



JP COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

Run by DMI Sisters - Ayikudy, Tenkasi - 627852
Affiliated to Manonmaniam Sundaranar University - Tirunelveli



Regulations 2026–2027 for Postgraduate Programmes

Learning Outcomes Based Curriculum Framework–(LOCF) model with Choice Based Credit System (CBCS)

Programme: Master of Arts in English (MA ENG)

(Applicable for the Students admitted during the Academic Year 2026-27 onwards)

Master of Arts in English

- The **Learning Outcome–based Curriculum Framework (LOCF)** has been implemented for the PG English programme to ensure the structured delivery of knowledge of humanities especially through selected works in English Literature. The programme also aims to enhance the communication skills of the graduates and inculcate them with the nuances of linguistics and research.

Vision

- To impart multi-cultural and multi-lingual dimension to the study of the global language at post graduate level.
- To enrich the language of students and help them understand the importance of human and societal values through various literary masterpieces.

Mission

- To help students to build the knowledge of English language and literature and develop the skill of communication and critical thinking.
- To provide learners the best quality in teaching and learning and learners reach the target with the spirit of competence.

Program Outcomes (POs)

The successful completion of the MA programme shall enable the students to:

PO1	Problem Solving Skill: Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.
PO2	Decision Making Skill: Foster analytical and critical thinking abilities for data-based decision-making.
PO3	Ethical Value: Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.
PO4	Communication Skill: Ability to develop communication, managerial and interpersonal skills.
PO5	Individual and Team Leadership Skill: Capability to lead themselves and the team to achieve organizational goals.
PO6	Employability Skill: Inculcate contemporary business practices to enhance employability skills in the competitive environment.
PO7	Entrepreneurial Skill: Equip with skills and competencies to become an entrepreneur.
PO8	Contribution to Society: Succeed in career endeavours and contribute significantly to society.
PO9	Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective.
PO10	Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life.

Program Specific Outcomes (PSOs)

PSO1	Gain Knowledge and good understanding of major concepts and traditions in English Literature.
PSO2	Comprehend, express and build arguments systematically to address issues arising in the field of humanities or related contexts.
PSO3	To prepare the graduates to demonstrate deferential engagement with others' opinions, beliefs and behaviours and apply diverse frames of references to decisions and actions.
PSO4	To put in place a research framework and present their independent and individualistic ideas effectively.
PSO5	Equipping their employability skills to excel in professions such as teaching and content writing, and exposing them to different kinds of activities to empower them through communication skills
PSO6	Enabling a comprehensive perspective towards the socio-political inequalities and environmental issues

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)
Guideline Based Credit and Hours Distribution System
for all PG courses
First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
A	Core – I	5	6
	Core – II	5	6
	Core – III	5	6
	Elective – I	3	6
	Elective – II	3	6
		21	30

Semester-II

Part	List of Courses	Credit	No. of Hours
A	Core – IV	5	6
	Core – V	5	6
	Core – VI	5	6
	Elective – III	3	4
	Elective – IV	3	4
B	Skill Enhancement Course [SEC] - I	2	4
		23	30

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
A	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core – X	5	6
	Elective – V	3	3
B	Skill Enhancement Course - [SEC] - II	2	3
	Internship / Industrial Visit / Field Visit / Research – knowledge Updation activity	2	-
		27	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
A	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
B	Skill Enhancement Course – III	2	4
C	Extension Activity - Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	1	-
		23	30

Total Credits: 94

Consolidated Semester wise and Component wise Credit distribution

Credits	Sem I	Sem II	Sem III	Sem IV	Total
Core	15	15	20	10	60
Elective	6	6	3	3	18
Project				7	7
Skill Enhancement Course		2	2	2	6
Internship / Industrial Training			2		2
Extension activity				1	1
Total	21	23	27	23	94

* Part - A Component Core Courses and Part - B (i) will be taken into account for CGPA calculation for the Postgraduate programme and the other components Part - B and Part - C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree

Part A – Core Papers, Electives and Project

Part B – Skill Enhancement Courses and Internship

Part C – Extension Activity

Curriculum

Semester–1									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN11	A	Core- I	Poetry	6	3	50	50	100	5
26PCEN12		Core -II	Drama	6	3	50	50	100	5
26PCEN13		Core -III	Fiction	6	3	50	50	100	5
26PEEN11		Elective –I	Popular Fiction	6	3	50	50	100	3
26PEEN12		Elective –II	English Language Teaching	6	3	50	50	100	3
Total				30				500	21

Semester–2									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN21	A	Core- IV	Indian Writing in English	6	3	50	50	100	5
26PCEN22		Core –V	American Literature	6	3	50	50	100	5
26PCEN23		Core -VI	Shakespeare Studies	6	3	50	50	100	5
26PEEN21		Elective –III	Life Writings	4	3	50	50	100	3
26PEEN22		Elective –IV	Literature and Film	4	3	50	50	100	3
26PSEN21	B	Skill Enhancement course –SEC I	Employability Skills	4	3	50	50	100	2
Total				30				600	23

Semester–3									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN31	A	Core- VII	Post-colonial Literature	6	3	50	50	100	5
26PCEN32		Core –VIII	Contemporary Literary Criticism	6	3	50	50	100	5
26PCEN33		Core –IX	Language and Linguistics	6	3	50	50	100	5
26PCEN34		Core -X	Research Methodology	6	3	50	50	100	5
26PEEN31		Elective –V*	Travel Writing	3	3	50	50	100	3
26PEEN32			Writing for Media						
26PSEN31	B	Skill Enhancement Course -SEC II	Entrepreneurship Development	3	3	50	50	100	2
26PENI31		Internship	Internship / Industrial Visit / Field Visit / Research – knowledge Updation Activity	-	-	50	50	100	2
Total				30				700	27

*ANY ONE OF THE PAPERS SHOULD BE ELECTED FOR STUDY

Semester-4									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN41	A	Core- XI	Writings of the Marginalized	6	3	50	50	100	5
26PCEN42		Core -XII	A Glimpse of Nobel Laureates	6	3	50	50	100	5
26PENP41		Project	Project with VIVA VOCE	10	3	50	50	100	7
26PEEN41		Elective- VI*	Theatre Art	4	3	50	50	100	3
26PEEN42			Film Studies						
26PSEN41	B	Skill Enhancement Course SEC III	English for Competitive Exams	4	3	50	50	100	2
26PEAEN41	C	Extension Activity	Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	-	-	50	50	100	1
Total				30				600	23

*ANY ONE OF THE PAPERS SHOULD BE ELECTED FOR STUDY

Internship (minimum of 30 hours): The students should submit certificate of attendance from the industry stating the nature of work done, duration and role played along with report (minimum of 20 pages) at the end of V semester for external evaluation.

