



DHANALAKSHMI SRINIVASAN
COLLEGE OF ARTS & SCIENCE FOR WOMEN (AUTONOMOUS)
 (Affiliated to Bharathidasan University, Tiruchirappalli)
 (Nationally Accredited with A++ Grade by NAAC)
PERAMBALUR- 621 212



DEPARTMENT OF ENGLISH


Choice Based Credit System-Learning Outcomes Based Curriculum Framework CBCS-LOCF)

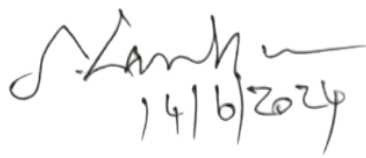
(Applicable to the candidates admitted from the academic year 2024-25 onwards)

M.A., ENGLISH									
Programme Pattern									
Sem	Course	Course Title	Course Code	Ins.Hrs	Credit	Exam Hours	Marks		Total
							Internal	External	
I	Core Course-I	English Poetry	24PEN1C1	6	5	3	25	75	100
	Core Course-II	English Drama	24PEN1C2	6	5	3	25	75	100
	Core Course-III	Shakespeare	24PEN1C3	5	4	3	25	75	100
	Core Course-IV	Indian Writing in English	24PEN1C4	5	4	3	25	75	100
	Core Elective-I	1.Comparative Literature	24PEN1E1A	5	4	3	25	75	100
		2. Introduction to Journalism and Mass Media	24PEN1E1B						
	Value Added Course-1	Public Speaking & Presentation Skills	24PEN1VAC	3	2	3	25	75	100
				30	24		-	-	600
II	Core Course- V	American Literature	24PEN2C5	6	5	3	25	75	100
	Core Course- VI	English Fiction	24PEN2C6	6	5	3	25	75	100
	Core Course- VII	English Prose and Short Stories	24PEN2C7	6	5	3	25	75	100
	Core Course-VIII	New Literature in English	24PEN2C8	6	5	3	25	75	100
	Industrial Based Course	Technical Writing	24PEN2I1	3	2	3	25	75	100

	Non Major Elective - I	1. English for Professional Development	24PEN2N1A	3	2	3	25	75	100
		2. Conversational English	24PEN2N1B						
	Self-paced learning- I Online course			-	2*				
				30	24		-	-	600
III	Core Course-IX	Literary Criticism	24PEN3C9	6	5	3	25	75	100
	Core Course-X	Women's Writing in English	24PEN3C10	6	5	3	25	75	100
	Core Course-XI	Asian Literature in English	24PEN3C11	5	4	3	25	75	100
	Core Course-XII	Research Methodology	24PEN3C12	5	4	3	25	75	100
	Core Elective-II	1. English Language Teaching	24PMM3E2A	5	4	3	25	75	100
		2. Grammar Rhetoric and Writing	24PMM3E2B						
	Non Major Elective - II	1. Functional English	24PEN3N2A	3	2	3	25	75	100
		2. Writing for New Media	24PEN3N2B						
	Internship/Field Study/ Industrial Visit		24P3IV		1				100*
	Self-paced learning- II Online course				2*				
				30	25		-	-	600
IV	Core Course-XIII	Literature of the Nobel Laureates	24PEN4C13	6	5	3	25	75	100
	Core Course-XIV	Eco-Literature	24PEN4C14	6	5	3	25	75	100
	Core Elective-III	Translation: Theory and Practice	24PEN4E2A	6	4	3	25	75	100

		English Literature for Competitive Examinations	24PEN4E2B						
	Project Work	Project with Viva-Voce	24PEN4PW	12	3		40	60	100
				30	17		-	-	400
Total				120	90				2200
Extra Credit Course					90(4*)				2200


(Prof. V. Vinod Kumar)


14/6/2024
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Antony Xavier, Founder
Cambio
The Insight Centre
India & UK

Semester	Course code	Title of the course	Hours	Credits
I	24PEN1C1	CC-I: ENGLISH POETRY	6	5

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

UNIT I: Middle English Poetry

Geoffrey Chaucer : The General Prologue: Pardoner, The Nun, Doctor, and 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 (Lines 795-959).

UNIT IV: Eighteenth Century Poetry

John Dryden : Absalom and Achitophel (Lines 150 – 476).

Thomas Gray : Elegy Written in a Country Churchyard.

William Wordsworth : Tintern Abbey.

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.

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

Philip Larkin : The Whitsun Weddings.

Ted Hughes : Hawk Roosting.

Seamus Heaney : Digging.

TEXT BOOK(S):

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

REFERENCE(S):

1. H.S. Bennett, Chaucer and the Fifteenth Century, Clarendon Press, London.
2. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.

3. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.

WEB RESOURCE(S):

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/to
4. [pic/Paradise-Lost-epic-poem-by-Milton](https://www.britannica.com/topic/Absalom-and-Achitophel)
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Gain ideas about the old English writing style.	K1
CO2	Acquire knowledge about various forms of poetry during different centuries.	K2
CO3	Evaluate various poets as representatives of their periods.	K3
CO4	Trace the evolution of various literary movements.	K4
CO5	Justify British Poetry as an aesthetic record of the societies concerned.	K5

Mapping with Programme Outcomes:

Semester	Course code		Title of the Course							Hours	Credits
I	24PEN1C1		CC-I: ENGLISH POETRY							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	2	3	2	3	2	2.3
CO-2	2	1	2	2	2	2	3	2	3	2	2.1
CO-3	2	2	1	2	3	2	3	2	3	2	2.2
CO-4	1	2	2	2	2	3	2	2	3	2	2.3
CO-5	2	2	2	1	3	3	2	2	3	2	2.2
Mean overall score											2.2 (High)

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Semester	Course code	Title of the course	Hours	Credits
I	24PEN1C2	CC-II: ENGLISH DRAMA	6	5

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

UNIT I: ORIGIN OF DRAMA

Miracle and Morality Play.

Thomas Kyd : The Spanish Tragedy.

UNIT II: ELIZABETHAN THEATRE

Theatres -Theatre groups –Audience -Actors and Conventions -Tragedy and Comedy.

Christopher Marlowe : The Jew of Malta.

UNIT III: JACOBEAN DRAMA

John Webster : The White Devil.

UNIT IV: RESTORATION DRAMA

William Congreve : The Way of the World.

UNIT V: ABSURD THEATRE

Harold Pinter : The Homecoming.

TEXT BOOK(S):

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(S):

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., (6thed) 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 RESOURCE(S):

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

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Appraise various aspects of drama and theatre.	K1
CO2	Identify drama and performance as a cultural process and an artistic discourse.	K2
CO3	Evaluate plot, structure, characterization and dialogue.	K3
CO4	Interpret drama texts as aesthetic records of their times viz. Elizabethan, Restoration, Victorian and Early Modern ages.	K4
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course							Hours	Credits
I	24PEN1C2		CC-II: ENGLISH DRAMA							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	2	2	1	3	2
CO-2	3	3	3	3	2	2	2	2	2	3	2.5
CO-3	2	2	1	3	2	2	2	2	2	3	2.1
CO-4	2	3	1	3	2	2	2	2	2	3	2.3
CO-5	2	3	2	2	2	2	2	2	2	2	2.1
Mean overall score											2.2 (High)

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Semester	Course code	Title of the course	Hours	Credits
I	24PEN1C3	CC-III: SHAKESPEARE	6	5

OBJECTIVES: To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre. To appraise Shakespeare's contribution to English language and literature.

UNIT I:

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

UNIT II:

Sonnets : 12, 65, 86,130.

Comedies : Much Ado about Nothing, Winter's Tale.

UNIT III:

Tragedy : Othello.

UNIT IV:

History : Richard II.

UNIT V:

Criticism- : A.C. Bradley – Shakespearean Tragedy (Chapter V & VI).

