M.A.,
ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

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

CONTENTS

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			
:			
CO2			
:			
CO3			
:			
CO4			
:			
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 / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	

Learning Resources:
● **Recommended Texts**   ● **Reference Books**   ● **Web resources**
Board of Studies Date:

3. Learning and Teaching Activities

3.1 Topic wise Delivery method

Hour Count	**Topic**	**Unit**	**Mode of Delivery**

3.2 Work Load

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

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

4. Tutorial Activities

Tutorial Count	Topic

5. Laboratory Activities

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

6. Field Study Activities

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

7. Assessment Activities

7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.

2. Assessment must measure achievement of the stated learning objectives.

3. Assessment must enable robust and fair judgments about student performance.

4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.

5. Assessment must maintain academic standards.

7.2 Assessment Details:

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

8. TEACHING METHODOLOGIES

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

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

Assignment, Class Test, Slip test

8.3Asking 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

CONTENTS

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

k. Teaching Materials (PPT, OHP etc)

l. Lecture Notes

m. Home Assignment Questions

n. Tutorial Sheets

o. Remedial Class Record, if any.

p. Projects related to the Course

q. Laboratory Experiments related to the Courses

r. Internal Question Paper

s. External Question Paper

t. Sample Home Assignment Answer Sheets

u. Three best, three middle level and three average Answer

sheets

v. Result Analysis (CO wise and whole class)

w. Question Bank for Higher studies Preparation

(GATE/Placement)

x. List of mentees and their academic achievements

Template for P.G., Programmes

Semester–I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester–IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4Elective - 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/ Comprehend (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) 13.1Internal Assessment

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

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

13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

Question paper Model

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration : Three Hours
	Part –A (10x 2 = 20 Marks) Answer ALL questions **Each Question carries 2mark**
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 questions 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 [SEC I] – 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
	Project with VIVA VOCE Project and Research Methodology	7	10
	Skill Enhancement Course – English for Competitive Exams	2	4
	Extension Activity	1	
		23	**30**

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	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 YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C I A	E xt er n al	Total
IYEAR/ I SEM	**POETRY**	Core / Elective	Y	Y	-	-	5	7	25	75	100

	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"

CO	On completion of this course, students will	Programme Outcomes
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 Essay; Faber and Faber limited, London.
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in

	Criticism, Oxford University Press, London.
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
Web Resources	
1.	**http://www.english/.org.uk/chaucer/htm**
2.	**https://www.britannica.com/topic/The-Canonization**
3.	**https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton**
4.	**https://www.britannica.com/topic/Absalom-and-Achitophel**
5.	**https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm**

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 with Programme Specific Outcomes

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

CORE- II - DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
YEAR/ SEMESTER											
I YEAR/ I SEM	**Drama**	Core / Elective	Y	Y	-	-	5	7	25	75	100

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 Tagedy   **UNIT II   Elizabethan Theatre -** Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew ofMalta 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-ModernDrama - 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., (6thed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.https://www.britannica.com/art/epic-theatre
Web Resources	
1.	**http://www.questia.com** (online library for research)
2.	**http://www.clt.astate.edu/wmarey/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

Mapping with Programme Specific outcomes:

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

CORE III - FICTION

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	FICTION	Core	Y	Y	-	-	4	6	25	75	100

Learning Objectives	
LO1	To familiarize the students with the origin and development of the British fiction upto the Modern.
LO2	To introduce the students to major writers of British fiction.
LO3	To enable the students to comprehend the social background based on the prescribed novels.
LO4	To facilitate the learners to identify and differentiate various forms of novels.
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.

