302 M.A. ENGLISH

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Part	Φ 4.	Study Components & Course Title		Hours/ Week	Maximum Marks		
<u> </u>	Course						Total
		SEMESTER - I					
	23PENGC11	Core-I: English Poetry	5	7	25	75	100
	23PENGC12	Core-II: English Drama	5	7	25	75	100
A	23PENGC13	Core III: English Fiction	4	6	25	75	100
	23PENGE14-1 23PENGE14-2	Elective-I: Indian Writing in English (or) World Popular Short Stories	3	5	25	75	100
	23PENGE15-1 23PENGE15-2	Elective-II: English Literature for Competitive Examinations (or) Translation Theory and Practice	3	5	25	75	100
			20	30			500
		SEMESTER – II					
	23PENGC21	Core-IV: American Literature	5	6	25	75	100
A	23PENGC22	Core-V: Shakespeare Studies	5	6	25	75	100
	23PENGC23	Core-VI: Post Colonial Theory and Literature	4	6	25	75	100
	23PENGE24-1 23PENGE24-2	Elective-III: Comparative Literature (or) Women's Writing	3	5	25	75	100
	23PENGE25-1 23PENGE25-2	Elective-IV: World Mythology (or) Indian Classics in Translation		5	25	75	100
B (i)	23PENGS26	Skill Enhancement Course (SEC-I): Approaches to English Language Teaching		2	25	75	100
			22	30			600
	23PENGC31	SEMESTER – III	_		25	75	100
	23PENGC31 23PENGC32	CORE -VII : Contemporary Literary Criticism CORE -VIII : Twenty First Century Millennial Literature and Culture	5	6	25	75	100
A	23PENGC33	CORE- IX : Literature of the Marginalized in India	5	6	25	75	100
	23PENGC34	CORE- X (Industry Module):	4	6	25	75	100
		Journalism and Mass Communication					
	23PENGE35-1 23PENGE35-2	Elective-V: Oral Narratives (or) New Literature in English	3	3	25	75	100
B (i)	23PENGS36	Skill Enhancement Course (SEC-II): English for Tourism		3	25	75	100
B (ii)	23PENGI37	Summer Internship *	2	-	25	75	100
			26	30			700

		SEMESTER – IV					
	23PENGC41	CORE- XI: Subaltern Studies	5	6	25	75	100
A	23PENGC42	CORE - XII : Canadian Studies	5	6	25	75	100
	23PENGD43	PROJECT : Research Methodology, Project Writing and Viva	7	10	25	75	100
	23PENGE44	Elective VI: Entrepreneurship	3	4	25	75	100
B(i)	23PENGS45	Skill Enhancement Course (SEC III) :	2	4	25	75	100
		English for Careers					
С	23PENGX46	Extension Activity	1	-	100	-	100
			23	30			600
		Total Credits / Hours	91	120			2400

 $[\]ast$ Students should complete two weeks of internship before the commencement of III semester.

Credit Distribution for PG Arts Programme

Part	Course Details	No. of courses	Credit per course	Total Credit
	Core (including Industry Module)	12	4 or 5	57
A	Elective Course	6	3	18
	Project Work with VIVA-VOCE	1	7	7
B(i)	Skill Enhancement Course	3	2	6
B(ii)	Summer Internship/ Industrial Activity	1	2	2
C	Extension Activity	1	1	1
				91

Component-wise Credit Distribution

Part	Courses	Sem I	Sem II	Sem III	Sem IV	Total
	Core (including Practical and	14	14	19	17	64
	Project)					
A	Elective	6	6	3	3	18
B(i)	Skill Enhancement Course	-	2	2	2	6
D(22)	Summer	-	-	2	-	2
B(ii)	Internship/IndustrialActivity					
С	Extension Activity	-	-	-	1	1
						91

Part A and B(i) component will be taken into account for CGPA calculation for the post graduate programme and the other components Part B(ii) and C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining PG degree.

Semester: I CORE I	23PENGC11: ENGLISH POETRY	Credits: 5 Hours: 7

	Learning Objectives				
LO1	To familiarize students with English Poetry starting from Medieval England to the 17thCentury.				
LO2	To make them focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.				
LO3	To enhance their good comprehension of History of English literature				
LO4	To develop their aesthetic sense.				
LO5	To acquaint them with various literary devices.				
	Details				

Details

Middle English Poetry - Chaucer: "The General Prologue": UNIT I

Pardoner, The Nun, Doctor, Friar

UNIT II Elizabethan Poetry - Spenser: "Epithalamion"

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

UNIT III Seventeenth Century Poetry - John Milton "Paradise Lost Book

IX"Marvell: "To His Coy Mistress"

UNIT IV Eighteenth Century Poetry – Dryden: "Absalom and Achitophel" Lines 150 -

476Gray: "Elegy Written in a Country Churchyard"

Wordsworth: "Tintern Abbey"

Burns: "Holy Willie's Prayer" & "Auld Lang Syne"

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" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"

	Course Outcomes	Programme Outcomes		
CO	On completion of this course, students will			
CO1	Gain ideas about the old English writing style.	PO1, PO2		
CO2	Acquire knowledge about various forms of poetryduring different centuries.	PO5,PO6		
CO3	Evaluate various poets as representatives of their periods	PO7		
CO4	Trace the evolution of various literary movements	PO8		
CO5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10		
	Text Book			
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.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. 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	on 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 Marvell, Cambridge University Press, Cambridge.	o English Poetry: Donne		
	Web Resources			
1.	http://www.english/.org.uk/chaucer/htm			
2.	https://www.britannica.com/topic/The-Canonization			
3.	https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton			
4.	https://www.britannica.com/topic/Absalom-and-Achitophel			
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/lglish.html			

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course					
Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I CORE II	23PENGC12: ENGLISH DRAMA	Credits: 5 Hours: 7

	Learning Objectives					
LO1	To acquaint the students with the origin of drama in Britain					
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.					
LO3	Socio-cultural scenarios can be well comprehended through a study of representative texts from the Elizabethan age to the 20th century.					
LO4	Evaluating different forms of drama from the historical background could be learnt.					
LO5	Understanding dramatic techniques implied by the pioneers of English drama					
	Details					

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

The Senecan and Revenge Tragedy - Thomas Kyd: The Spanish Tragedy

UNIT II Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and

Conventions of Tragedy and Comedy, Christopher Marlowe: The Jew of Malta

Ben Jonson: Volpone

UNIT III Jacobean Drama -John Webster: The White Devil

UNIT IV Restoration - William Congreve: The Way of the World

Irish Dramatic Movement - J.M Synge: The Playboy of the Western World

UNIT V Epic Theatre - Bertolt Brech: Mother Courage and her Children

Comedy of Menace - Harold Pinter : Birthday Party

Postmodern Drama - Samuel Beckett : Waiting for Godot

(Course Outcomes	Programme Outcomes
CO	On completion of this course,	
	students will	
CO1	Appraise various aspects of drama and theatre	PO1, PO2
CO2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5

CO3	Evaluate plot structure, characterization and dialogue	PO4					
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6,PO7,PO8					
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10					
	Text Book						
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.						
2	Tillyard E.M.W., 1958, The Nature of Con	nedy & Shakespeare, London.					
	Reference Books	S					
1.	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 Conv Publishing House Pvt., Ltd., (6 th ed) New I						
4.	Michael Hathaway, 1982, Elizabethan Pop Routledge, London.	oular Theatre: Plays in Performance,					
5.	Kinney, Arthur.F., 2004, A Companion to Blackwell Publishing.https://www.britanni						
	Web Resources						
1.							
2.	http://www.clt.astate.edu/wmarey/asste%						
3.	https://nosweatshakespeare.com/resources.	/era/jacobean-drama-theatre/					
4.	https://www.britannica.com/art/English-lit	erature/The-Restoration					
5.	https://www.britannica.com/art/epic-theatr	re					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO 4	PS O5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I CORE III	23PENGC13: ENGLISH FICTION	Credits: 4 Hours: 6

	Learning Objectives						
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.						
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.						
LO3	To understand the social background based on the prescribed novels.						
LO4	Identifying and differentiating various forms of novels.						
LO5	Trying hands in writing a piece of work on their own.						
	Dotails						

Details

UNIT I - Novel as a Form, 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 Jonathan Swift Gulliver's Travels

UNIT II - The New World Novel: Daniel Defoe: Robinson Crusoe Laurence Sterne: Tristram Shandy.

