



**THIRUVALLUVAR UNIVERSITY**  
**SERKKADU, VELLORE-632115**

**M.A. ENGLISH**

**UNIVERSITY DEPARTMENT**  
**CURRICULUM AND SYLLABUS**

**FROM THE ACADEMIC YEAR**  
**2023 - 2024**

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**1. Cognitive Domain**

(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying; Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating)

**2. Affective Domain**

**3. Psychomotor Domain**

**4. Structure of Course**

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
<b>Learning Objectives:</b> (for teachers: what they have to do in the class/lab/field)			
<b>Course Outcomes:</b> (for students: To know what they are going to learn)			
CO1 : CO2 : CO3 : CO4 : CO5:			
<b>Recap:</b> (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
Units	Contents		Required Hours
I			17
II			17
III			17
IV			17
V			17
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b> <ul style="list-style-type: none"> <li>● Recommended Texts</li> <li>● Reference Books</li> <li>● Web resources</li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
Total		90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## 8. TEACHING METHODOLOGIES

**8.1 Traditional Teaching method** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

### 9. Faculty Course File Structure

k. Teaching Materials (PPT, OHP etc)

#### CONTENTS

l. Lecture Notes

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet

- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level and three average Answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher studies Preparation (GATE/Placement)
- x. List of mentees and their academic achievements

### Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	3	3.4 Core – X	4	6	4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	3	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			Skill Enhancement 1	2	4	Skill Enhancement 2	2	3	4.6 Extension Activity	1	
			<b>Human Rights</b>	<b>2</b>	<b>2</b>	3.7 Internship/ Industrial Activity	2	-			
			<b>MOOC Course</b>	<b>2</b>	<b>-</b>						
	<b>20</b>	<b>30</b>		<b>36</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>23</b>	<b>30</b>
<b>Total Credit Points -95</b>											



**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)  
Guideline Based Credits and Hours Distribution System  
for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		<b>20</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	3
	Elective – IV	3	3
	Skill Enhancement Course [SEC] - I	2	4
	Human Rights	2	2
	MOOC Course	2	-
		<b>26</b>	<b>30</b>

**Second Year – Semester – III**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core (Industry Module) – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - II	2	3
	Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – III / Professional Competency Skill	2	4
	Extension Activity	1	-
		<b>23</b>	<b>30</b>

**Total 95 Credits for PG Courses**

## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

### 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

**13.2 Written Examination: Theory Paper (Bloom's Taxonomy based)****Question paper Model**

<b>Intended Learning Skills</b>	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration : Three Hours</b>
	<b>Part –A (10x 2 = 20 Marks)</b> Answer ALL questions <b>Each Question carries 2mark</b>
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	<b>Question 1 to Question 10</b>
	<b>Part – B (5 x 5 = 25 Marks)</b> Answer ALL questions <b>Each questions carries 5 Marks</b>
Descriptions/ Application (problems)	<b>Either-or Type</b> Both parts of each question from the same UNIT
	<b>Question 11(a) or 11(b)</b> To <b>Question 15(a) or 15(b)</b>
	<b>Part-C (3x 10 = 30 Marks)</b> Answer any <b>THREE</b> questions <b>Each question carries 10 Marks</b>
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	<b>Question 16 to Question 20</b>

Each question should carry the course outcome and cognitive

level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## **14 Different Types of Courses**

### **(i) Core Courses ( Illustrative )**

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation Studies
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

### **(ii) Elective Courses (ED within the Department Experts) ( Illustrative )**

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Life Writings
4. Literature and Film
5. Travel Writing
6. Theatre Art

### **(iii) Skill Development Courses**

1. Employability Skills
2. Entrepreneurship Development
3. English for Career
4. Technical Writing
5. English for Competitive exams

**Credit Distribution for MA ENGLISH****First Year  
Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core– I English Poetry	5	7
	Core – II English Drama	5	7
	Core – III English Fiction	4	6
	Elective – I Indian Writing in English	3	5
	Elective– II Theatre Art	3	5
		<b>22</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core – IV Science Fiction, Fantasy and Detective Literature	5	6
	Core – V American Literature	5	6
	Core Course – VI Shakespeare Studies	4	6
	Elective Course – III Life Writings	3	3
	Elective Course – IV Literature and Film	3	3
	Skill Enhancement Course [SEC I] – Employability Skill	2	4
	Human Rights	2	2
	MOOC Course	2	-
		<b>26</b>	<b>30</b>

**Second Year  
Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core – VII Post-colonial Literature	5	6
	Core – VIII Contemporary Literary Criticism	5	6
	Core – IX Language and Linguistics	5	6
	Core– X Writings of the Marginalized	4	6
	Elective – V Travel Writing	3	3
	Skill Enhancement Course – II Entrepreneurship Development	2	3
	Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core – XI Comparative Literature and Classics in Translation Studies	5	6
	Core– XII A Glimpse of Nobel Laureates	5	6
	Elective– VI Approaches and Methods in English Language Teaching	3	4
	Project with VIVA VOCE Project and Research Methodology	7	10
	Skill Enhancement Course – English for Competitive Exams	2	4
	Extension Activity	1	
		<b>23</b>	<b>30</b>