Details

UNIT I - Definition,types, narrative modes -

    Samuel Richardson - Pamela

UNIT II - Oliver Goldsmith – The Vicar of the Wakefield

    Jonathan Swift -   Gulliver's Travels

    Daniel Defoe - RobinsonCrusoe

UNIT III - Jane Austen - Emma

    Emily Bronte – Wuthering Heights

UNIT IV – Charles Dickens – Hard Times

    William Makepeace Thackerey - Vanity Fair

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

    D. H. Lawrence :The Rainbow

    James Joyce - Portrait of the Artist as a Young Man

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	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 18th 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
I YEAR/ I SEMESTER	**Indian Writing in English**	Core	Y	Y	-	-	5	6	25	75	100

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

Details

UNIT I - Aurobindo: Tiger and the Deer, Rose of God ,
      Toru Dutt: The Lotus, The Casuarina Tree
      Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

UNIT II - Kamala Das: Looking Glass, An Introduction
      Parthasarathy: A River Once, Underthe Sky
      Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT III – Tagore - Chandalika
       Vijay Tendulkar – Silence, the court is in Session

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 ofFire).

UNIT V – Mulk Raj Anand- Two Leaves and the Bud
      Shashi Taroor – Riot
      Pudumaippittan's - *Redemption* (Akalikai and Sabavimochanam)

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. SrinivasaIyengar, 1962, –History of Indian Writingin English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.	
4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	
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	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**American Literature**	Core	Y	Y	-	-	5	6	25	75	100

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 - Snapshots of a Daughter-in-law

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

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

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

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

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.	

Web Sources	
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/**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE- VI - SHAKESPEARE STUDIES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**Shakespeare Studies**	Core	Y	Y	-	-	4	6	25	75	100

	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

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

UNIT II – Sonnets – 12, 65, 86,130,
Comedy plays -Much Ado About Nothing

UNIT III – Tragedy - Othello

UNIT IV – History Henry IV Part I

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

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 linguistics 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, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
Web sources	
1	**http://www.shakespeare.bham.ac.uk/resources**
2.	**https://www.folger.edu/shakespeares-theater**
3.	**https://www.britannica.com/art/sonnet**
4.	**https://www.sparknotes.com/shakespeare/othello/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

Mapping with Programme Specific Outcomes:

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

SEMESTER - III

CORE VII - POST-COLONIAL LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
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											

UNIT I – Key Concepts Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony

UNIT II - Poetry -
 Kofi Awonoor - Easter Dawn, The Weaver Bird (Ghana)

 James Reaney : - Maps (Canada)
Kath Walker - No More Boomerang (Australia)
Derek Walcott - Ruins of a Great House (Caribbean Islands)
LakdasaVikramsimha - Don't talk to me about Matisse (Sri Lanka)
Allen Curnow - Time (New Zealand)
Pablo Neruda - The Dictators (Chile)
Wole Soyinka - Telephone Conversation (Africa)
Syed Amanuddin - Don't Call Me Indo Anglican (India)

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

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

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

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Evaluate the political and socialbackground 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 acountry,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEMESTER –III

CORE VIII -CONTEMPORARY LITERARY CRITICISM

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ 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

UNIT I
Chapter XIV (From Biographia Literaria - S.T.Coleridge
The Archetypes of Literature – Northrop Frye

UNIT II
Structure, Sign and Play in the Discourse of HumanSciences : Derrida
The Structural Study of Myth – Claude Levi Strauss

UNIT III

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

UNIT IV

From Work to Text: Roland Barthes
Capitalism, Modernism and Post Modernism: Terry Eagleton

UNIT V
The Deconstructive Angel : M.H. Abrams

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 andFrancis, 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**	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE - IX: LANGUAGE AND LINGUISTICS

Course Code YEAR/ SEMESTER	Course Name	Category	T	P	O	Credits	Inst. Hours	Marks		
								CIA	External	Total
II YEAR/ III SEMESTER	Language and Linguistics	Core	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	To introduce the learners sounds of English Language
LO2	To familiarize the learners with the word meaning
LO3	To enable learners to comprehend linguistic concepts
LO4	To expose them to theoretical and practical manifestations of linguistics.
LO5	To familiarize learners with the discourse of linguistics

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

UNIT IV
Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Strctural ambiguity, Different Approaches, Symbols used in syntactic description, Labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules

Polemical Essays: Selection from The Telling It Collective.