UNIT III - Middle Class Novel of Manners - Jane Austen : Emma

UNIT IV - Women's Issues - Charlotte Bronte: Jane Eyre

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

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

Course Outcomes								
Course Outcomes	On completion of this course, students will;							
CO1	Gain wide knowledge about different types of novels.	PO1, PO10						
CO2	Learn the art of writing different forms of novels with the learned notions.	PO2, PO3						
CO3	Explore Social, domestic and gothic novels.	PO4, PO5						
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6						
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8,PO10						
	Text Books (Latest Editions)							
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.							
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Win	dus, London.						
(Lates	References Books st editions, and the style as given below must be strict	ly adhered to)						
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & V	Vindus, London.						
2.	Frederick R Karl, 1977, Reader's Guide to the Develo Novel till the 18 th Century, The Camelot Press Ltd. So							
3.	Arnold Kettle, 1967, An Introduction to English Nove Universal Book Stall, New Delhi.	l Vol. II,						
4.	Raymond Williams, 1973, The English Novel: From I Chatto & Windus, London.	Dickens to Lawrence,						
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.							
4	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	Dronto						
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by	-DIOINE						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-I	23PENGE14-1: INDIAN WRITING IN ENGLISH	Credits: 3 Hours: 5

	Learning Objectives					
LO1	Enabling the students to understand the evolution of Indian Writing in English.					
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.					
LO3	Comprehending different genres through the representation of different texts.					
LO4	To inculcate in the students the cultural significance of Indian English literature.					
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.					
	Details					

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

Toru Dutt: The Lotus, The Casuarina Tree

Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

UNIT II - Kamala Das: Looking Glass, An Introduction

Parthasarathy: A River Once, Under the Sky,

Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT III - Girish Karnad: Nagamandala

Asif Currimbhoy: Inquilab.

UNIT IV - Rabindranath Tagore: My School

Dr. S. Radhakrishnan: Emerging World Society,

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

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

Shashi Deshpande: Roots and Shadows

<i>C</i>	Course Outcomes						
Course Outcomes	On completion of this course, students will;						
CO1	Understand the themes of Indian Writing in English PO1						
CO2	Identify the major trends in Indian Writing in English	PO1, PO2					
CO3	Examine the background and settings of the prescribed texts	PO4, PO6					
CO4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6					
CO5	Gain exposure to diverse culture and literature and further get enlightened about socio-cultural scenarios in the contemporary era. PO3, PO8						
	Text Books (Latest Editions)						
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in Engli	sh Macmillan. 1995.					
	References Books						
(L	atest editions, and the style as given below must be stric	ctly adhered to)					
1.	K.R. SrinivasaIyengar, 1962, –History of Indian Writing Publishers, New Delhi.	in English, Sterling					
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Delhi.	Seema Publications,					
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays Pencraft International, New Delhi.	on Indian literature,					
4.	AmitChandri, 2001, The Picador Book of Modern Indian London.	Literature, Macmillan,					
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemposes, OUP.	porary Indian English					
	Web Resources						
1.	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/ka	amala-das-indian-poet/					
5.	https://www.britannica.com/biography/Anita-Desai						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping Specific Outcome:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	1 5	15	14	15
Weighted percentage of course contribution to Pos	3.0	3. 0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	23PENGE14-2: WORLD POPULAR SHORT STORIES	Credits: 3 Hours: 5

	Learning Objectives					
LO1	Introduce students to some of the important short stories of the world					
LO2	Enable the students to study the various techniques and styles employed by the authors.					
LO3	Help them in gaining some insights into the socio-cultural aspects of the regions from where the texts are chosen.					
LO4	Stimulate the sympathetic / empathetic imagination by allowing them to see the world through other's eyes.					
LO5	Induce them to apply their analytical, critical and creative skills in interpreting a work.					
	Details					

UNIT I - Chinua Achebe (Nigerian) : Marriage is a Private Affair

Zacharias Topelius (Finnish): The Birch and the Star

Luigi Pirandello (Italian): War

Anatole France (French): Our Lady's Juggler

UNIT II - Lu Hsn (Chinese): Medicine

Hjalmar Soderberg (Swedish): The Burning City

Franz Kafka (German): The Outlaws

Hans Christian Anderson (Danish): What the Old man does is Always Right

UNIT III -Maxim Gorky: The Mother of a Traitor

Leo Tolstoy: The Candle Anton Chekov: Misery

UNIT IV - William Faulkner: Barn Burning

Edgar Allan Poe: The Black Cat

John Stein Beck: The Chrysanthemums

UNIT V - P. G. Wodehouse: Leave it to Jeeves

Arthur Conan Doyle : A Case of Identity Frank O' Conner (Irish): The Idealist

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Course Outcomes	On completion of this course, students will;					
CO1	Develop a critical understanding of fiction.	PO2				
CO2	Compare their indigenous literature and culture with other literatures and cultures	PO1, PO2				
CO3	Gain knowledge about sensitive issues that are dealt with by the writers	PO3, PO6				

CO4	Get motivated to explore more works on their own. PO4, PO5, PO6							
CO5	Write critical, analytical and interpretive articles	PO7, PO8						
	Text Books (Latest Editions)							
1.	1. Frederick.V. A Pinch of Snuff, Orient Longman, Chennai, 1990.							
2.	2. Modern Short Stories-A Reader, S.Chandand Co, NewDelhi, 1986.							
3.	3. Sasikumar.J, Paul Gunasekar, Spectrum an anthology of Prose, Orient Longman, Kolkata, 2007							
4.	4. Selected Short Stories of the World. Maples Press, 2010.							
	Web Resources							
1.	https://en.wikisource.org/wiki/My_Man_Jeeves/Leav	ve_it_to_Jeeves						
2.	https://www.accuracyproject.org/t-France,Anatole-Ou	rLadysJuggler.html						
3.	https://jerrywbrown.com/wp-content/uploads/2020/02 f	2/War-Pirandello-Luigi.pd						
4.	https://cyc-net.org/cyc-online/cycol-0102-soderberg.	html						
5.	https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancroft-flach_jessie-brochner_velma-swanston-howard/text/the-outlaws							
6.	https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldN	/anDoesIsAlways_e.html						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO	3	3	3	3	3	3	3	2	3	2
CO	2	3	3	3	2	3	3	2	2	2
CO.	3	3	3	2	3	3	3	2	3	2
CO ₄	3	3	3	3	3	3	3	2	2	2
CO:	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	23PENGE15-1: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Credits: 3 Hours: 5
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	Learning Objectives					
LO1	Help learners have a wide range of knowledge in literature.					
LO2	Help learners prepare for UGC Eligibility tests for JRF and Assistant					
Professorship.						
LO3	Keep a focus on every movement of literary devices.					
LO4	Enable the students to have an idea of the spirit of literature.					
LO5	Obtain literary acumen in answering multiple choice questions for SET/NET.					
	Details					

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UNIT I -Chaucer to Shakespeare

Jacobean to Restoration

UNIT II - Romantic Period

Victorian Period.

UNIT III - Modern Period

Contemporary Period

UNIT IV - American Literature

New Literatures in English (Indian, Canadian, African, Australian)

English Language Teaching

Translation Studies

UNIT V - Classicism to New Criticism

Contemporary Theory

Contemp	orary Theory						
	Course Outcomes						
Course Outcomes	On completion of this course, students will be able to						
CO1	Appear for competitive examination.	PO2					
CO2	Answer multiple choice questions	PO1, PO2					
CO3	Gain knowledge of various writers and works	PO3, PO6					
CO4	Evaluate different genres.	PO4, PO5, PO6					
CO5	Explore more works on their own.	PO7, PO8					
	Text Books (Latest Editions)						
1.	D, Benet E., and Samuel Rufus.NET. SETGO English.N.p., 2014.						

