

Sadakathullah Appa College

(Autonomous)

(Reaccredited by NAAC at an 'A++' Grade. An ISO 9001:2015 Certified Institution)

Rahmath Nagar, Tirunelveli- 11.

Tamil Nadu.

PG AND RESEARCH DEPARTMENT OF ENGLISH



CBCS SYLLABUS

Learning Outcome-Based Curriculum Framework For

M.A. ENGLISH

(Applicable for students admitted in June 2024 and onwards)

(As per the Resolutions of the Academic Council Meeting

held on 01.06.2024)

CONTENTS

Sl.No.	Subject Title	Subject Code
1	English Poetry – from Chaucer to 20 th Century	24PCEN11
2	English Drama	24PCEN12
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5	Green Literature	24PEEN11A
6	Theatre Art	24PEEN11B
7	Creative Writing	24PEEN11C
8	Technical Writing	24PIEN11
9	American Literature	24PCEN21
10	Shakespeare Studies	24PCEN22
11	Post – Colonial Theory and Literature	24PCEN23
12	Approaches to English Language Teaching	24PEEN21A
13	A Glimpse of Nobel Laureates	24PEEN21B
14	Travel Literature	24PEEN21C
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16	Research Methodology	24PSEN21
17	NPTEL-SWAYAM Online Certification Course (or) Naan Muthalvan : Professional Competency Course	24PSEN22

Programme Outcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and applies their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.

PO4: Analytical & Scientific Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

PO5: Research related skills: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions

Programme Specific Outcomes

PSO	Upon completion of M.A. English Degree Programme, the students will be able to:	PLOs. Mapped
PSO 1	Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.	PLO 1 & 4
PSO 2	Understand, formulate, and develop arguments logically to address issues arising in social sciences, business and other context /fields	PLO 2
PSO 3	To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research those comply with employment laws, leading the organization towards growth and development.	PLO 3
PSO 4	Developing a research framework and presenting their independent ideas effectively	PLO 4
PSO 5	Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	PLO 4 & 5

**Sadakathullah Appa College, Rahmath Nagar,
Tirunelveli – 627 011.**

**Programme Structure & Credits – PG (Arts) – 2024-2027
ENGLISH**

Sem	Course Type	Title of the Course	Course Code	H/ W	C	Marks		
						I	E	T
I	Core-I	English Poetry – from Chaucer to 20 th Century	24PCEN11	6	5	40	60	100
	Core-II	English Drama	24PCEN12	6	5	40	60	100
	Core-III	English Fiction	24PCEN13	6	4	40	60	100
	Core-IV	Indian Writing in English	24PCEN14	6	4	40	60	100
	EC-I	Green Literature	24PEEN11A	4	3	40	60	100
		Theatre Art	24PEEN11B					
		Creative Writing	24PEEN11C					
EC-II (IDC-I)	Technical Writing	24PIEN11	2	2	15	35	50	
	SOP		-	-				
			30	23			550	
II	Core-V	American Literature	24PCEN21	6	5	40	60	100
	Core-VI	Shakespeare Studies	24PCEN22	6	5	40	60	100
	Core-VII	Post – Colonial Theory and Literature	24PCEN23	5	3	40	60	100
	EC-III	Approaches to English Language Teaching	24PEEN21A	4	3	40	60	100
		A Glimpse of Nobel Laureates	24PEEN21B					
		Travel Literature	24PEEN21C					
	EC-IV (IDC-II)	English for Business Communication	24PIEN21	2	2	15	35	50
	SEC – I	Research Methodology	24PSEN21	4	3	40	60	100
	SEC – II	NPTEL-SWAYAM Online Certification Course (or) Naan Muthalvan : Professional Competency Course	24PSEN22	2	2	-	-	50
		Library Hour		1	-			
	SOP		-	1			100	
Summer – Internship Industry Training during the 1 st year vacation - credits be given in the third semester mark statement								
			30	23+1			700	

Semester - I	ENGLISH POETRY – From Chaucer to		24PCEN11			
Core- I	20th Century		L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	5

General Objective: To expose students to the beauty and wonders of the poetic world that starts from the Age of Chaucer and lasts till to the 20th Century.

