british\\_english\\_monarchs/henry-iv](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2CC5	SHAKESPEARE					6	5			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – II

Course Code: 23PEN2CC6  
Instruction Hours: 6  
Credits: 4

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – VI – NEW LITERATURES IN ENGLISH

#### Objectives:

1. To introduce the variety of New Literature in English to students.
2. To familiarize them to the colonial as well as Post-Colonial experience.

#### Course Outcomes:

1. Evaluate the contribution of the various writers from the Commonwealth countries
2. Obtain a good idea of the cross- cultural influences among the Commonwealth countries
3. Understand the dimensions and themes presented in New Literatures
4. Helps the students to perceive through reading representative texts from varied new literatures the respective customs, habits, culture, language, socioeconomic and political background of different countries.
5. To identify the major critical approaches to literary interpretations.

#### UNIT-I: Poetry

Wilfred Campbell	:	Canadian Folk Song
Shaw Neilson	:	You and Yellow Air
Derek Walcott	:	A Far Cry from Africa
Archibald Lampman	:	A January Morning

#### UNIT-II: Prose

Nirad C. Chaudhuri	:	The Autobiography of an Unknown Indian
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#### UNIT-III: Short Story

Kate Grenville	:	Mate
Chinua Achebe	:	Dead Men's Path

#### UNIT-IV: Drama

Wole Soyinka	:	The Lion and the Jewel
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#### UNIT-V: Fiction

Patrick White	:	A Fringe of Leaves
Chinua Achebe	:	Things Fall Apart

Relationship Matrix for COs, POs and PSOs											
Semester	Code	Title of the Paper					Hours	Credits			
II	23PEN2CC6	NEW LITERATURES IN ENGLISH					6	4			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	✓	✓		✓	✓		
CO3	✓		✓	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓		✓	✓		✓	✓	✓		
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Number of Matches (✓) = 44</b>						<b>Relationship : High</b>					
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER -II

Course Code: 23PEN2EC31

Instruction Hours: 5

Credits: 3

Exam Hours: 3

Internal Marks: 25

External Marks: 75

### ELECTIVE COURSE – III - WOMEN’S WRITING IN ENGLISH

#### OBJECTIVES:

1. To enable the students to identify the relationship among class, race and gender in literature
2. To analyse the theories of women’s literary writings in English

#### COURSEOUTCOMES:

1. Evaluate women’s literary writing in English
2. Analyse the various perspectives of women’s writings
3. Comprehend the need to represent the repressed voices
4. Encapsulate the advantages of feminist attitude
5. Discuss the pros and cons of patriarchal and matriarchal societies

#### UNIT-I POETRY

Anne Bradstreet	: The Author to her Book
Judith Wright	: Woman to Man
Adrienne Rich	: From a Survivor
Sylvia Plath	: Daddy
Kamala Das	: An Introduction

#### UNIT-II PROSE

Virginia Woolf	: Professions for Women
Elaine Showalter	: The Female Tradition from A Literature of their Own

#### UNIT-III DRAMA

Rachel Crothers	: A Man’s World
Lorraine Hansberry	: A Raisin in the Sun

#### UNIT-IV SHORT STORIES

Anita Desai	: A Devoted Son
Katherine Mansfield	: Doll’s House
Luo Shu	: The Oranges
Alice Munro	: The Moons of Jupiter

#### UNIT-V FICTION

Alice Walker	: The Color Purple
Geethanjali Shree	: Tomb of Sand

#### REFERENCE:

1. Das, Kamala. *The Old Playhouse and the Other Poems*. Mumbai: Orient Longman Pvt. Ltd., 2004.

2. Greenberg, Robert A. and Ruth Miller. *Poetry, An Introduction*. Palgrave Macmillan, 1982.
3. Gunasekaran, K. *Stories from Many Countries*. New Century Book House, 2005.
4. Murray, Les A. *The New Oxford Book of Australian Verse*. Oxford University Press, 1996.
5. Showalter, Elaine. *The Female Tradition, From A Literature of Their Own*. Princeton: Princeton University Press, 1977.
6. <https://rimstead-cours.espaceweb.usherbrooke.ca/essays/woolf2.htm>
7. <https://archive.org/details/mansworldplayinf00crotuoft>
8. [https://archive.org/details/introductiontopo00kenn\\_0](https://archive.org/details/introductiontopo00kenn_0)

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2EC31	WOMEN'S WRITING IN ENGLISH					5	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – II

Course Code: 23PEN3EC32

Instruction Hours: 5

Credits: 3

Exam Hours: 3

Internal Marks: 25

External Marks: 75

### ELECTIVE COURSE – III – LITERATURE OF THE MARGINALIZED IN INDIA

#### OBJECTIVES:

1. Sensitizing students in the history of anti-caste and anti-discrimination Discourses
2. To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.

#### COURSE OUTCOMES:

1. Understand the historical and political background of Caste
2. Focus on understanding the dimensions of discriminations
3. Analyze a literary text with reference to socio-political Issues
4. Evaluate the prescribed texts critically.
5. Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature.