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Masih, K. Ivan. et.al. An Objective Approach to English Literature: For NET, JRF, SLET and Pre-Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO	3	3	3	3	3	3	3	2	3	2
CO	2	3	3	3	2	3	3	2	2	2
CO	3	3	3	2	3	3	3	2	3	2
CO ₄	3	3	3	3	3	3	3	2	2	2
CO	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: I Elective-II	L 991014NIZ 11415 9. TO ANIOLATION THEODY AND DO ACTION	Credits: 3 Hours: 5

Learning Objectives					
LO1	Introduce the students to the different theories of translation				
LO2	Enable the students to understand the significance of translation studies in General				
LO3	Encourage the students to acknowledge the importance of translation in a multilingual country like India.				
LO4	Familiarize them with the theories of translation and the current practices.				
LO5	Inspire the students to critically evaluate and appreciate the translated Genres				

Details

UNIT I -History of Translation

Problems of Period Study

Types of Translation

UNIT II - Meaning – Linguistic meaning

Denotative meaning and Connotative meaning

Equivalence in Translation

UNIT III - Problems in Translation, Untranslatability

Transference and Transcription

UNIT IV - Translations

- 1. Scar Translated by V. Kadambari
- 2. Thirukkural Translated by V.V. S Aiyar, Chapters: 11- Gratitude,16 Patience 3. Short Stories
 - "Poisoned Bread" Arjun Dangle
 - "Draupadi" MahaswetaDevi
 - "The World is Yours" Translated by Dr. A. Dakshninamurthy

UNIT V - Translation Practice

A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified

Course Outcomes								
Course Outcomes	Un completion of this course, students will be able to							
CO1	Understand the significance of translation work in literary field and acknowledge the various theories of translation studies	PO2						
CO2	Understand how literary translation can work as a medium for cultural exchange between countries	PO1, PO2						

CO3	Obtain skill to translate different genres and forms	PO3, PO6					
	of literary works, applying the different theories						
CO4	Evaluate and appreciate translated literary works	PO4, PO5, PO6					
CO5	Obtain literary acumen in answering multiple choice PO7, PO8						
	questions for SET/NET and other competitive						
	examinations						
	References Books						
(Latest edi	tions, and the style as given below must be strictly ac	lhered to)					
1.	Bassnett, Susan. Translation Studies, London: Routledge, 2002						
2.	Catford, J.C. A Linguistic Theory of Translation. Delhi: OUP, 2000.						
3.	Das, Bijay Kumar. A Handbook of Translation Studies. 3rd Revised Ed.						
	Delhi: Atlantic Publishers & Distributors, 2001.						
4.	4. Kuhiwazak, Piotr& Karin Littau. A Companion to Translation Studies.						
	Hyderabad: Orient BlackSwan, 2011.						
5.	Nida, Eugene, Towards a Sc19IENCe of Translating	g. Leiden: Brill, 1964					
6.	Sawant, Sunil. Translation Studies: Theories and Ap	oplications.					
	Delhi: Atlantic Publishers 2013.						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO	2	3	3	3	2	3	3	2	2	2
CO	3	3	3	2	3	3	3	2	3	2
CO	3	3	3	3	3	3	3	2	2	2
CO:	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentageof Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: II CORE- IV	23PENGC21 – AMERICAN LITERATURE	Credits: 5 Hours: 6

	Learning Objectives					
LO1	To introduce the learners to the development of Americanliterature.					
LO2	To familiarize social and political events that have a bearing onAmerican writing					
LO3	To introduce the concepts and emerging themes in American literature					
LO4	To inculcate the movements and trends that shaped Americanliterature,					
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction					

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 "Cambridge Ladies" Wallace Stevens "Anecdote of the Jar" Denis Levertor "Scenario", "Thinking of EL Salvador" Robert Lowell "Skunk Hour" Sylvia Plath "Lady Lazarus" Anne Lexton "Wanting to Die" Adrienne Rich "Snapshots of a Daughter-in-law"

UNIT II - Prose **-** Emerson - The American Scholar, Amy Tan- Mother Tongue, Thoreau - Walden (Chapter "Pond")

UNIT III Drama - Arthur Miller - Death of a Salesman,

Tennessee Williams – All My Sons Marsha Norman - Night Mother, NtozakeShange – For Colored Girls.

UNIT IV Fiction/Short Story - Edgar Allan Poe - "The Cask of Amontillado" Herman Melville - "Bartleby the Scrivener", N. Scott Moma day - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening

UNIT V Autobiography - Excerpts from – MalcolmX, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive

	Course Outcomes								
Course Outcomes	II in completion of this course students will.								
CO1	Analyze the movements and trends that shaped American literature PO2								
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3							
CO3	Evaluate the relation between aesthetics and racism in Fiction	PO4, PO5							
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6							
CO5	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10							
	Text Books(Latest Editions)								
1.	1. Willis Wagner: American Literature - A World View								
(La	References Books test editions, and the style as given below must be str to)	ictly adhered							
1.	, Marcus Cunliffe : Sphere History of Literature - Amer 1900.	rican Literature to							
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.								
	Web Sources								
1.	https://www.thoughtco.com/american-literary-periods	s-741872							
2.	https://www.poetryfoundation.org/poets/walt-whitma	n							
3.	https://blog.eyewire.org/emerson-vs-thoreau-transcen-	dentalist-battle/							
4.	https://www.britannica.com/art/American-literature	https://www.britannica.com/art/American-literature							
5.	https://ivypanda.com/essays/edgar-allan-poes-and-her- comparison/	man-melville-							

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: II	23PENGC22 – SHAKESPEARE STUDIES	Credits: 5
CORE- V		Hours: 6

	Learning Objectives					
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.					
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages					
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets					
CO4	Appraise Shakespeare's contribution to English language and literature					
CO5	Critically understanding the appreciations by critics on Shakespeare					
	Datails					

Details

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

UNIT II – Sonnets – 12, 65, 86,130,

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

UNIT III - Tragedy Othello

UNIT IV – History 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
- 3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

	Course Outcomes						
Course Outcomes	On completion of this course, students will;						
CO1	Critically understand the appreciations by critics on Shakespeare PO1						
CO2	Understand Elizabethan theatre and the theatre's development.	PO3					
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5					
CO4	Understand the trends in Shakespeare studies	PO6					
CO5	Learn Modern Approaches in Shakespearean criticism	PO7, PO10					
	Text Books (Latest Editions)						
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespe (Romances& Poems, Tragedies, Comedies), W.W. N London.	,					
	References Books editions, and the style as given below must be strict						
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Rout	ledge, London.					
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Int Shakespeare's Sombre Tragedies, New York.	erpretation of					
3	Knight G.W., 1947, The Crown of Life: Essays in Int Shakespeare's Final Plays, Oxford.	terpretation of					
4	John f. Andrews, ed., 1985, William Shakespeare: Hi His Influence, Charles Scribner's Sons.	s World, His Work,					
5	Jonathan Dollimore, ed., 1984. The Radical Tragedy. The Harvester Press.						
	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/ger						
5.	https://www.historytoday.com/archive/british_englis	sh_monarchs/henry-iv					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: II	23PENGC23 – POST-COLONIAL THEORY	Credits: 4
CORE- VI	AND LITERATURE	Hours: 6

	Learning Objectives					
LO1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.					
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres					
LO3	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					
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.					
LO5	Understanding the critical perspectives in Postcolonial literatures.					
_	Details					

UNIT I: Prose

Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction), Edward Said - Introduction to Orientation.