**Methods of Evaluation**

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

**SEMESTER I**  
**CORE -1 POETRY**

Course Code	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									CI A	E x t e r n a l	Total
	<b>POETRY</b>	Core / Elective	Y	Y	-	-	5	7	25	75	100
YEAR/ SEM											
IYEAR/ I SEM											
<b>Learning Objective</b>											
LO1	To introduce the learners to the literary tradition of the 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 enable the students to have a comprehensive view of History of English literature										
LO4	To differentiate the various stages of English through the representative poets										
LO5	To critically examine the works of the writers of the period										
<b>Details</b>											
<b>UNIT I</b> Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar											
<b>UNIT II</b> Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization"											
<b>UNIT III</b> Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"											

<b>UNIT IV</b> Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476 Gray - Ode to a Distant Prospect of Eton College		
<b>UNIT V</b> Modern Poetry Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W. H. Auden: "Elegy on the Death of W. B. Yeats"  Dylan Thomas: "Do Not Go Gentle Into That Good Night"  Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging"		
		<b>Programme Outcomes</b>
<b>CO</b>	On completion of this course, students will	
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	PO5,PO6
3	Critically evaluate the literary language of the texts Prescribed.	PO7
4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing Effectively	PO9, PO10
<b>Text Book</b>		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
<b>Reference Books</b>		
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.
<b>Web Resources</b>	
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

### Mapping with Programme Outcomes

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

### Mapping with Programme Specific Outcomes

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

## CORE- II - DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	<b><u>Drama</u></b>	Core / Elective	Y	Y	-	-	5	7	25	75	100
I YEAR/ I SEM											
<b>Learning Objective</b>											
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.										
<b>Details</b>											
<b>UNIT I Beginnings of Drama</b> - Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy - Thomas Kyd - The Spanish Tagedy											
<b>UNIT II Elizabethan Theatre</b> - Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew ofMalta Ben Jonson : Volpone											

<b>UNIT III Jacobean Drama -John Webster - The White Devil</b>		
<b>UNIT IV Restoration - William Congreve The Way of the World</b> Irish Dramatic Movement - J.M Synge - The Playboy of the Western World		
<b>UNIT V Epic Theatre - Bertolt Brecht - Mother Courage and her Children</b> Comedy of Menace - Harold Pinter - Birthday Party Post-Modern Drama - Samuel Beckett -Waiting for Godot		
<b>Course Outcomes</b>		<b>Programme Outcomes</b>
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
<b>Text Book</b>		
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.
<b>Reference Books</b>	
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., (6 <sup>th</sup> ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>
<b>Web Resources</b>	
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)
2.	<a href="http://www.clt.astate.edu/wmarev/asste%/">http://www.clt.astate.edu/wmarev/asste%</a>
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific outcomes:**

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

**CORE III - FICTION**

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	<b>FICTION</b>	Core	Y	Y	-	-	4	6	25	75	100
I YEAR/ I SEM											
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<p><b>UNIT I</b> - Definition,types, narrative modes - Samuel Richardson - Pamela</p> <p><b>UNIT II</b> - Oliver Goldsmith – The Vicar of the Wakefield Jonathan Swift - Gulliver’s Travels Daniel Defoe - RobinsonCrusoe</p> <p><b>UNIT III</b> - Jane Austen - Emma Emily Bronte – Wuthering Heights</p> <p><b>UNIT IV</b> – Charles Dickens – Hard Times William Makepeace Thackeray - Vanity Fair</p> <p><b>UNIT V</b> - Liberal Humanism, Individual Environment and Class Issues. D. H. Lawrence :The Rainbow James Joyce - Portrait of the Artist as a Young Man</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
<b>CO2</b>	Identify the characteristics of different types of novels	PO2, PO3
<b>CO3</b>	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
<b>CO4</b>	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
<b>CO5</b>	Critically examine the works of the writers prescribed	PO7, PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 <sup>th</sup> Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
<b>Web Resources</b>		
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>	
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>	
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>	
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>	
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>	



**Mapping with Programme Outcomes:**

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

**Mapping with Specific Outcomes:**

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

### Elective – I - INDIAN WRITING IN ENGLISH

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	<b>Indian Writing in English</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	Enabling the students to understand the evolution of Indian Writing in English.										
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.										
LO3	Comprehending different genres through the representation of different texts.										
LO4	To inculcate in the students the cultural significance of Indian English literature.										
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.										
<b>Details</b>											
<p><b>UNIT I</b> - Aurobindo: Tiger and the Deer, Rose of God , Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p><b>UNIT II</b> - Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Underthe Sky Nissim Ezekiel: Morning Prayer, Enterprise.</p> <p><b>UNIT III</b> – Tagore - Chandalika Vijay Tendulkar – Silence, the court is in Session</p> <p><b>UNIT IV</b> - 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 ofFire).</p> <p><b>UNIT V</b> – Mulk Raj Anand- Two Leaves and the Bud Shashi Taroor – Riot Pudumaippittan’s - <i>Redemption</i> (Akalikai and Sabavimochanam)</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.	
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	
<b>Web Resources</b>		
1.	<a href="http://en.wikipedia.org/wik/indian_wriTIng_in_english">http://en.wikipedia.org/wik/indian_wriTIng_in_english</a>	
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>	
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>	
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>	
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>	

**Mapping with Programme Outcomes:**

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

**Mapping Specific Outcome:**

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

**ELECTIVE – II - THEATRE ART**

Course Code Year/ semester	Course Name	Ca teg ory	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ I SEMESTER	<b>Theatre Art</b>	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<p><b>UNIT I</b> - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.</p> <p><b>UNIT II</b> - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.</p> <p><b>UNIT III</b> - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage</p>											