#### UNIT I

Studies on Caste (colonial/postcolonial): Study on Caste - Lakshmi Narasu  
“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” –  
Dr.B.R.Ambedkar)

#### UNIT II

The Interface between Caste and Gender  
Gendering Caste: Through a Feminist Lens - Uma Chakravarti  
Caste and Gender - Anupama Rao

#### UNIT III

History and Theory of Dalit Uprising  
Dalits and Democratic Revolution in India - Gail Omvedt  
Power of Invisibility - Ravikumar

#### UNIT IV Poetry

Koshal Parwar – Life  
Namdeo Dhasal – Hunger  
J.V. Pawar – Birds in Prison  
Arun Kamble – Which language I should speak  
Dr. Siddalingaiah – The Dalits are coming

#### UNIT V: Fiction

Untouchable Spring - Kalyan Rao  
Short stories - Kisumbukaran - Bama  
Chakra-Jayawant Dalvi

#### TEXT BOOKS:

Caste and Tribes by Risley

**REFERENCES:**

1. Caste and Tribes by Edgar Thurston
2. Castes of Mind by Nicholas B Dirks
3. Nationalism without a Nation in India by G. Aloysius

**WEB RESOURCES:**

1. [www.ambedkar.org](http://www.ambedkar.org)
2. [www.saxakali.org](http://www.saxakali.org)
3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full>
4. <https://www.jstor.org/stable/2053672>
5. <https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2EC31	LITERATURE OF THE MARGINALIZED IN INDIA					5	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

Mapping	1-29%	30-59%	60-69%	70-89%	90-100%
Matches	1-14	15-29	30-34	35-44	45-50
Relationship	Very Poor	Poor	Moderate	High	Very High

## SEMESTER- II

Course Code: 23PEN2EC41  
Instruction Hours: 4  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks:75

### ELECTIVE COURSE – IV – LIFE WRITING AND BIOGRAPHY

#### Objectives:

1. To make students aware of the famous writers and their Biographies.
2. To stimulate the students to write the effective Biography.

#### Course Outcomes:

1. Recognize the structures of Life writing and biography as distinct forms of literature.
2. Compare and contrast the ways in which a perceiving, living individual (the “subject”) is.
3. Recognize how an author's own ideology shapes reality in an auto biography or biography, including how it raises questions about truth, factuality, objectivity and subjectivity.
4. Learn to connect biographical and autobiographical texts to their historical and cultural contexts.
5. Recognize the roles that argument, rhetoric, fiction, photography, aesthetics and evidence play in the composing process of biography and autobiography.

#### UNIT-I:

Narrative Characteristics of Autobiography and Biography

#### UNIT-II:

**M.K. Gandhi** : My Experiment with Truth

#### UNIT-III:

**James Boswell** : Life of Samuel Johnson

#### UNIT-IV:

**Maya Angelou** : I Know Why the Caged Bird Sings

#### UNIT-V:

**Margaret Lawrence** : A Bird in the House

Relationship Matrix for COs, POs and PSOs											
Semester	Code	Title of the Paper					Hours	Credits			
II	23PEN2EC41	LIFE WRITING AND BIOGRAPHY					4	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓		✓	✓	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO3	✓		✓	✓		✓	✓		✓		
CO4	✓	✓	✓	✓	✓	✓		✓			
CO5	✓	✓	✓	✓	✓	✓	✓		✓		
<b>Number of Matches (✓) = 39</b>					<b>Relationship : High</b>						
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER – II

Course Code: 23PEN2EC42  
Instruction Hours: 4  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – IV – A GLIMPSE OF NOBEL LAUREATES

#### OBJECTIVES:

1. To introduce the learners to the Nobel Laureates of various genres of Literature
2. To familiarize students on various Nobel Laureates

#### COURSE OUTCOMES:

1. Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind
2. Interpret the works of various Nobel Laureates
3. Analyse the different themes with regard to social, political and cultural aspects.
4. Evaluate critically and aesthetically the prescribed texts.
5. Perceive the influence of Nobel Laureates in Literature

#### UNIT I POETRY

Pablo Neruda: If You Forget, A Song of Despair, Ode to the Onion, Your Laughter  
Octavio Paz: As One Listens to the Rain, The Street  
Rudyard Kipling: The Power of the Dog

#### UNIT II PROSE

Loot - Nadine Gordimer  
Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner  
Excerpts from Disgrace - J.M.Coetzee  
Excerpt from Sula- Toni Morrison

#### UNIT III DRAMA

The Caretaker - Harold Pinter  
Man and Superman- George Bernard Shaw

#### UNIT IV SHORT STORIES

Alice Munro – The Turkey Season, Differently Runaway  
The Bear Came Over the Mountain Boys and Girls

#### UNIT V NOVELS

The Pearl - John Steinbeck  
One Hundred Years of Solitude- Gabriel Garcia Marquez

#### TEXT BOOKS:

Nine Nobel Laureates in English Literature. Omega Publications, 2012.

#### REFERENCES:

Nine Nobel Laureates in English Literature. Omega Publications, 2012.

#### WEB RESOURCES:

[https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)

<https://www.britannica.com/biography/Pablo-Neruda>

<https://www.britannica.com/topic/Nobel-Prize>

<https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>

<https://www.britannica.com/biography/Alice-Munro>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2EC42	A GLIMPSE OF NOBEL LAUREATES					4	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – II

Course Code: 23PEN2NME1  
Instruction Hours: 2  
Credits: 2

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### NME I – TECHNICAL WRITING

#### OBJECTIVES:

1. Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
2. The course in technical writing focuses on the discourse features and functions of technical writing including the technical reports, project reports and related documents.
3. The ability to use current technologies, skills, and tools necessary for computing practices.