Industrial Visit/ Field Visit : A report based on the observation and learning outcome to be submitted (minimum of 10 pages) along with suitable evidences at the end of III semester for external evaluation.

Internship/Industrial Visit/Field Visit/Knowledge Updation Activity: Internal –50 Marks,
External – 50 Marks

Project : Individual Project report should be submitted for external evaluation. Internal – 50 Marks,
External – 50 Marks

Extension Activity Individual report should be submitted at the end of IV semester for external evaluation.
Internal – 50 Marks External –50 Marks

Skill Enhancement Compulsory Course: A Course that enhances the competitive and other required skills of the students

Internal Marks – 50 Marks, External – 50 Marks

Semester-1

Semester–1									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN11	A	Core- I	Poetry	6	3	50	50	100	5
26PCEN12		Core -II	Drama	6	3	50	50	100	5
26PCEN13		Core -III	Fiction	6	3	50	50	100	5
26PEEN11		Elective –I	Popular Fiction	6	3	50	50	100	3
26PEEN12		Elective –II	English Language Teaching	6	3	50	50	100	3
Total				30				500	21

FIRST YEAR – SEMESTER – I

CORE – I: POETRY

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN11	6	0	0	I	5	6	50	50	100
Learning Objectives									
LO1	To introduce the learners to the literary tradition of English Poetry starting from Medieval to Modern Period..								
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.								
LO3	To critically examine the works of the writers of the period								
LO4	To differentiate the various stages of English through the representative poets								
LO5	To critically examine the works of the writers of the period								
Prerequisites:									
Unit	Contents								No. of Hours
I	Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun, Doctor								18
II	Elizabethan Poetry- Spenser: "Epithalamion" " Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX								18
III	Donne: "A Valediction: forbidding mourning Marvell: "To His Coy Mistress" Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476								18
IV	Alexander Pope: Rape of the Lock - Canto 1 Gray - Elegy Written in the Country Church Yard William Wordsworth - Upon Westminster Bridge								18
V	Modern Poetry -William Carlos Williams - A Red Wheelbarrow Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" " Dylan Thomas: "Do Not Go Gentle Into That Good Night" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney:"Digging								18
TOTAL								90	
CO	Course Outcomes								
CO1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.								
CO2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.								
CO3	Critically evaluate the literary language of the texts prescribed								
CO4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history								
CO5	Exhibit the skill of analyzing literary works and writing Effectively								

Textbooks	
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London / 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 Books Ltd., London.
6.	David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7.	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE – II: DRAMA

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN12	6	0	0	I	5	6	50	50	100
Learning Objectives									
LO1	To acquaint the students with the origin of drama in England								
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.								
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.								
LO4	To enable the students to identify different forms of drama								
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Beginnings of Drama Aeschylus – Agamemnon The Senecan and Revenge Tragedy -Thomas Kyd-The Spanish Tragedy								18
II	Elizabethan Theatre Theatres, Theatre groups, Audience, Actors and Conventions Christopher Marlowe – Jew of Malta								18
III	Jacobean drama Ben Jonson - Volpone John Webster- Duchess of Malfi								18
IV	Restoration William Congreve – The Way of the World Oliver Goldsmith – She Stoops To Conquer								18
V	George Bernard Shaw - Candida Epic theatre Comedy of Menace – Harold Pinter – Birthday Party Post Modern Drama – Samuel Beckett – Waiting for Godot								18
TOTAL								90	
CO	Course Outcomes								
CO1	Appraise various aspects of drama and theatre								
CO2	Identify drama and performance as a cultural process and an artistic discourse								
CO3	Evaluate plot structure, characterization and dialogue								
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,								
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama								
Textbooks									
1	Standard editions of texts								

Reference Books	
1.	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
3.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
4.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
5.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
6.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE – II: FICTION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN13	6	0	0	I	5	6	50	50	100
Learning Objectives									
LO1	To familiarize the students with the origin and development of the British fiction upto the Modern.								
LO2	To introduce the students to major writers of British fiction.								
LO3	To enable the students to comprehend the social background based on the prescribed novels.								
LO4	To facilitate the learners to identify and differentiate various forms of novels.								
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Definition,types, narrative modes - Samuel Richardson - Pamela								18
II	Oliver Goldsmith – The Vicar of the Wakefield Jonathan Swift - Gulliver’s Travels Daniel Defoe - Robinson Crusoe								18
III	Jane Austen - Emma Emily Bronte – Wuthering Heights								18
IV	Charles Dickens – Hard Times								18
V	Liberal Humanism, Individual Environment and Class Issues. Thomas Hardy - Far from the Madding Crowd James Joyce - Portrait of the Artist as a Young Man								18
TOTAL								90	
CO	Course Outcomes								
CO1	Acquaint the knowledge about the development of Novel as a literary form.								
CO2	Identify the characteristics of different types of novels								
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.								
CO4	Awareness on social, historical, literary and cultural elements of the changes in literature								
CO5	Critically examine the works of the writers prescribed								
Textbooks									
1	Standard editions of texts								
Reference Books									
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.								
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.								
3.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.								
4.	Frederick R Karl, 1977, Reader’s Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.								
5.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, N Delhi.								
6.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.								
7.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE COURSE I- POPULAR FICTION

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN11	6	0	0	I	3	6	50	50	100
Learning Objectives									
LO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction (Popular Fiction)								
LO2	To enable them to identify the basic Structure and themes of Science Fiction								
LO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction								
LO4	To enhance students’ knowledge to identify the basic Structure and themes of Science and detective fiction								
LO5	To involve the students to a close reading important representative texts								
Prerequisites:									
Unit	Contents								No. of Hours
I	BACKGROUND STUDIES Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)								18
II	DETECTIVE FICTION Arthur Conan Doyle: The Hound of Baskervilles Agatha Christie: And Then There Were None								18
III	SCIENCE FICTION H.G.Wells : The Time Machine George Orwell : 1984								18
IV	FANTASY FICTION Gabriel García Márquez: One Hundred Years of Solitude Chitra Banerjee Divakaruni : Mistress of Spices								18
V	SHORT STORIES Edgar Alan Poe : The Murders in the Rue Morgues E.M. Forster : The Machine Stops Isaac Asimov : The Last Question								18
TOTAL								90	

CO	Course Outcomes
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction
CO2	Fix the representative Detective Fiction in the larger context of Social changes.
CO3	Identify the basic Structure and themes of Science Fiction.
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.

