

**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

**B.A. ENGLISH
(CHOICE BASED CREDIT SYSTEM)
(from 2021-2022)**



**SYLLABUS, REGULATIONS AND SCHEME OF EVALUATION
DEPARTMENT OF ENGLISH**

Mother Teresa Women's University, Kodaikanal
Department of English and Foreign Languages
Choice Based Credit System (CBCS)
(2021-2022 onwards)
B.A. English

1. About the Programme

English literature is a wide area of study that is considered a subject that is highly important. It creates a standing connection to various cultural enquiries. It helps to bring together several scopes of culture including film scripts, fiction and poetry. These are the various aspects that are anchored on English literature. BA English Literature is a modern undergraduate degree program that is known to equip students with global ability to deal with both historical and cultural situations. The degree has a well designed curriculum that includes English language and creative writing. The degree is a comprehensive inclusion of modules that form a strong foundation for all students taking the course. The course exposes students to the advanced skills and the analytical capacity to deal with the evaluation of various means of communication in the literal contexts.

There are many opportunities available for students to undertake work placements during BA English Literature coursework. This helps to prepare students for industrial application of their skills and knowledge throughout the world. The course prepares students for modern hospitality matters and other literary issues in the world today. There are many employment opportunities throughout the world now for B.A. English Literature graduates.

2. Programme Educational Objectives (PEOs)

PEO1	To prepare students to understand and use the English language effectively, build vocabulary and introduce them to current ideas and issues as represented in some of the best examples of English writing
PEO2	To educate the student in both the artistry and the utility of the English Language through the study of literature
PEO3	To make the students get a better idea of the subjects and to make them intellectually sharper and innovative.
PEO4	To offer unlimited opportunities to the students in future like research and facing all the competitive examinations.
PEO5	To provide students with the critical faculties necessary in an academic environment, and in the complex and interdependent world.

3. Eligibility

- i) Candidates should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Examination, Govt. of Tamil Nadu or any other Examination accepted by the syndicate as equivalent.
- ii) Candidate should have secured at least 50% in major subjects.
- iii) A relaxation of 10% in the total percentage will be given to SC, ST candidates.

4. General Guidelines for UG Programme

- i. **Duration:** The programme shall extend through a period of 6 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	10	25	10	25
External	30	75	30	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25**
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

Max. Marks: 75

Time: 3 Hrs.

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10
2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

*** Minimum credits required to pass: 156**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade**(Performance in a Course/ Paper)**

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
40-49	4.0 – 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the UG Programmes are also applicable for this Programme.

PROGRAMME OUTCOMES (POs)

On successful completion of B. A. English programme, the students will be able to

PO1	develop intellectual flexibility, creativity, and cultural literacy so that they may engage in lifelong learning
PO2	demonstrate an attitude of service and commitment to social change
PO3	appreciate and admired the master minds of literature and analyze a variety of literary samples to determine the components, organizations, and structure of the academic text
PO4	understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies
PO5	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts.

PO6	promote their managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
PO7	understand the way the ideas, values, and themes inform and impact culture and society, both now and in the future

PROGRAMME SPECIFIC OUTCOMES (PSOs)

At the end of the programme, the students will be able to

PSO	know and appreciate the location of literature within humanities, establish connections across frontiers of disciplines, critically engage with culture, gender and marginality, become acquainted with narration and representation.
PSO2	distinguish the genres of literature (drama, poetry and prose, fictional and nonfictional) and various approaches to reading literature with acuity and insight (e. g. Realism, Romanticism, Naturalism, Impressionism, Expressionism, Modernism, Post-Modernism, Structuralism, Post-structuralism et al.)
PSO3	demonstrate command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline.
PSO4	appreciate the interconnectedness and interdisciplinary of all knowledge and demonstrate curiosity, humility and courage reflecting a commitment to reading and critical inquiry
PSO5	acquire vital employability skills and employment opportunities in the fields like teaching, media, journalism, content writing, free lance writing, film, drama etc.,

BA ENGLISH CURRICULAM

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			L	P	Int	Ext	Total
FIRST SEMESTER							
U21LTA11 U21LFR11	Tamil I / French I	3	6	-	25	75	100
U21LEN11	Communicative English I	3	6	-	25	75	100
U21ENT11	Core I- Age of Shakespeare and Milton	4	5	-	25	55	100
U21ENT12	Core II- Advanced English Grammar	4	6	-	25	55	100
U21ENA11	Allied I- Social History of England	4	5	-	25	75	100
U21EVS11	Environmental Studies	2	2	-	25	75	100
U21PEAS11	Professional English-I	4	6	-	25	75	100
Total		24	36				700

SECOND SEMESTER

U21LTA22 / U21LFR22	Tamil II / French II	3	6	-	25	75	100
U21LEN22	Communicative English II	3	6	-	25	75	100
U21ENT21	Core III- Age of Dryden and Pope	4	5	-	25	75	100
U21ENT22	Core IV- Indian Writing in English	4	6	-	25	75	100
U21ENA22	Allied II- History of English Literature	4	5	-	25	75	100
U21VAE21	Value – Education	3	3	-	25	75	100
U21PEAS22	Professional English-II	4	6	-	25	75	100
Total		25	36				700

THIRD SEMESTER

U21LTA33/ U21LFR33	Tamil III / French III	3	6	-	25	75	100
U21LEN33	General English-I	3	6	-	25	75	100
U21ENT31	Core V- Age of Wordsworth	4	5	-	25	75	100
U21ENA33	Allied III- Literary Genres and Terms	4	5	-	25	75	100
U21ENE311/ U21ENE312	Elective – I- Journalism and Mass Communication / Travel Writing	3	4	-	25	75	100
U21CSS31	SBE-1- Computer Skills for Office Management	2	2	-	25	75	100

	Non Major Elective – I	2	2	-	25	75	100
	Total	21	30				700

FOURTH SEMESTER

U21LTA44/ U21LFR44	Tamil IV / French IV	3	6	-	25	75	100
U21LEN44	General English-II	3	6	-	25	75	100
U21ENT41	Core VI- American Literature	4	4	-	25	75	100
U21ENT42	Core VII- Age of Tennyson	4	4	-	25	75	100
U21ENA44	Allied IV- Translation: Basic Concepts and Practice	4	4	-	25	75	100
U21ENE421/ U21ENE422	Elective II- Comparative Literature/ Children's Literature	3	3	-	25	75	100
U21MSS42	SBE -II- Managerial Skills	2	2	-	25	75	100
	Non Major Elective – II	2	2	-	25	75	100
U21PEAS44	Professional English IV	4	6	-	25	75	100
	Total	25	31				900

FIFTH SEMESTER

U21ENT51	Core VIII- Introduction to English Language and Phonetics	4	5	-	25	75	100
U21ENT52	Core IX- Twentieth Century British Literature	4	5	-	25	75	100
U21ENT53	Core X- Women's Writing in English	4	5	-	25	75	100
U21ENT54	Core XI Introduction to Literary Criticism	4	5	-	25	75	100
U21ENT55	Core XII Shakespeare	4	5	-	25	75	100
U21ENE531/ U21ENE532	Elective III- Marginal Writing/ Creative Writing	3	3	-	25	75	100
U21ENS53	SBE III- Writing for the Web	2	2	-	25	75	100
	Total	25	30				700

SIXTH SEMESTER

U21ENT61	Core XIII- Introduction to World Classics	4	5	-	25	75	100
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U21ENT62	Core XIV- New Literatures in English	4	5	-	25	75	100
U21ENT63	Core XV- Life Writings	4	5	-	25	75	100
U21ENT64	Core XVI- English Teaching Methods and Materials	4	5	-	25	75	100
U21ENT65	Core XVII- Literatures from Asia	4	4	-	25	75	100
U21ENE641/ U21ENE642	Elective IV- Myth and Literature/ Film and Literature	3	4	-	25	75	100
U21ENS64	SBE IV- Soft Skills- Life Skills	2	2	-	25	75	100
U21EAS61	NCC/ NSS/ RRC/YRC/Physical Education	3	-	-	100		100
Total		28	30				800
Grand Total		148	193				4400

Non Major Elective

The candidates, who have joined the UG Programme, can also undergo Non Major Elective offered by other Departments.

Non Major Elective (NME) offered by the Department of English and Foreign Languages

U21ENN31	NME- I- Computer Assisted Language Learning
U21ENN42	NME-II- Women and Holistic Development

Additional Credit Courses (Two Credit courses)

U21ENO31	Online Course in- III Semester
U21ENI41	Internship – IV Semester
U21ENV51	Value Added Course-Presentation Skills- V Semester

SEMESTER-I

COURSE CODE	U21ENT11	AGE OF SHAKESPEARE AND MILTON	L	T	P	C
CORE1			5	-	-	4
Cognitive Level		K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		The course aims at <ul style="list-style-type: none"> providing a wide spectrum of literary exuberance of the great masters of both the ages of Shakespeare and Milton for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired. helping the students imbibe the abiding human and moral values through the study of great pieces of literature. developing critical and creative faculties in students. 				

UNIT 1 : Prose

Francis Bacon - Of Truth

Francis Bacon – Of Parents and Children

The Bible –Jonah

UNIT 2 : Poetry

John Milton – Paradise Lost Book IV

Edmund Spenser - Epithalamion

UNIT 3: Poetry

Shakespeare – Let Me Not to the Marriage of True Minds.

