



# AVS

## COLLEGE OF ARTS & SCIENCE

### (AUTONOMOUS)

Attur Main Road, Ramalingapuram, Salem - 106.

(Recognized under section 2(f) & 12(B) of UGC Act 1956 and

Accredited by NAAC with 'A' Grade)

(Co - Educational Institution | Affiliated to Periyar University, Salem

ISO 9001 : 2015 Certified Institution)

[principal@avscollege.ac.in](mailto:principal@avscollege.ac.in) | [www.avscollege.ac.in](http://www.avscollege.ac.in)

Ph : 98426 29322, 94427 00205.

Syllabus for

## M.A ENGLISH

CHOICE BASED CREDIT SYSTEM –

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

(CBCS – LOCF)

(Applicable to the Candidates admitted from 2023-24 onwards)

## **VISION**

- Aims towards excellent in education, research, promoting invention, innovation and preserving culture identify for future generation.

## **MISSION**

- Provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research.
- Aspire to be a nation a leader in developing educated contributors, career ready learners and global citizens.
- Provide well equipped facilities for teaching, research, and administration and student life.
- Have well defined autonomous governance structure.
- To make a significant, consistent and sustainable contribution towards social, cultural and economic life in Tamil Nadu, India.

## REGULATIONS

### 1. Eligibility for Admission:

Any candidate who has passed B.A. English or any other Bachelor's degree examination of this University or any other University recognized by the syndicate as equivalent there to shall be permitted to appear and qualify for M.A. English (2years programme).

Preference will be given to students of B.A. English. Students from other Bachelor's degree must possess a minimum of 60% in Part II English and must have done two papers in English under the non-semester system or four papers in English under the semester system.

### 2. Duration:

The programme of the degree of Master of Arts in English shall consist of two academic years, consisting of four semesters.

The course of study shall be based on Choice Based Credit System (CBCS) pattern with internal assessment.

For this purpose, each academic year shall be divided into two semesters.

First and Third Semester - July to November and Second and Fourth Semester – December to April.

### 3. Eligibility for award of degree:

A candidate shall be eligible for the award of the degree.

A period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

### 4. Course of Study:

The study of English literature focuses mainly on analysis, debate and critical theorising about a large number of published works, be they novels, poems, plays or other literary works.

### 5. Scheme of Examination:

The scheme of examinations for different semesters shall be as follows:

For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks.

The duration of each test shall be one / one and a half hour.

## 6. Passing Rules:

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains NOT LESS THAN 50% OF MARKS prescribed for the examination.

### i) Theory

Candidates who do not obtain the required minimum marks for a pass in a paper(s) shall be required for a pass in the same at a subsequent appearance.

He/ She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning 92 credits.

### Programme Outcomes (POs)

On successful completion of the **M.A English**

<b>PO1</b>	The graduates would be able to aesthetically appreciate English literature and language.
<b>PO2</b>	The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong Learning.
<b>PO3</b>	The graduates would effectively be able to use English in day-to-day life.
<b>PO4</b>	The ability of the graduates would be enhanced to think and write critically and clearly.
<b>PO5</b>	The graduates would be able to recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.
<b>PO6</b>	To Gain advanced knowledge of the subject, including the knowledge of literary history, genre criticism, literary theory, critical theory and research methodology.
<b>PO7</b>	Students will demonstrate critical and analytical skills in close reading, comprehension, interpretation, and evaluation of diverse literatures and authors across a variety of genres.
<b>PO8</b>	Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
<b>PO9</b>	Students learn to analyze literature and to write on literary topics at an advanced level.
<b>PO10</b>	Students will demonstrate a familiarity with literary history, literary theory, and rhetoric, including an awareness of the structures of power and systems of inequality that shape the literary studies.

**Program Specific Outcomes (PSOs)**

After the successful completion of **M.A English** programme the students are expected to

<b>PSO1</b>	Enhancing knowledge of different literatures in English
<b>PSO2</b>	Understanding of values and culture inherited in literary texts
<b>PSO3</b>	Cultivating critical ability to explore literary texts from varied points of view.
<b>PSO4</b>	Displaying expertise to pursue research in English.
<b>PSO5</b>	Acquisition of life skills for wider employment avenues.

**Programme Educational Objectives (PEOs)**

The **M.A., English** programme describe accomplishments that graduates are expected to attain within five to seven years after graduation.

<b>PEO1</b>	To introduce the various aspects of literary criticism for proper understanding and appreciation of literature.
<b>PEO2</b>	To acquaint the students with different theoretical and practical aspects and components of language and literature teaching.
<b>PEO3</b>	To enable the students to face the competitive exams with ease.
<b>PEO4</b>	To acquaint students with major trends in English literature through a detailed study of specific literary texts.
<b>PEO5</b>	To introduce the various aspects of literary criticism for proper understanding and appreciation of literature.

**CREDIT DISTRIBUTION FOR 2 YEARS M.A., ENGLISH PROGRAMME**

<b>S.NO</b>	<b>Course Type</b>	<b>Credits per Course</b>	<b>No. of Papers</b>	<b>Total Credits</b>
1	Core Courses- Theory	5	9	45
2	Core Courses- Theory	4	3	12
3	Elective Courses	3	6	18
4	Supportive Course (SEC + EDC)	2	3	6
5	Project	7	1	7
6	Internship	2	1	2
7	Human Rights +Extension Activity	1	2	2
<b>Total Credits</b>				<b>92</b>

**CONSOLIDATED SEMESTER WISE AND COMPONENT WISE CREDIT DISTRIBUTION  
FOR 2 YEARS M.A ENGLISH PROGRAMME**

<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Total</b>
<b>20</b>	<b>26</b>	<b>23</b>	<b>23</b>	<b>92</b>

\*Part I, II and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programmes and the other components IV and V have to completed during the duration of the programmes as per the norms, to be eligible for obtaining the UG degree.

**METHOD OF EVALUATION**

<b>Evaluation</b>	<b>Components</b>	<b>Marks</b>
Internal Evaluation	Continuous Internal Assessment Test	15
	Assignments	3
	Class Participation	2
	Distribution of marks for Attendance (in percentage) 96 – 100: 5 Marks 91 – 95: 4 Marks 86 – 90: 3 Marks 81 – 85: 2 Marks	5
External Evaluation	End Semester Examination	75 Marks
<b>Total</b>		<b>100 Marks</b>

**Note:** 1.PG Programmes- A candidate must score minimum 13 marks in Internal and 38 marks in External Evaluation.

## CONTINUOUS INTERNAL ASSESSMENT

### Categorizing Outcome Assessment

#### Levels Using Bloom's Taxonomy

level	Cognitive Domain	Description
K1	Remember	It is the ability to remember the previously learned concepts or ideas.
K2	Understand	The learner explains concepts or ideas.
K3	Apply	The learner uses existing knowledge in new contexts.
K4	Analyze	The learner is expected to draw relations among ideas and to compare and contrast.
K5	Evaluate	The learner makes judgments based on sound analysis.
K6	Create	The learner creates something unique or original.

### Question Paper Blue Print for Continuous Internal Assessment – I & II

Duration: 2 Hours		Maximum: 50 marks					
Section	K level						Marks
	K1	K2	K3	K4	K5	K6	
A (no choice)	10						10 X 1 =10
B (no choice)		1	1				2 X 5 =10
C (either or choice)				3			3 x 10 = 30
<b>Total</b>							<b>50 marks</b>

*Note: K4 and K5 levels will be assessed in the Model Examination whereas K5 and K6 Levels will be assessed in the End Semester Examinations.*



### **Question Paper Blue Print for Continuous Internal Assessment - I**

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
I or II	-	-	Q.N. 14 A, 14 B
II	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

#### **SECTION – A (10 X 1 = 10 Marks)**

ANSWER ALL THE QUESTIONS

#### **SECTION – B (2 X 5 = 10 Marks)**

ANSWER ALL THE QUESTIONS

#### **SECTION – C (3 X 10 = 30 Marks)**

ANSWER ALL THE QUESTIONS (Either or Choice)

### **Question Paper Blue Print for Continuous Internal Assessment - II**

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
III	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
III or IV	-	-	Q.N. 14 A, 14 B
IV	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

#### **SECTION – A (10 X 1 = 10 Marks)**

ANSWER ALL THE QUESTIONS

#### **SECTION – B (2 X 5 = 10 Marks)**

ANSWER ALL THE QUESTIONS

#### **SECTION – C (3 X 10 = 30 Marks)**

ANSWER ALL THE QUESTIONS (Either or Choice)

**Question Paper Blue Print for Model Examination & End Semester Examination**

Duration: 3 Hours		Maximum: 75 marks						
Section	K level						Marks	
	K1	K2	K3	K4	K5	K6		
A (no choice, three questions from each unit)		15						15 X 1 =15
B (choice, one question from each unit)			1	1				2 X 5 =10
C (either or choice & two questions from each unit)	<i>Courses with K4 as the highest cognitive level</i>				4	1		5 x 10 = 50
	<i>Course with K5 as the highest cognitive level wherein three K4 questions and two K5 questions are compulsory.</i>				3	2		
	<i>Course with K6 as the highest cognitive level wherein two questions each on K4, K5 and one question on K6 are compulsory.</i>				2	2	1	
Total								75 marks