**UNIT IV** - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

**UNIT 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

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize a broad range of theatrical disciplines and Experiences	PO2
<b>CO2</b>	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
<b>CO3</b>	Discover the relationships among the various facets of Theatre	PO4, PO5
<b>CO4</b>	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse components of acting and techniques	PO8, PO9

### Text Books (Latest Editions)

1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.
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### References Books (Latest editions, and the style as given below must be strictly adhered to)

1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
<b>Web sources</b>	
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>
4.	<a href="https://archive.org/details/fundamentalsopl0000dean_y3x3">https://archive.org/details/fundamentalsopl0000dean_y3x3</a>
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER-II - CORE- V  
AMERICAN LITERATURE**

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ II SEMESTER	<b>American Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To explore the origin 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										



**CORE IV - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	Science Fiction, Fantasy and Detective Literature	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
CO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
CO2	To enable them to identify the basic Structure and themes of Science Fiction										
CO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
CO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
CO5	To involve the students to a close reading important representative texts										
<b>Details</b>											
<b>UNIT I</b> <b>BACKGROUND STUDIES</b> 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) <b>UNIT II</b> <b>DETECTIVE FICTION</b> Arthur Conan Doyle : The Hound of Baskervilles Agatha Christie : Murder on the Orient Express <b>UNIT III</b> <b>SCIENCE FICTION</b> Wilkie Collins : The Woman in White H.G.Wells : The Time Machine <b>UNIT IV</b> <b>FANTASY FICTION</b> Peter Straub : Shadowland Gabriel García Márquez: <i>One Hundred Years of Solitude</i> <b>UNIT V</b> <b>SHORT STORIES</b> Edgar Alan Poe : The Murders in the Rue Morgues E.M. Forster : The Machine Stops Isaac Asimov : The Last Question											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
<b>CO2</b>	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
<b>CO3</b>	Identify the basic Structure and themes of Science Fiction.	PO4. PO5
<b>CO4</b>	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
<b>CO5</b>	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.	PO10
<b>Text Books (Latest Editions)</b>		
	<ol style="list-style-type: none"> <li>1. Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011.</li> <li>2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.</li> <li>3. Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.</li> </ol>	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
	<ol style="list-style-type: none"> <li>1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.</li> <li>2. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.</li> <li>3. James, P. D. Talking About Detective Fiction. London: Faber &amp; Faber, 2010.</li> </ol>	

	<b>WEB RESOURCES</b>
	<a href="https://archive.org/details/EncyclopediaOfScienceFiction">https://archive.org/details/EncyclopediaOfScienceFiction</a> <a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a> <a href="https://archive.org/details/mammothencyclope0000unse_m8s5">https://archive.org/details/mammothencyclope0000unse_m8s5</a> <a href="https://www.britannica.com/art/detective-story-narrative-genre">https://www.britannica.com/art/detective-story-narrative-genre</a> <a href="https://archive.org/details/shadowland00pete_1">https://archive.org/details/shadowland00pete_1</a> <a href="https://archive.org/details/isaac-asimov-the-last-question">https://archive.org/details/isaac-asimov-the-last-question</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER-II - CORE- V**  
**AMERICAN LITERATURE**

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**Details**

**UNIT I - POETRY**

Walt Whitman - Out of the Cradle Endlessly Rocking  
Emily Dickinson - The Soul Selects Her Own Society  
Robert Frost - After Apple Picking  
E. E. Cummings - Cambridge Ladies  
Wallace Stevens - Anecdote of the Jar  
Sylvia Plath "Lady Lazarus"  
Adrienne Rich - Snapshots of a Daughter-in-law

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

UNIT III - Drama - Arthur Miller - Death of a Salesman,  
Tennessee Williams - A Street Car Named Desire  
Marsha Norman - Night Mother

UNIT IV- Fiction- William Faulkner - Light in August  
Kate Chopin - The Awakening

Unit V - Short Story - Edgar Allan Poe - The Cask of Amontillado  
Herman Melville - Bartleby the Scrivener  
Philip Roth - The Conversation of the Jews

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the contributions of major American writers and their impact on the development of American literature	PO2
<b>CO2</b>	Analyze the movements and trends that shaped American literature	PO1, PO3
<b>CO3</b>	Gain knowledge about the transcendentalist and Romantics movements.	PO4, PO5
<b>CO4</b>	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	PO4, PO5, PO6
<b>CO5</b>	Critically analyze the multicultural sensibility of American society	PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	

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

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**CORE- VI - SHAKESPEARE STUDIES**

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	<b>Shakespeare Studies</b>	Core	Y	Y	-	-	4	6	25	75	100
I YEAR/ II SEMESTER											
<b>Learning Objectives</b>											
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.										
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets										
CO4	Appraise Shakespeare's contribution to English language and literature										
CO5	Recognize Shakespearean critics and their criticism of his works										
<b>Details</b>											
<p><b>UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19<sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &amp; play production.</b></p> <p><b>UNIT II – Sonnets – 12, 65, 86,130, Comedy plays -Much Ado About Nothing</b></p> <p><b>UNIT III – Tragedy - Othello</b></p> <p><b>UNIT IV – History Henry IV Part I</b></p> <p><b>UNIT V Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;A.C. Bradley (extract) Granville Baker - From Prefaces to Shakespeare Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV &amp; Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988</b></p>											



