

*Placed at the meeting of
Academic Council
held on 15.11.2023*

APPENDIX-BU

MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)

M.A., ENGLISH

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**

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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 | | | |
| Learning Objectives: (for teachers: what they have to do in the class/lab/field) | | | |
| Course Outcomes: (for students: To know what they are going to learn) | | | |
| CO1 | | | |
| :CO | | | |
| 2 | | | |
| :CO | | | |
| 3 | | | |
| :CO | | | |
| 4 | | | |
| : | | | |
| CO5: | | | |
| Recap: (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/other 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 | |
| Learning Resources: <ul style="list-style-type: none"> ● Recommended Texts ● Reference Books ● Web resources | | |
| Board of Studies Date: | | |

3. Learning and Teaching Activities

3.1 Topicwise 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 rd week | 2% | 2% |
| Assignment 2 | 6 th Week | 2% | 4% |
| Cycle Test–I | 7 th Week | 6% | 10% |
| Assignment 3 | 8 th Week | 2% | 12% |
| Assignment 4 | 11 th Week | 2% | 14% |
| Cycle Test–II | 12 th Week | 6% | 20% |
| Assignment 5 | 14 th Week | 2% | 22% |
| Model Exam | 15 th Week | 13% | 35% |
| Attendance | All weeks as per the Academic Calendar | 5% | 40% |
| University Exam | 17 th Week | 60% | 100% |

8. TEACHING METHODOLOGIES

8.1 Traditional Teaching method like Chalk and Board, Virtual Classroom, LCD projector, SmartClass, 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. HomeAssignment Questions
- n. TutorialSheets
- o. RemedialClassRecord,ifany.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample HomeAssignmentAnswer Sheets
- u. Three best, threemiddlelevel
andthreeaverageAnswersheets
- v. ResultAnalysis (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 | 4 | 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 | 4 | 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 | |
| | | | | | | 3.7 Internship/ Industrial Activity | 2 | - | | | |
| | 20 | 30 | | 22 | 30 | | 26 | 30 | | 23 | 30 |
| Total Credit Points -91 | | | | | | | | | | | |

**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

| Part | List of Courses | Credits | No. of Hours |
|------|-----------------|-----------|--------------|
| | Core – I | 5 | 7 |
| | Core – II | 5 | 7 |
| | Core – III | 4 | 6 |
| | Elective – I | 3 | 5 |
| | Elective – II | 3 | 5 |
| | | 20 | 30 |

Semester-II

| Part | List of Courses | Credits | No. of Hours |
|------|------------------------------------|-----------|--------------|
| | Core – IV | 5 | 6 |
| | Core – V | 5 | 6 |
| | Core – VI | 4 | 6 |
| | Elective – III | 3 | 4 |
| | Elective – IV | 3 | 4 |
| | Skill Enhancement Course [SEC] - I | 2 | 4 |
| | | 22 | 30 |

Second Year – Semester – III

| Part | List of Courses | Credits | No. of Hours |
|------|--|-----------|--------------|
| | 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 | - |
| | | 26 | 30 |

Semester-IV

| Part | List of Courses | Credits | No. of Hours |
|------|--|-----------|--------------|
| | 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 | - |
| | | 23 | 30 |

Total 91 Credits for PG Courses

12. Methods of Assessment

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

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

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**

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| | Core – I Poetry | 5 | 7 |
| | Core – II Drama | 5 | 7 |
| | Core – III Fiction | 4 | 6 |
| | Elective – I Science Fiction, Fantasy and Detective Literature | 3 | 5 |
| | Elective – II Approaches and Methods in English Language Teaching | 3 | 5 |
| | | 22 | 30 |

Semester-II

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| | Core – IV Indian Writing in English | 5 | 6 |
| | Core – V American Literature | 5 | 6 |
| | Core Course – VI Shakespeare Studies | 4 | 6 |
| | Elective Course – III Life Writings | 3 | 4 |
| | Elective Course – IV Literature and Film | 3 | 4 |
| | Skill Enhancement Course [SECI] – Employability Skill | 2 | 4 |
| | | 22 | 30 |

**Second
Year Semester-III**

| Part | List of Courses | Credit | No. of Hours |
|-------------|--|---------------|---------------------|
| | 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 | - |
| | | 26 | 30 |

Semester-IV

| Part | List of Courses | Credit | No. of Hours |
|-------------|--|---------------|---------------------|
| | Core – XI Comparative Literature and Classics in Translation Studies | 5 | 6 |
| | Core– XII A Glimpse of Nobel Laureates | 5 | 6 |
| | Elective–VI Theatre Art | 3 | 4 |
| | ProjectwithVIVA VOCE Project and Research Methodology | 7 | 10 |
| | Skill Enhancement Course – English for Competitive Exams | 2 | 4 |
| | ExtensionActivity | 1 | |
| | | 23 | 30 |