Learning Objectives

LO	The learners will be able to:
LO-1	Familiarize themselves with English Poetry from Medieval England to the 17 th Century
LO-2	Focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO-3	Grasp the History of English literature and its evolution across the years
LO-4	Identify the differentiation among the various stages of English literature
LO-5	Approach various literary forms with a critical perspective

UNIT I - Middle English Poetry

Chaucer: "The General Prologue",

"The Pardoner",

"The Nun"

"The Physician",

"The Friar",

"The Wife of Bath"

UNIT II – Elizabethan Poetry

Spenser: "Epithalamion"

John Donne: "A Valediction: Forbidding Mourning", "The Canonization"

UNIT III – Seventeenth-Century Poetry

John Milton: "Paradise Lost" Book IX

Andrew Marvell: "To His Coy Mistress"

UNIT IV – Eighteenth-Century Poetry

Thomas Gray: "Elegy Written in a Country Churchyard"

"The Bard"

"Ode on the death of a Favourite cat drowned in a tub of Gold Fishes"

Robert Burns: "Holy Willie's Prayer"

UNIT V – Modern Poetry

Rupert Brooke: "The Soldier"

W.B. Yeats: Sailing to Byzantium

W.H. Auden: "Elegy on the Death of W.B. Yeats" (In memory of W.B. Yeats)

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

&"Poem in October"

Philip Larkin: "The Whitsun Weddings"

Ted Hughes: "Hawk Roosting"

Seamus Heaney: "Digging"

Carol Ann Duffy: "Standing Female Nude"

Textbooks:

1. 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th Century, OUP, London.
2. Standard editions of texts.

Reference Books:

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

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Gain ideas about the old English writing style.	1	K2
CO-2	Acquire knowledge about various forms of poetry during different centuries.	1,3	K3
CO-3	Evaluate various poets as representatives of their periods.	1,2,4	K5
CO-4	Trace the evolution of various literary movements.	1,2	K4
CO-5	Justify British Poetry as an aesthetic record of the societies concerned.	1,3	K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
I	24PCEN11	ENGLISH POETRY					90	5			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	3	3	3	3	3	3	3	3	
CO-2	2	3	3	2	2	3	3	3	2	3	
CO-3	3	3	2	2	3	3	3	3	3	3	
CO-4	3	3	3	3	2	3	3	3	3	3	
CO-5	3	2	3	3	3	3	3	3	3	3	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	ENGLISH DRAMA		24PCEN12			
Core- II			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	5

General Objective: To develop students' skills in drama and to make them imagine and participate in the exploration of their worlds, individually and collaboratively.

Course Objectives

LO	The learners will be able to:
LO-1	Choose to acquaint the knowledge of British drama with its origin
LO-2	Relate the various stages of British Drama and its evolution in the context of theatre
LO-3	Comprehend the socio-cultural scenarios through a study of representative texts from the Elizabethan Age to the 20 th Century
LO-4	Discover the different forms of drama from the historical background
LO-5	Assess and understand the dramatic techniques implied by the pioneers of English drama

UNIT I - Beginnings of Drama

Anonymous writer - *Everyman*

Thomas Kyd - *The Spanish Tragedy*

UNIT II – Elizabethan Theatre

Christopher Marlowe: *The Jew of Malta*

UNIT III – Jacobean Drama

John Webster: *The White Devil*

UNIT IV – Restoration

William Congreve – *The Way of the World*,

J.M Synge – *The Playboy of the Western World*

UNIT V – Epic Theatre

Harold Pinter: *The Birthday Party*

Samuel Beckett: *Waiting for Godot*

Textbooks:

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

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 House Pvt., Ltd., (6th ed) New Delhi.
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell [Publishing](#).
<https://www.britannica.com/art/epic-theatre>

Web Resources

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

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Appraise various aspects of drama and theatre.	1,2	K2
CO-2	Identify drama and performance as a cultural process and an artistic discourse.	3,5	K3
CO-3	Evaluate plot structure, characterization, and dialogue.	1,2,4	K5
CO-4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian, and Early Modern ages.	1,3	K4
CO-5	Examine the sequential course dealing with Modern and Postmodern British Drama.	1,5	K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PCEN12	ENGLISH DRAMA					90	5		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	ENGLISH FICTION		24PCEN13			
Core- III			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	4

General Objective: To encourage and introduce students to English fiction and its narrative techniques.

Course Objectives

LO	The learners will be able to:
LO-1	Familiarize themselves with the origin and development of the British Novel till the 20 th Century
LO-2	Expose themselves to the contents of the paper and throw light on various concepts and theories of the novels prescribed.
LO-3	Comprehend the different social backgrounds used suiting the setting and the contexts.
LO-4	Identify and differentiate various forms and sub-forms of novels.
LO-5	Select their career as writers

UNIT I - Allegorical Novel and Satire:

John Bunyan: *The Pilgrim's Progress*

Jonathan Swift: *Gulliver's Travels* (Part I)