TEXT BOOK(S):

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

REFERENCE(S):

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

WEB RESOURCE(S):

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 NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Critically understand the appreciations by critics on Shakespeare.	K1
CO2	Understand Elizabethan theatre and the theatres development.	K2
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets.	K3
CO4	Understand the trends in Shakespeare studies.	K4
CO5	Learn Modern Approaches in Shakespearean criticism.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course								Hours	Credits
I	24PEN1C3		CC-III: SHAKESPEARE								6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	3	2	2	2	2	2	2	2	2	2.1	
CO-2	2	2	2	2	2	2	2	2	2	3	2.1	
CO-3	2	3	1	2	2	2	2	2	2	2	2.0	
CO-4	2	2	2	2	2	2	2	2	2	3	2.1	
CO-5	2	2	2	2	2	2	2	2	3	2	2.1	
Mean overall score											2.1 (High)	

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Semester	Course code	Title of the course	Hours	Credits
I	24PEN1C4	CC-IV: INDIAN WRITING IN ENGLISH	5	4

OBJECTIVES: To enable the students to understand the evolution of Indian Writing in English. To comprehend 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, The Casuarina Tree.
Sarojini Naidu : Palanquin Bearers, Coromandel Fishers.

UNIT II: POETRY

Kamala Das : Looking Glass, An Introduction.
Parthasarathy : A River Once, Under the Sky.
Nissim Ezekiel : Morning Prayer, Enterprise.

UNIT III: PROSE

Rabindranath Tagore : My School.
Dr. S. Radhakrishnan : Emerging World Society.
Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).

UNIT IV: DRAMA

Girish Karnad : Nagamandala.
Asif Currimbhoy : Inquilab.

UNIT V: FICTION

Anita Desai : Where Shall we go this summer?
Shashi Deshpande : Roots and Shadows.

TEXT BOOK(S):

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

REFERENCE(S):

1. Mehrotra, Rajaram. Indian English : Texts and Interpretation. Amsterdam and
2. Philadelphia: John Benjamins, 1998.
3. Rao, G. Subba. Indian words in English. Oxford: Clarendon UP 1954.
4. Wadia, A. R. The Future of English in India. Bombay: Asia, 1954.
5. Srinivasa, Iyengar. Indian Writing in English. 5th Ed. Delhi: Sterling, 1985.
6. Suleri, Sara. The Rhetoric of English India. Chicago: University of Chicago Press, 1992.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Understand the themes of Indian Writing in English.	K1
CO2	Identify the major trends in Indian Writing in English.	K2
CO3	Examine the background and settings of the prescribed texts.	K3
CO4	Evaluate the cultural significance of Indian English Literature.	K4
CO5	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	K5

• **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
I	24PEN1C4		CC-IV: INDIAN WRITING IN ENGLISH							5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	2	2	2	2	2	2.1
CO-2	2	2	2	1	3	2	2	2	2	2	2.0
CO-3	3	2	2	2	2	3	2	2	2	2	2.2
CO-4	2	2	2	3	3	2	2	3	2	2	2.2
CO-5	2	3	2	2	1	2	2	2	2	2	2.0
Mean overall score											2.1 (High)

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Semester	Course code	Title of the course	Hours	Credits
I	24PEN1E1A	CE-I: COMPARITIVE LITERATURE	5	4

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

UNIT-I:

Definition of the term Comparative Literature – National Literature – World Literature and Comparative Literature – French School and American School, German School and Russian School.

UNIT-II:

Influence and Imitation – Unconscious Imitation and Conscious Influence – Translation – Influence Studies and Analogy Studies – Comparing Dante’s The Divine Comedy with Sri Aurobindo’s Savithri (The Book of Forest in The Mahabharatha).

UNIT-III:

Epoch, Period and Generation – the Link between Comparative Literature and History of Literature – The difference between Epoch, Period and Generation 33.

UNIT-IV:

Genres – Comparing two Texts on the basis of Form – Comparing Novels, Plays and Poems – Variations – a Drama and an Epic also can be compared based on the Common Qualities – Comparing Burns with Bharathidasan and Bacon with Valluvar, Kamban with John Milton.

UNIT-V:

Thematology – Comparing Works on the basis of Themes – Defining terms like Motif, Leitmotif – Characters and Situations. In addition to these, the teacher can illustrate the Study of Comparative Literature by Comparing Nathaniel Hawthorne’s The Scarlet Letter and Ananda. V.R. Ananthamurthy’s Samskara, Gayathri Spivak’s Death of a Discipline.

TEXT BOOK(S):

1. The Cambridge Companion to English Fiction edited by Dominic Head - essays by experts on key topics and periods in English fiction

REFERENCE(S):

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

5. India and Comparative Literature: New Insights”, Ed: R.K. Dhawan and SumitaPuri,
Prestige Books Publishers.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To go beyond mere comparative study of texts to include issues of nation, caste, race, gender, region, culture etc.	K1
CO2	In the analysis of texts as well as issues related to the history of print and publishing also form topics studied under the rubric of Comparative Literature.	K2
CO3	To enable students to explore research areas in the core subjects of thematology, literary history, literary influence, theatre studies, film studies etc.	K3
CO4	The student will know apply the definition and Origin of the Comparative Literature, Influence and Imitation.	K4
CO5	The Comparison between the genres and themes are understood by the learners.	K5

• **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
I	24PEN1E1A		CE-I: COMPARITIVE LITERATURE							5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	2	2	2	2	2	2.1
CO-2	2	3	2	2	2	2	2	2	2	2	2.1
CO-3	2	3	2	2	2	2	2	2	2	2	2.1
CO-4	3	3	2	2	2	2	2	2	2	2	2.2
CO-5	2	2	3	2	2	2	2	2	1	2	2.0
Mean overall score											2.1 (High)

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Semester	Course code	Title of the course	Hours	Credits
II	24PEN1E1B	CE I -: INTRODUCTION TO JOURNALISM AND MASS MEDIA	5	4

OBJECTIVES: To train the students for a profession in journalism or advertising. To enable the students familiarize with the emerging trends in the field of Journalism. To expose learners to the functions of mass media and mass culture and popular culture.

UNIT – I:

Definition of Journalism–Origin and Growth of Journalism in India–Role of Journalism–Press Council –Kinds of News– Sources of News–News Agencies.

UNIT – II:

Reporting–Qualities of Reporters–Kinds of Reporting–Anatomy of Editing– News Editor–Sub-editors.

UNIT – III:

Language of Journalism–Writing a News Story–Writing Opinion Pieces–Writing Leads–Headlines.

UNIT – IV:

Mass Media – Definition and Classification – Functions – Agenda Setting – Reality Defining and Constructing–Social Control–Distribution of Knowledge–Mass Media Theory–Information Age.

UNIT – V:

The Rise of Mass Media – Media Diversity and Its Benefits – Types of Mass Media – Print Media –Electronic Media.

TEXT BOOK(S):

1. Giles, Fiona - The Media and Communications Study Skills Handbook.

REFERANCE(S):

1. Rosenstiel, Tom and Kovach, Bill -The Elements of Journalism.
2. Botton, de Alain -The News: A User's Manual.
3. McQuail, Denis -Mass Communication Theory: Foundations, Ferment, and Future.
4. Harcup, Tony - Journalism: Principles and Practice.
5. Munday, Rod and Chandler, Daniel - A Dictionary of Media and Communication.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Understand the fundamentals of journalism: Define news, explain the importance of journalism in a democratic society, and identify key ethical principles guiding journalists.	K1
CO2	Analyze media industries and platforms: Describe the evolution of mass media, identify types of media ownership, and explain the impact of digital media on traditional industries.	K2
CO3	Develop basic reporting and writing skills: Conduct interviews, gather information, and write clear and concise news stories using proper journalistic techniques.	K3
CO4	Identify and critique media messages: Recognize and analyze different types of media content (news, advertising, public relations), and evaluate their cultural and social implications.	K4
CO5	Apply critical thinking and media literacy: Evaluate information sources, identify biases and propaganda, and demonstrate critical thinking skills in media consumption.	K5

• Mapping course outcome with programme outcome:

Semester	Course code	Title of the Course									Hours	Credits
II	24PEN1E1B	CE I -: INTRODUCTION TO JOURNALISM AND MASS MEDIA									5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	3	2	2	2	2	2	2	1	2	2.0	
CO-2	1	2	2	2	2	2	2	2	3	2	2.0	
CO-3	2	2	2	3	2	2	2	2	2	2	2.1	
CO-4	3	2	2	2	2	2	1	2	2	2	2.0	
CO-5	2	2	2	2	2	2	2	2	2	2	2.0	
Mean overall score											2.0 (High)	

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Semester	Course code	Title of the course	Hours	Credits
II	24PEN1VAC	VAC I -: PUBLIC SPEAKING AND PRESENTATION SKILLS	3	2

OBJECTIVES: To inform: share knowledge, data, or ideas with the audience. To persuade: convince the audience to adopt a particular point of view or take action. To Inspire: motivate and energize the audience to make a positive change. To entertain: engage and captivate the audience with a story or message.

