



**THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE-632115**

M.A.ENGLISH

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 – 2024**

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1. **CognitiveDomain**

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

2. **AffectiveDomain**

3. **PsychomotorDomain**

4. **StructureofCourse**

CourseCode	CourseName		Credits
LectureHours:(L) perweek	TutorialHours: (T)perweek	LabPractice Hours:(P)perweek	Total:(L+T+P) perweek
CourseCategory:	Year&Semester:	AdmissionYear:	
Pre-requisite			
LinkstootherCourses			
LearningObjectives: (forteachers:whattheyhavetodointheclass/lab/field)			
CourseOutcomes: (forstudents:Toknowwhattheyaregoingtolearn)			
CO1 : CO2 : CO3 : CO4 : CO5:			
Recap: (notforexamination)Motivation/previouslecture/relevantportionsrequiredforthe course)[Thisisdoneduring2Tutorialhours)			
Units	Contents		RequiredHours
I			17
II			17
III			17
IV			17
V			17
Extended Professional Component (is a part of internal component only,Notto	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE /TNPSC / others tobe solved (To be discussed during the Tutorial hour)		

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

3. Learning and Teaching Activities

Topicwise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

Workload

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 Testers similar	2	4
Model Testers 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

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.

Assessment Details:

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

8. TEACHING METHODOLOGIES

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

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

Assignment, Class Test, Sliptest

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

Applications, Use of Language enhancement software.

Introducing students to applications before teaching the theory

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

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

Other university websites.

9. Faculty Course File Structure

k. Teaching Materials (PPT, OHP etc)

CONTENTS

l. Lecture Notes

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

- m. HomeAssignmentQuestions
- n. TutorialSheets
- o. RemedialClassRecord,ifany.
- p. ProjectsrelatedtotheCourse
- q. LaboratoryExperimentsrelatedtotheCourses
- r. InternalQuestionPaper
- s. ExternalQuestionPaper
- t. SampleHomeAssignmentAnswerSheets
- u. Three best, three middle level and three averageAnswersheets
- v. ResultAnalysis(COwiseandwholeclass)
- w. Question Bank for Higher studies Preparation (GATE/Placement)
- x. Listofmenteesandtheiracademicachievements

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
1.2Core-II	5	7	2.2Core-V	5	6	3.2Core-VII	5	6	4.2Core-XII	5	6
1.3Core-III	4	6	2.3Core-VI	4	6	3.3Core-IX	5	6	4.3Projectwithvivavoce	7	10
1.4Discipline Centric Elective-I	3	5	2.4 Discipline Centric Elective-III	3	3	3.4Core-X	4	6	4.4Elective - VI(Industry / Entrepreneurship) 20% Theory 80%Practical	3	4
1.5Generic Elective-II:	3	5	2.5 Generic Elective-IV:	3	3	3.5 Discipline Centric Elective -V	3	3	4.5 Skill Enhancementcourse / Professional CompetencySkill	2	4
			Skill Enhancement I	2	4	Skill Enhancement II	2	3	4.6 Extension Activity	1	
			Human Rights	2	2	3.7Internship/ Industrial Activity	2	-			
			MOOC Course	2	-						
	20	30		26	30		26	30		23	30
TotalCreditPoints-95											

**ChoiceBasedCreditSystem(CBCS),LearningOutcomesBasedCurriculumFramework(LOCF)
Guideline Based Credits and Hours Distribution System
for all Post –Graduate Courses including LabHours**

FirstYear–Semester–I

Part	ListofCourses	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	ListofCourses	Credits	No. of Hours
	Core–IV	5	6
	Core–V	5	6
	Core–VI	4	6
	Elective–III	3	3
	Elective–IV	3	3
	SkillEnhancementCourse[SEC]-I	2	4
	HUMAN RIGHTS	2	2
	MOOC	2	-
		26	30

SecondYear–Semester–III

Part	ListofCourses	Credits	No. of Hours
	Core–VII	5	6
	Core–VIII	5	6
	Core–IX	5	6
	Core(IndustryModule)–X	4	6
	Elective–V	3	3
	SkillEnhancementCourse-II	2	3
	Internship/IndustrialActivity[Credits]	2	-
		26	30

Semester-IV

Part	ListofCourses	Credits	No. of Hours
	Core–XI	5	6
	Core–XII	5	6
	ProjectwithVIVA VOCE	7	10
	Elective–VI(IndustryEntrepreneurship)	3	4
	SkillEnhancementCourse–III/ProfessionalCompetencySkill	2	4
	ExtensionActivity	1	-
		23	30

