

**APPENDIX – BU**  
**MADURAI KAMARAJ UNIVERSITY**  
 (University with Potential for excellence)

**Revised Syllabus for**  
**M.A. ENGLISH (SEMESTER)**  
**CHOICE BASED CREDIT SYSTEM**  
 REGULATIONS AND SYLLABUS

(This will come into effect from the academic year 2023-2024 onwards)

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**1. Cognitive Domain**

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

**2. Affective Domain**

**3. Psychomotor Domain**

**4. Structure of Course**

| Course Code                                                                                                                          | Course Name                                                                                                                                                       |                                | Credits               |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------|
| LectureHours:(L) perweek                                                                                                             | TutorialHours: (T) perweek                                                                                                                                        | Lab Practice Hours: (P)perweek | Total:(L+T+P) perweek |
| Course Category :                                                                                                                    | Year&Semester:                                                                                                                                                    | AdmissionYear:                 |                       |
| Pre-requisite                                                                                                                        |                                                                                                                                                                   |                                |                       |
| Links to otherCourses                                                                                                                |                                                                                                                                                                   |                                |                       |
| Learning Objectives: (for teachers: what they have to do in the class/lab/field)                                                     |                                                                                                                                                                   |                                |                       |
| CourseOutcomes:(forstudents:Toknowwhattheyaregoingtolearn)                                                                           |                                                                                                                                                                   |                                |                       |
| CO1                                                                                                                                  |                                                                                                                                                                   |                                |                       |
| :CO                                                                                                                                  |                                                                                                                                                                   |                                |                       |
| 2                                                                                                                                    |                                                                                                                                                                   |                                |                       |
| :CO                                                                                                                                  |                                                                                                                                                                   |                                |                       |
| 3                                                                                                                                    |                                                                                                                                                                   |                                |                       |
| :CO                                                                                                                                  |                                                                                                                                                                   |                                |                       |
| 4                                                                                                                                    |                                                                                                                                                                   |                                |                       |
| :                                                                                                                                    |                                                                                                                                                                   |                                |                       |
| CO5:                                                                                                                                 |                                                                                                                                                                   |                                |                       |
| Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course)[Thisisdoneduring2Tutorialhours) |                                                                                                                                                                   |                                |                       |
| Units                                                                                                                                | Contents                                                                                                                                                          |                                | RequiredHours         |
| I                                                                                                                                    |                                                                                                                                                                   |                                | 17                    |
| II                                                                                                                                   |                                                                                                                                                                   |                                | 17                    |
| III                                                                                                                                  |                                                                                                                                                                   |                                | 17                    |
| IV                                                                                                                                   |                                                                                                                                                                   |                                | 17                    |
| V                                                                                                                                    |                                                                                                                                                                   |                                | 17                    |
| ExtendedProfessionalComponent(is a part ofinternalcomponent only,Notto                                                               | Questions related to the above topics, from variouscompetitiveexaminationsUPSC/TRB/NET/UGC – CSIR/GATE/TNPSC/otherstobesolved(TobediscussedduringtheTutorialhour) |                                |                       |

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

### 3. Learning and Teaching Activities

#### 3.1 Topicwise Delivery method

| Hour Count | Topic | Unit | Mode of Delivery |
|------------|-------|------|------------------|
|            |       |      |                  |

#### 3.2 Work Load

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

| Activity              | Quantity | Workload periods |
|-----------------------|----------|------------------|
| Lectures              | 60       | 60               |
| Tutorials             | 15       | 15               |
| Assignments           | 5        | 5                |
| Cycle 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

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

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

##### 7.2 Assessment Details:

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

## 8. TEACHING METHODOLOGIES

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

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

Assignment, Class Test, Slip test

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

Applications, Use of Language enhancement software.

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

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

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

8.5.2 Other university websites.

### 9. Faculty Course File Structure

k. Teaching Materials (PPT, OHP etc)

#### CONTENTS

l. Lecture Notes

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

- m. HomeAssignment Questions
- n. TutorialSheets
- o. RemedialClassRecord,ifany.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample HomeAssignmentAnswer Sheets
- u. Three best, threemiddlelevel  
andthreeaverageAnswersheets
- v. ResultAnalysis (CO wise and whole class)
- w. Question Bank for Higher studies  
Preparation(GATE/Placement)
- x. List of mentees and their academic achievements

**Total Credit Points -91**

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

**First Year – Semester – I**

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

**Semester-II**

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

**Second Year – Semester – III**

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

**Semester-IV**

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

**Total 91 Credits for PG Courses**



## 12. Methods of Assessment

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

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

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

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

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

#### Question paper Model

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

Each question should carry the course outcome and cognitive level. For instance,

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

## **14 Different Types of Courses**

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

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

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

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

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

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

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

| <b>Part</b> | <b>List of Courses</b>                                           | <b>Credit</b> | <b>No. of Hours</b> |
|-------------|------------------------------------------------------------------|---------------|---------------------|
|             | Core-I 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                   |
|             |                                                                  | <b>22</b>     | <b>30</b>           |

**Semester-II**

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

**Second  
Year Semester-III**

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

**Semester-IV**

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

**Methods of Evaluation**

| <b>Methods of Evaluation</b> |                                    |           |
|------------------------------|------------------------------------|-----------|
| <b>InternalE valuation</b>   | ContinuousInternalAssessmentTest   | 25 Marks  |
|                              | Assignments                        |           |
|                              | Seminars                           |           |
|                              | Attendance and Class Participation |           |
| <b>External Evaluation</b>   | End Semester Examination           | 75 Marks  |
|                              | Total                              | 100 Marks |

| Course Code                                                                                                         | Course Name                                                                                                  | Category        | L | T | P | O | Credits | Inst. Hours | Marks |          |       |     |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|---|---------|-------------|-------|----------|-------|-----|
|                                                                                                                     |                                                                                                              |                 |   |   |   |   |         |             | CIA   | External | Total |     |
| YEAR/<br>SEM                                                                                                        | POETRY                                                                                                       | Core / Elective | Y | Y | - | - | 5       | 7           | 25    |          | 75    | 100 |
| IYEAR/<br>I SEM                                                                                                     |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |
| Learning Objective                                                                                                  |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |
| LO1                                                                                                                 | To introduce the learners to the literary tradition of the EnglishPoetrystartingfromMedievaltoModern Period. |                 |   |   |   |   |         |             |       |          |       |     |
| LO2                                                                                                                 | TofocusontheevolutionofPoeticformssuchasSonnet,Ballad,Lyric,Satire and Epic.                                 |                 |   |   |   |   |         |             |       |          |       |     |
| LO3                                                                                                                 | To enable the students to havea comprehensive view of History of English literature                          |                 |   |   |   |   |         |             |       |          |       |     |
| LO4                                                                                                                 | To differentiate thevarious stagesof English through the representative poets                                |                 |   |   |   |   |         |             |       |          |       |     |
| LO5                                                                                                                 | To critically examine the works of the writers of the period                                                 |                 |   |   |   |   |         |             |       |          |       |     |
| Details                                                                                                             |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |
| UNITI MiddleEnglishPoetry-Chaucer:"TheGeneralPrologue":Pardoner, TheNun, Doctor,Friar                               |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |
| UNITII Elizabethan Poetry- Spenser: "Epithalamion"<br>Donne: "A Valediction: forbidding mourning""The Canonization" |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |
| UNITIIISeventeenth Century Poetry- John Milton “Paradise Lost” Book IX<br>Marvell:"ToHisCoyMistress"                |                                                                                                              |                 |   |   |   |   |         |             |       |          |       |     |