UNIT I: PUBLIC SPEAKING SKILLS

What is Public Speaking?

Communication Process – Oral and Written communication.

Types of Speeches - Types of Delivery.

UNIT II: CONTENT CREATION

Researching Speech Topics - Preparing Speech outlines - Developing and supporting ideas
Language and Style - Political correctness.

UNIT III: PRESENTATION SKILLS

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

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

UNIT IV: VERBAL AND NON-VERBAL ASPECTS

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

UNIT V: ORATORY SPEECH

Martin Luther King Jr. : I Have a Dream.

Barack Obama : Yes We Can.

TEXT BOOK(S):

1. Beebe, Steven A -Public Speaking: An Audience-Centered Approach.

REFERENCE(S):

1. Reynolds, Garr -Presentation Zen: Simple Ideas on Presentation Design and Delivery.
2. Fripp, Patricia -Speak Like a Pro: Communication Secrets from the World's Top Minds.
3. Carnegie, Dale -The Art of Public Speaking.
4. Ledden, Emma -The Presentation Book: How to Create and Deliver a Presentation That Will Change Minds.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Prepare and organize effective speeches: Develop clear purposes, identify audiences, and structure engaging content.	K1
CO2	Deliver confident and persuasive presentations: Demonstrate strong verbal and nonverbal communication skills, handle nerves and distractions, and engage audiences.	K2
CO3	Use visual aids and technology effectively: Design and integrate clear, concise, and engaging visual elements to support messages.	K3
CO4	Analyze and adapt to audiences: Understand diverse audience needs, tailor messages and delivery styles, and respond to feedback.	K4
CO5	Evaluate and improve presentations: Critique own and others' presentations, identify areas for improvement, and implement constructive feedback.	K5

• Mapping course outcome with programme outcome:

Semester	Course code	Title of the Course									Hours	Credits
II	24PEN1VAC	VAC I -: PUBLIC SPEAKING AND PRESENTATION SKILLS									3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	2	2	2	2	2	2	2	2	2	2.0	
CO-2	3	2	2	2	2	2	2	3	2	2	2.2	
CO-3	1	3	2	2	2	3	2	2	2	2	2.2	
CO-4	2	2	2	2	2	2	2	2	2	2	2.0	
CO-5	3	2	2	2	2	2	2	2	2	2	2.1	
Mean overall score											2.1 (High)	

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Semester	Course code	Title of the course	Hours	Credits
II	24PEN2C5	CC-V -: AMERICAN LITERATURE	6	5

OBJECTIVES: To introduce the learners to the development of American literature. To inculcate the movements and trends that shaped American literature.

UNIT I: POETRY

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

UNIT II: PROSE

Emerson : The American Scholar.
Amy Tan : Mother Tongue.

UNIT III: DRAMA

Tennessee Williams : A Street Car Named Desire.
Marsha Norman : Night Mother.

UNIT IV: FICTION/ SHORT STORY

Edgar Allan Poe : The Cask of Amontillado.
Herman Melville : Bartleby the Scrivener.
N. Scott Momaday : The House Made of Dawn.
Toni Morrison : The Bluest Eye.

UNIT V: AUTOBIOGRAPHY

Cherrie Moraga : Native Country of the Heart: A Memoir.

TEXT BOOK(S):

1. Willis Wagner: American Literature-A World View.

REFERENCE(S):

1. Marcus Cunliffe: Sphere History of Literature -American Literature to 1900.
2. Boris Ford: TheNewPelicanGuidetoEnglishLiterature-Vol.9.AmericanLiterature.

WEB RESOURCE(S):

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

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Analyze the movements and trends that shaped American literature.	K1
CO2	Estimate various speeches and concepts of living which changed American history	K2
CO3	Evaluate the relation between aesthetics and racism in fiction	K3
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works.	K4
CO5	Evaluate and improve presentations: Critique own and others' presentations, identify areas for improvement, and implement constructive feedback.	K5

• **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
II	24PEN2C5		CC-V -: AMERICAN LITERATURE							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	2	2	2	2	2.0
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	1	2	2	2	2	3	2	2	2	2	2.1
CO-4	2	2	2	2	2	2	2	2	2	2	2.0
CO-5	3	2	1	2	2	2	2	2	2	2	2.1
Mean overall score											2.1 (High)

Prepared by

Verified by

Semester	Course code	Title of the course	Hours	Credits
II	24PEN2C6	CC-VI -: ENGLISH FICTION	6	5

OBJECTIVES: To familiarize the students with the origin and development of the British Novel up to the 20th Century. The contents of the paper are meant to throw light on various concepts and theories of the novel.

UNIT I:

Introduction : Novel as a form, concepts and theories about the novel- Poetics of the Novel – definition, types, and narrative modes: omniscient narration, Allegorical Novel and Satire Novel.

John Bunyan : The Pilgrim's Progress.

UNIT II:

Daniel Defoe : The New World Novel.
: Robinson Crusoe.

UNIT III:

Jane Austen : Middle Class Novel of Manners.
: Emma.

UNIT IV:

Charlotte Bronte : Jane Eyre.
: Women's Issues.

UNIT V:

D.H. Lawrence : The Rainbow.
: The white peacock.

TEXT BOOK(S):

1. English Fiction: A Cultural History, 1740-1830" by E.J. Clery - a historical survey of English fiction from the 18th century.

REFERENCE(S):

1. Drabble, Margaret - The Oxford Companion to English Literature.
2. Fender, Stephen - The Encyclopedia of English Literature.
3. Baldick, Chris - The Concise Oxford Dictionary of Literary Terms.
4. Dupriez, Bernard - A Dictionary of Literary Devices.

WEB RESOURCES:

1. http://en.wikipedia.org/wiki/English_literature
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/novel-of-manners>
4. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Br>

COURSE OUTCOMES

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Gain wide knowledge about different types of novels.	K1
CO2	Learn the art of writing different forms of novel with the learned notions.	K2
CO3	Develop and appreciation of the diversity and complexity of English fiction.	K3
CO4	Explore Social, domestic and gothic novels.	K4
CO5	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course							Hours	Credits
II	24PEN2C6		CC-VI -: ENGLISH FICTION							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	3	2	2	2	2	2	2	2	2.1
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	1	2	2	2	2	3	2	2	2	2	2.0
CO-4	2	2	2	2	2	2	3	2	2	2	2.1
CO-5	3	2	1	2	2	2	2	2	2	2	2.0
Mean overall score											2.1 (High)

Prepared by

Verified by

Semester	Course code	Title of the course	Hours	Credits
II	24PEN2C7	CC-VII -: ENGLISH PROSE AND SHORT STORIES	6	5

OBJECTIVES: To familiarize the students with the origin and development of the British Novel up to the 20th Century. The contents of the paper are meant to throw light on various concepts and theories of the novel.

UNIT I:

Prose

Francis Bacon : Of Adversity, Of Marriage and Single Life.

Addison and Steele : False Wit and Humor, Party Patches

Short Stories

O. Henry : The Gift of the Magi.

Walter Scott : The Highland Widow.

UNIT II:

Prose

Jonathan Swift : The Battle of the Books.

Dr. Johnson : Preface to Shakespeare.

Short Stories

Thomas Hardy : The Three Strangers.

H. G. Wells : The Country of the Blind.

UNIT III:

Prose

Charles Lamb : Oxford in the Valediction, A Bachelor's Complaint of the Behavior of Married People.

W. Hazlitt : On reading old books.

Short Stories

E.T.A. Hoffmann : Nutcracker and Mouse king.