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify the social, cultural and political events as represented in the works of Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre's development	PO3
<b>CO3</b>	Illustrate the linguistics richness and figurative language of the plays	PO4, PO5
<b>CO4</b>	Identify the trends and approaches in Shakespeare studies	PO6
<b>CO5</b>	Critically analyze the works of Shakespeare	PO7, PO10
<b>Text Books (Latest Editions)</b>		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.	
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.	
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.	
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.	
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.	
<b>Web sources</b>		
1	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>	
2.	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>	
3.	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>	
4.	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>	
5.	<a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a>	

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER - III**  
**CORE VII - POST-COLONIAL LITERATURE**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR / II SEMESTER	<b>Post-Colonial Theory and Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
UNIT I – Key Concepts Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony											
UNIT II - Poetry - Kofi Awonoor - Easter Dawn, The Weaver Bird (Ghana) James Reaney : - Maps ( Canada) Kath Walker - No More Boomerang (Australia) Derek Walcott - Ruins of a Great House (Caribbean Islands) Lakdasa Vikramsimha - Don't talk to me about Matisse (Sri Lanka) Allen Curnow - Time (New Zealand) Pablo Neruda - The Dictators (Chile) Wole Soyinka - Telephone Conversation (Africa) Syed Amanuddin - Don't Call Me Indo Anglican (India)											

**UNIT III**

Wole Soyinka: Death and the King's horsemen  
 Derek Walcott: Dream on Monkey Mountain

**UNIT IV**

Chinua Achebe : Things Fall Apart.  
 Thomas King : The One About Coyote Going West  
 Sam Selvon : The Lonely Londoners.

**UNIT V – Ashcroft, Griffiths and Tiffin: The Empire Writes Back - Chapter 1**

<b>Course Outcomes</b>		
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<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Evaluate the political and social background of the third world nations	PO2
<b>CO2</b>	Identify the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Examine the Problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

<b>Text Books (Latest Editions)</b>	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4	Frantz Fanon : The Wretched of the Earth.
5	Ashish Nandy : The Fear of Nationalism.
<b>Web Sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER –III****CORE VIII -CONTEMPORARY LITERARY CRITICISM**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	<b>Contemporary Literary Criticism</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge										
LO2	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.										
<b>Details</b>											
<p><b>UNIT I</b> Chapter XIV ( From Biographia Literaria - S.T.Coleridge The Archetypes of Literature – Northrop Frye</p> <p><b>UNIT II</b> Structure, Sign and Play in the Discourse of HumanSciences : Derrida The Structural Study of Myth – Claude Levi Strauss</p> <p><b>UNIT III</b> Irony as Principle of Structure : Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud</p> <p><b>UNIT IV</b> From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton</p> <p><b>UNIT V</b> The Deconstructive Angel : M.H. Abrams</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop the objective analysis of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context	PO9, PO10
<b>Text Books (Latest Editions)</b>		
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	
2.	Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.	
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.	
<b>Web Resources</b>		
1	<a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>	
2	<a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a>	
3	<a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>	
4	<a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560</a>	
5	<a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>	



**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**CORE - IX: LANGUAGE AND LINGUISTICS**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
								C I A	E x t e r n a l	T o t a l
	<b>Language and Linguistics</b>	Core	Y	-	-	5	6	25	75	100
II YEAR/ III SEMESTER										
<b>Learning Objectives</b>										
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									
<b>Details</b>										
<b>UNIT I</b>										
Sounds of Language (I)										
Sounds of Language(II)										
Word Meaning										
<b>UNIT II</b>										
Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs										
<b>UNIT III</b>										
Phrases and Sentences: Grammar										
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										

**UNIT 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

Polemical Essays: Selection from The Telling It Collective.

**UNIT V**

Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the historical background of Language and Literature	PO1, PO3
<b>CO2</b>	Apply the linguistic form to language use	PO1
<b>CO3</b>	Comprehend the classification and description of Word change	PO4
<b>CO4</b>	Analyze the syntactic, grammatical and semantic patterns	PO6, PO8
<b>CO5</b>	Demonstrate a fair knowledge of nature of language and its functions	PO9, PO10
<b>(Text Books in Latest Edition)</b>		

1	Wallwork, J.F. Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2	Yule, George. The Study of Language. Cambridge University Press

<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>
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1	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.
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<b>Web sources</b>
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1	<a href="https://linguistics.ucla.edu/people/stabler/20-14.pdf">https://linguistics.ucla.edu/people/stabler/20-14.pdf</a>
2	<a href="https://viancep2012.files.wordpress.com/2012/10/english-language.pdf">https://viancep2012.files.wordpress.com/2012/10/english-language.pdf</a>
3	<a href="https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf">https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**CORE X – WRITINGS OF THE MARGINALIZED**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	Writings of the Marginalized	Core	Y	Y	-	-	4	6	25	75	100
II YEAR/ III SEMESTER											
<b>Learning Objectives</b>											
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										
<b>Details</b>											
<b>UNIT I</b>											
Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants											
<b>UNIT II – Poetry</b>											
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											

**UNIT III**

“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Ambedkar)

Can the Subaltern Speak – Gayathri Spivak

**UNIT IV – Drama**

C.T. Indra (Translation) – Nandan

Jack Davis – No Sugar

**UNIT V**

Jeanette Winterson – Oranges are not Only Fruit

Imayan- Pethavan

Edgar Alan Poe – Hop Frog ( From Edgar Alan Poe: Poems and Tales)