|                                                                                                                                                                                                                                                                                       |                                                                                                                                           |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>UNITIV</b> Eighteenth Century Poetry –<br>Dryden "Absalom andAchitophel"Lines 150 – 476<br>Gray - Ode to a Distant Prospect of Eton College                                                                                                                                        |                                                                                                                                           |                           |
| <b>UNITV</b> Modern Poetry<br>Rupert Brooke: "The Soldier"<br>WilfredOwen:"AnthemforDoomedYouth"<br>W.H.Auden:"ElegyontheDeathofW.B.Yeats"<br>DylanThomas:"DoNotGoGentleIntoThatGoodNight"<br>PhilipLarkin:"WhitsunWeddings"<br>Ted Hughes: "Hawk Roosting"<br>SeamusHeaney:"Digging" |                                                                                                                                           |                           |
|                                                                                                                                                                                                                                                                                       |                                                                                                                                           | <b>Programme Outcomes</b> |
| CO                                                                                                                                                                                                                                                                                    | On completion of this course, students will                                                                                               |                           |
| 1                                                                                                                                                                                                                                                                                     | Demonstrate knowledge of the movements that influenced the literature beginning from EnglishPoetrystartingfromMedievaltoModern Period.    | PO1, PO2                  |
| 2                                                                                                                                                                                                                                                                                     | Tracetheevolutionofvarious literarymovements. Distinguish and analyse the different genres of writings of the period.                     | PO5,PO6                   |
| 3                                                                                                                                                                                                                                                                                     | Critically evaluate the literary language of the texts Prescribed.                                                                        | PO7                       |
| 4                                                                                                                                                                                                                                                                                     | Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history | PO8                       |
| 5                                                                                                                                                                                                                                                                                     | Exhibit the skill of analyzing literary works and writing Effectively                                                                     | PO9, PO10                 |
| <b>TextBook</b>                                                                                                                                                                                                                                                                       |                                                                                                                                           |                           |
| 1                                                                                                                                                                                                                                                                                     | 1973,TheOxfordAnthologyofEnglish LiteratureVol. I.The MiddleAgesThrough the18thcentury.OUP,London                                         |                           |
| 2                                                                                                                                                                                                                                                                                     | Standard editions of texts                                                                                                                |                           |
| <b>ReferenceBooks</b>                                                                                                                                                                                                                                                                 |                                                                                                                                           |                           |
| 1.                                                                                                                                                                                                                                                                                    | T.S.Eliot,1932,“TheMetaphysicalPoets”fromSelectedEssay;FaberandFaber limited, London.                                                     |                           |
| 2.                                                                                                                                                                                                                                                                                    | H.S.Bennett,1970,ChaucerandtheFifteenthCentury,ClarendonPress,London.                                                                     |                           |
| 3.                                                                                                                                                                                                                                                                                    | MalcolmBradburyandDavidPalmer,ed.,1970MetaphysicalPoetry,Stratford-upon –AvonStudiesVol.II,EdwardArnold,London.                           |                           |
| 4.                                                                                                                                                                                                                                                                                    | WilliamR.Keats,ed.,1971,Seventeenth CenturyEnglishPoetry:ModernEssays in                                                                  |                           |

|                     |                                                                                                                                                                                                                                                            |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Criticism, Oxford University Press, London.                                                                                                                                                                                                                |
| 5.                  | A.G.George,1971,StudiesinPoetry,HeinemannEducationBooksLtd.,London.                                                                                                                                                                                        |
| 6                   | David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker &Warburg,London.                                                                                                                                                        |
| 7                   | ThomasN.Corns,ed.,1993,TheCambridgeCompaniontoEnglishPoetry:DonnetoMarvell, Cambridge University Press, Cambridge.                                                                                                                                         |
| <b>WebResources</b> |                                                                                                                                                                                                                                                            |
| 1.                  | <a href="http://www.english/.org.uk/chaucer/htm">http://www.english/.org.uk/chaucer/htm</a>                                                                                                                                                                |
| 2.                  | <a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>                                                                                                                                          |
| 3.                  | <a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan Theatre/https://www.britannica.com/to<br/>pic/Paradise-Lost-epic-poem-by-Milton</a> |
| 4.                  | <a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>                                                                                                                              |
| 5.                  | <a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_Eng<br/>lish.htm</a>                                                             |

### MappingwithProgrammeOutcomes

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



### 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   |
| Weightedpercentage<br>ofCourseCon<br>tributionto<br>Pos | 3.0  | 3.0  | 3.0  | 2.8  | 3.0  |

| Course Code               | Course Name                                                                                                                                                                  | Category        | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|---|---------|-------------|-------|----------|-------|
|                           |                                                                                                                                                                              |                 |   |   |   |   |         |             | CIA   | External | Total |
|                           | <b><u>Drama</u></b>                                                                                                                                                          | Core / Elective | Y | Y | - | - | 5       | 7           | 25    | 75       | 100   |
| IYEAR/<br>I SEM           |                                                                                                                                                                              |                 |   |   |   |   |         |             |       |          |       |
| <b>Learning Objective</b> |                                                                                                                                                                              |                 |   |   |   |   |         |             |       |          |       |
| LO1                       | To acquaint the students with the origin of drama in England                                                                                                                 |                 |   |   |   |   |         |             |       |          |       |
| LO2                       | To trace the different stages of British Drama and its evolution in the context of theatre.                                                                                  |                 |   |   |   |   |         |             |       |          |       |
| LO3                       | To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.                                                                    |                 |   |   |   |   |         |             |       |          |       |
| LO4                       | To enable the students to identify different forms of drama                                                                                                                  |                 |   |   |   |   |         |             |       |          |       |
| LO5                       | To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.                                       |                 |   |   |   |   |         |             |       |          |       |
| <b>Details</b>            |                                                                                                                                                                              |                 |   |   |   |   |         |             |       |          |       |
| <b>UNIT I</b>             | <b>Beginnings of Drama-</b> Miracle and Morality Plays -Everyman<br>The Senecan and Revenge Tragedy - Thomas Kyd-The Spanish Tragedy                                         |                 |   |   |   |   |         |             |       |          |       |
| <b>UNIT II</b>            | <b>Elizabethan Theatre</b> -Theatres, Theatre groups, Audience, Actors and Conventions<br>Tragedy and Comedy<br>Christopher Marlowe: The Jew of Malta<br>Ben Jonson: Volpone |                 |   |   |   |   |         |             |       |          |       |

| <b>UNIT III Jacobean Drama</b> - John Webster - The White Devil                                                                                                                              |                                                                                                                            |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>UNIT IV Restoration</b> - William Congreve The Way of the World<br>Irish Dramatic Movement - J.M. Synge - The Playboy of the Western World                                                |                                                                                                                            |                    |
| <b>UNIT V Epic Theatre</b> - Bertolt Brecht - Mother Courage and her Children<br>Comedy of Menace - Harold Pinter - Birthday Party<br>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.                                                                                                                             |
| <b>Reference Books</b> |                                                                                                                                                                                                |
| 1.                     | Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.                                                                                                          |
| 2.                     | Allardyce Nicoll, 1973, British Drama, Harrap, London.                                                                                                                                         |
| 3.                     | Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.                                                       |
| 4.                     | Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.                                                                                                  |
| 5.                     | Kinney, Arthur F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a> |
| <b>Web Resources</b>   |                                                                                                                                                                                                |
| 1.                     | <a href="http://www.questia.com">http://www.questia.com</a><br>(online library for research)                                                                                                   |
| 2.                     | <a href="http://www.clt.astate.edu/wmarey/asste%/">http://www.clt.astate.edu/wmarey/asste%</a>                                                                                                 |
| 3.                     | <a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>                                        |
| 4.                     | <a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>                                              |
| 5.                     | <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>                                                                                          |