Leo Tolstoy : How much land does a man need?

UNIT IV:

Prose

Bertrand Russell : The Future of Mankind, The functions of a Teacher.

R.W. Emerson : Self- reliance

Short Stories

Edgar Allan Poe : The Fall of the House of Usher, The Murders in the Rue Morgue.

Washington Irving : The Legend of Sleepy Hollow

Henry James : The Beast in the Jungle.

UNIT V:

Prose

Matthew Arnold : Culture and Anarchy

John Ruskin : Unto This Last
 Thomas Carlyle : Hero as a man of Letters

Short Stories

Rabindranath Tagore : The Hungry Stones, The Parrot's Training.
 Sarat Chandra Chattopadhyay: Bindu's son, Ram's good lesson, Lalu
 Munshi Premchand : The Shroud, The cost of milk, Lottery.

TEXT BOOK(S):

1. Pritchett, V.S., editor. The Oxford Book of Short Stories. Oxford University Press.

REFERENCE(S):

1. Gioia, Dana, and R.S. Gwynn. The Art of the Short Story.
2. Bates, H.E. The Short Story: An Introduction.
3. Cassill, R.V., editor. The Norton Anthology of Short Fiction. W.W. Norton & Company.
4. Sykes, Chris. The Complete Guide to Writing Short Stories.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Gain wide knowledge about different types of Prose and Short Stories.	K1
CO2	Learn the art of writing different forms of Prose and Short Stories with the learned notions.	K2
CO3	Explore Social, domestic and gothic Prose and Short Stories.	K3
CO4	The students learn to identify the types of plot, makes character analysis, explains themes, identifies the figures of speech..	K4
CO5	Enhanced ability to analyze and interpret complex texts in various fields.	K5

• Mapping course outcome with programme outcome:

Semester	Course code	Title of the Course								Hours	Credits
II	24PEN2C7	CC-VII -: ENGLISH PROSE AND SHORT STORIES								6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	2	2	3	2	2.1
CO-2	2	2	2	2	2	2	2	2	2	2	2.0
CO-3	1	2	2	2	2	3	2	2	2	2	2.0
CO-4	2	2	2	2	2	3	2	2	2	2	2.1
CO-5	3	2	1	2	2	2	2	2	2	2	2.0
Mean overall score											2.03 (High)

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Semester	Course code	Title of the course	Hours	Credits
II	24PEN2C8	CC-VIII -: NEW LITERATURES IN ENGLISH	6	5

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

UNIT I: POETRY

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

UNIT II: PROSE

Nirad C. Chaudhuri : The Autobiography of an Unknown Indian.

UNIT III: SHORT STORY

Kate Grenville : Mate.
Chinua Achebe : Dead Men's path.

UNIT IV: DRAMA

Wole Soyinka : The Lion and the Jewel.

UNIT V: FICTION

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

TEXT BOOK(S):

1. Boxall, Peter, editor. The Cambridge Companion to Twenty-First-Century Literature. Cambridge University Press, 2016.

REFERENCE(S):

1. Quayson, Ato, editor. The Cambridge Companion to Postcolonial Literature. Cambridge University Press, 2012.
2. Docherty, Thomas, editor. The Cambridge Companion to Contemporary Poetry. Cambridge University Press, 2017.
3. Huggan, Graham, editor. The Oxford Handbook of Postcolonial Studies. Oxford University Press, 2013.
4. Sampson, Tony D., and Jussi Parikka, editors. The Routledge Companion to Digital Culture. Routledge, 2016.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Evaluate the contribution of the various writers from the Commonwealth countries.	K1
CO2	Obtain a good idea of the cross-cultural influences among the Commonwealth countries.	K2
CO3	Understand the dimensions and themes presented in New Literatures.	K3
CO4	Helps the students to perceive through reading representative texts from varied new literatures the respective customs, habits, culture, language, socioeconomic and political background of different countries.	K4
CO5	To identify the major critical approaches to literary interpretations.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
II	24PEN2C8		CC-VIII -: NEW LITERATURES IN ENGLISH							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	2	2	3	2	2.1
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	3	2	2	2	2	3	1	2	2	2	2.1
CO-4	3	2	2	2	2	2	2	2	2	2	2.1
CO-5	3	2	1	2	2	2	2	2	2	2	2.0
Mean overall score											2.01 (High)

Prepared by

Verified by

Semester	Course code	Title of the course	Hours	Credits
III	24PEN2I1	IBC-: TECHNICAL WRITING	3	2

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

UNIT I:

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

UNIT II:

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

UNIT III:

Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.

UNIT IV:

Blogging, Vlogging, Posting on Social Media.

UNIT V:

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

TEXT BOOK(S):

1. Lannon, John M., and Laura A. Gurak. The Technical Communication Reader. Routledge, 2017.

REFERENCE(S):

1. Anderson, Paul V. Technical Communication: A Reader-Centered Approach. 8th ed., Wadsworth, 2016.
2. Johnson-Sheehan, Richard. Technical Communication Today. 5th ed., Pearson, 2017.
3. Markel, Mike. Technical Communication. 11th ed., Bedford/St. Martin's, 2018.
4. Alred, Gerald J., et al. Handbook of Technical Writing. 11th ed., Bedford/St. Martin's, 2018.
5. Hoffman, Steven A. Writing for Convergence: Writing for the Multiscreen World. Routledge, 2017.

WEB RESOURCE(S):

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

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.	K1
CO2	Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.	K2
CO3	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	K3
CO4	Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals and presentation.	K4
CO5	Be able to read, understand, and interpret material on technology.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN2I1		IBC-: TECHNICAL WRITING							3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	3	2	2	2	3	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	1	2	2	2	2	3	2	2	2	2	2.0
CO-4	1	2	2	2	2	2	2	2	2	3	2.0
CO-5	3	2	1	2	2	3	2	2	2	2	2.2
Mean overall score											2.1 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN2N1A	NME- I -: ENGLISH FOR PROFESSIONAL DEVELOPMENT	3	2

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

UNIT I: ELEMENTS OF COMMUNICATION

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

UNIT II: EFFECTIVE SPEAKING

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

UNIT III: GROUP DISCUSSION

Theory

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

Practice

- i) Small group discussion involving problem-solving, decision making & information sharing.
- ii) Students will be divided into small groups of five to eight members each and very relevant topics on contemporary concerns will be given for discussion.
- iii) The leader/facilitator will prepare and present the final report.

UNIT IV: JOB INTERVIEW

Theory

- i) What is a Job Interview? ii) Success in Interview.
- iii) What is a resume? iv) Telephonic and virtual interviews.

Practice

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

UNIT V: COMMUNICATION ESSENTIALS IN THE PROFESSIONAL SPHERE

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

TEXT BOOK(S):

1. Gibson, James William, and James S. O'Rourke IV. Business Communication: A Problem-Solving Approach. Routledge, 2020.

REFERENCE(S):

1. Munter, Mary. Guide to Managerial Communication. 10th ed., Pearson, 2018.
2. Locker, Kitty O. Business and Administrative Communication. 10th ed., McGraw-Hill, 2018.
3. Guffey, Mary Ellen, and Dana Loewy. Business Communication: Process and Product. 9th ed., Cengage, 2019.
4. Bovee, Courtland L., and John V. Thill. Business Communication Today. 14th ed., Pearson, 2019.
5. Adler, Ronald B., and Jeanne Marquardt Elmhorst. Communicating at Work: Strategies for Success in Business and the Professions. 12th ed., McGraw-Hill, 2020.

WEB RESOURCE(S)

1. Interview questions and answers YouTube
<https://www.youtube.com/watch?v=KCm6JVtoRdo>
2. How to discuss a topic in a group? –YouTube
<https://www.youtube.com/watch?v=YY2yjEEoB3U>
3. Tell me about yourself? -Interview question-YouTube
<https://www.youtube.com/watch?v=5v-wyR5emRw>
4. How to be confident in interviews?