John Donne - A Valediction: Forbidding Mourning

George Herbert – Easter Wings , The Altar

Henry Vaughan – Retreat, The Shower

UNIT 4: Drama

Thomas Kyd – The Spanish Tragedy

John Webster – The White Devil

UNIT 5 : Fiction

John Bunyan – The Pilgrim’s Progress, Part I

Reference:

1. Andrew Sanders., *A Short Oxford History of English Literature* , Clarendon Press, Oxford. **1994**.
2. M.H. Abramseal, ed, *The Norton Anthology of English Literature*, Vols. 1 and 2, Edited
3. F. Kermodé and J. Hollander, ed, *The Oxford Anthology of English Literature*, 2 vol., 1973
4. Brijadish Prasad, Hari Priya Ramadoss., *A Background to the study of English Literature: Revised Edition*, January 2016
5. Edward Albert, *History of English Literature*, Fifth Edition. Oxford University Press, January 2018

E- Resources

<https://libguides.southernct.edu/c.php?g=721855&p=5148244>

<http://writersinspire.org/>

<http://www.literature-study-online.com/resources/>

<https://www.wwnorton.com/college/english/nael/>

Course Outcomes

Upon completion of this course the students will be able to

K1, K2	CO1	know the poetic tactics of the classical writers
K1, K2	CO 2	understand the difference between Old English and Middle English
K2, K4	CO 3	be aware of the salient features of aphoristic style
K2, K6,K3	CO 4	discover and to apply the creative power behind art and literature
K4, K6	C05	critically analyze the life and works of great writers and will be able to create literary pieces on their own

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO1	S	S	S	S	M	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	M	S	S	M	S	M	S
CO4	S	M	S	S	S	M	M	S	S	S	M	S
CO5	S	S	S	S	M	M	M	S	M	M	S	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

COURSE CODE	U21ENT12	ADVANCED ENGLISH GRAMMAR	L	T	P	C
CORE II			6	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims <ul style="list-style-type: none"> to make students attain writing skills by making them applying the usage of grammar. to develop fluency among the students. to assess the experience and fluency in English transforming their personality. to learn and brighten up their career. to strengthen the communication skills through exercise and Quiz. 					

UNIT I - Explanation and Usage

Types of sentences

Interrogatives

Declarative

Exclamatory, and Imperative

UNIT II- Explanation and Usage

Parts of Speech and Agreement with Sentence

Tense, Number

Degrees of Comparison

UNIT III - Explanation and Usage

Modals

Auxiliaries

Question Tags

Active Voice and Passive Voice

UNIT IV - Explanation and Usage

Direct and Indirect Speech,

Transformation of Sentences

Simple Sentence

Compound

Complex- Independent and Dependent Clause

Semi- Negatives

UNIT V-Explanation and usage

Gerund, Infinitives, Participles

Common errors and Modern English Usage

Reference:

1. Thomson , A. J. and Martin A *Practical English Grammar* .Madurai et: Oxford University Press, 1986.
2. Augustine, A.E , and K.V.Joseph.*Macmillan Grammar- A Hand book*.Chennai: Macmillan India Limited, 2005.

E- Resources

1. <http://www.chompchomp.com/menu.htm>
2. <https://www.fluentu.com/english>
3. <http://www.5minuteenglish.com/grammar.htm>
4. <https://learnenglish.britishcouncil.org/en/grammar>

Course Outcome

At the end of the course, the students will be able to:

K1, K2	CO1	acquire knowledge of linguistic conventions for reading, writing and speaking.
K1, K2	CO2	use targeted grammatical structures appropriately in oral and written production.
K5, K4	CO3	analyse the grammatical structure of sentences within English texts.
K5, K1	CO4	communicate effectively in both spoken and written Standard English.
K6, K3	CO5	make inferences and predictions based on comprehension of a text.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENA11	SOCIAL HISTORY OF ENGLAND	L	T	P	C
ALLIED-I				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • make the students Understand different movements that originated in England. • make them understand the religious, political, literary, and social problems as reflected in the literature of these periods • help students appreciate the seminal works of prominent writers of these periods • introduce the important incidents and movements in English history. • help the students obtain a comprehensive view of the periods in the history of England. • inculcate an interest in understanding literature with the background 					

UNIT-1- Renaissance and Reformation
 The Renaissance and its Impact on England,
 The Reformation - Causes and Effects,

UNIT-2- Social Significance
 The Commonwealth of Nations,
 The Restoration,
 Coffee-houses and their social relevance-

UNIT-3- Revolutions and Movements
 Impact of the Industrial, Agrarian and the French Revolutions on the English society,
 Humanitarian Movements in England,

UNIT-4- Reform Bills and Education
 The Reform Bills and the Spread of Education-
 Social impact of the two World Wars

UNIT-5- The Labour Movement

The Welfare State- The Cold War (1985-1991)

The Falkland War (1981)

The Gulf War (1991)

Reference:

Ashok, Padmaja. "The Social History of England", Chennai: Orient Black Swan Pvt. Ltd, 2011.

G. Xavier, The Social History of England, ", Chennai:Ananda Book House, 2017.

E- Resources<https://libguides.southernct.edu/c.php?g=721855&p=5148244><http://writersinspire.org/><http://www.literature-study-online.com/resources/><https://www.wwnorton.com/college/english/nael/>**Course Outcomes**

Upon completion of this course, the students will be able to

K1, K2	CO1	provide a basic knowledge of the political and social history of England.
K1, K2	CO 2	understand different movements that originated in England.
K2, K4	CO 3	acquaint with the literary movements, favoured genres and the evolution and development of literary forms.
K2, K6,K3	CO 4	familiarize with terms, practices and theoretical foundations of the disciplines.
K4, K6	C05	analyze texts from these cultures; To gain some understanding of their traditions, historical aspects and values

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO1	S	S	S	S	M	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	M	S	S	M	S	M	S
CO4	S	M	S	S	S	M	M	S	S	S	M	S
CO5	S	S	S	S	M	M	M	S	M	M	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

SEMESTER-II

COURSE CODE	U21ENT21	AGE OF DRYDEN AND POPE	L	T	P	C
CORE III				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • make them understand the religious, political, literary, and social problems as reflected in the literature of these periods • help students appreciate the seminal works of prominent writers of these periods • enable students to understand the characteristics of the Metaphysical poetry • enhance the students' understanding of the literary conventions followed during these periods • highlight the salient features of Comedy of Manners 					

UNIT 1: Prose

The Spectator Papers (Addison and Steele) – Female Orators

Sir Roger at Home,
Of the Club

Jonathan Swift – The Battle of the Books

Oliver Goldsmith – A Man in Black

UNIT 2: Poetry

Pope – The Rape of the Lock – Canto 1

Dryden – Alexander's Feast

A Song for St. Cecilia's Day

Collins – Ode to Evening

UNIT 3: Drama

Goldsmith – She Stoops to Conquer

Congreve – The Way of the World

UNIT 4: Fiction

Samuel Richardson - Pamela

UNIT 5: Fiction

Daniel Defoe – Robinson Crusoe

Reference:

1. Andrew Sanders., *A Short Oxford History of English Literature*, Clarendon Press, Oxford. 1994.
2. M.H. Abrams, ed, *The Norton Anthology of English Literature*, Vols. 1 and 2, Edited
3. F. Kermode and J. Hollander, ed, *The Oxford Anthology of English Literature*, 2 vol., 1973
4. Brijadish Prasad, Hari Priya Ramadoss., *A Background to the study of English Literature*: Revised Edition, January 2016
5. Edward Albert, *History of English Literature*, Fifth Edition. Oxford University Press, January 2018

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<http://writersinspire.org/>

<http://www.literature-study-online.com/resources/>

<https://www.wwnorton.com/college/english/nael/>

Course Outcomes

Upon completion of this course, the students will be able to

K1, K2	CO1	understand the sense of rationalism and sensibility of the writers
K1,K2	CO2	recognize and understand the figurative language
K2,K3	CO3	apply the technical nuances of Neo-Classical dramas
K5, K2,K3	CO4	comprehend the artistic style of the writers and adopt the style in writing
K6, K3	CO5	appreciate the intense zeal of the writers and stimulate the creativity of the students

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

COURSE CODE	U21ENT22	INDIAN WRITING IN ENGLISH	L	T	P	C
CORE- IV			6	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • enable the students to have an understanding of the historical and political movements in India • enable the students to gain knowledge about Indian cultural ethos and its uniqueness • encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post-colonial periods • motivate the students to compare and contrast the Indian writers' literary acumen with that of the British writers • inspire the students to critically evaluate the merits and demerits of Indian Writing in English 					

UNIT 1: Prose

M.K.Gandhi – Stealing and Atonement

Jawaharlal Nehru - A Glory Has Departed

J. Krishna Moorthy – The Rich and the Poor / K.M. Paniker – The Awakening of Women

UNIT 2: Poetry

Sarojini Naidu- Indian Weavers

A.K.Ramanujan – A Small Scale Reflection on a Great House

Kamala Das - My Grand Mother's House

Sujata Bhatt - Don't Call me an Indo Anglian

Nissim Ezekiel – Poet, Lover, Birdwatcher

UNIT 3: Short Story

Anita Desai- The Accompanist

Ruskin Bond- Train Stops at Shamli

UNIT 4: Drama

Rabindranath Tagore - Chandalika

Mahesh Dattani - Tara

UNIT 5: Fiction

Amitav Ghosh – The Shadow Lines

Arundhati Roy- The Ministry of Utmost Happiness

Reference:

1. "An Anthology of Commonwealth Poetry". Ed., C.D. Narasimhaiah. Chennai: Macmillan India Pvt. Ltd., 1990.
2. Iyengar. R.Srinivasa., "Indian Writing in English". New Delhi: Sterling Publishers Private Limited. 1983
3. Naik, M.K, ed. "Aspects of Indian Writing in English". New Delhi: Macmillan India Limited, 1982.
4. Appasamy, S.P, RaoGovinda C.D, ed.. "Representative Selections from Indian Prose". Chennai: Macmillan India. 2003

E- Resources

http://www.mdudde.net/pdf/study_material_DDE/ma/maEnglish/INDIAN%20WRITING%20IN%20ENGLISH

<https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english->

<http://sahitya-akademi.gov.in/journals/indianliterature.jsp>

Course Outcome

At the end of the course, the students will be able to:

K1, K2	CO1	understand the social, and political controversies in India during the colonial and post- colonial periods
K1, K2	CO2	acquire knowledge about Indian cultural ethos and its uniqueness
K5, K4	CO3	evaluate the unique characteristics of Indian writing in English
K5, K1	CO4	appreciate the spirit of the Indian writers to preserve the noble values of Indian society
K6, K3	CO5	acquire literary acumen for facing the SET/ NET/TET and other competitive examinations with confidence

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENA22	HISTORY OF ENGLISH LITERATURE	L	T	P	C
ALLIED-II			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims <ul style="list-style-type: none"> • to make students attain writing skills by making them applying the usage of grammar. • to develop fluency among the students. • to assess the experience and fluency in English transforming their personality. • to learn and brighten up their career. • to strengthen the communication skills through exercise and quiz. 					