Baby Kamble - The Prisons We Broke

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the historical and political background of Marginalized issues	PO1
<b>CO2</b>	Identify and analyze the texts of the marginalized writers	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO3,PO4
<b>CO4</b>	Recognize the predicament of the marginalized people	PO6, PO8
<b>CO5</b>	Experience the subaltern nation and people through the texts prescribed	PO9

**Text Books  
(Latest Editions)**

1.	<b>The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffiths</b>
2	<b>Lennard. J. Davis – Introduction: Disability, Normality and Power: The Disability Studies Reader- Routledge</b>

**References Books**

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

1.	Reading Subaltern Studies: Critical History by David Ludden
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Web sources	
1	<a href="http://www.ambedkar.org">www.ambedkar.org</a>
2	<a href="https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html">https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

## SEMESTER –IV

## CORE XI - COMPARATIVE LITERATURE AND CLASSICS IN TRANSLATION STUDIES

Course Code YEAR / SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	<b>Comparative Literature And Classics In Translation Studies</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature										
LO2	To provide knowledge about the regional languages through representative texts in English translation										
LO3	To equip the students in the skills as well as the politics of translation.										
LO4	Focus on important dimensions of culture through the prescribed texts										
LO5	Understanding the nuances of translations										
<b>Details</b>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Exposure to effective translation	PO4
<b>CO4</b>	Equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation	PO9
<b>Text Books (Latest Editions)</b>		
1.	Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		



1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3	R. Azhagarasan&Ravikumar Anthology of Tamil Dalit Writing (OUP)
<b>Web sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.</a>
2	<a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>
3	<a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>
4	<a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>
5	<a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

## CORE – XII - A GLIMPSE OF NOBEL LAUREATES

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ II SEMESTER	<b>A Glimpse Of Nobel Laureates</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
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										
<b>Details</b>											
<b>UNIT I - POETRY</b>											
Pablo Neruda -If You Forget Me , Ode to the Onion											
Octavio Paz -The Street											
The Power of the Dog - Rudyard Kipling											
Oracle - Seamus Heaney											
<b>UNIT II - PROSE</b>											
George Bernard Shaw- Spoken English and Broken English											
Chinua Achebe- A Novelist as a Teacher											
<b>UNIT III</b>											
The Caretaker - Harold Pinter											
Justice – John Galsworthy											
<b>UNIT IV</b>											
Short Stories by Alice Munro											
The Turkey Season Differently Runaway											
The Bear Came Over the Mountain Boys and Girls											
<b>UNIT V</b>											
The Pearl - John Steinbeck											
One Hundred Years of Solitude - Gabriel Garcia Marquez											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
<b>CO2</b>	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
<b>CO3</b>	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

<b>Text Books (Latest Editions)</b>	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
<b>Web Resources</b>	
1	<a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>
2	<a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>
3	<a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>
4	<a href="https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/</a>
5	<a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**CORE XIII – PROJECT AND RESEARCH METHODOLOGY**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	<b>Project And Research Methodology</b>	Core	Y	Y	-	-	7	10	25	75	100
<b>Learning Objectives</b>											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem .										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designs and also different methods of data collections										
<b>Details</b>											
<b>UNIT I</b>											
<b>Formatting The Research Project</b>											
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											
<b>Mechanics of Prose</b>											
Spelling											
Dictionaries											
Plurals											
Punctuation											
Commas											
Hyphen											
Semicolons and Colons											
Dashes and Parentheses											
Quotation marks, Italics, Capitalization of English Terms											
Titles, Use of Numerals or words, Dates and Times											
<b>UNIT II</b>											
<b>Principles of Inclusive Language and Documenting Sources: An Overview</b>											

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

### **UNIT III**

#### **Creating and Formatting Entries: An Overview**

The MLA Core Elements  
 Author  
 Title  
 Title of Container  
 Contributor, Key contributors, Other types of contributors  
 Version, Number, Publisher, Co - publisher, Books  
 Websites, Audio and visual media  
 Terms omitted from publishers' names  
 Common abbreviations in publishers' names  
 City of publication  
 Publication Date in Books, E-books, News articles, Journal articles  
 Publication Date: Year, Season, Time Date range  
 Location: What It Is  
 Page numbers  
 Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking  
 Ordering the List of Works Cited  
 Alphabetizing by Title  
 Cross-References, Annotated Bibliographies

### **UNIT 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

#### **Punctuation with Quotations**

Introducing quotations

<p>Quotations within quotations, Marking the end of a quotation          Periods and commas, Other punctuation marks  <b>Using an Ellipsis</b> to Mark Material Omitted from Quotations          Omission within a sentence          Omission in a quotation of one or more sentences          Other Permissible Alterations of Quotations          Internal Assessment: Writing a Research Article (<b>Not to be included for Semester End Exam</b>)</p> <p><b>UNIT V</b></p> <p><b>PROJECT WORK</b></p>
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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Comprehend the structure of a Research Thesis through its formatting process	PO2
<b>CO2</b>	Acquire the Mechanics of Academic writing	PO3, PO6
<b>CO3</b>	Learn the ethics in Research writing	PO1, PO2, PO5
<b>CO4</b>	Familiarize themselves with the documentation methodology	PO6
<b>CO5</b>	Get acquainted with the importance of citation and its relevant technicalities	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1. MLA Handbook, 9 <sup>th</sup> Edition		
<b>References Books</b>		
1. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013. 2. 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.		
<b>Web sources</b>		
1. <a href="https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775">https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775</a> (English Literature Research Guide) 2. <a href="https://libraryguides.oswego.edu/english/websites">https://libraryguides.oswego.edu/english/websites</a> 3. <a href="https://www.rosemont.edu/library/online-resources/research-websites.php">https://www.rosemont.edu/library/online-resources/research-websites.php</a> 4. <a href="https://shodhganga.inflibnet.ac.in/">https://shodhganga.inflibnet.ac.in/</a>		