Methods of Evaluation

| | | |
|----------------------------|------------------------------------|-----------|
| InternalE valuation | ContinuousInternalAssessmentTest | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | 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 | | |
|--|--|-----------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-------|
| | | | | | | | | | C I A | E x t e r n a l | Total |
| | POETRY | Core / Elective | Y | Y | - | - | 5 | 7 | 25 | 75 | 100 |
| Y E A R/ S E M | | | | | | | | | | | |
| I Y E A R/ I S E M | | | | | | | | | | | |
| Learning Objective | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I Middle English Poetry- Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar UNIT II Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization" UNIT III Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress" | | | | | | | | | | | |

| | | |
|---|--|---------------------------|
| UNIT IV Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476 Gray - Ode to a Distant Prospect of Eton College | | |
| UNIT V 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" | | |
| | | Programme Outcomes |
| CO | 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 |
| Text Book | | |
| 1 | 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London | |
| 2 | Standard editions of texts | |
| Reference Books | | |
| 1. | T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essays; 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,StudiesinPoetry,HeinemannEducationBooksLtd.,London. |
| 6 | David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker &Warburg,London. |
| 7 | ThomasN.Corns,ed.,1993,TheCambridgeCompaniontoEnglishPoetry:DonnetoMarvell, Cambridge University Press, Cambridge. |
| WebResources | |
| 1. | http://www.english.org.uk/chaucer/htm |
| 2. | https://www.britannica.com/topic/The-Canonization |
| 3. | https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton |
| 4. | https://www.britannica.com/topic/Absalom-and-Achitophel |
| 5. | https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm |

MappingwithProgrammeOutcomes

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

MappingwithProgrammeSpecificOutcomes

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weightedper centage ofCourseCon tributionto Pos | 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 |
| YEAR/ SEME STER | <u>Drama</u> | Core / Elec tive | Y | Y | - | - | 5 | 7 | 25 | 75 | 100 |
| IYEAR/ I SEM | | | | | | | | | | | |
| Learning Objective | | | | | | | | | | | |
| 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. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I Beginnings of Drama- Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy - Thomas Kyd- The Spanish Tragedy | | | | | | | | | | | |
| UNIT II Elizabethan Theatre -Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson: Volpone | | | | | | | | | | | |

| | | |
|--|--|---------------------------|
| UNIT III Jacobean Drama - John Webster - The White Devil | | |
| UNIT IV Restoration - William Congreve The Way of the World Irish Dramatic Movement - J.M. Synge - The Playboy of the Western World | | |
| UNIT V Epic Theatre - Bertolt Brecht - Mother Courage and her Children Comedy of Menace - Harold Pinter - Birthday Party Post-Modern Drama - Samuel Beckett - Waiting for Godot | | |
| Course Outcomes | | Programme Outcomes |
| 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 |
| Text Book | | |
| 1 | Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London. | |

| | |
|------------------------|--|
| 2 | Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London. |
| Reference Books | |
| 1. | Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London. |
| 2. | Allardyce Nicoll, 1973, British Drama, Harrap, London. |
| 3. | Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi. |
| 4. | Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London. |
| 5. | Kinney, Arthur F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre |
| Web Resources | |
| 1. | http://www.questia.com (online library for research) |
| 2. | http://www.clt.astate.edu/wmarev/asste% |
| 3. | https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/ |
| 4. | https://www.britannica.com/art/English-literature/The-Restoration |
| 5. | https://www.britannica.com/art/epic-theatre |

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 |

MappingwithProgrammeSpecificoutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPo s | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

CORE III - FICTION

| 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 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 |
| YEAR/SEM ESTER | FICTION | Core | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| YEAR/SEM | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To familiarize the students with the origin and development of the British fiction up to 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. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I - Definition, types, narrative modes - Samuel Richardson - Pamela</p> <p>UNIT II - Oliver Goldsmith – The Vicar of the Wakefield Jonathan Swift - Gulliver’s Travels Daniel Defoe - Robinson Crusoe</p> <p>UNIT III - Jane Austen - Emma Emily Bronte – Wuthering Heights</p> <p>UNIT IV – Charles Dickens – Hard Times William Makepeace Thackeray - Vanity Fair</p> <p>UNIT V - Liberal Humanism, Individual Environment and Class Issues. D. H. Lawrence : The Rainbow James Joyce - Portrait of the Artist as a Young Man</p> | | | | | | | | | | | |

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

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 Specific Outcomes:

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

SEMESTER–II - CORE-IV
INDIAN WRITING IN ENGLISH

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

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

Mapping with Programme Outcomes:

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

Mapping Specific Outcome:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 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 |
| | American Literature | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| 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 | | | | | | | | | | |

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 - Snapshot 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
 Marsh 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

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

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

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weightedpercentageof Course Contribution toPos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