UNIT-1- Age of Chaucer

The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale,

UNIT-2-Development Drama

The University Wits,
Elizabethan and Jacobean drama, Comedy of Humour

UNIT-3-(1660 - 1800)

The Late Seventeenth and the Eighteenth Centuries(1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies,

UNIT-4- Pre- Romantics& Romantic Age

Features of Romantic Age
Well made play (Drama of Ideas)
Existential Drama, Comedy of Menace

UNIT-5- Victorian Age

Feature of Victorian Age
Features of Pre- Raphaelites
Twentieth-Century Literature

Reference

1. Andrew Sanders., A Short Oxford History of English Literature, Clarendon Press, Oxford. *1994*.
2. M.H. Abrams, ed, The Norton Anthology of English Literature, Vols. 1 and 2, Edited
3. F. Kermode and J. Hollander, ed, The Oxford Anthology of English Literature, 2 vol., 1973

4. Brijadish Prasad, Hari Priya Ramadoss., A Background to the study of English Literature: Revised Edition, January 2016
5. Edward Albert, History of English Literature, Fifth Edition. Oxford University Press, January 2018

E- Resources

<https://libguides.southernct.edu/c.php?g=721855&p=5148244>

<http://writersinspire.org/>

<http://www.literature-study-online.com/resources/>

<https://www.wwnorton.com/college/english/nael/>

Course Outcome

At the end of the course, the students will be able to:

K1, K2	CO1	acquaint with factual contents.
K1, K2	CO2	strengthen the aesthetic sense.
K5, K4	CO3	develop a critical perspective in students.
K5, K1	CO4	express, to find out and analyze the period and the authors in the period they belong to.
K6, K3	CO5	realize the influence of writers in creating new trends.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
sCO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

SEMESTER-III

COURSE CODE	U21ENT31	AGE OF WORDSWORTH	L	T	P	C
CORE V			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • make them understand the religious, political, literary, and social problems as reflected in the literature of these periods • help students appreciate the seminal works of prominent writers of these periods • enable students to understand the characteristics of the poetry of that age • enhance the students' understanding of the literary conventions followed during these periods • highlight the salient features of Drama and Fictions of the particular literature. 					

UNIT 1: Prose

Hazlitt – On Going a Journey
 Lamb – Dream Children A Reverie
 A Dissertation upon Roast Pig

UNIT 2: Poetry

Wordsworth – Daffodils
 Keats – Ode on a Grecian Urn
 Shelley – Ode to the West Wind
 Coleridge – Frost at Midnight

UNIT 3: Poetry

Coleridge – The Rime of an Ancient Mariner
 Wordsworth – Tintern Abbey

UNIT 4: Fiction

Walter Scott : Kennilworth

UNIT 5 : Fiction

Jane Austen – Pride and Prejudice

Reference:

1. Andrew Sanders., *A Short Oxford History of English Literature*, Clarendon Press, Oxford. 1994.
2. M.H. Abrams, ed, *The Norton Anthology of English Literature*, Vols. 1 and 2, Edited
3. F. Kermode and J. Hollander, ed, *The Oxford Anthology of English Literature*, 2 vol., 1973
4. Brijadish Prasad, Hari Priya Ramadoss., *A Background to the study of English Literature: Revised Edition*, January 2016
5. Edward Albert, *History of English Literature*, Fifth Edition. Oxford University Press, January 2018

E -Resources

<https://libguides.southernct.edu/c.php?g=721855&p=5148244>

<http://writersinspire.org/>

<http://www.literature-study-online.com/resources/>

<https://www.wwnorton.com/college/english/nael/>

Course Outcomes

Upon completion of this course, the students will be able to

K1,K2	CO1	understand the sense of rationalism and sensibility of the writers
K1, K2	CO2	recognize and understand the figurative language
K2,K3	CO3	apply the technical nuances of dramas
K5,K2,K3	CO4	comprehend the artistic style of the writers and adopt the style in writing
K6, K3	CO5	appreciate the intense zeal of the writers and stimulate the creativity of the students

Mapping of COs with POs & PSOs:

CO/ PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENA33	LITERARY GENRES AND TERMS	L	T	P	C
ALLIED-III			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> • sensitize students to the language forms of Literature. • enable the students in enjoying the flair of literature through the various forms of classical works • elucidate the students with the knowledge of English Literature • give the students a thorough knowledge of the important literary genres and the sub divisions of the genres • help the students to analyze and evaluate various terms and concepts. 					

Unit – 1: PROSE

Essay
 Biography
 Auto-biography

Unit – 2: POETRY

Ballad
 Epic
 Sonnet
 Lyric
 Ode
 Elegy

Unit – 3: DRAMA

Revenge play
 Comedy
 Tragedy
 Comedy of Humor
 Comedy of Manners
 Tragic Comedy
 One-Act play
 Kitchen-sink drama,
 Problem Play,
 Didactic
 Drama(Propaganda play),
 One-act play

Unit – 4: FICTION

Dystopian/ Apocalyptic writing

Short Stories

Novels

Unit – 5: FIGURES OF SPEECH

Simile, Metaphor, Alliteration, Hyperbole, Litotes, Onomatopoeia, Personification, Euphemism, Irony, Oxymoron, Epigram, Symbolism, Antithesis and Pun.

Literary Terms

Anti-Climax, Archetype, Prototype,

Rhetoric, Canon, Caricature, Character,

Characterization, Paradox, Conflict, Crisis,

Freitag's Pyramid, Closure, Dénouement.

Books Recommended:

1. Birjadish Prasad, *A Background to English Literature*, Macmillan. (Rev. Ed.) Macmillan, 2000
2. M.H. Abrams: *A Glossary of Literary Terms* 7th ed. Thomson Pub, 2004
3. J. A. Cuddon, M. A. R. Habib, *The Penguin Dictionary of Literary Terms and Literary Theory*: Fifth Edition, 2015

E- Resources

1. https://uomustansiriyah.edu.iq/media/lectures/8/8_2018_12_19!10_28_26_PM.pdf
2. <https://libguides.cca.edu/literature>

Course Outcome

Upon completion of this course, the students will be able to

K6, K2, K4	CO1	instigate to have an eminent craves on Literature
K2, K5	CO2	develop an understanding of the forms of literature
K6, K5	CO3	familiarize with the terms of Literature
K3, K2, K5	CO4	get a comprehensive knowledge of the literary works produced all over the world in different languages and different genres
K5, K6	CO5	develop their skills and understands the greatness of Literature.

Mapping of COs with POs & PSOs

CO/ PO	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) -2 Marks

Weakly Correlating (W) -1 Mark

No Correlation (N) -0 Mark

COURSE CODE	U21ENE311	CHOICE - I	L	T	P	C
ELECTIVE- I		JOURNALISM AND MASS COMMUNICATION	4	-	-	3

Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> • impart the knowledge of media • expose the significance of Print Media and its features. • prepare the students for Competitive Exams and to become a media person • enable the students speak and write in English fluently on various topics • develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts

Unit-1: Introduction

Introduction to Journalism

A Short History of Journalism in India

Ethics of Journalism

Basic concepts and types of Communication,

Nature of media, Mass communication in India

Unit-2: The Press

Freedom of Press and Threats to Press Freedom

The Government and the Press

Press Laws: Defamation, Libel, Contempt of Court,

Slander, Copyright Laws, Press Regulation Act, Press

Registration Act, Law of Privileges

Unit-3: Reporting News

Role of the Reporter and the Editor State Integrated Board of Studies – English UG

Types of News Reports – Straight, Interpretive,

Investigative, Scoop, Sting

Headlines - Editorial, Feature Writing, Personal Column,

Reviews, Interviews and Press Conferences

Reporting – News Values, Human Interest, Story Angle,

Obituaries

Unit-4: Layouts, Advertising and News Agencies

The make-up of a newspaper - Editing, Proof-Reading
 Photographic Journalism, Cartoons, News Agencies, Press
 Council of India
 Advertisements – Types and Social Responsibility

Unit 5: Electronic and New Media

Electronic Media- Radio, Television
 The emergence of New Age Media-Definition &
 Conceptualization of New Media, Future of New Media

Reference Books:

1. M.V. Kamath – *Professionaonal Journalism, 2018*
2. Kumar J Keval – *Mass Communication in India, 2019*

Course Outcomes

On successful completion of the course, the student will be able to

K1,K2,K4	CO1	demonstrate practical skills of various types of media writing, reviews, reports,
K3,K4,K5	CO2	make programme and discussions.
K2,K4,K3	CO3	demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia
K1,K2,K3,K4	CO4	critically analyze how the media reflects, represents and influences the contemporary world.
K4,K5, K6	CO5	demonstrate some awareness of the literary influence and literary history.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

COURSE CODE	U21ENE312	CHOICE - II	L	T	P	C
ELECTIVE I		TRAVEL WRITING	4	-	-	3
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		Course aims to <ul style="list-style-type: none"> • appreciate the distinctive contribution that the study of literature can make. • recognize the historical changeableness of foundational words and ideas such as 'nature,' 'country,' 'environment,' 'animal,' and 'landscape'. • identify some of the main controversies, problems, and priorities in the field of Travel literary studies. • show a detailed knowledge of the set literary texts, and make connections between those texts and the conceptual issues involved in interpreting them. • articulate their understanding of the set texts in an essay and an exam, displaying appropriate competence. 				

UNIT I: The Genre

The genre of travel literature

History

Surveys

Sites

UNIT II : Techniques and Characteristics

Narrative technique, structure, thematics,
generic variants and characteristics

UNIT III : Gender

The qualities of a good travel writer

Use of vivid language, voice, tone

Readings from published travel writers –the dos and don'ts from professionals

Gender on Travel Writing.

UNIT IV: Model of Travel Writing

ShivyaNath - The Shooting Star

Paulo Coelho The Pilgrimage

Freya Stark- Ionia: a Quest

UNIT V: Practice

Writing practice on Travel

Your journal - presentation Week

Your travel writing - readings and wrap up discussion

Recommended Books:

Hulme, Peter, and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. Cambridge, UK: Cambridge University Press, 2002.

E - Resources

1. https://www.researchgate.net/publication/274640565_TRAVELOGUES_AN_INNOVATIVE_AND_CREATIVE_GENRE_OF_LITERATURE
2. <https://travelwriting2.com/resources/>
3. https://www.cambridge.org/core_title/gb

Course Outcomes

Students will be able

K1,K2,K4	CO1	to investigate environmental (in) justice, and ecological crisis through an exciting variety of Travelliterary texts.
K3,K4,K5	CO2	to enjoy reading, and who wants to think about the cultural, artistic, and philosophical issues involved in human beings' relationships with the living things around them.
K2,K4,K3	CO3	to compare travel literary texts with attention to their contexts.
K1,K2,K3,K4	CO4	to consider issues of environmentalism and sustainability from cultural, historical, and ethical perspectives.
K4,K5, K6	CO5	to recognize how the present-day landscapes and cultures have been shaped by reading and practising Travel Writing.

Outcome Mapping

CO/ PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

SEMESTER – IV

COURSE CODE	U21ENT41	AMERICAN LITERATURE	L	T	P	C
CORE - VI			4	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> • critically analyze American literary texts in the light of several movements in literature. • understand the changing faces of texts with developments in culture. • understand the progression of ideas across genres and times. • get a clear idea of the literary space of America • be sensitized towards cross cutting issues 					

Unit 1 – Prose

R.W. Emerson - Illusions
 H.D. Thoreau - Where I Lived, and What I Lived For
 Martin Luther King Jr. - I Have a Dream

Unit – 2 - Poetry

Robert Frost - Mending Wall, Home Burial
 Walt Whitman - Song of Myself
 Maya Angelou - Still I Rise
 Edgar Allan Poe - The Raven
 Robinson E A - Reuben Bright
 Allen Ginsberg - Howl

UNIT 3- Drama

Tennessee Williams - The Glass Menagerie
 Arthur Miller - The Death of a Salesman
 Amiri Baraka - The Slave

UNIT 4 -Fiction

Nathaniel Hawthorne -The Scarlet Letter

UNIT 5–Fiction

Earnest Hemingway - The Old Man and the Sea

Reference Books:

- Norton's Anthology of American Literature, 2016.
- American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman, Sujata Gurudev, Atlantic, 2011, 1st Edition.
- Studies in American Literature, Edited by Mohit K. Ray, Atlantic, 2011, 1st Edition.
- Hoffman Daniel, Harvard Guide to Contemporary American Writing: Oxford University Press, 1979.

E- Resources:

<https://libguides.southernct.edu/c.php?g=721855&p=5148245>

<https://fordham.libguides.com/EnglishAmericanLiterature/Internet>

https://www.english.cam.ac.uk/research/american/?page_id=2

Course Outcome

Upon completion of this course the students will be able to

K6,K2, K4	CO1	learn the literary works & culture of the Americans
K2, K5	CO2	understand the literary activities of the writers of American descent
K6,K5	CO3	gain a perception of literary trends set by the American writers
K3,K2,K5	CO4	understand the character, flavor and ethos of the American literature
K5,K6	CO5	appreciate the positive approaches of the American writers towards equality and emancipation and enable them to practice and to be an instructor.

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT42	AGE OF TENNYSON	L	T	P	C
CORE -VII			4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims at <ul style="list-style-type: none"> <input type="checkbox"/> providing a wide spectrum of literary exuberance of the great masters of the age of Tennyson for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired. <input type="checkbox"/> helping the students imbibe the abiding human and moral values through the study of great pieces of literature. <input type="checkbox"/> developing critical and creative faculties in students. 					

Unit 1: Prose

Ruskin – Of Queen’s Gardens
 Carlyle – Hero as a Poet

Unit 2: Poetry

Tennyson - Tithonus
 Arnold –To Marguerite Continued
 Browning – FraLippo Lippi
 D.G. Rosetti – The Blessed Damozel

Unit 3: Drama

Oscar Wilde – Lady Windermere’s Fan

Unit 4: Fiction

Dickens – The Tale of Two Cities
 George Eliot – Silas Marner

Unit 5: Fiction

Stevenson - Kidnapped

References:

1. Jeremy, Hawthorn(ed) The Nineteenth-Century British Novel. London: Edward Arnold, 1986
2. Lubboch, Percy. The Craft of Fiction. New Delhi B.I. Publications, 1973
3. Boulton, Marjorie. The anatomy of the Novel. London: Routledge and Kegan Paul, Print.1984.
4. Andrew Sanders., A Short Oxford History of English Literature, Clarendon Press, Oxford. **1994.**
5. M.H. Abramseal, ed, The Norton Anthology of English Literature, Vols. 1 and 2, Edited F. Kermode and J. Hollander, ed, The Oxford Anthology of English Literature, 2 vol., 1973

6. Brijadish Prasad, Hari Priya Ramadoss., A Background to the study of English Literature: Revised Edition, January 2016
7. Edward Albert, History of English Literature, Fifth Edition. Oxford University Press, January 2018

E -Resources

1. <https://libguides.southernct.edu/c.php?g=721855&p=5148244>
2. <http://writersinspire.org/>
3. <http://www.literature-study-online.com/resources/>
4. <https://www.wwnorton.com/college/english/nael/>

Course Outcomes

Upon completion of this course the students will be able to

K1,K2	CO1	understand the sense of rationalism and sensibility of the writers
K1, K2	CO2	recognize and understand the figurative language
K2,K3	CO3	apply the technical nuances of dramas
K5,K2,K3	CO4	comprehend the artistic style of the writers and adopt the style in writing
K6, K3	CO5	appreciate the intense zeal of the writers and stimulate the creativity of the students

Mapping of COs with POs & PSOs:

CO/ PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENA44	TRANSLATION: BASIC CONCEPTS AND PRACTICE	L	T	P	C
ALLIED-IV			4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> • introduce the students to the different theories of translation • enable the students to understand the significance of translation studies in general • encourage the students to acknowledge the importance of translation in a multilingual country like India • familiarize them with the theories of translation and the current practices • inspire the students to critically evaluate and appreciate the translated genres. 					

UNIT I: The Notion of Translation

Meaning and definition;
 Nature, Characteristics and Functions of Translation.

UNIT II: Notion of Equivalence

Translating prose and Poetry
 Fiction and Non-Fiction
 Critical and Scientific
 Literary and Non-Literary Material

UNIT III: Poetry

A.K. Ramanujan - What She Said (Kuruntokai 3, 290)
 Thiruvalluvar – Tirukural (Chapter 11,30)
 Rabindranath Tagore – Gitanjali (35, 48)

UNIT IV: Prose &- Fiction

Puthumaipithan - "GulabjaanKaadhal" (Love for Gulabjamun)
 Bhama - Sangati (Tamil)

UNIT V: Translation Practice

Translation of Statements
 Proverbs, Headlines
 Translation of Paragraphs
 Translation of Official Letter, Articles ,& Editorials

Reference Books

- Natarajan, Nalini and Emmanuel Sampath Nelson Handbook of Twentieth-Century Literatures of India Greenwood Publishing Group 1996
- Swami, Indu Exploring North-East Indian Writings in English -2 Vols. SaujanyaBooks, Delhi 2011-2012
- Kumar, T.Vijay, MeenakshiMukherjee, HarishTrivedi and Vijayasree. C Focus India: Postcolonial Narratives of the Nation. SaujanyaBooks, Delhi 2007.
- Bama, Sangati, OUP: 2008.
- Chandra, N.D.R Multicultural Literature in India. Vol.1 Saujanya Books, Delhi 2009.
- Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991)
- Routledge Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991.
- Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998.
- Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004.
- Central European and Euroasian Law Institute, USAID Duff, Alan, Translation, OUP, 1997
- Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005.

E-Resources

- <https://www.teachthought.com/technology/100-free-online-resources-for-students/>
- <https://nptel.ac.in/Translation/>
- <http://osou.ac.in/eresources/CIT-01-Unit-01-Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf>

Course Outcome

Upon completion of this course, the students will be able to

K6, K2, K4	CO1	analyze and evaluate the works for content, style, the structure of Indian writers.
K2, K5	CO2	have a broad knowledge of the regional Indian writers, understand the variety of regional writings and understand the cultural diversity reflected in them.
K6,K5	CO3	evaluate the unique characteristics of Indian writing in English
K3,K2,K5	CO4	appreciate the spirit of the Indian writers to preserve the noble values of Indian society
K5,K6	CO5	identify and describe the unique literary tendencies evident in the different translated texts from the different regions of India.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

COURSE CODE	U21ENE421	CHOICE - I	L	T	P	C
ELECTIVE II		COMPARATIVE LITERATURE	3	-	-	3
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • introduce compare and contrast in different kinds of literature. • expose different schools of Literature and terms. • introduce students to a comparative methodology of reading • introduce an overview of the literary genre from a comparative perspective, including texts • deepen knowledge in English literature for higher studies 					

Unit 1

Definition and Scope
 National Literature
 Comparative Literature
 General Literature

Unit 2

World Literature
 The French and American Schools of Comparative Literature

Unit 3

Influence and Imitation
 Periodization – Epoch
 School, and Movement

Unit 4

Genre Studies
 Thematology

Unit 5

Literature and other Discipline
 Literature and other Arts

Reference:

1. Susan Bassnet - An Introduction to Comparative Literature
2. Padma Srinivasa, Dr G.R. Balakrishnan, Dr Subramanian – Introduction to Comparative Literature – Theory and Practice
3. Rene Wellek and Austen Warren – Theory of Literature

Reference:

<https://guides.libraries.uc.edu/englit>

<https://docs.lib.purdue.edu/clcweb/>

<https://www.bachelorstudies.com/BA/Comparative-Literature/>

Course Outcomes

Upon completion of this course the students will be able to

K1,K2	CO1	equip the students with literary concepts with special reference to Comparative Literature
K1, K2	CO2	help them prepare for various competitive exams
K2,K3	CO3	keep and updates them with the increasing demand for English
K5,K2,K3	CO4	develop their overall confidence and personality
K6, K3	CO5	expand the knowledge of the students about the development of Comparative Literature

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENE422	CHOICE - II	L	T	P	C
ELECTIVE II		CHILDREN'S LITERATURE	3	-	-	3
Cognitive Level		K1: Knowledge K2: Understand K3: Apply K4 : Analyze K5 : Evaluate K6 : Create				
Learning Objectives		The course aims to <ul style="list-style-type: none"> analyze writing for children in terms of literary and artistic elements and standards. apply knowledge of genres of writing for children. evaluate works written for children. plan, share, and evaluate the presentation of literature to/ with children demonstrate knowledge of diverse cultures and value systems 				

Unit-1- Tales

Fairy Tales and their Permutations
Cinderella
Beauty and the Beast
Animal Fable
Rudyard Kipling: Just So Stories

Unit 2: Poetry

Tennyson - "The Brook"
Felicia Hermann - "Casablanca"
Toi Derricote - "A Place in the Country"

Unit 3 : Legends and Fantasy

J. R. R. Tolkien --The Hobbit
William Golding- Lord of the Flies

Unit 5: Fiction

Lewis Carroll - Alice in Wonderland
Ruskin Bond - The Blue Umbrella

Resources:

<https://iasl-online.org/resource/childrenslit.html/>

<https://www.childlitassn.org/resources>

<https://www.springer.com/journal/10583>

<https://libguides.reading.ac.uk/english-literature/e-resources>

Course Outcome

Upon completion of this course the students will be able to

K1,K2,K4	CO1	display working knowledge of classic and contemporary children's literature
K3,K4,K5	CO2	identify and describe distinct literary characteristics of literature, including techniques of illustration and format of children's books
K2,K4,K3	CO3	analyze literary works from various genres for their structure and meaning, using correct terminology
K1,K2,K3,K4	CO4	write analytically about children's literature using MLA guidelines
K4,K5, K6	CO5	effectively communicate ideas related to the literary works during class and group activities

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

SEMESTER –V

COURSE CODE	U21ENT51	INTRODUCTION TO ENGLISH LANGUAGE AND PHONETICS	L	T	P	C
CORE VIII				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluat K6: Create				
Learning Objectives		By introducing the course, it is intended to: <ul style="list-style-type: none"> • enable the student recognize the need for learning correct (RP) pronunciation • make the student familiar with the different stages of speech production • help the student know the criteria for the description of English vowels and consonants • familiarize the student with the use supra-segmental features • analyze the Growth and development of English and Its structural, grammatical and functional aspects 				

Unit 1:

History of English Language
 Human Language and Animal Language
 Theories of Language Origin
 Speech and Writing
 Origin of the writing Systems

Unit 2:

Language and Regional Variation
 Language, and Social Variation
 Language and Culture

Unit 3:

The Sounds of English Language
 The Sound Patterns of English Language

Unit 4:

Syllable- Word Accent& Rhythm in Connected Speech -Stress and Intonation

Unit 5:

Phonetics Transcription

Books for Reference

1. F.T.Wood, An Outline History of English Language: Paperback Publishers 1994.
2. J.D.O'Connor Better English Pronunciation (Second Edition): Cambridge University Press, 2013.
3. John Lyons, Introduction to Theoretical Linguistics: Cambridge University Press, 1971.
4. T.Balasubramaniam, A Textbook of English Phonetics for Indian Students (2nd Edition): Macmillan Publishers, 2013.
5. Macmillan Publishers, 2013.
6. N.Krishnaswamy, Modern Applied Linguistics: Macmillan Publishers,1992.

E-Resources:

<https://busyteacher.org/15081-esl-pronunciation-practice-9-best-online-resources.html>

<https://www.fluentu.com/blog/educator/computer-assisted-language-learning/>

Course Outcome

Upon completion of this course the students will be able to

K6,K2, K4	CO1	comment on linguistic choices in writing for specific audiences, purposes, contexts and cultures
K2, K5	CO2	develop an understanding of language issues and debates, and respond critically to these issues
K6,K5	CO3	analyze the theories and remember the concepts in speech sounds
K3,K2,K5	CO4	comprehend and evaluate various theories, concepts of language and linguistics
K5,K6	CO5	develop their skills as interpreters and producers of meaning

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

COURSE CODE	U21ENT52	TWENTIETH CENTURY BRITISH LITERATURE	L	T	P	C
CORE IX			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	By introducing the course, students: <ul style="list-style-type: none"> • acquire knowledge about modern and post-modern trends • increase the analytical ability of students in evaluating and assessing the literary works • develop critical thinking capabilities • becomes efficient in English for global competency • improve the communication strategies • will be placed in good jobs 					

Unit 1: Prose

Bernard Shaw

- How I became a public Speaker

Virginia Woolf

- A Room of One's Own (Chapter I)

Unit 2: Poetry

W.B. Yeats

- The Lake Isle of Innisfree

T.S. Eliot

- A Love Song for Alfred J. Prufrock

G.M. Hopkins

- God's Grandeur

Ted Hughes

- Hawk Roosting

Philip Larkin

- Aubade

Unit 3: Drama

John Galsworthy

- Justice

T.S. Eliot

- The Family Reunion

Unit 4: Fiction

Joseph Conrad

- Lord Jim

Unit 5: Fiction

Kazuo Ishiguru

- The Remains of the Day

Reference Books:

1. Ashley Dawson, The Routledge Concise History of Twentieth-Century British Literature, Routledge, 2012.
2. G.R. Taneja, 20th Century British Literature, Prestige Books (1 January 2013)

E- Resources

1. https://uomustansiriyah.edu.iq/media/lectures/8/8_2018_12_19!10_28_26_PM.pdf
2. <https://libguides.cca.edu/literature>
3. http://www.mdudde.net/pdf/study_material_DDE/ma/maEnglish/INDIAN%20WRITING%20IN%20E%20ENGLISH
4. <https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english->
5. <http://sahitya-akademi.gov.in/journals/indianliterature.jsp>

Course Outcome

Upon completion of this course, the students can

K6,K2, K4	CO1	strengthen the knowledge of Twentieth-Century Writers
K2, K5	CO2	familiarize with the contemporary writers
K6,K5	CO3	develop critical perspective
K3,K2,K5	CO4	analyse the periods of the authors
K5,K6	CO5	acquaint with the important aspects and movements of the respective period

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

COURSE CODE	U21ENT53	WOMEN'S WRITING IN ENGLISH	L	T	P	C
CORE X				5	-	-
Cognitive Level		K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		The Course aims to <ul style="list-style-type: none"> • understand Gender and Women's Studies as an academic field of study • be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character. • analyze the ways in which societal institutions and power structures impact the material realities of women's lives. • evaluate information derived from various women's writing. • interpret information from a variety of sources including print and electronic media, film, video, and other information technologies and Cater to the needs of women in Society proactively. 				

Unit 1: (Prose)

Elaine Showalter- Towards a Feminist Poetics

Maya Angelo - I Know Why the Caged Birds Sings

Unit 2: (Poetry)

Sylvia Plath- Lady Lazarus

Margaret Atwood- Morning in the Burned House

Kamala Das- a) An Introduction b) The Looking Glass

Unit 3: (Drama)

Lorraine Hansberry- A Raisin in the Sun

Unit 4:(Fiction)

K.R.Meera- Hangwoman

Unit 5: (Fiction)

Bharathi Mukherjee- Wife

Reference Books:

1. Riley Catherine, *Feminism and Women's Writing*, Edinburgh University Press, 2015
2. Patricia Demers, *Women's Writing In English*, University of Toronto Press, Scholarly Publishing Division; 2nd ed. edition (March 21, 2005)

E- Resources:

<https://www.tandfonline.com/toc/rwow20/current>

https://guides.library.harvard.edu/schlesinger_womens_history_databases

Course Outcome

On successful completion of the course, the students will be able to

K1,K2	CO1	learn how and on what grounds women's writings can be considered as a separate genre.
K1,K2	CO2	read and understand canonical texts written by Women writers across different ages.
K3,K4	CO3	differentiate between sex and gender and how the latter is a social construction.
K4,K5	CO4	be aware of the issues and concerns of the women writers of the developed, developing and under-developed countries
K3,K6	CO5	demonstrate awareness of cultural and intercultural concerns relating to women's writing

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT54	INTRODUCTION TO LITERARY CRITICISM	L	T	P	C
CORE XI				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		The Course aims to <input type="checkbox"/> have an overview of major critical tools available to understand a text contextually <input type="checkbox"/> attain the skill of attempting a close reading of the text and to analyze and interpret facts <input type="checkbox"/> show an appreciation of the relevance and value of theoretical models in literary study <input type="checkbox"/> demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments. <input type="checkbox"/> apply these concepts or arguments successfully in a close reading of a literary text.				

Unit 1:

Introduction to Classical Humanism: From Plato's Theory of imitation to Aristotle's Theory of Mimesis and Catharsis

Unit 2:

Introduction to Biographical and Historical Criticism

Unit 3:

Introduction to early 20th literary Criticism- Modernism, Formalism, New Criticism, Structuralism

Unit 4:

Introduction to late 20th century Literary criticism – Postmodernism, Post structuralism, Post colonialism, Eco criticism, Gender Studies

Unit 5:

Literary Interpretation- Close Reading Techniques

Reference Books:

1. Manfred John (Editor), Marie- Laure, The Routledge Encyclopedia of Narrative Theory,2005.
2. Johns Hophiks, Michael Groden,ed. Guide to Literary Theories and Criticism,), 2004.

E- Resources

1. <https://haywood.libguides.com/c.php?g=146425&p=961064>
2. <https://www.thrall.org/litcrit/>
3. <https://www.gale.com/literature-criticism>

Course Outcome

Upon completion of this course the students will be able to

K6,K1,K2	CO1	provide a critical understanding of the developments in literary criticism from the beginning to the end of the 19th century
K2,K1,K3	CO2	familiarize selected texts/critics which are prescribed for the detailed study whose contribution to this area constitutes a significant benchmark in each era.
K6,K1,K2,K4	CO3	provide a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism
K3,K4,K5,K6	CO4	learn the history of literary criticism and various literary theories. Apply critical and technical theory and vocabulary to describe and analyze, and formulate an argument about literary and other texts.
K5,K4,K5,K6	CO5	think about the non-fixity of the meaning of literacy texts. develop skill in applying various literary theories in interpreting a specific text.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	M	M	S	S	S	S	M	M	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	M	M	S	S	S	S	M	M	S
CO4	S	S	S	M	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	M	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT55	SHAKESPEARE	L	T	P	C
CORE XII			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	By introducing the course, it is intended to <ul style="list-style-type: none"> • enable the students to appreciate the genius of Shakespeare that has made him a classic of eternal value • enable them to know the historical and present day value of Shakespeare, the poet- dramatist • make the students understand the aesthetics of Shakespeare • understand the social, historical, and cultural content of Shakespearean works • enable the students analyze the strengths and weaknesses of the characters • enable the students appreciate Shakespeare's skill of characterization, plot construction, use of humour and wit, and song and music 					

Unit 1:Introduction

Theatre and Audience

Fools in Shakespeare Plays

Villains in Shakespeare Plays

Women in Shakespeare Plays

Songs and Music in Shakespeare Plays

Unit 2: (Shakespearean Comedy)

As You Like It

Unit 3: (Shakespearean Tragedy)

King Lear

Unit 4: (Shakespearean Historical Play)

Henry IV Part I

Unit 5: Shakespearean Criticism

Shakespearean Criticism and Shakespearean Adaptation

Reference Books:

1. Charles Boyce, Shakespeare A to Z: The Essential Reference to His Plays, His Poems, His Life and Times, 1991
2. Micheal Dobson, Stanley Wells, *The Oxford Companion to Shakespeare*, Oxford University Press. 2001.