**Question Paper Blue Print for Model Examination & End Semester Examination**

Time: 2 Hours

Total Marks: 75 Marks

Minimum Pass: 30 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3	Q.N. 16	Q.N. 21 A, 21 B
II	Q.N. 4, 5, 6	Q.N. 17	Q.N. 22 A, 22 B
III	Q.N. 7, 8, 9	Q.N. 18	Q.N. 23 A, 23 B
IV	Q.N. 10, 11, 12	Q.N. 19	Q.N. 24 A, 24 B
V	Q.N. 13, 14, 15	Q.N. 20	Q.N. 25 A, 25 B

**SECTION – A (15 X 1 = 15 Marks)**

ANSWER ALL THE QUESTIONS

**SECTION – B (2 X 5 = 10 Marks)**

ANSWER ANY TWO QUESTIONS

**SECTION – C (5 X 10 = 50 Marks)**

ANSWER ALL THE QUESTIONS (Either or Choice)

## Scheme of Examination for M.A., ENGLISH

### First Year – Semester - I

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23PENCT01	Core – I English Poetry	5	5	25	75	100
I	23PENCT02	Core – II English Drama	5	5	25	75	100
I	23PENCT03	Core – III English Fiction	6	4	25	75	100
II	23PENME01	Elective – I Indian Writing in English	4	3	25	75	100
II	23PENME02	Elective – II Theatre Art	5	3	25	75	100
<b>Total</b>			<b>25</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>-</b>

### First Year – Semester - II

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23PENCT04	Core – IV American Literature	5	5	25	75	100
I	23PENCT05	Core – V Shakespeare Studies	5	5	25	75	100
I	23PENCT06	Core – VI Post - Colonial Theory and Literature	5	4	25	75	100
II	23PENME03	Elective – III Approaches to English Language Teaching	3	3	25	75	100
II	23PENME04	Elective – IV A Glimpse of Nobel Laureates	3	3	25	75	100
II	23PCMNE02	Non Major Elective Course – Business Communication	3	2	25	75	100
II	23PSOCCC01	Fundamentals of Human Rights	1	1	25	75	100
<b>Total</b>			<b>25</b>	<b>23</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Second Year – Semester - III

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23PENCT07	Core – VII Contemporary Literary Criticism	5	5	25	75	100
I	23PENCT08	Core – VIII Canadian Studies	6	5	25	75	100
I	23PENCT09	Core – IX Literature of The Marginalized in India	5	5	25	75	100
I	23PENCT10	Core – X Film and Media Studies	4	4	25	75	100
II	23PENME05	Elective – V Translation Studies	3	3	25	75	100
II	23PENEC02	Functional English	2	2	25	75	100
III		Internship	-	2	-	-	-
<b>Total</b>			<b>25</b>	<b>26</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Second Year – Semester - IV

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23PENCT11	Core – XI Twenty First Century Millennial Literature and Culture	5	5	25	75	100
I	23PENCT12	Core – XII Subaltern Studies	5	5	25	75	100
II	23PENME06	Elective – VI English Literature for NTA, NET, SET & GATE	4	3	25	75	100
III	23PENPR01	Project with VIVAVOCE	10	7	-	-	-
II	23PENSEC01	English for Careers	1	2	-	-	-
IV	23PENEX01	Extension Activity	-	1	-	-	-
<b>TOTAL</b>			<b>25</b>	<b>23</b>	<b>-</b>	<b>-</b>	<b>-</b>

**\*\*Ins. Hrs** – Instructional Hours, **CIA**- Continuous Internal Assessment, **ESE**- End Semester Examination

<b>Semester: I</b>	<b>Course Code: 23PENCT01</b>	<b>Hours/Week: 7</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – I ENGLISH POETRY</b>			

**Course Overview:**

- Poetry, literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm.

**Learning Objectives:**

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

<b>Unit - I</b>	<b>Middle English Poetry</b>	<b>07 Hours</b>
-----------------	------------------------------	-----------------

Chaucer : “The General Prologue”

Pardoner

The Nun

Additional Reading

Doctor

Friar

<b>Unit - II</b>	<b>Elizabethan Poetry</b>	<b>07 Hours</b>
------------------	---------------------------	-----------------

Spenser-Epithalamion

Donne "A Valediction: forbidding mourning"

<b>Unit - III</b>	<b>Seventeenth Century Poetry</b>	<b>07 Hours</b>
-------------------	-----------------------------------	-----------------

Seventeenth Century Poetry

John Milton-“Paradise Lost” Book IX

Marvell: "To His Coy Mistress"

<b>Unit - IV</b>	<b>Eighteenth Century Poetry</b>	<b>07 Hours</b>
------------------	----------------------------------	-----------------

Dryden" Absalom and Achitophel" Lines 150–476

Burns" Holy Willie's Prayer"

<b>Unit - V</b>	<b>Modern Poetry</b>	<b>07 Hours</b>
-----------------	----------------------	-----------------

Rupert Brooke: - "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"

W. H. Auden: "Elegy on the Death of W. B. Yeats"

Dylan Thomas: "Do Not Go Gentle Into That Good Night"

Larkin: "Whitsun Weddings"

Ted Hughes: Life After Death

**Text Book(s):**

1. 1973, The Oxford Anthology of English Literature Vol .I. The Middle Ages Through the 18<sup>th</sup> century.OUP,London

**Reference Books:**

1. T.S. Eliot, 1932, "The Meta physical Poets" from Selected Essay; Faber and Faber limited, London.
2. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 Meta physical Poetry, Stratford-upon-Avon Studies Vo l. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed.,1993,The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge

**Web Resources:**

1. <http://www.english.org.uk/chaucer/html>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre](https://www.worldhistory.org/Elizabethan_Theatre)
4. <https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.Html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.Html)

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Students will gain ideas about the old English writing style.	K1
CO2	The knowledge about various forms of poetry During different centuries can be well comprehended.	K2
CO3	Evaluate various poets as representatives of their periods.	K3
CO4	Trace the evolution of various literary movements.	K4
CO5	Justify British Poetry as an aesthetic record of the societies concerned.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low



<b>Semester: I</b>	<b>Course Code: 23PENCT02</b>	<b>Hours/Week: 7</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – II ENGLISH DRAMA</b>			

**Course Overview:**

1. A form of performance that involves conflicts, emotions, and the portrayal of human experiences through dialogue and action. It typically presents a story or situation that engages the audience's emotions, evoking intense feelings such as tension, excitement, or empathy.

**Learning Objectives:**

1. To acquaint the students with the origin of drama in Britain
2. Different stages of British Drama 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 technique simplified by the pioneers of English drama.

<b>Unit - I</b>	<b>Beginnings of Drama</b>	<b>07 Hours</b>
-----------------	----------------------------	-----------------

Miracle and Morality Plays-Everyman

The Senecan and Revenge Tragedy

Thomas Kyd-The Spanish Tragedy

<b>Unit - II</b>	<b>Elizabethan Theatre</b>	<b>07 Hours</b>
------------------	----------------------------	-----------------

Theatres

Theatre groups

Audience

Actors and conventions

Tragedy And Comedy

Christopher Marlowe: The Jew of Malta

<b>Unit - III</b>	<b>Jacobean Drama</b>	<b>07 Hours</b>
-------------------	-----------------------	-----------------

John Webster: The White Devil



<b>Unit - IV</b>	<b>Restoration</b>	<b>07 Hours</b>
------------------	--------------------	-----------------

Irish Dramatic Movement

J.M. Synge The Play boy of the Western World

<b>Unit - V</b>	<b>Epic Theatre</b>	<b>07 Hours</b>
-----------------	---------------------	-----------------

Bertolt Brecht

Mother Courage and her Children

Comedy of Menace

Post-Modern Drama

Samuel Beckett: Waiting for Godot

**Text Book(s):**

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

**Reference Books:**

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
4. House Pvt., Ltd., (6thed) New Delhi.
5. Michael Hathaway,1982,ElizabethanPopularTheatre:PlaysinPerformance,Routledge, London
6. Kinney, Arthur. F. 2004, A Companion to Renaissance Drama, Oxford: Black well Publishing. <https://www.britannica.com/art/epic-theatre>

**Web Resources:**

1. [http://www.questia.com\(onlineibraryforresearch\)](http://www.questia.com(onlineibraryforresearch))
2. <http://www.clt.astate.edu/wmarey/asste%>
3. <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
4. <https://www.britannica.com/art/English-literature/The-Restoration>
5. <https://www.britannica.com/art/epic-theatre>



**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

<b>Learning Outcomes:</b>		
Upon successful completion of this course, the student will be able to:		
<b>COs</b>	<b>Statements</b>	<b>Bloom's Level</b>
CO1	Appraise various aspects of drama and theatre,	K1
CO2	Identify drama and performance as a cultural process and an artistic discourse,	K2
CO3	Evaluate plot structure, characterization and dialogue,	K3
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	K4
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

<b>Mapping (COs vs POs)</b>										
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**S - Strong, M – Medium, L – Low**

<b>Semester: I</b>	<b>Course Code: 23PENCT03</b>	<b>Hours/Week: 6</b>	<b>Credit: 4</b>
<b>COURSE TITLE: CORE – III ENGLISH FICTION</b>			

**Course Overview:**

1. Fiction refers to literature created from the imagination. Mysteries, science fiction, romance, fantasy, chick lit, and crime thrillers are all fiction genres. Whether or not all of these genres should be considered “literature” is a matter of opinion.

