

**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)

<b>PEO1</b>	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
<b>PEO2</b>	To educate the student in both the artistry and the utility of the English Language through the study of literature
<b>PEO3</b>	To make the students get a better idea of the subjects and to make them intellectually sharper and innovative.
<b>PEO4</b>	To offer unlimited opportunities to the students in future like research and facing all the competitive examinations.
<b>PEO5</b>	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	<b>10*1 Marks=10</b> Multiple Choice Questions(MCQs): 2 questions from each Unit	<b>10</b>
2	B	<b>5*4=20</b> Two questions from each Unit with Internal Choice (either / or)	<b>20</b>
3	C	<b>3*15=45</b> Open Choice: Any three questions out of 5 : one question from each unit	<b>45</b>
Total Marks			<b>75</b>

\* **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.

## BA ENGLISH CURRICULAM

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			L	P	Int	Ext	Total
<b>FIRST SEMESTER</b>							
U21LTA11 U21LFR11	Tamil I/ French I	3	6	0	25	75	100
U21LEN11	Communicative English I	3	6	0	25	75	100
U21ENT11	<b>Core I-</b> Age of Shakespeare and Milton	4	5	0	25	55	100
U21ENT12	<b>Core II-</b> Advanced English Grammar	4	6	0	25	55	100
U21ENA11	<b>Allied I-</b> Social History of England	4	5	0	25	75	100
U21EVS11	Environmental Studies	2	2	0	25	75	100
U21PEAS11	Professional English-I	4	6	0	25	75	100
<b>Total</b>		<b>24</b>	<b>36</b>				<b>700</b>

## SECOND SEMESTER

U21LTA22 / U21LFR22	Tamil II / French II	3	6	0	25	75	100
U21LEN22	Communicative English II	3	6	0	25	75	100
U21ENT21	<b>Core III-</b> Age of Dryden and Pope	4	5	0	25	75	100
U21ENT22	<b>Core IV-</b> Indian Writing in English	4	6	0	25	75	100
U21ENA22	<b>Allied II-</b> History of English Literature	4	5	0	25	75	100
U21VAE21	Value – Education	3	3	0	25	75	100
U21PEAS22	Professional English-II	4	6	0	25	75	100
<b>Total</b>		<b>25</b>	<b>36</b>				<b>700</b>

## THIRD SEMESTER

U21LTA33/ U21LFR33	Tamil III / French III	3	6	0	25	75	100
U21LEN33	General English-I	3	6	0	25	75	100
U21ENT31	<b>Core V-</b> Age of Wordsworth	4	5	0	25	75	100
U21ENA33	<b>Allied III-</b> Literary Genres and Terms	4	5	0	25	75	100
U21ENE311/ U21ENE312	<b>Elective – I-</b> Journalism and Mass Communication / Travel Writing	3	4	0	25	75	100
U21CSS31	<b>SBE-1-</b> Computer Skills for Office Management	2	2	0	25	75	100

	<b>Non Major Elective – I</b>	2	2	0	25	75	100
U21PEAS33	Professional English III	4	6	0	25	75	100
	<b>Total</b>	<b>25</b>	<b>36</b>				<b>800</b>

<b>FOURTH SEMESTER</b>							
U21LTA44/ U21LFR44	Tamil IV / French IV	3	6	0	25	75	100
U21LEN44	General English-II	3	6	0	25	75	100
U21ENT41	<b>Core VI-</b> American Literature	4	4	0	25	75	100
U21ENT42	<b>Core VII-</b> Age of Tennyson	4	4	0	25	75	100
U21ENA44	<b>Allied IV-</b> Translation: Basic Concepts and Practice	4	4	0	25	75	100
U21ENE421/ U21ENE422	<b>Elective II-</b> Comparative Literature/ Children's Literature	3	3	0	25	75	100
U21MSS42	<b>SBE -II-</b> Managerial Skills	2	2	0	25	75	100
	<b>Non Major Elective – II</b>	2	2	0	25	75	100
U21PEAS44	Professional English IV	4	6	0	25	75	100
	<b>Total</b>	<b>29</b>	<b>37</b>				<b>900</b>

