D.K.M COLLEGE FOR WOMEN (AUTONOMOUS)

VELLORE-1

DEPARTMENT OF ENGLISH

M.A English

Syllabus under CBCS Pattern

Learning Outcome Based Curriculum Frame Work (LOCF)

From the Academic Year

2024-2025

Programme Objectives

- To identify, speak and write about different literary genres, forms, periods and movements

- To understand, appreciate, analyse and use different theoretical frameworks

- To acquire ability to transfer literary critical skills to read other cultural texts

- To substantiate critical readings of literary texts

- To plan and write a research paper

Programme Outcomes

- The graduates would be able to aesthetically appreciate English literature and language

- The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong

- learning

- The graduates would effectively be able to use English in day-to-day life

- The ability of the graduates would be enhanced to think and write critically and clearly

- The graduates would be able to recognise the scope of English literature and language in

- terms of career opportunities, communication, media and soft skills.

Programme Specific Outcomes

- Enhancing knowledge of different literatures in English

- Understanding of values and culture inherited in literary texts

- Cultivating critical ability to explore literary texts from varied points of view

- Displaying expertise to pursue research in English

- Acquisition of life skills for wider employment avenues.

Department of English (PG)
With effect from 2023-2024
CBCS PATTERN
THE COURSE OF STUDY AND SCHEME OF EXAMINATIONS

S. No	Part	Study components Course Title		Ins. Hrs/ week	Credit	Title of the paper	Maximum marks		
							CIA	Sem., Exam	Total
Semester I									
1	III	Core	Paper I	7	5	Poetry	25	75	100
2		Core	Paper II	7	5	Drama	25	75	100
3		Core	Paper III	6	4	Fiction	25	75	100
4		Elective - I	Paper I	5	3	Science fiction, fantasy and Detective literature	25	75	100
5		Elective - II	Paper II	5	3	A Glimpse of Nobel Laureates	25	75	100
Total				30	20				
Semester II									
6	III	Core	Paper IV	6	5	Indian Writing in English	25	75	100
7		Core	Paper V	6	5	American Literature	25	75	100
8		Core	Paper VI	6	4	Shakespeare Studies	25	75	100
9		Elective - III	Paper III	3	3	Life Writing	25	75	100
10		Elective - IV	Paper IV	3	3	Literature and Film	25	75	100
11		SEC - I	Paper I	4	2	Employability Skill			
12		Human Rights		2	2	Human Rights			
13		MOOC			2	MOOC			
Total				30	26				
Semester III									
14	III	Core	Paper VII	6	5	Post - colonial Literature	25	75	100
15		Core	Paper VIII	6	5	Contemporary Literary Criticism	25	75	100
16		Core	Paper IX	6	5	Language and Linguistics	25	75	100
17		Core	Paper X	6	4	Writings of the Marginalized	25	75	100
18		Elective - V	Paper V	3	3	Travel Writing	25	75	100
19		SEC - II	Paper II	3	2	Entrepreneurship Development			

20		Internship / Industrial Activity			2	Internship / Industrial Activity			
Total				30	26				

Semester IV

21	III	Core	Paper XI	6	5	Comparative Literature and Classicism Translation Studies	25	75	100
22		Core	Paper XII	6	5	Approaches and Methods in English language Teaching	25	75	100
23		Project with Viva Voce		10	7	Project with Viva Voce Project and Research Methodology	25	75	100
24		Elective - VI	Paper VI	4	3	Theatre Art	25	75	100
25		SEC - III /Professional Competency Skill	Paper III	4	2	English for Competitive Examination /English for Career /Technical Writing	25	75	100
26		Extension Activity			1				
Total				30	23				

Subject	Papers	Hours	Credits	Total credits	Marks	Total marks
Core	12	74	57		100	
Elective	6	23	18		100	
Human Rights	1	2	2		100	
Project	1	10	7		100	
SEC	3	11	6			
Extension Activity			1			
Internship /Industrial Activity			2			
MOOC			2			
Total		120	95			