<https://www.youtube.com/watch?v=wBJ0MUkA1cA>

5. The quick and easy way to effective speaking

<https://www.youtube.com/watch?v=XaDv0QwBRoI>

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Students will remember and recall the basic principles of communication.	K1
CO2	Students will develop an understanding of the dynamics of communication in the professional sphere.	K2
CO3	Students will apply the communication skills in their speeches and analyse their performance.	K3
CO4	Students will evaluate the impact of presentation skills in job interview and group discussion.	K4
CO5	Students will perform confidently in job interviews, group discussions and other professional activities.	K5

- Mapping course outcome with programme outcome:**

Semester	Course code	Title of the Course									Hours	Credits
III	24PEN2N1A	NME- I -: ENGLISH FOR PROFESSIONAL DEVELOPMENT									3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	2	2	3	2	2	2	3	2	2	2.2	
CO-2	3	2	1	2	2	2	3	2	2	3	2.2	
CO-3	1	2	2	2	2	3	2	2	2	2	2.0	
CO-4	1	2	2	2	2	2	2	2	2	3	2.0	
CO-5	3	2	2	2	2	3	2	2	2	2	2.2	
Mean overall score											2.1 (High)	

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN2N1B	NME- I -: CONVERSATIONAL ENGLISH	3	2

OBJECTIVES: Improved Fluency: To be able to communicate effectively and effortlessly in everyday conversations, using natural language and pronunciation. Enhanced Vocabulary: To expand vocabulary and learn idiomatic expressions, phrasal verbs, and colloquialisms to sound more natural and confident in conversations. Better Listening and Comprehension: To improve listening skills and comprehension of various accents, dialects, and spoken English in different contexts, such as conversations, podcasts, and videos.

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

UNIT V:

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

TEXT BOOK(S):

1. Spoken English for You Level 1 by Radhakrishna Pillai G, K. Rajeevan, Emerald Publishers, Chennai.
2. Spoken English for You Level 2 by Radhakrishna Pillai G, Emerald Publishers, Chennai.

REFERENCE(S):

1. Wyner, Gabriel. Fluent Forever. Harmony Books, 2014.
2. Bansal, R.K. Spoken English: A Self-Learning Guide. PHI Learning, 2013.
3. Swan, Michael. Conversational English. Cambridge University Press, 2012.
4. Cambridge University Press, editor. English Conversation in Use. Cambridge University Press, 2017.
5. Lester, Mark. Talk Like a Native: Fast, Fluent, and Fabulous English. Prentice Hall, 2013.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Communicate effectively in everyday conversations: To engage in natural-sounding conversations, using appropriate vocabulary, grammar, and pronunciation.	K1
CO2	Understand various spoken English dialects: To comprehend different accents, dialects, and spoken English variations, including American and British accents.	K2
CO3	Use idiomatic expressions and colloquialisms: To learn and apply idiomatic language, phrasal verbs, and colloquial expressions.	K3
CO4	Participate confidently in group discussions: To actively participate in group conversations, share opinions, and respond to others' comments	K4
CO5	Improve listening and comprehension skills: To enhance their ability to understand spoken English in various contexts, including conversations, podcasts, and videos.	K5

- Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN2N1B		NME- I -: CONVERSATIONAL ENGLISH							3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	2	2	3	2	2	2	3	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	2	2	2	3	2	2	2	2	2.1
CO-4	1	2	2	2	2	2	2	2	2	3	2.0
CO-5	3	2	1	2	2	3	2	2	2	2	2.1
Mean overall score											2.1 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3C9	CC- IX -: LITERARY CRITICISM	6	5

OBJECTIVES: To provide a critical understanding of the developments in Literary Criticism from the beginning to the end of 19th century. To make students understand a conceptual frame for developing and function of traditional modes of Literary Criticism.

UNIT I:

Aristotle : Poetics
Horace : Art of Poetry or Art of Fiction

UNIT II:

Samuel Johnson : Preface to Shakespeare
John Dryden : Essay on Dramatic Poesy

UNIT III:

T. S. Eliot : Tradition and Individual Talent
Matthew Arnold : Study of Poetry

UNIT IV:

Northrop Frye : The Archetypes of literature
Roland Barthes : The Death of the Author

UNIT V:

Elaine Showalter : Towards a Feminist Poetics

TEXT BOOK(S):

1. V.S. Sethuraman & Ramasamy : English Critical Studies. (Volume I & II).

REFERENCE(S):

1. Leitch, Vincent B., et al., editors. The Norton Anthology of Literary Criticism. W.W. Norton & Company, 2018.
2. Kennedy, George Alexander, editor. The Cambridge History of Literary Criticism. Cambridge University Press, 2013.
3. Eagleton, Terry. Literary Criticism: An Introduction. Routledge, 2013.
4. Richter, David H., editor. The Critical Tradition: Classic Texts and Contemporary Trends. Bedford/St. Martin's, 2019.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Students will be familiar with representative literary and cultural texts of historical, geographical and cultural contexts.	K1
CO2	Students will be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.	K2
CO3	Students will be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural.	K3
CO4	Graduate students who are capable of performing research, analysis and criticism of literary and cultural texts from different historical periods and genres.	K4
CO5	Assist students in the development of intellectual flexibility and approach.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN3C9		CC- IX -: LITERARY CRITICISM							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	2	2	3	2	3	2	3	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	2	2	2	1	2	2	2	2	2.0
CO-4	3	2	2	2	2	1	2	2	2	3	2.1
CO-5	3	2	2	2	2	3	2	2	2	2	2.2
Mean overall score											2.0 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3C10	EC-X-: WOMEN'S WRITING IN ENGLISH	6	5

OBJECTIVES: To enable the students to identify the relationship among class, race and gender in literature. To analyze the theories of women's literary writings in English.

UNIT I: POETRY

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

UNIT II: PROSE

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

UNIT III: DRAMA

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

UNIT IV: SHORT STORIES

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

UNIT V: FICTION

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

TEXT BOOK(S):

- Wallace, Jennifer. Women's Writing in English: A Guide to the Literature. Routledge, 2018.

REFERENCE(S):

- Das, Kamala. The Old Playhouse and the Other Poems. Mumbai: Orient Longman Pvt.Ltd., 2004.
- Greenberg, Robert A and Ruth Miller. Poetry, an Introduction. Palgrave Macmillan, 1982.
- Gunasekaran. K. Stories from Many Countries. New Century Book House, 2005.
- Murray, Les A. The New Oxford Book of Australian Verse. Oxford University Press, 1996.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Evaluate women's literary writing in English.	K1
CO2	Analyze the various perspectives of women's writings.	K2
CO3	Comprehend the need to represent the repressed voices.	K3
CO4	Encapsulate the advantages of feminist attitude.	K4
CO5	Discuss the pros and cons of patriarchal and matriarchal societies.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN3C10		EC-X-: WOMEN’S WRITING IN ENGLISH							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	2	2	3	2	2	2	2	2	2	2.0
CO-2	2	2	2	2	2	2	3	2	2	2	2.1
CO-3	2	2	2	2	2	3	2	2	2	2	2.1
CO-4	2	2	2	2	2	2	2	2	2	2	2.0
CO-5	3	2	1	2	2	3	2	2	2	2	2.1
Mean overall score											2.1 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3C11	CC-XI:- ASIAN LITERATURE IN ENGLISH	5	4

OBJECTIVES: To familiarize learners with Asian writers in English. To make learners aware of various Asian cultures through representative texts of Asian Literature in English.

UNIT I: POETRY

Bei Dao (Chinese) : Moon Festival.
 Balkrishna Sama (Nepali) : The Song.
 Faiz Ahmed Faiz (Pakistani) : When Autumn Came.

UNIT II: PROSE

Lafcadio Hearn (Japanese) : Mosquitoes.
 J. Vijayatunga (Sri Lankan) : Village Goes Town.

UNIT III: DRAMA

Frank Chin (Chinese) : The Year of Dragon.
 Zeami Motokiyo (Japanese) : Hogoromo [The Feather Mantle].