<b>FIFTH SEMESTER</b>							
U21ENT51	<b>Core VIII-</b> Introduction to English Language and Phonetics	4	5	0	25	75	100
U21ENT52	<b>Core IX-</b> Twentieth Century British Literature	4	5	0	25	75	100
U21ENT53	<b>Core X-</b> Women's Writing in English	4	5	0	25	75	100
U21ENT54	<b>Core XI</b> Introduction to Literary Criticism	4	5	0	25	75	100
U21ENT55	<b>Core XII</b> Shakespeare	4	5	0	25	75	100
U21ENE531/ U21ENE532	<b>Elective III-</b> Marginal Writing/ Creative Writing	3	3	0	25	75	100
U21ENS53	<b>SBE III-</b> Writing for the Web	2	2	0	25	75	100
	<b>Total</b>	<b>25</b>	<b>30</b>				<b>700</b>

<b>SIXTH SEMESTER</b>							
U21ENT61	<b>Core XIII-</b> Introduction to World Classics	4	5	0	25	75	100

U21ENT62	<b>Core XIV-</b> New Literatures in English	4	5	0	25	75	100
U21ENT63	<b>Core XV-</b> Life Writings	4	5	0	25	75	100
U21ENT64	<b>Core XVI-</b> English Teaching Methods and Materials	4	5	0	25	75	100
U21ENT65	<b>Core XVII-</b> Literatures from Asia	4	4	0	25	75	100
U21ENE641/ U21ENE642	<b>Elective IV-</b> Myth and Literature/ Film and Literature	3	4	0	25	75	100
U21ENS64	<b>SBE IV-</b> Soft Skills- Life Skills	2	2	0	25	75	100
U21EAS61	NCC/ NSS/ RRC/YRC/Physical Education	3	0	0	100		100
<b>Total</b>		<b>28</b>	<b>30</b>				<b>800</b>
<b>Grand Total</b>		<b>156</b>	<b>205</b>		<b>Grand Total</b>		<b>4600</b>

**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

**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.,



**SEMESTER-I**

COURSE CODE	U21ENT11	AGE OF SHAKESPEARE AND MILTON	L	T	P	C
CORE1			5	-	-	4
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	The course aims at <ul style="list-style-type: none"> <li>• 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.</li> <li>• helping the students imbibe the abiding human and moral values through the study of great pieces of literature.</li> <li>• developing critical and creative faculties in students.</li> </ul>					

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

**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:

<b>K1, K2</b>	<b>CO1</b>	acquire knowledge of linguistic conventions for reading, writing and speaking.
<b>K1, K2</b>	<b>CO2</b>	use targeted grammatical structures appropriately in oral and written production.
<b>K5, K4</b>	<b>CO3</b>	analyse the grammatical structure of sentences within English texts.
<b>K5, K1</b>	<b>CO4</b>	communicate effectively in both spoken and written Standard English.
<b>K6, K3</b>	<b>CO5</b>	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	-	-
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• make the students Understand different movements that originated in England.</li> <li>• make them understand the religious, political, literary, and social problems as reflected in the literature of these periods</li> <li>• help students appreciate the seminal works of prominent writers of these periods</li> <li>• introduce the important incidents and movements in English history.</li> <li>• help the students obtain a comprehensive view of the periods in the history of England.</li> <li>• inculcate an interest in understanding literature with the background</li> </ul>					

**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

<b>K1, K2</b>	<b>CO1</b>	provide a basic knowledge of the political and social history of England.
<b>K1, K2</b>	<b>CO 2</b>	understand different movements that originated in England.
<b>K2, K4</b>	<b>CO 3</b>	acquaint with the literary movements, favoured genres and the evolution and development of literary forms.
<b>K2, K6,K3</b>	<b>CO 4</b>	familiarize with terms, practices and theoretical foundations of the disciplines.
<b>K4, K6</b>	<b>C05</b>	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**