UNIT II – The New World Novel

Daniel Defoe: *Robinson Crusoe*

UNIT III – Middle-Class Novel of Manners

Jane Austen: *Emma*

UNIT IV – Women's World

Charlotte Bronte: *Jane Eyre*

UNIT V – Liberal Humanism, Individual Environment, and Class Issues

D.H. Lawrence: *The Rainbow*,

James Joyce: *A Portrait of the Artist as a Young Man*

Textbooks:

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 R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

Web Resources:

1. 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>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Gain wide knowledge about different types of novels available.	2	K2
CO-2	Interpret novels with the knowledge gained.	4	K3
CO-3	Make use of the different contexts of novels to better understand them.	3,4	K4
CO-4	List, distinguish, and assess the different forms of novels and the context they were written	5	K5
CO-5	Develop habits to record everyday events and consequently attempt writing short fiction, and fiction.	4,5	K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
I	24PCEN13	ENGLISH FICTION					90	4				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	3	3	3	3	3	3	3	3	3		
CO-2	2	3	3	3	2	3	3	3	3	3		
CO-3	3	3	3	2	3	3	3	3	3	3		
CO-4	3	3	3	3	3	3	3	3	3	3		
CO-5	3	2	3	3	3	3	3	3	3	3		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	INDIAN WRITING IN ENGLISH		24PCEN14			
Core- IV			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	4

General Objective: To enable students to speak about issues of cultural identity, the impact of Colonialism, and the complexities of modern Indian society through the works prescribed.

Course Objectives

LO	The learners will be able to:
LO-1	Enable them to understand the evolution of Indian Writing in English.
LO-2	Expose to the historical movements of the Indian subcontinent.
LO-3	Comprehend the different genres through the representation of different texts.
LO-4	Inculcate the cultural significance of Indian English literature.
LO-5	Focus on Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

UNIT I - Poetry

Aurobindo: Tiger and the Deer, Rose of God

Toru Dutt: The Lotus, Our Casuarina Tree

Sarojini Naidu: Palanquin Bearers, The Coromandel Fishers

UNIT II - Poetry

Kamala Das: The Looking Glass,

Parthasarathy: River Once, Under another Sky

Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT III – Drama

Girish Karnad: *Nagamandala*.

Asif Currimbhoy: *Inquilab*

UNIT IV – Prose

Rabindranath Tagore: My School

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

UNIT V – Fiction

Anita Desai: *Where Shall We Go this Summer?*

Shashi Deshpande: *Roots and Shadows*

Textbooks:

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

Reference Books:

1. K.R.Srinivasalyengar,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: Essays on Indian literature, Pencraft International, New Delhi.
4. Amit Chandra, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. TabishKhair,2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

Web Resources:

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

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the themes of Indian Writing in English.	1	K2
CO-2	Identify the major trends in Indian Writing in English.	1,2	K3
CO-3	Examine the background and settings of the prescribed texts.	1,2,3	K4
CO-4	Evaluate the cultural significance of Indian English Literature.	1,2,4,5	K5
CO-5	Gain exposure to diverse cultures and literature and further enlighten them about socio-cultural scenarios in the contemporary era.	2,3,5	K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PCEN14	INDIAN WRITING IN ENGLISH					90	4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	2	2	3	3	3	2	3
CO-3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	3	3	2	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	GREEN LITERATURE		24PEEN11A			
EC- IA			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To create environmental awareness among the students and encourage them to pursue research to contribute to developing eco-friendly systems.

Course Objectives

LO	The learners will be able to:
LO-1	Classify Green literature from that of other literature.
LO-2	Interpret and understand literature from an ecological perspective.
LO-3	Prioritize to know and understand the importance of ecology concerns using the literary texts prescribed.
LO-4	Support the world usefully as responsible citizens with the concerns reflected in the prescribed literary texts.
LO-5	Recommend the trends and style of Green literature.

UNIT I - POETRY

William Wordsworth	The Daffodils
John Keats	To Autumn
Gieve Patel	Squirrels in Washington
Joy Harjo	Remember
Allison Hawthorne Deming	Human Habitat

UNIT II - PROSE

Henry David Thoreau	“Where I Lived and What I Lived for”
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UNIT III – SHORT STORIES

Ruskin Bond	My Father’s Trees in Dehra
Salman Rushdie	Good Advice is Rarer than Rubies

UNIT IV – DRAMA

Anton Chekhov	<i>The Cherry Orchard</i>
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UNIT V – FICTION

Indra Sinha	<i>Animal’s People</i>
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Textbooks:

1. Bond, Ruskin. *My Tall Green Friends*, Rupa Publications, New Delhi, (Second Impression) 2020.
2. Roy, Arundhati. *End of Imagination*. Haymarket Books, 2016.
3. Sinha, Indra. *Animals People*. Great Britain: Pocket Books, 2008

Reference Books:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 2nd ed. New Delhi: Viva books, 2008.
2. Ghosh, Amitav. *The Hungry Tide*. Boston: Houghton Mifflin, 2005.