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific outcomes:**

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

| Course Code<br><br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Course Name                                                                                                                | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |                                      |   |   |   |   |                                 |                                                | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | FICTION                                                                                                                    | Core                                 | Y | Y | - | - | 4                               | 6                                              | 25          | 75                                   | 100                   |
| YEAR/ISEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                            |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                            |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TofamiliarizethestudentstwiththeoriginanddevelopmentoftheBritishfiction upto the Modern.                                   |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To introduce the students to major writers of British fiction.                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To enable the students to comprehend thesocialbackgroundbasedonthe prescribed novels.                                      |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To facilitate the learners to identifyanddifferentiatevarious formsofnovels.                                               |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed. |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                            |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>UNIT I</b> - Definition,types, narrative modes -<br>Samuel Richardson - Pamela<br><b>UNITII</b> -Oliver Goldsmith – The Vicar of the Wakefield<br>Jonathan Swift - Gulliver’sTravels<br>DanielDefoe -RobinsonCrusoe<br><b>UNITIII</b> -JaneAusten - Emma<br>Emily Bronte – Wuthering Heights<br><b>UNITIV</b> –Charles Dickens – Hard Times<br>William Makepeace Thackerey - Vanity Fair<br><b>UNIT V</b> - Liberal Humanism, Individual Environment and Class Issues.<br>D. H. Lawrence :The Rainbow<br>James Joyce - Portraitof theArtistas aYoung Man |                                                                                                                            |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |

| Course Outcomes                                                                                |                                                                                                                                          |               |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Course Outcomes                                                                                | On completion of this course, students will;                                                                                             |               |
| CO1                                                                                            | Acquaint the knowledge about the development of Novel as a literary form.                                                                | PO1, PO10     |
| CO2                                                                                            | Identify the characteristics of different types of novels                                                                                | PO2, PO3      |
| CO3                                                                                            | Categorize the novels of different periods and Interpret the works of eminent writers.                                                   | PO4, PO5      |
| CO4                                                                                            | Awareness on social, historical, literary and cultural elements of the changes in American Literature                                    | PO4, PO5, PO6 |
| CO5                                                                                            | Critically examine the works of the writers prescribed                                                                                   | PO7, PO8,PO10 |
| Text Books(Latest Editions)                                                                    |                                                                                                                                          |               |
| 1.                                                                                             | WayneC.Booth,1961,TheRhetoricofFiction,ChicagoUniversityPress, London.                                                                   |               |
| 2.                                                                                             | F.R.Leavis,1973,TheGreatTradition,Chatto&Windus,London.                                                                                  |               |
|                                                                                                |                                                                                                                                          |               |
| ReferencesBooks<br>(Latest editions, and the style as given below must be strictly adhered to) |                                                                                                                                          |               |
| 1.                                                                                             | IanWatt,1974,RiseoftheEnglishNovel,Chatto&Windus,London.                                                                                 |               |
| 2.                                                                                             | FrederickR Karl,1977, Reader'sGuide tothe Developmentof the EnglishNovel tillthe18 <sup>th</sup> Century,TheCamelotPressLtd.Southampton. |               |
| 3.                                                                                             | Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal BookStall, New Delhi.                                           |               |
| 4.                                                                                             | RaymondWilliams,1973,TheEnglishNovel:FromDickensstoLawrence, Chatto&Windus,London.                                                       |               |
| 5.                                                                                             | IanMilligan,1983,TheNovelinEnglish:AnIntroduction,Macmillan,HongKong .                                                                   |               |
| WebResources                                                                                   |                                                                                                                                          |               |
| 1.                                                                                             | <a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>                            |               |
| 2.                                                                                             | <a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>                                                      |               |
| 3.                                                                                             | <a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>                            |               |
| 4.                                                                                             | <a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>                            |               |
| 5.                                                                                             | <a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>      |               |

**Mapping with Programme Outcomes:**

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

**Mapping with Specific Outcomes:**

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



| Course<br><br>CodeYear/se<br><br>mester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Course Name                                                                                                          | Ca<br>teg<br>or<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|---|---------------------------------|------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                      |                      |   |   |   |   |                                 |                                                | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>IndianWritinginEnglish</b>                                                                                        | Core                 | Y | Y | - | - | 5                               | 6                                              | 25          | 75                                   | 100                   |
| IYEAR/ I<br>SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                      |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                      |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Enablingthestudentstounderstandthe evolutionofIndianWritingin English.                                               |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ToenablethelearnerstogetexposedtothehistoricalmovementsoftheIndiansubcont<br>inent.                                  |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Comprehendingdifferentgenresthroughtherepresentationofdifferenttexts.                                                |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ToinculcateinthestudentstheculturalsignificanceofIndianEnglishliterature.                                            |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TocomprehendIndianwritinginEnglishwithitsdualfocusontheinfluenceof<br>classicalIndiantraditionandtheimpactoftheWest. |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>UNITI</b> -Aurobindo:TigerandtheDeer,RoseofGod ,<br>ToruDutt:TheLotus,TheCasuarinaTree<br>Sarojini Naidu: Palanquin Bearers,Coromandel Fishers<br><br><b>UNITII</b> -Kamala Das: Looking Glass,An Introduction<br>Parthasarathy:ARiver Once, UndertheSky<br>Nissim Ezekiel: Morning Prayer, Enterprise.<br><br><b>UNITIII</b> –Tagore - Chandalika<br>Vijay Tendulkar – Silence, the court is in Session<br><br><b>UNIT IV</b> - Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’)<br>Dr. S. Radhakrishnan : Emerging World Society,<br>Dr. A. P. J. Abdul Kalam : Orientation (Wings ofFire).<br><br><b>UNITV</b> –Mulk Raj Anand- Two Leaves and the Bud<br>Shashi Taroor – Riot<br>Pudumaippittan’s - <i>Redemption</i> (Akalikai and Sabavimochanam) |                                                                                                                      |                      |   |   |   |   |                                 |                                                |             |                                      |                       |