**Learning 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.
3. To understand the social background base on the prescribed novels.
4. Identifying and differentiating various forms of novels.
5. Trying hands in writing a piece of work on their own.

<b>Unit - I</b>	<b>Novel as a Form</b>	<b>07 Hours</b>
-----------------	------------------------	-----------------

Concepts and Theories about the Novel

Poetics of the Novel

Definition

Types

Narrative modes

Omniscient narration

Allegorical Novel and Satire

John Bunyan The Pilgrim’s Progress

<b>Unit - II</b>	<b>The New World Novel</b>	<b>07 Hours</b>
------------------	----------------------------	-----------------

Daniel Defoe Picaresque Novel

Laurence Stern Robinson Crusoe

<b>Unit - III</b>	<b>Middle Class Novel of Manners</b>	<b>07 Hours</b>
-------------------	--------------------------------------	-----------------

Jane Austen Emma

<b>Unit - IV</b>	<b>Women's Issues</b>	<b>07 Hours</b>
------------------	-----------------------	-----------------

Charlotte Bronte

Jane Eyre

<b>Unit - V</b>	<b>Liberal Humanism Individual Environment and Class Issues</b>	<b>07 Hours</b>
-----------------	---	-----------------

James Joyce: Portrait of the Artist as a Young Man

**Text Book(s):**

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.

**Reference Books:**

1. Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2. Frederick Karl, 1977, Reader's Guide to the Development of the English Novel
3. Till the 18<sup>th</sup> Century, the Camelot Press Ltd. Southampton.
4. Arnold Kettle, 1967, An Introduction to English Novel Vo 1 .II, Universal Book Stall , New Delhi.
5. Raymond Williams, 1973, the English Novel: From Dickens to Lawrence, Chatto & Windus, London.
6. Ian Milligan, 1983, the Novel in English: An Introduction, Macmillan, Hong Kong.

**Web Resources:**

1. [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
2. <http://en.wikipedia.org/wiki/novel>
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>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	A wide knowledge about different types of novels can be mastered by The students	K1
CO2	Students can learn the art of writing different forms of novel with the Learned notions.	K2
CO3	Evaluate Social, domestic and gothic novels.	K3
CO4	Assess philosophical and political under pinnings of Victorian morality, Anti-Victorian realities and the aesthetic Movement.	K4
CO5	Infer themes relating to the turn of the century events through close Reading of text.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

**S - Strong, M – Medium, L – Low**

<b>Semester: I</b>	<b>Course Code: 23PENME01</b>	<b>Hours/Week: 5</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – I INDIAN WRITING IN ENGLISH</b>			

**Course Overview:**

1. Indian Writing in English (IWE), is the body of work by writers in India who write in the English language but whose native or co-native language could be one of the numerous languages of India.

**Learning Objectives:**

1. Enabling the students to understand the evolution of Indian Writing in English.
2. To enable the learners to get exposed to the historical movements of the Indian sub-continent
3. Comprehending different genres through the representation of different texts.
4. To inculcate in the students the cultural significance of Indian English literature.
5. To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

<b>Unit - I</b>	<b>Poetry</b>	<b>05 Hours</b>
-----------------	---------------	-----------------

Aurobindo :Tiger and the Deer, Rose of God

Toru Dutt, The Casuarina Tree

Sarojini Naidu :Palanquin Bearers, Coromandel Fishers

<b>Unit - II</b>	<b>Poetry</b>	<b>05 Hours</b>
------------------	---------------	-----------------

Kamala Das: Looking Glass

An Introduction to Parthasarathy :A River Once, Under the Sky

Nissim Ezekiel: Morning Prayer, Enterprise.

<b>Unit - III</b>	<b>Play</b>	<b>05 Hours</b>
-------------------	-------------	-----------------

Girish Karnad: Nagamandala

<b>Unit - IV</b>	<b>Prose</b>	<b>05 Hours</b>
------------------	--------------	-----------------

Dr. S. Radhakrishnan: Emerging World Society

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

<b>Unit - V</b>	<b>Novel</b>	<b>05 Hours</b>
-----------------	--------------	-----------------

Anita Desai: Where Shall we go this Summer

**Text Book(s):**

1. Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan.1995.

**Reference Books:**

1. K.R. Srinivasa Iyengar,1962,–History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, Authors, Texts, Issues: Essay son Indian literature, Pen craft International, New Delhi.
4. Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels. , OUP.

**Web Resources:**

1. [http://en.wikipedia.org/wik/indian\\_wriTIng\\_in\\_english](http://en.wikipedia.org/wik/indian_wriTIng_in_english)
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
3. <https://www.britannica.com/biography/Sri-Aurobindo>
4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
5. <https://www.britannica.com/biography/Anita-Desai>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand the themes of Indian Writing in English	K1
CO2	Identify the major trends in Indian Writing in English	K2
CO3	Examine the back ground and settings of the prescribed texts	K3
CO4	Evaluate the cultural significance of Indian English Literature	K4
CO5	The exposure to diverse culture and literature will further enlighten about socio-cultural scenario in the contemporary era.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create



Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: I</b>	<b>Course Code: 23PENME02</b>	<b>Hours/Week: 5</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – II THEATRE ART</b>			

#### Course Overview:

1. Theatre Art courses focus on the performance, costume design, production design and more. These all courses are offered in Offline as well as Online mode. Theatres Arts courses are offered at all levels whether it is Graduate, Postgraduate, Doctorate, and as well as at the Diploma level presently.

#### Learning Objectives:

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

<b>Unit - I</b>	<b>Elements of Drama</b>	<b>05 Hours</b>
-----------------	--------------------------	-----------------

Drama as a performing art

Relation between drama and theatre

The role of theatre

The Need for permanent theatres

<b>Unit - II</b>	<b>Theatres</b>	<b>05 Hours</b>
------------------	-----------------	-----------------

Greek theatre, Shakespearean theatre

The Absurd theatre The Epic theatre

The Multipurpose theatre Designing for a particular theatre

The Eastern theatre-conventional and the non conventional theatre

Folk Theatre

Urban theatre

Third theatre, other theatres in Vogue

<b>Unit - III</b>	<b>Basics of Play Directing</b>	<b>05 Hours</b>
-------------------	---------------------------------	-----------------

Fundamentals of Play directing

Concept

Technique

Physical Balance

Demonstration

The Director and the stage

<b>Unit - IV</b>	<b>Components of Acting</b>	<b>05 Hours</b>
------------------	-----------------------------	-----------------

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

<b>Unit - V</b>	<b>Stage set up</b>	<b>05 Hours</b>
-----------------	---------------------	-----------------

Reactions against the theatre of illusion

Expressionism and dramatic symbolism

Stage-design in the modern world

Lighting in the modern world

Word versus spectacles

**Text Book(s):**

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>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand abroad range of theatrical disciplines and Experiences	K1
CO2	Identify the diversity of theatrical experiences and the role of theatre in Society	K2
CO3	Discover the relationships among the various facets of Theatre	K3
CO4	Estimate drama as a performing art and the aspects of Stagecraft	K4
CO5	The exposure to diverse component to facting and techniques	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	M	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: II</b>	<b>Course Code: 23PENCT04</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – IV AMERICAN LITERATURE</b>			

#### Course Overview:

1. American literature is a general term for the entire literary canon of what is now the United States of America, dating back to long before the area was a single country. It has evolved significantly over time, starting with the ancient oral traditions of Native American groups.