UNIT II -Poetry

ArunKolatkar: The Priest, Yeshwant Rao, An Old Woman,

A.K.Ramanujan.: Returning, Death of Poem, Kofi Awonoor, The Weaver Bird Leopold Senghor.: In Memoriam, Grace Nichols: In My Name, James

Reaney: Maps, George Bowering: Grand Father

UNIT III-Drama

Soyinka: Death and the King's Horseman

Dougals Stuart: Ned Kelly

UNIT IV – Fiction

Arundathi Roy – God of Small thingsBapsi Sidwa –

Ice Candyman

UNIT V – Short Stories

1. Kate Grenville – Mate

2. Chinua Achebe – Dead Men's path

	Course Outcomes							
Course Outcomes	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1							
CO1	Critically understand the political and social background of the third world nations	PO2						
CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3						

CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

	Text Books(Latest Editions)						
1.	Macaulay's Minute of 1831/35.						
2.	Post-Colonial Studies: eds. Ashcroft et.al.						
	References Books						
(La	atest editions, and the style as given below must be strictly adhered						
	to)						
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						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: IIElective- III	23PENGE24 - 1: COMPARATIVE LITERATURE	Credits: 3 Hours: 5
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	Learning Objectives				
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.				
LO2	To interpret a literary text or other cultural artifact in a non- native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.				
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, geners, periods, and areas.				
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.				
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.				

DETAILS

Unit I

The Study of Influence and Analogy The Study of Reception

Unit II

Thematology

Unit III

Genres Comparative Literature and Translation

Unit IV

Literature and other Arts: Music, Theatre, and Dance

Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology

Unit V

Anita Desai A Village by the sea Chinua Achebe Things fall apart Patrick White

Voss

Vikram Seth A suitable boy

	Course Outcomes					
Course Outcomes	On completion of this course, students will;					
CO1	Read critically literary and cultural texts in a range of genres and media(novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1				
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices.	PO1, PO2				

CO3	Use critical terminology and interpretive methods drawn PO4,					
	from specific 20 th –and 21 st century comparative and critical	PO6				
	theories from multiple disciplines.					
CO4	Recognize the different aims, formal constraints, rhetorical PO4,					
	strategies, and ideological underpinnings at stake in	PO5,				
	different literary genres through texts in two or more	PO6				
	foreign languages.					
CO5	Master a variety of theoretical and methodological	PO3,				
	approaches to textsandadopt them for comparative textual	PO8				
	studies able to go beyond simply mechanical	100				
	applications.					
	Text Books (Latest Editions)					
1.	Bassnett, Susan: Comparative Literature: A Critical					
Introduction. Oxford:Black Well,1993.						
	References Books					
(Latest editions, and the style as given below must be						
	strictly adhered to)					
1.	Bhaduri, Saugata. Perspectives on Comparative					
	Literature and Culture in the Age of Globalization.					
	New Delhi: Anthem Press, 2010.					
Koolh Clayton and Susan Noakas The Comparative Perspective						
on Literature:						
	Approaches to Theory and Practice. New York: Cornel	LUP. 1988				
3.	approaches to Theory and Theorem 10th Corner	1 01, 1700				
4	Weisstein, Ulrich. Comparative Literature and Literary	,				
4.	Theory: Survey and Introduction. Bloomington: Indiana					
	UP, 1974	•				
Ē	Wellek, Rene and Austin Warren. Theory of					
5.	5. Literature. Harcourt: Braceand company.1948.					
	Dictature. Harcourt. Diaceana company.1740.					
	Auto Wollak & Women, Theory of Literature					
6.	Arts Wellek& Warren: Theory of Literature					

Semester: II Elective-III	23PENGE24 - 2: WOMEN'S WRITING	Credits: 3 Hours: 5	

Learning Objectives				
LO1	To familiarize learners with how unique experiences of women influence their writings			
LO2	To help them analyze representations of women in literature.			
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.			
LO4	To enable them apply appropriate formal conventions when writing about literature			
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.			

Unit I: Poetry

Elizabeth Barrett Browning : "How Do I Love Thee?" (sonnet 43)

"If Thou must Love Me" "The Cry

of the Children"

Sylvia Plath : Lady Lazarus

Kamala das : The Old Play House Maya Angelo : Phenomenal Women

Unit II: Prose

Arunthathi Roy : The Greater Common Good

Virginia Woolf : Sojourner Truth; Ain't I A Woman?

UNIT III: Drama

Caryl Churchill : Top Girls

Lorraine Hensberry : A Raisin in the Sun.

UNIT IV: Novel

Mahasweta Devi : Rudali Rupa Bajwa : Sari Shop

UNIT V: General

1. Historical Overview and Major Themes in Women's Writing

2. Mary Wool stone Craft : The Vindication of the Rights of

Women

3. Elain Showalter : Toward a Feminist Poetics

	Course Outcomes						
Course Outcomes	On completion of this course, students will;						
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.						
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.						
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6					
CO4	PO4, PO5, PO6						
women's lives. Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms. PO3, 1							
Text Books (L	eatest Editions)						
1.	Gilbert, Sandra M., and Susan Gubar. The Norton Anthology of Literature by Women. W. W. Norton, 2007.						
2.	Hymn to Aphrodite" and Related Texts. Walt Gruyter, 2012.	Hymn to Aphrodite" and Related Texts. Walterde Gruyter, 2012.					
	References Books (Latest editions, and the style as given below must be strictly adhered to)						
1.							
2.	2. Estés, Clarissa Pinkola. Women Who Run with the Wolves 1995.						
3.	3. Jain, Jasbir, and Avadhesh K. Singh. Indian Feminisms. 2001.						
4. An anthology of Literary Theory and Criticism, eds.R.Warkol and Diane. PriceHenrdl.p.279-291.							
	Web Resources						
1.	"Ambai (C. S. Lakshmi) b. 1944." <i>Name Mo</i> University Press, 2019,pp. 259–67, http://dx.doi.org/10.12987/9780/						

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low Mapping with Programme Specific Outcomes:

	PSO1	PSO2	PSO 3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester: II Elective-IV	23PENGE25 - 1: WORLD MYTHOLOGY	Credits: 3 Hours: 5

	Learning Objectives					
LO1	To help students at the origin and sources of myths in literature.					
LO2	Provide them with aunique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life					
LO3	Get an In-depth study of the theoretical approaches					
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times					
LO5	Help them to understand the definition of symbolism with its different types and dimensions.					
	DETAILS					

Unit I

Introduction

Unit I

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops, Ulysses & Circe, the storyof Penelope. The Story of Romulus and Remus The Story of Dido, Queen of Carthage The Story of Cupid & Psyche

The Story of Orpheus and EurydiceThe Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W.Longfellow

Unit IV Legends

Arthurian Cycle (The HolyGrail)Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabaratha

Unit I Introduction

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops, Ulysses & Circe, the storyof Penelope. The Story of Romulus and Remus The Story of Dido, Queen of Carthage The Story of Cupid & Psyche The Story of Orpheus and Eurydice The Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W.Longfellow

Unit IV Legends

Arthurian Cycle (The HolyGrail)Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabaratha

	Course Outcomes			
Course Outcomes	On completion of this course, students	s will;		
CO1	Understand the origin and sources of myths inliterature	PO1		
CO2	CO2 Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.			
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection amongFire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6		
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6		
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8		
	Text Books (Latest Editions)			
1.	Bauman, Richard. AGenre@ in Folklore, Cultural Performar Entertainments: A Communications-Centered Handbook. O University Press, 1991.			
2.	Boas, Franz. A Introduction to James Teit,@ Traditions of the River Indians of British Columbia. Memoirs of the American 1898.	-		
Д	References Books	adharad (a)		
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why Won't Give Women a Future. Boston: Beacon Press, 2000. Grimm, Jakob and Wilhelm Grimm. APrefaces to the First a Editions@ of the Nursery and Household Tales, in Maria Ta	y an Invented Past and Second		
2.	the Grimms= Fairy Tales. Princeton: Princeton University P published 1812-1819): 203-222.			
	Web Resources			
1.	Bascom, William. AThe Forms of Folklore: Prose Narratives American Folklore 78, 1965: 3-20.	s@ in Journal of		

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 -Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester: II Elective-IV	23PENGE25 - 2: INDIANCLASSICS IN TRANSLATION	Credits: 3 Hours: 5

	Learning Objectives
LO1	To introduce the students to the polyphony of modern Indian writing
	in translation.
LO2	To make them understand the multifaceted nature of cultural identities
	in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes
203	to seek similarities and differences in thematic and cultural
	perspectives.
LO4	To explore images in literary productions that express the writers
LOT	sense of their society.
LO5	To encourage the students to explore texts outside of the suggested
LOS	reading lists to realize the immense treasure trove of translated Indian
	literary works.
	DETAILS