Total95CreditsforPGCourses

12. Methods of Assessment

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

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

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

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

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 (10x2=20 Marks) Answer ALL questions Each Question carries 2 mark
Memory Recall/Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	Question 1 to Question 10
	Part-B (5x5=25 Marks) Answer ALL questions Each question carries 5 Marks
Descriptions/ Application (problems)	Either-or Type Both parts of each question from the same UNIT
	Question 11(a) or 11(b) To Question 15(a) or 15(b)
	Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis/Synthesis/Evaluation	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

Each question should carry the course outcome and cognitive

level For instance,

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

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 Competitive exams
4. English for Career (Professional Competency Skill - I)
5. Technical Writing (Professional Competency Skill - II)

Credit Distribution for MAENGLISH**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	3
	Elective Course-IV Literature and Film	3	3
	Skill Enhancement Course [SECI]-Employability Skill	2	4
	Human Rights	2	2
	MOOC	2	-
		26	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 English For Careers	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 Entrepreneurship Development	3	4
	Project with VIVA VOCE Project and Research Methodology	7	10
	Choose any one paper Skill Enhancement Course–English for Competitive Exams / Professional Competency Skill – I – English for Career / Professional Competency Skill -II-Technical Writing	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	CourseName	Category	L	T	P	O	C re di ts	I n s t · H o u r s	Marks		
									CI A	E x t e r n a l	Total
YEAR/ SEM	POETRY	Core	Y	Y	-	-	5	7	25	75	100
IYEAR/ I SEM											
LearningObjective											
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"											

UNITIV	Eighteenth Century Poetry– Dryden "Absalom and Achitophel" Lines 150 – 476 Gray- Ode to a Distant Prospect of Eton College	
UNITV	Modern Poetry Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H. Auden: "Elegy on the Death of W.B. Yeats" Dylan Thomas: "Do Not Go Gentle Into That Good Night" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging"	
		Programme Outcomes
CO	On completion of this course, students will	
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	PO5, PO6
3	Critically evaluate the literary language of the texts Prescribed.	PO7
4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing Effectively	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard edition 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

MappingwithProgrammeSpecificOutcomes

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentageofC ourse 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		
									CI A	External	Total
YEAR/ SEME STER	<u>Drama</u>	Core	Y	Y	-	-	5	7	25	75	100
IYEAR/ I SEM											
Learning Objective											
LO1	To acquaint the students with the origin of drama in England										
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.										
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.										
LO4	To enable the students to identify different forms of drama										
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.										
Details											
UNIT I Beginnings of Drama- Miracle and Morality Plays-Everyman The Senecan and Revenge Tragedy-Thomas Kyd-The Spanish Tragedy											
UNIT II Elizabethan Theatre- Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone											

UNIT III Jacobean Drama -John Webster-The White Devil		
UNIT IV Restoration -William Congreve-The Way of the World Irish Dramatic Movement-J.M Synge-The Playboy of the Western World		
UNIT V Epic Theatre -Bertolt Brecht-Mother Courage and her Children Comedy of Menace-Harold Pinter-Birthday Party Post-Modern Drama-Samuel Beckett-Waiting for Godot		
Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse	PO3, PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6, PO7, PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10
Text Book		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	

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

MappingwithProgrammeSpecificoutcomes:

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

COREIII-FICTION

CourseCode	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
YEAR/ SEMESTER	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 learner to identify and differentiate various forms of novels.										
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.										
Details											
<p>UNIT I - Definition, types, narrative modes - Samuel Richardson - Pamela</p> <p>UNIT II - Oliver Goldsmith – The Vicar of the Wakefield Jonathan Swift-Gulliver’s Travels Daniel Defoe-Robinson Crusoe</p> <p>UNIT III-Jane Austen-Emma Emily Bronte–Wuthering Heights</p> <p>UNIT IV–Charles Dickens–Hard Times William Makepeace Thackeray-Vanity Fair</p> <p>UNIT V-Liberal Humanism, Individual Environment and Class Issues. D.H. Lawrence: The Rainbow James Joyce-Portrait of the Artist as a Young Man</p>											

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

MappingwithProgrammeOutcomes:

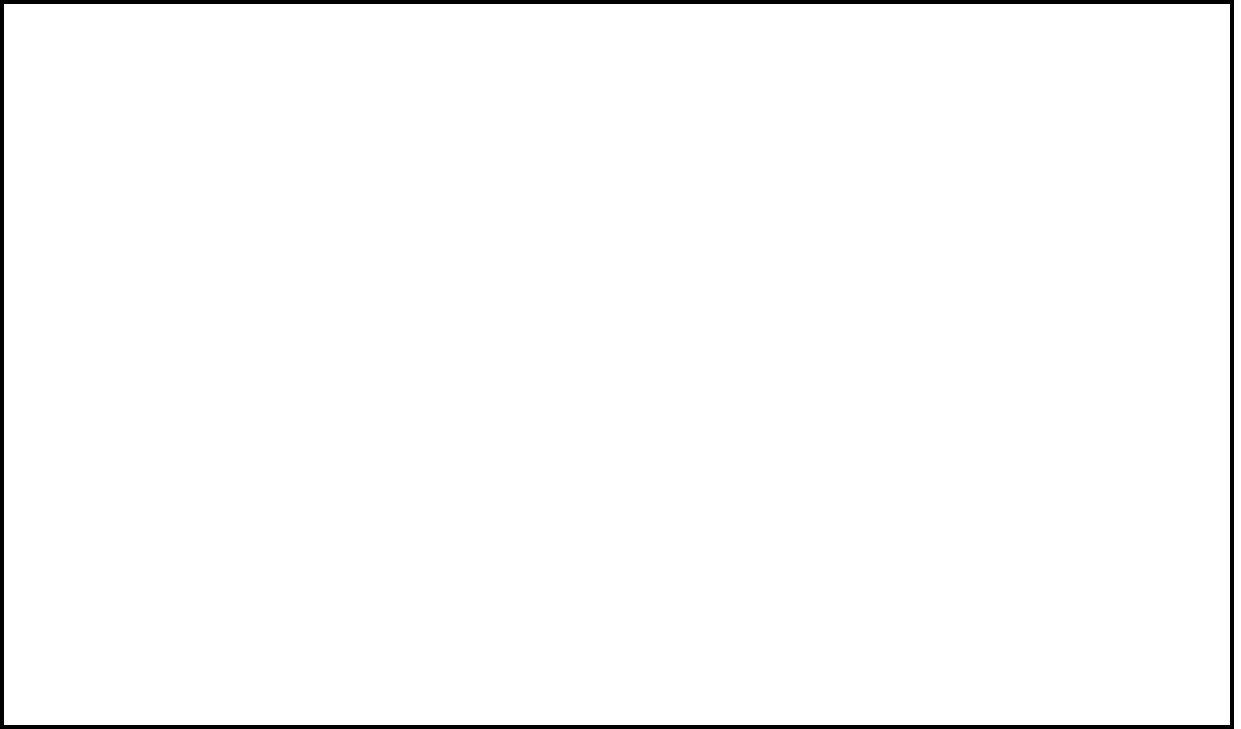
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

MappingwithSpecificOutcomes:

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	CourseName	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	Ext	Total
I YEAR/ II SEMESTER	Indian Writing in English	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	Enabling the student to understand the evolution of Indian Writing in English.										
LO2	To enable the 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											
<p>UNIT I-Aurobindo: Tiger and the Deer, Rose of God, Toru Dutt: The Lotus, The Casuarina Tree , Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II-Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise. A.K. Ramanujan – A River</p> <p>UNIT III-Tagore- Chandalika Vijay Tendulkar – Silence, the courtis in Session</p> <p>UNIT IV - Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’) Dr. S. Radhakrishnan : Emerging World Society, Dr. A.P.J. Abdul Kalam: Orientation (Wings of Fire).</p> <p>UNIT V – Mulk Raj Anand – Two Leaves and a Bud R.K. Narayan - The Guide Chitra Banerjee Divakaruni - The Palace of Illusions Shashi Taroor – Riot</p>											



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

MappingwithProgrammeOutcomes:

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

MappingSpecificOutcome:

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**

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	American Literature	Core	Y	Y	-	-	5	6	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To explore the origin and growth of American Literature										
LO2	To introduce the students to the basic traits of American Literature and its cultural history.										
LO3	To introduce the students to eminent writers of America and their works										
LO4	To introduce the concepts and emerging trends and movements in American literature										
LO5	To evaluate and analyze the works of the works prescribed										

Details

UNIT I-POETRY

Walt Whitman-

Out of the Cradle Endlessly Rocking Emily Dickinson-

The Soul Selects Her Own Society ,

Robert Frost- After Apple Picking

E.E. Cummings-

Cambridge Ladies Wallace Stevens-

Anecdote of the Jar

Sylvia Plath "Lady Lazarus"

Annie Lexton – Wanting to Die

Robert Lowell – Skunk Hour

Adrienne Rich- Snapshot of a Daughter-in-law

UNIT II -Prose - Emerson - The American Scholar

Amy Tan- Mother Tongue

Thoreau- Walden (Chapter "Pond")

UNIT III-Drama-Arthur Miller-Death of a Salesman,

Tennessee Williams-A Street Car Named Desire

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 Romantic 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	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	, Marcus Cunliffe: Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

CORE-VI-SHAKESPEARE STUDIES

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

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

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

Mapping with Programme Outcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

SEMESTER-III CORE

VII - POST-COLONIAL LITERATURE

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	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 Post colonial 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) Lakshmi Vikram Simha - 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-Anglican (India)											

UNITIII - DramaWole Soyinka: *Death and the King's Horsemen* (Africa)Derek Walcott: *Drum on the Mountain* (Caribbean)**UNITIV –Fiction/Short Story**Bapsi Sidwa – *Ice Candyman*. (Pakistan)**Gita Mehta- *A River Sutra* (India)****Kate Grenville – *Mate* (Australia)****UNITV–Ashcroft, Gareth Griffiths and Helen Tiffin: *The Empire Writes Back*-Chapter 1 (Prose)****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

TextBooks (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

MappingwithProgrammeSpecificOutcomes:

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

SEMESTER–III

COREVIII-CONTEMPORARYLITERARYCRITICISM

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
IIYEAR/III SEMESTER	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100
LearningObjectives											
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 learner to focus on evaluate critically and aesthetically the prescribed texts										
LO5	To enable students to compare significant poetic and aesthetic traditions of the world.										
Details											
<p>UNIT I Chapter XIV (From Biographia Literaria- S.T.Coleridge The Archetypes of Literature – Northrop Frye</p> <p>UNIT II Structure, Sign and Play in the Discourse of Human Sciences : Derrida The Structural Study of Myth – Claude Levi Strauss</p> <p>UNIT III Irony as Principle of Structure : Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud</p> <p>UNIT IV From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton</p> <p>UNIT V The Deconstructive Angel: M.H. Abrams</p>											

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

CORE-IX:LANGUAGEANDLINGUISTICS

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
								C I A	E x t e r n a l	T o t a l
IIYEAR/III SEMESTER	LanguageandLinguistics	Core	Y	-	-	5	6	25	75	100
LearningObjectives										
LO1	TointroducethelearnerssoundsofEnglishLanguage									
LO2	Tofamiliarizethelearnerswiththewordmeaning									
LO3	Toenablelearnerstocomprehendinglinguisticconcepts									
LO4	Toexposethemtotheoreticalandpracticalmanifestationsoflinguistics.									
LO5	Tofamiliarizelearnerswiththediscourseoflinguistics									
Details										
UNITI										
Sounds of Language (I)										
SoundsofLanguage(II)										
Word Meaning										
UNITII										
Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs										
UNITIII										
PhrasesandSentences:Grammar										
Grammar, Types of Grammar, Parts of Speech , Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach , Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence										

UNITIV

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

Polemical Essays: Selection from The Telling It Collective.

UNITV

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

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

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

ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)
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1	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.
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Websources

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

COREX–WRITINGSOFTHEMARGINALIZED

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	WritingsoftheMarginalized	Core	Y	Y	-	-	4	6	25	75	100
IIYEAR/III SEMESTER											
LearningObjectives											
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	TounderstandthelimitationsofSubalternstudies.										
LO4	Toenablelearnerstoidentifyandappreciatetheaestheticpositionsofthesetexts										
LO5	Tofacilitatethelearnerstoidentifytheissuesaroundtheworld										
Details											
UNITI Caste an Studies on caste(colonial/postcolonial) study on caste by laksminarasu Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race anIndigenous people, Refugees, Migration and immigrants UNITII–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 - umachakravaaarti
CantheSubalternSpeak–GayathriSpivak

UNIT IV – Drama

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

UNIT V- Fiction/Short Stories

Jeanette Winterson – 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	Analyze a literary text with reference to socio-political issues	PO3, PO4
CO4	Recognize the predicament of the marginalized people	PO6, PO8
CO5	Experience the subaltern nation and people through the texts prescribed	PO9

**Text Books
(Latest Editions)**

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

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

1.	Reading Subaltern Studies: Critical History by David Ludden
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Websites	
1	www.ambedkar.org
2	https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