SEMESTER I
CORE -1 POETRY

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

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

UNIT II
Elizabethan Theater
  Theaters, Theater 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 theWestern 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

ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									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 anddetective 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)

	Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009. 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)

	Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008. 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

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 (LatestEditions)		
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

INDIAN WRITING IN ENGLISH

Course Code YEAR/ SEMESTER	Course name						C I A	E xt er n al	T ot al
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 ofclassical 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-writi ng-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

AMERICAN LITERATURE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. H ours	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 EndlesslyRocking
  Emily Dickinson - The Soul Selects Her Own Society
  Robert Frost - After Apple Picking
  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 Outcom es	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

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

LearningObjectives	
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

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

Carole Angier :   Biography (Essay) (pp. 47-63)

The Arvon Book of Life Writing: Writing biography, autobiography and memoir

                        Sally Cline, Carole Angier

Sally Cline   :   Autobiography (Essay) (pp. 64-81)

The Arvon Book of Life Writing: Writing biography, autobiography and memoir

                        Sally Cline and Carole Angier

Sidonie Smith:Fifty-two Genres of Life Narrative (pp. 183-208)

                        Appendix A, Reading Autobiography: A Guide

                        forSidonie Smith and Julia Watson

Unit II: Autobiography (BTCL- K2, K4)

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

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

Viktor Frankl : Man's Search for Meaning (Memoir)
Mourid Barghouti : I Saw Ramallah (Memoir)
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: Auto fiction and Short Life Narratives (BTCL- K2, K4)

Christopher Isherwood :Goodbye To Berlin (Autofiction)

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)**		
Sally Cline and Carole Angier, The Arvon Book of Life Writing: Writing biography, autobiography and memoir. 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
									Marks		
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			
A Few Good Men - Legal Drama by Aaron Sorkin's 1989			
Confessions of a - Sophin Kinsella Shopaholic			
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

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

UNIT II

Greetings and SelfIntroduction
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	**References Books** **(Latest editions, and the style as given below must be strictly adher**ed to)
1.	Understanding Body Language by Alan Pease.
2.	Bill Mascull, Business Vocabulary in Use
3 **UNIT V** Work place Communication	Asha Kaul. Effective Business Communication
4 Team Management Leadership Skills	S.K. Mandel. Effective Communication and Public Speaking
Problem Solving Skills	**Web sources**
1. Decision Making	www.researchgate.net
2. Negotiation	https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms- 308048
3.	https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION

Course Outcomes	**Course Outcomes** **On completion of this course, students will;**	
4.	https://akpsi.org/what-is-oral-communication/	
5	https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/	
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 (LatestEditions)		
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	

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 VII - POST-COLONIAL LITERATURE

Course Code YEAR/ SEMEST ER	Course Name	Categ ory	L	T	P	O	Cre dit s	Inst .Ho ur s	Marks CIA	Ext ern al	Total
II YEAR/ III SEMESTER	Post-Colonial Theory and Literature	Core	Y	Y	-	-	5	6	25	75	100

	Learning Objectives
LO1	To examine and understand the current socio-political mood in 'third-world' countries through the study of their fiction and poetry.
LO2	To familiarize students with 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 postcolonial literatures and theory.
LO5	Recognize the critical perspectives in Postcolonial literatures.

Details

UNIT I – Key Concepts
     Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism,
     Hegemony, Creolization, Diaspora, Syncretism, Hybridity, Ethnography

UNIT II – Poetry
     Kofi Awonoor – 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)
     Syed Amanuddin – Don't Call Me Indo-Anglian (India)

UNIT III – Drama
     Wole Soyinka – Death and the King's Horseman (Africa)
     Derek Walcott – Dream on Monkey Mountain
     (Caribbean)

UNIT IV – Fiction/Short Story
     Bapsi Sidwa – Ice-Candy Man (Pakistan)
     Gita Mehta – A River Sutra (India)
     Kate Grenville – Mate (Australia)

UNIT V – Prose
     Ashcroft, Gareth Griffiths, and Helen Tiffin – The Empire Writes Back, Chapter 1
     Edward Said – Introduction to Orientalism