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

**Mapping with Programme Outcomes:**

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

**Mapping Specific Outcome:**

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

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

## Details

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### UNIT I - POETRY

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

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

UNIT III - Drama - Arthur Miller - Death of a Salesman,  
                                          Tennessee Williams - A Street Car Named Desire  
                                          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                                                                |               |
| References Books<br>(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.         | <a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>                                     |
| 2.         | <a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>                                                   |
| 3.         | <a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>               |
| 4.         | <a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>                                                     |
| 5.         | <a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a> |

**MappingwithProgrammeOutcomes:**

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

**MappingwithProgrammeSpecificOutcomes:**

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



| Course Code                                                                                                                                                                                                                                                                                                                                       | Course Name                                                                                           | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>i<br>o<br>n<br>a<br>l<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|----------------------------------------------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                   |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
| YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                                                                                 | ShakespeareStudies                                                                                    | Core                                 | Y | Y | - | - | 4                               | 6                                                                                      | 25          | 75                                   | 100                   |
| I YEAR/<br>IISEMESTE<br>R                                                                                                                                                                                                                                                                                                                         |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| Learning Objectives                                                                                                                                                                                                                                                                                                                               |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| CO1                                                                                                                                                                                                                                                                                                                                               | Toexamine,understandandenjoyShakespeare'splaysandCriticismofTheatre.                                  |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| CO2                                                                                                                                                                                                                                                                                                                                               | Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| CO3                                                                                                                                                                                                                                                                                                                                               | UndertaketextualanalysisofShakespeare'sPlaysandSonnets                                                |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| CO4                                                                                                                                                                                                                                                                                                                                               | AppraiseShakespeare'scontributiontoEnglishlanguageandliterature                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| CO5                                                                                                                                                                                                                                                                                                                                               | Recognize Shakespearean critics and their criticism of his works                                      |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| Details                                                                                                                                                                                                                                                                                                                                           |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends inShakespeare Studies up to the 19 <sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism;Shakespeare into film &play production.                                                                                      |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNITII – Sonnets–12,65,86,130,<br>Comedy plays -MuchAdoAboutNothing                                                                                                                                                                                                                                                                               |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNITIII–Tragedy- Othello                                                                                                                                                                                                                                                                                                                          |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNITIV– HistoryHenry IVPart I                                                                                                                                                                                                                                                                                                                     |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNITVShakespeareCriticism-Modernapproaches-mythical,archetypal,feminist,post-colonial,New historicist;A.C. Bradley (extract)<br>Granville Baker - From Prefaces to Shakespeare<br>Stephen Greenblatt-InvisibleBullets: RenaissanceAuthorityand<br>itsSubversion,HenryIV&HenryV,inShakespeareanNegotiations.NewYork:OxfordUniversityPress<br>,1988 |                                                                                                       |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |

| Course Outcomes                                                                                 |                                                                                                                            |           |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------|
| Course Outcomes                                                                                 | On completion of this course, students will;                                                                               |           |
| CO1                                                                                             | Identify the social, cultural and political events as represented in the works of Shakespeare                              | PO1       |
| CO2                                                                                             | Understand Elizabethan theatre and the theatre's development                                                               | PO3       |
| CO3                                                                                             | Illustrate the linguistic richness and figurative language of the plays                                                    | PO4, PO5  |
| CO4                                                                                             | Identify the trends and approaches in Shakespeare studies                                                                  | PO6       |
| CO5                                                                                             | Critically analyze the works of Shakespeare                                                                                | PO7, PO10 |
| Text Books(Latest Editions)                                                                     |                                                                                                                            |           |
| 1.                                                                                              | Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London. |           |
| References Books<br>(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.                                                                 |
| <b>Websources</b> |                                                                                                                                                             |
| 1                 | <a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>                                                       |
| 2.                | <a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>                                                       |
| 3.                | <a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>                                                                   |
| 4.                | <a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>                                   |
| 5.                | <a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a> |

#### Mapping with Programme Outcomes:

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

**MappingwithProgrammeSpecificOutcomes:**

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

| Course Code<br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Course Name                                                                                                                                                                | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>i<br>o<br>n<br>a<br>l<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|----------------------------------------------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Post-Colonial<br/>Theory and Literature</b>                                                                                                                             | Core                                 | Y | Y | - | - | 5                               | 6                                                                                      | 25          | 75                                   | 100                   |
| I YEAR /<br>II SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.                                               |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres                                        |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Emphasis will be laid on tracing the development of post-colonial literatures and theory.                                                                                  |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recognize the critical perspectives in Postcolonial literatures.                                                                                                           |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| <b>Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNIT I – Key Concepts Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |
| UNIT II - Poetry -<br>Kofi Awonoor - Easter Dawn, The Weaver Bird (Ghana)<br>James Reaney : - Maps ( Canada)<br>Kath Walker - No More Boomerang (Australia)<br>Derek Walcott - Ruins of a Great House (Caribbean Islands)<br>Lakshmi Vikramasingha - Don't talk to me about Matisse (Sri Lanka)<br>Allen Curnow - Time (New Zealand)<br>Pablo Neruda - The Dictators (Chile)<br>Wole Soyinka - Telephone Conversation (Africa)<br>Syed Amanuddin - Don't Call Me Indo Anglican (India) |                                                                                                                                                                            |                                      |   |   |   |   |                                 |                                                                                        |             |                                      |                       |

**UNIT III**

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

**UNIT IV**

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

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

|                        |  |  |
|------------------------|--|--|
| <b>Course Outcomes</b> |  |  |
|------------------------|--|--|

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

| Text Books(Latest Editions)                                                                     |                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                                              | Macaulay's Minute of 1831/35.                                                                                                                                                                                                                                                                                     |
| 2.                                                                                              | Post-Colonial Studies: eds.Ashcroft et.al.                                                                                                                                                                                                                                                                        |
| References Books<br>(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.                                                                                              | <a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>                                                                                                                       |
| 2.                                                                                              | <a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>                                                                                                                                                 |
| 3.                                                                                              | <a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>                                                                                                                                                                                               |
| 4.                                                                                              | <a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>                                                                                                                                                               |
| 5.                                                                                              | <a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a> |

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific Outcomes:**

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





| 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).Literarytheory:Anintroduction.UofMinnesota Press.                                                                                                                                                                                       |           |
| 2.                                                                                            | Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford                                                                                                                                                                                      |           |
| ReferencesBooks<br>(Latest editions,and the style as given below must be strictly adhered to) |                                                                                                                                                                                                                                                           |           |
| 1.                                                                                            | Wood,Nigel,andDavidLodge.ModernCriticismandTheory.TaylorandFrancis, 2014.                                                                                                                                                                                 |           |
| 2.                                                                                            | Lodge,David.Twentieth CenturyLiteraryCriticism:AReader.Routledge,2016.                                                                                                                                                                                    |           |
| WebResources                                                                                  |                                                                                                                                                                                                                                                           |           |
| 1                                                                                             | <a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>                                                                                     |           |
| 2                                                                                             | <a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a> |           |
| 3                                                                                             | <a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>                                                                                                                                   |           |
| 4                                                                                             | <a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/h/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/h/the-deconstructive-angel/4517560</a>                   |           |
| 5                                                                                             | <a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>                                                                                                                       |           |