#### Learning Objectives:

1. To introduce the learners to the development of American literature.
2. To familiarize social and political events that have a bearing on American writing
3. To introduce the concepts and emerging themes in American literature
4. To inculcate the movements and trends that shaped American literature,
5. To familiarize the students with the relation between aesthetics and racism in Fiction

<b>Unit - I</b>	<b>Poetry</b>	<b>06 Hours</b>
-----------------	---------------	-----------------

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”

Sylvia Plath “Lady Lazarus”

Adrienne Rich “Snapshots of a Daughter-in-law”

<b>Unit - II</b>	<b>Prose</b>	<b>06 Hours</b>
------------------	--------------	-----------------

Victor Herandez Cruz “Today is a day of great joy”

Wendolyn Brooks “Kitchenette Building”

Joy Harijo “Remember” (From the Language I Give You Back)

Ed James Habai, Double Day, 1995. p.165-66

Amy Tan-Mother Tongue

<b>Unit - III</b>	<b>Drama</b>	<b>06 Hours</b>
-------------------	--------------	-----------------

Arthur Miller Death of a Salesman

Tennessee Williams-A Street Car Named Desire

<b>Unit - IV</b>	<b>Fiction/Short Story</b>	<b>06 Hours</b>
------------------	----------------------------	-----------------

Edgar Allan Poe-“The Cask of Amontillado”

N.Scott Momaday –The House Made of Dawn

Kate Chopin-The Awakening

<b>Unit - V</b>	<b>Autobiography</b>	<b>06 Hours</b>
-----------------	----------------------	-----------------

Excerpts from Malcolm X

Hispanic Women Writing

Cherrie Moraga-Getting Home Alive

#### **Text Book(s):**

1. Tom M. Apostol: Mathematical Analysis, 2ndEdition, Addison Wesley Publishing Company Inc. New York, 1974.

#### **Reference Books:**

1. Marcus Cunliffe: Sphere History of Literature-AmericanLiteratureto1900.
2. Boris Ford: The New Pelican Guide to English Literature-Vol.9.American Literature.

#### **Web Resources:**

1. <https://www.thoughtco.com/americanliterary-periods-741872>
2. <https://www.poetryfoundation.org/poets/walt-whitman>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Analyze the movements and trends that shaped American literature	K4
CO2	Estimate various speeches and concepts of living which changed American history.	K2
CO3	Evaluate the relation between aesthetics and racism in fiction	K3
CO4	Validate representative socio-political ,cultural, racial and gender Perspectives in theatrical works	K4
CO5	The exposure to the different literary genres and its evolution in American Literature	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>

**S - Strong, M – Medium, L – Low**

<b>Semester: II</b>	<b>Course Code: 23PENCT05</b>	<b>Hours/Week: 5</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – V SHAKESPEARE STUDIES</b>			

**Course Overview:**

1. Advanced study of the plays of Shakespeare and his contemporaries, making use of the facilities and opportunities provided by Shakespeare's Globe Theatre and by King's. You will develop a detailed knowledge of early modern drama, particularly Shakespearean drama.

**Learning Objectives:**

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
2. Analyzing the context of Elizabethan England from the evolving contemporary Perspective down the ages
3. Undertake textual analysis of Shakespeare's Plays and Sonnets
4. Appraise Shakespeare's contribution to English language and literature
5. Critically understanding the appreciations by critics on Shakespeare

<b>Unit - I</b>	<b>Theatres</b>	<b>05 Hours</b>
-----------------	-----------------	-----------------

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 &amp; play production

<b>Unit - II</b>	<b>Shakespeare Sonnets</b>	<b>05 Hours</b>
------------------	----------------------------	-----------------

Sonnets -12,65,86,130

Comedies- Winter 'stale

<b>Unit - III</b>	<b>Tragedy</b>	<b>05 Hours</b>
-------------------	----------------	-----------------

Othello



<b>Unit - IV</b>	<b>History</b>	<b>05 Hours</b>
------------------	----------------	-----------------

Henry IV Part I

<b>Unit - V</b>	<b>Shakespeare Criticism</b>	<b>05 Hours</b>
-----------------	------------------------------	-----------------

Modern approaches-mythical

Archetypal

Feminist

Post-colonial

New historicist

A.C. Bradley (extract) Chapter V & VI

The New Introduction by John Russell

Brown in Shakespeare an Tragedy by A.C. Bradley, London

Macmillan, Third Edition- 1992

Stephen Green Blatt- In- visible Bullets: Renaissance Authority and its Sub-version

Political Shakespeare

New Essays in Cultural Materialism

Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994

**Text Book(s):**

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

**Reference Books:**

1. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4. John F. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.





**Web Resources:**

1. <http://www.shakespeare.bham.ac.uk/resources>,
2. <https://www.folger.edu/shakespeares-theater>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Critically understanding the appreciations by critics on Shakespeare	K2
CO2	Understand Elizabethan theatre and the theatre's development	K2
CO3	Critical perspectives on Shakespeare's Plays and Sonnets	K3
CO4	Understand the trends in Shakespeare studies.	K2
CO5	Modern Approaches in Shakespearean criticism	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: II</b>	<b>Course Code: 23PENCT06</b>	<b>Hours/Week: 5</b>	<b>Credit: 4</b>
<b>COURSE TITLE: CORE – VI POST COLONIAL THEORY AND LITERATURE</b>			

**Course Overview:**

1. Postcolonial theory is a literary theory or critical approach that deals with literature produced in countries that were once, or are now, colonies of other countries. It may also deal with literature written in or by citizens of colonizing countries that takes colonies or their peoples as its subject matter.

**Learning Objectives:**

1. To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
2. To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres
3. To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
4. Emphasis will be laid on tracing the development of post-colonial literatures and theory
5. Understanding the critical perspectives in Postcolonial literatures.

<b>Unit - I</b>	<b>Poem</b>	<b>05 Hours</b>
-----------------	-------------	-----------------

E.M. Forster : A Passage to India

<b>Unit - II</b>	<b>Novels</b>	<b>05 Hours</b>
------------------	---------------	-----------------

Chinua Achebe : Things Fall Apart

Salman Rushdie : Midnight's Children

<b>Unit - III</b>	<b>Stories</b>	<b>05 Hours</b>
-------------------	----------------	-----------------

Samuel Selvon: The Lonely Londoners

Bapsi Sidhwa: Ice Candy Man

<b>Unit - IV</b>	<b>Poetry</b>	<b>05 Hours</b>
------------------	---------------	-----------------

Arun Kolatkar: The Priest

Yeshwant Rao: An Old Woman

A.K. Ramanujan: Birthday Farewells

Kofi Awonoor: The Weaver Bird, Songs of Sorrow

<b>Unit - V</b>	<b>Colonial Theory</b>	<b>05 Hours</b>
-----------------	------------------------	-----------------

Post-Colonial Literary Theory

**Text Book(s):**

1. Macaulay's Minute of 1831/35.
2. Post-Colonial Studies: eds. Ashcroft et al.

**Reference Books:**

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin
3. Canadian Voices. ed. S. Kudched karand Jameela Begum
4. Frantz Fanon: The Wretched of the Earth Delhi, 1991.
5. Ashish Nandy: The Fear of Nationalism.

**Web Resources:**

1. [https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature)
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Critically understanding the political and social background of the Third world nations.	K2
CO2	Understand the emerging trends in Post-Colonial Literature	K2
CO3	Problems and consequences of the decolonization of a country,	K3
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K4
CO5	Interpret the postcolonial concepts found in different literary genres	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: II</b>	<b>Course Code: 23PENME03</b>	<b>Hours/Week: 4</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING</b>			

#### Course Overview:

1. The communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach

#### Learning Objectives:

1. To enhance the learning and teaching skills of English
2. To familiarize students about the basic concepts and theories related to English language Teaching
3. To focus on the problems and consequences on language teaching
4. Emphasis will be laid on tracing the development of language teaching skills
5. Understanding the teaching aspects

<b>Unit - I</b>	<b>A Brief history of Language Teaching</b>	<b>09 Hours</b>
-----------------	---	-----------------

The Grammar Translation method

The Direct method

The Audio lingual method

Language teaching innovations in the nineteenth century

<b>Unit - II</b>	<b>Methods &amp; Approaches</b>	<b>09 Hours</b>
Nature of approaches and methods in Language Teaching Definition of Approach and method Objectives Syllabus Learning activities Roles of learners Teachers and materials of the following approaches Oral approach and situational language teaching The Silent Way Community Language Learning Suggestopedia Competency Based Language Teaching		
<b>Unit - III</b>	<b>Methods of Language Teaching &amp; Learning</b>	<b>09 Hours</b>
Current Communicative Approaches The Natural Approach Co-operative language Learning Content based instruction Task-based language teaching		
<b>Unit - IV</b>	<b>Methods of Teaching Genres</b>	<b>09 Hours</b>
Teaching Aspects Teaching Prose Teaching Poetry Teaching Grammar Teaching of Non-Detailed Text		
<b>Unit - V</b>	<b>Use of Media in ELT</b>	<b>09 Hours</b>
The integration of elements in multi-media language learning systems BBC English by Radio and Television-an outline history Using BBC English by Radio and Television in the classroom		

**Text Book(s):**

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.