#### COURSE OUTCOMES:

1. Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.
2. Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.
3. Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals and presentation.
5. Be able to read, understand, and interpret material on technology.

**UNIT I** – Defining Technical Writing  
Audience language and style

**UNIT II** – Mechanics of writing: Capital letters, Abbreviations and Acronyms, End punctuations, Commas, Colons and Semicolons, Parenthesis, Dashes, Brackets, Ellipses, Slashes, Hyphens, Apostrophe, Quotations.

**UNIT III** – Writing elements: Technical definitions, Technical descriptions, Summaries, Graphs, Instructions, Comparison and Contrast

**UNIT IV**– Forms of Technical Communication: Technical Reports, Forms, Memos, E-mail, Business letters, Presentations, The job search: Resumes and Letters

**UNIT V**- News Reports, Proposals, Brochures, User Manuals, Posting on Social Media

## WEB RESOURCES:

1. <https://www.tech-tav.com/technical-writing-resources>
2. <https://guides.library.unt.edu/c.php?g=528500&p=6841451>
3. <https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
4. [https://en.m.wikipedia.org/wiki/Technical\\_writing](https://en.m.wikipedia.org/wiki/Technical_writing)
5. <https://www.utleystategies.com/blog/proposal-writing?format=amp>

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
II	23PEN2NME1	TECHNICAL WRITING					2	2			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

### SEMESTER – III

Course Code: 23PEN3CC7  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – VII – LITERARY CRITICISM

#### Objectives:

1. To provide a critical understanding of the developments in Literary Criticism from the beginning to the end of 19<sup>th</sup> century.
2. To make students understand a conceptual frame for developing and function of traditional modes of Literary Criticism.

#### Course Outcomes:

1. Students will be familiar with representative literary and cultural texts of historical, geographical and cultural contexts
2. Students will be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres
3. Students will be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural
4. Graduate students who are capable of performing research, analysis and criticism of literary and cultural texts from different historical periods and genres
5. Assist students in the development of intellectual flexibility and approach

<b>Unit - I:</b>	<b>Aristotle</b>	<b>:</b>	Poetics
<b>Unit - II:</b>	<b>Samuel Johnson</b>	<b>:</b>	Preface to Shakespeare
	<b>Matthew Arnold</b>	<b>:</b>	Study of Poetry
<b>Unit - III:</b>	<b>T. S. Eliot</b>	<b>:</b>	Tradition and Individual Talent
<b>Unit - IV:</b>	<b>Northrop Frye</b>	<b>:</b>	The Archetypes of literature
	<b>Roland Barthes</b>	<b>:</b>	The Death of the Author
<b>Unit - V:</b>	<b>Elaine Showalter</b>	<b>:</b>	Towards a Feminist Poetics

<b>Relationship Matrix for COs, POs and PSOs</b>											
<b>Semester</b>	<b>Code</b>	<b>Title of the Paper</b>					<b>Hours</b>	<b>Credits</b>			
III	23PEN3CC7	PRINCIPLES OF LITERARY CRITICISM					6	5			
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>CO2</b>	✓	✓	✓	✓	✓		✓	✓	✓	✓	
<b>CO3</b>	✓	✓	✓	✓	✓	✓			✓	✓	
<b>CO4</b>	✓	✓	✓		✓	✓	✓	✓	✓	✓	
<b>CO5</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Number of Matches (✓) =46</b>						<b>Relationship : Very High</b>					
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER-III

Course Code: 23PEN3CC8  
Instruction Hours: 6  
Credits: 4

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE VIII - WORLD SHORT STORIES

#### Objectives:

1. To enable the students to learn the techniques of the short story and stimulate them to write a short story of their own.
2. To analyse the short stories and compare the themes with life-oriented situations.

#### Course Outcomes:

1. Students will be expected to apply their understanding of short story forms, and the production of a short story for assessment.
2. To help learners appreciate different themes, strategies and techniques employed by the writers
3. To Compare and contrast eastern and western values through literary analysis
4. To Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty and geography have played in creating commonwealth literature.
5. Understand story content and structure in depth

#### Unit I - America

<b>O. Henry</b>	:	The Skylight Room
<b>Mark Twain</b>	:	Eve's Dairy
<b>T.S.Arthur</b>	:	An Angel in Disguise

#### Unit II - Britain

<b>H.H.Munro</b>	:	The Open Window
<b>A.J.Cronin</b>	:	The Best Investment I ever made
<b>Oscar Wilde</b>	:	The Happy Prince

#### Unit III - Africa

<b>Nandine Gordimer</b>	:	Comrades
<b>Chimamanda Ngozi Adichie:</b>		Apollo
<b>Chinua Achebe:</b>		Dead man's Path

#### Unit IV - Russia

<b>Leo Tolstoy</b>	:	God sees the Truth, But Waits
<b>Maxim Gorky</b>	:	Her Lover
<b>Fyodor Dostoyevsky:</b>		The Christmas Tree and the Wedding