CORE-VI- SHAKESPEARE STUDIES

| 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 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 |
| YEAR/ SEM ESTER | ShakespeareStudies | Core | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| CO1 | To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre. | | | | | | | | | | |
| CO2 | Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages | | | | | | | | | | |
| CO3 | Undertake textual analysis of Shakespeare's Plays and Sonnets | | | | | | | | | | |
| CO4 | Appraise Shakespeare's contribution to English language and literature | | | | | | | | | | |
| CO5 | Recognize Shakespearean critics and their criticism of his works | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.</p> <p>UNIT II – Sonnets–12,65,86,130, Comedy plays -Much Ado About Nothing</p> <p>UNIT III–Tragedy- Othello</p> <p>UNIT IV– History Henry IV Part I</p> <p>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 & Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988</p> | | | | | | | | | | | |

| Course Outcomes | | |
|---|---|-----------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Identify the social, cultural and political events as represented in the works of Shakespeare | PO1 |
| CO2 | Understand Elizabethan theatre and the theatre's development | PO3 |
| CO3 | Illustrate the linguistic richness and figurative language of the plays | PO4, PO5 |
| CO4 | Identify the trends and approaches in Shakespeare studies | PO6 |
| CO5 | Critically analyze the works of Shakespeare | PO7, PO10 |
| Text Books (Latest Editions) | | |
| 1. | Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W. W. Norton & Co., London. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Harrison, 1951, G. B. Shakespeare's Tragedies, Routledge, London. | |

| | |
|-------------------|---|
| 2. | Knight G. W., 1957, <i>The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies</i> , New York. |
| 3 | Knight G. W., 1947, <i>The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays</i> , Oxford. |
| 4 | John F. Andrews, ed., 1985, <i>William Shakespeare: His World, His Work, His Influence</i> , Charles Scribner's Sons. |
| 5 | Jonathan Dollimore, ed., 1984, <i>The Radical Tragedy</i> , The Harvester Press, Cambridge. |
| Websources | |
| 1 | http://www.shakespeare.bham.ac.uk/resources |
| 2. | https://www.folger.edu/shakespeares-theater |
| 3. | https://www.britannica.com/art/sonnet |
| 4. | https://www.sparknotes.com/shakespeare/othello/genre/ |
| 5. | https://www.historytoday.com/archive/british-english-monarchs/henry-iv |

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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weightedpercentage ofCourseContribution ontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

SEMESTER - III

COREVII-POST-COLONIALLITERATURE

| Course Code YEAR/SEM ESTER | 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 | Post-Colonial Theory and Literature | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry. | | | | | | | | | | |
| LO2 | To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres | | | | | | | | | | |
| LO3 | To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people | | | | | | | | | | |
| LO4 | Emphasis will be laid on tracing the development of post-colonial literatures and theory. | | | | | | | | | | |
| LO5 | Recognize the critical perspectives in Postcolonial literatures. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I – Key Concepts Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony</p> <p>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)</p> | | | | | | | | | | | |

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

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

| Text Books(Lat estEditions) | |
|--|---|
| 1. | Macaulay's Minute of 1831/35. |
| 2. | Post-Colonial Studies: eds.Ashcroft et.al. |
| ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto) | |
| 1. | Specific issues of Journal of Commonwealth Literature. |
| 2. | Post-colonial Studies Reader. eds.Ashcroft,GriffithsandTiffin. |
| 3 | CanadianVoices.ed.S.KudchedkarandJameelaBegum. |
| 4 | FrantzFanon:TheWretchedoftheEarth. |
| 5 | Ashish Nandy :The Fear of Nationalism. |
| WebSources | |
| 1 | https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature |
| 2. | https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/ |
| 3. | https://www.britannica.com/biography/Chinua-Achebe |
| 4. | https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532 |
| 5. | https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A |

MappingwithProgrammeOutcomes:

| | 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:

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

SEMESTER–III

COREVIII-CONTEMPORARYLITERARYCRITICISM

| Course Code YEAR/SEM ESTER | 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 |
| IIYEAR/III SEMESTER | Contemporary Literary Criticism | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I Chapter XIV (From Biographia Literaria - S.T.Coleridge The Archetypes of Literature – Northrop Frye</p> <p>UNIT II Structure, Sign and Play in the Discourse of Human Sciences : Derrida The Structural Study of Myth – Claude Levi Strauss</p> <p>UNIT III Irony as Principle of Structure : Cleanth Brooks Creative Writers and Day Dreaming: Sigmund Freud</p> <p>UNIT IV From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton</p> <p>UNIT V The Deconstructive Angel : M.H.Abrams</p> | | | | | | | | | | | |

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

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

CORE-IX: LANGUAGE AND LINGUISTICS

| Course Code YEAR/SEM ESTER | 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 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 |
| | Language and Linguistics | Core | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| IIYEAR/III SEMESTER | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce the learners sounds of English Language | | | | | | | | | |
| LO2 | To familiarize the learners with the word meaning | | | | | | | | | |
| LO3 | To enable learners to comprehend linguistic concepts | | | | | | | | | |
| LO4 | To expose them to theoretical and practical manifestations of linguistics. | | | | | | | | | |
| LO5 | To familiarize learners with the discourse of linguistics | | | | | | | | | |
| Details | | | | | | | | | | |
| UNIT I | | | | | | | | | | |
| Sounds of Language (I) | | | | | | | | | | |
| Sounds of Language(II) | | | | | | | | | | |
| Word Meaning | | | | | | | | | | |
| UNIT II | | | | | | | | | | |
| Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs | | | | | | | | | | |
| UNIT III | | | | | | | | | | |
| 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 | | | | | | | | | | |

UNITIV

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.