**Reference Books:**

1. Dr. Shaikh Mowla Methods of Teaching English
2. Dr. Gurav H.K Teaching Aspects of English Language

**Web Resources:**

1. [http://www.ehow.com/way-5557572\\_effective-teaching-strategies-prose.htm/](http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/)
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Know the brief history of language teaching methods	K1
CO2	Understand the difference between the terms, methods, approaches And techniques used in teaching	K2
CO3	Identify the objectives, active role of learners, teachers and materials Of different approaches in teaching	K3
CO4	Analyze the steps of teaching prose, poetry, grammar, non-detailed Text can develop it.	K4
CO5	Perceive the use of radio and television in language learning	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: II</b>	<b>Course Code: 23PENME04</b>	<b>Hours/Week: 4</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – IV A GLIMPSE OF NOBEL LAUREATES</b>			

#### Course Overview:

1. A Noble Laureates course is a course that focuses on the work of Nobel Laureates. These courses can cover a wide range of topics, depending on the specific focus of the course. Some courses may focus on the work of a specific Nobel Laureate, while others may focus on the work of Nobel Laureates in a particular field

#### Learning Objectives:

1. To introduce the learners to the Nobel Laureates of various genres of Literature
2. To familiarize students on various Nobel Laureates
3. To focus on interpreting the works of various Nobel Laureates
4. Focus one valuate critically and aesthetically the prescribed texts
5. Understanding the Nobel Laureates contribution to the society

<b>Unit - I</b>	<b>Detailed Poetry</b>	<b>09 Hours</b>
-----------------	------------------------	-----------------

Pablo Neruda-If You Forget A Song of Despair

<b>Non-Detailed Poetry</b>
----------------------------

As One Listens to the Rain

The Power of the Dog–Rudyard Kipling Oracle- Seamus Heaney

<b>Unit - II</b>	<b>Detailed Prose</b>	<b>09 Hours</b>
------------------	-----------------------	-----------------

Loot-Nadine Gordimer

He Comes Round the Corner-Charles Hanson Towne

<b>Non-Detailed Prose</b>
---------------------------

Excerpts from Disgrace - J.M. Coetzee

Excerpt from Sula - Toni Morrison

<b>Unit - III</b>	<b>Detailed Drama</b>	<b>09 Hours</b>
-------------------	-----------------------	-----------------

The Caretaker-Harold Pinter

<b>Non-Detailed Drama</b>
---------------------------

Man and Superman-George Bernard Shaw

<b>Unit - IV</b>	<b>Short Stories</b>	<b>09 Hours</b>
------------------	----------------------	-----------------

Alice Munro The Turkey Season Differently Runaway

The Bear Came Over the Mountain Boys and Girls

<b>Unit - V</b>	<b>Novels</b>	<b>09 Hours</b>
-----------------	---------------	-----------------

One Hundred Years of Solitude-Gabriel Garcia Marquez

Limit Theorems: Modes of convergence – Weak law of large numbers – Strong law of large numbers – Central limit theorems. (Chapter 6: Sections 6.2 to 6.4 and 6.6)

**Text Book(s):**

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

**Reference Books:**

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

**Web Resources:**

1. [https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)
2. <https://www.britannica.com/biography/Pablo-Neruda>

<p><b>Teaching Methodology:</b> Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk &amp; Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning</p>
---



<b>Learning Outcomes:</b>		
Upon successful completion of this course, the student will be able to:		
<b>COs</b>	<b>Statements</b>	<b>Bloom's Level</b>
CO1	Relate the outstanding works of Nobel Laureates in an idealistic Direction that adds the greatest benefit to humankind	K1
CO2	Interpret the works of various Nobel Laureates	K2
CO3	Interpret the works of various Nobel Laureates	K3
CO4	Evaluate critically and aesthetically the prescribed texts.	K4
CO5	Perceive the influence of Nobel Laureates in Literature	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

<b>Mapping (COs vs POs)</b>										
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

**S - Strong, M – Medium, L – Low**

<b>Semester: II</b>	<b>Course Code: 23PCMNE02</b>	<b>Hours/Week: 3</b>	<b>Credit: 2</b>
<b>COURSE TITLE: NON MAJOR ELECTIVE COURSE - BUSINESS COMMUNICATION</b>			

**Course Overview:**

1. Business communication is the process of sharing information between people within the workplace and outside a company. Effective business communication is how employees and management interact to reach organizational goals. Its purpose is to improve organizational practices and reduce errors.

**Learning Objectives:**

1. The primary objective of this course is to equip participants with the knowledge and skills to effectively analyze data, build models, and perform simulations
2. To develop the students to understand about trade enquiries
3. To make the students aware about various types of business correspondence.
4. To develop the students to write business reports.
5. To enable the learners to update with various types of interviews

<b>Unit - I</b>	<b>Introduction to Business Communication</b>	<b>03 Hours</b>
-----------------	---	-----------------

Definition

Meaning

Importance of Effective Communication

Modern Communication Methods

Barriers to Communication

E-Communication

Business Letters

Need - Functions

Essentials of Effective Business Letters – Layout

<b>Unit - II</b>	<b>Trade Enquiries</b>	<b>03 Hours</b>
------------------	------------------------	-----------------

Trade Enquiries – Orders and their Execution

Credit and Status Enquiries

Complaints and Adjustments

Sales Letters

Circular Letters

Collection Letters

<b>Unit - III</b>	<b>Banking Correspondence</b>	<b>03 Hours</b>
-------------------	-------------------------------	-----------------

Banking Correspondence

Types

Structure of Banking Correspondence

Elements of a Good Banking Correspondence

Insurance

Meaning and Types

Insurance Correspondence

Difference between Life and General Insurance

Meaning of Fire Insurance

Kinds

Correspondence Relating to Marine Insurance

Agency Correspondence

Introduction, Kinds, Stages of Agent Correspondence, Terms of Agency Correspondence

<b>Unit - IV</b>	<b>Secretarial Correspondence</b>	<b>03 Hours</b>
------------------	-----------------------------------	-----------------

Company Secretarial Correspondence

Introduction

Duties of Secretary

Classification of Secretarial Correspondence

Specimen letters

Agenda and Minutes of Report writing

Introduction

Types of Reports

Preparation of Report Writing

<b>Unit - V</b>	<b>Application Letter</b>	<b>03 Hours</b>
-----------------	---------------------------	-----------------

Application Letters

Preparation of Resume

Interview: Meaning– Objectives and Techniques

Various Types of Interviews

## Public Speech – Characteristics of a Good Speech

**Text Book(s):**

1. Rajendra Pal & J.S. Korlahalli, Essentials of Business Communication-Sultan Chand & Sons- New Delhi.

**Reference Books:**

1. V.K. Jain and Om Prakash, Business communication, S. Chand, New Delhi.

**Web Resources:**

1. <https://accountingseekho.com>
2. <https://bachelors.online.nmims.edu/degree-programs>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Acquire the basic concept of business communication.	K1
CO2	Exposed to effective business letter.	K2
CO3	Paraphrase the concept of various correspondences	K3
CO4	Prepare Secretarial Correspondence like agenda, minutes and various business Reports.	K4
CO5	Acquire the skill of preparing an effective resume.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: II</b>	<b>Course Code: 23PSOCCC01</b>	<b>Hours/Week: 2</b>	<b>Credit: 1</b>
<b>COURSE TITLE: FUNDAMENTALS OF HUMAN RIGHTS</b>			

**Course Overview:**

- Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education.

**Learning Objectives:**

- To learn about Basic Facets of Human Rights.
- To understand the development of human rights in India.
- To know the various rights pertaining to marginalized and other disadvantaged people.
- To help the students to know various human rights movements.
- To make the students to be aware of human rights redressal mechanisms

<b>Unit - I</b>	<b>Introduction</b>	<b>02 Hours</b>
-----------------	---------------------	-----------------

Meaning and Definitions of Human Rights

Characteristics and Importance of Human Rights

Evolution of Human Rights

Formation

Structure and Functions of the UNO - Universal Declaration of Human Rights

International Covenants-Violations of Human Rights in the Contemporary Era

<b>Unit - II</b>	<b>Human Rights in India</b>	<b>02 Hours</b>
------------------	------------------------------	-----------------

Development of Human Rights in India

Constituent Assembly and Indian Constitution

Fundamental Rights and its Classification

Directive Principles of State Policy – Fundamental Duties.

<b>Unit - III</b>	<b>Rights of Marginalized and other Disadvantaged People</b>	<b>02 Hours</b>
-------------------	--	-----------------

Rights of Women

Rights of Children

Rights of Differently Abled

Rights of Elderly

Rights of Scheduled Castes

Rights of Scheduled Tribes

Rights of Minorities

Rights of Prisoners

Rights of Persons Living with HIV/AIDS – Rights of LGBT.

<b>Unit - IV</b>	<b>Human Rights Movements</b>	<b>02 Hours</b>
------------------	-------------------------------	-----------------

Peasant Movements(Tebhaga and Telangana) – Scheduled Caste Movements

Scheduled Caste Movements (Mahar and Ad-Dharmi) – Scheduled Tribes Movements (Santhal and Munda)

Environmental Movements ( Chipko and Narmada Bachao Andolan)

Social Reform Movements (Vaikom and Self Respect).