UNIT IV: SHORT STORY

Sunethra Rajakarunanayake (Sri Lankan) : SMS
 Lu Hsun (Chinese) : A Little Incident
 Zawgyi (Myanmar) : His Spouse

UNIT V: FICTION

Kamila Shamsie (Pakistani) : Kartography
 Kyung-sook Shin (Korean) : Please Look After Mom

TEXT BOOK(S):

Ganesan.S. Asian Voices: An Anthology of Asian Writings in English. Chennai: New Century Book House, 2015

REFERENCE(S):

1. Azim, Firdous, and Niaz Zaman. Galpa: Short Stories by Women from Bangladesh. Dhaka: Rachana, Writers.ink, 2006.
2. Shamsie, Muneza. And the World Changed: Contemporary Stories by Pakistani Women. N.p., 2008.
3. Tyler, Royall. Ed. & Trans. Japanese No Dramas. London: Penguin Books, 2004.
4. Wijesinha, Rajiva. Bridging Connections: An Anthology of Sri Lankan Short Stories. New Delhi: National Book Trust, 2007.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Asian literature in English adds new voices and perspectives to traditional Western literature.	K1
CO2	Asian writers in English gain global recognition, representing Asian cultures and identities.	K2
CO3	Cultural exchange and understanding Asian literature in English shares Asian experiences and traditions with global readers.	K3
CO4	Challenging postcolonial narratives Asian writers in English contest and redefine postcolonial stories, reclaiming their histories.	K4
CO5	Asian literature in English addresses social issues, inspiring positive change.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN3C11		CC-XI-: ASIAN LITERATURE IN ENGLISH							5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	3	2	2	2	3	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	2	2	2	3	2	2	2	2	2.1
CO-4	1	2	2	2	2	2	2	2	2	3	2.1
CO-5	3	2	2	2	2	3	2	2	2	2	2.2
Mean overall score											2.2 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3C12	CC-XII-: RESEARCH METHODOLOGY	5	4

OBJECTIVES: To understand students the different types of research. To make students understand the structure of dissertation.

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

UNIT V:

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

TEXT BOOK(S):

1. MLA Handbook, 9th edition.

REFERENCE(S):

1. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.
2. Trochim, W. M. K. (2006). The research methods knowledge base. Atomic Dog Publishing.
3. Marshall, C., & Rossman, G. B. (2016). Qualitative research methods: A guide for researchers. Sage Publications.

4. Kothari, C. R. (2019). Research methodology: A guide for researchers in management and social sciences. New Age International Publishers.
5. Wagner, W. E. (2016). Quantitative research methods for the social sciences. Sage Publications.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To expose learners to philosophy of research.	K1
CO2	To enable learners to use different research sources and document them.	K2
CO3	To make learners to know the format of research and mechanics of writing.	K3
CO4	To help the students prepare themselves the manuscripts of research with proper documentation.	K4
CO5	Imbibe the rhetoric styles, language appropriate for research and the knowledge on the mechanics and methodology of writing a literary project.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course								Hours	Credits
III	24PEN3C12		CC-XII-: RESEARCH METHODOLOGY								5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	1	2	2	3	2	2	2	3	2	2	2.1	
CO-2	3	2	2	2	2	2	2	2	2	2	2.1	
CO-3	2	2	2	2	2	3	2	2	2	2	2.1	
CO-4	1	2	2	2	2	2	2	2	2	3	2.0	
CO-5	3	2	1	2	2	3	2	2	2	2	2.2	
Mean overall score											2.1 (High)	

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Semester	Course code	Title of the course	Hours	Credits
III	24PMM3E2A	CE-II-: ENGLISH LANGUAGE TEACHING	5	4

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

UNIT I:

Need For Teaching /Learning English – Teaching English: As Second Language

UNIT II:

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

UNIT III:

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

UNIT IV:

Teaching Levels – Primary, Secondary, Higher Secondary Collegiate, Curriculum Design: Syllabus Framing, Choice and Production of Teaching Materials, Motivation and Use of Teaching Aids.

UNIT V:

Testing– Purpose, Need, Tools, and Types -- Types of Question and Objectives of Testing -- Evaluation Techniques -- Error Analysis.

TEXT BOOK(S):

1. Rost, Michael: Teaching and Researching Listening: 4th Edition: Copyright 2024
2. Mishan, Freda and Kiss, Tamas. Developing Intercultural Language Materials. 1st Edition. Copyright 2024

REFERENCE(S):

1. Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.
2. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.
3. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge UP, 1986.

4. Varghese, Paul. *Teaching English as a Second Language*. New Delhi: SterlingPublishers, 1990

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To expose learners to various approaches and methods, aspects and strategies in teaching English.	K1
CO2	To enable learners to use classroom strategies of teaching English as L2 in a typical Indian classroom of a heterogeneous nature.	K2
CO3	To make learners understand the concept of English for Specific Purpose and its development.	K3
CO4	To help the students Comprehend new and newer methodologies, techniques and strategies of teaching L2.	K4
CO5	To help students apply the language's function socially and culturally to be able to teach the language (English) effectively.	K5

Mapping course outcome with programme outcome:

Semester	Course code	Title of the Course									Hours	Credits
III	24PMM3E2A	CE-II-: ENGLISH LANGUAGE TEACHING									5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	1	2	2	3	2	2	2	3	2	2	2.1	
CO-2	3	2	2	2	2	2	2	2	2	2	2.1	
CO-3	2	2	2	2	2	3	2	2	2	2	2.1	
CO-4	1	2	2	2	2	2	2	2	2	3	2.0	
CO-5	3	2	1	2	2	3	2	2	2	2	2.2	
Mean overall score											2.1	(High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PMM3E2B	CE-II-: GRAMMAR, RHETORIC AND WRITING	5	4

OBJECTIVES: To enable the students to understand the basics of grammar. To provide students with the basics of rhetoric. To help students to write effective paragraphs and essays

UNIT I:

Phrases –clauses-kinds of sentences –patterns of sentences-transformations of sentences – Concord -punctuation

UNIT II:

Definition of rhetoric – Elements of Rhetoric: Canons of Rhetoric.

UNIT III:

Four kinds of Discourse: Exposition, Argumentation, Description, Narration.

UNIT IV:

Topic Sentence, Paragraph Unity: Coherence and Flow, Methods of Developing Paragraphs, Discourse markers.

UNIT V:

Structure of an Essay: Beginning, Middle and closing, Tight and Loose Organization.

TEXT BOOK(S):

1. Dr. Kalyan Pandey: An analysis of English Rhetoric and Prosody
2. Brooks, Cleanth : Fundamentals Of Good Writing - A Handbook Of Modern Rhetoric

REFERENCE(S):

1. Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge & Paul, 1954.
2. Miriam, Joseph, and Marguerite McGlinn. *The Trivium: The Liberal Arts of Logic, Grammar and Rhetoric: Understanding the Nature and Function of Language*. N.P., 20002.
3. A Handbook of Rhetoric, Language and composition.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To help students Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.	K1
CO2	To enable learners apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.	K2
CO3	To make learners compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.	K3
CO4	To make learners apply the learned concepts on rhetorical situations and genre conventions.	K4
CO5	To help the students analyse and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers..	K5

- Mapping course outcome with programme outcome:**

Semester	Course code	Title of the Course									Hours	Credits
III	24PMM3E2B	CE-II-: GRAMMAR, RHETORIC AND WRITING									5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	2	2	2	2	2	2	3	2	2	2.1	
CO-2	3	2	2	2	2	2	2	2	2	2	2.1	
CO-3	2	2	2	2	2	3	2	2	2	2	2.3	
CO-4	1	2	2	2	2	2	2	2	2	3	2.0	
CO-5	3	2	1	2	2	2	2	2	2	2	2.0	
Mean overall score											2.1	(High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3N2A	NME-II-: FUNCTIONAL ENGLISH	3	2

OBJECTIVES: To communicate effectively in everyday situations. To enhance the learners to use the correct grammar, vocabulary and pronunciation in spoken and written English.

UNIT I: PUBLIC SPEAKING

Characteristics of a good speaker -Methods of Speaking -Preparation and Delivery of Speech.

UNIT II: SPEECH FOR SITUATIONS

Speech to inform -Speech to Persuade -Speeches for Special occasions.

UNIT III: OCCUPATIONAL SKILLS

Email - Resume - Official memo.

UNIT IV: INTERVIEW SKILLS

Prepare and practice for Interviews.