UNITV

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

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

| | |
|---|---|
| 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 |

| |
|--|
| ReferencesBooks (Latest editions, and the style as given below must be strictlyadheredto) |
|--|

| | |
|---|---|
| 1 | Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press. |
|---|---|

| | |
|-------------------|---|
| Websources | |
| 1 | https://linguistics.ucla.edu/people/stabler/20-14.pdf |
| 2 | https://viancep2012.files.wordpress.com/2012/10/english-language.pdf |
| 3 | https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPo s | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

COREX – WRITINGS OF THE MARGINALIZED

| Course Code YEAR/SEM ESTER | 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 |
| | Writings of the Marginalized | Core | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| IIYEAR/III SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India | | | | | | | | | | |
| LO2 | To provide knowledge about the marginalized people's uprising in the literary, social and cultural spheres. | | | | | | | | | | |
| LO3 | To understand the limitations of Subaltern studies. | | | | | | | | | | |
| LO4 | To enable learners to identify and appreciate the aesthetic positions of these texts | | | | | | | | | | |
| LO5 | To facilitate the learners to identify the issues around the world | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I | | | | | | | | | | | |
| Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants | | | | | | | | | | | |
| UNIT II – Poetry | | | | | | | | | | | |
| 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 Allan Poe – Hop Frog (From Edgar Allan Poe: Poems and Tales)

Baby Kamble - The Prisons We Broke

Course Outcomes

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

**Text
Books (Latest Editions
)**

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

References Books

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

| | |
|----|---|
| 1. | Reading Subaltern Studies: Critical History by David Ludden |
|----|---|

| Websites | |
|----------|---|
| 1 | www.ambedkar.org |
| 2 | https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html |

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

SEMESTER –IV

COREXI-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 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 |
| II YEAR/III SEMESTER | Comparative Literature And Classics In Translation Studies | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| Details | | | | | | | | | | | |

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

| ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 1. | Bassnett, Susan and Harish Trivedi, eds. 1999. <u>Post-colonial Translation</u> . London. Routledge |
| 2. | Amit Choudhury, 2001, <u>The Picador Book of Modern Indian Literature</u> , Macmillan, London |
| 3 | R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP) |
| Websources | |
| 1 | https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation. |
| 2 | https://www.tandfonline.com/toc/rtrs20/current |
| 3 | https://complit.fas.harvard.edu/translation-studies |
| 4 | https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/ |
| 5 | https://www.lit-across-frontiers.org/about-translation-workshops/ |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 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 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 |
| I YEAR/ II SEMESTER | A Glimpse Of Nobel Laureates | Core | Y | Y | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To introduce the learner 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 | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I - POETRY | | | | | | | | | | | |
| Pablo Neruda - If You Forget Me , Ode to the Onion | | | | | | | | | | | |
| Octavio Paz - The Street | | | | | | | | | | | |
| The Power of the Dog - Rudyard Kipling | | | | | | | | | | | |
| Oracle - Seamus Heaney | | | | | | | | | | | |
| UNIT II - PROSE | | | | | | | | | | | |
| George Bernard Shaw - Spoken English and Broken English | | | | | | | | | | | |
| Chinua Achebe - A Novelist as a Teacher | | | | | | | | | | | |
| UNIT III | | | | | | | | | | | |
| The Caretaker - Harold Pinter | | | | | | | | | | | |
| Justice – John Galsworthy | | | | | | | | | | | |
| UNIT IV | | | | | | | | | | | |
| Short Stories by Alice Munro | | | | | | | | | | | |
| The Turkey Season Differently Runaway | | | | | | | | | | | |
| The Bear Came Over the Mountain Boys and Girls | | | | | | | | | | | |
| UNIT V | | | | | | | | | | | |
| The Pearl - John Steinbeck | | | | | | | | | | | |
| One Hundred Years of Solitude - Gabriel Garcia Marquez | | | | | | | | | | | |

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

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

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 |

MappingwithProgrammeSpecificOutcomes:

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

COREXIII- 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 · H o u r s | Marks | | |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
| | | | | | | | | | C I A | E x t e r n a l | T o t a l |
| IIYEAR/IV SEMESTER | Project And Research Methodology | Core | Y | Y | - | - | 7 | 10 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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 designsand also different methods of data collections | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I | | | | | | | | | | | |
| Formatting The Research Project | | | | | | | | | | | |
| Margins | | | | | | | | | | | |
| Text Formatting | | | | | | | | | | | |
| Title | | | | | | | | | | | |
| Running Head and Page Numbers | | | | | | | | | | | |
| Internal Headings and Subheadings | | | | | | | | | | | |
| Placement of the List of Works Cited | | | | | | | | | | | |
| Proofreading and Spellcheckers | | | | | | | | | | | |
| Binding a Printed Paper | | | | | | | | | | | |
| Electronic Submission | | | | | | | | | | | |
| Mechanics of Prose | | | | | | | | | | | |
| Spelling | | | | | | | | | | | |
| Dictionaries | | | | | | | | | | | |
| Plurals | | | | | | | | | | | |
| Punctuation | | | | | | | | | | | |
| Commas | | | | | | | | | | | |
| Hyphen | | | | | | | | | | | |
| Semicolons and Colons | | | | | | | | | | | |
| Dashes and Parantheses | | | | | | | | | | | |
| Quotation marks, Italics, Capitalization of English Terms | | | | | | | | | | | |
| Titles, Use of Numerals or words, Dates and Times | | | | | | | | | | | |
| UNIT II | | | | | | | | | | | |
| Principles of Inclusive Language and Documenting Sources: An Overview | | | | | | | | | | | |
| Why Plagiarism Is a Serious Matter | | | | | | | | | | | |
| Avoiding Plagiarism | | | | | | | | | | | |