<b>Unit - V</b>	<b>Redressed Mechanisms</b>	<b>02 Hours</b>
-----------------	-----------------------------	-----------------

Protection of Human Rights Act, 1993 (Amendment 2019)

Structure and Functions of National and State Human Rights Commissions

National Commission for SCs – National Commission for STs

National Commission for Women

National Commission for Minorities

Characteristics and Objectives of Human Rights Education.

**Text Book(s):**

1. Dr. S. Mehartaj Begum, Human Rights in India: Issues and perspectives, APH Publishing Corporation, New Delhi, 2010.

**Reference Books:**

1. Sudarshanam Gankidi, Human Rights in India: Prospective and Retrospective, Rawat Publications, Jaipur, 2019.
2. Satvinder Joss, Human Rights in India, Rutledge, New Delhi, 2020.
3. Namita Gupta, Social Justice and Human Rights in India, Rawat Publications, Jaipur, 2021.

**Web Resources:**

1. [www.un.org/rights/HRToday](http://www.un.org/rights/HRToday)
2. [www.amnesty.org](http://www.amnesty.org)

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

<b>Learning Outcomes:</b>		
Upon successful completion of this course, the student will be able to:		
<b>COs</b>	<b>Statements</b>	<b>Bloom's Level</b>
CO1	Understand the basic facets of human rights	K1
CO2	Comprehend the Constitutional provisions of humanrights in India	K2
CO3	Grasp the rights of the marginalized and otherdisadvantaged people in India	K3
CO4	Know the historical background of the various humanrights movement in India.	K4
CO5	Understand the redressal mechanism of the human rights violations	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

<b>Mapping (COs vs POs)</b>										
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	S	S	S	M	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: III</b>	<b>Course Code: 23PENCT07</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – VII CONTEMPORARY LITERARY CRITICISM</b>			

**Course Overview:**

1. Contemporary literary criticism co-exists with literary theory, the study of the general trends, goals, and methods of literature. Literary criticism used to limit itself to the interpretation and evaluation of the literary work, as seen in schools of criticism such as Russian Formalism and New Criticism.

**Learning Objectives:**

1. To enable the students to comprehend that criticism is not merely an understanding of Literary text but also a rapidly increasing body of knowledge.
2. To provide knowledge about the different schools in contemporary literary Criticism
3. To focus on interpreting the works of various literary critics
4. Focus on evaluate critically and aesthetically the prescribed texts
5. Understanding the principles of criticism

<b>Unit - I</b>	<b>Criticism</b>	<b>06 Hours</b>
-----------------	------------------	-----------------

Jacques Derrida-Structure, Sign and Play in the Discourse of Human Sciences

<b>Unit - II</b>	<b>Literary Theory</b>	<b>06 Hours</b>
------------------	------------------------	-----------------

M. H. Abrams- The Deconstructive Angel

<b>Unit - III</b>	<b>Literary Theory</b>	<b>06 Hours</b>
-------------------	------------------------	-----------------

Edward Said-Crisis (In Orientalism)

<b>Unit - IV</b>	<b>Literary Criticism</b>	<b>06 Hours</b>
------------------	---------------------------	-----------------

Cleanth Brooks Irony as Principle of Structure

Sigmund Freud–Creative Writers and Day Dreaming

<b>Unit - V</b>	<b>Literary Criticism</b>	<b>06 Hours</b>
-----------------	---------------------------	-----------------

Roland Barthes–From Work to Text

Terry Eagleton-Capitalism, Modernism and Post Modernism

**Text Book(s):**

1. Eagleton, T. (2008).Literary theory: An introduction of Minnesota Press.



**Reference Books:**

1. Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
2. Lodge, David. Twentieth Century Literary Criticism: A Reader. Rout ledge, 2016.

**Web Resources:**

1. <http://ocw.mit.edu/ocwweb/Mathematics>, <http://mathforum.org/>
2. <http://www.opensource.org>, <http://en.wikipedia.org>,

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand a literary text by applying various critical theories.	K1
CO2	Develop the objective analysis of the subject matter.	K2
CO3	Analyze a literary text with reference to socio-political Issues	K3
CO4	Evaluate critically and aesthetically the prescribed texts.	K4
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	S	M	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: III</b>	<b>Course Code: 23PENCT08</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – VIII CANADIAN STUDIES</b>			

**Course Overview:**

1. Canadian Studies is a program for those who seek a deeper understanding and appreciation of our society, its origins, unique character and problems. The program's core courses provide critical perspectives on the major issues and controversies that mark contemporary Canada.

**Learning Objectives:**

1. Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
2. To provide knowledge about the different trends in Canadian studies
3. To focus on interpreting the prescribed works critically
4. Focus on important dimensions to understanding Canada including multicultural and Immigrant experience.
5. Understanding the folklore and its influence on Canadian Literature

<b>Unit - I</b>	<b>Poetry</b>	<b>09 Hours</b>
-----------------	---------------	-----------------

The Dying Eagle - E.J. Pratt

An Aboriginal Mothers Lament-Charles Harpur

Gulliver – Kennath Sleessor

Australia – A.D. Hope

The Trial of Dedan Kimathi- Ngugi wa Thiong'o and Micere Githae Mugo

<b>Unit - II</b>	<b>Fiction</b>	<b>09 Hours</b>
------------------	----------------	-----------------

Survival – Margaret Atwood

No New Land – M.G. Vassangi

<b>Unit - III</b>	<b>Drama</b>	<b>09 Hours</b>
-------------------	--------------	-----------------

The Road -Wole Soyinka

<b>Unit - IV</b>	<b>Short Story</b>	<b>09 Hours</b>
------------------	--------------------	-----------------

Sunshine And Other Stories – Stephen Leacock

In Search Of April Rain Tree – Beatrice Mosonior (Culleton).

<b>Unit - V</b>	<b>Criticism</b>	<b>09 Hours</b>
-----------------	------------------	-----------------

The Canadian Post-Modern-Linda Hutcheon

Last Essay from The Bush Garden- Northrop Frye

**Text Book(s):**

1. Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Rutledge, 2002.

**Reference Books:**

1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer
2. A short History of Canada, Desmond Morton, Edmonton:Hurtig1983

**Web Resources:**

1. [www.india.gc.ca](http://www.india.gc.ca)
2. [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand the historical and political background of Canadian Literature	K1
CO2	Understanding the folklore and its influence in Canadian Literature	K2
CO3	Analyze a literary text with reference to socio-political Issues	K3
CO4	Evaluate critically and aesthetically the prescribed texts.	K4
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: III</b>	<b>Course Code: 23PENCT09</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – IX LITERATURE OF THE MARGINALIZED IN INDIA</b>			

**Course Overview:**

1. Marginalized groups in India face humiliation, exclusion, economic deprivation, as well as ill-treatment. There are various groups that are marginalized such as women, people with disabilities, the aged, scheduled castes and scheduled tribes. Muslims and Advises are two groups that are highly marginalized.

**Learning Objectives:**

1. Sensitizing students in the history of anti-caste and anti-discrimination Discourses\
2. To provide knowledge about the Dalit' surprising in the literary, social and cultural spheres
3. To focus on studies caste, reflecting up on the history of anti-caste struggle in India.
4. Focus on important dimensions to understanding political spheres in India
5. Understanding the disciplines and covers arrange of disciplines including history, Sociology, ethnography, anthropology and literature.

<b>Unit - I</b>	<b>Post-Colonial Studies</b>	<b>06 Hours</b>
-----------------	------------------------------	-----------------

Studies on Caste (colonial/ postcolonial)

Study on Caste by Lakshmi Narasu

“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Dr.B.R.Ambedkar)

<b>Unit - II</b>	<b>Gender Studies</b>	<b>09 Hours</b>
------------------	-----------------------	-----------------

The Inter face between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti;

Caste and Gender by Anupama Rao

<b>Unit - III</b>	<b>Dalit Studies</b>	<b>09 Hours</b>
-------------------	----------------------	-----------------

History and Theory of Dalit Uprising

Dalits and Democratic Revolution in India by Gail Omvedt

<b>Unit - IV</b>	<b>Colonial Studies</b>	<b>09 Hours</b>
------------------	-------------------------	-----------------

Paul Attewell and Firdaus F. Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India", Volume I, Number 01, IIDS and Princeton University, USA.

Case Study: M. Sukhdeo Thorat Paul Attewell

Firdaus F. Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India", Volume I, Number 01, IIDS and Princeton University, USA.

<b>Unit - V</b>	<b>Short Stories</b>	<b>09 Hours</b>
-----------------	----------------------	-----------------

Mulk Raj Anand special issue on dalit literature in the journal, Indian Literature,

Shortstories- Kisumbukaran by Bama Aarumugam

#### Text Book(s):

1. Caste and Tribes by Risley

#### Reference Books:

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)

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

#### Learning Outcomes:

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand the historical and political background of Caste.	K1
CO2	Understanding the dimensions of discriminations	K2
CO3	Analyze a literary text with reference to socio-political Issues	K3
CO4	Evaluating the prescribed texts critically.	K4
CO5	Exposure to arrange of disciplines including history, sociology, Ethnography, anthropology and literature.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	M
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

Semester: III	Course Code: 23PENCT10	Hours/Week: 6	Credit: 4
<b>COURSE TITLE: CORE – X FILM AND MEDIA STUDIES</b>			

#### Course Overview:

1. Film and Media Studies develop skills in the analysis of film, television and new media texts, an understanding of the forces at work behind their production and consumption, with an emphasis on theoretical, cultural and historical knowledge necessary for critical engagement.