Web Resources:

1. <https://rowman.com/ISBN/9781666947908/Post-Green-Literature-Culture-and-the-Environment>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Describe the emerging concepts of Eco literature.	1,2	K2
CO-2	Use conditions to the requirements of ecological harmony using the texts given.	1,3,4	K3
CO-3	Analyze the eco-cultural studies and get exposed to the perceptions that the authors have of ecology.	1,2,3,4	K4
CO-4	Choose to follow the roadmap laid by the writers to serve society in this regard.	1,3,5	K5
CO-5	Organize the continuum of ecocriticism through the literary texts and understand Man's dependence on Nature.	3,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
I	24PEEN11A	GREEN LITERATURE					60	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	3	3	3	3	3	3	3	3	
CO-2	2	3	3	2	2	3	3	3	3	3	
CO-3	3	3	2	2	3	3	3	3	3	3	
CO-4	3	3	3	3	2	3	3	3	3	3	
CO-5	3	2	3	3	3	3	3	3	3	3	

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	THEATRE ART		24PEEN11B			
EC- IB			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: To be able to articulate the formal, technical, historical, and theoretical attributes of works.

Course Objectives

LO	The learners will be able to:
LO-1	Introduce themselves to the literary aspect of dramas.
LO-2	Familiarize Theatre as an art form.
LO-3	Gain confidence to begin the concepts of directing and stage management.
LO-4	Inculcate among them the characteristic role of Theatre in society.
LO-5	Accustom with the components of acting.

UNIT I

Drama as a performing art, Relation between drama and theatre

UNIT II

Shakespearean theatre and The Absurd theatre

UNIT III

Concept, Technique of play directing

UNIT IV

Components of acting: Gesture, voice, costume, make-up and mask.

UNIT V

Theatre of illusion, Expressionism, and dramatic symbolism.

Textbooks:

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 Sources:

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsofp10000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand a broad range of theatrical disciplines and Experiences.	1	K2
CO-2	Identify the diversity of theatrical experiences and the role of theatre in society.	1,2	K3
CO-3	Discover the relationships among the various facets of Theatre.	2,3	K4
CO-4	Estimate drama as a performing art and the aspects of Stagecraft.	3,4.5	K5
CO-5	Gain exposure to diverse components of acting and techniques.	1,5	K6

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PEEN11B	THEATRE ART					60	3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	SO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	2	2	3	3	3	3	3
CO-3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	3	3	2	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	CREATIVE WRITING		24PEEN11C			
EC- IC			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To encourage and help students to make known the power of imagination and in turn make them to be creative in their endeavours.

Course Objectives

LO	The learners will be able to:
LO-1	Understand the basics of creative writing.
LO-2	Develop the techniques of writing.
LO-3	Analyze the styles of writing poetry, fiction, and non-fiction.
LO-4	Recommend reading different types of texts.
LO-5	Adapt to the different literary cultures.

UNIT I

Writing and Thinking
 Writing a first draft
 Evaluating and revising

UNIT II

Writing a Poem
 Poetic Analysis
 Exercises

UNIT III

Fictional Writing
 Paragraph Structure

UNIT IV

Writing a Short Story
 Basic Elements
 Exercises

UNIT V

Screenplay Writing/Writing a play
 Literary Techniques

Textbooks:

1. Kinneary, James. Warriar, John and Austin. Elements of Writing (Complete Course), Holt Rinehart, 1993.

Reference Books:

1. Morley, *The Cambridge Companion To Creative Writing South Asian Edition*. Cambridge University Press, 2012.
2. Stowell, Louie. *Creative Writing Book*. Usborne Publishing Ltd, 2016.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the mechanics and techniques of creative writing.	1,2	K2
CO-2	Apply the recent and emerging trends in creative writing.	2,3	K3
CO-3	Analyze the theoretical skills in creative writing.	1,2,3	K4
CO-4	Evaluate the right skills and calibre to develop unique texts.	3,4	K5
CO-5	Create a new style of writing for the benefit of the society.	1,4,5	K6

K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing; K5 - Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PEEN11C	CREATIVE WRITING					60	3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	2	2	3	3	3	3	3
CO-3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	3	3	2	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - I	TECHNICAL WRITING		24PIEN11			
EC- II-IDC			L	T	P	C
Hrs./Week: 2	Hrs./Semester : 30	Marks :50	2	-	-	2

General Objective:

To prepare students to use English confidently by differentiating them between Technical English and other non-technical English

Course Objectives

CO	The learners will be able to:
CO-1	Understand the personalities of students aspiring for prospective jobs.
CO-2	Apply the various aspects of verbal and non-verbal communication.
CO-3	Explain the interview skills and the steps to maintain successful time management.
CO-4	Evaluate their ability to communicate effectively.
CO-5	Create awareness among students on employability skills.