#### Unit V- India

<b>R.K.Narayan</b>	:	Half-a-rupee worth
<b>Ruskin Bond</b>	:	The Blue Umbrella
<b>Sudha Murthy</b>	:	How I Taught My Grandmother to Read

<b>Relationship Matrix for COs, POs and PSOs</b>											
<b>Semester</b>	<b>Code</b>	<b>Title of the Paper</b>					<b>Hours</b>	<b>Credits</b>			
III	23PEN3CC8	WORLD SHORT STORIES					6	4			
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>CO2</b>	✓		✓		✓	✓		✓	✓		
<b>CO3</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<b>CO4</b>	✓	✓		✓	✓	✓			✓	✓	
<b>CO5</b>	✓	✓	✓	✓	✓	✓	✓	✓			
<b>Number of Matches (✓) = 40</b>						<b>Relationship : High</b>					
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER – III

Course Code: 23PEN3CC9  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – IX – ENGLISH LITREATURE FOR EXAMINATIONS

#### OBJECTIVES:

1. Comprehending the nuances and question pattern to get through NET, SET Exams.
2. Tracing the growth of English literature and literary forms

#### COURSE OUTCOMES:

1. Succeed with ease in competitive exams.
2. Effectively attempt MCQs
3. Gain profound understanding about the various movements in English Literature
4. Understand the nuances of competitive exams
5. Relate to theory and literature

#### UNIT I History of English Literature

- i. Chaucer to Shakespeare
- ii. Jacobean to Restoration

#### UNIT II

- i. Romantic Period
- ii. Victorian Period
- iii. Modern Period

#### UNIT III American and Non-British Literatures

American Writers: Walt Whitman, Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe, etc

Commonwealth Literature, Subaltern Literature, Third World Literature (Indian, Canadian, African, Australian)

#### UNIT IV Literary Theories & Criticism

- i. Classicism to Contemporary Criticism
- ii. Contemporary Literary Theory

#### UNIT V Literary Terms

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns

#### TEXT BOOKS:

1. Harpreet Kaur. Oxford NTA–UGC Paper IFORNET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2. Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge

**REFERENCES:**

1. SrinivasaIyengar, KodaganallurRamaswami. Indian Writing in English. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3. Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4. Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5. M.H. Abrams – A Glossary of Literary Terms.

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
III	23PEN3CC9	ENGLISH LITREATURE FOR EXAMINATIONS					6	5			
Course Outcomes (COs)	ProgrammeOutcomes(Pos)					Programme Specific Outcomes(PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER-III

Course Code: 23PEN3CC10  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – X - RESEARCH METHODOLOGY

#### Objectives:

1. To understand students the different types of research.
2. To make students understand the structure of dissertation.

#### Course Outcomes:

1. To expose learners to philosophy of research
2. To enable learners to use different research sources and document them
3. To make learners to know the format of research and mechanics of writing
4. To help the students prepare themselves the manuscripts of research with proper documentation.
5. Imbibe the rhetoric styles, language appropriate for research and the knowledge on the mechanics and methodology of writing a literary project.

#### UNIT- I

Definition of Research – Research Ethics - Types of Research – Literary and Scientific Research – Philosophy of Research, Preliminary Study, Choosing a Viable Topic- Primary and Secondary Sources

#### UNIT- II

The Modern Academic Library, Research Sources: Printed and Electronic Including Web Sources, Digital Library Sources, Identifying the Right Sources, Working Bibliography, Evaluating the Sources

#### UNIT -III

Taking Notes and Collecting Materials  
Thesis Statement, Working Outline, Preparing Samples,  
Writing Drafts – Revising the Outline and Drafts  
The Introduction and the Conclusion – the Main Chapters: Clarity, Unity, Coherence, Emphasis, Interest, Point of view

#### UNIT- IV

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, and Documentation: Parenthetical Documentation, Foot Notes, End Notes  
The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

#### UNIT- V

The Format of the Thesis, Preparing the Final Outline and Final Draft– Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works-Cited, Abbreviations, Proof Reading

#### Text Book:

MLA Handbook, 9<sup>th</sup> Edition

Relationship Matrix for COs, POs and PSOs											
Semester	Code	Title of the Paper					Hours	Credits			
III	23PEN3CC10	RESEARCH METHODOLOGY					6	5			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓			✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches (✓) =46						Relationship : Very High					
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER – III

Course Code: 23PEN3EC51  
Instruction Hours: 3  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – V – TRANSLATION STUDIES

#### Objectives:

1. To expose the students to the art of Translation and to theories and techniques of Translation
2. To deal with the systematic study of the theory, description and application of translation, interpreting and localization.

#### Course outcomes:

1. Understand the significance of translation work in literary field and acknowledge the various theories of translation studies
2. Obtain skill to translate different genres and forms of literary works, applying the different theories
3. Evaluate and appreciate translated literary works
4. Appreciate important concepts, themes and traditions through the study of influential classical texts from the ancient world and apply them to the present contexts.
5. Discover the best of the ethical, ideological and cultural elements from the wide range of classical texts from across cultures.