**MappingwithProgrammeOutcomes:**

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

**MappingwithProgrammeSpecificOutcomes:**

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

| Course Code<br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Course Name                                                                | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>i<br>o<br>n<br>a<br>l<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------|---|---|---|---------------------------------|----------------------------------------------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                            |                                      |   |   |   |                                 |                                                                                        | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Language and Linguistics                                                   | Core                                 | Y | - | - | 5                               | 6                                                                                      | 25          | 75                                   | 100                   |
| IIYEAR/III<br>SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                            |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                            |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To introduce the learners sounds of English Language                       |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To familiarize the learners with the word meaning                          |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To enable learners to comprehend linguistic concepts                       |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To expose them to theoretical and practical manifestations of linguistics. |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To familiarize learners with the discourse of linguistics                  |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                            |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |
| <b>UNIT I</b><br>Sounds of Language (I)<br>Sounds of Language(II)<br>Word Meaning<br><br><b>UNIT II</b><br>Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional,<br>Morphological Description: Morphs and Allomorphs<br><br><b>UNIT III</b><br>Phrases and Sentences: Grammar<br><br>Grammar, Types of Grammar, Parts of Speech , Traditional Grammar, Traditional Categories,<br>Traditional Analysis, The Prescriptive Approach, The Descriptive Approach , Structural analysis,<br>Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence |                                                                            |                                      |   |   |   |                                 |                                                                                        |             |                                      |                       |

**UNIT IV**

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

Polemical Essays: Selection from The Telling It Collective.

**UNIT V**

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

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

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

|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| <b>ReferencesBooks</b><br><b>(Latest editions, and the style as given below must be strictlyadheredto)</b> |
|------------------------------------------------------------------------------------------------------------|

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

|                   |
|-------------------|
| <b>Websources</b> |
|-------------------|

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

**MappingwithProgrammeOutcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

**COREX – WRITINGS OF THE MARGINALIZED**

| Course Code<br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                                                                                                                                             | Course Name                                                                                                   | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                               |                                      |   |   |   |   |                                 |                                                | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                              | Writings of the Marginalized                                                                                  | Core                                 | Y | Y | - | - | 4                               | 6                                              | 25          | 75                                   | 100                   |
| IIYEAR/III<br>SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                               |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                          | To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India    |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                          | To provide knowledge about the marginalized people's surprising in the literary, social and cultural spheres. |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                          | To understand the limitations of Subaltern studies.                                                           |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                          | To enable learners to identify and appreciate the aesthetic positions of these texts                          |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                          | To facilitate the learners to identify the issues around the world                                            |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Details                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                               |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>UNIT I</b><br><br>Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants<br><br><b>UNIT II – Poetry</b><br><br>Maya Angelou- The Caged Bird<br>Oodroo Noonuccal – We are Going<br>Rita Joe – I Lost My Talk<br>Paula Gunn Allen – Taking a Visitor to See the Ruins<br>L.J. Mark – It's a New Day<br>Louise Erdrich - Captivity |                                                                                                               |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |



**UNIT III**

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

by Ambedkar)

Can the Subaltern Speak – Gayathri Spivak

**UNIT IV – Drama**

C.T. Indra (Translation) – Nandan

Jack Davis – No Sugar

**UNIT V**

Jeanette Winterson – Oranges are not Only Fruit

Imayan- Pethavan

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

Baby Kamble - The Prisons We Broke

**Course Outcomes**

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

**Text  
Books (Latest Editions)**

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

**References Books**

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

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

| Websources |                                                                                                                                                                                               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | <a href="http://www.ambedkar.org">www.ambedkar.org</a>                                                                                                                                        |
| 2          | <a href="https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html">https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html</a> |

#### MappingwithProgrammeOutcomes:

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

#### MappingwithProgrammeSpecificOutcomes:

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

## SEMESTER –IV

## COREXI-COMPARATIVE LITERATURE AND CLASSICS IN TRANSLATION STUDIES

| Course Code<br><br>YEAR<br>/SEMESTE<br>R | Course Name                                                                                 | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>o<br>r<br>s<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                          |                                                                                             |                                      |   |   |   |   |                                 |                                                                              | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                          | Comparative Literature And Classics<br>In TranslationStudies                                | Core                                 | Y | Y | - | - | 5                               | 6                                                                            | 25          | 75                                   | 100                   |
| IIYEAR/III<br>SEMESTER                   |                                                                                             |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| Learning Objectives                      |                                                                                             |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| LO1                                      | ToenablestudentstogetaglimpseoftherichdiversityofIndian culture and literature              |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| LO2                                      | Toprovideknowledgeaboutheregionallanguagesethroughrepresentativetextsin English translation |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| LO3                                      | Toequipthestudentsintheskillsaswellasthepoliticsoftranslation.                              |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| LO4                                      | Focus on important dimensions of culture through the prescribed texts                       |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| LO5                                      | Understanding the nuances of translations                                                   |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| Details                                  |                                                                                             |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |

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

| References Books<br>(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, The Picador Book of Modern Indian Literature, Macmillan, London                                                                                                                                                                                                                         |
| 3                                                                                               | R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)                                                                                                                                                                                                                                             |
| Websources                                                                                      |                                                                                                                                                                                                                                                                                                               |
| 1                                                                                               | <a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.</a> |
| 2                                                                                               | <a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>                                                                                                                                                                                                   |
| 3                                                                                               | <a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>                                                                                                                                                                                         |
| 4                                                                                               | <a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>                                                                                                                                                               |
| 5                                                                                               | <a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>                                                                                                                                                             |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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



| Course Code<br>YEAR/<br>SEMESTER                                                                                                                                               | Course Name                                                                                | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                                                                                                                                                                                |                                                                                            |          |   |   |   |   |         |             | CIA   | External | Total |
|                                                                                                                                                                                | A Glimpse Of Nobel Laureates                                                               | Core     | Y | Y | - | - | 5       | 6           | 25    | 75       | 100   |
| II YEAR/<br>II SEMESTER                                                                                                                                                        |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| Learning Objectives                                                                                                                                                            |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| LO1                                                                                                                                                                            | To introduce the learner to the Nobel Laureates of various genres of Literature            |          |   |   |   |   |         |             |       |          |       |
| LO2                                                                                                                                                                            | To expose the students to the ideas and concepts of the Nobel Laureates                    |          |   |   |   |   |         |             |       |          |       |
| LO3                                                                                                                                                                            | To acquaint students with the issues dealt in the works of the Nobel Laureates             |          |   |   |   |   |         |             |       |          |       |
| LO4                                                                                                                                                                            | To train students to critically analyze the texts of Nobel Laureates                       |          |   |   |   |   |         |             |       |          |       |
| LO5                                                                                                                                                                            | To enable the learners to recognize the contribution of the Nobel Laureates to the society |          |   |   |   |   |         |             |       |          |       |
| Details                                                                                                                                                                        |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT I - POETRY</b><br><br>Pablo Neruda - If You Forget Me , Ode to the Onion<br>Octavio Paz - The Street<br>The Power of the Dog- Rudyard Kipling<br>Oracle- Seamus Heaney |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT II - PROSE</b><br><br>George Bernard Shaw- Spoken English and Broken English<br>Chinua Achebe- A Novelist as a Teacher                                                 |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT III</b><br><br>The Caretaker - Harold Pinter<br>Justice – John Galsworthy                                                                                              |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT IV</b><br><br>Short Stories by Alice Munro<br>The Turkey Season Differently Runaway<br>The Bear Came Over the Mountain Boys and Girls                                  |                                                                                            |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT V</b><br><br>The Pearl - John Steinbeck<br>One Hundred Years of Solitude- Gabriel Garcia Marquez                                                                       |                                                                                            |          |   |   |   |   |         |             |       |          |       |