Careful Research
 Giving Credit
 Paraphrasing
 When to paraphrase
 How to paraphrase
 How to paraphrase and give credit
 Quoting
 When to quote
 How to quote and give credit
 When Documentation Is Not Needed

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
 Quotations within quotations, Marking the end of a quotation
 Periods and commas, Other punctuation marks

Using an Ellipsis to Mark Material Omitted from Quotations

Omission within a sentence

Omission in a quotation of one or more sentences

Other Permissible Alterations of Quotations

Internal Assessment: Writing a Research Article (**Not to be included for Semester End Exam**)**UNIT V****PROJECT WORK****Course Outcomes**

| Course Outcomes | On completion of this course, students will; | |
|------------------------|--|---------------|
| CO1 | Comprehend the structure of a Research Thesis through its formatting process | PO2 |
| CO2 | Acquire the Mechanics of Academic writing | PO3, PO6 |
| CO3 | Learn the ethics in Research writing | PO1, PO2, PO5 |
| CO4 | Familiarize themselves with the documentation methodology | PO6 |
| CO5 | Get acquainted with the importance of citation and its relevant technicalities | PO8, PO9 |

Text Books (Latest Editions)

1. MLA Handbook, 9th Edition

References Books

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.

Websites

1. <https://instr.iastate.libguides.com/c.php?g=176765&p=1171775> (English Literature Research Guide)
2. <https://libraryguides.oswego.edu/english/websites>
3. <https://www.rosemont.edu/library/online-resources/research-websites.php>
4. <https://shodhganga.inflibnet.ac.in/>

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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weightedpercentageof Course Contribution toPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

ELECTIVE-I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

| Course Code YEAR/SEM ESTER | 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 |
| | Science Fiction, Fantasy and Detective Literature | Core | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |
| IIYEAR/IV SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I BACKGROUND STUDIES Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams) | | | | | | | | | | | |
| UNIT II DETECTIVE FICTION Arthur Conan Doyle : The Hound of Baskervilles Agatha Christie : Murder on the Orient Express | | | | | | | | | | | |
| UNIT III SCIENCE FICTION Wilkie Collins : The Woman in White H.G.Wells : The Time Machine | | | | | | | | | | | |
| UNIT IV FANTASY FICTION Peter Straub : Shadowland Gabriel García Márquez: <i>One Hundred Years of Solitude</i> | | | | | | | | | | | |

UNIT V**SHORT STORIES**

Edgar Alan Poe : The Murders in the Rue Morgues

E.M. Forster : The Machine Stops

Isaac Asimov : The Last Question

Course Outcomes**Course Outcomes**

On completion of this course, students will;

| | | |
|------------|---|----------|
| CO1 | Identify different forms of Science Fiction, Fantasy and Detective Fiction | PO3 |
| CO2 | Fix the representative Detective Fiction in the larger context of Social changes. | PO2, PO6 |
| CO3 | Identify the basic Structure and themes of Science Fiction. | PO4. PO5 |
| CO4 | Appreciate the fundamental features and explore the major themes in fantasy fiction | PO6 |
| CO5 | Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world. | PO10 |

**Text
Books(Latest Editions)**

1. Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011.
2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.
3. Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.

References Books

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

| | |
|--|--|
| | <ol style="list-style-type: none"> 1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009. 2. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008. 3. James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010. |
| | WEB RESOURCES |
| | https://archive.org/details/EncyclopediaOfScienceFiction https://www.britannica.com/art/science-fiction https://archive.org/details/mammothencyclope0000unse_m8s5 https://www.britannica.com/art/detective-story-narrative-genre https://archive.org/details/shadowland00pete_1 https://archive.org/details/isaac-asimov-the-last-question |

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 |

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVE-II - 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 |
| YEAR/SEM ESTER | Approaches To English Language Teaching | Core | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To enhance the learning and teaching skills of English | | | | | | | | | | |
| LO2 | To familiarize students about the basic concepts and theories related to English language teaching | | | | | | | | | | |
| LO3 | To focus on the problems in language teaching | | | | | | | | | | |
| LO4 | Explore different ways of testing | | | | | | | | | | |
| LO5 | Practice writing lesson plans and teaching | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I | | | | | | | | | | | |
| The Grammar – Translation method | | | | | | | | | | | |
| The Direct method | | | | | | | | | | | |
| The Audio-Lingual method. | | | | | | | | | | | |
| Oral situational Approach | | | | | | | | | | | |
| UNIT II | | | | | | | | | | | |
| The Communicative Approach | | | | | | | | | | | |
| Task based Language Teaching: L S R W Skills, Grammar and Vocabulary | | | | | | | | | | | |
| UNIT III | | | | | | | | | | | |
| Content and Language Integrated Learning | | | | | | | | | | | |
| UNIT IV | | | | | | | | | | | |
| Testing and Evaluation | | | | | | | | | | | |
| Norm vs Criterion-Referenced Testing | | | | | | | | | | | |
| UNIT V | | | | | | | | | | | |
| Lesson Planning | | | | | | | | | | | |
| Teaching Practice: Lesson Plans | | | | | | | | | | | |