Resources:

1. <https://morningside.libguides.com/shakespeare/online>
2. <https://it.pearson.com/aree-disciplinari/english/literature/best-shakespeare-resources.html>

Course Outcomes

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	understand the magnitude of the Shakespearean world
K3,K4,K5	CO2	introspect the complexities of Shakespeare's plays
K2,K4,K3	CO3	attain a comprehensive knowledge of the plays of Shakespeare
K1,K2,K3,K4	CO4	analyze the stylistic features of Shakespeare
K4,K5, K6	CO5	relish the sublimity of Shakespearean language and expression through creative writing

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENE531	MARGINAL WRITING	L	T	P	C
ELECTIVE III			3	-	-	3
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	Upon completion of this course the students will be able to <ul style="list-style-type: none"> • have a wider knowledge of the trials and tribulations endured by downtrodden people • enhance their ability to read text analytically to understand the social discrimination • cultivate ability to analyze the elements and strategies of various genres • comprehend literary writing as a platform for recording the voice of the voiceless • evaluate the power of creative writing as a means to recover and to redeem one to get better job. 					

Unit 1: Important Personalities

Bama, Oprah Winfrey, Maria Campbell, Louise Gluck -their contributions to Literature
 Aborigines and other suppressed class, Racism, Sexism, Dalits

UNIT 2: Prose

Sharankumar Limbale: Towards Aesthetics of Dalit Literature

Unit 3: Poetry

Govindaiah: "In the Soil of Tears"

Maya Angelou: "Phenomenal Woman", "Men"

Unit 4: Drama

Gurucharan Das: Larins Sahib (Drama)

Unit 5; Fiction

U. Pillai: Chammeen (Fiction)

T. Sivagami – The Grip of Change

Reference Books:

1. Sarangi, C. Ghosal, *Marginal Writings in English*, 2013.
2. Jaydeep Sarangi, *Marginal Writings In English*, Author's Press, 2013

Resources:

1. <https://libguides.reading.ac.uk/english-literature/e-resources>
2. http://www.ideunom.ac.in/syllabus/ma_english.pdf

Course Outcomes

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	understand the concept of Marginal Writings with a positive perspective
K3,K4,K5	CO2	gain insight into the key ideas of Marginal Writings
K2,K4,K3	CO3	recognize Marginal Writings as a social and cultural construct
K1,K2,K3,K4	CO4	analyze societal representations of Marginal Writings at moral, social, and political levels
K4,K5, K6	CO5	recognize contributions of Marginal Writings in the literary world

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENE532	CREATIVE WRITING	L	T	P	C
ELECTIVE III			3	-	-	3
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	<ul style="list-style-type: none"> • students will acquire experience writing creatively. • they also hone their skills writing about the great works of literature they encounter as English majors. • it will develop the ability of the students to write with wit and grace. • it will train them to tell compelling stories. • students who study English and Creative Writing will develop strong research, reading and writing skills. • skills that easily translate into careers in fiction writing, journalism, academia, marketing, advertising, and technical writing, as well as government, law and business. 					

Unit 1:Types

Descriptive Writing

Narrative Writing

Unit 2: Writing Components

Analysis of the Creative Writing Components (Poem, Novel, Short Story, Drama, Diary) Craft of poetry: subject matter, theme.

Unit 3: writing for Media

Writing for various media

Editing & Proofreading

Unit 4: Fundamental Norms of Writing

Feature Writing

Composing poetry/ Short Story

Writing for Radio, Theatre, Television and Films

Writing scripts for Publishers and Copy Writing.

Unit 5:Assignment in Creative Writing:

Poetry

Short Story

Fiction / Drama

Reference Books:

1. Julia Bell Paul Magrs, *The Creative Writing Coursebook*. 2001
2. Dev Anjana Neira, *Creative Writing*, Pearson Education India, 2008

Resources:

1. <https://www.aspenwords.org/6198-2/>
2. <https://guides.library.ucla.edu/c.php?g=180834&p=1189338>
3. <https://research.pugetsound.edu/c.php?g=304227&p=2029021>

Course Outcomes

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	closely read both canonical and modern/postmodern prose narratives and poems.
K3,K4,K5	CO2	demonstrate an understanding of various forms and structures of fiction and poetry.
K2,K4,K3	CO3	demonstrate familiarity with a variety of professional writers' styles and voices in fiction and poetry to develop his or her style.
K1,K2,K3,K4	CO4	demonstrate some awareness of the literary influence and literary history.
K4,K5, K6	CO5	exhibit knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

COURSE CODE	U21ENS53	WRITING FOR THE WEB	L	T	P	C
SKILL BASED III			2	-	-	2
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	The course aims to <ul style="list-style-type: none"> • create and edit well-designed and technically sound e-news pages using industry standard software. • create and maintain all aspects of a daily, Internet-based, multimedia publication. • participate as an effective member of a team. • manage and lead a team of journalism professionals • instill acumen in the field of journalism and media • develop portfolio that demonstrates creative and professional skills and abilities in journalism. 					

Unit 1: Web

Knowing the Web and its domain: Messages, Audience, Blogs, personal sites, portfolio sites, technical and corporate web writing

Unit 2: Practices

Best Practices for writing for the web

Unit 3 :Content Writing

Style, Linear/Non-linear
Interactive stories, Good Grammar, Revising,

Unit 4: Images and Sounds

Working with Images
Sounds
collaborating

Unit 5 :Introduction to Information Security

Overview of Information Security, Internet Governance – Challenges and Constraints, Threats. Need for Security, Business Needs, Attacks, Legal, Ethical and Professional Issues -An Overview of Computer Security –Integrity policies and Hybrid policies.

Recommended Text:

1. Lynda Felder, Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound. New Riders Publisher, 2011.
2. Crawford Kilian, Writing for the Web, Self-Counsel Press; Fifth Edition, Fifth edition August 15, 2015

E-Resources

1. <https://www.emergingedtech.com/2018/08/tips-online-resources-help-students-improve-their-writing/>
2. <http://www.bu.edu/erc/writingassistance/online-writing-resources/>
3. <https://advice.writing.utoronto.ca/researching/research-using-internet/>
4. <https://www.ef.com/wwen/blog/teacherzone/self-study-resources-for-students/>
5. Introduction to Cyber Security available at <http://uou.ac.in/foundation-course>.
6. Fundamentals of Information Security <http://uou.ac.in/progdetail?pid=CEGCS-17>

Course Outcome

On successful completion of the course, the students will be able to

K2,K3,K4	CO1	demonstrate their ability to observe events, gather information, write news reports and news releases and report on events
K3,K2,K5	CO2	gain first-hand experience in designing the News Letters.
K4,K2,K3	CO3	understand the difference between communication and media theories and would have gained the expertise to handle this area in their profession
K5,K4,K6	CO4	grasp the complex relationship between communication/media theories and a diverse set of individual, social, and professional practices
K6,K2,K3	CO5	know the processes and practice of writing for the media and to have placement in Media

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

SEMESTER-VI

COURSE CODE	U21ENT61	INTRODUCTION TO WORLD CLASSICS	L	T	P	C
CORE XIII			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	Course aims to <ul style="list-style-type: none"> display working knowledge of the historical and cultural contexts of world classic literature identify and describe distinct literary characteristics of world literature from the beginning. analyze literary works for their structure and meaning write analytically about literature using MLA guidelines effectively communicate ideas related to the literary works during class and group activities 					

Unit 1: Prose

The Bible – Book of Esther

Guy de Maupassant- Two Friends (Short Story)

Fyodor Dostoyevsky- A little Hero

Vivekananda- Birth of Religion.

Unit 2: Poetry:

Homer--- The Odyssey, Book-1, Lines 1-20

Dante – Inferno, Canto- 1

Constantine Petrou Cavafy--Ithaca

Bertolt Brecht- Alabama

Rabindranath Tagore. - Let me not Forget.

Unit 3: Drama

Sophocles- Oedepus Rex

Unit 4: Fiction

Tolstoy- Anna Karenina

Unit 5: Fiction

Alexander Dumas- The Count of Monte Cristo

Reference Books:

Arthur Morrison, Peter Miles, *Oxford World's Classics*, Oxford University Press, 2014

E- Resources:

<https://classics.williams.edu/resources/online-resources-2/>

<https://global.oup.com/academic/content/series/o/oxford-worlds-classics-owc/>

Course Outcomes

The main aim of the course is to

K1,K2,K4	CO1	introduce the Background of World literature
K3,K4,K5	CO2	inculcate interests to focus on Contemporary literature
K2,K4,K3	CO3	deepen the knowledge of contemporary world culture through literature
K1,K2,K3,K4	CO4	enhance the aesthetic sense through admiring the beauty of life and literature
K4,K5, K6	CO5	ignite the minds to compare the glory of Indian Writings

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT62	NEW LITERATURES IN ENGLISH	L	T	P	C
CORE XIV				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		The course <ul style="list-style-type: none"> • Introduces the elements of Post-colonial literature. • Introduces the creative writing in English from countries formerly colonised by Britain. • Makes the students understand the texts in relation to postcolonial theory. • Offers the ideas of nuances which handled by the authors of different region. • Provides the picture of different landscapes. 				

Unit 1: Prose

Zadie Smith-
Binyavanga Wainaina

Speaking in Tongues
How to Write about Africa

Unit 2: Poetry

Funom Makama- Wake up Oh Africa
Alice Walker- a) The Tree of Life Has Fallen b) Desire

Unit 3: Short Story

Margaret Atwood - Happy Endings
Alice Munro- Boys and Girls

Unit 4: Drama

Betty Roland- The Touch of Silk
Riwia Brown- Roimata

Unit 5: Fiction

Wilson Harris- The Palace of the Peacock

Reference Books:

1. Janatha Kumari, Chitra Thirvikraman Nair, *Perspectives on New Literatures: Postcolonial Responses*, 2015
2. K Sarkowsky, *The New Literatures in English*, Lexington Books, 2007.

E- Resources

1. <https://guides.library.unt.edu/c.php?g=531524&p=3999016>
2. <https://postcolonial.net/postcolonial-resources/academic-journal>

Course Outcomes

Upon completion of this course the student will be able to

K2, K1	CO1	possess the knowledge of Post-colonial Literature.
K3,K4	CO2	understand the ideas of colonized writers.
K4,K2	CO3	figure out the importance of knowing Postcolonial theory.
K5,K4	CO4	demonstrate the nuances of the authors of the different region and apply in their analysis.
K6,K5	CO5	gather the ideas of different landscapes and the culture.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT63	LIFE WRITINGS	L	T	P	C
CORE XV			5	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	<ul style="list-style-type: none"> • Be acquainted with major trends and key works in biographical thinking and writing. • Be familiar with some of the main constructs related to biography and life writing. • Be supposed to have developed abilities to assimilate, assess and synthesise information in a coherent way. • Be familiar with some key primary sources for understanding biography writing from a global perspective. 					

Unit 1: Definition and Concept

Life Writing Definition and Concept
 Boundaries of fiction and non-fiction

Unit 2:Autobiography

Anne Frank- The diary of a Young Girl
 Biography: Andrew Wilson –Mad Girl’s Love Song

Unit 3: Autobiography

Ruskin Bond- Scenes from the Writer’s Life
 Memoir: MalalaYousafzai: I am Malala

Unit 4: Literary Journalism

George Orwell- Animal Form

Unit 5:Creative Nonfiction

Jon Krakauer- Into the Wild

Narrative Nonfiction

A. Revathy- The Truth about Me: A Hijra Life Story

Resources:

1. <https://libguides.reading.ac.uk/english-literature/e-resources>
2. <https://www.lifehack.org/articles/lifestyle/20-online-resources-for-free-books.html>

Course Outcomes

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	expose to a range of contexts where the language is used to meet a variety of real-life communication
K3,K4,K5	CO2	equip with the practical, emotional and creative aspects of language through biography and autobiography.
K2,K4,K3	CO3	enhance practice in objective and subjective writing.
K1,K2,K3,K4	CO4	offer a platform to express creativity and talent.
K4,K5, K6	CO5	learn the elements of fiction and non-fiction.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENT64	ENGLISH TEACHING METHODS AND MATERIALS	L	T	P	C
CORE XVI				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		Course aims to <ul style="list-style-type: none"> • expose to a range of contexts where the language is used to meet a variety of real-life communication • equip with the practical, emotional and creative aspects of language through biography and autobiography. • enhance practice in objective and subjective writing. • offer a platform to express creativity and talent. • learn the elements of teaching and learning. 				

Unit 1: Language:

Describing Language;
 Language Acquisition and Development

Unit 2: Methodologies

English Language teaching methodologies
 The Direct Method
 Grammar-translation
 Audio-lingual
 The structural approach
 Communicative language teaching (CLT)
 TPR
 The Silent Way
 Immersion
 Task-Based, Natural, Lexical.

Unit 3: Techniques

Teaching Techniques- Blended learning, flipped
 Learning, Participatory learning, Experiential learning

Unit 4: Methods

Collaborative Learning, Spaced Learning,
 Self- Learning, Gamification and VAK Learning

Unit 5: Instructional Materials

Types of Instructional Materials, Evaluation

Learning materials- Print-Audio- Visual Materials, Computers and Internet

Reference Books:

1. Dhanavel S P English Language Teaching in India: The Shifting Paradigms - The Shifting Paradigms McGraw Hill Education India, 2018
2. Francis, English Language Teaching Guide, EFL Ltd; 9th Revised edition (1 August 2004).

Resources :<https://www.ihteachenglish.com/resource/11-useful-online-resources-elt-teachers><https://www.fluentu.com/blog/educator-english/esl-teaching-resources/><https://www.britishcouncil.org.br/en/programmes/english/resources-teachers>**Course Outcomes**

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	have confidence in facing English speaking environment would have progressed.
K3,K4,K5	CO2	gain confidence and be assertive with the skilful acquisition of language and communication skills.
K2,K4,K3	CO3	overcome the fear of learning a second language or a foreign language and equip themselves
K1,K2,K3,K4	CO4	demonstrate how technology can be used for learning the language.
K4,K5, K6	CO5	identify and classify strategies to teach language.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

COURSE CODE	U21ENT65	LITERATURES FROM ASIA	L	T	P	C
CORE XVII			4	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
Learning Objectives		Course aims <ul style="list-style-type: none"> to introduce students to a selection of literatures from Asia. to equip students to study the similarities between the literatures and culture of this region. to equip students to identify issues related to the intersection of gender, caste, class, language, religion and politics. to enable students to develop a fervor for world culture and values to encourage students to extend their knowledge of this region to understand larger global concerns. 				

Unit 1: Prose

Aung San Suu Kyi
Zong Pu
Jean Arasanayagam
Rokeya Sakhawat Hossain

Nobel Lecture (Myanmar)
Melody in Dreams (China)
All is Burning (Sri Lanka)
Sultana's Dream (Bangladesh)

Unit 2: Poetry

Mirza Ghalib
Edwin Thamboo
Fadwa Tuqan

The Ghazals (Indian)
Ulysses by the Merlion; (Malaysia)
Longing: Inspired by the Law of Gravity (Palestine)

Unit 3: Drama

Seami *Astumori*
Ernest MacIntyre

(NOH play) (Japan)
He Still Comes from Jaffna (Sri Lanka/ Australia)

Unit 4: Fiction

Yasunari Kawabata
Meira Chand

Beauty and Sadness (Japan)
A Different Sky (Singapore)

Unit 5: Cultural Readings

Features and Scope

Recommended Reading:

1. Holden , Philip and Rajeev Shridhar Patke .The Routledge Concise History of South East Asian Writing in English. Routledge, 2010.
2. Smith, David . Ed. The Cannon in South East Asian Literatures. Psychology Press, 2000.
3. Kratz, E. Ulrich. South East Asian Languages and Literatures. I.B. Tauris, 1996.
4. ThamSeong Chee, Ed., Essays in literature and society in South-East Asia. NUS Press, 1981.
5. Obeyesekere, Ranjini. The Sri Lankan Theatre in the Past Two Decades. Marga Institute, 2001.

Journals:

SARE: Southeast Asian Review of English

International Journal of Asian Studies (IJAS)

Asian Theatre Journal

E-Learning Resources:

Ghalib -

1. <http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/abdulqadir/02ghalibprose.pdf>
2. <https://www.youtube.com/watch?v=XqduRP15PBw>
3. Ulysses by the Merlion; Evening by Batok Town -
4. <https://pdfs.semanticscholar.org/f441/af9e241641b7e26ac25fa17cfb9810bfb3a1.pdf>
5. The Case of Literature - <https://www.youtube.com/watch?v=-jffgZDVBSsc>
6. NOH play- <https://www.youtube.com/watch?v=-6msFSM1d9A>
7. <https://www.youtube.com/watch?v=wr-USxFyuYU>
8. YasunariKawabata- <https://youtu.be/5RBxq3esrKs>

Course Outcome:

On successful completion of the course, the students will be able to

CO 1 critically read representative literary texts from these regions as cultural texts.

CO 2 identify the similarities and differences among Asian literatures to appreciate difference

CO 3 demonstrate an understanding of the universal factors of social realities of this Region

CO 4 relate to cultural and social values of a variety of cultures

CO 5 extend their knowledge of this region to discuss larger global concerns with culture.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

COURSE CODE	U21ENE641	MYTH AND LITERATURE	L	T	P	C
ELECTIVE IV			4	-	-	3
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	Course aims <ul style="list-style-type: none"> • to identify and describe the difference between cinematic and literary images • to examine different theories of adaptation and link them to contexts of expression and reception • to help them to understand the major themes and literary trends. • to discuss the problem of language in film and Literature. • to create an interest in students to appreciate literary pieces. 					

Unit-1: Greek Mythology

The Three Sisters of Fate
 Pandora's Box

Unit-2: Roman Mythology

Hercules (Atlas and Hercules)
 The Story of Romulus and Remus
 The Story of Dido, Queen of Carthage
 The Story of Cupid & Psyche
 The Story of Echo & Narcissus

Unit-3: Celtic Mythology

Oisín in the Land of Eternal Youth

Unit-4: Legends

Arthurian Cycle (The Holy Grail)
 Robin Hood Cycle

Unit-5: Indian Mythology

- Stories from Ramayana
 The Burning of Lanka
- Stories from Mahabharata
 Kurukshetra - The Battle & The Deception of Bheema
 The Story of Nala and Damayanthi

Recommended Text

1. Linda H. Peterson, John C. Brereton, ed. The Norton Reader, August 2008
2. Antonia Barber, · D'Aulaire's ,. **Mythology** Collections · Apollo and Daphne: Masterpieces of **Mythology**, 2019.·
3. D'Aulaire's **Book** of Greek **Myths**, 2019
4. Roshani Chokshi, Indian mythological-fiction books, **The Pandava series**, 2019.

E- Resources

1. <https://guides.nyu.edu/fairytales/digital>
2. <https://guides.lib.uw.edu/c.php?g=403912&p=2749152>
3. <https://guides.stlcc.edu/c.php?g=154584&p=1014999>

Course Outcomes

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	evaluate the power of Myth as a means to recover and to redeem one
K3,K4,K5	CO2	master the current trends in Myth and Literature
K2,K4,K3	CO3	comprehend the context of Myth and Literature
K1,K2,K3,K4	CO4	assess a wide range of Mythology.
K4,K5, K6	CO5	acquaint themselves with the knowledge of Myth and Literature

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENE642	FILM AND LITERATURE	L	T	P	C
ELECTIVE IV			4	-	-	3
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
Learning Objectives	Course aims <ul style="list-style-type: none"> to identify and describe the difference between cinematic and literary images to examine different theories of adaptation and link them to contexts of expression and reception to help them to understand the major themes and literary trends. to discuss the problem of language in film and Literature. to create an interest in students to appreciate literary pieces. 					

Unit-1: Adaptation

The Concept of Film Form: genre / sub-genre
 narrative film , avant-garde film, film noir, documentary.
 Themes -tropes - cue - suspense - themes - functions -
 motif - parallelism - development - unity / disunity .