Some General Questions in an Interview.

Profile Writing for a Job.

Presentation Skills.

UNIT V: INTERPERSONAL SKILLS

Team Development - Relationship and Communication – Negotiation.

TEXT BOOK(S):

1. Mohan, Krishna, et al. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.
2. Mitra, Barun K. Effective Technical Communication: a Guide for Scientists and Engineers.Oxford University Press, 2006.

REFERANCE(S):

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

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Learners can communicate effectively in everyday situations, using appropriate language and tone.	K1
CO2	Learners can write clear, concise, and purposeful texts for practical purposes, such as filling out forms, writing emails, or creating reports.	K2
CO3	Learners can read and understand a variety of texts, including news articles, instructions, and diagrams, and can identify main ideas, supporting details, and implied meanings	K3
CO4	Learners can demonstrate the English skills required for the workplace, increasing their chances of employment and career advancement.	K4
CO5	Learners can navigate everyday situations with confidence, such as shopping, banking, and accessing public services, using their English skills to advocate for themselves and others.	K5

- Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
III	24PEN3N2A		NME-II-: FUNCTIONAL ENGLISH							3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	3	2	2	2	1	2	2	2.1
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	2	2	2	2	2	2	2	2	2.0
CO-4	1	2	2	2	2	2	2	2	2	3	2.0
CO-5	3	2	1	2	2	2	2	2	2	2	2.0
Mean overall score											2.0 (High)

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Semester	Course code	Title of the course	Hours	Credits
III	24PEN3N2B	NME-II-: WRITING FOR NEW MEDIA	3	2

OBJECTIVES: Learn to write compelling and interactive content for various digital platforms, such as social media, blogs, and websites. Develop multimedia storytelling skills. Understand how to integrate text with images, videos, and other media to tell stories and convey messages effectively in new media formats.

UNIT I: HISTORY OF MASS MEDIA

Introduction to Indian Press; Origin and development of newspapers and magazines in India; History of the development of the electronic media in India: Radio & TV.

UNIT II: MEDIA & CULTURE

Role, objectives, functions and achievements of mass media - Relation between mass media and mass culture and their development.

UNIT III: LANGUAGE AND WRITING SKILLS

Essentials of good writing; basic tools of writing Art of writing; Kinds of media writing; the ABCD of Media Writing: Accuracy, Brevity, Clarity & Discernment.

UNIT IV: WRITING FOR RADIO, TV, WEB

Writing for the radio, Radio Talk, Interview and discussion- News writing for TV – Basic principles of News Writing Types of story, Interview, Serial, Talk Show, and Documentary. Use of graphics for news -Interview and chats on the web as news source. Online versions: E-papers, E-magazines -Mobile digital news formats.

UNIT V: TOOLS AND TECHNIQUES

Press Release and other press communiqués Internal and External PR tools -House Journal, annual report, corporate communication.

REFERENCE BOOK(S):

1. Boyd, Andrew. Broadcast Journalism: Techniques of Radio and Television News. 7th ed., Focal Press, 2010.
2. Campbell, Richard, Christopher R. Martin, and Bettina Fabos. Media and Culture: An Introduction to Mass Communication. 12th ed., Bedford/St. Martin's, 2020.
3. Whitaker, W. Richard, Janet E. Ramsey, and Ronald D. Smith. Media Writing: Print, Broadcast, and Public Relations. 4th ed., Routledge, 2018.
4. Hilliard, Robert L. Writing for Television, Radio, and New Media. 10th ed., Wadsworth, 2013.
5. Cornelissen, Joep. Corporate Communication: A Guide to Theory and Practice. 6th ed., Sage Publications, 2017.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Developing innovative storytelling methods: Writers learn to craft compelling narratives for digital platforms.	K1
CO2	Mastering multimedia content creation: Writers become proficient in creating interactive, immersive experiences.	K2
CO3	Understanding user experience (UX) principles: Writers learn to prioritize user engagement and accessibility.	K3
CO4	Career opportunities in digital media: Writers can pursue roles in content creation, social media management, and digital publishing.	K4
CO5	Adaptability in a rapidly changing media landscape: Writers learn to stay up-to-date with emerging trends and technologies.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course								Hours	Credits
III	24PEN3N2B		NME-II-: WRITING FOR NEW MEDIA								3	2
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	2	2	3	2	2	2	1	2	2	2.1	
CO-2	3	2	2	2	2	2	2	2	2	2	2.1	
CO-3	2	2	2	2	2	2	2	2	2	2	2.0	
CO-4	2	2	2	2	2	2	2	2	2	3	2.1	
CO-5	3	2	2	2	2	2	2	2	2	2	2.1	
Mean overall score											2.1 (High)	

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Semester	Course code	Title of the course	Hours	Credits
IV	24PEN4C13	CC-XIII-: LITERATURE OF THE NOBEL LAUREATES	6	5

OBJECTIVES: To introduce the learners to the Nobel Laureates of various genres of Literature. To familiarize students on various Nobel Laureates.

UNIT I: POETRY

Pablo Neruda : If You Forget.
A Song of Despair.
Ode to the Onion.
Your Laughter.

Octavio Paz : As One Listens to the Rain.
The Street.

Rudyard Kipling : The Power of the Dog.

UNIT II: PROSE

Nadine Gordimer : Loot.

Thomas Mann : Disorder and Early Sorrow.

J.M .Coetzee : Excerpts from Disgrace.

Toni Morrison : Excerpt from Sula.

UNIT III: DRAMA

Harold Pinter : The Caretaker.

George Bernard Shaw : Man and Superman.

UNIT IV: SHORT STORIES

Alice Munro : Boys and Girls (1964).
The Turkey Season (1980).
The Bear Came Over the Mountain (1999).
Runaway (2004).

UNIT V: NOVELS

John Steinbeck : The Pearl.

Gabriel Garcia Marquez : One Hundred Years of Solitude.

TEXT BOOK(S):

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

REFERENCE(S):

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

2. Lagerkvist, Pär. The Nobel Prize in Literature 1951. Edited by Stellan Björk, Swedish Academy, 1951.

3. Solzhenitsyn, Aleksandr. Nobel Lecture: One Word of Truth. Edited by Stellan Björk, Swedish Academy, 1972.
4. Toni Morrison: Nobel Lecture 1993. Edited by Stellan Björk, Swedish Academy, 1993.

WEB RESOURCE(S):

https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature

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

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

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

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

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K1
CO2	Interpret the works of various Nobel Laureates	K2
CO3	Perceive the influence of Nobel Laureates in Literature	K3
CO4	Evaluate critically and aesthetically the prescribed texts.	K4
CO5	Analyse the different themes with regard to social, political and cultural aspects.	K5

Mapping course outcome with programme outcome:

Semester	Course code	Title of the Course									Hours	Credits
IV	24PEN4C13	CC-XIII-: LITERATURE OF THE NOBEL LAUREATES									6	5
Course outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	2	2	3	2	2	2	2	2	2	2.1	
CO-2	3	2	2	2	2	2	2	2	2	3	2.2	
CO-3	2	3	2	2	2	2	2	2	2	2	2.1	
CO-4	2	2	2	2	2	2	2	2	2	3	2.1	
CO-5	3	2	2	2	2	2	2	2	2	2	2.1	
Mean overall score											2.2	(High)

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Semester	Course code	Title of the course	Hours	Credits
IV	24PEN4C14	CC-XIV-: ECO LITERATURE	6	5

OBJECTIVES: To make the students to trace the literary terms related to Eco criticism and identify the environmental problems discussed in literature. To understand works of art and literature within their cultural and historical contexts. To understand how works of human expression shape individual and cultural Identities, values and behaviors. To analyze creative processes and engage in critiques. To experience cultural events to foster appreciation of the aesthetic and formal Qualities of literary, visual and performing arts.

UNIT I:

Introduction to: “Eco-criticism” (from Peter Barry’s Beginning Theory)
Eco-Literature.

UNIT II:

William Ruckert : Literature and Ecology: An Experiment in Eco-criticism.
Gretchen T. Legler : Eco feminist Literary Criticism.
Nirmal Selvamony : Thinai poetics.