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

MappingwithProgrammeOutcomes:

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

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Po s | 3.0 | 3.0 | 3.0 | 2.8 | 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 |
| | Life Writings | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| IIYEAR/IV SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To introduce life writing as an important genre in literary studies. | | | | | | | | | | |
| LO2 | To make students realize the literary significance of life writings. | | | | | | | | | | |
| LO3 | To make students understand various functions of life writing. | | | | | | | | | | |
| LO4 | To familiarize students with life writings of success stories to conflict zone testimonies and literary works | | | | | | | | | | |
| LO5 | To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality | | | | | | | | | | |
| Details | | | | | | | | | | | |
| Unit I: | | | | | | | | | | | |
| Defining Kinds of Life Writing (1-4 from Sidonie Smith) | | | | | | | | | | | |
| Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative | | | | | | | | | | | |
| 1. | Carole Angier | : | Biography (Essay) (pp. 47-63) <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</i> | | | | | | | | |

Interpreting Life Narratives
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

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

**Text
Books(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.*

| ReferencesBooks | |
|------------------------|---|
| 1. | Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice |
| Websources | |
| 1 | https://www.123helpme.com/essay/The-Ending-to-Eugene-ONEils-Long-Days-132053 |
| 2. | https://rupkatha.com/V13/n1/v13n120.pdf |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weightedpercentageof Course Contribution toPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

ELECTIVE IV - LITERATURE AND FILM

| Course Code YEAR/SEM ESTER | 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 H o u r s | Marks | | |
|--|--|--------------------------------------|---|---|---|---|---------------------------------|--|-------------|--------------------------------------|-----------------------|
| | | | | | | | | | C I A | E x t e r n a l | T o t a l |
| IIYEAR/IV SEMESTER | LITERATURE AND FILM | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation. | | | | | | | | | | |
| LO2 | Understanding the bond between the films and literature. | | | | | | | | | | |
| LO3 | Analyzing the literary texts in comparison with the films. | | | | | | | | | | |
| LO4 | Critical appreciation of films in the background of literary theories. | | | | | | | | | | |
| LO5 | Tracing the differentiation in films from different parts of the world. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| UNIT I Shakespeare - Othello (Text And Film) | | | | | | | | | | | |
| UNIT II Mary Shelly – Frankenstein (Text And Film) | | | | | | | | | | | |
| UNIT III Charles Dickens - A tale of two cities (Text And Film) | | | | | | | | | | | |
| UNIT IV G.B.Shaw Pygmalion (My fair Lady) Text And Film | | | | | | | | | | | |
| UNIT V 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

| | | |
|------------------------|---|-----------|
| | Total | 90 |
| Course Outcomes | | |
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Film Review and appreciation becomes handy for the Students | PO1, PO2 |
| CO2 | Connecting film and literature nuances effectively | PO3, PO4 |
| CO3 | Exposure to film techniques and genres | PO7 |

| | | |
|---|---|---------|
| CO4 | Critical appreciation of films | PO6,PO8 |
| CO5 | Analysing film form effectively | PO10 |
| Text Books (Latest Editions) | | |
| 1. | Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey. | |
| 2. | Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 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. | |
| Web Resources | | |
| 1 | www.academicinfo.net/film.html . | |
| 2. | https://www.norton.com/books/9780393420531 | |
| 3. | https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko | |
| 4. | 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_articleshow/51169927.cms | |
| 5. | https://guides.library.vale.edu/c.php?g=295800&p=1975065 | |

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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

ELECTIVE V – TRAVEL WRITING

| Course Code YEAR/SEM ESTER | 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 |
| | Travel Writing | Core | Y | Y | - | - | 3 | 3 | 25 | 75 | 100 |
| IIYEAR/IV SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To introduce the learners the genre of Travel Writing | | | | | | | | | | |
| LO2 | To highlight the significance of travel writing and its features | | | | | | | | | | |
| LO3 | To enable the learners to identify the themes of varied texts | | | | | | | | | | |
| LO4 | To facilitate the students to identify rhetorical devices in texts | | | | | | | | | | |
| LO5 | To familiarize the students different socio-cultural dimensions of prescribed texts | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I Chapters 1,2,3 from Travel Writing by Carl Thompson Introduction Defining the Genre Travel Writing through the Ages: An Overview</p> <p>UNIT II Roy Moxham : The Great Hedge of India</p> <p>UNIT III William Dalrymple: Nine Lives in Search of the Sacred in India</p> <p>UNIT IV V.S. Naipaul : An Area of Darkness</p> <p>UNIT V The Following essays from Cambridge Companion to Travel Writing “Travelling to write” by Peter Hulme “Travel Writing and Gender” by Susan Basnett “Travel Writing and Ethnography” by Joan Pau Rubes</p> | | | | | | | | | | | |