Unit I: Poetry

Kaniyan Poongundran Purananooru (192) (Translated by A. K. Ramanujan)

Auvaiyar Purananooru 93 (Translated by George L Hart)

Kabirdas Hey Brother, Why do you want me to talk? I won't talk

Mirabai Life in the World Strange is the Path when you offer Love b

Mirza Ghalib Heart it is, Not a Brick or Stone Muhammed Iqbal The Himalayas

Unit II: Poetry

Thiruvalluvar Chapter - 5 (Family Life) Chapter-79 (On Friendship) (From *Thirukkural*–V.V. S. Aiyar's Translation) Ilango Adigal Vazhakuraikaathai (From *Silapathikaram*)

Unit III: Prose

Kalki : Ponniyin Selvan – Part I

Sri Aurobindo : The True Meaning of Freedom

Unit IV: Drama

Rabindranath Tagore : SacrificeGirish Karnad :Nagamandala

Unit V: Fiction

Munshi Premchand : Godan Asokamitran : The Eighteenth Parallel

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
	Understand the multifaceted nature of cultural identities	
CO1	in the various Indian	PO1
	literatures through indigenous literarytraditions.	
CO2	Compare literary texts produced across Indian regional	PO1, PO2
	landscapes to seek similarities and	
	differences in thematic and culturalperspectives.	
	Learn to explore images in literary	201201
CO3	productions that express the writers' sense oftheir society.	PO4, PO6
	Explore texts outside of the suggested readinglists torealize the	
CO4	immense treasure trove of translated Indian literary works.	PO4, PO5,PO
	Be familiar with concepts such as modernism, regionalism, the	PO3, PO8
	contemporary, and representations of history, class, and gender in	
CO5	modern Indian writingin translation.	

	Text Books (LatestEditions)
1.	Ramanujan A. K., Poems of Love and War, OUP India, 2006
2.	Standard Editions of Texts for Prose, Drama and Fiction.
3.	IyengarSrinivasa K.V, Sri Aurobindo: A
	Biography and a History, SriAurobindo, International
	Centre of Education, Pondicherry, 1985.
	References Books
	(Latest editions, and the style as given below must be strictly adhered to)
1.	Radha Krishnan S, A Centenary Volume Rabindranath Tagore
1.	1861-1961,New Delhi,Sahitya Akademi,1992.
	Rajan P.K, Indian Literary Criticism in English: Critics, Texts,
2.	Issues, RawatPublications, NewDelhi, 2004.
	Web
	Resources
1.	Kabirdas[https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want- Me-To-Talk-By-Kabir][https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come]
2.	Mirabai[https://allpoetry.com/Mirabai] [https://allpoetry.com/Life-In- The- World][https://allpoetry.com/Strange-Is-The-Path- When-You-Offer- Love]

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3-Strong, 2-Medium, 1-Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos		3.0	3.0	3.0	3.0

Semester: II	23PENGS26 APPROACHES TO ENGLISH	Credits: 2
SKILL	LANGUAGE TEACHING	Hours: 2
ENHANCEMENT		
COURSE		

Learning Objectives					
LO1 To enhance the learning and teaching skills of English					
LO2	To familiarize students about the basic concepts and theories related to English language teaching				
LO3	To focus on the problems and consequences on language teaching				
LO4	Emphasis will be laid on tracing the development of language teachingskills				
LO5	Understanding the teaching aspects				

Details

UNIT I

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 Languageteaching

UNIT II

Current Communicative Approaches

The Natural Approach Cooperative language learning Content

based instruction, Task-based language teaching

UNIT III

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 classroom

UNIT IV

Teaching Aspects Teaching Prose Teaching Poetry

UNIT V

Teaching Grammar, Teaching of Non-Detailed Text.

Teaching practice in the classroom.

	Text Books(Latest Editions)						
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 Produced in England by the British Council Printing and Publishing Department, London.						
	References Books						
	(Latest editions, and the style as given below must be strictly adhered to)						
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/						
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/						

	Course Outcomes						
Course Outcomes	On completion of this course, students will:						
CO1	Know the brief history of language teaching methods	PO3					
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2					
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5					
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7					
CO5	Perceive the use of radio and television in language learning	PO8, PO9					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong,

2 – Medium, 1 -

Low Mapping with Programme Specific

Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

SEMESTER: III CORE: VII	23PENGC31: CONTEMPORARY LITERARY CRITICISM	Credits: 5 Hours: 6				
PART: A						
	Learning Objectives					
LO1	LO1 To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of Knowledge					
LO2	LO2 To provide knowledge about the different schools in contemporary literary Criticism					
LO3	LO3 To focus on interpreting the works of various literary critics					
LO4	To focus on evaluate critically and aesthetically the prescribed texts					
LO5	LO5 To make them understand the principles of criticism					
Details						

UNIT I

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

UNIT II

The Deconstructive Angel: M.H. Abrams

UNIT III

Against Interpretation: Susan Sontag Crisis (In Orientalism): Edward Said

UNIT IV

Irony as Principle of Structure: Cleanth Brooks Creative Writers and Day

Dreaming: Sigmund Freud

UNIT V

From Work to Text: Roland Barthes

Capitalism, Modernism and Post Modernism: Terry Eagleton

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop analytical understanding of the subject matter	PO4
CO3	Analyze a literary text with reference to socio- political issues	PO5
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Appreciate a text at emotional, intellectual, and aesthetic levels	Q

	Text Books(Latest Editions)					
1. Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.						
	References Books					
(Lates	t editions, and the style as given below must be strictly adhered to)					
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.					
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.					
	Web Resources					
1	https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/					
2	https://www.atlassociety.org/post/deconstructing-derrida-review-of- structure-sign-and-discourse-in-the-human-sciences					
3	https://fs.blog/susan-sontag-against-interpretation/					
4	https://www.studocu.com/in/document/madurai-kamaraj-university/ma-englis h/the-deconstructive-angel/4517560					
5	https://www.britannica.com/biography/Roland-Gerard-Barthes					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 - Strong, 2 - Medium, 1 - Low

SEMESTER: III CORE VIII PART: A	23PENGE32: TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	Credits: 5 Hours: 6						
	Learning Objectives							
CO1	CO1 To sensitize the students to various aspects of new studies in twenty first century millennial literature.							
CO2	CO2 To make them understand important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level.							
CO3								
CO4	CO4 To help them analyze literary texts by employing appropriate interdisciplinary theories.							
CO5 To enable them to evaluate the viability of interdisciplinary analyses of literary and cultural forms.								
	Details							

UNIT I

Blue Studies

Amitav Ghosh - The Hungry Tide

Yann Martel - The Life of Pi

UNIT II

Animal Studies

Margo DeMello "Human Animal Studies" from *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18

Mario Ortiz Robles - "What is it like to be a trope?" from Literature and Animal Studies

UNIT III

Medical Humanities

Thomas R. Cole et al. "Introducing Medical Humanities "from Medical Humanities: An Introduction

Dan Millman: Way of the Peaceful Warrior

UNIT IV

Climate Studies

Introduction to Climate Change and Studies. Barbara Kingsolver Flight behavior

UNIT V

Disability Studies

Lennard J. Davis "Introduction: Disability, Power and Culture" From the Disability Studies Reader.

Clarke Barker and Stuart Murray "Introduction: On Reading Disability in Literature" from The Cambridge Companion to Disability Studies

	Course Outcomes						
Course Outcomes	On completion of this course, students will;						
CO1	Analyze contemporary issues and its immediate requirement	PO3					
CO2	Effectively understand their social responsibility	PO2, PO6					
CO3	Gain exposure to the emerging trends in 21st century millennial literature.	PO4. PO5					
CO4	Be equipped in the interdisciplinary theories.	PO6					
CO5	Appreciate the viability of interdisciplinary analyses. of literary and cultural forms.	PO10					
	Text Books (Latest Editions)						
1.	1. Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical						
	Humanities.1st ed., Routledge, 2015.						

References Books (Latest editions, and the style as given below must be strictly adhered to)						
1.	Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016.					
2.	DeMello, Margo. Body Studies: An Introduction. 1 st ed., Routledge, 2013					
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation. Peter Lang Publishing Inc., 2014.					