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 postcolonial literature	PO6,P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7,PO8

Text Books (Latest Editions)	
1.	Macaulay'sMinuteof1831/35.
2.	Post-Colonial Studies: eds. Ashcroftet.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

CORE VIII-CONTEMPORARY LITERARY CRITICISM

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
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 evaluating critically and aesthetically the prescribed texts.
LO5	To enable 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 Human Sciences - Jacques Derrida
The Structural Study of Myth – Claude Lévi-Strauss

UNIT III

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

UNIT IV

From Work to Text – Roland Barthes
Capitalism, Modernism, and Postmodernism – Terry Eagleton

UNIT V

The Deconstructive Angel – M. H. Abram

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 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-englis h/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	L	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 to the sounds of the English language.
LO2	To familiarize the learners with word meaning.
LO3	To enable learners to comprehend linguistic concepts.
LO4	To expose them to the 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		
CO1	On completion of this course, students will;	
CO2	Recognize the historical background of Language and Literature	PO1,PO3
CO3	Apply the linguistic form to language use	PO1
CO4	Comprehend the classification and description of Word change	PO4
CO5	Analyze the syntactic, grammatical and semantic patterns	PO6,PO8
Course Outcomes	Demonstrate a fair knowledge of nature of language and its functions	PO9,PO10

TEXT BOOKS

☐ Wallwork, J.F. (Year). *Language and Linguistics: An Introduction to the Study of Language*. Cambridge University Press.

☐ Yule, George. (Year). *The Study of Language*. Cambridge University Press.

Web sources

https://linguistics.ucla.edu/people/stabler/20-14.pdf

https://viancep2012.files.wordpress.com/2012/10/english-language.pdf

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
IIYEAR/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
Caste an Studies on caste(colonial/postcolonial) study on caste by laksminarasu
Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race an 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)

Gendering caste: through a feminist lens by - uma chakravaaarti Can the Sub altern Speak– Gayathri Spivak

UNIT IV–Drama

C.T. Indra (Translation) – Nandan
Jack Davis – No Sugar

UNIT V- **Fiction /Short Stories**
Jeanette Winters on – Oranges are not Only
Fruit Imayan- Pethavan
Edgar Allen Poe – Hop frog [from Edgar Allen Poe: Poems and Tales]
Short Stories
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	Analyzea 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

ELECTIVE V–TRAVEL WRITING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst.Hours	Marks		
									CIA	External	Total
IIYEAR/ III SEMESTER	**Travel Writing**	Elective - V	Y	Y	-	-	3	3	25	75	100

Learning Objectives	
LO1	To introduce the learners to 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 with different socio-cultural dimensions of prescribed texts.

Details

UNIT - I

Chapters1,2,3 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 ecological and environmental realities	PO7
CO4	Appreciate the differences in socio-political and cultural backgrounds 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 toTravel 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 PostcolonialTravelWritings:CriticalExplorations,ed.JustinDEdwardsandRune 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%20Lit rature)%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

SEC- II - ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S	Credit	Inst. Hours	Marks		
									CIA	External	Total
IIYEAR/II SEMESTER	**ENTREPRENEURSHIP DEVELOPMENT**	Skill Enhancement Course	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 the term 'Entrepreneurship' - Factors influencing Entrepreneurship - Psychological factors - Social factors - Economic factors - Environmental factors. **UNIT II** Characteristics of an entrepreneur - Types of entrepreneurs: 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	Analyze 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.	PO3, PO8

Text Books (Latest Editions)	
1.	C J Cornell .The Age of Metapreneurship:Ajourney 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,PenguinBooks,2020.

References Books (Latest editions, and the style as given be low must be strictly adhered to)	
1.	Kashyap, Karan. Go Startup.FingerprintPublishing,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

CORE XI- COMPARATIVE LITERARURE AND CLASSICS IN TRANSLATION STUDIES

Course Code YEAR / SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst.Hours	Marks		
									CIA	External	Total
IIYEAR/IV 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 regional languages through representative texts in English translation.
LO3	To equip students with skills as well as the politics of translation.
LO4	To focus on important dimensions of culture through the prescribed texts.
LO5	To understand the nuances of translation.