| | | | |
|--|---|-----------|--|
| | Total | 90 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will; | | |
| CO1 | Gain knowledge about various writers of the genre | PO1,PO2 | |
| CO2 | Identify the unique characteristics of travel writing | PO3, PO4 | |
| CO3 | Study literary texts as part of the ecological and environmental realities | PO7 | |
| CO4 | Appreciate the difference in socio, political and cultural background of the prescribed texts | PO6,PO8 | |
| CO5 | critically analyzethe themes of the prescribed texts | PO10 | |
| TextBooks (Latest Editions) | | | |
| 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 | | |
| ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to) | | | |
| 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 | | |
| WebResources | | | |
| 1 | https://ijcrt.org/papers/IJCRT2010190.pdf | | |
| 2. | https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review | | |
| 3. | 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 | | |

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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

ELECTIVE VI-ENTREPRENEURSHIP DEVELOPMENT

| Course Code YEAR/ SEMESTER | Course Name | Category | L | T | P | S | Credit | Inst. Hours | Marks | | |
|----------------------------------|---|----------|---|---|---|---|--------|----------------|-------|----------|-------|
| | | | | | | | | | | External | Total |
| II YEAR/ III SEMESTER | ENTREPRENEURSHIP DEVELOPMENT | Core | Y | Y | - | - | 2 | 3 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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. | | | | | | | | | | |

Details

UNIT I

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

UNIT II

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

UNIT III

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship-barriers to entrepreneurship.

UNIT IV

Motivation-Maslow's theory, Herzberg's theory, McGregor's theory-Culture and society-Risk taking behavior.

UNIT V

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

Course Outcomes

| | | |
|------------------------|--|-----|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Define basic terms and understand basic concepts in the area of entrepreneurship | PO1 |

| | | |
|---|---|---------------|
| CO2 | Analyse the business environment in order to identify business opportunities | PO1, PO2 |
| CO3 | Identify the elements of success of entrepreneurial ventures | PO4, PO6 |
| CO4 | Consider the legal and financial conditions for starting a business venture | PO4, PO5, PO6 |
| CO5 | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity | PO3, PO8 |
| Text Books(Latest Editions) | | |
| 1. | CJ 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. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021. | |
| Web Resources | | |
| 1. | https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf | |
| 2. | https://byjus.com/commerce/what-is-entrepreneurship/ | |
| 3. | https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship | |
| 4 | https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise | |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage ofCourseContributiontoPo s | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

ELECTIVE – VII - THEATREART

| Course CodeYear/sem ester | 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/ ISEMESTE R | TheatreArt | Core | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | Tointroducethelearnerstothe literaryaspectof drama. | | | | | | | | | | |
| LO2 | TofamiliarizeTheatreasanartform. | | | | | | | | | | |
| LO3 | Tointroducetheconceptsofdirectingandstagemanagement. | | | | | | | | | | |
| LO4 | ToinculcateinthestudentstheroleofTheatreinsociety. | | | | | | | | | | |
| LO5 | Tofamiliarizethestudentswiththecomponentsofacting. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I-Dramaasaperformingart,Relation between dramaandtheatreTheroleoftheatreThe need for permanent theatres.</p> <p>UNIT II - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurposetheatre Designingforaparticularteatre, The Eastern theatre- conventionalandthenon- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.</p> <p>UNIT III-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
Stagedesign in the modern world Lighting in the modern world Word versus spectacles

Course Outcomes

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

Text Books (Latest Editions)

| | |
|----|--|
| 1. | Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd., 2015. |
|----|--|

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. |
| Websites | |
| 1. | https://paradisevalley.libguides.com/the111/theatre_history_websites |
| 2. | https://www.britannica.com/place/England/Performing-arts |
| 3. | https://www.worldhistory.org/Greek_Theatre/ |
| 4. | https://archive.org/details/fundamentalsofpl0000dean_y3x3 |
| 5. | http://scriptclickcreate.weebly.com/acting.html |
| 6. | https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

SEC I –EMPLOYABILITY SKILLS

| Course CodeYEAR/ 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 |
| | | | | | | | | | | | |
| | EMPLOYABILITY SKILLS | Core | Y | Y | - | - | 2 | 4 | 25 | 75 | 100 |
| I YEAR/ II SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To provide the students with an ability to build and enrich their communication skills. | | | | | | | | | | |
| LO2 | To outline the importance of Employability Skills for the current job market and future of work | | | | | | | | | | |
| LO3 | To facilitate the learners to learn personal and professional development | | | | | | | | | | |
| LO4 | To highlight the importance of Self-Awareness and Behavioral Skills | | | | | | | | | | |
| LO5 | To help them think and speak imaginatively and critically | | | | | | | | | | |