SEMESTER-IV

COREXI-COMPARATIVE LITERATURE AND CLASSICS IN TRANSLATION STUDIES

Course Code YEAR / SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/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 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											
UNIT I POETRY											
1. Thirukural- <ol style="list-style-type: none"> a. Division I - Righteousness/Virtue Chapter 4 :The Power of Righteousness/ Chapter 30: Truthfulness b. Division II – Chapter 79: Friendship c. 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, Fiction, 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	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
CO3	Exposure to effective translation	PO4
CO4	Equipped in the skills as well as the politics of translation.	PO6, PO8
CO5	Exposure to literature in the regional languages through representative texts in English translation	PO9
Text Books (Latest Editions)		
1.	Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin	
References Books		
(Latest editions, and the style as given below must be strictly adhered to)		

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

CORE–XII-AGLIMPSEOFNOBEL LAUREATES

CourseCodeY EAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	AGlimpseOfNobelLaureates	Core	Y	Y	-	-	5	6	25	75	100
IIYEAR/ IV SEMESTER											
LearningObjectives											
LO1	TointroducethelearnerstotheNobelLaureatesofvariousgenresofLiterature										
LO2	ToexposethestudentstotheideasandconceptsoftheNobelLaureates										
LO3	ToacquaintstudentswiththeissuesdealtintheworksoftheNobelLaureates										
LO4	TotrainstudentstocriticallyanalyzethetextsofNobelLaureates										
LO5	ToenablethelearnerstorecognizethecontributionoftheNobelLaureatestothe society										
Details											
UNITI-POETRY											
PabloNeruda-IfYouForgetMe, A song of Despair Ode totheOnion Octavio Paz -The Street ThePoweroftheDog-RudyardKipling Oracle - Seamus Heaney											
UNITII-PROSE											
George BernardShaw – Spoken English and Broken English Chinua Achebe – A Novelist as a Teacher											
UNITIII DRAMA											
The Caretaker - Harold Pinter Justice: John Galsworthy											
UNITIV/ SHORT STORIES											
ShortStories by Alice Munro The Turkey Season Differently Runaway The bear Came over the mountain boys an girls											
UNITV											
The Pearl-john Steinbeck One hundred Years of solitude-Gabriel GarciaMarquez											

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

MappingwithProgrammeSpecificOutcomes:

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

COREXIII–PROJECTANDRESEARCHMETHODOLOGY

CourseCode YEAR/ SEMESTER	CourseName	C ateg o r y	L	T	P	O	C re di ts	I ns t · H ou rs	Marks		
									CI A	E x t e r n a l	T o t a l
	Project And Research Methodology	Core	Y	Y	-	-	7	10	25	75	100
IIYEAR/IV SEMESTER											
LearningObjectives											
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 Parentheses
- 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

<p>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</p> <p>Internal Assessment: Writing a Research Article (Not to be included for Semester End Exam)</p> <p>UNIT V</p> <p>PROJECTWORK</p>
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Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Comprehend the structure of a Research Thesis through hits 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, 9 th 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 Chitragad Omega Publishers 2017. 3. Academic Writing : Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.		
Websites		
1. https://instr.iastate.libguides.com/c.php?g=176765&p=1171775 (English Literature Research Guide) 2. https://libraryguides.oswego.edu/english/websites 3. https://www.rosemont.edu/library/online-resources/research-websites.php 4. https://shodhganga.inflibnet.ac.in/		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M

CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVE-I-SCIENCEFICTION,FANTASYANDETECTIVELITERATURE

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
YEAR/ SEMESTER	Science Fiction, Fantasy and Detective Literature	Elective - I	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
CO1	TofamiliarizestudentswithdifferentformsofScienceFiction,FantasyandDetectiveFiction										
CO2	ToenablethemtoidentifythebasicStructureandthemesofScienceFiction										
CO3	Tofacilitatethelearnerstoappreciatethefundamentalfeaturesinfantasyfiction										
CO4	Toenhancestudents'knowledgetoidentifythebasicStructureandthemesofScienceand detectivefiction										
CO5	Toinvolvebestudentstoaclosereadingimportantrepresentativetexts										
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 G. Wells : The Woman in White G. Wells : The Time Machine											
UNIT IV FANTASY FICTION Peter Straub : Shadowland Gabriel García Márquez: <i>One Hundred Years of Solitude</i>											

UNITY SHORT STORIES Edgar Alan Poe: The Murders in the Rue Morgues E.M. Forster : The Machine Stops Isaac Asimov : The Last Question		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
CO3	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	PO10
Text Books (Latest Editions)		
	1. Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011. 2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009. 3. Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		