Details

UNIT I - POETRY
1. Thirukural-

Division I - Righteousness/Virtue

Chapter 4 :The Power of Righteousness/

Chapter 30: Truthfulness

Division II –Chapter 79: Friendship

Division III- Chapter 118: Love

2. Sangam Poetry - Translations by A.K.Ramanujan - Modern Tamil Literature [This is a hyperlink]
3. Omar Khayyam: The Rubaiyat: 68-72
4. Rumi: Let Go of Your Worries, Look at Love, I died from Minerality
5. Baudelaire : Correspondences

UNIT II - PROSE
1. Maxim Gorky : On Literature- "How I learnt to write"
2. A.K.Ramanujan: 'On Ancient Tamil Poetics'

UNIT III – DRAMA
1. Silapathikaram- The Epic of the Anklet
2. Sophocles: Oedipus Rex
3. Bhasa: Urubhangam

UNIT IV FICTION
1. Kafka : The Trial
2. Dostoevsky : Notes from Underground
3. Hermann Hesse : Siddhartha.

UNIT V SHORT STORIES
1. Nikolai Gogol : The overcoat
2. Ryunosuke Akutagawa : Rashomon
3. Guy de Maupassant: "The Convert"
4. Leo Tolstoy: "The Empty Drum"
5. C.S. Lakshmi(ambai) : Squirrel
6. Ki. Rajanarayanan : The Chair

UNIT V THEORY OF TRANSLATION
Vinay Dharwadkar : A.K. Ramanujan's Theory and Practice of Translation

Key concepts: Challenges of translating Prose, Poetry, Drama, Ficiton, science texts, religious texts, Official Documents (agenda, Law, bank slips, reservation forms)

Course Outcomes		
Course Outcomes	On completion of this course, students will:	
CO1	Understand the systematic study of translation.	PO1,PO3
CO2	Comprehend the dimensions of language and its nuances essential for translation.	PO2,PO5
CO3	Gain exposure to effective translation.	PO4
CO4	Be equipped with skills as well as the politics of translation.	PO6,PO8
CO5	Explore literature in 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 Literature, Macmillan, London	
3	R.Azhagarasan & Ravikumar Anthology of Tamil Dalit riting(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/
6	https://www.omarkhayyamrubaiyat.com/text.htm
7	https://allpoetry.com/Let-go-of-your-worries
8	https://stuffjeffreads.wordpress.com/2014/01/24/correspondences-by-charles-baudelaire/
9	https://www.tamilliterature.in/sangam-poetry-translations-k-ramanujan/

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 -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
IYEAR/I SEMESTER	**Approaches To English Language Teaching**	CORE	Y	Y	-	-	5	6	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 :LSRW 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- LSRW 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-langu age-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E 1504138AF17
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

PROJECT WITH VIVA VOCE / PROJECT AND RESEARCH METHODOLOGY

CourseCode YEAR/ SEMESTER	Course Name		L	T	P	O	Credits	Inst. Hours	CIA	External	Total
										Marks	
IIYEAR/IV SEMESTER	**PROJECT WITH VIVA VOCE / PROJECT AND RESEARCH METHODOLOGY**		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 designs and 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, Co-authors, 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(EnglishLiteratureResearchGuide)
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 VI - English Literature for NTA, NET, SET & GATE

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
II YEAR / IV SEMESTER	**English Literature for NTA NET, SET & GATE**	Elective	Y	Y	-	-	3	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	Practice 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 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 II – ENGLISH FOR CAREERS

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
									Marks		
IIYEAR/ IV SEM ESTER	**ENGLISH FOR CAREERS**	Professional Competency Skill	Y	Y	-	-	2	4	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 abroad 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 communications kills

UNIT II

Features of Effective Writing, Business correspondence, E-Mail, Report writing and it 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	Pickup 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 & editions View=true**
2.	**https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNO LOGY_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