UNIT I

Body Language: Introduction - Body Talk – Voluntary and Involuntary Body Language – Forms of Body Language – Parts of Body Language – Origin of Body Language – Uses of Body Language

UNIT II

Group Discussion: Introduction–Meaning of GD–Why Group Discussion – Characters Tested in a GD – Tips on GD – Types of GD – Skills Required in GD – Consequences of GD – Behavior in a GD – Essential Elements of GD

UNIT III

Interview Skills: Introduction–Why an Interview?–Types of Interviews– Interview Panel – Types of Questions Asked – Reasons for Selecting a Candidate – Reasons for Rejecting a Candidate.

UNIT IV

Time Management: Introduction–The 80:20 Rule–Take a Good Look at the People Around You–Sense of Time Management–Time is Money–Features of Time–Three Secrets of Time Management

UNIT V

Writing for Employment: Understanding Job Searches-Writing Effective Cover Letters – Planning Resumes – Writing Chronological Resumes- Writing Functional Resumes

Textbooks:

1. Alex, K. *SoftSkills*, New Delhi: Chand & Company, 2014.
2. Butterfield, Jeff. *Soft Skills for Everyone*, India: Cengage Learning India, 2011.

Reference Books:

1. Dhanavel S P. *English and Soft Skills*. Orient Black Swan, 2010.
2. Screw vala, Ronnie. *Skill It, Kill It: Up your Game*. Penguin Portfolio, 2021.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the required employability skills.	1,2	K2
CO-2	Apply their skills to face the world confidently.	1,2,3	K3
CO-3	Analyze their ability to communicate effectively.	1,3,4	K4
CO-4	Evaluate their social and work-life skills as well as their personal and emotional skills.	3,4,5	K5
CO-5	Develop competence and life skills to become a better human being.	4,5	K6

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;

K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PIEN11	TECHNICAL WRITING					30	2		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	2	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	AMERICAN LITERATURE		24PCEN21			
Core-V			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	5

General Objective: To introduce students to American Literature and the great writers who emerged from the nation

Course Objectives

LO	The learners will be able to:
LO-1	Know the development of American literature
LO-2	Familiarize themselves with the social and political events that have a bearing on American writing
LO-3	Understand the concepts and emerging themes in American literature
LO-4	Identify themselves with the movement and trends that shaped American literature
LO-5	Distinguish the relation between aesthetics and racism in the works prescribed to understand literature in a better way

UNIT I - POETRY

Walt Whitman "Out of the Cradle Endlessly Rocking"

Emily Dickinson "The Last Night That She Lived", "The Soul Selects Her Own Society"

Robert Frost "After Apple-Picking"

E. E. Cummings "The Cambridge Ladies who live in furnished souls"

Wallace Stevens "Anecdote of the Jar"

Robert Lowell "Skunk Hour"

Sylvia Plath "Lady Lazarus"

Adrienne Rich "Snapshots of a Daughter-in-law"

UNIT II - Prose

Emerson - The American Scholar,

Amy Tan- Mother Tongue,

Thoreau - Walden (Chapter "The Pond")

UNIT III – Drama

Arthur Miller - *Death of a Salesman*,

Marsha Norman – *Night, Mother*

UNIT IV – Fiction/Short Story

Toni Morrison – *Beloved*

Edgar Allan Poe - “*The Cask of Amontillado*”

Herman Melville - “*Bartleby, the Scrivener*”,

UNIT V – Biography

Nevaeh Melancon: Outstanding Sportsman’s Biography: Muhammad Ali

Textbooks:

1. Willis Wagner: American Literature-A World View

Reference Books:

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

Web Sources:

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

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Analyze the movements and trends that shaped American literature.	2	K2
CO-2	Estimate various speeches and concepts of living that changed American history.	1, 3	K3
CO-3	Evaluate the relation between aesthetics and racism in fiction.	4, 5	K4
CO-4	Validate representative socio-political, cultural, racial, and gender perspectives in theatrical works.	1,4, 5	K5
CO-5	Gain exposure to the different literary genres and their evolution in American Literature.	1,5	K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 – Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
II	24PCEN21	AMERICAN LITERATURE					90	5				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	3	3	3	3	3	3	3	3	3		
CO-2	2	3	3	3	2	3	3	3	3	3		
CO-3	3	3	3	2	3	3	3	3	2	3		
CO-4	3	3	3	3	3	3	3	3	3	3		
CO-5	3	2	3	3	3	3	3	3	3	3		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	SHAKESPEARE STUDIES		24PCEN22			
Core-VI			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	6	-	-	5

General Objective:

To introduce students to the wonderful world of Shakespeare and his great literary works.