<b>COURSE CODE</b>	<b>U21ENT21</b>	<b>AGE OF DRYDEN AND POPE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>CORE III</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>		K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
<b>Learning Objectives</b>		The course aims to <ul style="list-style-type: none"> <li>• make them understand the religious, political, literary, and social problems as reflected in the literature of these periods</li> <li>• help students appreciate the seminal works of prominent writers of these periods</li> <li>• enable students to understand the characteristics of the Metaphysical poetry</li> <li>• enhance the students' understanding of the literary conventions followed during these periods</li> <li>• highlight the salient features of Comedy of Manners</li> </ul>				

**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

<b>K1, K2</b>	<b>CO1</b>	understand the sense of rationalism and sensibility of the writers
<b>K1, K2</b>	<b>CO2</b>	recognize and understand the figurative language
<b>K2, K3</b>	<b>CO3</b>	apply the technical nuances of Neo-Classical dramas
<b>K5, K2, K3</b>	<b>CO4</b>	comprehend the artistic style of the writers and adopt the style in writing
<b>K6, K3</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• enable the students to have an understanding of the historical and political movements in India</li> <li>• enable the students to gain knowledge about Indian cultural ethos and its uniqueness</li> <li>• encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post-colonial periods</li> <li>• motivate the students to compare and contrast the Indian writers' literary acumen with that of the British writers</li> <li>• inspire the students to critically evaluate the merits and demerits of Indian Writing in English</li> </ul>					

**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](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:

<b>K1, K2</b>	<b>CO1</b>	understand the social, and political controversies in India during the colonial and post- colonial periods
<b>K1, K2</b>	<b>CO2</b>	acquire knowledge about Indian cultural ethos and its uniqueness
<b>K5, K4</b>	<b>CO3</b>	evaluate the unique characteristics of Indian writing in English
<b>K5, K1</b>	<b>CO4</b>	appreciate the spirit of the Indian writers to preserve the noble values of Indian society
<b>K6, K3</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	<b>The course aims</b> <ul style="list-style-type: none"> <li>• to make students attain writing skills by making them applying the usage of grammar.</li> <li>• to develop fluency among the students.</li> <li>• to assess the experience and fluency in English transforming their personality.</li> <li>• to learn and brighten up their career.</li> <li>• to strengthen the communication skills through exercise and quiz.</li> </ul>					

**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:

<b>K1, K2</b>	<b>CO1</b>	acquaint with factual contents.
<b>K1, K2</b>	<b>CO2</b>	strengthen the aesthetic sense.
<b>K5, K4</b>	<b>CO3</b>	develop a critical perspective in students.
<b>K5, K1</b>	<b>CO4</b>	express, to find out and analyze the period and the authors in the period they belong to.
<b>K6, K3</b>	<b>CO5</b>	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
<b>CORE V</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• make them understand the religious, political, literary, and social problems as reflected in the literature of these periods</li> <li>• help students appreciate the seminal works of prominent writers of these periods</li> <li>• enable students to understand the characteristics of the poetry of that age</li> <li>• enhance the students' understanding of the literary conventions followed during these periods</li> <li>• highlight the salient features of Drama and Fictions of the particular literature.</li> </ul>					

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

**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* 7<sup>th</sup> 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](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

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

### 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	<b>K1: Recall</b> <b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Evaluate</b> <b>K5: Analyze</b> <b>K6: Create</b>					
Learning Objectives	Course aims to <ul style="list-style-type: none"> <li>• appreciate the distinctive contribution that the study of literature can make.</li> <li>• recognize the historical changeableness of foundational words and ideas such as 'nature,' 'country,' 'environment,' 'animal,' and 'landscape'.</li> <li>• identify some of the main controversies, problems, and priorities in the field of Travel literary studies.</li> <li>• show a detailed knowledge of the set literary texts, and make connections between those texts and the conceptual issues involved in interpreting them.</li> <li>• articulate their understanding of the set texts in an essay and an exam, displaying appropriate competence.</li> </ul>					