#### UNIT-I

Definitions of Translation- Paraphrase, transliteration, transference, Transcreation and translation - History of Bible translation, Language varieties and task of translation – Phonological, Lexical, Grammatical & Syntactic analysis

#### UNIT-II

Concept of equivalence -Kinds of equivalence – linguistics, textual and cultural Problems in equivalence identification and use Difficulties in translation – linguistics level, formal level, cultural-social level, Ideological level

#### UNIT-III

Types of translation – literal and free, partial, total and restricted – constraints imposed by socio-cultural contexts – Translatability and limits of translation – Machine Translation - Translation of scientific texts – terminology, syntax

#### UNIT-IV

Study and assessment of translations: Tamil to English: A.K. Ramanujan's Interior Landscape, English to Tamil: Desika Vinayakam Pillay's translation of Fitzgerald's Omarkayam

#### UNIT-V

Practical Work: A short history or scientific text to be given. Challenges in Translation: Idioms, Proverbs, Cultural usage, etc.

**Books for Reference:**

Susan, Bassnett: *Translation Studies*

Arrowsmith, W & Shattuck R (eds): *Crafts and context of Translation*

Savoy, Theodore: *The Art of Translation*

Catford: *Linguistics Theory of Translation*

**TEXT BOOKS:**

Lalita and Susie Tharu. *Introduction to Women Writing in India*. Penguin

**REFERENCES:**

1. Bassnett, Susan and Harish Trivedi, eds. 1999. *Post-colonial Translation*. London. Routledge

2. Amit Choudhury, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London

3. R. Azhagarsan & Ravikumar *Anthology of Tamil Dalit Writing* (OUP)

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
III	23PEN3EC51	TRANSLATION STUDIES					3	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

<b>Mapping</b>	1-29%	30-59%	60-69%	70-89%	90-100%
<b>Matches</b>	1-14	15-29	30-34	35-44	45-50
<b>Relationship</b>	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – III

Course Code: 23PEN3EC52  
Instruction Hours: 3  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE – V – FILM APPRECIATION

#### Objectives:

1. To enable the students to appreciate fiction and non-fiction works
2. To introduce the film appreciation as a discipline and to develop in them analytical and critical skills as an independent art form

#### Course outcomes:

1. Appreciate film as an art form, technical medium and a multi-faceted industry
2. Draw students' attention to the diversity and the range of opinion within the subject.
3. Encourage questioning ability through the films as it reaches a mass people.
4. Engage them in debates and thinking in the area of film.
5. Empowering them to create a short film or movie of worth ideologies.

#### UNIT I

Feature Films and Short Films, Documentaries, Parallel cinema- Introduction to Indian Cinema; History of Indian Cinema – Dadasaheb Phalkey, Bombay Talkies, Mythology and Fantasy.

#### UNIT II

Theme, Story and Screenplay; Characteristics, Semiotics Cinematic Terms; Cinematography and Editing- Time and Space, Narrative, Shot, Set and Design, Lighting, Sound/Music

#### UNIT III

The Concept of Film Form: genre / sub-genre (narrative film, avant-garde film, film noir, documentary), Themes tropes- cue -suspense - themes- functions- motif - parallelism- development- unity/ disunity Film Narrative: Title - Story- Plot- narration (Restricted and omniscient)-duration- motivation- motif- parallelism- character traits- cause and effects–exposition-climax- point of view

#### UNIT IV

Components of a Film Review: Plot, Genre, Role of actors, Background information, condensed synopsis, argument / analysis, evaluation, recommendation, opinion.

#### UNIT V

Appreciating any film as practice

#### **Books for Reference:**

Turner, Graeme – *Film as Social Practice*, Routledge, London  
Monoco, James – *How to Read a Film*, Routledge, London

Relationship Matrix for COs, POs and PSOs

Semester	Code	Title of the Course					Hours	Credits			
III	22PEN3EC52	FILM APPRECIATION					3	3			
Course Outcomes (COs)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓				✓	
CO2			✓	✓	✓	✓	✓	✓	✓	✓	
CO3			✓				✓				
CO4	✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches(✓) = <b>36</b> Relationship: <b>HIGH</b>											

Mapping	1-29%	30-59%	60-69%	70-89%	90-100%
Matches	1-14	15-29	30-34	35-44	45-50
Relationship	Very Poor	Poor	Moderate	High	Very High

## SEMESTER – III

Course Code: 23PEN3NME2  
Instruction Hours: 2  
Credits: 2

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### NME – II– LEADERSHIP SKILLS

#### OBJECTIVES:

1. To introduce the students to all aspects of leadership and organizations.
2. To make them become good leaders.

#### COURSE OUTCOMES:

1. Demonstrate an understanding of leadership qualities
2. Identify the different aspects of leadership.
3. Exhibit their mastery in body language and Nonverbal Communication
4. Master negotiation skills
5. Be able to analyse organizational behavior, conflicts and entrepreneurship skills

#### UNIT I INTRODUCTION

1. Role of a Leader
2. Leadership Development and Behavior
3. Trust, Integrity and Ethics Personality and Leadership

#### UNIT II

##### SELF-ASSESSMENT

1. Work/Life Balance
2. Leader/Follower Relationship Making /Leading change

#### UNIT III

##### LEADERSHIP SKILLS

Time Management (The Priority Matrix – Minimizing Distractions – Avoiding Procrastination– Action Planning)