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

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

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

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

Web sources	
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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE X – WRITINGS OF THE MARGINALIZED

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	Writings of the Marginalized	Core	Y	Y	-	-	4	6	25	75	100

Learning Objectives	
LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India
LO2	To provide knowledge about the marginalized people's uprising in the literary, social and cultural spheres.
LO3	To understand the limitations of Subaltern studies.
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts
LO5	To facilitate the learners to identify the issues around the world

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 Alan Poe – Hop Frog (From Edgar Alan 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 Griffithe**	
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	

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

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 with Programme Specific Outcomes:

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

SEMESTER –IV

CORE XI - COMPARATIVE LITERARURE AND CLASSICS IN TRANSLATION STUDIES

Course Code YEAR / SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
									Marks		
II YEAR/ III SEMESTER	Comparative Literarure 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. Introduction to Women Writing in India. Penguin

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

1.	Bassnett, Susan and Harish Trivedi. eds. 1999.Post-colonial Translation. London. Routledge
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Lietrature, Macmillan, London
3	R. Azhagarasan&Ravikumar Anthology of Tamil Dalit Writing (OUP)
Web sources	
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies %20is%20an%20academic,of%20study%20that%20upport%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/

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

CORE – XII - A GLIMPSE OF NOBEL LAUREATES

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
										Marks	
I YEAR/ II SEMESTER	A Glimpse Of Nobel Laureates	Core	Y	Y	-	-	5	6	25	75	100

	Learning Objectives
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO2	To expose the students to the ideas and concepts of the Nobel Laureates
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates
LO4	To train students to critically analyze the texts of Nobel Laureates
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society

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/amp/**
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

Mapping with Programme Specific Outcomes:

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

CORE XIII – PROJECT AND RESEARCH METHODOLOGY

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ 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.		
Web sources		
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

Mapping with Programme Specific Outcomes:

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

ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
II YEAR/ IV SEMESTER	Science Fiction, Fantasy and Detective Literature	Core	Y	Y	-	-	3	5	25	75	100

	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: *One Hundred Years of Solitude*

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)

	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

Mapping with Programme Specific Outcomes:

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

ELECTIVE – II - APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**Approaches To English Language Teaching**	Core	Y	Y	-	-	3	5	25	75	100

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**	

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 with Programme Specific Outcomes:

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

ELECTIVE III – LIFE WRITINGS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	Life Writings	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To introduce life writing as an important genre in literary studies.
LO2	To make students realize the literary significance of life writings.
LO3	To make students understand various functions of life writing.
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works
LO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality

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)
    The Arvon Book of Life Writing: Writing biography, autobiography and memoir
    Sally Cline, Carole Angier

2. Sally Cline : Autobiography (Essay) (pp. 64-81)
    The Arvon Book of Life Writing: Writing biography, autobiography and memoir
    Sally Cline and Carole Angier

3. Sidonie Smith : Fifty-two Genres of Life Narrative (pp. 183-208)
    Appendix A, *Reading Autobiography: A Guide for Interpreting Life Narratives*

Sidonie Smith and Julia Watson

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*.		
References Books		

1.	Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice
	Web sources
1	**https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053**
2.	**https://rupkatha.com/V13/n1/v13n120.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

Mapping with Programme Specific Outcomes:

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

ELECTIVE IV - LITERATURE AND FILM

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
II YEAR/ 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 - Sophin Kinsella Shopaholic

3. Elippathayam - Adoor Gopalakrishan

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 forms 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.academic info.net/film.html.**
2.	**https://wwnorton.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.yale.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

Mapping with Programme Specific Outcomes:

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

ELECTIVE V – TRAVEL WRITING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	Travel Writing	Core	Y	Y	-	-	3	3	25	75	100

	Learning Objectives
LO1	To introduce the learners the genre of Travel Writing
LO2	To highlight the significance of travel writing and its features
LO3	To enable the learners to identify the themes of varied texts
LO4	To facilitate the students to identify rhetorical devices in texts
LO5	To familiarize the students different socio-cultural dimensions of prescribed texts