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

**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](https://www.english.cam.ac.uk/research/american/?page_id=2)

**Course Outcome**

Upon completion of this course the students will be able to

<b>K6,K2, K4</b>	<b>CO1</b>	learn the literary works & culture of the Americans
<b>K2, K5</b>	<b>CO2</b>	understand the literary activities of the writers of American descent
<b>K6,K5</b>	<b>CO3</b>	gain a perception of literary trends set by the American writers
<b>K3,K2,K5</b>	<b>CO4</b>	understand the character, flavor and ethos of the American literature
<b>K5,K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
<b>Learning Objectives</b>	The course aims at <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ helping the students imbibe the abiding human and moral values through the study of great pieces of literature.</li> <li>➤ developing critical and creative faculties in students.</li> </ul>					

**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

<b>K1,K2</b>	<b>CO1</b>	understand the sense of rationalism and sensibility of the writers
<b>K1,K2</b>	<b>CO2</b>	recognize and understand the figurative language
<b>K2,K3</b>	<b>CO3</b>	apply the technical nuances of dramas
<b>K5,K2,K3</b>	<b>CO4</b>	comprehend the artistic style of the writers and adopt the style in writing
<b>K6, K3</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	By introducing the course, it is intended to: <ul style="list-style-type: none"> <li>• introduce the students to the different theories of translation</li> <li>• enable the students to understand the significance of translation studies in general</li> <li>• encourage the students to acknowledge the importance of translation in a multilingual country like India</li> <li>• familiarize them with the theories of translation and the current practices</li> <li>• inspire the students to critically evaluate and appreciate the translated genres.</li> </ul>					

**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 - "GulabjaanKaadhhal" (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

<b>K6, K2, K4</b>	<b>CO1</b>	analyze and evaluate the works for content, style, the structure of Indian writers.
<b>K2, K5</b>	<b>CO2</b>	have a broad knowledge of the regional Indian writers, understand the variety of regional writings and understand the cultural diversity reflected in them.
<b>K6,K5</b>	<b>CO3</b>	evaluate the unique characteristics of Indian writing in English
<b>K3,K2,K5</b>	<b>CO4</b>	appreciate the spirit of the Indian writers to preserve the noble values of Indian society
<b>K5,K6</b>	<b>CO5</b>	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
<b>ELECTIVE II</b>		<b>COMPARATIVE LITERATURE</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• introduce compare and contrast in different kinds of literature.</li> <li>• expose different schools of Literature and terms.</li> <li>• introduce students to a comparative methodology of reading</li> <li>• introduce an overview of the literary genre from a comparative perspective, including texts</li> <li>• deepen knowledge in English literature for higher studies</li> </ul>					

**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
<b>Cognitive Level</b>		K1: Knowledge K2: Understand K3: Apply K4 : Analyze K5 : Evaluate K6 : Create				
<b>Learning Objectives</b>		The course aims to <ul style="list-style-type: none"> <li>analyze writing for children in terms of literary and artistic elements and standards.</li> <li>apply knowledge of genres of writing for children.</li> <li>evaluate works written for children.</li> <li>plan, share, and evaluate the presentation of literature to/ with children</li> <li>demonstrate knowledge of diverse cultures and value systems</li> </ul>				

**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	-	-
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluat K6: Create					
<b>Learning Objectives</b>	By introducing the course, it is intended to: <ul style="list-style-type: none"> <li>• enable the student recognize the need for learning correct (RP) pronunciation</li> <li>• make the student familiar with the different stages of speech production</li> <li>• help the student know the criteria for the description of English vowels and consonants</li> <li>• familiarize the student with the use supra-segmental features</li> <li>• analyze the Growth and development of English and Its structural, grammatical and functional aspects</li> </ul>					