Delegation Skills (Successful Delegation–Barriers to delegation–The who and how of delegating– The SMART acronym)

#### UNIT IV

##### NEGOTIATION SKILLS

1. Definition of negotiation
2. Types of negotiation
3. Stages of negotiation

#### UNIT V

##### CONFLICT RESOLUTION

1. Reasons for conflict
2. Consequences of conflict
3. Resolution Strategies

#### TEXT BOOKS:

1. Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
2. Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution

#### WEB RESOURCES:

1. <https://www.skillsyouneed.com/leadership-skills>
2. <https://www.mindtools.com/LeadershipSkills>
3. <https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1>

## VALUE ADDED COURSE

Course Code: 23PENVA21

Exam Hours: 2

Internal Marks: 50 External Marks: 50 Credits: 2\*

### ENGLISH FOR PROFESSIONAL DEVELOPMENT

#### Course Objectives

1. To train learners to perform better in competitive contexts and in their chosen career
2. To empower students with the requisite employability skills required for success in the professional, business and social realms and to bridge the gap between industry requirements and academic practices

#### Course Outcomes:

1. Students will remember and recall the basic principles of communication
2. Students will develop an understanding of the dynamics of communication in the professional sphere
3. Students will apply the communication skills in their speeches and analyse their performance
4. Students will evaluate the impact of presentation skills in job interview and group discussion
5. Students will perform confidently in job interviews, group discussions and other professional activities

#### Unit – I Elements of Communication

- i) Verbal and nonverbal communication (Importance of gestures, postures and eye contact)
- ii) Overcoming barriers to communication
- iii) Salient features of professional communication

#### Unit – II Effective Speaking

- i) Drafting a speech on a given topic in simple English
- ii) Using the “Building Block Approach” - the drafted speech is rehearsed in parts till confidence builds up. (Opening of a Talk, Body of a Speech, How to close a Talk)
- iii) Preparing a speech begins right from choosing a subject matter, material collection, choice of words and organization of the speech.
- iv) Speeches for various occasions such as farewell, inaugural, welcome and vote of thanks to be delivered.
- v) The training sessions include Panic Clinic Exercises, which a step-by-step approach is based on Behaviour Therapy Assertiveness training to break the fear barrier and develop confidence.
- vi) Voice culture in which students would be alert to pay special attention to their intonation and stress patterns. Voice and video recordings of the speeches would be used as training tools.

## **Unit – III Group Discussion**

### **Theory**

- i) The definition of group discussion ii) The characteristics of an effective group Skills and duties of discussion leaders and discussants iii) Problem solving in group discussion
- iv) Role of the moderator Listening skills and voice exercises

### **Practice**

#### **Unit – IV Job Interview**

### **Theory**

- 1. What is a Job Interview? 2. Success in Interview 3. What is a resume?
- 4. Telephonic and virtual interviews

### **Practice**

- i) Simulated job-interviews shall be conducted in the classroom to instill confidence in the students. ii) Students will be asked to prepare resumes for interview
  - iii) Mock Panel- Interviews shall be held at regular intervals
- A checklist of the frequently asked questions will be provided to the trainees and they will have to work out the answers on these topics of interest to prospective employer.

#### **Unit – V Communication essentials in the professional sphere**

- i) Mechanics of language (Explanation and Tasks on Nouns–noun endings, formation and spelling, Verbs – regular and irregular verbs, tricky verbs, transitive and intransitive verbs, etc. Prepositions, Relative Pronouns, Adjectives– meaning of adjectives, forming adjectives, Adverbs– definition, meaning forming with adverbs, Using Direct and Indirect Speech, Concord: Subject-Verb agreement, Comparisons: comparatives and superlatives, Spelling Problems- Common spelling errors to overcome)
- ii) Email Etiquettes

### **References :**

- 1) Devaraj,A.,andK.S.Antonymsamy.*ExecutiveCommunication*.TataMcGraw-HillEducationPrivateLtd.,2009.
- 2) Sánchez,H.,*Englishforprofessionalsuccess*. Boston, Mass:Thomson,2006.
- 3) Smith, L.andMoore,R., *Englishforcareers*.2014.
- 4) Chan,M.,*Englishforbusinesscommunication*.London:Routledge,2020.

### **Web Resources**

- 1. Interview questions and answers-YouTube  
<https://www.youtube.com/watch?v=KCm6JVtoRdo>
- 2. How to discuss a topic in a group? –YouTube  
<https://www.youtube.com/watch?v=YY2yjEEoB3U>

## VALUE ADDED COURSE

Course Code: 23PENVA22

Exam Hours: 2

Internal Marks: 50 External Marks: 50 Credits: 2\*

## CONVERSATIONAL ENGLISH

### Unit I

Greeting, Introducing, Inviting someone, Making requests, Seeking permission, Persuading

### Unit II

Compliment/congratulating, Expressing sympathy, Complaining, Apologizing, Starting a conversation with a stranger, ending a conversation

### Unit III

Asking for information, Asking someone to say something again, Checking that you have understood, Asking if someone is able to do something

### Unit IV

At the Doctor's, At the bank, Railway enquiry, Looking for accommodation, In a Government office, At the Greengrocer's

### Unit V

Invitation to a party, Talking about a vacation, Seeking admission in a school, Asking about a course, Selling a product, Getting a book published, An interview

### PRESCRIBED TEXT:

Spoken English for You Level 1 by Radhakrishna Pillai G, K.Rajeevan, Emerald Publishers, Chennai.