Textbooks	
1.	Christie, Agatha. And Then There Were None. HarperCollins, 2003
2.	Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories and other standard texts

Reference Books	
1.	Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.
2.	Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC:McFarland, 2008.
3.	James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE COURSE II – ENGLISH LANGUAGE TEACHING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN12	6	0	0	I	3	6	50	50	100
Learning Objectives									
LO1	To enhance the learning and teaching skills of English								
LO2	To familiarize students about the basic concepts, methods and theories related to English language teaching								
LO3	To focus on the problems in language teaching								
LO4	Explore different ways of testing								
LO5	Practice writing lesson plans and teaching								
Prerequisites:									
Unit	Contents								No. of Hours
I	The Grammar – Translation method The Direct method Oral situational Approach								18
II	Total Physical Response method The Silent Way method								18
III	Content and Language Integrated Learning								18
IV	Testing and Evaluation Norm vs Criterion-Referenced Testing								18
V	Lesson Planning Teaching Practice: Lesson Plans								18
TOTAL								90	

CO	Course Outcomes
CO1	Identify teaching methods/approaches
CO2	Learn to teach different methods about English language teaching
CO3	Identify the objectives, active role of learners, teachers and materials
CO4	Testing and Evaluating learners using norm and criterion-referenced methods of assessment
CO5	Learn to prepare lesson plans to teach English ()
TEXT BOOKS	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	Saraswathi. V, English Language Teaching: Principles and Practice
REFERENCE	
3.	Penny Ur. A Course in Language Teaching Practice and theory
4.	Dr. Shaikh Mowla Methods of Teaching English.
5.	Dr. Gurav H.K Teaching Aspects of English Language.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

Semester-2

Semester–2									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN21	A	Core- IV	Indian Writing in English	6	3	50	50	100	5
26PCEN22		Core –V	American Literature	6	3	50	50	100	5
26PCEN23		Core -VI	Shakespeare Studies	6	3	50	50	100	5
26PEEN21		Elective –III	Life Writings	4	3	50	50	100	3
26PEEN22		Elective –IV	Literature and Film	4	3	50	50	100	3
26PSEN21	B	Skill Enhancement course –SEC I	Employability Skills	4	3	50	50	100	2
Total				30				600	23

FIRST YEAR - SEMESTER – II
CORE IV - INDIAN WRITING IN ENGLISH

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN21	6	0	0	II	5	6	50	50	100
Learning Objectives									
LO1	Enabling the students to understand the evolution of Indian Writing in English.								
LO2	Comprehending different genres through the representation of different texts.								
LO3	To enable the learners to get exposed to the historical movements of the Indian Subcontinent.								
LO4	Classical Indian tradition and the impact of the West.								
LO5	To inculcate in the students the cultural significance of Indian English literature								
Prerequisites:									
Unit	Contents								No. of Hours
I	Aurobindo: Tiger and the Deer, Rose of God , Toru Dutt: The Lotus ,The Casuarina Tree Sarojini Naidu: An Indian Love Song, Autumn song								18
II	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: : Night of the Scorpion, Enterprise.								18
III	Tagore – Chandalika Girish Karnad: Hayavadana								18
IV	Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’) Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).								18
V	Mulk Raj Anand- Coolie Shashi Taroor – Riot Pudumaippittan’s - Redemption (Akalikai and Sabavimochanam)								18
TOTAL								90	
CO	Course Outcomes								
CO1	Understand the themes of Indian Writing in English								
CO2	Identify the major trends in Indian Writing in English								
CO3	Examine the background and settings of the prescribed texts								
CO4	Evaluate the cultural significance of Indian English Literature								
CO5	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.								

Textbooks	
1	Standard editions of texts

Reference Books	
4.	K.R. SrinivasAiyengar, 1962, –History of Indian Writingin English, Sterling
5.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan London.
6.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications,
7.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature,

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN22	6	0	0	II	5	6	50	50	100
Learning Objectives									
LO1	To explore the historical circumstances and growth of American Literature								
LO2	To introduce the students to the basic traits of American Literature and its cultural history.								
LO3	To introduce the students to eminent writers of America and their works								
LO4	To introduce the concepts and emerging trends and movements in American literature								
LO5	To evaluate and analyze the works of the works prescribed								
Prerequisites:									
Unit	Contents								No. of Hours
I	Emma Lazarus - The New Colossus Langston Hughes - Let America be America Again Sylvia Plath - Daddy Emily Dickinson - Because I could not stop for Death E. E. Cummings - I Carry Your Heart with Me								18
II	Emerson - The American Scholar Amy Tan- Mother Tongue Thoreau - Walden (Chapter“Pond”)								18
III	Tennessee Williams - A Street Car Named Desire Marsha Norman - Night Mother								18
IV	William Faulkner – Light in August Kate Chopin - The Awakening								18
V	Edgar Allan Poe - The Cask of Amontillado Herman Melville - Bartleby the Scrivener Philip Roth - The Conversation of the Jews								18
TOTAL								90	
CO	Course Outcomes								
CO1	Recognize the history of America and contributions of major American writers and their impact on the development of American literature								
CO2	Analyze the movements and trends that shaped American literature								
CO3	Gain knowledge about the transcendentalist and Romantics movements.								
CO4	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts								
CO5	Critically analyze the multicultural sensibility of American society								
Textbooks									
1	Standard editions of texts								
Reference Books									
1.	Willis Wagner : American Literature - A World View								
2.	Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.								
3.	Boris Ford : The New Pelican Guide to English								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE VI - SHAKESPEARE STUDIES

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN23	6	0	0	II	5	6	50	50	100
Learning Objectives									
LO1	To explore, comprehend, and appreciate Shakespeare’s plays along with major trends in theatrical criticism.								
LO2	To analyze the social, cultural, and historical context of Elizabethan England and its evolving interpretations across different periods.								
LO3	To undertake detailed textual analysis of Shakespeare’s plays and sonnets to enhance critical understanding.								
LO4	To evaluate Shakespeare’s lasting contribution to the English language and literary tradition.								
LO5	To identify prominent Shakespearean critics and understand their critical perspectives on his works.								
Prerequisites:									
Unit	Contents								No. of Hours
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.								18
II	Sonnets – 18, 29, 104,116,								18
III	Tragedy - Othello								18
IV	History: Henry IV Part I								18
V	Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial, New Historicist;A.C. Bradley (extract) Granville Baker - From Prefaces to Shakespeare (Volume: I) Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988								18
TOTAL								90	
CO	Course Outcomes								
CO1	Identify the major social, cultural, and political influences reflected in Shakespeare’s literary works.								
CO2	Understand the characteristics of Elizabethan theatre and trace the historical development of theatrical practices.								
CO3	Illustrate the linguistic richness, stylistic features, and effective use of figurative language in Shakespeare’s plays.								
CO4	Identify the major trends, schools of thought, and critical approaches in Shakespearean studies.								
CO5	Critically analyze and interpret Shakespeare’s works using appropriate literary theories and critical perspectives								
Textbooks									
1	Standard editions of texts								

2	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.
3	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
Reference Books	
1.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
2.	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
3.	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
4.	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE COURSE III– LIFE WRITINGS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN21	4	0	0	II	3	4	50	50	100
Learning Objectives									
LO1	To introduce life writing as an important genre in literary studies.								
LO2	To make students realize the literary significance of life writings.								
LO3	To make students understand various functions of life writing.								
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works								
LO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality								
Prerequisites:									
Unit	Contents								No. of Hours
I	Defining Kinds of Life Writing (1-4 from Sidonie Smith) Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative 1. Carole Angier : Biography (Essay) (pp. 47-63) The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline, Carole Angier 2. Sally Cline : Autobiography (Essay) (pp. 64-81) The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline and Carole Angier 3. Sidonie Smith : Fifty-two Genres of Life Narrative (pp. 183-208) Appendix A, Reading Autobiography: A Guide for Interpreting Life Narratives Sidonie Smith and Julia Watson								12
II	1.Born A Crime By Trevor Noah 2. Barbarian Days:A Surfing Life By William Finnegan								12
III	1. Viktor Frankl : Man’s Search for Meaning (Memoir) 2. Mourid Barghouti : I Saw Ramallah (Memoir) 3. Urvashi Butalia : The Other Side of Silence: Voices from the Partition (Memoir / Testimonials)								12
IV	1. Eugene O’Neil : Long Day’s Journey into Night Sam Selvon : The Lonely Londoners.								12
V	1. Christopher Isherwood : Goodbye To Berlin (Autofiction) 2. Nandini Oza : Homeless: Revli’s Story Whither Justice: Stories of Women in Prison								12
TOTAL								60	

CO	Course Outcomes
CO1	Become familiar with various subgenres of life writing. (PO2)
CO2	Sensitize themselves to the predicament of various marginalized sections. (PO3, PO6)
CO3	Comprehend the significance of life writing as a literary genre. (PO1,PO2, PO5)
CO4	Get acquainted with the role of personal narrative in writing history. (PO6)
CO5	Comprehend the different socio, cultural and political dimensions (PO8, PO9)
TEXT BOOKS	
1.	Sally Cline and Carole Angier, The Arvon Book of Life Writing: Writing biography, autobiography and memoir.
2.	Sidonie Smith and Julia Watson, Reading Autobiography: A Guide for Interpreting Life Narratives. Specific issues of Journal of Commonwealth Literature.
REFERENCE	
3.	Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE COURSE IV – LITERATURE AND FILM

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN22	4	0	0	II	3	4	50	50	100
Learning Objectives									
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.								
LO2	Understanding the bond between the films and literature.								
LO3	Analyzing the literary texts in comparison with the films.								
LO4	Critical appreciation of films in the background of literary theories.								
LO5	Tracing the differentiation in films from different parts of the world.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Shakespeare: Macbeth (Text And Film) Direction-Justin Kurziel.								12
II	Mary Shelly – Frankenstein (Text And Film) Direction – James Whale								12
III	Charles Dickens - A Tale of two cities (Text And Film) Direction – Jack Conway								12
IV	G.B.Shaw - Pygmalion (My fair Lady) Text And Film) Direction – George Cukor								12
V	J.K. Rowlings - Harry Potter and the Chamber of Secrets (Text and Film) Direction – Chirs Columbus								12
TOTAL								60	

CO	Course Outcomes
CO1	Film Review and appreciation becomes handy for the Students
CO2	Connecting film and literature nuances effectively
CO3	Exposure to film techniques and genres
CO4	Critical appreciation of films
CO5	Analysing film forms effectively
REFERENCES	
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
3.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
4.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
5.	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

SKILL ENHANCEMENT COURSE (SEC-1) – EMPLOYABILITY SKILLS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PSEN21	4	0	0	II	2	4	50	50	100
Learning Objectives									
LO1	To provide the students with an ability to build and enrich their communication skills.								
LO2	To outline the importance of Employability Skills for the current job market and future of work								
LO3	To facilitate the learners to learn personal and professional development								
LO4	To facilitate the learners to learn personal and professional development								
LO5	To highlight the importance of Self-Awareness and Behavioral Skills								
Unit	Contents								No. of Hours
I	Importance of Communication Skills Components of Communication Formal and Informal Communication Verbal and Non Verbal Communication LSRW Skills								12
II	Greetings and Self Introduction Asking and Responding to Questions Sharing Information with others Social Etiquette								12
III	Goal Setting Job Search Applying forJobs Resume Writing Interview Skills Telephone Skills Stages and types of Interviews Mock Interview Group Discussion								12
IV	Self-Management Stress Management Time Management Emotional Intelligence								12
V	Work place Communication Team Management Leadership Skills Problem Solving Skills Decision Making Negotiations								12
TOTAL									60

CO	Course Outcomes
CO1	Analyze the various types of communication
CO2	Learn about the four skills of language and get familiarized with them.
CO3	Enhance their personal and professional development
CO4	Gain employability Skills for the current job market and future of work
CO5	Acquire self-confidence and behavioral Skills
Textbooks	
1.	Michael McCarthy and Felicity O'Dell, English Vocabulary in use(Advanced)
2.	Dr. M. Sen Gupta, Skills for Employability: A Handbook
3.	Brent C. Oberg. Interpersonal Communication
Reference Books	
4. .	John Seely. The Oxford Guide to Writing and Speaking
5. .	Understanding Body Language by Alan Pease.
6.	Bill Mascull, Business Vocabulary in Use
7.	Asha Kaul. Effective Business Communication
8.	S.K. Mandel. Effective Communication and Public Speaking

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

Semester-3

Semester–3									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN31	A	Core- VII	Post-colonial Literature	6	3	50	50	100	5
26PCEN32		Core –VIII	Contemporary Literary Criticism	6	3	50	50	100	5
26PCEN33		Core –IX	Language and Linguistics	6	3	50	50	100	5
26PCEN34		Core -X	Research Methodology	6	3	50	50	100	5
26PEEN31		Elective –V*	Travel Writing	3	3	50	50	100	3
26PEEN32			Writing for Media						
26PSEN31	B	Skill Enhancement Course -SEC II	Entrepreneurship Development	3	3	50	50	100	2
26PENI31		Internship	Internship / Industrial Visit / Field Visit / Research – knowledge Updation Activity	-	-	50	50	100	2
Total				30				700	27

*ANY ONE OF THE PAPERS SHOULD BE ELECTED FOR STUDY

SECOND YEAR – SEMESTER – III
CORE VII- POST COLONIAL LITERATURE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN31	6	0	0	III	5	6	50	50	100
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	Recognize the critical perspectives in Postcolonial literatures.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Key Concepts :Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony								18
II	Kofi Awonoor - Easter Dawn, The Weaver Bird (Ghana) James Reaney : - Maps (Canada) Derek Walcott - Ruins of a Great House (Caribbean Islands) LakdasaVikramsimha - Don't talk to me about Matisse (Sri Lanka) Pablo Neruda - The Dictators (Chile) Wole Soyinka - Telephone Conversation (Africa) Syed Amanuddin - Don't Call Me Indo Anglican (India)								18
III	Wole Soyinka: Death and the King's horsemen Derek Walcott: Dream on Monkey Mountain								18
IV	Chinua Achebe : Things Fall Apart. Thomas King : The One About Coyote Going West Sam Selvon : The Lonely Londoners.								18
V	Edward Said: Orientalism (Chapter-I)								18
TOTAL								90	
CO	Course Outcomes								
CO1	Evaluate the political and social background of the third world nations (PO2)								
CO2	Identify the emerging trends in Post- Colonial Literature (PO1, PO3)								
CO3	Examine 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								
CO5	Interpret the postcolonial concepts found in different literary genres								
Textbooks									
1	Macaulay's Minute of 1831/35.								
2	Post-Colonial Studies: eds. Ashcroft et.al.								
3	Specific issues of Journal of Commonwealth Literature.								

Reference Books

1.	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
2.	Frantz Fanon : The Wretched of the Earth.
3.	Ashish Nandy : The Fear of Nationalism.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE VIII - CONTEMPORARY LITERARY CRITICISM

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN32	6	0	0	III	5	6	50	50	100
Learning Objectives									
LO1	To enable the students to comprehend the literature through its historical context and analytical perspectives.								
LO2	To introduce students to the functions of a critic and criticism.								
LO3	To focus on interpreting the works of various literary critics								
LO4	To facilitate the learners to focus on evaluate critically and aesthetically the prescribed texts								
LO5	To enable to students to compare significant poetics and aesthetic traditions of the world.								
Prerequisites:									
Unit	Contents								No. of Hours
I	The Sense of the Past: Lionel Trillig Criticism, Visible and Invisible: Northrop Frye								18
II	Structure, Sign and Play in the Discourse of HumanSciences : Derrida The Structural Study of Myth – Claude Levi Strauss								18
III	Irony as Principle of Structure: Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud								18
IV	From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton								18
V	The Deconstructive Angel : M.H. Abrams								18
TOTAL								90	
CO	Course Outcomes								
CO1	Understand the literature by an analytical and evaluative process.								
CO2	Develop the objective analysis of the subject matter								
CO3	Analyze a literary text with reference to socio-political issues								
CO4	Evaluate critically and aesthetically the prescribed texts.								
CO5	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context								
Textbooks									
1	Frye, Northrop. "The Critical Path: An Essay on the Social Context of Literary Criticism." The Stubborn Structure: Essays on Criticism and Society, Methuen, 1970.								
2	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.								
3	Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford								
Reference Books									
1.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.								
2.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE IX- LANGUAGE AND LINGUISTICS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN33	6	0	0	III	5	6	50	50	100
Learning Objectives									
LO1	To introduce the learners sounds of English Language								
LO2	To familiarize the learners with the word meaning								
LO3	To enable learners to comprehend linguistic concepts								
LO4	To expose them to theoretical and practical manifestations of linguistics.								
LO5	To familiarize learners with the discourse of linguistics								
Prerequisites:									
Unit	Contents								No. of Hours
I	Organs of Speech, Classification of Consonants, Vowels, Diphthongs, Phonemes, Allophones, IPA Narrow and Broad Transcription, Suprasegmental features								18
II	Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs								18
III	Phrases and Sentences: Grammar								18
	Grammar, Types of Grammar, Parts of Speech , Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach , Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence								
IV	Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, Labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules								18
V	Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation								18
TOTAL								90	
CO	Course Outcomes								
CO1	Recognize the historical background of Language and Literature								
CO2	Apply the linguistic form to language use								
CO3	Examine the background and settings of the prescribed texts								
CO4	Analyze the syntactic, grammatical and semantic patterns								
CO5	Demonstrate a fair knowledge of nature of language and its functions								
Textbooks									
1	Wallwork, J.F. Language and Linguistics: An Introduction to the Study of Language. Heineman Educational Books, London								
2	Yule, George. The Study of Language. Cambridge University Press								
3	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE X - RESEARCH METHODOLOGY

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN34	6	0	0	III	5	6	50	50	100
Learning Objectives									
LO1	To provide a comprehensive introduction to research methodology and to explain the process of identifying and formulating a research problem.								
LO2	To describe the purpose, role, and significance of literature review in the research process.								
LO3	To guide students in conducting literature searches, critically reviewing scholarly works, developing theoretical and conceptual frameworks, and preparing structured review reports.								
LO4	To explain the various types of research designs along with their features and applications.								
LO5	To familiarize students with different sampling techniques and methods of data collection used in research								
Prerequisites:									
Unit	Contents								No. of Hours
I	Formatting The Research Project Margins Text Formatting Title Running Head and Page Numbers Internal Headings and Subheadings Placement of the List of Works Cited Proofreading and Spellcheckers Binding a Printed Paper Electronic Submission Mechanics of Prose Spelling Dictionaries Plurals Punctuation Commas Hyphen Semicolons and Colons Dashes and Parantheses Quotation marks, Italics, Capitalization of English Terms Titles, Use of Numerals or words, Dates and Times								18
II	Principles of Inclusive Language and Documenting Sources: An Overview Why Plagiarism Is a Serious Matter Avoiding Plagiarism Careful Research Giving Credit Paraphrasing When to paraphrase How to paraphrase How to paraphrase and give credit Quoting When to quote How to quote and give credit When Documentation Is Not Needed								18

III	MLA Core Elements and their application in scholarly writing Author, Title, and Title of Container Contributors: key contributors and other types Version and Number Publisher and Co-publisher Citation of Books, E-books, Websites, and Audio-Visual Media Terms omitted from publishers' names Common abbreviations in publishers' names City of publication Publication date in books, e-books, news articles, and journal articles Publication date conventions: year, season, time, and date ranges Location in sources: page numbers and section identifiers Online works: DOIs,	18
IV	Citing Sources in the Text In-Text Citations, Overview What to Include and How to Style It Citing a work listed by author, Coauthors, Corporate authors Two authors with the same surname Two or more works by the same author or authors Using abbreviations for titles of works Quotations Verse works, Prose works Punctuation in the parenthetical citation Quoting and Paraphrasing Sources Short quotations Long quotations (block quotations) Poetry, Dialogue, Drama, Prose Placement of Parenthetical Citations	18
V	Punctuation with Quotations: Introducing quotations Quotations within quotations, Marking the end of a quotation Periods and commas, Other punctuation marks Using an Ellipsis to Mark Material Omitted from Quotations Omission within a sentence Omission in a quotation of one or more sentences Other Permissible Alterations of Quotations	18
TOTAL		90
CO	Course Outcomes	
CO1	Define fundamental terms and demonstrate a clear understanding of Comprehend the organization and formatting structure of a research thesis and apply standard formatting guidelines effectively.	
CO2	Acquire proficiency in the mechanics and conventions of academic writing, including clarity, coherence, and style.	
CO3	Learn the ethical principles and responsibilities involved in scholarly research and academic writing.	
CO4	Familiarize themselves with standard documentation methods and referencing styles used in academic research.	
CO5	Get acquainted with the significance of proper citation practices and understand the technical aspects associated with accurate referencing.	

Textbooks	
1	1.MLA Handbook, 9th Edition
2	2. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.
3	3. Research Methodology in English by Sunita Chitrangad Omega Publishers 2017. 3. Academic Writing: Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE V - (1) TRAVEL WRITING

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN31	3	0	0	III	3	3	50	50	100
Learning Objectives									
LO1	To introduce the learners the genre of Travel Writing								
LO2	To highlight the significance of travel writing and its features								
LO3	To enable the learners to identify the themes of varied texts								
LO4	To facilitate the students to identify rhetorical devices in texts								
LO5	To familiarize the students different socio-cultural dimensions of prescribed texts								
Prerequisites:									
Unit	Contents								No. of Hours
I	Chapters 1,2,3 from Travel Writing by Carl Thompson								9
	Introduction								
	Defining the Genre								
	Travel Writing through the Ages: An Overview								
II	Roy Moxham : The Great Hedge of India								9
III	A Fellow Travel : A.G. Gardiner Travel by Train : J.B. Priestley								9
IV	V.S. Naipaul : An Area of Darkness								9
V	The Following essays from Cambridge Companion to Travel Writing “Travelling to write” by Peter Hulme “Travel Writing and Gender” by Susan Basnett “Travel Writing and Ethnography” by Joan Pau Rubes								9
TOTAL								45	
CO	Course Outcomes								
CO1	Gain knowledge about various writers of the genre								
CO2	Identify the unique characteristics of travel writing								
CO3	Study literary texts as part of the ecological and environmental realities								
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts								
CO5	critically analyze the themes of the prescribed texts								
Textbooks									
1	Susan Bassnett, ‘Travel Writing and Gender’, in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young								
2	Tim Youngs – The Cambridge introduction to Travel Writing								
3	English Essays, A Fellow Traveller								
Reference Books									
1.	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE V - (2) WRITING FOR MEDIA

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN32	3	0	0	III	3	3	50	50	100
Learning Objectives									
LO1	To help students to develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.								
LO2	To help students to understand the similarities and differences among all forms of media writing.								
LO3	To help students to recognize, critique, and produce writing that delivers accurate, clear and concise information to a mass audience.								
LO4	To help students to learn Associated Press style and use it correctly when writing media messages.								
LO5	To help students to develop interviewing and researching skills that will enable them to gather accurate information.								
Prerequisites:									
Unit	Contents								No. of Hours
I	What is News? The Reporter Newswriting – Some Guidelines								9
II	News Editor The Sub-Editor								9
III	Anatomy of Editing Language and Style								9
IV	Design and Make-up Picture Editing and Captions								9
V	Reporting for the Radio Writing for the Television Newscast Putting the Television Story Together								9
TOTAL								45	
CO	Course Outcomes								
CO1	Gain knowledge about various techniques for Writing for Media								
CO2	Identify the unique characteristics of Media Writing								
CO3	Discover the relationships among the various facets of Media								
CO4	Recognize a broad range of media disciplines and Experiences								
CO5	Be exposed to diverse components of media writing.								
Textbooks									
1	Basic Journalism by Rangaswami Parthasarathy								
2	Broadcast Journalism: Basic Principles by S. C. Bhatt								
3	Broadcast News Writing, Reporting, and Producing, Fourth Edition by Ted White https://www.pdfdrive.com/broadcast-news-writing-reporting-and-producing-fourth-edition-e156620185.html								

Reference Books	
1.	An Introduction to Writing for Electronic Media Scriptwriting Essentials Across the Genres by Robert B. Musburger
2.	Writing for Broadcast Journalists by Rick Thompson

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

SKILL ENHANCEMENT COURSE II- ENTREPRENEURSHIP DEVELOPMENT

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PSEN31	3	0	0	III	2	3	50	50	100
Learning Objectives									
LO1	To enable students to gain the essential knowledge and practical skills needed to plan, organize, and execute entrepreneurial ventures effectively.								
LO2	To develop students’ capacity to analyze and interpret business environments and situations in which entrepreneurs operate.								
LO3	To assist learners in understanding the various dimensions of entrepreneurship, particularly risk-taking, operational challenges, and the patterns of entrepreneurial development.								
LO4	To foster students’ entrepreneurial mindset and enhance their managerial competence and leadership abilities.								
LO5	To equip students with the necessary planning and decision-making skills required for successful entrepreneurial activities								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’- Factors influencing Entrepreneurship-Psychological Factors-Social factors-Economic Factors-Environmental factors.								9
II	Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.								9
III	Entrepreneurship Development: Sectoral Perspectives and Contemporary Challenges								9
IV	Motivation-Maslow’s theory, Herjburg’s theory, McGragor’s theory- Culture and society-Risk taking								9
V	Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures								9
TOTAL								45	
CO	Course Outcomes								
CO1	Define fundamental terms and demonstrate a clear understanding of the core concepts related to entrepreneurship.								
CO2	Analyse the business environment effectively to recognize, evaluate, and identify viable entrepreneurial opportunities.								
CO3	Identify the key factors and essential elements that contribute to the success of entrepreneurial ventures.								
CO4	Consider the legal frameworks and financial requirements necessary for initiating and managing a business enterprise.								
CO5	Evaluate the effectiveness of various entrepreneurial strategies and determine appropriate performance indicators to measure entrepreneurial outcomes. successful entrepreneurial activities.								

Textbooks	
1	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.
Reference Books	
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

INTERNSHIP

**INTERNSHIP / INDUSTRIAL VISIT / FIELD VISIT / RESEARCH – KNOWLEDGE UPDATION
ACTIVITY**

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PENI31	-	-	-	III	2	-	50	50	100
1. A report should be submitted at the end of III semester and evaluated by the external Examiner. 2. Internship students should submit certificate of attendance from the authorities concerned along with the report.									

Semester-4

Semester-4									
Course Code	Part	Course Category	Course Name	Hours/ Week	Examination				Credits
					Duration in Hours.	Max Marks			
						CIA	ESE	Total	
26PCEN41	A	Core- XI	Writings of the Marginalized	6	3	50	50	100	5
26PCEN42		Core -XII	A Glimpse of Nobel Laureates	6	3	50	50	100	5
26PENP41		Project	Project with VIVA VOCE	10	3	50	50	100	7
26PEEN41		Elective- VI*	Theatre Art	4	3	50	50	100	3
26PEEN42			Film Studies						
26PSEN41	B	Skill Enhancement Course SEC III	English for Competitive Exams	4	3	50	50	100	2
26PEAEN41	C	Extension Activity	Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	-	-	50	50	100	1
Total				30				600	23

*ANY ONE OF THE PAPERS SHOULD BE ELECTED FOR STUDY

CORE XI - WRITINGS OF THE MARGINALIZED

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN41	6	0	0	IV	5	6	50	50	100
Learning Objectives									
LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India								
LO2	To provide knowledge about the marginalized people’s uprising in the literary, social and cultural spheres								
LO3	To understand the limitations of Subaltern studies.								
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts								
LO5	To facilitate the learners to identify the issues around the world.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants								18
II	Maya Angelou- The Caged Bird Oodreroo Noonuccal – We are Going Rita Joe – I Lost My Talk Paula Gunn Allen – Taking a Visitor to See the Ruins L.J. Mark – It’s a New Day Louise Erdrich – Captivity								18
III	“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Ambedkar) Can the Subaltern Speak – Gayathri Spivak								18
IV	Perumal Murugan (Translation) – One Part Women Jack Davis – No Sugar								18
V	Jeanette Winterson – Oranges are not Only Fruit P. Sivakami : The Grip of Change: And, Author's Notes Janet Mock :Redefining Realness: My Path to Womanhood, Identity, Love & So Much More Baby Kamble - The Prisons We Broke								18
TOTAL								90	
CO	Course Outcomes								
CO1	Understand the historical and political background of Marginalized issues								
CO2	Identify and analyze the texts of the marginalized writers								
CO3	Analyze a literary text with reference to socio-political Issues								
CO4	Recognize the predicament of the marginalized people								
CO5	Experience the subaltern nation and people through the texts prescribed								
Textbooks									
1	The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffiths								
2	Lennard. J. Davis – Introduction: Disability, Normality and Power:The Disability Studies Reader- Routledge								

References

1.	The Grip of Change: And, Author's Notes BY P. Sivakami
2.	Redefining Realness: My Path to Womanhood, Identity, Love & So Much More BY Janet Mock
3.	Reading Subaltern Studies: Critical History by David Ludden

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

CORE XII - A GLIMPSE OF NOBEL LAUREATES

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PCEN42	6	0	0	IV	5	6	50	50	100
Learning Objectives									
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature								
LO2	To expose the students to the ideas and concepts of the Nobel Laureates								
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates								
LO4	To train students to critically analyze the texts of Nobel Laureates								
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society								
Prerequisites:									
Unit	Contents								No. of Hours
I	Poetry Pablo Neruda -If You Forget Me, Ode to the Onion The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney								18
II	Prose George Bernard Shaw- Spoken English and Broken English Bertrand Russell - Praise of Idleness								18
III	Play The Caretaker - Harold Pinter Justice - John Galsworthy								18
IV	Short Stories by Alice Munro The Turkey Season Differently Runaway The Bear Came Over the Mountain Boys and Girls								18
V	Fiction The Grass is Singing - Doris Lessing The Remains of the Day - Kazuo Ishiguro								18
TOTAL								90	
CO	Course Outcomes								
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind								
CO2	Interpret the works of various Nobel Laureates (PO1, PO2,PO3)								
CO3	Analyse the different themes with regard to social, political and cultural aspects.(PO4, PO6)								
CO4	Evaluate critically and aesthetically the prescribed texts. (PO3, PO8)								
CO5	Perceive the influence of Nobel Laureates in Literature (PO9, PO10)								
Textbooks									
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.								
2	Lessing, Doris. The Grass Is Singing. London: Michael Joseph, 1950.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE VI – (1) THEATRE ART

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN41	4	0	0	IV	3	4	50	50	100
Learning Objectives									
LO1	To introduce the learners to the literary aspect of drama.								
LO2	To familiarize Theatre as an art form.								
LO3	To introduce the concepts of directing and stage management.								
LO4	To inculcate in the students the role of Theatre in society.								
LO5	To familiarize the students with the components of acting.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.								12
II	The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.								12
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage								12
IV	Folk And Traditional Theatre Forms Of India								12
V	Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles								12
TOTAL								60	
CO	Course Outcomes								
CO1	Recognize a broad range of theatrical disciplines and Experiences (PO2)								
CO2	Identify the diversity of theatrical experiences and the role of theatre in society (PO1, PO2)								
CO3	Discover the relationships among the various facets of Theatre (PO4, PO5)								
CO4	Estimate drama as a performing art and the aspects of Stagecraft (PO4, PO5, PO6)								
CO5	Be exposed to diverse components of acting and techniques (PO8, PO9)								
Textbooks									
1	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.								
2	Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press,2008.								
3	Leach, Robert. Theatre Studies: The Basics. Routledge, 2013.								

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

ELECTIVE VI – (2) FILM STUDIES

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEEN42	4	0	0	IV	3	4	50	50	100
Learning Objectives									
LO1	To introduce the learners to the literary aspect of Film.								
LO2	To familiarize Film as an art form.								
LO3	To introduce the concepts of film and Techniques.								
LO4	To familiarize the students with the Techniques involving Film adaptation.								
LO5	To familiarize the students with the Art of Film.								
Prerequisites:									
Unit	Contents								No. of Hours
I	Introduction - Representation and Reality, Mise-en-Scene: Within The Image, The Shot, Space and Time on Film, Composition								12
II	Camera Movement and Cinematography								12
III	Editing and Sound								12
IV	Narrative: From Scene to Scene, From Screenplay to Film, Special Effects.								12
V	Performance, From Page to Screen: Micheal Ondaatje’s <i>The English Patient</i> as Fiction and Film								12
TOTAL								60	
CO	Course Outcomes								
CO1	Recognize a broad range of Film disciplines and Experiences								
CO2	Identify the diversity of Film experiences								
CO3	Discover the relationships among the various facets of Film								
CO4	Estimate Film as a performing art								
CO5	Be exposed to diverse components of Film and techniques								
Textbooks									
1.	FILM STUDIES An Introduction by Ed Sikov https://www.pdfdrive.com/film-studies-an-introduction-e194221742.html								
2.	Film and Fiction Word into Image by Somdatta Mandal https://drive.google.com/file/d/14R8SIFsIirES7nnSPnRusuuiH3WMTrSR/view?usp=drive_link								
References									
1.	How to Read a Film by James Monaco								
2.									

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

SKILL ENHANCEMENT COURSE III - ENGLISH FOR COMPETITIVE EXAMS

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PSEN41	4	0	0	IV	2	4	50	50	100
Learning Objectives									
LO1	Comprehending the nuances and question pattern to get through NET, SET and GATE and other competitive Exams.								
LO2	Evaluating the knowledge of literature.								
LO3	Repeated practice to attend MCQs and tracing the growth of English literature and literary forms								
LO4	Profound understanding about the various movements in English Literature								
LO5	Usage of essential English Grammar								
Prerequisites:									
Unit	Contents								No. of Hours
I	Teaching and Research Aptitude								12
	Literary Forms I Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun								
II	History of English Literature								12
	The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) /Contemporary Period								
III	American and Non-British Literatures								12
	Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe								
IV	Literary Theory and Criticism								12
	Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir								
V	Essential Grammar for Competitive exams								12
	Literary Forms II Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms								
TOTAL									60

CO	Course Outcomes
CO1	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.
CO2	Effectively attempting MCQs
CO3	Profound understanding about the various movements in English Literature
CO4	Understanding the nuances of competitive exams
CO5	Expertise in literature
Textbooks	
1	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020 2. Ronald Carter and John McRae.
2	The Routledge History of English Literature: Britain and Ireland. Routledge
Reference Books	
1.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.
2.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
3.	SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
4.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
5.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
6.	Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
7.	M.H. Abrams – A Glossary of Literary Terms.

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

PROJECT WITH VIVA VOCE

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks			
							CIA	External	Total	
26PENP41	0	0	10	IV	7	10	50	50	100	
Learning Objectives										
LO 1	Use the sources and the documents effectively.									
LO 2	Read and several articles to form an original opinion on a topic.									
LO 3	Make connections between several articles and form thesis statements from their critical reading.									
LO 4	Plan and write a more advanced and argumentative paper.									
LO 5	Identify Plagiarism and devise the ways to prevent it.									
SCOPE										
An Individual and independent project is introduced to augment the writing skills and raise the students' academic and research pursuit.										

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

EXTENSION ACTIVITY
Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
26PEAEN41	-	-	-	IV	1	-	50	50	100
1. A report should be submitted at the end of IV semester and evaluated by the external Examiner.									

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