**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. 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

<b>K6,K2, K4</b>	<b>CO1</b>	comment on linguistic choices in writing for specific audiences, purposes, contexts and cultures
<b>K2, K5</b>	<b>CO2</b>	develop an understanding of language issues and debates, and respond critically to these issues
<b>K6,K5</b>	<b>CO3</b>	analyze the theories and remember the concepts in speech sounds
<b>K3,K2,K5</b>	<b>CO4</b>	comprehend and evaluate various theories, concepts of language and linguistics
<b>K5,K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	By introducing the course, students: <ul style="list-style-type: none"> <li>• acquire knowledge about modern and post-modern trends</li> <li>• increase the analytical ability of students in evaluating and assessing the literary works</li> <li>• develop critical thinking capabilities</li> <li>• becomes efficient in English for global competency</li> <li>• improve the communication strategies</li> <li>• will be placed in good jobs</li> </ul>					

**Unit 1: Prose**

Bernard Shaw  
Virginia Woolf

- How I became a public Speaker
- A Room of One's Own (Chapter I)

**Unit 2: Poetry**

W.B. Yeats  
T.S. Eliot  
G.M. Hopkins  
Ted Hughes  
Philip Larkin

- The Lake Isle of Innisfree
- A Love Song for Alfred J. Prufrock
- God's Grandeur
- Hawk Roosting
- Aubade

**Unit 3: Drama**

John Galsworthy  
T.S. Eliot

- Justice
- 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](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%20N%20E ENGLISH](http://www.mdudde.net/pdf/study_material_DDE/ma/maEnglish/INDIAN%20WRITING%20N%20E ENGLISH)
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	-	-
<b>Cognitive Level</b>		<b>K1: Knowledge</b> <b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b> <b>K5: Evaluate</b> <b>K6: Create</b>				
<b>Learning Objectives</b>		<b>The Course aims to</b> <ul style="list-style-type: none"> <li>• understand Gender and Women's Studies as an academic field of study</li> <li>• be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.</li> <li>• analyze the ways in which societal institutions and power structures impact the material realities of women's lives.</li> <li>• evaluate information derived from various women's writing.</li> <li>• 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.</li> </ul>				

**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](https://guides.library.harvard.edu/schlesinger_womens_history_databases)

**Course Outcome**

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

<b>K1,K2</b>	<b>CO1</b>	learn how and on what grounds women's writings can be considered as a separate genre.
<b>K1,K2</b>	<b>CO2</b>	read and understand canonical texts written by Women writers across different ages.
<b>K3,K4</b>	<b>CO3</b>	differentiate between sex and gender and how the latter is a social construction.
<b>K4,K5</b>	<b>CO4</b>	be aware of the issues and concerns of the women writers of the developed, developing and under-developed countries
<b>K3,K6</b>	<b>CO5</b>	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
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S	S	M
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S	S	M
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	M
<b>CO5</b>	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	-	-
<b>Cognitive Level</b>		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
<b>Learning Objectives</b>		The Course aims to <ul style="list-style-type: none"> <li>➤ have an overview of major critical tools available to understand a text contextually</li> <li>➤ attain the skill of attempting a close reading of the text and to analyze and interpret facts</li> <li>➤ show an appreciation of the relevance and value of theoretical models in literary study</li> <li>➤ demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments.</li> <li>➤ apply these concepts or arguments successfully in a close reading of a literary text.</li> </ul>				

**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

<b>K6,K1,K2</b>	<b>CO1</b>	provide a critical understanding of the developments in literary criticism from the beginning to the end of the 19th century
<b>K2,K1,K3</b>	<b>CO2</b>	familiarize selected texts/critics which are prescribed for the detailed study whose contribution to this area constitutes a significant benchmark in each era.
<b>K6,K1,K2,K4</b>	<b>CO3</b>	provide a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism
<b>K3,K4,K5,K6</b>	<b>CO4</b>	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.
<b>K5,K4,K5,K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	By introducing the course, it is intended to <ul style="list-style-type: none"> <li>• enable the students to appreciate the genius of Shakespeare that has made him a classic of eternal value</li> <li>• enable them to know the historical and present day value of Shakespeare, the poet- dramatist</li> <li>• make the students understand the aesthetics of Shakespeare</li> <li>• understand the social, historical, and cultural content of Shakespearean works</li> <li>• enable the students analyze the strengths and weaknesses of the characters</li> <li>• enable the students appreciate Shakespeare's skill of characterization, plot construction, use of humour and wit, and song and music</li> </ul>					