Spoken English for You Level 2 by Radhakrishna Pillai G, Emerald Publishers, Chennai.

## SEMESTER – IV

Course Code: 23PEN4CC11  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – XI – SUBALTERN STUDIES

#### Objectives:

1. To make students the general definition and the theory of Subaltern concepts.
2. To create a awareness to students on the impact of Colonialism of the Subaltern people and the impact created by the Colonial writers.

#### Course Outcomes:

1. To learn the general definition and the theory of Subaltern concepts and other terms
2. To study the impact of colonialism on the subaltern people and the impact created by the colonial writers
3. To concentrate on how a particular phenomenon on relates to matters of ideology, race, social class and/or gender
4. To describe the process of constructing one's identity and public persona according to a set of socially acceptable
5. To comprehend the theories and substitution of the literary works to developing world in general sense

#### Unit I: Poetry

Oodegroo Noonuccal (Kath Walker)	:	A Song of Hope
Meena Kandasamy	:	Apologies for Living On
Mervyn Morris	:	Judas
Roy Campbell	:	Poets in Africa

#### Unit II: Poetry

Gabriel Okara	:	You Laughed and Laughed and Laughed
Chinua Achebe	:	Refugee Mother and Child
J.P.Clark	:	Night Rain
Claude McKay	:	If we Must Die

#### Unit III: Prose

Martin Luther King Jr.	:	I Have Dream
Gayatri Chakravorty Spivak:	:	Can the Subaltern Speak?

#### Unit IV: Drama

Israel Zangwill	:	The Melting Pot
Wole Soyinka	:	The Road

#### Unit V: Fiction

Chimamanda Adiche	:	Purple Hibiscus
Imayam	:	Beasts of Burden (Koveru Kazhuthaigal)

## SEMESTER – IV

Course Code: 23PEN4CC12  
Instruction Hours: 6  
Credits: 5

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### CORE COURSE – XII – BRITISH LITERATURE

#### Objectives:

1. To make students examine the global context that has reshaped both British Literature and English Language in the 20<sup>th</sup> century.
2. To enable students to know about British Literature in its Socio-Cultural and Political contexts.

#### Course Outcomes:

1. Students will gain insight into the growth and development of British drama, novel, prose, poetry and criticism
2. Students will understand the socio-political context of the period from 18<sup>th</sup> century- 20<sup>th</sup> Century
3. Students will differentiate Victorian period and Modern period.
4. Students will understand British literature in its socio-cultural and political contexts.
5. Learn various interpretative techniques to approach literary texts of varied genres.

#### Unit- I: Poetry

G.M. Hopkins :	Pied Beauty
T.S.Eliot :	The Wasteland
W.B. Yeats :	The Second Coming

#### Unit- II: Prose

Charles Lamb :	Dream Children (A Reverie)
Willaim Hazlitt :	On Reading Old Books
Thomas Carlyle :	Hero as a Man Of Letters

#### Unit- III: Drama

Shaw :	The Apple Cart
Samuel Beckett :	Waiting For Godot

#### Unit- IV: Novel

Virginia Woolf :	Mrs Dalloway
Charlotte Bronte :	Jane Eyre

#### Unit -V: Criticism

Simone de Beauvoir :	The Second Sex (Chapter -I )
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Relationship Matrix for COs, POs and PSOs											
Semester	Code	Title of the Paper					Hours	Credits			
IV	23PEN4CC12	BRITISH LITERATURE					6	5			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO2	✓		✓	✓	✓	✓	✓		✓	✓	
CO3	✓	✓		✓		✓	✓			✓	
CO4	✓	✓	✓		✓	✓	✓	✓	✓		
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches (✓) = 43						Relationship : High					
Mapping	1-29%	30-59%			60-69%		70-89%		90-100%		
Matches	1-14	15-29		30-34		35-44		45-50			
Relationship	Very Poor	Poor		Moderate		High		Very High			

**SEMESTER – IV**

Course Code: 23PEN4PW

Instruction Hours: 4

Credits: 3

Exam Hours: 3

Internal Marks: 25

External Marks: 75

**PROJECT WITH VIVA-VOCE**

## SEMESTER – IV

Course Code: 23PEN4EC6  
Instruction Hours: 4  
Credits: 3

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### ELECTIVE COURSE - VI- CREATIVE WRITING

(Industry Entrepreneurship)

#### Objectives:

1. To enable students to develop the skill of creative writing.
2. To develop the power of thinking and to apply in writing.

#### Course Outcomes:

1. Explore the creative process through writing about varied techniques of fiction, non-fiction & poetry.
2. Learn how to critique (and be critiqued) constructively.
3. Developing divergent thinking.
4. Improving creativity level in thinking and writing.
5. Mastering in conversational techniques and in dialogue scripting.