	<ol style="list-style-type: none"> 1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009. 2. Zembo, 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.
	WEBRESOURCES
	https://archive.org/details/EncyclopediaOfScienceFictionhttps://www.britannica.com/art/science-fictionhttps://archive.org/details/mammothencycloped0000unse_m8s5https://www.britannica.com/art/detective-story-narrative-genrehttps://archive.org/details/shadowland00pete_1https://archive.org/details/isaac-asimov-the-last-question

Mapping with Programme Outcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVE-II-APPROACHESANDMETHODSINENGLISHLANGUAGE TEACHING

CourseCode	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
YEAR/ SEMESTER	ApproachesToEnglish Language Teaching	Electiv e - II	Y	Y	-	-	3	5	25	75	100
LearningObjectives											
LO1	ToenhancethelearningandteachingskillsofEnglish										
LO2	TofamiliarizestudentsaboutthebasicconceptsandtheoriesrelatedtoEnglish languageteaching										
LO3	Tofocusontheproblemsinlanguageteaching										
LO4	Exploredifferentwaysofstesting										
LO5	Practicewritinglessonplansandteaching										
Details											
UNIT I TheGrammar– TranslationmethodThe Direct method The Audio-Lingual method. Oral situational Approach UNIT II TheCommunicativeApproach TaskbasedLanguageTeaching:LSRWSkills,GrammarandVocabulary UNITIII ContentandLanguageIntegratedLearning UNITIV TestingandEvaluation NormvsCriterion-ReferencedTesting UNITV LessonPlanning TeachingPractice:LessonPlans											

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-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17	
5.	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf	

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage 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	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	Life Writings	Elective - III	Y	Y	-	-	3	4	25	75	100
I Y E A R / S E M E S T E R											
Learning Objectives											
LO1	To introduce life writing as an important genre in literary studies.										
LO2	To make students realize the literary significance of life writings.										
LO3	To make students understand various functions of life writing.										
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works										
LO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality										
Details											
Unit I:											
Defining Kinds of Life Writing (1-4 from Sidonie Smith)											
Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative											
	1. Carole Angier	:	Biography (Essay) (pp. 47-63) <i>The Arvon Book of Life Writing: Writing biography, autobiography and memoir</i> Sally Cline, Carole Angier								
	2. Sally Cline	:	Autobiography (Essay) (pp. 64-81) <i>The Arvon Book of Life Writing: Writing biography, autobiography and memoir</i> Sally Cline and Carole Angier								
	3. Sidonie Smith	:	Fifty-two Genres of Life Narrative (pp. 183-208) Appendix A, <i>Reading Autobiography: A Guide for</i>								

SidonieSmithandJuliaWatson

UnitII:Autobiography(BTCL-K2,K4)

1. MaliniChib : OneLittleFinger(Autobiography)
2. ManobiBandopadhyay: AGiftofGoddessLakshmi

UnitIII:MemoirsandTestimonials(BTCL-K2,K4)

1. ViktorFrankl : Man’sSearchforMeaning(Memoir)
2. MouridBarghouti : ISawRamallah(Memoir)
3. UrvashiButalia : TheOtherSideofSilence:VoicesfromthePartition
(Memoir/Testimonials)

UnitIV:LiteraryWorks(Drama)(BTCL-K2,K4)

1. EugeneO’Neil : LongDay’sJourneyintoNight

UnitV:AutofictionandShortLifeNarratives(BTCL-K2,K4)

1. ChristopherIsherwood : GoodbyeToBerlin(Autofiction)
2. NandiniOza : Homeless:Revli’sStory
WhitherJustice:StoriesofWomeninPrison

CourseOutcomes

Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Becomefamiliarwithvarioussubgenresoflifewriting.	PO2
CO2	Sensitize themselves to the predicament of various marginalized sections.	PO3,PO6
CO3	Comprehendthesignificanceoflifewritingasaliterary 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

**TextBooks
(Latest
Editions)**

1. Sally Cline and Carole Angier, *The Arvon Book of Life Writing: Writing biography, autobiography and memoir.*
2. SidonieSmithandJuliaWatson,*ReadingAutobiography:AGuideforInterpretingLife Narratives.*

ReferencesBooks

1.	LauraMarcus–Auto/ Biographicaldiscourses:Theory,CriticismandPractice
Websources	
1	https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053
2.	https://rupkatha.com/V13/n1/v13n120.pdf