**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

<b>K1,K2,K4</b>	<b>CO1</b>	understand the magnitude of the Shakespearean world
<b>K3,K4,K5</b>	<b>CO2</b>	introspect the complexities of Shakespeare's plays
<b>K2,K4,K3</b>	<b>CO3</b>	attain a comprehensive knowledge of the plays of Shakespeare
<b>K1,K2,K3,K4</b>	<b>CO4</b>	analyze the stylistic features of Shakespeare
<b>K4,K5, K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	Upon completion of this course the students will be able to <ul style="list-style-type: none"> <li>• have a wider knowledge of the trials and tribulations endured by downtrodden people</li> <li>• enhance their ability to read text analytically to understand the social discrimination</li> <li>• cultivate ability to analyze the elements and strategies of various genres</li> <li>• comprehend literary writing as a platform for recording the voice of the voiceless</li> <li>• evaluate the power of creative writing as a means to recover and to redeem one to get better job.</li> </ul>					

**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](http://www.ideunom.ac.in/syllabus/ma_english.pdf)

**Course Outcomes**

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

<b>K1,K2,K4</b>	<b>CO1</b>	understand the concept of Marginal Writings with a positive perspective
<b>K3,K4,K5</b>	<b>CO2</b>	gain insight into the key ideas of Marginal Writings
<b>K2,K4,K3</b>	<b>CO3</b>	recognize Marginal Writings as a social and cultural construct
<b>K1,K2,K3,K4</b>	<b>CO4</b>	analyze societal representations of Marginal Writings at moral, social, and political levels
<b>K4,K5, K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• students will acquire experience writing creatively.</li> <li>• they also hone their skills writing about the great works of literature they encounter as English majors.</li> <li>• it will develop the ability of the students to write with wit and grace.</li> <li>• it will train them to tell compelling stories.</li> <li>• students who study English and Creative Writing will develop strong research, reading and writing skills.</li> <li>• skills that easily translate into careers in fiction writing, journalism, academia, marketing, advertising, and technical writing, as well as government, law and business.</li> </ul>					

**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 &amp; 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

<b>K1,K2,K4</b>	<b>CO1</b>	closely read both canonical and modern/postmodern prose narratives and poems.
<b>K3,K4,K5</b>	<b>CO2</b>	demonstrate an understanding of various forms and structures of fiction and poetry.
<b>K2,K4,K3</b>	<b>CO3</b>	demonstrate familiarity with a variety of professional writers' styles and voices in fiction and poetry to develop his or her style.
<b>K1,K2,K3,K4</b>	<b>CO4</b>	demonstrate some awareness of the literary influence and literary history.
<b>K4,K5, K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• create and edit well-designed and technically sound e-news pages using industry standard software.</li> <li>• create and maintain all aspects of a daily, Internet-based, multimedia publication.</li> <li>• participate as an effective member of a team.</li> <li>• manage and lead a team of journalism professionals</li> <li>• instill acumen in the field of journalism and media</li> <li>• develop portfolio that demonstrates creative and professional skills and abilities in journalism.</li> </ul>					