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

| Course Outcomes | | |
|--|--|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Analyze the various types of communication | PO2, PO3 |
| CO2 | Learn about the four skills of language and get familiarized with them. | PO1, PO4 |
| CO3 | Enhance their personal and professional development | PO5, PO6 |
| CO4 | Gain employability Skills for the current job market and future of work | PO7, PO8, PO9 |
| CO5 | Acquire self-confidence and behavioral Skills | PO10 |
| TextBooks (Latest Editions) | | |
| 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 | |

| ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 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 |
| Websources | |
| 1. | www.researchgate.net |
| 2. | https://business.tutplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048 |
| 3. | https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION |
| 4. | https://akpsi.org/what-is-oral-communication/ |
| 5. | https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/ |

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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage ofCourseContributiontoPo s | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

SEC II- ENGLISH FOR CAREERS

| Course Code YEAR/SEM ESTER | 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 |
| | ENGLISH FOR CAREERS | Core | Y | Y | - | - | 2 | 3 | 25 | 75 | 100 |
| IIYEAR/IV SEMESTER | | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | | |
| 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 | | | | | | | | | | |

| Details |
|---|
| <p>UNIT I Definition -NatureandScopeofCommunication- TypesofCommunication –Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills</p> <p>UNIT II FeaturesofEffectiveWriting Businesscorrespondence E-Mail Reportwritingand its types TechnicalWriting Agendapreparation Preparingminutes</p> <p>UNIT III PresentingDatainVerbalmodes PresentingDatainNon-verbalmodes PreparingLecturesonTopics PreparingPersuasionTalks</p> <p>UNIT IV Speeches, Public Speaking , Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication</p> <p>UNIT V TelephoneEtiquette BusinessTalksoverTelephone Discussion onCareerProspectsandAdvancements</p> |
| Course Outcomes |

| | | |
|------------|--|----------|
| CO1 | Gainknowledgeof thevarious modesofofficial correspondenceandpresentation | PO2 |
| CO2 | ComprehendtherightuseofEnglishatofficialworks | PO1, PO3 |
| CO3 | Apply the acquired styles of occupational skills and practicingthem | PO4, PO5 |
| CO4 | Pickuptheofficialbehaviorandbecomingbetterdoers | PO6, PO7 |
| CO5 | Market the skill business correspondence and fixing themselvesinbetterjobs | PO8 |

| Text Books(Latest Editions) | |
|--|---|
| 1. | V.Saraswathi&Maya.K.Mudbhatkal: English forCompetitiveExaminations,EmeraldPublishers,Chennai2000 |
| 2. | EnglishforCareers:Business,Professional,andTechnicalPaperback byLeilaR.Smith Emeritus |
| ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto) | |
| 1. | OxfordEnglishforCareersTechnology1StudentBookPaperback– StudentEdition, 28 June 2007 by Eric Glendinning |
| 2. | EnglishforCareers:Business,Professional,andTechnical |
| Websources | |
| 1. | https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true |
| 2. | https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy |
| 3. | https://www.nature.com/scitable/topicpage/effective-writing-13815989/ |
| 4. | https://libraryguides.mdc.edu/c.php?g=988097&p=7290942 |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage ofCourseContributiontoPo s | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

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

| Course Code YEAR/SEM ESTER | 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/IVS EMESTER | English Literature for Competitive Exams | Core | Y | Y | - | - | 2 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I Teaching and Research Aptitude</p> <p>UNIT II History of English Literature The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period</p> <p>UNIT III American and Non-British Literatures 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> | | | | | | | | | | | |

UNITIV**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, Matthew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

UNITV**Literary Forms**

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

Course Outcomes

| | | |
|------------------------|--|-----------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams. | PO2, PO3 |
| CO2 | Effectively attempting MCQs | PO1 |
| CO3 | Profound understanding about the various movements in English Literature | PO6 |
| CO4 | Understanding the nuances of competitive exams | PO7 |
| CO5 | 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. | Srinivasa Iyengar, 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 Barry. An Introduction to Literary and Cultural Theory by Peter Barry. |
| 5. | M.H. Abrams–A Glossary of Literary Terms. |

| WebResources | |
|--------------|---|
| 1. | https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/ |
| 2. | https://byjusexamprep.com/ugc-net-english-books-i |
| 3. | https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko |
| 4. | 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 |
| 5. | https://guides.library.yale.edu/c.php?g=295800&p=1975065 |

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

SEC III-TECHNICALWRITING

| Course Code YEAR/ SEM ESTER | Course Name | Category | L | T | P | O | Credit | Inst. Hours | Marks | | |
|--|--|----------|---|---|---|---|--------|----------------|-------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| I YEAR/ISE MESTER | TECHNICALWRITING | Core | Y | Y | - | - | | | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| 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. | | | | | | | | | | |
| Details | | | | | | | | | | | |
| <p>UNIT I-What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing, Qualities and Qualifications technical writers</p> <p>UNIT II-Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: Enhancing Content</p> <p>UNIT III -End products of technical writing, Professionals involved - project manager/editor, writers, graphic artists</p> <p>UNIT IV-Writing a good review paper, Writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs</p> <p>UNIT V-Thesis/Project writing: structure & importance, synopsis writing: Methods, Technical research, Paper writing: Methods & style, Seminar & Conference paper writing</p> | | | | | | | | | | | |

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

MappingwithProgrammeOutcomes:

| | 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 |

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage ofCourseContributiontoPos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |