

**SRI MEENAKSHI GOVT. ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
MADURAI – 2**



**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
*Syllabus*

**M.A.**

**For students who are admitted in the academic year 2023 – 2024**

<b>TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POST GRADUATE EDUCATION</b>	
<b>Programme:</b>	<b>M.A. English</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>2 years for PG</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.</p> <p><b>PO2: Critical Thinking:</b> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO3: Problem Solving:</b> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.</p> <p><b>PO4: Analytical &amp; Scientific Reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p><b>PO5: Research related skills:</b> Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.</p>

	<p><b>PO6: Self-directed &amp; Lifelong Learning:</b> Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including “learning how to learn”, through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.</p> <p><b>PO7: Participation &amp; Research:</b> Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.</p> <p><b>PO8: Reading &amp; Projects:</b> Document their reading and interpretive practices in assignments, translation works, and independent projects.</p> <p><b>PO9: Confidence &amp; Effectiveness:</b> Confidently and effectively articulate their literary and textual experiences.</p> <p><b>PO 10: Social Skills &amp; Empathetic Approach:</b> Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.</p>
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<p><b>Programme Specific Outcomes:</b></p>	<p><b>PSO1:</b> Acquire good knowledge and understanding, to solve specific theoretical &amp; applied problems in different areas of the specific discipline of study.</p> <p><b>PSO2:</b> Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.</p> <p><b>PSO3:</b> To prepare the students who will demonstrate respectful engagement with other’s ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4:</b> Developing a research framework and presenting their independent ideas effectively.</p> <p><b>PSO5:</b> Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.</p> <p><b>PSO6:</b> Enabling a holistic perspective towards the socio-political inequalities and environmental issues</p>
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**SRI MEENAKSHI GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS), MADURAI-2**  
**ASSESSMENT CRITERIA**

1. Total no. of credits - **91**. Total no. of papers -**24**. Maximum marks -**2400**
2. The following question pattern with uniform distribution of marks from all 5 units to be followed:

**Part A (Internal choice - either/or)**

$$5 \times 5 = 25$$

**Part B (Internal choice - either/ or)**

$$5 \times 10 = 50$$

3. PROJECT : **60** marks for Internal and **40** marks for External.
4. Evaluation Pattern for Project shall be as follows:

The 60 marks for internals can be given for three reviews of 20 marks each.

Review- I

Problem Selection/ Choice of the Topic	Methodology/ Technology used	Effective content delivery	Interaction/ Answering questions	Total
5	5	5	5	20

Review- II

Work Progress	Development of ideas	Effective content delivery	Interaction/ Answering questions	Total
5	5	5	5	20

Review- III

Final outcome of the project	Implementation & execution	Effective content delivery	Interaction/ Answering questions	Total
5	5	5	5	20

Evaluation criteria for External (40 marks):

Organisation of ideas	Effective content delivery	Report	Total
10	10	20	40

**SRI MEENAKSHI GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
MADURAI-2**

**PG TEMPLATE****SEMESTER-I**

Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
						Int	Ext	Total
CC1	P23CV1	ENGLISH POETRY	6	6	3	25	75	100
CC 2	P23CV2	ENGLISH DRAMA	6	6	3	25	75	100
CC 3	P23CV3	ENGLISH FICTION	6	4	3	25	75	100
DSEC1	P23DV01	INDIAN WRITING IN ENGLISH	6	3	3	25	75	100
DSEC2	P23DV02	THEATRE ART	6	3	3	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>				<b>500</b>
<b>SEMESTER-II</b>								
CC4	P23CV4	AMERICAN LITERATURE	6	5	3	25	75	100
CC5	P23CV5	SHAKESPEARE STUDIES	6	5	3	25	75	100
CC6	P23CV6	POST-COLONIAL THEORY AND LITERATURE	6	4	3	25	75	100
DSEC3	P23DV03	APPROACHES TO ENGLISH LANGUAGE TEACHING	5	3	3	25	75	100
DSEC4	P23DV04	A GLIMPSE OF NOBEL LAUREATES	5	3	3	25	75	100
SEC1 INDUSTRY TRAINING & EXPECTATION	P23SEV1	:TECHNICAL WRITING	2	2	3	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>				<b>600</b>

SEMESTER-III								
CC7	P23CV7	CONTEMPORARY LITERARY CRITICISM	6	5	3	25	75	100
CC8	P23CV8	CANADIAN STUDIES	6	5	3	25	75	100
CC9	P23CV9	LITERATURE OF THE MARGINALIZED IN INDIA	6	4	3	25	75	100
CC10 Core Industry Module	P23CV10	FILM AND MEDIA STUDIES	5	3	3	25	75	100
DSEC5	P23DV05	TRANSLATION STUDIES	5	3	3	25	75	100
SEC2	P23SEV2	FUNCTIONAL ENGLISH	2	2	3	25	75	100
	P23SIV1	Internship/Industrial Activity	-	2		--	--	100
	<b>Total</b>		<b>30</b>	<b>24</b>				<b>700</b>
SEMESTER-IV								
CC11	P23CV11	TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	6	5	3	25	75	100
CC12	P23CV12	SUBALTERN STUDIES	6	5	3	25	75	100
CC13	P23VPW	Project with Viva voce	10	7	-	60	40	100
DSEC6	P23DV06	ENGLISH FOR CAREERS	5	3	3	25	75	100
SEC3	P23SEV3	Professional competency skill: ENGLISH LITERATURE FOR COMPETITIVE EXAMS	3	2	3	25	75	100
	P23EAV	Extension Activity	-	1	-	--	--	100
	<b>Total</b>		<b>30</b>	<b>23</b>				<b>600</b>

**UMMER INTERNSHIP/ INDUSTRIAL TRAINING****LIST OF DSEC COURSES**

S.NO	SEM	CODE	TITLE	CREDITS	HOURS
1	I	P23DV01	INDIAN WRITING IN ENGLISH	6	3
2	I	P23DV02	THEATRE ART	6	3
3	II	P23DV03	APPROACHES TO ENGLISH LANGUAGE TEACHING	5	3
4	II	P23DV04	A GLIMPSE OF NOBEL LAUREATES	5	3
5	III	P23DV05	TRANSLATION STUDIES	5	3
6	IV	P23DV06	ENGLISH FOR CAREERS	5	3
7	IV	P23DV07	ENGLISH LITERATURE FOR NTA,NET,SET AND GATE	5	3

**LIST OF SEC COURSES**

S.NO	SEM	CODE	TITLE	CREDITS	HOURS
1	II	P23SEV1	INDUSTRY TRAINING & EXPECTATION: TECHNICAL WRITING	2	2
2	III	P23SEV2	FUNCTIONAL ENGLISH	2	2
3	IV	P23SEV3	ENGLISH LITERATURE FOR COMPETITIVE EXAMS	3	2
	Professional competency skill				

**COURSE STRUCTURE ABSTRACT****For M.A Programme**

<b>COURSES</b>	<b>TOTAL NO OF COURSES</b>	<b>HOURS</b>	<b>CREDITS</b>	<b>MARKS</b>
Core Courses	12	69	57	1200
Core Project with Viva voce	1	10	7	100
Discipline Specific Elective Courses	6	30	18	600
Skill Enhancement Courses	3	7	6	300
Internship/ Industrial Activity	1	--	2	100
Extension Activity	1	--	1	100
<b>Total</b>	<b>24</b>	<b>120</b>	<b>91</b>	<b>2400</b>

**SEMESTER I**

Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
						Int	Ext	Total
CC1	P23CV1	ENGLISH POETRY	6	6	3	25	75	100
CC 2	P23CV2	ENGLISH DRAMA	6	6	3	25	75	100
CC 3	P23CV3	ENGLISH FICTION	6	4	3	25	75	100
DSEC1	P23DV01	INDIAN WRITING IN ENGLISH	6	3	3	25	75	100
DSEC2	P23DV02	THEATRE ART	6	3	3	25	75	100
	<b>Total</b>		<b>30</b>	<b>22</b>				<b>500</b>

**FIRST YEAR - SEMESTER I**  
**CORE -1- ENGLISH POETRY**  
 (From Chaucer to 20th Century)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV1	Core	Y	Y	-	-	6	6	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> Century.									
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.									
LO3	Good comprehension of History of English literature is enhanced									
LO4	Differentiation among the various stages of English could be identified by students.									
LO5	Critical approaches towards various literary forms can be learnt.									
Relevant to Global need	√	Employability Oriented		Addresses Professional Ethics						
Relevant to National need		Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need		Skill Development Oriented		Addresses Environment and Sustainability						
Relevant to Local need				Addresses Human Values		√				

<b>Details</b>	
<b>UNIT I</b>	<b>Middle English Poetry-</b> Chaucer: The General Prologue- Pardoner, The Nun, Doctor, Friar
<b>UNIT II</b>	<b>Elizabethan Poetry-</b> Spenser: Epithalamion Donne: A Valediction: Forbidding Mourning
<b>UNIT III</b>	<b>Seventeenth Century Poetry-</b> John Milton -Paradise Lost Book IX (1-100 lines) Marvell: To His Coy Mistress
<b>UNIT IV</b>	<b>Eighteenth Century Poetry –</b> Dryden -Absalom and Achitophel Lines(1-100 lines) Gray -Elegy Wordsworth: Tintern Abbey Burns - Auld Lang Syne
<b>UNIT V</b>	<b>Modern Poetry</b> Rupert Brooke: The Soldier W.B. Yeats : Sailing to Byzantium W. H. Auden: Musee des Beaux Arts Dylan Thomas: Do Not Go Gentle Into That Good Night Ted Hughes: Hawk Roosting Seamus Heaney: Digging Carol Ann Duffy: Standing Female Nude Eavan Boland: Achilles Woman

<b>Course Outcomes</b>		<b>Programme Outcomes</b>
C O	On completion of this course, students will	
1	Gain ideas about the old English writing style.	PO1, PO2
2	Acquire knowledge about various forms of poetry during different centuries.	PO5,PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10

<b>Text Book</b>	
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2	Standard editions of texts
<b>Reference Books</b>	
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2.	H.S. Bennett, 1970, <i>Chaucer and the Fifteenth Century</i> , Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 <i>Metaphysical Poetry</i> , Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, <i>Seventeenth Century English Poetry: Modern Essays in Criticism</i> , Oxford University Press, London.
5.	A.G. George, 1971, <i>Studies in Poetry</i> , Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
<b>Web Resources</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/topic/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_English.htm</a>

**Mapping with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	2	3	3	3	2
<b>CO2</b>	2	3	3	2	2	3	2	2	2	3
<b>CO3</b>	3	3	2	2	3	2	3	2	3	2
<b>CO4</b>	3	3	3	3	2	3	3	2	3	2
<b>CO5</b>	3	2	3	3	3	3	2	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER I  
CORE- II - ENGLISH DRAMA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV2	Core	Y	Y	-	-	6	6	25	75	100
<b>Learning Objectives</b>										
LO1	To acquaint the students with the origin of drama in Britain									
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.									
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.									
LO4	Evaluating different forms of drama from the historical background could be learnt.									
LO5	Understanding dramatic techniques implied by the pioneers of English drama									
Relevant to Global need	√		Employability Oriented				Addresses Professional Ethics			
Relevant to National need			Entrepreneurship Oriented				Addresses Gender Sensitization			
Relevant to Regional need			Skill Development Oriented				Addresses Environment and Sustainability			
Relevant to Local need							Addresses Human Values		√	

<b>Details</b>		
<b>UNIT I Beginnings of Drama</b> - Miracle and Morality Plays - <i>Everyman</i> The Senecan and Revenge Tragedy Thomas Kyd - <i>The Spanish Tragedy</i>		
<b>UNIT II Elizabethan Theatre</b> - Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy, Christopher Marlowe: <i>The Jew of Malta</i>		
<b>UNIT III Jacobean Drama</b> -John Webster: <i>The White Devil</i>		
<b>UNIT IV Restoration</b> - Irish Dramatic Movement J.M Synge- <i>The Playboy of the Western World</i>		
<b>UNIT V Epic Theatre</b> Comedy of Menace Harold Pinter : <i>Birthday Party</i> Post-Modern Drama Samuel Beckett : <i>Waiting for Godot</i>		
<b>Course Outcomes</b>		<b>Programme Outcomes</b>
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
<b>Text Book</b>		
1	Bradbrook, M.C., 1955, <i>The Growth and Structure and Elizabethan Comedy</i> , London.	
2	Tillyard E.M.W., 1958, <i>The Nature of Comedy &amp; Shakespeare</i> , London.	
<b>Reference Books</b>		
1.	Una Ellis-Fermor, 1965, <i>The Jacobean Drama: An Interpretation</i> , Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, <i>British Drama</i> , Harrap, London.	
3.	Bradbrook, M.C., 1979, <i>Themes and Conventions of Elizabethan Tragedy</i> , Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.	
4.	Michael Hathaway, 1982, <i>Elizabethan Popular Theatre: Plays in Performance</i> , Routledge, London.	
5.	Kinney, Arthur.F., 2004, <i>A Companion to Renaissance Drama</i> , 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> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarey/asste%20">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:**

	<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>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 – Low**

**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

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER I**  
**CORE III - ENGLISH FICTION**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV3	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> Century.									
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.									
LO3	To understand the social background base on the prescribed novels.									
LO4	Identifying and differentiating various forms of novels.									
LO5	Trying hands in writing a piece of work on their own.									
Relevant to Global need	√	Employability Oriented				Addresses Professional Ethics				
Relevant to National need		Entrepreneurship Oriented				Addresses Gender Sensitization				
Relevant to Regional need		Skill Development Oriented				Addresses Environment and Sustainability				
Relevant to Local need						Addresses Human Values		√		

<b>Details</b>
<p><b>UNIT I - Novel as a Form, Concepts and Theories about the Novel, Poetics of the Novel –</b> Definition, Types, and Narrative modes, Omniscient narration.</p> <p style="text-align: center;"><b>Allegorical Novel and Satire</b></p> <p style="text-align: center;">Jonathan Swift- <i>Gulliver's Travels</i>(Books I &amp; II)</p>
<p><b>UNIT II - The New World Novel:</b></p> <p style="text-align: center;">Daniel Defoe- <i>Robinson Crusoe</i>:</p> <p style="text-align: center;">Laurence Sterne -<i>Tristram Shandy</i>.</p>
<p><b>UNIT III - Middle Class Novel of Manners :</b> Jane Austen-<i>Emma</i></p>
<p><b>UNIT IV - Women's Issues :</b> Charlotte Bronte-<i>Jane Eyre</i></p>
<p><b>UNIT V - Liberal Humanism, Individual Environment and Class Issues,</b> James Joyce-<i>Portrait of the Artist as a Young Man</i></p>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain wide knowledge about different types of novels.	PO1, PO10
<b>CO2</b>	Learn the art of writing different forms of novel with the learned notions.	PO2, PO3
<b>CO3</b>	Explore Social, domestic and gothic novels.	PO4, PO5
<b>CO4</b>	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
<b>CO5</b>	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8,PO10

<b>Text Books (Latest Editions)</b>	
1.	Wayne C. Booth, 1961, <i>The Rhetoric of Fiction</i> , Chicago University Press, London.
2.	F.R. Leavis, 1973, <i>The Great Tradition</i> , Chatto&Windus, London.
<b>Reference Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, <i>Rise of the English Novel</i> , Chatto&Windus, London.
2.	Frederick R Karl, 1977, <i>Reader's Guide to the Development of the English Novel till the 18<sup>th</sup> Century</i> , The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, <i>An Introduction to English Novel Vol. II</i> , Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, <i>The English Novel: From Dickens to Lawrence</i> , Chatto & Windus, London.
5.	Ian Milligan, 1983, <i>The Novel in English: An Introduction</i> , Macmillan, Hong Kong.
<b>Web Resources</b>	
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
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I**  
**ELECTIVE- I INDIAN WRITING IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23DV01	Elective	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
LO1	Enabling the students to understand the evolution of Indian Writing in English.									
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.									
LO3	Comprehending different genres through the representation of different texts.									
LO4	To inculcate in the students the cultural significance of Indian English literature.									
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.									
Relevant to Global need						Employability Oriented			Addresses Professional Ethics	
Relevant to National need	√					Entrepreneurship Oriented			Addresses Gender Sensitization	
Relevant to Regional need						Skill Development Oriented			Addresses Environment and Sustainability	
Relevant to Local need									Addresses Human Values	√

<b>Details</b>	
<b>UNIT I -</b>	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers
<b>UNIT II -</b>	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky, Nissim Ezekiel: Morning Prayer, Enterprise.
<b>UNIT III -</b>	Girish Karnad: <i>Nagamandala</i> . Asif Currimbhoy: <i>Inquilab</i> .
<b>UNIT IV –</b>	Rabindranath Tagore: My School Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation ( <i>Wings of Fire</i> ).
<b>UNIT V -</b>	Anita Desai: <i>Where Shall we go this Summer?</i> Shashi Deshpande: <i>Roots and Shadows</i>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
<b>CO5</b>	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Ramamurti, K.S. (ed.). <i>Twenty five Indian Poets in English</i> Macmillan. 1995.	

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	K.R. SrinivasaIyengar, 1962, – <i>History of Indian Writing in English</i> , Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, <i>A History of Indian Literature</i> , Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, <i>Authors, Texts, Issues: Essays on Indian literature</i> , Pencraft International, New Delhi.
4.	AmitChandri, 2001, <i>The Picador Book of Modern Indian Literature</i> , Macmillan, London.
5.	TabishKhair, 2001, <i>Babu Fictions: Alienation in Contemporary Indian English Novels.</i> , 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-writi ng-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-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
<b>CO1</b>	3	3	3	3	3	2	3	3	3	2
<b>CO2</b>	2	3	3	2	2	3	2	2	2	3
<b>CO3</b>	3	3	2	2	3	2	3	2	3	2
<b>CO4</b>	3	3	3	3	2	3	3	2	3	2
<b>CO5</b>	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping Specific Outcome:**

<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER I  
ELECTIVE II -THEATRE ART**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
<b>P23DV02</b>	<b>Elective</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the learners to the literary aspect of dramas.									
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.									
Relevant to Global need	√	Employability Oriented					Addresses Professional Ethics			
Relevant to National need		Entrepreneurship Oriented					Addresses Gender Sensitization			
Relevant to Regional need		Skill Development Oriented				√	Addresses Environment and Sustainability			
Relevant to Local need							Addresses Human Values			

<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		
<b>UNIT IV</b> - 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.		
<b>UNIT V</b> - Theatre of illusion, Expressionism and Dramatic Symbolism, Stage design in the modern world, Lighting in the modern world, Word versus Spectacle.		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand 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>	Gain exposure to diverse components of acting and techniques	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1.	Sangeetha, K and A.Selvalakshmi. <i>An Introduction to Theatre Art</i> . New Century Book House (P) Ltd.,2015.	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web sources</b>		
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/fundamentalsopl0000dean_y3x3">https://archive.org/details/fundamentalsopl0000dean_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>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	2	3	3	3	2
<b>CO2</b>	2	3	3	2	2	3	2	2	2	3
<b>CO3</b>	3	3	2	2	3	2	3	2	3	2
<b>CO4</b>	3	3	3	3	2	3	3	2	3	2
<b>CO5</b>	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

3 – Strong, 2 – Medium, 1 - Low

<b>SEMESTER-II</b>								
CC4	P23CV4	AMERICAN LITERATURE	6	5	3	25	75	100
CC5	P23CV5	SHAKESPEARE STUDIES	6	5	3	25	75	100
CC6	P23CV6	POST-COLONIAL THEORY AND LITERATURE	6	4	3	25	75	100
DSEC3	P23DV03	APPROACHES TO ENGLISH LANGUAGE TEACHING	5	3	3	25	75	100
DSEC4	P23DV04	A GLIMPSE OF NOBEL LAUREATES	5	3	3	25	75	100
SEC1 INDUSTRY TRAINING & EXPECTATION:	P23SEV1	TECHNICAL WRITING	2	2	3	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>				<b>600</b>

**FIRST YEAR - SEMESTER II**  
**CORE- IV AMERICAN LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV4	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the learners to the development of American literature.									
LO2	To familiarize social and political events that have a bearing on American writing									
LO3	To introduce the concepts and emerging themes in American literature									
LO4	To inculcate the movements and trends that shaped American literature,									
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented			Addresses Environment and Sustainability					
Relevant to Local need					Addresses Human Values					√

**Details****UNIT I****POETRY**

Walt Whitman - Out of the Cradle Endlessly Rocking

Emily Dickinson - The Last Night That She Lived

E. E. Cummings - Cambridge Ladies

Wallace Stevens - Anecdote of the Jar

Denis Levertor - Thinking of EL Salvador

Sylvia Plath - Lady Lazarus

Adrienne Rich - Snapshots of a Daughter-in-law

**UNIT II - Prose –**

Amy Tan - Mother Tongue,

Thoreau - Walden (Chapter “Pond”)

**UNIT III Drama –**

Arthur Miller - Death of a Salesman,

Ntozake Shange – For Colored Girls.

**UNIT IV Fiction/Short Story –**

Edgar Allan Poe - The Cask of Amontillado

N. Scott Momaday - *The House Made of Dawn*

Toni Morrison - *Beloved*

**UNIT V Autobiography –**

Excerpts from – *Malcolm X* (Chapters I & II)

Cherrie Moraga - *Native Country of the Heart*

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Analyze the movements and trends that shaped American literature	PO2
<b>CO2</b>	Estimate various speeches and concepts of living which changed American history	PO1, PO3
<b>CO3</b>	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
<b>CO4</b>	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
<b>CO5</b>	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Sources</b>		
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>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**CORE- V SHAKESPEARE STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV5	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.									
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages									
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets									
CO4	Appraise Shakespeare's contribution to English language and literature									
CO5	Critically understanding the appreciations by critics on Shakespeare									
Relevant to Global need	√	Employability Oriented				Addresses Professional Ethics				
Relevant to National need		Entrepreneurship Oriented				Addresses Gender Sensitization				
Relevant to Regional need		Skill Development oriented				Addresses Environment and Sustainability				
Relevant to Local need						Addresses Human Values				√

<b>Details</b>	
<b>UNIT I</b> - Shakespearean Theatre; Theatre Conventions; Sources; Problems of Categorization; Trends in Shakespeare Studies up to the 19 <sup>th</sup> Century, Court politics, famous actors, theatre criticism, Shakespeare into film & play production.	
<b>UNIT II – Sonnets</b> – 12, 65, 86,130, <b>Comedies</b> - <i>Much Ado About Nothing, Winter’s Tale.</i>	
<b>UNIT III – Tragedy</b> <i>Othello</i>	
<b>UNIT IV – History</b> <i>Henry IV Part I</i>	
<b>UNIT V- Shakespearean Criticism –</b>	
1. A.C. Bradley - <i>Shakespearean Tragedy</i> (Chapter V & VI)	
2. Stephen Greenblatt - <i>Invisible Bullets: Renaissance Authority and its Subversion</i> Ania Loomba <i>Sexuality and Racial Difference in Gender, Race, and Renaissance Drama</i> , Manchester UP, 1989.	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understand the appreciations by critics on Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre’s development.	PO3
<b>CO3</b>	Be familiarized with critical perspectives on Shakespeare’s Plays and Sonnets	PO4, PO5
<b>CO4</b>	Understand the trends in Shakespeare studies	PO6
<b>CO5</b>	Learn Modern Approaches in Shakespearean criticism	PO7, PO10
<b>Text Books (Latest Editions)</b>		
1.	Stephen Greenblatt, ed., 1997, <i>The Norton Shakespeare</i> , (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.	

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
<b>Web sources</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>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**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

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER II**  
**CORE VI - POST-COLONIAL THEORY AND LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV6	Core /	Y	Y	-	-	4	6	25	75	100
<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	Understanding the critical perspectives in Postcolonial literatures.									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		√

<b>Details</b>	
<b>UNIT I: Poetry</b>	
Arun Kolatkar : The Priest, Yeshwant Rao, An Old Woman, A.K. Ramanujan. : Returning, Death of Poem, Kofi Awonoor , The Weaver Bird Leopold Senghor. : In Memoriam Grace Nichols : In My Name James Reaney : Maps George Bowering : Grand Father	
<b>UNIT II -Prose</b>	
Bill Ashcroft, Gareth Griffiths and Helen Tiffin - <i>The Empire Writes Back</i> (Introduction) Edward Said - Introduction to <i>Orientalism</i> .	
<b>UNIT III-Drama</b>	
Soyinka - <i>Death and the King's Horseman</i> Dougals Stuart - <i>Ned Kelly</i>	
<b>UNIT IV – Fiction</b>	
Arundathi Roy – <i>God of Small things</i> Bapsi Sidwa – <i>Ice Candyman</i>	
<b>UNIT V – Short Stories</b>	
Kate Grenville – <i>Mate</i> Chinua Achebe – <i>Dead Men's path</i>	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understand the political and social background of the third world nations	PO2
<b>CO2</b>	Understand the emerging trends in Post-Colonial Literature	PO1, PO3
<b>CO3</b>	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10

<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8
<b>Text Books (Latest Editions)</b>		
1.	Macaulay's Minute of 1831/35.	
2.	<i>Post-Colonial Studies</i> : eds. Ashcroft et.al.	
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Specific issues of <i>Journal of Commonwealth Literature</i> .	
2.	<i>Post-colonial Studies Reader</i> . eds. Ashcroft, Griffiths and Tiffin.	
3.	<i>Canadian Voices</i> . ed. S. Kudchedkar and Jameela Begum.	
4.	Frantz Fanon : <i>The Wretched of the Earth</i> .	
5.	Ashish Nandy : <i>The Fear of Nationalism</i> .	
<b>Web Sources</b>		
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/E37B702EF39264C41C8CDB523DB74A_1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A_1A</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 – Low**

**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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER II**  
**ELECTIVE – III**  
**APPROACHES TO ENGLISH LANGUAGE TEACHING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23DV03	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
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 and consequences on language teaching									
LO4	Emphasis will be laid on tracing the development of language teaching skills									
LO5	Understanding the teaching aspects									
Relevant to Global need	√	Employability Oriented				√	Addresses Professional Ethics			
Relevant to National need		Entrepreneurship Oriented					Addresses Gender Sensitization			
Relevant to Regional need		Skill Development Oriented				√	Addresses Environment and Sustainability			
Relevant to Local need							Addresses Human Values			

<b>Details</b>	
<b>UNIT I</b>	
<b>A Brief history of Language Teaching</b>	
The Grammar – Translation method, The Direct method ,The Audio lingual method, Language teaching innovations in the nineteenth century	
<b>UNIT II</b>	
<b>Nature of approaches and methods in Language Teaching</b>	
Definition of Approach and Method	
Objectives, Syllabus, Learning Activities, Roles of Learners, Teachers and Materials of the following approaches:	
Oral approach , Situational Language Teaching	
The Silent Way	
Community Language Learning.	
Suggestopedia, Competency based Language teaching	
<b>UNIT III</b>	
<b>Current Communicative Approaches</b>	
The Natural Approach ,Cooperative language learning, Content based instruction ,Task-based language teaching	
<b>UNIT IV</b>	
Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.	
<b>UNIT V</b>	
<b>Use of Media in ELT</b>	
The integration of elements in multi- media language learning systems, BBC English by Radio and Television - an outline history	
(Using BBC English by Radio and Television in the classroom)	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Know the brief history of language teaching methods	<b>PO3</b>

<b>CO2</b>	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
<b>CO4</b>	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
<b>CO5</b>	Perceive the use of radio and television in language learning	PO8, PO9

<b>Text Books (Latest Editions)</b>	
1	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2	<i>The Use of Media in ELT</i> . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1	Dr. Shaikh Mowla <i>Methods of Teaching English</i> .
2	Dr. Gurav H.K <i>Teaching Aspects of English Language</i> .
<b>Web Resources</b>	
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>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER II**  
**ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
<b>P23DV04</b>	<b>Elective</b>	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature									
LO2	To familiarize students on various Nobel Laureates									
LO3	To focus on interpreting the works of various Nobel Laureates									
LO4	Focus on evaluate critically and aesthetically the prescribed texts									
LO5	Understanding the Nobel Laureates contribution to the society									
Relevant to Global need	√	Employability Oriented						Addresses Professional Ethics		
Relevant to National need		Entrepreneurship Oriented						Addresses Gender Sensitization		
Relevant to Regional need		Skill Development Oriented						Addresses Environment and Sustainability		√
Relevant to Local need								Addresses Human Values		

<b>Details</b>	
<b>UNIT I POETRY</b>	
<b>Pablo Neruda</b>	
If You Forget, A Song of Despair, Ode to the Onion, Your Laughter	
Octavio Paz -One Listens to the Rain, The Street	
Rudyard Kipling -Power of the Dog,	
Seamus Heaney - Oracle	
<b>UNIT II PROSE</b>	
Nadine Gordimer – Loot	
Thomas Mann - Disorder and Early Sorrow, He Comes Round the Corner	
J.M. Coetzee -Excerpts from <i>Disgrace</i> (Chapters I )	
Toni Morrison-Excerpt from <i>Sula</i>	
<b>UNIT III DRAMA</b>	
Harold Pinter- <i>The Caretaker</i>	
<b>UNIT IV SHORT STORIES</b>	
Alice Munro-The Turkey Season, Differently, The Bear Came Over the Mountain, Boys and Girls	
<b>UNIT V NOVELS</b>	
John Steinbeck - <i>The Pearl</i>	
Gabriel Garcia Marquez - <i>Love in the Time of Cholera</i>	

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
<b>CO2</b>	Interpret the works of various Nobel Laureates	PO1, PO2,PO3

<b>CO3</b>	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

<b>Text Books Latest Editions)</b>	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
<b>Web Resources</b>	
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/amp/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/</a>
5	<a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</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>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

**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

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR -SEMESTER II**  
**SKILL BASED ELECTIVE I - TECHNICAL WRITING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core / Elective	Y	Y	-	-	2	2	25	75	100
<b>P23SEV1</b>										
<b>Learning Objectives</b>										
LO1	Technical Writing is ultimately important as it provides information on a company's products and services									
LO2	Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.									
LO3	The course in technical writing focuses on the discursual features and functions of technical writing including the technical reports, project reports and related documents.									
LO4	The knowledge of computing appropriate to the discipline.									
LO5	The ability to use current technologies, skills, and tools necessary for computing practices.									
Relevant to Global need	√	Employability Oriented				√	Addresses Professional Ethics			
Relevant to National need		Entrepreneurship Oriented					Addresses Gender Sensitization			
Relevant to Regional need		Skill Development Oriented				√	Addresses Environment and Sustainability			
Relevant to Local need							Addresses Human Values			

<b>Details</b>		
<b>UNIT I- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs</b>		
<b>UNIT II – The Know-How of Technical Description Document Design ,Graphics: Enhancing Content</b>		
<b>UNIT III – Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.</b>		
<b>UNIT IV – Blogging, Vlogging, Posting on Social Media</b>		
<b>UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer</b>		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.	PO1
<b>CO2</b>	Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.	PO1, PO2
<b>CO3</b>	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	PO4, PO6
<b>CO4</b>	Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	PO4, PO5, PO6

<b>CO5</b>	Be able to read, understand, and interpret material on technology.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Baker, Mona, <i>In Other Words: A Coursebook on Translation</i> . London: Routledge	
2.	Bassnet, Susan. <i>Translation Studies</i> . London & New York: Routledge, 1991.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Catford, J.C. <i>A Linguistic Theory of Translation: An Essay in Applied Linguistics</i>	
2.	Duff, Alan, <i>Translations</i> . Oxford: OUP, 1989. London: OUP, 1965.	
<b>Web Resources</b>		
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.utleystategies.com/blog/proposal-writing?format=amp">https://www.utleystategies.com/blog/proposal-writing?format=amp</a>	

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

**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

**3 – Strong, 2 – Medium, 1 – Low**

**SUMMER INTERNSHIP/INDUSTRIAL TRAINING**

<b>SEMESTER-III</b>								
CC7	P23CV7	CONTEMPORARY LITERARY CRITICISM	6	5	3	25	75	100
CC8	P23CV8	CANADIAN STUDIES	6	5	3	25	75	100
CC9	P23CV9	LITERATURE OF THE MARGINALIZED IN INDIA	6	4	3	25	75	100
CC10	P23CV10	Core Industry Module: FILM AND MEDIA STUDIES	5	3	3	25	75	100
DSEC5	P23DV05	TRANSLATION STUDIES	5	3	3	25	75	100
SEC2	P23SEV2	<b>FUNCTIONAL ENGLISH</b>	2	2	3	25	75	100
	P23SIVI	Internship/Industrial Activity	-	2		--	--	100
	<b>Total</b>		<b>30</b>	<b>24</b>				<b>700</b>

**SECOND YEAR - SEMESTER III**  
**CORE VII -CONTEMPORARY LITERARY CRITICISM**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV7	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge									
LO2	To provide knowledge about the different schools in contemporary literary Criticism									
LO3	To focus on interpreting the works of various literary critics									
LO4	Focus on evaluate critically and aesthetically the prescribed texts									
LO5	Understanding the principles of criticism									
Relevant to Global need	√			Employability Oriented	√			Addresses Professional Ethics		
Relevant to National need	√			Entrepreneurship Oriented				Addresses Gender Sensitization		√
Relevant to Regional need				Skill Development Oriented				Addresses Environment and Sustainability		
Relevant to Local need								Addresses Human Values		√

<b>Details</b>		
<b>UNIT I</b> Derrida - Structure, Sign and Play in the Discourse of Human Sciences		
<b>UNIT II</b> M.H. Abrams- The Deconstructive Angel		
<b>UNIT III</b> Susan Sontag - Against Interpretation Edward Said -Crisis (In <i>Orientalism</i> )		
<b>UNIT IV</b> Cleanth Brooks- Irony as Principle of Structure Sigmund Freud-Creative Writers and Day Dreaming		
<b>UNIT V</b> Terry Eagleton- Capitalism, Modernism and Post Modernism Roland Barthes -From Work to Text		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop analytical understanding of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Appreciate a text at emotional,intellectual and aesthetic levels	PO7
<b>Text Books (Latest Editions)</b>		
1.	Eagleton, T. (2008). <i>Literary theory: An introduction</i> . U of Minnesota Press.	
<b>Reference Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Wood, Nigel, and David Lodge. <i>Modern Criticism and Theory</i> . Taylor and Francis, 2014.	
2.	Lodge, David. <i>Twentieth Century Literary Criticism: A Reader</i> . Routledge, 2016.	
<b>Web Resources</b>		
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/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/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>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER III**  
**CORE – VIII- CANADIAN STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV8	Core /	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions									
LO2	To provide knowledge about the different trends in Canadian studies									
LO3	To focus on interpreting the prescribed works critically									
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.									
LO5	Understanding the folklore and its influence on Canadian Literature									
Relevant to Global need	√	Employability Oriented					Addresses Professional Ethics			
Relevant to National need		Entrepreneurship Oriented					Addresses Gender Sensitization			
Relevant to Regional need		Skill Development Oriented					Addresses Environment and Sustainability		√	
Relevant to Local need							Addresses Human Values		√	

Details
<p><b>UNIT I</b>  <b>Poetry</b>            P.K.Page: Adolescence            A.M.Klein: Indian Reservation: Caughnawaga            Margaret Atwood: Journey to the Interior            A.J.M.Smith: Like an Old Proud King in a Parable</p> <p>Selections from Native Literature in Canada:</p> <p>Duke Red Bird: I am the Red Man            Cheri Jubinville : My First Count            Kendra Newman: Centuries Pass            Comaka: The HeartBeat</p> <p><b>UNIT II</b>  <b>Prose</b>            Linda Hutcheon -The Canadian Post-Modern.            Thomas King - "Godzilla vs Post-Colonial",</p> <p><b>UNIT III</b>  <b>Prose</b>            Stephen Leacock: <i>Sunshine Sketches of a Little Town</i>.(Chapters I &amp; II)            Autobiography/Autoethnography/Lifewritings: Beatrice Mosonior: <i>In Search of April Rain tree</i>.            (Culleton)</p> <p><b>UNIT IV</b>  <b>Drama</b>            Tom Highway- <i>Dry Lips Oughta Move</i>            Uma Parameswaran -Sita's Promise (Selection from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma Parameswaran Bangalore: IBH Prakashana 1996)</p> <p><b>UNIT V</b>  <b>Fiction</b>            M. Atwood-<i>Survival</i>,            M.G. Vassanji - <i>No New Land</i></p>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the historical and political background of Canadian Literature	PO1, PO3
<b>CO2</b>	Be familiarized with the folklore and its influence in Canadian Literature	PO1
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO4
<b>CO4</b>	Appreciate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10
<b>(Text Books in Latest Edition)</b>		
<b>1.</b>	Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer		
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)		
3. A Short History of Canada, Desmond Morton, Edmonton: Hurtig 1983		
4. C.D. Narasimiah's Anthology of Commonwealth Poetry.		

Web sources	
1	<a href="http://www.india.gc.ca">www.india.gc.ca</a>
2	<a href="http://www.canada.justice.gc.ca">www.canada.justice.gc.ca</a>
3	<a href="http://www.thecanadianencyclopedia.com">www.thecanadianencyclopedia.com</a>
4.	<a href="https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html">https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html</a>
5.	<a href="https://www.britannica.com/biography/Margaret-Atwood">https://www.britannica.com/biography/Margaret-Atwood</a>
6.	<a href="https://canadianliteraryfare.org/bibliography/drama/">https://canadianliteraryfare.org/bibliography/drama/</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### 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

<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0
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**3 – Strong, 2 – Medium, 1 - Low**

**SECOND YEAR - SEMESTER III**  
**CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV9	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>										
LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses									
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.									
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.									
LO4	Focus on important dimensions to understanding political spheres in India									
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.									
Relevant to Global need						Employability Oriented			Addresses Professional Ethics	
Relevant to National need	√					Entrepreneurship Oriented			Addresses Gender Sensitization	
Relevant to Regional need						Skill Development Oriented			Addresses Environment and Sustainability	
Relevant to Local need	√								Addresses Human Values	√

Details
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**UNIT I****Studies on Caste (colonial/postcolonial):**

Dr.B.R. Ambedkar - Castes in India and Annihilation of Caste, Genesis and Mechanism of Caste

Lakshmi Narasu- Study of Caste

Louis Dumont- Homo Hierarchicus

**UNIT II****The Interface between Caste and Gender**

Uma Chakravarti: *Gendering Caste: Through a Feminist Lens*

Anupama Rao: *Caste and Gender*

**UNIT III****History and Theory of Dalit Uprising**

Ravikumar & R.Azhagarsan(eds)- Imayam – The Binding Vow (Pages 57 – 74),  
RA . Athiyaman- Arunthathiyars : Problems of Language, Race and Caste Identity (Pages 271-273), P.Sivakami- Land:Woman’s Breath and Speech(Pages 274-281) from *The Oxford India Anthology of Tamil Dalit Writing*

**UNIT IV****Poetry**

Koshal Parwar – Life

Namdeo Dhasal – Hunger

J.V. Pawar – Birds in Prison

Arun Kamble – Which language I should speak?

Dr.Siddalingaiah – The Dalits are coming

**UNIT V: Fiction**

Kalyan Rao-*Untouchable Spring*

**Short stories**

Bama : Kisumbukaran

Imayam - Aarumugam

JayawantDalvi-Chakra

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the historical and political background of Caste	PO1
<b>CO2</b>	Focus on understanding the dimensions of discriminations	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO3,PO4
<b>CO4</b>	Evaluate the prescribed texts critically.	PO6, PO8
<b>CO5</b>	Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9
<b>Text Books (Latest Editions)</b>		
1.	<b>Caste and Tribes</b> by Risley	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	<b>Caste and Tribes</b> by Edgar Thurston	
2.	<b>Castes of Mind</b> by Nicholas B Dirks	
3	<b>Nationalism without a Nation in India</b> by G.Aloysius	
<b>Web sources</b>		
1	www.ambedkar.org	
2	www.saxakali.org	
3	<a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full</a>	
4	<a href="https://www.jstor.org/stable/2053672">https://www.jstor.org/stable/2053672</a>	
5	<a href="https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079">https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

**SEMESTER – III**  
**CORE X-FILM AND MEDIA STUDIES**

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	CREDIT S	Inst. Hours	Marks		
									CIA	External	Total
P23CV10 III SEMESTER	Film and Media Studies	Core	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
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.										
Relevant to Global need	√	Employability Oriented	√				Addresses Professional Ethics				
Relevant to National need	√	Entrepreneurship Oriented					Addresses Gender Sensitization				
Relevant to Regional need	√	Skill Development Oriented	√				Addresses Environment and Sustainability				
Relevant to Local need	√						Addresses Human Values				

Details
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**UNIT I**

The Movie Camera- D.W.Griffith-The Birth of a Nation- Judith of Bethulia-

(William Rothman - *'T' of the Camera* [OUP](Pages 1 -28)

What is Narrative?-Plot and Story – Narration: Flow, Range and Depth-The Narrator

–Plot and Story in Citizen Kane-The Shot:Aspects of Mise-en-scene, Setting-

Costume and Make-up-Lighting-Staging-Movement and Performance-Narrative

functions of Mise-en-scene-Understanding Genre- Genre History-Social functions of

Genres-Western, Horror Film, Musical

(Kristin Thompson & David Bordnell - *Film History :An Introduction* [Mc Grawhill. Edn]( Pages 74-161,318-336 )

**UNIT II**

The Early Years- Silent Cinema- Comedy-Charlie Chaplin - The Rise of Hollywood –The Picture

Palace - Triumph of the Studio System – Censorship and Self Regulation – Music for Films – Sound

of Music – Cinema and Genres –The Western , The Musical, Crime Movies, The Fantastic- Italian

Neo Realism, French Cinema, Japanese Cinema

(Geoffrey Novelle Smith- *The Oxford History of World Cinema*)

**UNIT III**

Introduction- Classical Hollywood and New Hollywood- The Great Shift in Hollywood Cinema-

The Melodrama-Film Noir and the Femme Fatale-Graduate-Klute-Chinatown-Taxi driver-The

French Connection and Dirty Harry

(Nathan Abrams - *New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame* [eds] [Bloomsbury Publication](Pages 1 - 48)

How Hollywood works-Production-Properties and Copyright – Writers – Agents-Lawyers-

Producers-Script Market-Development Deals-Pre-Production-Locations-Commissions-Guilds and

Unions-Post Production

(Janet Wasko - *How Hollywood Works* [Sage Publication]( Chapter I)

**UNIT IV**

Beginnings of Indian Film-Pioneers – Phalke- Raja Harischandra- Film

Companies-American Films and The Indian Film Market- Indian

Cinematograph Committee- Findings and Recommendations :City and

Mofussil Theatres,Budget,Film Criticism,Censorship

(Erik Barnow & S. Krishnaswamy -*Indian Film* [OUP] (Pages 1-50)

History and Development of South Indian Cinema

(Theodore Baskaran - *Perspectives on South Indian Cinema*(2009)

**UNIT V****Film Studies**

Classic Film Theory and Semiotics – Film and Psycho analysis – Film and Post modernism- Marxism and Film- Feminism and Film- Gay and Lesbian Criticism-Sociology and Film- Film Interpretation

John Hill- Critical Approaches - *Film Studies* [OUP]

**Movies for Appreciation**

1. Aaron Sorkin -*A Few Good Men* (Legal Drama 1989)
2. Sophie Kinsella -*Confessions of a Shopaholic*
3. Adoor Gopalakrishnan -*Elippathayam*
4. Novel to Film- *Bridge on River Kwai*

**Course Outcomes**

<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 (Latest Editions)</b>	
1.	LouisGiannetti,1972,UnderstandingMovies,PrenticeHall,NewJersey.
2.	Ed.S.Vasudevan,2000,MakingMeaninginIndianCinema,OUP,NewDelhi.
<b>References Books ( Latest editions, and the style as given below must be strictly adhered to )</b>	
1.	Ed.BillNichols,1993,MoviesandMethodsVol.I,EditionSeagullBooks,Calcutta.
2.	Ed.BillNichols,1993,MoviesandMethodsVol.II,EditionSeagullBooks,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://wnorton.com/books/9780393420531">https://wnorton.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_articles/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_articles/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>

**SECOND YEAR - SEMESTER III**  
**ELECTIVE V- TRANSLATION STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23DV05	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature									
LO2	To provide knowledge about the regional languages through representative texts in English translation									
LO3	To equip the students in the skills as well as the politics of translation.									
LO4	Focus on important dimensions of culture through the prescribed texts									
LO5	Understanding the nuances of translations									
Relevant to Global need	✓	Employability Oriented	✓	Addresses Professional Ethics						
Relevant to National need	✓	Entrepreneurship Oriented		Addresses Gender Sensitization						
Relevant to Regional need		Skill Development Oriented	✓	Addresses Environment and Sustainability						
Relevant to Local need				Addresses Human Values						

<b>Details</b>		
<b>UNIT I</b>		
<b>Translation Theory</b>		
GJV Prasad: The Strange Case of the Indian English Novel		
Vinay Dharwadkar - A.K. Ramanujan's Theory and Practice of Translation		
<b>Poetry</b>		
Balamani Amma- To My Daughter ( <i>The Oxford Anthology of Modern Indian Poetry</i> eds. Vinay Dharwadkar and A K Ramanujan)		
<b>UNIT II</b>		
<b>Prose</b>		
AK Ramanujan - Annayya's Anthropology		
Kodavatiganti Kutumba Rao - Taatayya		
<b>UNIT III</b>		
<b>Drama</b>		
Indira Parthasarathy - <i>The Legend of Nandan</i> (New Delhi OUP, 2003)		
Mahasweta Devi - <i>Rudaali</i>		
<b>UNIT IV</b>		
<b>Fiction</b>		
Abburi Chaya Devi - The Touch		
Vaikom Muhammed Basheer- The World Renowned Nose		
C S Lakshmi (Ambai) : Squirrel		
Ki. Rajanarayanan: The Chair		
Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.		
<b>UNIT V</b>		
Translation Practice: Passages of about 200 words length (English to Tamil, Tamil to English)		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Appreciate better the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Gain exposure to effective translation	PO4
<b>CO4</b>	Be equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Gain knowledge in the regional languages through representative texts in English translation	PO9

<b>Text Books (Latest Editions)</b>	
1.	Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. Post-colonial Translation. London. Routledge
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3	R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)
<b>Web sources</b>	
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:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER III**  
**SEC II-ELECTIVE - FUNCTIONAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23SEV2	Elective	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To expose the learners towards the organizing and delivery of speech									
LO2	To train the learners in various language skill in Public Speaking									
LO3	Creating awareness about using language according to the situation									
LO4	Helping learners overcome common problems of Indian speakers of English									
LO5	Introducing major features of spoken English									
Relevant to Global need	√			Employability Oriented		√		Addresses Professional Ethics		
Relevant to National need				Entrepreneurship Oriented				Addresses Gender Sensitization		
Relevant to Regional need				Skill Development Oriented		√		Addresses Environment and Sustainability		
Relevant to Local need	√							Addresses Human Values		

**Details****UNIT I****Public Speaking**

- 1.Characteristics of a good speaker
- 2.Methods of Speaking
- 3.Preparation and Delivery of Speech

**UNIT II****Speech for Situations**

1. Speech to inform
- 2.Speech to Persuade
- 3.Speeches for Special occasions

**UNIT III****Occupational Skills**

- 1.Email
- 2.Resume
- 3.Official memo

**UNIT IV****Interview Skills**

- 1.Preparation and practice for Interviews
- 2.Some General Questions in an Interview
- 3.Profile Writing for a Job
- 4.Presentation Skills

**UNIT V****Interpersonal Skills**

- 1.Team Development
- 2.Relationship and Communication
- 3.Negotiation

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define communicative skills	PO2
<b>CO2</b>	Utilize the nuances of English language in public speaking	PO1, PO2
<b>CO3</b>	Evaluate language skills in day to day life	PO3, PO4
<b>CO4</b>	Develop different styles of occupational skills	PO5, PO6
<b>CO5</b>	Learn to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8
<b>Text Books (Latest Editions)</b>		
1.	Mohan, Krishna, et al. <i>Developing Communication Skills</i> . Macmillan Publishers India Ltd., 2009.	
2.	Mitra, Barun K. <i>Effective Technical Communication: a Guide for Scientists and Engineers</i> . Oxford University Press, 2006.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Sudha,S. <i>Job Fair Keys</i> , Jayalakshmi Publications, 2017.	
2.	Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)	
<b>Web sources</b>		
1.	Team Development- <a href="https://blog.vantagecircle.com/team-development/5">https://blog.vantagecircle.com/team-development/5</a> . Relationship and Communication- <a href="https://2012books.lardbucket.org/books/a-primer-on-communication-">https://2012books.lardbucket.org/books/a-primer-on-communication-</a>	
2.	Negotiation- <a href="https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/">https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/</a>	

3.	<a href="https://in.indeed.com/career-advice/interviewing/interviewing-skills">https://in.indeed.com/career-advice/interviewing/interviewing-skills</a>
4.	<a href="https://careerwise.minnstate.edu/careers/occupational-skills.html">https://careerwise.minnstate.edu/careers/occupational-skills.html</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 – Low

**INTERNSHIP/INDUSTRIAL ACTIVITY**

<b>SEMESTER-IV</b>								
CC11	P23CV11	TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	6	5	3	25	75	100
CC12	P23CV12	SUBALTERN STUDIES	6	5	3	25	75	100
CC13	P23VPW	Project with Viva voce	10	7	-	80	20	100
DSEC6	P23DV06	<b>ENGLISH FOR CAREERS</b>	5	3	3	25	75	100
SEC3 Professional Competency Skill:	P23SEV3	<b>ENGLISH LITERATURE FOR COMPETITIVE EXAMS</b>	3	2	3	25	75	100
	P23EAV	Extension Activity	-	1	-	--	--	100
<b>Total</b>			<b>30</b>	<b>23</b>				<b>600</b>

**SECOND YEAR - SEMESTER IV**  
**CORE XI - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV11	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.									
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level.									
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.									
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.									
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.									
Relevant to Global need	√			Employability Oriented				Addresses Professional thics		
Relevant to National need	√			Entrepreneurship Oriented				Addresses Gender Sensitization		
Relevant to Regional need	√			Skill Development Oriented				Addresses Environment and Sustainability		√
Relevant to Local need	√							Addresses Human Values		√

Details
<p><b>UNIT I</b></p> <p><b>Blue Studies</b> Amitav Ghosh: <i>The Hungry Tide</i> Yann Martel: <i>The Life of Pi</i></p> <p><b>UNIT II</b></p> <p><b>Animal Studies</b> Margo DeMello “Human Animal Studies” from <i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 3-18  Mario Ortiz Robles -“What is it like to be a trope?” from <i>Literature and Animal Studies</i></p> <p><b>UNIT III</b></p> <p><b>Medical Humanities</b> Thomas R. Cole et al. “Introducing Medical Humanities” from <i>Medical Humanities: An Introduction</i>(Pages 1-21) Dan Millman: <i>Way of the Peaceful Warrior</i></p> <p><b>UNIT IV</b></p> <p><b>Climate Studies</b> <b>Introduction to Climate Change and Studies</b> Barbara Kingsolver: <i>Flight Behavior</i></p> <p><b>UNIT V</b></p> <p><b>Disability Studies</b> Lennard J. Davis- Introduction: Disability, Power and Culture From the <i>Disability Studies Reader</i>. Clarke Barker and Stuart Murray Introduction- On Reading Disability in Literature from <i>The Cambridge Companion to Disability Studies</i></p>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Analyse contemporary issues and its immediate requirement	PO3
<b>CO2</b>	Effectively understand their social responsibility	PO2, PO6
<b>CO3</b>	Gain exposure to the emerging trends in 21 <sup>st</sup> century millennial literature.	PO4. PO5
<b>CO4</b>	Be equipped in the interdisciplinary theories.	PO6
<b>CO5</b>	Appreciate the viability of interdisciplinary analyses of literary and cultural forms.	PO10
<b>Text Books (Latest Editions)</b>		
1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 1st ed., Routledge, 2015.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bleakley, Alan. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.	
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 <sup>st</sup> ed., Routledge, 2013	
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.	

<b>Web sources</b>	
1	<a href="http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/">http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/</a>
2	<a href="http://www.jstor.org/stable/25614299">http://www.jstor.org/stable/25614299</a> .
3.	<a href="https://www.timeshighereducation.com/student/student-services/blue-studies-international">https://www.timeshighereducation.com/student/student-services/blue-studies-international</a>
4.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/</a>
5.	<a href="https://en.m.wikipedia.org/wiki/Medical_humanities">https://en.m.wikipedia.org/wiki/Medical_humanities</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

**SECOND YEAR - SEMESTER IV**  
**CORE XII - SUBALTERN STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23CV12	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups									
LO2	Develop strategies to deal with these issues successfully.									
LO3	Analysis of literary texts in Subalten lens									
LO4	To examine the defined role of social constructions that affecting the space of the marginalized									
LO5	Critically analyzing subaltern writing.									
Relevant to Global need	√	Employability Oriented			Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented			Addresses Environment and Sustainability					
Relevant to Local need	√				Addresses Human Values					√

Details
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**UNIT I****POETRY**

Imayam - You and I The Rattle and the Cow that Changed Heads

(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)

Rokade, L.S. – To Be or Not to Be Born

Jagtap, Bapurao – This country is Broken

(From *No Entry for the New Son* Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)

Sirumalesh, K.V. The Untouchables

(From *Indian Poetry Today* Volume II published by Indian Council for Cultural Relations)

Claude McKay - If we Must Die

Langston Hughes - Dinner Guest : Me (From commentaries on

Commonwealth Poetry and

Drama Published by Prestige Books, Delhi)

**UNIT II****PROSE**

Martin Luther King (Jr) – I Have a Dream

Gayatri C.Spivak - Can the Subaltern Speak?(Excerpt from Ania Loomba edition)

**UNIT III****DRAMA**

C.T. Indra (Translation) – *Legend of Nandan*

**DRAMA**

Vijay Tendulkar – *Kanyadan*

**UNIT IV FICTION**

Bama – *Karukku*

**UNIT V Short Stories**

1. Premchand – The Shroud
2. Mahasweta Devi – Draupadi (Breast Stories)

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Remember the diverse concepts that address issues of subalterns.	PO2
<b>CO2</b>	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
<b>CO3</b>	Analyse various subaltern texts	PO1, PO2, PO5
<b>CO4</b>	Determine the sources and structures of social inequalities.	PO6
<b>CO5</b>	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.	
<b>Web sources</b>		
1.	<a href="https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.">https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.</a>	
2.	<a href="https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studie s/">https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studie s/</a>	
3.	<a href="http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf">http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf</a>	
4.	<a href="https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf">https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.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>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

**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

3 – Strong, 2 – Medium, 1 - Low

**CC XIII- PROJECT WITH VIVA VOCE-P23VPW**

**SECOND YEAR - SEMESTER IV**  
**DSEC VI- ENGLISH FOR CAREERS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
<b>P23DV06</b>	<b>ELECTIVE</b>	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
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									
Relevant to Global need	√	Empoyability Oriented		√	Addr sses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to local need					Addresses Human Values					

<b>Details</b>
<p><b>UNIT I</b>  <b>Effective Writing</b>            1.Features of Effective Writing 2.Business correspondence 3.E-Mail            4.Report writing Technical Writing</p> <p><b>UNIT II</b>  <b>Administrative Process</b> 1.Agenda preparation 2.Preparing minutes</p> <p><b>UNIT III</b>  <b>Communication</b>            1.Presenting Data in Verbal modes            2 Presenting Data in Non- verbal modes</p> <p><b>UNIT IV</b>  <b>Effective lecturing</b>            Preparing Lectures on Topics 2.Preparing Persuasion Talks</p> <p><b>UNIT V</b>  <b>Telephone Etiquette</b>            1. Business Talks over Telephone            2.Discussion on Career Prospects and Advancements</p>

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

<b>Text Books (Latest Editions)</b>	
1.	V. Saraswathi & Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical
<b>Web sources</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>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**3 – Strong, 2 – Medium, 1 - Low**

**FIRST YEAR - SEMESTER IV**  
**SEC III - PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR**  
**COMPETITIVE EXAMINATIONS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23SEV3	ELECTIVE	Y	Y	-	-	2	3	25	75	100
<b>Learning Objectives</b>										
LO1	Build the knowledge of literary terms and theory strong in students.									
LO2	Develop the competency of students to face competitive examinations.									
LO3	Improve the learning skills of students through various modes of testing.									
LO4	The ability to succeed in competitive exams.									
LO5	An understanding of professional, ethical and social responsibilities.									
Relevant to Global need	√	Employability Oriented		√	Addresses Professional Ethics					
Relevant to National need		Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need		Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need					Addresses Human Values					

<b>Details</b>		
<b>UNIT I –</b>		
Literature of the Absurd		
Aestheticism		
Burlesque.		
<b>UNIT II –</b>		
Canons of Literature		
Comedy of Humors		
Dream Vision.		
<b>UNIT III –</b>		
Edition		
Fancy and Imagination		
Great Chain of Being		
<b>UNIT IV –</b>		
Haiku		
Heroic couplet and Heroic Drama		
Ivory Tower		
<b>UNIT V –</b>		
Jeremiad		
Modernism and Postmodernism		
Myth		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Remember the literary terms forms and theories	PO2
<b>CO2</b>	Understand the different periods of English literature	PO1, PO2
<b>CO3</b>	Apply the learnt theories to any text	PO3, PO6
<b>CO4</b>	Analyse any given text thematically and technically	PO4, PO5, PO6
<b>CO5</b>	Interpret any literary piece of work	PO7, PO8

<b>Text Books (Latest Editions)</b>	
1.	A Glossary of Literary Terms, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	A Dictionary of Literary Terms ,Cuddon.A ( Penguin )
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
<b>Web Resources</b>	
1.	<a href="https://onlinecourses.nptel.ac.in/noc20_hs19/preview">https://onlinecourses.nptel.ac.in/noc20_hs19/preview</a>
2.	<a href="http://www.luminarium.org/">http://www.luminarium.org/</a>
3.	<a href="https://poemanalysis.com/genre/absurd/">https://poemanalysis.com/genre/absurd/</a>
4.	<a href="https://www.bl.uk/medieval-literature/articles/dream-visions">https://www.bl.uk/medieval-literature/articles/dream-visions</a>
5.	<a href="https://www.britannica.com/topic/Great-Chain-of-Being">https://www.britannica.com/topic/Great-Chain-of-Being</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**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 of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**3 – Strong, 2 – Medium, 1 - Low**

**SEMESTER-IV**  
**ELECTIVE VI - English Literature for NTA, NET, SET & GATE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23DV07	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.									
LO2	Evaluating the knowledge of literature.									
LO3	Repeated practice to attend MCQs									
LO4	Profound understanding about the various movements in English Literature									
LO5	Tracing the growth of English literature and literary forms									
Relevant to Global need	√	Employability Oriented		√	Addresses Professional Ethics					
Relevant to National need	√	Entrepreneurship Oriented			Addresses Gender Sensitization					
Relevant to Regional need	√	Skill Development Oriented		√	Addresses Environment and Sustainability					
Relevant to Local need	√				Addresses Human Values					
<b>Details</b>										

**UNIT I**

Teaching and Research Aptitude

**UNIT II****History of English Literature**

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) /Contemporary Period

**UNIT III****American and Non-British Literatures**

Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe

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

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

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Succeed with ease in competitive exams.	PO2, PO3
<b>CO2</b>	Effectively attempt MCQs	PO1
<b>CO3</b>	Gain profound understanding about the various movements in English Literature	PO6
<b>CO4</b>	Understand the nuances of competitive exams	PO7
<b>CO5</b>	Relate to theory and literature	PO6, PO10
<b>Text Books (Latest Editions)</b>		

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
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Srinivasalyengar, 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.
<b>Web Resources</b>	
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_articles/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_articles/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
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**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

3 – Strong, 2 – Medium, 1 - Low