Course Objectives

LO	The learners will be able to:
LO-1	Examine, understand, and enjoy Shakespeare's plays and Criticism of Theatre.
LO-2	Analyze the context of Elizabethan England from the evolving contemporary perspective down the ages.
LO-3	Undertake textual analysis of Shakespeare's Plays and Sonnets.
LO-4	Appraise Shakespeare's contribution to the English language and literature.
LO-5	Critically understand the appreciation by critics of Shakespeare.

UNIT I

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

UNIT II

Sonnets - 12,65,86,130,

Comedy - *Much Ado About Nothing*

UNIT III – Tragedy

Othello

UNIT IV – History

Henry IV Part I

UNIT V – Shakespearean Criticism

1. A.C. Bradley –Shakespearean Tragedy (Chapter V&VI)
2. Stephen Greenblatt -Invisible Bullets: Renaissance Authority and its Subversion

Textbooks:

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 Somber 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 Sources:

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

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Critically understand the appreciation by critics of Shakespeare.	1	K2
CO-2	Understand and apply the concept of Elizabethan theatre and the theatre's development.	1,2	K3
CO-3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets.	4, 5	K4
CO-4	Analyze the trends in Shakespeare studies.	1,4	K5
CO-5	Learn to create Modern Approaches in Shakespearean Criticism.	1,4,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
II	24PCEN22	SHAKESPEARE STUDIES					90	5		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	POST – COLONIAL THEORY AND LITERATURE		24PCEN23			
Core-VII			L	T	P	C
Hrs./Week: 5	Hrs./Semester : 75	Marks :100	5	-	-	3

General Objective: To help students understand the consequences and impact of Colonialism in India and other Commonwealth nations

Course Objectives

LO	The learners will be able to:
LO-1	Examine, and understand the current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
LO-2	Familiarize themselves with the basic concepts and theories related to post-colonialism as expressed in different literary genres.
LO-3	Focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people.
LO-4	Evaluate the approaches laid on tracing the development of Post-colonial literature and theory.
LO-5	Assess and understand the critical perspectives in Post-colonial literature.

UNIT I - Prose

Bill Ashcroft, Gareth Griffiths

Helen Tiffin - The Empire Writes Back (Introduction),

Edward Said - Introduction to Orientalism.

UNIT II - Poetry

Arun Kolatkar: The Priest, Yeshwant Rao, An Old Woman,

A.K. Ramanujan: Returning, On the Death of A Poem,

Kofi Awoonor: The Weaver Bird

Leopold Senghor: In Memoriam

Grace Nichols: In My Name

James Reaney: Maps

George Bowering: Grandfather

UNIT III – Drama

Wole Soyinka: *Death and the King's Horseman*

Douglas Stewart: *Ned Kelly*

UNIT IV – Fiction

Arundhati Roy – *The God of Small things*

Bapsi Sidhwa – *Ice Candy man*

UNIT V – Short Stories

1. Kate Grenville – *Mate*

2. Chinua Achebe – Dead Men's Path

Textbooks:

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. Kudchedkar and Jameela Begum.
4. Frantz Fanon: The Wretched of the Earth.
5. Ashish Nandy: The Fear of Nationalism.

Web Sources:

1.
https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4.
<https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. [https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A](https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A)

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Critically understand the political and social background of the third world nations.	1,2	K2
CO-2	Understand the emerging trends in Post-Colonial Literature.	1, 3	K3
CO-3	Be sensitive towards the problems and consequences of the decolonization of a country.	4, 5	K4
CO-4	Examine the ethnocentric perspective of different colonial cultures concerning postcolonial literature.	1,4	K5
CO-5	Interpret the postcolonial concepts found in different literary genres.	2, 5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits						
II	24PCEN23	POST – COLONIAL THEORY AND LITERATURE	75	3						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	2	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	APPROACHES TO ENGLISH LANGUAGE TEACHING		24PEEN21A			
EC-IIIA			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: To expose and encourage students to take up English Language Teaching as their career opportunity using introducing them to the different approaches concerned.