Unit-2: Adaptation of Contemporary Indian English Fiction

Danny Boyle - Slum Dog Millionaire (2008)

Unit-3: Adaptation of Fantasy / Science Fiction

Steven Spielberg - War of the Worlds (2005)

Unit-4: Adaptation of British Literature in Films

Ang Lee- Sense and Sensibility (1995)
 Rajiv Menon–KandukondainKandukondain (2000) (Tamil)

Unit-5: Components of a Film Review

Plot, Genre, Role of actors, Background
 information, condensed synopsis, argument/analysis.

Recommended Text:

Linda, *A Theory of Adaptation*, 2006.
 Hutcheon, - "*Beginning to Theorize Adaptation*"2014

E- Resource:

<https://libguides.reading.ac.uk/english-literature/e-resources>

COURSE OUTCOMES

On successful completion of the course, the students will be able to

K1,K2,K4	CO1	assess a wide range of Film and Literary texts
K3,K4,K5	CO2	demonstrate a systematic and historically-grounded knowledge of literature and cinema
K2,K4,K3	CO3	present a coherent view of the relationship between written and cinematic texts
K1,K2,K3,K4	CO4	identify and illustrate the distinction between literary and cinematic arts of storytelling
K4,K5, K6	CO5	organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - **3 Marks**
Moderately Correlating (M) - **2 marks**
Weakly Correlating (W) - **1 Mark**
No Correlation (N) - **0 mark**

COURSE CODE	U21ENS64	SOFT SKILLS AND LIFE SKILLS	L	T	P	C
SBE- IV			2	-	-	2

Course Objectives:

Course aims to

- describe the process and types of communication
- explain the types, modes and barriers in listening
- inculcate a deep sense of respect for oneself and others for a holistic living.
- build self-confidence with a focus on personal development and self- awareness.

Unit 1:Soft Skills

Definition, and Types of Soft Skills

Communication, Team Work and Interpersonal Skills

Keys to Improve Soft Skills

Unit 2: Interpersonal Skills

Adaptability, Problem Solving and Creativity

Unit 3: Ethics

Work Ethics and Time Management

Unit 4: Self-management skills

Self-awareness, Self-confidence, Self- Reflection, Stress management, Perseverance, Resilience, Mind mapping

Unit 5: Body language

Gestures, postures, Tone of Voice, Eye contact

The Importance of Body Language

The Possitive and the Negative Body Language Signs

Reference Books:.

1. Sasikumar, V, et al. A Course in Listening & Speaking I. Foundation Books,2005.
2. Eastwood, John. Oxford Practice Grammar. Oxford University Press, 1999.
3. Prasad, Hari Mohan. A Handbook of Spotting Errors. Mcgraw Hill Education, 2010.
4. Johnson, Spencer , Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life. RHUK, 1999.
5. Sharma, Robin, The Monk Who Sold His Ferrari. Harper Collins, 2013.

Earning Resources:

1. www.youtube.com/watch?v=cR75B7CVuZA (What is Attitude?)
2. youtu.be/dhuabY4DmEo (Some tips to improve self- esteem)
3. www.youtube.com/watch?v=-ki9-oaPwHs (How to believe in yourself)
4. Zhu, Jessie. “What is Self Awareness and Why is it Important?,”
5. <https://positivepsychology.com/self-awareness-matters-how-you-can-be-more-self-aware/>

COURSE CODE	U21ENN31	COMPUTER ASSISTED LANGUAGE LEARNING	L	T	P	C
NME - I				2	-	-
CognitiveLevel		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
Learning Objectives		By introducing the course, <ul style="list-style-type: none"> students will utilize language learning environments equipped with technology to develop learner autonomy. students will be aware of the indicators of autonomy by using language learning strategies students will be motivated to a high level to learn the English language; They will take responsibility for one's own learning; students will continue English language study outside the classroom. 				

Unit 1:English Language Teaching (ELT)

English as Foreign Language (EFL)
English as Second Language (ESL)
English for Specific Purpose (ESP)

Unit 2:Computer-Assisted Language Learning (CALL)

Introduction to the History of CALL
Behaviouristic CALL
Communicative CALL
Integrated CALL

Unit 3:Creating and Using Blogs in Teaching

Online Groups-Google Groups, Yahoo Groups
Online Classroom/conference,

Unit 4: 3D Virtual worlds

Interactive webpage- Funbrain, Scholastic Teachable and Read Write Think
Digital storytelling—Story creator, Story Dice, Tell about this

Unit 5: Classroom Management

Student Diversity and Classroom Management
Teacher as Facilitator or Mentor

Reference Books:

1. Mike Levy, Françoise Blin, Claire Bradin Siskin, Osamu Takeuchi, ed. International Perspectives on Computer Assisted Language Learning, 2014
2. Glen Stockwell, ed, Computer Assisted Language Learning, Cambridge University Press, 2012

E- Resources

1. https://elt.fandom.com/wiki/Computer_assisted_language_learning
2. <https://www.fluentu.com/blog/educator/computer-assisted-language-learning/>

Course Outcome

On successful completion of the course, the students will be able to

K6,K2, K4	CO1	equip students with a thorough general awareness of computer hardware and software
K2, K5	CO2	incorporate extensively researched web source
K6,K5	CO3	enhance good practical skill in performing common basic tasks with the computer.
K3,K2,K5	CO4	enhance teaching and learning processes.
K5,K6	CO5	create PowerPoint presentations on any topic in literature

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

COURSE CODE	U21ENN42	WOMEN AND HOLISTIC DEVELOPMENT	L	T	P	C
NME - II			2	-	-	2
CognitiveLevel	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
Learning Objectives	Course aims to <ul style="list-style-type: none"> • know the role of women in society • develop insight into the process of protection of women health and environment . • know the National Policy and constitutional Protection for Women Empowerment. • identify opportunities for women empowerment and women leadership • sensatize women towards gender equality. 					

Unit 1: Women and Technology

Modernization – Industrialization – Liberalization, Privatization, Globalization (LPG) – Impact on Women & Family-case History of Women Achievers in Scientific and Professional field

Unit 2: Changing Roles of Women in the Society

Role of education and attitudinal changes of women-Family- Workplace- Society Environment- Complicated and Complex Roles in the Professional, Leadership and Managerial Positions- -Changing values and women- Moral Vision-Professional Decision-Bridging the Gap of Gender equality-Equity – Cultural impact -Awareness of women’s position- Gender Discrimination-Changes in the attainment of Goals.

Unit – 3: Women’s Health at Different Stages

Definition of Health Disparity- Gender Disparities in Health- Forms of Gender Disparities – Holistic Approach to Women’s Health- Health issues at Different Stages of Women(Adolescents, During Menstruation, Trimesters Pregnancy, Child Birth, Breast Feeding, Marriage, Menopause and Old age)- Common Diseases of Women (Heart attacks cancer- Stroke- Chronic Obstructive Pulmonary Disease (COPD)- Alzheimer’s – Disease - Diabetes- Influenza and Pneumonia- Morbidity-Mortality-Anaemia– Life Expectancy- MMRNMR- Kidney Failure -Tumours-Diseases of Bones Joints and Mind, Obesity- Healthy Diets for Women

Unit – 4: Women and Entrepreneurship

Concept of women entrepreneurship-Women and Entrepreneurship –Entrepreneurial decision process- Growth of Women entrepreneurship in India; Entrepreneurial motivation; Factors affecting entrepreneurial growth; strategies for entrepreneurial development.

Unit-5: Women and Laws

Violence Against Women (CEDAW)- Laws relating to Eve Testing, Wife battering Rape, Abduction, Adultery, Murder and Kidnapping. Constitutional Provisions with special reference to Women - Women & Family Laws : (1) Marriage (2) Child Marriage (3) Widow Remarriage (4) Divorce (5) Maintenance (6) Inheritance and Succession (7) Dowry Prohibition - National Commission for Women Act, 1990 - Protection of Women from Domestic Violence Act 2005

References:

Kapur, Ratna and Crossman, Brenda, Subversive Sites: Feminist Engagements with Law in India, Sage Publications, New Delhi, 1996.
Anil Kumar (2007), Women Entrepreneurship in India, Regal Publications, New Delhi.
ChetanaKal (ed) Women and Development Discovery Publishing Home, New Delhi, 1991.
JyotsnaAgnihotri Gupta (2000) New Reproductive Technologies, Women's Health and Autonomy: Freedom or Dependency?, Sage Publications, New Delhi
. Mohan Rao (ed) (2004) The Unheard Scream: Reproductive Health and Women's Lives in India, Zubaan, An Associate of Kali for Women, New Delhi.
Neill Mckee, Jane T. Bertrand and Antje Becker-Benton (2004) Strategic Communication in the HIV/AIDS Epidemic, Sage Publications, New Delhi.

U21ENV51-VALUE ADDED COURSES -2021 June onwards

Duration	Minimum 30 Hours	
Mode	Concurrent	
Eligibility	+2 onwards	
No. of Papers	1	
Maximum Marks for each paper	100	
Evaluation	Internal	External
	25Marks	75 Marks
Total Marks	100	
Passing Minimum	50%	
Question Pattern: External	Part A: 10 Multiple Choice Questions	10x2 =20
	Part B: 5 out of 7 questions	5x5 =25
	Part C: 2 out of 4 questions	2x15 =30
Internal	25 Assignment-(10) and Quiz-(15)	

COURSE CODE	U21ENV51	PRESENTATION SKILLS	Total Hours	C
VAP-1			30	2

Objectives:

Course aims

- to strengthen the speaking and writing skills.
- to develop Self-confidence.
- to prepare the students for Competitive Exams.
- to enable the students to speak and write in English fluently on various topics

Unit 1: Organizing Speech

Planning and Preparation

Developing Main Points, Supporting Ideas

Beginning and Ending Speech

Unit 2: Modes of Delivery

Reading the Manuscript

Speaking Extemporaneously

Impromptu

Speaking from memory

Speaker's Voice- Non- Verbal Communication

UNIT 3: Speech Etiquette

Avoiding Bad Habits

Developing Good Ones

Unit 3: Speech for Special Occasions

Welcome Speech

Introduction Speech- Felicitation Speech

Vote of Thanks

Unit 4: Speeches that Changed the World

Sample- Speeches of Jawaharlal Nehru and Mother Teresa

Course Text:

1. Krishna Mohan & N.P Singh – Speaking English Effectively New Delhi Macmillan, 1995

Reference books:

1. Stephen E. Lucas- The Art of Public speaking Chennai: McGraw Hill.
2. Richard Denny- Speak for yourself, New Delhi: UBS, 1995 27