	Web sources							
1	http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/							
2	http://www.jstor.org/stable/25614299.							
3.	https://www.timeshighereducation.com/student/student-services/blue-studies-ii international							
4.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/							
5.	https://en.m.wikipedia.org/wiki/Medical_humanities							

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3-Strong, 2-Medium, 1-Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: III CORE IX PART: A	23PENGC33: LITERATURE OF THE MARGINALIZED IN INDIA	Credits: 5 Hours: 6						
Learning Objectives								
LO1	LO1 To sensitize students in the history of anti-caste and anti-discrimination Discourses							
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural							
LO3	LO3 spheres. To focus on caste studies, reflecting upon the history of anti-caste struggle in India.							
LO4	LO4 To focus on important dimensions to understand the political spheres in India							
LO5	LO5 To understand the disciplines like history, sociology, ethnography, anthropology and literature.							
Details								

UNIT I Studies on Caste (colonial/postcolonial)

- 1. A Study of Caste Lakshmi Narasu
- 2. "Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" Dr.B.R.Ambedkar)
- 3. Homo Hierarchicus Louis Dumont

UNIT II The Interface between Caste and Gender

- 1. Gendering Caste Through a Feminist Lens -Uma Chakravarti
- 2. Caste and Gender Anupama Rao

UNIT III History and Theory of Dalit Uprising

- Dalits and Democratic Revolution in India -Gail Omvedt
- 2. "Power of Invisibility" Ravikumar

UNIT IV Poetry

- 1. Hunger Namdeo Dhasal
- 2. Birds in Prison J.V. Pawer

- 4. Which language should I speak Arun Kamble5. The Dalits are coming Dr.Siddalingaiah

UNIT V: Fiction

- 1. Untouchable Spring Kalyan Rao Short stories:
- Kisumbukaran Bama
 Aarumugam Imayam
- 4. Chakra Jayawant Dalvi

	Course Outcomes						
Course Outcomes	On completion of this course, students will;						
CO1	Understand the historical and political background of Caste	PO1					
CO2	Focus on understanding the dimensions of discriminations	PO2					
CO3	Analyze a literary text with reference to socio-political Issues	PO3, PO4					
CO4	Evaluate the prescribed texts critically.	PO6, PO8					
CO5	Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9					
	Text Books (Latest Editions)						
1.	Caste and Tribes by Risley						
	References Books						
(La	atest editions, and the style as given below must be strictly a	ndhered to)					
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 sources						
1	www.ambedkar.org						
2	www.saxakali.org						
3	https://www.frontiersin.org/articles/10.3389/fpsyg.2017.0048	7/full					
4	https://www.jstor.org/stable/2053672						
5	https://www.sciencedirect.com/science/article/abs/pii/S22146	29620301079					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

Semester: III CORE: X PART: A

23PENGC34: JOURNALISM AND MASS COMMUNICATION

Credit: 4 Hours: 6

Learning Objectives

- 1. To enable the students to get to know the press, its history, and other media
- 2. To train the students for a profession in journalism.
- 3. To help the students get the knowledge of print media.
- 4. To demonstrate an understanding of professional and ethical principles.
- 5. To help them evaluate the importance of mass media in the society.

Unit I: History and Ideologies of Print Media

The Press Council Act – 1978 News under Emergency The Centenarian Newspapers in India Ethics of a Newspaper

Unit II: Characteristics of a Newspaper

Headlines - Interviews - Features - Letters to the Editor Cartoons and Caricatures

Unit III: Techniques of Writing for the Print Media

Report Writing - The Role of an Editor - Qualities of an Interviewer - Book Review - Film Review

Unit IV: History and Study of Films

The Arrival of Talkies - Lumiere Brothers and the Evolution of Cinematography - Documentary and Short Films - National Film Festival

Unit V: Uses and Impact of Mass Media on Society

Radio Journalism - Television Journalism - the Film Industry - the Web Media

	Course Outcomes					
Course Outcomes	On completion of this course, students will be able to;					
CO1	Understand the different phases of print and broadcast journalism in India.	PO3				
CO2	Draft newspaper headlines and do the role of a reporter	PO2, PO6				
CO3	Review a book or a film.	PO4. PO5				
CO4	Realize the importance of a documentary and short film in imparting social message	PO6				
CO5	Appraise and interpret the legal, ethical, and social aspect of media in everyday life.	PO10				
Text Books (I	Latest Editions)					
1.	1. B. N. Ahuja, Theory & Practice of Journalism. New Delhi: Surject Publications, 2010.					
References Bo (Latest edition	ooks ns, and the style as given below must be strictly adhered to)					

1.	Swapankr Mukherjee, A Textbook on Journalism						
2.	2. VirbalaAggarwal, Handbook of Journalism and Mass Communication						
3.	D.S. Mehta. Mass Communication and Journalism in India. New Delhi						
4.	Keval K. Kumar, Mass Communication in India Jaico Publishing House						
5.	RengasamyParthasarathy, Basic Journalism, Macmillan publications.						
Web	sources						
1	https://en.m.wikipedia.org/wiki/journalism						
2	https://en.m.wikipedia.org/wiki/massmedia						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

3 – Strong, 2 – Medium, 1 - Low

Semester: III ELECTIVE: V PART: A

23PENGE35-1: ORAL NARRATIVES

Credit: 3 Hours: 3

Learning Objectives

- 1. To familiarize the genres of oral literature.
- 2. To enable them to find connection and continuities as well as to identify the disjuncture between oral and written texts viz. past and present.
- 3. To develop a sense of appreciation and the aesthetics
- 4. To encourage free and independent thought in any research orientation
- 5. To help them develop the skills of interpretation, appreciation of literature as well as writing and presentation skills.

DETAILS

Unit I

A general introduction to oral literature as a genre of literature.

Role of story tellers, musicians, griot, praise-singers, and oral historians in presenting the genealogies.

Historical narratives and oral literature.

Components of oral literature.

Recent developments in the study of oral literature.

Nature and scope of Oral Literature.

Oral Literature and Society

Unit II: Myth & Folklore

Girish Karnad : Nagamandala

From the Panchatantra : I Strategy - The Elephant and the Sparrow

(Discord among Friends)

II Strategy – Shandili and Sesame Seeds

(Gaining Friends)

III Strategy – The Tale of Two Friends

(War and Peace)

IV Strategy – The Lion and Foolish Donkey

(Loss of Gains)

V Strategy – The Miserly Father (Impudence)

Unit III:

Legend Tuhin A Sinha and

Ankita Verma : The Legend of Birsa Munda

Asura: The Tale of the Vanquished

Unit IV: Anand Neelakandan

Fiction

Unit V:

Myth and Literature Joseph Dorairaj

Cor	urse Outcomes						
Course Outcomes	On completion of this course, students will	On completion of this course, students will					
CO1	Identify the various genres of oral literature	PO3					
CO2	Know India's age-old literary tradition and cultural traditions through their exposure to oral literature in English	PO2, PO6					
СОЗ	Oral literary text as a tool of cultural study will help students to know the difference between social traditions and scientific beliefs.	PO4. PO5					
CO4	Learn various language patterns and dialogue forms of oral narratives.	PO6					
CO5	Be able to recognize the narrative techniques employed by the story tellers, singers, etc.	PO10					
Text Books (Lat	test Editions)						
1. Devy, G.N.Ed.Painted Words: An Anthology of Tribal Literature. New Delhi: Penguin,2002.							
References Books (Latest editions, and the style as given below must be strictly adhered to)							
1.	Rohit Dhankar The great panchatantra tales New Delhi: Wordpress 2010						

Web sources					
1	https://en.m.wikipedia.org/wiki/ORALNARRATIVES				
2	https://rohitdhankar.files.wordpress.com/2016/01reading-2_the-great-panchatantra-tales_complet.pdf				

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 - Strong, 2 - Medium, 1 - Low

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: III ELECTIVE: V PART: A

23PENGE35-2: NEW LITERATURE IN **ENGLISH**

Credit: 3 Hours: 3

Learning Objectives

- 1. To familiarize the students to colonial as well as post-colonial writings.
- 2. To introduce the variety of New Literature in English.
- 3. To make the students aware of the double identity of both colonizer and colonized.
- 4. To introduce them to the post-colonial theories.
- 5. To promote understanding of the learners about different approaches to culture, nationalism, multi-culturalism, gender, and race in the context of post-colonial societies and literature.