Course Objectives

LO	The learners will be able to:
LO-1	Understand the various approaches to language teaching
LO-2	Familiarize themselves with the basic concepts and theories related to English language teaching
LO-3	Focus on the problems and consequences of language teaching
LO-4	Analyze the development and results of language teaching skills
LO-5	Evaluate the various teaching aspects and methods to choose the appropriate one for the suitable learners

UNIT I - A Brief History of Language Teaching

The Grammar – Translation method

The Direct method

The Audiolingual method,

Language teaching innovations in the nineteenth century

UNIT II – Nature of approaches and methods in Language Teaching

1. Definition of Approach and method
2. 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

UNIT III

Current Communicative Approaches

The Natural Approach Cooperative language learning Content-based instruction, Task-based language teaching

UNIT IV

Teaching Aspects Teaching Prose Teaching Poetry Teaching Grammar,
Teaching of Non-Detailed Text.

UNIT V

Use of Media in ELT

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

Textbooks:

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2. The Use of Media in ELT. The British Council 1979 was Produced in England by the British Council Printing and Publishing Department, London.

Reference Books:

1. Dr. Shaikh Mowla's Methods of Teaching English

Web Sources:

1. 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/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Know the brief history of language teaching methods.	1,2	K2
CO-2	Understand the difference between the terms, methods, approaches, and techniques used in teaching.	1, 2,3	K3
CO-3	Identify the objectives, active role of learners, teachers, and materials of different approaches in teaching.	2,3	K5
CO-4	Analyse the steps of teaching prose, poetry, grammar, non-detailed text, etc., and develop it.	2,3,4	K4
CO-5	Perceive the use of radio and television in language learning.	1,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits						
II	24PEEN21A	APPROACHES TO ENGLISH LANGUAGE TEACHING	60	4						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	2	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	A GLIMPSE OF NOBEL LAUREATES		24PEEN21B			
EC-IIIB			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: To introduce students to the noble efforts of writers across the world wherein they were rewarded accordingly

Course Objectives

LO	The learners will be able to:
LO-1	Understand the world of Nobel Laureates of various genres of Literature
LO-2	Familiarize themselves with the writing style of various Nobel Laureates
LO-3	Focus on interpreting the works of various Nobel Laureates
LO-4	Analyze the works prescribed aesthetically
LO-5	Assess Nobel Laureates' contribution to the society

UNIT I - POETRY

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

UNIT II - PROSE

- | | |
|-----------------|---|
| Nadine Gordimer | - Loot |
| Thomas Mann | - Disorder and Early Sorrow
He Comes to Round the Corner
(From A Man and his dog) |

UNIT III - DRAMA

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

UNIT IV - SHORT STORIES

- | | |
|-------------|---|
| Alice Munro | - The Turkey Season, Runaway,
The Bear Came Over the Mountain,
Boys and Girls |
|-------------|---|

UNIT V – NOVELS

John Steinbeck - *The Pearl*

Gabriel Garcia Marquez - *One Hundred Years of Solitude*

Textbooks:

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

Reference Books:

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

Web Sources:

1. https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2. <https://www.britannica.com/biography/Pablo-Neruda>
3. <https://www.britannica.com/topic/Nobel-Prize>
4. <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>
5. <https://www.britannica.com/biography/Alice-Munro>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind.	1,2	K2
CO-2	Interpret the works of various Nobel Laureates.	1, 3	K3
CO-3	Analyse the different themes with regard to social, political, and cultural aspects.	4, 5	K5
CO-4	Evaluate critically and aesthetically the prescribed texts.	3, 4	K4
CO-5	Perceive the influence of Nobel Laureates in Literature.	1,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits						
II	24PEEN21B	A GLIMPSE OF NOBEL LAUREATES	60	3						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	TRAVEL LITERATURE		24PEEN21C			
EC-IIIC			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: To help students enjoy Travel Writing consequently encourage them to take up Travel Writing as their avocation

Course Objectives

LO	The learners will be able to:
LO-1	Distinguish the different cultures and customs mentioned in travel writings.
LO-2	Relate travelogues and the beauty buried in the literary texts that deal with travel writings.
LO-3	Interpret and appreciate travel writings with a critical perspective.
LO-4	Analyze literature from a traveler's perspective.
LO-5	Appraise literature from a traveler's point of view to write creatively.

UNIT I - Prose

Francis Bacon Of Travel
Pico Iyer Why We Travel?

UNIT II - Prose

R K Narayan The Emerald Route (Page No 123 to 132)
Vikram Seth Kathmandu (Page No 337 to 342)

UNIT III - Prose

Elizabeth Rubin The Road to Herat
Frank Bures Test Day

UNIT IV - Fiction

V.S. Naipaul *The Middle Passage*

UNIT V - Fiction

Pico Iyer *Abandon*

Textbooks:

1. Cameron, James. *The Refugees*.
2. Iyer, Pico. *Abandon: A Romance*. India: Penguin Books, 2003.
3. Iyer, Pico. *Why We Travel?*
4. Naipaul V.S. *The Middle Passage*. Pan Macmillan, Indian 1962 print.
5. Narayan, R K. *The Emerald Route*.
6. Seth, Vikram. Kathmandu (Page No. 337 to 342).

Reference Books:

1. Bacon, Francis. *The Essays*.
2. Iyer, Pico. *The Best American Travel Writing*. USA: Houghton Mifflin Books, 2004.
3. Moraes, Dom. *The Penguin Book of Indian Journeys India*: Penguin Books, 2004.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Describe the various aspects of cultures and customs reflected in travel writings.	2	K2
CO-2	Illustrate the aesthetic aspects mentioned in travel writings to help them to become sophisticated travelers.	3,4	K3
CO-3	Explain, correlate, and recognize travel writings with a critical perspective.	2,3,4	K4
CO-4	Support themselves with the content-rich writings of travel writers to take a trip around the world through books.	3,5	K5
CO-5	Rewrite the cultural uniqueness and customs they learned in the literary texts by becoming travel writers.	5	K6

K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing; K5 - Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
II	24PEEN21C	TRAVEL LITERATURE					60	3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	ENGLISH FOR BUSINESS COMMUNICATION		24PIEN21			
EC-IV-IDC			L	T	P	C
Hrs./Week: 2	Hrs./Semester : 30	Marks :50	2	-	-	2

General Objective: To discuss the importance of Ethics in Business Communication and to develop reading, writing, and vocabulary skills in the business context.

Course Objectives

LO	The learners will be able to:
LO-1	Understand the basic skills to deal with people in business situations.
LO-2	Develop their interest in vocabulary related to general business situations.
LO-3	Correlate verbal fluency for face-to-face communication.
LO-4	Distinguish comprehension skills and clear pronunciation.
LO-5	Create confidence to have a more professional approach and interaction with clients.

UNIT I

Communication Skills: An Overview

UNIT II

Basic Grammar: Parts of Speech

UNIT III

Listening Skill

UNIT IV

Reading and Speaking Skills

UNIT V

Letter Writing

Textbooks:

1. Communication Skills. The PG Department of English.

Reference Books:

1. Fowler H.W. Fowler's Modern English Usage. New Delhi: Oxford University Press, 1996.
2. Hornby. A.S., ed. Oxford Advanced Learner's Dictionary of Current English. New York: Oxford University Press, 2010.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the different methods of communication.	1,2	K2
CO-2	Apply the various techniques and tools for effective business communication.	1,2, 4	K3
CO-3	Analyze the recent learning techniques for an effective communicator.	2,3	K4
CO-4	Evaluate the importance of non-verbal communication.	3, 4	K5
CO-5	Create appropriate methods and engage themselves with good written communication.	2,4,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
II	24PIEN21	ENGLISH FOR BUSINESS COMMUNICATION					30	2		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by Name:

Checked by

Signature:

Head of the Department

Semester - II	RESEARCH METHODOLOGY		24PIEN21			
SEC-I			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: To explore the issues and salient features of the research process and to search, select, and critically analyse research articles and papers.

Course Objectives

LO	The learners will be able to:
LO-1	Explain in selecting and defining the appropriate research problems.
LO-2	Organize ideas and format of the dissertation.
LO-3	Analyze the mechanics and methodology of writing a literary project.
LO-4	Evaluate the various methodologies and formats of research.
LO-5	Compose and describe the Research Questions.

UNIT I - Formatting your Research Paper

UNIT II - Mechanics of Writing

UNIT III – Documenting Sources: An Overview.

UNIT IV – Citing Sources in the Text

UNIT V – The List of Works Cited

Textbooks:

1. *MLA Handbook 9th Edition.*

Reference Books:

1. *MLA Handbook 8th.* Affiliated East – West Press PVT. LTD. New Delhi.2008.

2. *APA Handbook 6th Edition.*

Web Sources:

1. <https://irsc.libguides.com/mla/paperformatting>

2. <https://libguides.sunyulster.edu/mla>

3. <https://libguides.grace.edu/citingguides/mla9>

4. <https://www.scribbr.com/apa-style/methods-section>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand and be familiar with current uses of the term's reliability and validity in their research.	1,2	K2
CO-2	Develop the criteria that can be used to select an appropriate research question or hypothesis.	1,2,3	K3
CO-3	Categorise the conventions with good MLA and APA style for scholarly writing.	2,3	K5
CO-4	Consider the recommendations of the research methodology and compose drafts free of plagiarism.	1,3,4	K4
CO-5	Formulate the various ways of growth and development of the Language.	1,3,4,5	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
II	24PSEN21	RESEARCH METHODOLOGY					60	3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	2	3	3	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	2	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	3	3	3	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

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