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVEIV-LITERATUREANDFILM

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
IYEAR/II SEMESTER	LITERATUREANDFILM	Elective - IV	Y	Y	-	-	3	4	25	75	100
LearningObjectives											
LO1	Findingthepopularinterestinfilmswithtechnicalandsocio-culturaldimensions offilmappreciation.										
LO2	Understandingthebondbetweenthefilmsandliterature.										
LO3	Analyzingtheliterarytextsincomparisonwiththefilms.										
LO4	Criticalappreciationoffilmsinthebackgroundofliterarytheories.										
LO5	Tracingthedifferentiationinfilmsfromdifferentpartsoftheworld.										
Details											
UNITI Shakespeare-Othello(TextAndFilm)											
UNITII MaryShelly–Frankenstein(TextAndFilm)											
UNITIII CharlesDickens-Ataleoftwocities(TextAndFilm)											
UNITIV G.B.ShawPygmalion(MyfairLady)TextAndFilm											
UNITV J.K.Rowlings-HarryPotterandtheChamberofSecrets(TextandFilm)											

Movies for Appreciation

1. A Few Good Men- Legal Drama by Aaron Sorkin's 1989
 2. Confessions of a Shopaholic- Sophie Kinsella
 3. Elippathayam- Adoor Gopalakrishnan
- Bridges on River Kwai- Novel to Film

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

CO4	Critical appreciation of films	PO6, PO8
CO5	Analysing film form effectively	PO10
Text Books (Latest Editions)		
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol. I, Edition Seagull Books, Calcutta.	
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.	
3.	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.	
Web Resources		
1.	www.academicinfo.net/film.html .	
2.	https://www.norton.com/books/9780393420531	
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko	
4.	https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms	
5.	https://guides.library.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

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVE V – TRAVEL WRITING

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/III SEMESTER	TravelWriting	Elective -V	Y	Y	-	-	3	3	25	75	100
LearningObjectives											
LO1	To introduce the learner the genre of Travel Writing										
LO2	To highlight the significance of travel writing and its features										
LO3	To enable the learner to identify the themes of varied texts										
LO4	To facilitate the student to identify rhetorical devices in texts										
LO5	To familiarize the student with different socio-cultural dimensions of prescribed texts										
Details											
<p>UNIT I Chapters 1,2,3 from Travel Writing by Carl Thompson Introduction Defining the Genre Travel Writing through the Ages: An Overview</p> <p>UNIT II Roy Moxham: The Great Hedge of India</p> <p>UNIT III William Dalrymple: Nine Lives in Search of the Sacred in India</p> <p>UNIT IV V.S. Naipaul: An Area of Darkness</p> <p>UNIT V The Following essays from Cambridge Companion to Travel Writing “Travelling to write” by Peter Hulme “Travel Writing and Gender” by Susan Basnett “Travel Writing and Ethnography” by Joan Pau Rubes</p>											

	Total	90
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge about various writers of the genre	PO1, PO2
CO2	Identify the unique characteristics of travel writing	PO3, PO4
CO3	Study literary texts as part of the ecological and environmental realities	PO7
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6, PO8
CO5	critically 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 Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin DEdwards 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

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVEVI-ENTREPRENEURSHIP DEVELOPMENT

CourseCodeY EAR/ SEMESTER	CourseName	Ca teg ory	L	T	P	S	Cre dit	I n st · H o u rs	Marks		
										Ext ern al	T ot al
	ENTREPRENEURSHIP DEVELOPMENT	Skill Enhan cemen t Course	Y	Y	-	-	2	3	25	75	100
IIYEAR/III SEMESTER											
LearningObjectives											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	Todeveloptheabilityofanalsyingandunderstandingbusinesssituationsin whichentrepreneursact.										
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	Tohelpthemmastertheknowledgenecessarytoplanentrepreneurialactivities.										

Details

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Course Outcomes

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

CO2	Analyse the business environment in order to identify business opportunities	PO1,PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4,PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4,PO5,PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3,PO8
Text Books (Latest Editions)		
1.	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	

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

ELECTIVE –VII-THEATREART

Course Code Year/semester	CourseName	Ca teg ory	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/IV SEMESTER	TheatreArt	Elective - IV	Y	Y	-	-	3	4	25	75	100
LearningObjectives											
LO1	To introduce the learner 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											
<p>UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.</p> <p>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, The Indian Theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.</p> <p>UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage</p>											

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

UNIT V - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles

Course Outcomes

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

Text Books (Latest Editions)

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

1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press, 2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Websources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

SECI-EMPLOYABILITYSKILLS

CourseCodeY EAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	Cred it	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
	EMPLOYABILITYSKILLS	Skill Enhan cemen t Course	Y	Y	-	-	2	4	25	75	100
IYEAR/II SEMESTER											
LearningObjectives											
LO1	To provide the students with an ability to build and enrich their communication skills.										
LO2	To outline the importance of Employability Skills for the current job market and future of work										
LO3	To facilitate the learner 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 LS
RW Skills