Details

UNIT I

Chapters 1,2,3 from Travel Writing by Carl Thompson
Introduction
Defining the Genre
Travel Writing through the Ages: An Overview

UNIT II
Roy Moxham : The Great Hedge of India

UNIT III
William Darlymple: Nine Lives in Search of the Sacred in India

UNIT IV
V.S. Naipaul : An Area of Darkness

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

		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 analyze the themes of the prescribed texts	PO10

Text Books
(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

References Books
(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 Dalyrmple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund

Web Resources

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

Mapping with Programme Specific Outcomes:

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

ELECTIVE VI - ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S	Credit	Inst. Hours	Marks		
										External	Total
IIYEAR/ 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** Entrepneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship. **UNIT IV** Motivation-Maslow's theory, Herjburg's theory, McGragor'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.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3.	Harpreet S. Grover.Let's build a company, Vibhore Goyal, Penguin Books, 2020.

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**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

ELECTIVE – VII - THEATRE ART

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst.Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	**Theatre Art**	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To introduce the learners to the literary aspect of drama.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the components of acting.

Details

UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.

UNIT II - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

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

UNIT V - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern worldWord 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. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.
2.	Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Web sources	
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**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SEC I – EMPLOYABILITY SKILLS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credit	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	**EMPLOYABILITY SKILLS**	Core	Y	Y	-	-	2	4	25	75	100
Learning Objectives											
LO1	To provide the students with an ability to build and enrich their communicationskills.										
LO2	To outline the importance of Employability Skills for the current job market and future of work										
LO3	To facilitate the learners to learn personal and professional development										
LO4	To highlight the importance of Self-Awareness and Behavioral Skills										
LO5	To help them think and speak imaginatively and critically										

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, P04
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
Text Books (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	

References Books (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
Web sources	
1.	www.researchgate.net
2.	https://business.tutsplus.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

Mapping with Programme Specific Outcomes:

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

SEC II- ENGLISH FOR CAREERS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	**ENGLISH FOR CAREERS**	Core	Y	Y	-	-	2	3	25	75	100

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

UNIT I
Definition - Nature and Scope of Communication - Types of Communication –Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills

UNIT II
  Features of Effective Writing
  Business correspondence
  E-Mail
  Report writing and its types
  Technical Writing
  Agenda preparation
  Preparing minutes

UNIT III
Presenting Data in Verbal modes
Presenting Data in Non- verbal modes
Preparing Lectures on Topics
Preparing Persuasion Talks

UNIT IV
Speeches, Public Speaking , Interviews, Group Discussion, Conference,
Effective Listening, Grapevine communication

UNIT V
  Telephone Etiquette
Business Talks over Telephone
Discussion on Career Prospects and Advancements

Course Outcomes

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE - PROFESSIONAL COMPETENCY - English for Competitive Exams

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
										Marks	
II YEAR / IV SEMESTER	**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

UNIT I
Teaching and Research Aptitude

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

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

UNIT IV
Literary Theory and Criticism

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustuv Jung, Simone de Beauvoir

UNIT V
Literary Forms

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

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

Web Resources	
1.	**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_articleshow/51169927.cms**
5.	**https://guides.library.yale.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

Mapping with Programme Specific Outcomes:

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

SEC III - TECHNICAL WRITING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credit	Inst. Hours	Marks		
									CI A	External	Total
I YEAR/I SEMESTER	**TECHNICAL WRITING**	Core	Y	Y	-	-			25	75	100

Learning Objectives	
LO1	To introduce theoritical 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 computingpractices.

Details

UNIT I- What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing, Qualities and Qualifications technical writers

UNIT II – Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: EnhancingContent

UNIT III - End products of technical writing, Professionals involved - project manager/editor, writers, graphic artists

UNIT IV – Writing a good review paper , Writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs

UNIT V - Thesis/Project writing: structure & importance, synopsis writing: Methods, Technical research, Paper writing: Methods & style, Seminar & Conference paper writing

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, process explanations, and other common forms of technicalwriting.	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.utleystrategies.com/blog/proposal-writing?format=amp	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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