**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE III – LIFE WRITINGS**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	<b>Life Writings</b>	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
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										
<b>Details</b>											
<b>Unit I:</b>											
Defining Kinds of Life Writing (1-4 from Sidonie Smith)											
<b>Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative</b>											
1.	Carole Angier	:	Biography (Essay) (pp. 47-63) <i>The Arvon Book of Life Writing: Writing biography, autobiography and memoir</i> Sally Cline, Carole Angier								
2.	Sally Cline	:	Autobiography (Essay) (pp. 64-81) <i>The Arvon Book of Life Writing: Writing biography, autobiography and memoir</i> Sally Cline and Carole Angier								
3.	Sidonie Smith	:	Fifty-two Genres of Life Narrative (pp. 183-208) Appendix A, <i>Reading Autobiography: A Guide for Interpreting Life Narratives</i> Sidonie Smith and Julia Watson								

**Unit II: Autobiography (BTCL- K2, K4)**

1. Malini Chib : One Little Finger (Autobiography)
2. Manobi Bandopadhyay: A Gift of Goddess Lakshmi

**Unit III: Memoirs and Testimonials (BTCL- K2, K4)**

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)

**Unit IV: Literary Works (Drama) (BTCL- K2, K4)**

1. Eugene O'Neil : Long Day's Journey into Night

**Unit V: Autofiction and Short Life Narratives (BTCL- K2, K4)**

1. Christopher Isherwood : Goodbye To Berlin (Autofiction)
2. Nandini Oza : Homeless: Revli's Story  
*Whither Justice: Stories of Women in Prison*

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Become familiar with various subgenres of life writing.	PO2
<b>CO2</b>	Sensitize themselves to the predicament of various marginalized sections.	PO3, PO6
<b>CO3</b>	Comprehend the significance of life writing as a literary genre.	PO1, PO2, PO5
<b>CO4</b>	Get acquainted with the role of personal narrative in writing history.	PO6
<b>CO5</b>	Comprehend the different socio, cultural and political dimensions	PO8, PO9

**Text Books  
(Latest Editions)**

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.*

**References Books**

1. Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice

Web sources	
1	<a href="https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053">https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053</a>
2.	<a href="https://rupkatha.com/V13/n1/v13n120.pdf">https://rupkatha.com/V13/n1/v13n120.pdf</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE IV - LITERATURE AND FILM**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	<b>LITERATURE AND FILM</b>	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<b>UNIT I</b> Shakespeare - Othello (Text And Film)											
<b>UNIT II</b> Mary Shelly – Frankenstein (Text And Film)											
<b>UNIT III</b> Charles Dickens - A tale of two cities (Text And Film)											
<b>UNIT IV</b> G.B.Shaw Pygmalion (My fair Lady) Text And Film											
<b>UNIT V</b> J.K. Rowlings - Harry Potter and the Chamber of Secrets (Text and Film)											

**Movies for Appreciation**

1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989
2. Confessions of a Shopaholic - Sophie Kinsella
3. Elippathayam - Adoor Gopalakrishnan

Bridge on River Kwai - Novel to Film

	<b>Total</b>	<b>90</b>
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Film Review and appreciation becomes handy for the Students	PO1,PO2
<b>CO2</b>	Connecting film and literature nuances effectively	PO3, PO4
<b>CO3</b>	Exposure to film techniques and genres	PO7
<b>CO4</b>	Critical appreciation of films	PO6,PO8
<b>CO5</b>	Analysing film forms effectively	PO10
<b>Text Books (Latest Editions)</b>		
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.	
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.	
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.	
<b>Web Resources</b>		
1	<a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .	
2.	<a href="https://www.norton.com/books/9780393420531">https://www.norton.com/books/9780393420531</a>	
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>	
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>	

5.	<a href="https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065</a>
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**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE V – TRAVEL WRITING**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	<b>Travel Writing</b>	Core	Y	Y	-	-	3	3	25	75	100
II YEAR/ IV SEMESTER											
<b>Learning Objectives</b>											
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										
<b>Details</b>											
<p><b>UNIT I</b> Chapters 1,2,3 from Travel Writing by Carl Thompson Introduction Defining the Genre Travel Writing through the Ages: An Overview</p> <p><b>UNIT II</b> Roy Moxham : The Great Hedge of India</p> <p><b>UNIT III</b> William Darlymple: Nine Lives in Search of the Sacred in India</p> <p><b>UNIT IV</b> V.S. Naipaul : An Area of Darkness</p> <p><b>UNIT V</b> 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</p>											



	<b>Total</b>	<b>90</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will;		
<b>CO1</b>	Gain knowledge about various writers of the genre	PO1,PO2	
<b>CO2</b>	Identify the unique characteristics of travel writing	PO3, PO4	
<b>CO3</b>	Study literary texts as part of the ecological and environmental realities	PO7	
<b>CO4</b>	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6,PO8	
<b>CO5</b>	critically analyze the themes of the prescribed texts	PO10	
<b>Text Books (Latest Editions)</b>			
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		
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>			
1.	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing		
2.	Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund		
<b>Web Resources</b>			
1	<a href="https://ijcrt.org/papers/IJCRT2010190.pdf">https://ijcrt.org/papers/IJCRT2010190.pdf</a>		
2.	<a href="https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review">https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review</a>		
3.	<a href="https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf">https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf</a>		

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE VI - ENTREPRENEURSHIP DEVELOPMENT**

Course Code YEAR/ SEMESTER	Course Name	Ca teg ory	L	T	P	S	Cre dit	I n st · H o u r s	Marks		
										Ext ern al	T ot al
IIYEAR/ III SEMESTER	<b>ENTREPRENEURSHIP DEVELOPMENT</b>	Core	Y	Y	-	-	2	3	25	75	100
<b>Learning Objectives</b>											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.										
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development										
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.										
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.										

<b>Details</b>	
<p><b>UNIT I</b> Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship-Psychological factors-Social factors- Economic factors-Environmental factors.</p>	
<p><b>UNIT II</b> Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social Entrepreneurship.</p>	
<p><b>UNIT III</b> Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.</p>	
<p><b>UNIT IV</b> Motivation-Maslow’s theory, Herzberg’s theory, McGregor’s theory- Culture and society-Risk taking behavior.</p>	
<p><b>UNIT V</b> Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.</p>	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
<b>CO2</b>	Analyse the business environment in order to identify business opportunities	PO1, PO2
<b>CO3</b>	Identify the elements of success of entrepreneurial ventures	PO4, PO6
<b>CO4</b>	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
<b>CO5</b>	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8

<b>Text Books (Latest Editions)</b>	
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.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.
<b>Web Resources</b>	
1.	<a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a>
2.	<a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>
3.	<a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship</a>
4	<a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**ELECTIVE – VI - APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING**

Course Code	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ II SEMESTER	<b>Approaches To English Language Teaching</b>	Core	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems in language teaching										
LO4	Explore different ways of testing										
LO5	Practice writing lesson plans and teaching										
<b>Details</b>											
<b>UNIT I</b> The Grammar – Translation method The Direct method The Audio-Lingual method. Oral situational Approach <b>UNIT II</b> The Communicative Approach Task based Language Teaching: L S R W Skills, Grammar and Vocabulary  <b>UNIT III</b> Content and Language Integrated Learning  <b>UNIT IV</b> Testing and Evaluation Norm vs Criterion-Referenced Testing  <b>UNIT V</b> Lesson Planning Teaching Practice: Lesson Plans											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify teaching methods/approaches	PO3
<b>CO2</b>	Learn to teach skills - L S R W and literature	PO1, PO2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
<b>CO4</b>	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
<b>CO5</b>	Learn to prepare lesson plans to teach English	PO8, PO9
<b>Text Books (Latest Editions)</b>		
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	
3.	Penny Ur. A Course in Language Teaching Practice and theory	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dr. Shaikh Mowla Methods of Teaching English.	
2.	Dr. Gurav H.K Teaching Aspects of English Language.	
<b>Web Resources</b>		
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>	
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>	
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>	
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>	
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>	



**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## SEC I – EMPLOYABILITY SKILLS

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	Cred it	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ II SEMESTER	<b>EMPLOYABILITY SKILLS</b>	Core	Y	Y	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
LO1	To provide the students with an ability to build and enrich their communicationskills.										
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 highlight the importance of Self-Awareness and Behavioral Skills										
LO5	To help them think and speak imaginatively and critically										

**SEC I – EMPLOYABILITY SKILLS**

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**Details****UNIT I –**

Importance of Communication Skills  
Components of Communication  
Formal and Informal Communication  
Verbal and Non Verbal Communication  
LSRW Skills

**UNIT II**

Greetings and Self Introduction  
Asking and Responding to Questions  
Sharing Information with others  
Social Etiquette

**UNIT III**

Goal Setting  
Job Search  
Applying for Jobs  
Resume Writing  
Interview Skills  
Telephone Skills  
Stages and types of Interviews  
Mock Interview  
Group Discussion

**UNIT IV**

Self-Management  
Stress Management  
Time Management  
Emotional Intelligence

**UNIT V**

Work place Communication  
Team Management  
Leadership Skills  
Problem Solving Skills  
Decision Making  
Negotiations

<b>Course Outcomes</b>						
<b>Course Outcomes</b>	On completion of this course, students will;					
<b>CO1</b>	Analyze the various types of communication					PO2,PO3
<b>CO2</b>	Learn about the four skills of language and get familiarized with them.					PO1, P04
<b>CO3</b>	Enhance their personal and professional development					PO5, PO6
<b>CO4</b>	Gain employability Skills for the current job market and future of work					PO7, PO8, PO9
<b>CO5</b>	Acquire self-confidence and behavioral Skills					PO10
<b>Text Books (Latest Editions)</b>						
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					
4	John Seely. The Oxford Guide to Writing and Speaking					
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>						
1.	Understanding Body Language by Alan Pease.					
2.	Bill Mascull, Business Vocabulary in Use					
3	Asha Kaul. Effective Business Communication					
4	S.K. Mandel. Effective Communication and Public Speaking					

Web sources	
1.	<a href="http://www.researchgate.net">www.researchgate.net</a>
2.	<a href="https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a>
3.	<a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION</a>
4.	<a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>
5.	<a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>

### Mapping with Programme Outcomes:

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

### Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## SEC II- ENGLISH FOR CAREERS

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	<b>ENGLISH FOR CAREERS</b>	Core	Y	Y	-	-	2	3	25	75	100
II YEAR/ IV SEMESTER											
<b>Learning Objectives</b>											
LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO2	Introduce key issues pertaining to Second Language Acquisition.										
LO3	Provide a broad overview of English language learning, teaching and testing.										
LO4	Make the students aware of the specific challenges of teaching English in India.										
LO5	Build job-related vocabulary										

<b>Details</b>
<p><b>UNIT I</b> Definition - Nature and Scope of Communication - Types of Communication –Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills</p> <p><b>UNIT II</b> Features of Effective Writing Business correspondence E-Mail Report writing and its types Technical Writing Agenda preparation Preparing minutes</p> <p><b>UNIT III</b> Presenting Data in Verbal modes Presenting Data in Non- verbal modes Preparing Lectures on Topics Preparing Persuasion Talks</p> <p><b>UNIT IV</b> Speeches, Public Speaking , Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication</p> <p><b>UNIT V</b> <b>Telephone Etiquette</b> Business Talks over Telephone Discussion on Career Prospects and Advancements</p>
<b>Course Outcomes</b>

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

<b>Text Books (Latest Editions)</b>	
1.	V.Saraswathi&Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical
<b>Web sources</b>	
1.	<a href="https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true</a>
2.	<a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy</a>
3.	<a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a>
4.	<a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942</a>

### Mapping with Programme Outcomes:

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



**Mapping with Programme Specific Outcomes:**

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

**SKILL ENHANCEMENT COURSE - PROFESSIONAL COMPETENCY - English for Competitive Exams**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR / IV SEMESTER	<b>English Literature for Competitive Exams</b>	Core	Y	Y	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
<b>Details</b>											
<p><b>UNIT I</b> Teaching and Research Aptitude</p> <p><b>UNIT II</b> <b>History of English Literature</b> The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism &amp; Postmodernism) / Contemporary Period</p> <p><b>UNIT III</b> <b>American and Non-British Literatures</b> 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</p>											

**UNIT IV****Literary Theory and Criticism**

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

**UNIT V****Literary Forms**

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
<b>CO2</b>	Effectively attempting MCQs	PO1
<b>CO3</b>	Profound understanding about the various movements in English Literature	PO6
<b>CO4</b>	Understanding the nuances of competitive exams	PO7
<b>CO5</b>	Expertise in literature	PO6, PO10

**Text Books**

**(Latest Editions)**

1.	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2.	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge

**References Books**

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

1.	Srinivasalyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4.	Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5.	M.H. Abrams – A Glossary of Literary Terms.

Web Resources	
1.	<a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>
2.	<a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

#### Mapping with Programme Outcomes:

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

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**SEC III - TECHNICAL WRITING**

Course Code  YEAR/ SEM ESTER	Course Name	Category	L	T	P	O	Credit	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ SEMESTER	<b>TECHNICAL WRITING</b>	Core	Y	Y	-	-			25	75	100
<b>Learning Objectives</b>											
LO1	To introduce theoretical knowledge to create effective technical writing										
LO2	To make the learners understand the purpose of technical reports										
LO3	To facilitate the learners to focus on the features and functions of technical writing including the technical reports, project reports and related documents.										
LO4	To enable the students to prepare reports and proposals that inform, persuade, and provide information										
LO5	To enhance the ability to use current technologies, skills, and tools necessary for computing practices.										
<b>Details</b>											
<p><b>UNIT I-</b> What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing, Qualities and Qualifications technical writers</p> <p><b>UNIT II –</b> Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: Enhancing Content</p> <p><b>UNIT III -</b> End products of technical writing, Professionals involved - project manager/editor, writers, graphic artists</p> <p><b>UNIT IV –</b> Writing a good review paper , Writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs</p> <p><b>UNIT V -</b> Thesis/Project writing: structure &amp; importance, synopsis writing: Methods, Technical research, Paper writing: Methods &amp; style, Seminar &amp; Conference paper writing</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Appreciate the value of good written communication.	PO1
<b>CO2</b>	Use technical writing conventions of design, style, and layout of written materials	PO1, PO2
<b>CO3</b>	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	PO4, PO6
<b>CO4</b>	Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	PO4, PO5, PO6
<b>CO5</b>	Able to read, understand, and interpret material on technology. Demonstrate knowledge on how to produce a variety of products and projects.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	B. N. Basu- Technical Writing	
2.	Rajmohan Joshi – Writing Skills for Technical Purpose	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Meenakshi Raman & Geetha Sharma – Technical Communication Principles and Practices	
2.	Dr. S.K. Singh – Technical Writing	
<b>Web Resources</b>		
1.	<a href="https://www.tech-tav.com/technical-writing-resources">https://www.tech-tav.com/technical-writing-resources</a>	
2.	<a href="https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451">https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451</a>	
3.	<a href="https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/">https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/</a>	
4.	<a href="https://en.m.wikipedia.org/wiki/Technical_writing">https://en.m.wikipedia.org/wiki/Technical_writing</a>	
5.	<a href="https://www.utleystrategies.com/blog/proposal-writing?format=amp">https://www.utleystrategies.com/blog/proposal-writing?format=amp</a>	