R. Parthasarathy Unit I: Poetry

Under Another Sky

A. K. Ramanujan

Obituary

A. J. M. Smith (Canada)

Like an old proud King in a Parable

Margaret Atwood

Journey to the Interior

Edwin Thamboo

The Exile

Unit II: Poetry

Wole Soyinka

Telephone Conversation

To my first white Hairs

Judith Wright

Typiest in the Phonix Building

Cabriel Okara John Pepper Clark The Mystic Drum

The Casualities

Derek Walcotte

A Far Cry from Africa.

Unit III: Prose

Chinua Achebe The Novelist as Teacher

Ananda Coomarasamy The Dance of Shiva Margaret Atwood Survival (chapter-I)

Unit IV: Drama

Ian Frasar Bring Me Gandhi : Sharon Pallock **Bold Relations**

Gurucharan Das Larin Sahib Unit V: Novel

> Patric White Voss

Co	urse Outcomes					
Course Outcomes	On completion of this course, students will;					
CO1	Compare, discuss and explain inter-connection and functions of post-colonial literature.					
CO2	Critically evaluate and appreciate the post-colonial literature.	PO2, PO6				
CO3	Have independent thinking.	PO4. PO5				
CO4	Know how race, class, gender, history and identity are presented in the literary texts.	PO6				
CO5	Have an understanding of the relationship between Great Britain and nations that were colonized.					
Text Books (La	test Editions)					
1.	Coomarasamy, Ananda, K. The Dance of Shiva: On Indian Ar Delhi:Sagar Publications, 1991.	t and Culture. New				
References Boo (Latest editions	ks , and the style as given below must be strictly adhered to)					
1.	Narasimhaiah, C.D.An Anthology of Commonwealth Poetry. 2015.	New Delhi: Trinity,				
2.	. Thieme, John, The Arnold Anthology of post-colonial literatures in English. London: Oxford up, 2000.					
3.	3. Loomba, Ania. Colonialist/ Postcolonialism. New York: Routeledge, 2016.					
4. Nayar, PramodK.Postcolonial Literature: An Introduction.Pearson, 2008.						
	Web sources					
1	1 https://en.m.wikipedia.org/wiki/newliteraturesinenglish					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3-Strong, 2-Medium, 1-Low

Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

SEMESTER: III
SEC: II
PART: B(i)

23PENGS36 – ENGLISH FOR TOURISM

Credits: 2 Hours: 3

Learning Objectives

- 1. To cover a wide range of topics of Tourism.
- 2. To develop a broad tourism-related vocabulary.
- 3. To develop speaking skills needed for job-related situations.
- 4. To promote grammatical accuracy with Language.
- 5. To gain knowledge of tour guide.

DETAILS

Unit I

Introduction to Tour guiding
The role of the tour guide

Unit II

Legal consideration and Confidentiality Introduction to travel agency and operation

Unit III

Promoting a Destination Responsible Tourism

Unit IV

Customer Relations Complaint Management

Unit V

Tourism-related vocabulary Speaking Skills

Co	ourse Outcomes						
Course Outcomes	On completion of this course, students will						
CO1	Develop language proficiency for effective communication in tourism – related context.	PO3					
CO2	Acquire specialized vocabulary specific to tourism industry.	PO2, PO6					
CO3	Demonstrate cultural awareness and developing a cross cultural communication skill for interacting with tourist.	PO4. PO5					
CO4	Have enhanced public speaking ability to convey information about tourist destinations.	PO6					
CO5	CO5 Have developed writing skills to produce informative documents relevant to the tourism sector.						
Text Books (La	test Editions)						
1.	Strutt, Peter. English for International Tourism. Pearson. 2013						
References Boo (Latest editions	ks , and the style as given below must be strictly adhered to)						
1.	Gutiérrez Cruz, Merlyn & Caravaca Mendoza, Damaris & Hernández-Ulate, Aurora & Luna Angulo, Jorge Manuel & Rodríguez, Jenny & Obando, Didier. Basic English for Tourism: Listening and Speaking Skills. (2014).						
2.	Pohin and Kaith Harding 'Tourism' Oxford University Press 2007						
Web	Web sources						
1.	https://en.m.wikipedia.org/wiki/englishfortourism						

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Semester: III	23PENGI37: SUMMER INTERNSHIP	Credits: 2
PART: B(ii)		

- Students should complete two weeks (15 days) of internship before commencement of the third semester (during the summer vacation).
- After the internship students should submit attendance certificate and a report of twenty pages.

Suggested Areas:

- Journalism Intern
- Publishing intern
- Library Intern
- Education Intern
- Film and Television Intern

(Refer to the Regulations for additional information)

Semester: IV CORE: XI	23PENGC41 – SUBALTERN STUDIES	Credits: 5
PART: A	231 ENGC41 - SUBALTERN STUDIES	Hours: 6

Learning Objectives			
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups		
LO2	To make them develop strategies to deal with these issues successfully.		
LO3	To help them analyze literary texts through subaltern lens		
LO4	To make them examine the defined role of social constructions that affect the space of the marginalized		
LO5	To train them to critically analyze subaltern writing.		
Details			

UNIT I

- 1. Rokade, L.S. To Be or Not to Be Born
- 2. Jagtap, Bapurao This Country is Broken

(From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed)

Arjun Dangle)

3. Sirumalesh, K.V. The Untouchables

(From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)

- 4. Claude Mckay If We Must Die
- **5.** Langston Hughes Dinner Guest: Me

(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)

UNIT II

- 1. Martin Luther King (Jr) I Have a Dream
- 2. Gayatri C. Spivak Can the Subaltern Speak?

UNIT III

- 1. C.T. Indra (Translation) Nandan
- 2. Vijay Tendulkar Kanyadan

UNIT IV

- 1. Bama Karukku
- 2. Sharan Kumar Limbale Hindu

UNIT V

- 1. Premchand The Shroud
- 2. Mahasweta Devi Draupadi
- 3. Arjun Dangle The Poisoned Bread Promotion

	Course Outcomes					
Cou	On completion of this course, students will					
CO	Remember the diverse concepts that address issues of the subalterns.	PO2				
CO	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6				
CO	Analyse various subaltern texts	PO1, PO2, PO5				
CC	Determine the sources and structures of social inequalities.	PO6				
CO	Develop strategies to deal with the issues of the marginalized successfully.	PO8, PO9				
	Text Books (Latest Editions)					
1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.					
	References Books (Latest editions, and the style as given below must be stri	ctly adhered to)				
1. Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd. 2003.						
	Web sources					
1	https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20h eard%20 previous.					
2.	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studie s/					
3.	http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf					
4.	https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low



23PENGC42: CANADIAN STUDIES

Credits:	5
Hours:	6

Learning Objectives				
LO1	To expose students to Canadian Social, Cultural, Historical and Aboriginal traditions			
LO2	To provide knowledge about the different trends in Canadian studies			
LO3	To focus on interpreting the prescribed works critically			
LO4	To focus on important dimensions on understanding Canada including multicultural and immigrant experience.			
LO5	To understand the folklore and its influence on Canadian Literature			
D 4 11				

Details

UNIT I

Poetry

1. Winter in Lower Canada: Standish O'Grady2. Song: Alexander McLachlan

3.Ode on the Death of William Butler Yeats: A.J.M.Smith
4. Indian Reservation : Caughnawaga
5. First Neighbours : P.K.Page

Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry (P.K. Page, A.M.

Klein, M. Atwood, and Smith).

UNIT II

Prose

Survival : Margaret Atwood 1 – 4 Chapters

UNIT III

Drama

The Ecstasy of Rita Joe: George Ryga.

Dry Lips Oughta Move to Kapuskasing: Tom Highway.

Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma

Parameshwaran Bangalore: IBH Prakashana 1996

UNIT IV

Fiction

Truth and Brightwater: Thomas King.

No New Land: M.G. Vassanji

UNIT V

Criticism

The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King Selections from Robert Kroetsch

Last Essay from The Bush Garden, Northrop Frye

	Course Outcomes						
Course Outcomes	On completion of this course, students will						
CO1	Understand the historical and political PO1, PO3 background of Canadian Literature						
CO2	Be familiarized with the folklore's influence on Canadian. Literature	PO1					
СОЗ	Analyze a literary text with reference to socio- political. Issues	PO4					
CO4	Appreciate critically and aesthetically the prescribed texts.	PO6, PO8					
CO5	Evaluate a text at emotional, intellectual, and aesthetic levels	PO9, PO10					
	(Textbooks in Latest Edition)	•					
1.	1. Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.						
References Books (Latest editions, and the style as given below must be strictly adhered to)							
1. Rioutx Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer							
 Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004) 							
3. A short Histo	ory of Canada, Desmond Morton, Edmonton: Hurtig 198	83					

Web sources					
1	www.india.gc.ca				
2	www.canada.justice.gc.ca				
3	www.thecanadianencyclopedia.com				
4.	https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html				
5.	https://www.britannica.com/biography/Margaret-Atwood				
6.	https://canadianliteraryfare.org/bibliography/drama/				

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 – Low

SEMESTER: IV PROJECT

23PENGD43: RESEARCH METHODOLOGY, PROJECT WRITING AND VIVA

Credits: 7 Hours: 10

Project Writing provides students with an opportunity to engage in independent research on a topic within the field of English literature. The project focuses on critical thinking, original analysis, and scholarly research and culminates and viva-voce examination.

Evaluation Method: Dissertation submission and viva-voce examination (No Theory Exam)

Project Components:

Dissertation

Length: 8,000 - 12,000 words (excluding bibliography and appendices)

Content: Title Page

Abstract (200 – 300 words)

Introduction

Literature Review

Research Methodology

Analysis / Discussion

Conclusion

References / Bibliography (as per MLA or APA)

	Learning Objectives						
LO1 To make the learners aware of why academic research is undertaken and how is different from other research							
LO2	LO2 To develop better insight into the topic chosen for the research						
LO3	To improve the presentation skills (writing and oral presentation)						
LO4 To familiarize with style manuals for writing articles, thesis, and project							
LO5	To familiarize with the ethical and social issues in research publications						

Details

Unit- I

Research and Writing Plagiarism and Academic Integrity

Unit- II

The Mechanics of Writing

Unit- III

The Format of the Research Paper, Abbreviations

Unit-IV

Documentation: Preparing the list of Works Cited

Unit- V

Documentation: Citing Sources in the text

Course Outcomes							
Course Outcomes On completion of this course, students will							
CO1	Develop critical thinking	PO1, PO2					
CO2	Find solution to the theoretical and practical problems	PO3, PO4					
CO3	Able to plan a research project from start to finish	PO4 PO5					
CO4	Be able to understand the process involved in academic research	PO6, PO8					
CO5	Gain confidence and participate in conference and seminars and continue their career as researcher and take independent research projects in future	PO7, PO9, PO10					

	Text Books (Latest Editions)					
1.	Gilbaldi, Joseph: MLA Hand Book for Writers and of Research Paper. 9 th edition, 2021					
	Reference Books.					
2.	Style Manual: For authors, Editors and Printers. 6 th Edition. Australian Eoverment					
	Publisher Science Snoks & com. The Chicago Manuel of Style.					
	Web Resources					
1.	https://www.stylemanual.gov.org					
2.	https://en.m.wikipedia.org.wiki					
3.	https://www.writethedocs.org.guide					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	3	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to					
Pos	3.0	3.0	3.0	3.0	3.0

³⁻Strong, 2-Medium, 1-Low

(Refer to the Regulations for additional information)

Semester: IV ELECTIVE: VI PART: A	23PENGE44 : ENTREPRENEURSHIP	Credits: 3 Hours: 4
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Learning Objectives					
LO1	To acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.				
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.				
LO3	To analyse various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development				
LO4	To acquire the ability to contribute to their entrepreneurial and managerial potentials.				
LO5	To master the knowledge necessary to plan entrepreneurial activities.				
Details					

UNIT I

Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological Factors-Social factors- Economic factors- Environmental factors.

UNIT II

Characteristics of an entrepreneur-Types of entrepreneurs: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.

UNIT III, IV & V

Script Writing, Short Film making.

Practical trainings should be given to students by asking them to visit local channels (Radio, TV, etc.) and Printing Press. After the visit, students should submit a report of twenty pages with attendance sheet.

	Course Outcomes					
Course Outcomes	On completion of this course, students will					
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1				
CO2	Analyze the business environment in order to identify business opportunities	PO1, PO2				
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6				
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6				
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8				
	Text Books (Latest Editions)					
1.	C J Cornell .The Age of Metapreneurship: A jou Entrepreneurship. Venture Point Press (11 April 2017	•				
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business Schoo Publishing (1 October 2016)					
3.	Harpreet S. Grover.Let's build a company, Vibhord 2020.	e Goyal, Penguin Books,				
4.	The internet and The Language Classroom – A Pract II Edition – Gavin Dudency, Cambridge University P					
(T	References Books					
1.	est editions, and the style as given below must be stri					
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, Web Resources	2021.				
	https://www.cmu.edu/swartz-center-for- entrepreneurship/education-and-resources/project-					
1.	olympus/pdf/entrepreneurship-101.pdf					
2.	ttps://byjus.com/commerce/what-is-entrepreneurship/					
3.	tps://in.indeed.com/career-advice/career-development/types-of-entrepreneurs					
4	https://www.modernhealthcare.com/article/20150221/Nealth-entrepreneurship-on-the-rise	/IAGAZINE/302219978/h				

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: IV SKILL
ENHANCEMENT
Course III
PART: B(i)

23PENGS45 – ENGLISH FOR CAREERS

Credits: 2 Hours: 4

Learning Objectives					
LO1	To develop effective communication skills in English for professional settings				
LO2	To acquire specialized vocabulary and language proficiency for specific career fields				
LO3	To enhance critical reading and listening skills				
LO4	To strengthen business writing skills				
LO5	LO5 To develop effective networking and negotiation skills in English				
Details					

UNIT I

Effective Writing

- 1. Features of Effective Writing
- 2. Business Correspondence
- 3.E-Mail
- 4. Report Writing Technical Writing

UNIT II

Administrative Process

- 1. Agenda Preparation
- 2.Preparing Minutes

UNIT III

Communication

- 1.Presenting Data in Verbal modes
- 2.Presenting Data in Non- verbal modes

UNIT IV

Effective lecturing

- 1.Preparing Lectures on Topics
- 2.Preparing Persuasion Talks

UNIT V

- Telephone Etiquette
 1. Business Talks over Telephone
- 2. Discussion on Career Prospects and Advancements

Course Outcomes						
CO1	Gain knowledge of the various modes of official correspondence and presentation	PO2				
CO2	Comprehend the right use of English at official works	PO1, PO3				
CO3	Apply the acquired styles of occupational skills and practicing them	PO4, PO5				
CO4	Pick up the official behavior and becoming better doers	PO6, PO7				
CO5	Market the skill business correspondence and fixing themselves in better jobs	PO8				

	Text Books (Latest Editions)
	V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive
1.	Examinations, Emerald Publishers, Chennai 2000
	English for Careers: Business, Professional, and Technical Paperback by Leila
2.	R.Smith Emeritus
	References Books
(Lat	est editions, and the style as given below must be strictly adhered to)
	Oxford English for Careers Technology 1 Student Book Paperback – Student
1.	Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical
	Web sources
1.	https://www.worldcat.org/formats-
	editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNO LO
	GY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester: IV	23PENGX46- EXTENSION ACTIVITY	Credits: 1
PART: C		Hours:

Active participation of students in literary association activities, college functions, workshops, seminars, webinars, conference, MOOC Courses.

Students should submit attendance certificate and a report of twenty pages.

(Refer to the Regulations for additional information)