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

| Text Books (Latest Editions)                                                                    |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                                              | Nine Nobel Laureates in English Literature. Omega Publications, 2012.                                                                                                                         |
| References Books<br>(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                                                                                               | <a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>                                         |
| 2                                                                                               | <a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>                                                                             |
| 3                                                                                               | <a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>                                                                                       |
| 4                                                                                               | <a href="https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/</a> |
| 5                                                                                               | <a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>                                                                               |

#### Mapping with Programme Outcomes:

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



**Mapping with Programme Specific Outcomes:**

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



## COREXIII- PROJECT AND RESEARCH METHODOLOGY

| Course Code<br><br>YEAR/<br>SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Course Name                                                                                                                    | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                |                                      |   |   |   |   |                                 |                                                | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Project And Research Methodology</b>                                                                                        | Core                                 | Y | Y | - | - | 7                               | 10                                             | 25          | 75                                   | 100                   |
| IIYEAR/IV SEMESTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To give an overview of the research methodology and explain the technique of defining a research problem .                     |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To explain the functions of the literature review in research.                                                                 |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To explain various research designs and their characteristics                                                                  |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To explain the details of sampling designsand also different methods of data collections                                       |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>UNIT I</b><br><b>Formatting The Research Project</b><br>Margins<br>Text Formatting<br>Title<br>Running Head and Page Numbers<br>Internal Headings and Subheadings<br>Placement of the List of Works Cited<br>Proofreading and Spellcheckers<br>Binding a Printed Paper<br>Electronic Submission<br><b>Mechanics of Prose</b><br>Spelling<br>Dictionaries<br>Plurals<br>Punctuation<br>Commas<br>Hyphen<br>Semicolons and Colons<br>Dashes and Parantheses<br>Quotation marks, Italics, Capitalization of English Terms<br>Titles, Use of Numerals or words, Dates and Times |                                                                                                                                |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| <b>UNIT II</b><br><b>Principles of Inclusive Language and Documenting Sources: An Overview</b><br>Why Plagiarism Is a Serious Matter<br>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

## MappingwithProgrammeOutcomes:

[illegible]

|            |   |   |   |   |   |   |   |   |   |   |
|------------|---|---|---|---|---|---|---|---|---|---|
| <b>CO2</b> | M | S | S | S | M | S | S | M | M | M |
| <b>CO3</b> | S | S | S | M | S | S | S | M | S | M |
| <b>CO4</b> | S | S | S | S | S | S | S | M | M | M |
| <b>CO5</b> | S | M | S | S | S | S | S | M | M | S |

**MappingwithProgrammeSpecificOutcomes:**

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



| Course Code<br><br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                        | Course Name                                                                                                | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>o<br>r<br>s<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                             |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                             | Science Fiction, Fantasy and                                                                               | Core                                 | Y | Y | - | - | 3                               | 5                                                                            | 25          | 75                                   | 100                   |
| IIYEAR/IV<br>SEMESTER                                                                                                                                                                                                                                       | Detective Literature                                                                                       |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <p style="text-align: center;"><b>Learning Objectives</b></p>                                                                                                                                                                                               |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| CO1                                                                                                                                                                                                                                                         | To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction             |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| CO2                                                                                                                                                                                                                                                         | To enable them to identify the basic Structure and themes of Science Fiction                               |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| CO3                                                                                                                                                                                                                                                         | To facilitate the learners to appreciate the fundamental features in fantasy fiction                       |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| CO4                                                                                                                                                                                                                                                         | To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| CO5                                                                                                                                                                                                                                                         | To involve the students to a close reading important representative texts                                  |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <p style="text-align: center;"><b>Details</b></p>                                                                                                                                                                                                           |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <b>UNIT I</b><br><b>BACKGROUND STUDIES</b><br>Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams)<br>Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction<br>Gothic Science Fiction,<br>Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams) |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <b>UNIT II</b><br><b>DETECTIVE FICTION</b><br>Arthur Conan Doyle : The Hound of Baskervilles<br>Agatha Christie : Murder on the Orient Express                                                                                                              |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <b>UNIT III</b><br><b>SCIENCE FICTION</b><br>Wilkie Collins : The Woman in White<br>H.G.Wells : The Time Machine                                                                                                                                            |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |
| <b>UNIT IV</b><br><b>FANTASY FICTION</b><br>Peter Straub : Shadowland<br>Gabriel García Márquez: <i>One Hundred Years of Solitude</i>                                                                                                                       |                                                                                                            |                                      |   |   |   |   |                                 |                                                                              |             |                                      |                       |



**UNIT V**  
**SHORT STORIES**

Edgar Alan Poe : The Murders in the Rue Morgues

E.M. Forster : The Machine Stops

Isaac Asimov : The Last Question

**Course Outcomes**

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

**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"> <li>1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.</li> <li>2. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.</li> <li>3. James, P. D. Talking About Detective Fiction. London: Faber &amp; Faber, 2010.</li> </ol>                                                                                                                                                                                                                                                                                                                                             |
|  | <b>WEB RESOURCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <a href="https://archive.org/details/EncyclopediaOfScienceFiction">https://archive.org/details/EncyclopediaOfScienceFiction</a><br><a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a><br><a href="https://archive.org/details/mammothencyclope0000unse_m8s5">https://archive.org/details/mammothencyclope0000unse_m8s5</a><br><a href="https://www.britannica.com/art/detective-story-narrative-genre">https://www.britannica.com/art/detective-story-narrative-genre</a><br><a href="https://archive.org/details/shadowland00pete_1">https://archive.org/details/shadowland00pete_1</a><br><a href="https://archive.org/details/isaac-asimov-the-last-question">https://archive.org/details/isaac-asimov-the-last-question</a> |

### Mapping with Programme Outcomes:

|     | 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:**

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

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

| Course Outcomes                                                                                 |                                                                                                                                                                                                                                                                                                                             |          |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Course Outcomes                                                                                 | On completion of this course, students will;                                                                                                                                                                                                                                                                                |          |
| CO1                                                                                             | Identify teaching methods/approaches                                                                                                                                                                                                                                                                                        | PO3      |
| CO2                                                                                             | Learn to teach skills - L S R W and literature                                                                                                                                                                                                                                                                              | PO1, PO2 |
| CO3                                                                                             | Identify the objectives, active role of learners, teachers and materials                                                                                                                                                                                                                                                    | PO4, PO5 |
| CO4                                                                                             | Testing and Evaluating learners using norm and criterion-referenced methods of assessment                                                                                                                                                                                                                                   | PO3, PO7 |
| CO5                                                                                             | Learn to prepare lesson plans to teach English                                                                                                                                                                                                                                                                              | PO8, PO9 |
| Text Books(Latest Editions)                                                                     |                                                                                                                                                                                                                                                                                                                             |          |
| 1.                                                                                              | Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.                                                                                                                                                                                                  |          |
| 2.                                                                                              | Saraswathi. V, English Language Teaching: Principles and Practice                                                                                                                                                                                                                                                           |          |
| 3.                                                                                              | Penny Ur. A Course in Language Teaching Practice and theory                                                                                                                                                                                                                                                                 |          |
| References Books<br>(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                                                                                               | <a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>                                                                                                                                                             |          |
| 2.                                                                                              | <a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>                                                                                                                             |          |
| 3.                                                                                              | <a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>                                                                                                                                               |          |
| 4.                                                                                              | <a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a> |          |
| 5.                                                                                              | <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>             |          |

**MappingwithProgrammeOutcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

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



*Interpreting Life Narratives*  
Sidonie Smith and Julia Watson

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

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

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

1. Viktor Frankl : Man's Search for Meaning (Memoir)
2. Mourid Barghouti : I Saw Ramallah (Memoir)
3. Urvashi Butalia : The Other Side of Silence: Voices from the Partition  
(Memoir / Testimonials)

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

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

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

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

**Course Outcomes**

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

**Text  
Books(Latest  
Editions)**

1. Sally Cline and Carole Angier, *The Arvon Book of Life Writing: Writing biography, autobiography and memoir.*
2. Sidonie Smith and Julia Watson, *Reading Autobiography: A Guide for Interpreting Life Narratives.*

### ReferencesBooks

|                   |                                                                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                | Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice                                                                                           |
| <b>Websources</b> |                                                                                                                                                                         |
| 1                 | <a href="https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053">https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053</a> |
| 2.                | <a href="https://rupkatha.com/V13/n1/v13n120.pdf">https://rupkatha.com/V13/n1/v13n120.pdf</a>                                                                           |

### MappingwithProgrammeOutcomes:

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

### MappingwithProgrammeSpecificOutcomes:

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

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

**Movies for Appreciation**

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

Bridge on River Kwai - Novel to Film

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

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                           |         |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>CO4</b>                                                                                             | Critical appreciation of films                                                                                                                                                                                                                                                                                                                                                                            | PO6,PO8 |
| <b>CO5</b>                                                                                             | Analysing film form effectively                                                                                                                                                                                                                                                                                                                                                                           | PO10    |
| <b>Text Books<br/>(Latest Editions)</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| 1.                                                                                                     | Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.                                                                                                                                                                                                                                                                                                                                   |         |
| 2.                                                                                                     | Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.                                                                                                                                                                                                                                                                                                                                  |         |
| <b>Reference Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| 1.                                                                                                     | Ed. Bill Nichols, 1993, Movies and Methods Vol. I, Edition Seagull Books, Calcutta.                                                                                                                                                                                                                                                                                                                       |         |
| 2.                                                                                                     | Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.                                                                                                                                                                                                                                                                                                                      |         |
| 3                                                                                                      | Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.                                                                                                                                                                                                                                                                                                                                   |         |
| <b>Web Resources</b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| 1                                                                                                      | <a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .                                                                                                                                                                                                                                                                                                                      |         |
| 2.                                                                                                     | <a href="https://www.norton.com/books/9780393420531">https://www.norton.com/books/9780393420531</a>                                                                                                                                                                                                                                                                                                       |         |
| 3.                                                                                                     | <a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>                                                                                                                                                                                                                                                 |         |
| 4.                                                                                                     | <a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms</a> |         |
| 5.                                                                                                     | <a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>                                                                                                                                                                                                                                                                   |         |

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

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

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

**Mapping with Programme Outcomes:**

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



**Mapping with Programme Specific Outcomes:**

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

| Course Code<br>YEAR/<br>SEMESTER | Course Name                                                                                                                                                                   | Category | L | T | P | S | Credit | Inst.<br>Hours | Marks |          |       |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|--------|----------------|-------|----------|-------|
|                                  |                                                                                                                                                                               |          |   |   |   |   |        |                |       | External | Total |
|                                  | <b>ENTREPRENEURSHIP DEVELOPMENT</b>                                                                                                                                           | Core     | Y | Y | - | - | 2      | 3              | 25    | 75       | 100   |
| II YEAR/<br>III SEMESTER         |                                                                                                                                                                               |          |   |   |   |   |        |                |       |          |       |
| <b>Learning Objectives</b>       |                                                                                                                                                                               |          |   |   |   |   |        |                |       |          |       |
| LO1                              | To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.                                                  |          |   |   |   |   |        |                |       |          |       |
| LO2                              | To develop the ability of analysing and understanding business situations in which entrepreneurs act.                                                                         |          |   |   |   |   |        |                |       |          |       |
| LO3                              | To aid them in analysing various aspects of entrepreneurship—especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development |          |   |   |   |   |        |                |       |          |       |
| LO4                              | To bring in them the ability to contribute to their entrepreneurial and managerial potentials.                                                                                |          |   |   |   |   |        |                |       |          |       |
| LO5                              | To help them master the knowledge necessary to plan entrepreneurial activities.                                                                                               |          |   |   |   |   |        |                |       |          |       |

|                |
|----------------|
| <b>Details</b> |
|----------------|

**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.

|                        |  |  |
|------------------------|--|--|
| <b>Course Outcomes</b> |  |  |
|------------------------|--|--|

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

|                                                                                                         |                                                                                                                                                                                                                                                                       |               |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>CO2</b>                                                                                              | Analyse the business environment in order to identify business opportunities                                                                                                                                                                                          | PO1, PO2      |
| <b>CO3</b>                                                                                              | Identify the elements of success of entrepreneurial ventures                                                                                                                                                                                                          | PO4, PO6      |
| <b>CO4</b>                                                                                              | Consider the legal and financial conditions for starting a business venture                                                                                                                                                                                           | PO4, PO5, PO6 |
| <b>CO5</b>                                                                                              | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity                                                                                                                           | PO3, PO8      |
| <b>Text Books (Latest Editions)</b>                                                                     |                                                                                                                                                                                                                                                                       |               |
| 1.                                                                                                      | CJ Cornell. The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)                                                                                                                                            |               |
| 2.                                                                                                      | Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)                                                                                                                                                                 |               |
| 3.                                                                                                      | Harpreet S. Grover. Let's build a company, Vibhore Goyal, Penguin Books, 2020.                                                                                                                                                                                        |               |
| <b>References Books<br/>(Latest editions, and the style as given below must be strictly adhered to)</b> |                                                                                                                                                                                                                                                                       |               |
| 1.                                                                                                      | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.                                                                                                                                                                                                             |               |
| <b>Web Resources</b>                                                                                    |                                                                                                                                                                                                                                                                       |               |
| 1.                                                                                                      | <a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a> |               |
| 2.                                                                                                      | <a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>                                                                                                                                               |               |
| 3.                                                                                                      | <a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship</a>                                                                                       |               |
| 4                                                                                                       | <a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise</a>                                       |               |