UNIT III:

D.H Lawrence : Snake.
Hopkins : Spring.
F.G. Scott : The Unnamed Lake.
Douglas A. Stewart : The Silkworms.
W.W.E. Ross : The Snake Trying.
Mildred D. Taylor : Song of the Trees.
Henry David Thoreau : Walden.

UNIT IV:

Steinbeck : The Grapes of Wrath.
Indra Sinha : Animals People

UNIT V:

Henrik Ibsen : An Enemy of the People

REFERENCE BOOK(S):

1. Selvamony, Nirmal. “Thinai Poetics and Tamil Poetry”. Horizons, ed. Suresh Frederick, Thanjavur: Amithamani, 2011. Print.
2. Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd revised edition ,2009 Manchester University Press, 2009. ISBN-10: 0719079276
3. Coupe, Lawrance. Ed. The Green Studies Reader. London: Routledge, 2000.
4. Steinbeck, John. The Grapes of Wrath. United Staes: The Viking Press, 1939. Print.
5. Indra Sinha. Animal People. Great Britain: Simon & Schuster, 2007. Print

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Eco literature can educate readers about ecological issues, promoting understanding and concern for the natural world.	K1
CO2	By highlighting the consequences of human actions, eco literature can inspire readers to adopt more sustainable practices and reduce their environmental footprint.	K2
CO3	Eco literature can foster empathy for non-human entities, encouraging readers to recognize the intrinsic value of nature and our interconnectedness with the environment.	K3
CO4	Eco literature can bring people together, inspiring collective action and community-based initiatives focused on environmental issues.	K4
CO5	Eco literature can inspire direct action, motivating readers to engage in environmental activism and advocacy.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course							Hours	Credits
IV	24PEN4C14		CC-XIV-: ECO LITERATURE							6	5
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	3	2	2	2	2	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	3	2	2	2	2	2	2	2	2.1
CO-4	2	2	2	2	3	2	2	2	2	3	2.2
CO-5	3	2	2	2	2	2	2	2	2	2	2.1
Mean overall score											2.1 (High)

Prepared by

Verified by

Semester	Course code	Title of the course	Hours	Credits
IV	24PEN4E2A	CE-IV-: TRANSLATION: THEORY AND PRACTICE	5	4

OBJECTIVES: Understand translation theories: To learn about various translation theories, models, and approaches, such as equivalence, fidelity, and functionality, to inform translation decisions and practices. To develop practical translation skills: Acquire hands-on experience in translating texts

UNIT I: TRANSLATION AND ITS PERSPECTIVES

Language as a Medium, Referential Meaning, Connotative Meaning, Definitions of Translation, Linguistic and Cultural Distances between the Source and Target Languages, Lexical Untranslatability.

UNIT II: TRANSLATION THEORIES AND THEORISTS

Major Theories- Philological Theory, Linguistic Theory, Sociolinguistic Theory, Integrated Theory.

Major Theorists - J.C. Catford, Eugene A. Nida , Peter Newmark, Sujit Mukherjee, Juliane House.

UNIT III: LEXICAL PROBLEMS AND COMPENSATORY MECHANISMS

Borrowing, Transliteration, Literal Translation, Definition, Addition, Omission, Lexical Creation, Transcreation, Substitution, Generic and Specific Names, By Using Multi- Lexical Units, Hybrid Formation or Loan Blending.

UNIT IV: SYNTACTIC AND STYLISTIC PROBLEMS AND PROCEDURES

Double Words, Repetitive Words, Ideophones, Pleonasms and Reduplications, Active and Passive Constructions, Gender and Number. Imagery, Idioms, Proverbs, Non-verbal Communication, Honorific Affixes, Proper Name, Vocatives, Play on Words, Transformation of Sentences.

UNIT V: TRANSLATION PRACTICE

Jeyamohan : The Elephant Doctor.

PerumalMurugan : Poonachi: Or the Story of a Black Goat.

REFERENCE BOOK(S):

1. Nida, Eugene A., and Charles R. Taber. The Theory and Practice of Translation. Cambridge University Press, 2003.
2. Hatim, Basil, and Jeremy Munday. Translation: An Advanced Resource Book. Routledge, 2004.
3. Armstrong, Nigel. Translation, Linguistics, Culture: A French-English Handbook. Routledge, 2005.
4. Munday, Jeremy. Introducing Translation Studies: Theories and Applications. Routledge, 2016.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Deeper understanding of language and culture: Translation theory helps reveal the complexities of language and culture, promoting cross-cultural awareness and understanding.	K1
CO2	Improved translation quality: Theoretical frameworks guide translators in making informed decisions, enhancing the accuracy and effectiveness of translations.	K2
CO3	Effective communication across languages: Translation practice facilitates global communication, enabling individuals and organizations to connect with diverse audiences.	K3
CO4	Cultural exchange and understanding: Translations of literary and cultural works promote cross-cultural appreciation and exchange.	K4
CO5	Development of new translation approaches: Theoretical innovations lead to the creation of novel translation strategies and methods.	K5

• Mapping course outcome with programme outcome:

Semester	Course code		Title of the Course							Hours	Credits
IV	24PEN4E2A		CE-IIV-: TRANSLATION: THEORY AND PRACTICE							5	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	3	2	2	2	2	2	2	2.2
CO-2	3	2	2	2	2	2	2	2	2	2	2.1
CO-3	2	2	2	2	2	2	2	2	2	2	2.0
CO-4	2	2	2	2	3	2	2	2	2	1	2.0
CO-5	3	2	2	2	2	2	2	2	2	2	2.1
Mean overall score											2.0 (High)

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Semester	Course code	Title of the course	Hours	Credits
IV	24PEN4E2B	CE-III-: ENGLISH FOR COMPETITIVE EXAM	6	4

OBJECTIVES: To educate the learners to identify and correct errors in grammar, syntax and punctuation. To encourage the learners to write clear, coherent and well-structured essays, E-mail and other written communications.

UNIT I:

Parts of Speech -Tense -Match the Following –Prefix & Suffixes -Synonyms and Antonyms -Homographs- Homonyms and Homophones -Active and Passive Voice -Reported Speech

UNIT II:

Subject-Verb agreement (Concord); Error corrections -Question Tags -One Word substitutions -Idioms & Phrases -Correct use of Articles & Prepositions.

UNIT III

Listening Skills -Definition of Listening; Barriers to Listening -Strategies of Listening. Introduction to Phonetics: Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

UNIT IV

Speaking Skills -Formal and Informal Speeches -Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

UNIT V

Presentation Skills -Definition, Meaning and Goals of Presentation -Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks.

REFERENCE(S):

1. Bakshi. S.P-'Objective General English'.
2. Prasad, Hari- English for Competitive exams.
3. Gupta.K.R- Comprehensive English.

COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To improve reading comprehension and ability to analyze complex texts.	K1
CO2	To enhance the vocabulary and understanding the language conventions.	K2
CO3	To improve the critical thinking and analytical skills, including evaluating arguments and identifying biases.	K3
CO4	Improved Comprehension and Reading Skills: Learners can understand and interpret complex texts, passages, and questions, enabling them to answer questions accurately.	K4
CO5	Enhanced Writing and Communication Skills: Learners can express themselves clearly and concisely in writing, enabling them to produce high-quality essays, answers, and responses that showcase their knowledge.	K5

- **Mapping course outcome with programme outcome:**

Semester	Course code		Title of the Course							Hours	Credits
IV	24PEN4E2B		CE-III-: ENGLISH FOR COMPETITIVE EXAM							6	4
Couse outcomes	Programme outcomes(POs)					Programme Specific Outcomes(PSOs)					Mean scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	2	3	2	2	2	2	2	2	2.2
CO-2	2	2	2	2	2	2	2	2	2	2	2.0
CO-3	2	2	2	2	2	2	2	2	2	2	2.0
CO-4	3	2	2	2	3	2	2	2	2	1	2.1
CO-5	2	2	2	2	2	2	2	2	2	2	2.0
Mean overall score											2.0 (High)

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Semester	Course code	Title of the course	Hours	Credits
IV	24PEN4PW	PW-: PROJECT WITH VIVA-VOCE	8	3