#### Learning Objectives:

1. Finding the popular interest in films with technical and socio-cultural dimensions of film Appreciation.
2. Understanding the bond between the films and literature.
3. Analyzing the literary texts in comparison with the films.
4. Critical appreciation of films in the background of literary theories.
5. Tracing the differentiation in films from different parts of the world

<b>Unit - I</b>	<b>Introduction to film studies</b>	<b>04 Hours</b>
-----------------	-------------------------------------	-----------------

What is film?

Film

Cinema and Movie

The Hybrid Nature of Film

The Language of Cinema

Authorship

A Brief History- Beginning and Growth of Cinema.

<b>Unit - II</b>	<b>Film Genres</b>	<b>04 Hours</b>
------------------	--------------------	-----------------

Documentary (factual films)

Narrative

Avant Garde Films

Feature Films

Short Films

Thriller

Fantasy

Animation

Digital films

<b>Unit - III</b>	<b>Literature and Film</b>	<b>04 Hours</b>
-------------------	----------------------------	-----------------

Literary language and film language

Adaptation and Notions of Fidelity

Narrative Structure and Strategies in Film and Fiction

<b>Unit - IV</b>	<b>Film Theory</b>	<b>04 Hours</b>
------------------	--------------------	-----------------

Realism

Formalism

Auteur Theory

Ideology in Film

Apparatus theory

Structuralism

Psychoanalytical film theory

<b>Unit - V</b>	<b>Understanding Mass Media</b>	<b>04 Hours</b>
-----------------	---------------------------------	-----------------

Role of media in our life

Media and mass media

Functions of mass media

Types of mass media

Theories of press media.

**Text Book(s):**

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey

**Reference Books:**

1. Ed.Bil INichols, 1993, Movies and Methods Vo 1 .II, Edition Seagull Books, Calcutta.
2. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

**Web Resources:**

1. [www.academicinfo.net/film.html](http://www.academicinfo.net/film.html).
2. <https://wnorton.com/books/9780393420531>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Film Review and appreciation becomes handy for the Students	K1
CO2	Connecting film and literature nuances effectively	K2
CO3	Exposure to film techniques and genres	K3
CO4	Critical appreciation of films	K4
CO5	Analyzing film forms effectively	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	M	M	S	M	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low



<b>Semester: III</b>	<b>Course Code: 23PENME05</b>	<b>Hours/Week: 3</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – V TRANSLATION STUDIES</b>			

**Course Overview:**

1. Translation studies is an academic inter discipline dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. As an inter discipline, Translation Studies borrows much from the various fields of study that support translation.

**Learning Objectives:**

1. To enable students to get a glimpse of the rich diversity of Indian culture and literature
2. To provide knowledge about the regional languages through representative texts in English translation
3. To equip the students in the skills as well as the politics of translation.
4. Focus on important dimensions of culture through the prescribed texts
5. Understanding the nuances of translations.

<b>Unit - I</b>	<b>Poetry</b>	<b>06 Hours</b>
-----------------	---------------	-----------------

Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)

<b>Unit - II</b>	<b>Drama</b>	<b>09 Hours</b>
------------------	--------------	-----------------

Mahasweta Devi “Rudaali

Indira Parthasarathy“ The Legend of Nandan“

<b>Unit - III</b>	<b>Fiction &amp; Prose</b>	<b>09 Hours</b>
-------------------	----------------------------	-----------------

The Kite’s Daughter (Assamese)

A Parrot called Hiranman (Bengali),

Winning a Princess (Tulu).

<b>Unit - IV</b>	<b>Translations</b>	<b>09 Hours</b>
------------------	---------------------	-----------------

G.U. Pope: Thirukkural

<b>Unit - V</b>	<b>Translations Stories</b>	<b>09 Hours</b>
-----------------	-----------------------------	-----------------

Practical Translation Passages

Panchatantra Tales /Short Stories

**Text Book(s):**

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

**Reference Books:**

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

**Web Resources:**

1. <https://www.tandfonline.com/toc/rtrs20/current>
2. <https://complit.fas.harvard.edu/translation-studies>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Understand the systematic study of translation	K1
CO2	Understanding the dimensions of language and its nuances essential for translation	K2
CO3	Exposure to effective translation	K3
CO4	Equipped in the skills as well as the politics of translation.	K4
CO5	Exposure to literature in the regional languages through representative texts in English translation	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

**Mapping (COs vs POs)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	M	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	M	S	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: III</b>	<b>Course Code: 23PENEC02</b>	<b>Hours/Week: 3</b>	<b>Credit: 2</b>
<b>COURSE TITLE: EDC - FUNCTIONAL ENGLISH</b>			

**Course Overview:**

1. Functional English relates to the use of the English language to perform a specific function. However, in certain cases, a particular form of English may be required for a specific profession, vocation or purpose. This is commonly known as English for Specific Purposes (ESP).

**Learning Objectives:**

1. To expose the learners towards the organizing and delivery of speech
2. To train the learners in various language skill in Public Speaking
3. Creating awareness about using language according to the situation
4. Helping learners overcome common problems of Indian speakers of English
5. Introducing major features of spoken English

<b>Unit - I</b>	<b>Public Speaking</b>	<b>03 Hours</b>
-----------------	------------------------	-----------------

Characteristics of a good speaker

Methods of Speaking

Preparation and Delivery of Speech

<b>Unit - II</b>	<b>Speech for Situations</b>	<b>03 Hours</b>
------------------	------------------------------	-----------------

Speech to inform

Speech to Persuade

Speeches for Special occasions

<b>Unit - III</b>	<b>Occupational Skills</b>	<b>03 Hours</b>
-------------------	----------------------------	-----------------

Email

Resume

Official memo

<b>Unit - IV</b>	<b>Interview Skills</b>	<b>03 Hours</b>
------------------	-------------------------	-----------------

Prepare and practice for Interviews

Some General Questions in an Interview

Profile Writing for a Job

Presentation Skills

<b>Unit - V</b>	<b>Interpersonal Skills</b>	<b>03 Hours</b>
-----------------	-----------------------------	-----------------

Team Development

Relationship and Communication

Negotiation

**Text Book(s):**

1. Mohan, Krishna, teal. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.

**Reference Books:**

1. Sudha, S. Job Fair Keys, Jayalakshmi Publications, 2017.
2. Functional English Grammar: An Introduction for Second Language Teachers(Cambridge Language Education)

**Web Resources:**

1. <https://in.indeed.com/career-advice/interviewing/interviewing-skills>
2. <https://careerwise.minnstate.edu/careers/occupational-skills.html>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

<b>Learning Outcomes:</b>		
Upon successful completion of this course, the student will be able to:		
COs	Statements	Bloom's Level
CO1	Define communicative skills	K1
CO2	Utilize the nuances of English language in public speaking	K2
CO3	Evaluate language skills in day to day life	K3
CO4	Develop different styles of occupational skills	K4
CO5	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: IV</b>	<b>Course Code: 23PENCT11</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – XI TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE</b>			

**Course Overview:**

1. New literary work created within the last decade. It is written by contemporary authors who may deal with current theme/ issues and reflect a technological culture. It often breaks traditional writing rules.

**Learning Objectives:**

1. To sensitize the students to various aspects of new studies in twenty first century millennial literature.
2. Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21<sup>st</sup> century life of people at the global level.
3. Identify the possibilities for multidisciplinary analysis of literary texts.
4. Analyze literary texts by employing appropriate interdisciplinary theories.
5. Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

<b>Unit - I</b>	<b>Blue Studies</b>	<b>06 Hours</b>
-----------------	---------------------	-----------------

Moby Dick -Herman Melville

The Life of Pi-Yann Martel

<b>Unit - II</b>	<b>Novel</b>	<b>06 Hours</b>
------------------	--------------	-----------------

Animal farm-George Orwell

<b>Unit - III</b>	<b>Medical Studies</b>	<b>06 Hours</b>
-------------------	------------------------	-----------------

Introduction to Medical Humanities

Paul Kalanithi- When breath Becomes Air

<b>Unit - IV</b>	<b>Climate Studies</b>	<b>06 Hours</b>
------------------	------------------------	-----------------

Introduction to Climate Change and Studies

The Hungry Tide –Amitav Ghosh

<b>Unit - V</b>	<b>Novel</b>	<b>06 Hours</b>
-----------------	--------------	-----------------

Introduction to disability studies –Helen Keller

#### Text Book(s):

1. Bates, Victoria, teal. Medicine, Health and the Arts: Approaches to the Medical Humanities. 1st ed., Rout ledge, 2015.