UNIT II

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

UNIT III

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

UNIT IV

Self-Management
Stress Management
Time Management
Emotional Intelligence

UNIT V

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

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

ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)	
1.	UnderstandingBodyLanguagebyAlanPease.
2.	BillMascull,BusinessVocabularyinUse
3	AshaKaul.EffectiveBusinessCommunication
4	S.K.Mandel.EffectiveCommunicationandPublicSpeaking
Websources	
1.	www.researchgate.net
2.	https://business.tutspplus.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/

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

SECII-ENGLISHFORCAREERS

CourseCode YEAR/ SEMESTER	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
IIYEAR/IVSEM ESTER	ENGLISHFORCAREERS	Profes sional Comp etency Skill	Y	Y	-	-	2	3	25	75	100
LearningObjectives											
LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO2	IntroducekeyissuespertainingtoSecondLanguageAcquisition.										
LO3	ProvideabroadoverviewofEnglishlanguagelearning,teachingandtesting.										
LO4	Make thestudentsawareofthespecificchallengesofteachingEnglishinIndia.										
LO5	Buildjob-relatedvocabulary										

Details
<p>UNIT I Definition -NatureandScopeofCommunication- TypesofCommunication–Theoriesof Communication, ProcessofCommunication,BarrierstoCommunication,Strategiestodevelopeffectivecommunication skills</p> <p>UNIT II Featuresof Effective Writing Businesscorrespondence E-Mail ReportwritinganditstypesT echnicalWritingAgendap eparationPreparingminu tes</p> <p>UNIT III Presenting Data in Verbal modes Presenting Data in Non- verbal modes Preparing Lectures on Topics Preparing Persuasion Talks</p> <p>UNIT IV Speeches, Public Speaking , Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication</p> <p>UNIT V TelephoneEtiquette BusinessTalksover Telephone DiscussiononCareerProspectsand Advancements</p>
CourseOutcomes

CO1	Gainknowledgeofthevariousmodesofofficial correspondenceandpresentation	PO2
CO2	ComprehendtherightuseofEnglishatofficialworks	PO1,PO3
CO3	Applytheacquiredstylesofoccupationalskillsand practicingthem	PO4,PO5
CO4	Pickuptheofficialbehaviorandbecomingbetterdoers	PO6,PO7
CO5	Markettheskillbusinesscorrespondenceandfixing themselvesinbetterjobs	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.	EnglishforCareers:Business,Professional,andTechnical
Websources	
1.	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage 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	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/IV SEMESTER	English Literature for Competitive Exams	Skill Enhan cemen t Course	Y	Y	-	-	2	4	25	75	100
Learning Objectives											
LO1	Comprehending the nuances and question pattern together through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
Details											
<p>UNIT I Teaching and Research Aptitude</p> <p>UNIT II History of English Literature The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period</p> <p>UNIT III American and Non-British Literatures Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe</p>											

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

UNIT V**Literary Forms**

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

Course Outcomes

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

Text Books (Latest Editions)

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

References Books

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

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

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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

SECIII-TECHNICALWRITING

Course Code YEAR/ SEM ESTE R	Course Name	Cate g ory	L	T	P	O	Cred it	In s t. H o u r s	Marks		
									CIA	Exte rnal	Tot al
II YEAR/IV SEMESTER	TECHNI CAL WRITIN G	Professio nal Compete ncy Skill	Y	Y	-	-			25	75	100
Learning Objectives											
LO1	To introduce theoretical knowledge to create effective technical writing										
LO2	To make the learners understand the purpose of technical reports										
LO3	To facilitate the learners to focus on the features and functions of technical writing including the technical reports, project reports and related documents.										
LO4	To enable the students to prepare reports and proposals that inform, persuade, and provide information										
LO5	To enhance the ability to use current technologies, skills, and tools necessary for computing practices.										
Details											
<p>UNIT I- What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing, Qualities and Qualifications technical writers</p> <p>UNIT II – Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: Enhancing Content</p> <p>UNIT III - End products of technical writing, Professionals involved - project manager/editor, writers, graphic artists</p> <p>UNIT IV – Writing a good review paper, Writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs</p> <p>UNIT V - Thesis/Project writing: structure & importance, synopsis writing: Methods, Technical research, Paper writing: Methods & style, Seminar & Conference paper writing</p>											

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

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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



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