**MappingwithProgrammeOutcomes:**

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

**MappingwithProgrammeSpecificOutcomes:**

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

| Course Code                                                                                                                                                                                                                                                                                       | Year/semester                                                | Course Name        | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                                                                                                                                                                                                                                                                                                   |                                                              |                    |          |   |   |   |   |         |             | CIA   | External | Total |
|                                                                                                                                                                                                                                                                                                   |                                                              | <b>Theatre Art</b> | Core     | Y | Y | - | - | 3       | 4           | 25    | 75       | 100   |
| I YEAR/ I SEMESTER                                                                                                                                                                                                                                                                                |                                                              |                    |          |   |   |   |   |         |             |       |          |       |
| <b>Learning Objectives</b>                                                                                                                                                                                                                                                                        |                                                              |                    |          |   |   |   |   |         |             |       |          |       |
| 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.   |                    |          |   |   |   |   |         |             |       |          |       |
| <b>Details</b>                                                                                                                                                                                                                                                                                    |                                                              |                    |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT I</b> -Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.                                                                                                                                                                 |                                                              |                    |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT II</b> - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre- conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue. |                                                              |                    |          |   |   |   |   |         |             |       |          |       |
| <b>UNIT III</b> -Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage                                                                                                                                                                   |                                                              |                    |          |   |   |   |   |         |             |       |          |       |

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

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

### Course Outcomes

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

### Text Books (Latest Editions)

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

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

**MappingwithProgrammeOutcomes:**

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

**MappingwithProgrammeSpecificOutcomes:**

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



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

| Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>UNIT I –</b><br/> Importance of Communication Skills<br/> Components of Communication<br/> Formal and Informal Communication<br/> Verbal and Non Verbal Communication<br/> LSRW Skills</p> <p><b>UNIT II</b><br/> Greetings and Self Introduction<br/> Asking and Responding to Questions<br/> Sharing Information with others<br/> Social Etiquette</p> <p><b>UNIT III</b><br/> Goal Setting<br/> Job Search<br/> Applying for Jobs<br/> Resume Writing<br/> Interview Skills<br/> Telephone Skills<br/> Stages and types of Interviews<br/> Mock Interview<br/> Group Discussion</p> <p><b>UNIT IV</b><br/> Self-Management<br/> Stress Management<br/> Time Management<br/> Emotional Intelligence</p> <p><b>UNIT V</b><br/> Work place Communication<br/> Team Management<br/> Leadership Skills<br/> Problem Solving Skills<br/> Decision Making<br/> Negotiations</p> |

| <b>Course Outcomes</b>                  |                                                                            |               |
|-----------------------------------------|----------------------------------------------------------------------------|---------------|
| <b>Course Outcomes</b>                  | On completion of this course, students will;                               |               |
| <b>CO1</b>                              | Analyze the various types of communication                                 | PO2, PO3      |
| <b>CO2</b>                              | Learn about the four skills of language and get familiarized with them.    | PO1, PO4      |
| <b>CO3</b>                              | Enhance their personal and professional development                        | PO5, PO6      |
| <b>CO4</b>                              | Gain employability Skills for the current job market and future of work    | PO7, PO8, PO9 |
| <b>CO5</b>                              | Acquire self-confidence and behavioral Skills                              | PO10          |
| <b>Text Books<br/>(Latest Editions)</b> |                                                                            |               |
| 1.                                      | Michael McCarthy and Felicity O'Dell, English Vocabulary in use( Advanced) |               |
| 2.                                      | Dr. M. Sen Gupta, Skills for Employability: A Handbook                     |               |
| 3                                       | Brent C. Oberg. Interpersonal Communication                                |               |
| 4                                       | John Seely. The Oxford Guide to Writing and Speaking                       |               |

| ReferencesBooks<br>(Latest editions, and the style as given below must be strictly adhered to) |                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                                             | Understanding Body Language by Alan Pease.                                                                                                                                                                    |
| 2.                                                                                             | Bill Mascull, Business Vocabulary in Use                                                                                                                                                                      |
| 3                                                                                              | Asha Kaul. Effective Business Communication                                                                                                                                                                   |
| 4                                                                                              | S.K. Mandel. Effective Communication and Public Speaking                                                                                                                                                      |
| Websources                                                                                     |                                                                                                                                                                                                               |
| 1.                                                                                             | <a href="http://www.researchgate.net">www.researchgate.net</a>                                                                                                                                                |
| 2.                                                                                             | <a href="https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutspplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a> |
| 3.                                                                                             | <a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION</a>                                                                                   |
| 4.                                                                                             | <a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>                                                                                                     |
| 5.                                                                                             | <a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>                                       |

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific Outcomes:**

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

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

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

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

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

### MappingwithProgrammeOutcomes:

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



**Mapping with Programme Specific Outcomes:**

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

| Course Code<br><br>YEAR/SEM<br>ESTER                                                                                                                                                                                                                                                                     | Course Name                                                                 | C<br>a<br>t<br>e<br>g<br>o<br>r<br>y | L | T | P | O | C<br>r<br>e<br>d<br>i<br>t<br>s | I<br>n<br>s<br>t<br>.<br>H<br>o<br>u<br>r<br>s | Marks       |                                      |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------|---|---|---|---|---------------------------------|------------------------------------------------|-------------|--------------------------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                          |                                                                             |                                      |   |   |   |   |                                 |                                                | C<br>I<br>A | E<br>x<br>t<br>e<br>r<br>n<br>a<br>l | T<br>o<br>t<br>a<br>l |
|                                                                                                                                                                                                                                                                                                          |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
|                                                                                                                                                                                                                                                                                                          | EnglishLiteratureforCo<br>mpetitive Exams                                   | Core                                 | Y | Y | - | - | 2                               | 4                                              | 25          | 75                                   | 100                   |
| IIYEAR/IVS<br>EMESTER                                                                                                                                                                                                                                                                                    |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Learning Objectives                                                                                                                                                                                                                                                                                      |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| LO1                                                                                                                                                                                                                                                                                                      | ComprehendingthenuancesandquestionpatterntogetthroughNET,SETand 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                                                                                                                                                                                                                                                                                                      | TracingthegrowthofEnglishliteratureandlitreraryforms                        |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| Details                                                                                                                                                                                                                                                                                                  |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| UNITI<br>TeachingandResearchAptitude                                                                                                                                                                                                                                                                     |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| UNITII<br>HistoryofEnglishLiterature<br>The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period;<br>TheAugustanAge;TheRomanticAge;TheVictorianAge;TheTwentieth Century(Modernism<br>&Postmodernism) /<br>Contemporary Period                                              |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |
| UNITIII<br>AmericanandNon-BritishLiteratures<br>Historical Perspective and Background; Colonization, Colonizers and the<br>Colonized;Commonwealth Literature; Subaltern Literature;ThirdWorld<br>Literature.AmericanWriters:WaltWhitman,RalphWaldo Emerson,H.D.Thoreau,Emily<br>Dickinson,EdgarAllan Poe |                                                                             |                                      |   |   |   |   |                                 |                                                |             |                                      |                       |

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

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, 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**

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

**Text  
Books (Latest  
Editions)**

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

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

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

#### MappingwithProgrammeOutcomes:

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

#### MappingwithProgrammeSpecificOutcomes:

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

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

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

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

| 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  |