#### UNIT I

Introduction to Creative Writing -Situational Imagination – Expression of Imagination in Language – Creation of Word Pictures – Creation of Ambience – Major literary techniques

#### UNIT II

Analysis of the Creative Writing Components (Poem, Novel, Short Story, Drama, Diary)-

#### UNIT III

Writing for various media-Editing& Proof Reading-Elements of Narration - Story and Plot - Characterization - Point of View

#### UNIT IV

Feature Writing - Writing for Children - Writing for Radio, Theatre, Television and Films

#### UNIT V

Basics of Script Writing for Stage and Screen – Characterization on Stage – Dialects and characterization through dialogue – Stage devices and ambience creation

#### Reference Books:

Field, Syd *Foundation of Screen Writing*. Delta Revised Edition, New York: 2005. Print

Mills, Paul *The Routledge Creative Writing Course Book*. London: Routledge Publishers, 2006. Print

Morley, David. *The Cambridge Introduction to Creative Writing*, London: Cambridge University Press, 2007. Print

## SEMESTER – IV

Course Code: 23PEN4SE1  
Instruction Hours: 4  
Credits: 2

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### SE – I – ENGLISH LANGUAGE TEACHING

(Professional Competency Skill)

#### Objectives:

1. To make students aware of national and international approaches, methods, setting and materials.
2. To enhance the students on effective lesson planning with a focus on instructional objectives, assessment and classroom management.

#### Course outcomes:

1. Learners will know various approaches and methods, aspects and strategies in teaching English
2. Understand the concept of English for Specific Purpose and its development
3. Comprehend classroom strategies of teaching English as L2 in a typical Indian classroom of a heterogeneous nature.
4. Apply the language's function socially and culturally to be able to teach the language (English) effectively.
5. Comprehend new and newer methodologies, techniques and strategies of teaching L2.

#### UNIT-I

1. Need For Teaching /Learning English
2. Teaching English: As Second Language

#### UNIT-II

1. Major Approaches – Grammar Translation Method/Audio-Lingual
2. Communicative / Situational Approach
3. Direct Method

#### UNIT-III

1. Teaching the Four Skills (LSRW)
2. Teaching Prose, Poetry, Drama.

#### UNIT-IV

1. Teaching Levels---Primary, Secondary, Higher Secondary Collegiate.
2. Curriculum Design—Syllabus Framing, Choice and Production of Teaching Materials.
3. Motivation And Use Of Teaching Aids

#### UNIT-V

1. Testing—Purpose, Need, Tools, and Types.
2. Types of Question and Objectives of Testing.
3. Evaluation Techniques.
4. Error Analysis

**Books for Reference:**

Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*.  
Longmans, 1970.

Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge UP, 1986.

Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990

<b>Relationship Matrix for COs, POs and PSOs</b>											
<b>Semester</b>	<b>Code</b>	<b>Title of the Paper</b>					<b>Hours</b>	<b>Credits</b>			
IV	23PEN4SE1	ENGLISH LANGUAGE TEACHING					4	2			
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>CO2</b>	✓	✓	✓		✓	✓	✓	✓	✓		
<b>CO3</b>	✓	✓	✓	✓	✓	✓		✓		✓	
<b>CO4</b>	✓	✓		✓	✓	✓	✓		✓	✓	
<b>CO5</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<b>Number of Matches (✓) = 43</b>						<b>Relationship : High</b>					
<b>Mapping</b>											
<b>Mapping</b>	1-29%		30-59%		60-69%		70-89%		90-100%		
<b>Matches</b>	1-14		15-29		30-34		35-44		45-50		
<b>Relationship</b>	Very Poor		Poor		Moderate		High		Very High		

## SEMESTER – IV

Course Code: 23PEN4SE2  
Instruction Hours: 4  
Credits: 2

Exam Hours: 3  
Internal Marks: 25  
External Marks: 75

### SE- II – EMPLOYABILITY SKILLS (Soft Skills)

#### OBJECTIVES:

1. To help students identify the knowledge and skills required for obtaining employment.
2. To emphasize on individual skill assessments and interpersonal communication skills.

#### COURSE OUTCOMES:

1. Get to know their personal strengths and weaknesses.
2. Understand factors that contribute to confidence and self-esteem
3. Gain knowledge on the skill of communicating effectively with employers, supervisors and co- workers.
4. Understand teamwork approach to completing tasks.
5. Be aware on the strategies for handling stress and work pressure.

#### UNIT I

Behavioral Skills- Personal Strength Analysis-Ethics, Values & Etiquette- Social Etiquette- Role Modeling.

#### UNIT II

English Literacy- Functional English- Reading- Written English- Communication skills- Self Introduction- Verbal and Non-Verbal Communication- Campus to work.

#### UNIT III

IT Literacy- Basics of Computers- Operating System- Ms Word-Ms Excel-Web browsers and search engines- email- mobile application.

#### UNIT IV

Entrepreneurship Skills- Maintaining Efficiency at Workplace - Occupational Safety, Health and Environment Education.

#### UNIT V

Career plan-basic professional skills-resume preparation- mock interview- career pathways- search and apply for job.

#### TEXT BOOKS:

1. Arvind M Nawale, Mahesh M Nivargi, An Introduction to Employability Skills- A textbook for College Students. Macmillan Publications.
2. A. K. Xavier and S. Radhakrishnan, A Textbook of Employability Skills, JK Publications.
3. Manojkumar C Shimpi, Employability Skills. Neelam Publications.