**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

<b>K2,K3,K4</b>	<b>CO1</b>	demonstrate their ability to observe events, gather information, write news reports and news releases and report on events
<b>K3,K2,K5</b>	<b>CO2</b>	gain first-hand experience in designing the News Letters.
<b>K4,K2,K3</b>	<b>CO3</b>	understand the difference between communication and media theories and would have gained the expertise to handle this area in their profession
<b>K5,K4,K6</b>	<b>CO4</b>	grasp the complex relationship between communication/media theories and a diverse set of individual, social, and professional practices
<b>K6,K2,K3</b>	<b>CO5</b>	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
<b>CORE XIII</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	Course aims to <ul style="list-style-type: none"> <li>display working knowledge of the historical and cultural contexts of world classic literature</li> <li>identify and describe distinct literary characteristics of world literature from the beginning.</li> <li>analyze literary works for their structure and meaning</li> <li>write analytically about literature using MLA guidelines</li> <li>effectively communicate ideas related to the literary works during class and group activities</li> </ul>					

**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

<b>K1,K2,K4</b>	<b>CO1</b>	introduce the Background of World literature
<b>K3,K4,K5</b>	<b>CO2</b>	inculcate interests to focus on Contemporary literature
<b>K2,K4,K3</b>	<b>CO3</b>	deepen the knowledge of contemporary world culture through literature
<b>K1,K2,K3,K4</b>	<b>CO4</b>	enhance the aesthetic sense through admiring the beauty of life and literature
<b>K4,K5, K6</b>	<b>CO5</b>	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	-	-
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create					
<b>Learning Objectives</b>	The course <ul style="list-style-type: none"> <li>• Introduces the elements of Post-colonial literature.</li> <li>• Introduces the creative writing in English from countries formerly colonised by Britain.</li> <li>• Makes the students understand the texts in relation to postcolonial theory.</li> <li>• Offers the ideas of nuances which handled by the authors of different region.</li> <li>• Provides the picture of different landscapes.</li> </ul>					

**Unit 1: Prose**

Zadie Smith- Speaking in Tongues  
 Binyavanga Wainaina 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 Thirivikraman 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

<b>K2, K1</b>	<b>CO1</b>	possess the knowledge of Post-colonial Literature.
<b>K3,K4</b>	<b>CO2</b>	understand the ideas of colonized writers.
<b>K4,K2</b>	<b>CO3</b>	figure out the importance of knowing Postcolonial theory.
<b>K5,K4</b>	<b>CO4</b>	demonstrate the nuances of the authors of the different region and apply in their analysis.
<b>K6,K5</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Be acquainted with major trends and key works in biographical thinking and writing.</li> <li>• Be familiar with some of the main constructs related to biography and life writing.</li> <li>• Be supposed to have developed abilities to assimilate, assess and synthesise information in a coherent way.</li> <li>• Be familiar with some key primary sources for understanding biography writing from a global perspective.</li> </ul>					

**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

<b>K1,K2,K4</b>	<b>CO1</b>	expose to a range of contexts where the language is used to meet a variety of real-life communication
<b>K3,K4,K5</b>	<b>CO2</b>	equip with the practical, emotional and creative aspects of language through biography and autobiography.
<b>K2,K4,K3</b>	<b>CO3</b>	enhance practice in objective and subjective writing.
<b>K1,K2,K3,K4</b>	<b>CO4</b>	offer a platform to express creativity and talent.
<b>K4,K5, K6</b>	<b>CO5</b>	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	-	-
<b>Cognitive Level</b>		K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create				
<b>Learning Objectives</b>		Course aims to <ul style="list-style-type: none"> <li>• expose to a range of contexts where the language is used to meet a variety of real-life communication</li> <li>• equip with the practical, emotional and creative aspects of language through biography and autobiography.</li> <li>• enhance practice in objective and subjective writing.</li> <li>• offer a platform to express creativity and talent.</li> <li>• learn the elements of teaching and learning.</li> </ul>				

**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

<b>K1,K2,K4</b>	<b>CO1</b>	have confidence in facing English speaking environment would have progressed.
<b>K3,K4,K5</b>	<b>CO2</b>	gain confidence and be assertive with the skilful acquisition of language and communication skills.
<b>K2,K4,K3</b>	<b>CO3</b>	overcome the fear of learning a second language or a foreign language and equip themselves
<b>K1,K2,K3,K4</b>	<b>CO4</b>	demonstrate how technology can be used for learning the language.
<b>K4,K5, K6</b>	<b>CO5</b>	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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	Course aims <ul style="list-style-type: none"> <li>to introduce students to a selection of literatures from Asia.</li> <li>to equip students to study the similarities between the literatures and culture of this region.</li> <li>to equip students to identify issues related to the intersection of gender, caste, class, language, religion and politics.</li> <li>to enable students to develop a fervor for world culture and values</li> <li>to encourage students to extend their knowledge of this region to understand larger global concerns.</li> </ul>					

**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
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	Course aims <ul style="list-style-type: none"> <li>• to identify and describe the difference between cinematic and literary images</li> <li>• to examine different theories of adaptation and link them to contexts of expression and reception</li> <li>• to help them to understand the major themes and literary trends.</li> <li>• to discuss the problem of language in film and Literature.</li> <li>• to create an interest in students to appreciate literary pieces.</li> </ul>					

**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

<b>K1,K2,K4</b>	<b>CO1</b>	evaluate the power of Myth as a means to recover and to redeem one
<b>K3,K4,K5</b>	<b>CO2</b>	master the current trends in Myth and Literature
<b>K2,K4,K3</b>	<b>CO3</b>	comprehend the context of Myth and Literature
<b>K1,K2,K3,K4</b>	<b>CO4</b>	assess a wide range of Mythology.
<b>K4,K5, K6</b>	<b>CO5</b>	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	-	-
<b>Cognitive Level</b>	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create					
<b>Learning Objectives</b>	Course aims <ul style="list-style-type: none"> <li>to identify and describe the difference between cinematic and literary images</li> <li>to examine different theories of adaptation and link them to contexts of expression and reception</li> <li>to help them to understand the major themes and literary trends.</li> <li>to discuss the problem of language in film and Literature.</li> <li>to create an interest in students to appreciate literary pieces.</li> </ul>					

**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

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

**Outcome Mapping**

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

**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](http://www.youtube.com/watch?v=cR75B7CVuZA) (What is Attitude?)
2. [youtu.be/dhuabY4DmEo](http://youtu.be/dhuabY4DmEo) (Some tips to improve self- esteem )
3. [www.youtube.com/watch?v=-ki9-oaPwHs](http://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	-	-
<b>CognitiveLevel</b>		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
<b>Learning Objectives</b>		By introducing the course, <ul style="list-style-type: none"> <li>students will utilize language learning environments equipped with technology to develop learner autonomy.</li> <li>students will be aware of the indicators of autonomy by using language learning strategies</li> <li>students will be motivated to a high level to learn the English language;</li> <li>They will take responsibility for one's own learning;</li> <li>students will continue English language study outside the classroom.</li> </ul>				

**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](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

<b>K6,K2, K4</b>	<b>CO1</b>	equip students with a thorough general awareness of computer hardware and software
<b>K2, K5</b>	<b>CO2</b>	incorporate extensively researched web source
<b>K6,K5</b>	<b>CO3</b>	enhance good practical skill in performing common basic tasks with the computer.
<b>K3,K2,K5</b>	<b>CO4</b>	enhance teaching and learning processes.
<b>K5,K6</b>	<b>CO5</b>	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
<b>CO1</b>	S	S	S	S	S	M	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	M	S	S	S	M	S	M
<b>CO3</b>	S	S	S	M	S	S	M	S	S	S	M	S
<b>CO4</b>	S	S	S	S	S	M	S	S	M	S	S	M
<b>CO5</b>	S	S	S	S	S	M	S	S	S	S	S	S

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

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

### 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: <b>External</b>	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
<b>Internal</b>	25 Assignment-(10) and Quiz-(15)	

<b>COURSE CODE</b>	<b>U21ENV51</b>	<b>PRESENTATION SKILLS</b>	<b>Total Hours</b>	<b>C</b>
<b>VAP-1</b>			<b>30</b>	<b>2</b>

**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 &amp; 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