#### Reference Books:

1. De Mello, Margo. Body Studies: An Introduction. 1st ed., Routledge, 2013

#### Web Resources:

1. <http://www.jstor.org/stable/25614299>.
2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

#### Learning Outcomes:

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	K1
CO2	The social responsibility of the students towards the society can be groomed in an effective way.	K2
CO3	Exposure to the emerging trends in twenty first century millennial literature.	K3
CO4	Equipped in the interdisciplinary theories.	K4
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**S - Strong, M – Medium, L – Low**

<b>Semester: IV</b>	<b>Course Code: 23PENCT12</b>	<b>Hours/Week: 6</b>	<b>Credit: 5</b>
<b>COURSE TITLE: CORE – XII SUBALTERN STUDIES</b>			

#### Course Overview:

1. Subaltern Studies discipline has two main objectives: (a) to challenge the elitism of Indian historiography in its nationalist and imperialist variants that saw the world of the peasantry and working class as simply exotic to the political and economic projects of the colonial period and irrelevant.

#### Learning Objectives:

1. To train and prepare students for enhancing their skills to understand the issues Related to socially excluded and marginalized groups
2. Develop strategies to deal with these issues successfully.
3. Analysis of literary texts in Subaltern lens
4. To examine the defined role of social constructions that affecting the space of the marginalized
5. Critically analyzing subaltern writing.

<b>Unit - I</b>	<b>Poetry–Detailed</b>	<b>06 Hours</b>
-----------------	------------------------	-----------------

Imayam- You and I The Rattle and the Cow that Changed Heads (From Indian Literature– Facets of Dalit Life, Sahitya Akademi); Rokade, L.S.–To Be or Not to Be Born  
Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations Langston Hughes Dinner Guest: Me(From commentaries on Commonwealth Poetry and Drama Published By Prestige Books, Delhi)



<b>Unit - II</b>	<b>Prose–Detailed</b>	<b>06 Hours</b>
------------------	-----------------------	-----------------

Martin Luther King (Jr)–I Have a Dream

<b>Non-Detailed</b>
---------------------

Gayatri C. Spivak- Can the Subaltern Speak

<b>Unit - III</b>	<b>Drama</b>	<b>06 Hours</b>
-------------------	--------------	-----------------

**DETAILED:** C.T. Indra (Translation) – Nandan

**NON-DETAILED:** Vijay Tendulkar–Kanyadan

<b>Unit - IV</b>	<b>Novel</b>	<b>06 Hours</b>
------------------	--------------	-----------------

Bama–Karukku

<b>Unit - V</b>	<b>Fiction</b>	<b>06 Hours</b>
-----------------	----------------	-----------------

Perumal Murugan’s One Part Woman

Arundati Roy-God of Small Things

**Text Book(s):**

1. Guha, R.S. of P.S.R. (1988).Selected subaltern studies. Oxford University Press.

**Reference Books:**

1. Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.

**Web Resources:**

1. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
2. <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning





**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Remember the diverse concepts that address issues of subalterns.	K1
CO2	Comprehend the meaning and nature of the Subaltern history.	K2
CO3	Analyze various subaltern texts	K3
CO4	Determine the sources and structures of social inequalities.	K4
CO5	Develop strategies to deal with Marginalized issues successfully.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low

<b>Semester: IV</b>	<b>Course Code: 23PENME06</b>	<b>Hours/Week: 4</b>	<b>Credit: 3</b>
<b>COURSE TITLE: ELECTIVE – VI ENGLISH LITERATURE FOR NTA, NET, SET &amp; GATE</b>			

**Course Overview:**

1. The course is designed and developed to suit the needs of those students who aim to appear for competitive exams with English Literature as their core subject..
2. It will be useful for those who aspire towards acing competitive exams with literature in English as the main subject and/or want to pursue a higher academic degree, particularly as researchers, in India or abroad

**Learning Objectives:**

1. Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
2. Evaluating the knowledge of literature.
3. Repeated practice to attend MCQs
4. Profound understanding about the various movements in English Literature
5. Tracing the growth of English literature and literary forms

<b>Unit - I</b>	<b>Introduction</b>	<b>06 Hours</b>
-----------------	---------------------	-----------------

Teaching and Research Aptitude

<b>Unit - II</b>	<b>History of English Literature</b>	<b>06 Hours</b>
------------------	--------------------------------------	-----------------

The Elizabethan Age

Chaucer to Shakespeare

The Jacobean Age

The Restoration Period

The Augustan Age

The Romantic Age

The Victorian Age

The Twentieth Century

(Modernism&amp; amp; Postmodernism)

Contemporary Period

<b>Unit - III</b>	<b>American and Non-British Literatures</b>	<b>06 Hours</b>
-------------------	---	-----------------

Historical Perspective and Background

Colonization

Colonizers and the Colonized

Common wealth Literature

Subaltern Literature

Third World Literature

American Writers: Walt Whitman

Ralph Waldo Emerson

H.D. Thoreau

Emily Dickinson

Edgar Allan Poe

<b>Unit - IV</b>	<b>Literary Theory and Criticism</b>	<b>06 Hours</b>
------------------	--------------------------------------	-----------------

Plato

Aristotle

Horace

Longinus

Philip Sidney

John Dryden

Alexander Pope

Samuel Johnson

Thomas Carlyle

Karl Marx

John Stuart Mill

Friedrich Nietzsche

Mathew Arnold

T.S. Eliot

Northrop Frye, F .R .Leavis

I.A. Richards, Jacques Lacan, Carl Gustuv Jung, Simone de Beauvoir

<b>Unit - V</b>	<b>Literary Forms</b>	<b>06 Hours</b>
-----------------	-----------------------	-----------------

Rhetoric and Prosody

Figures of Speech : Alliteration ,Antithesis Apostrophe, Assonance, Metaphor, Simile,

Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron

Rhyme and Metre, Rhythmic Patterns and Literary Terms

**Text Book(s):**

1. Harpreet Kaur. Ox ford NTA–UGC Paper IFORNET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020

**Reference Books:**

1. Srinivasa Iyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2. Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry
3. M.H. Abrams–A Glossary of Literary Terms

**Web Resources:**

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.	K1
CO2	Effectively attempting MCQs	K2
CO3	Profound understanding about the various movements in English Literature	K3
CO4	Understanding the nuances of competitive exams	K4
CO5	Expertise in literature.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	M	M	M	M
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

S - Strong, M – Medium, L – Low

Semester: IV	Course Code: 23PENSEC01	Hours/Week: 4	Credit: 2
<b>COURSE TITLE: ENGLISH FOR CAREERS</b>			

#### Course Overview:

1. This course is designed for non-native English speakers who are interested in advancing their careers in the global marketplace. In this course, you will learn about the job search, application, and interview process in the United States, while comparing and contrasting the same process in your home country.

#### Learning Objectives:

1. Give the students an understanding of the scope of English Language Teaching as a discipline.
2. Introduce key issues pertaining to Second Language Acquisition
3. Provide a broad overview of English language learning, teaching and testing.
4. Make the students aware of the specific challenges of teaching English in India.
5. Build job-related vocabulary

<b>Unit - I</b>	<b>Effective Writing</b>	<b>06 Hours</b>
-----------------	--------------------------	-----------------

Features of Effective Writing

Business correspondence

E-Mail

Report writing Technical Writing

<b>Unit - II</b>	<b>Administrative Process</b>	<b>06 Hours</b>
------------------	-------------------------------	-----------------

Agenda preparation

Preparing minutes

<b>Unit - III</b>	<b>Communication</b>	<b>06 Hours</b>
-------------------	----------------------	-----------------

Presenting Data in Verbal modes

Presenting Data in Non-verbal modes

<b>Unit - IV</b>	<b>Effective lecturing</b>	<b>06 Hours</b>
------------------	----------------------------	-----------------

Preparing Lectures on Topics

Preparing Persuasion Talks

<b>Unit - V</b>	<b>Telephone Etiquette</b>	<b>06 Hours</b>
-----------------	----------------------------	-----------------

Business Talks over Telephone

Discussion on Career Prospects and Advancements

**Text Book(s):**

1. V. Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000

**Reference Books:**

1. Oxford English for Careers Technology1 Student Book Paper back– Student Edition, 28 June 2007 by Eric Glendenning
2. English for Careers: Business, Professional, and Technical
3. Nationalism without a Nation in India by G. Aloysius

**Web Resources:**

1. <https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true>
2. <https://www.nature.com/scitable/topicpage/effective-writing-13815989/>

**Teaching Methodology:** Videos, Audios, PPT, Role Play, Quiz, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Gain knowledge of the various modes of official Correspondence and presentation	K1
CO2	Comprehend the right use of English at official works	K2
CO3	Apply the acquired styles of occupational skills and Practicing them	K3
CO4	Pick up the official behavior and becoming better doers	K4
CO5	Market the skill business correspondence and fixing themselves in better jobs	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	S	M	M	S

S - Strong, M – Medium, L – Low