QUAID - E- MILLATH GOVERNMENT COLLEGE FOR WOMEN

(AUTONOMOUS), CHENNAI - 600 002.

ENGLISH DEPARTMENT

B.A. ENGLISH LITERATURE

SYLLABUS

CHOICE BASED CREDIT SYSTEM
OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2017 -2018)
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RULES AND REGULATIONS  
Quaid-E-Millath Government College for Women (Autonomous),  
Chennai – 600 002.  

**B.A English Literature Syllabus**

**Choice Based Credit System**

Quaid-E-Millath Government College for Women (Autonomous), offers the Semester System of Education with credits for UG courses. Credit simply means the weightage given to what is taught and what is learnt. It is normally related to the number of hours a teacher teaches a particular subject as well as to the number of hours a student spends learning a subject or carrying out an activity. In the semester system of study, every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours.

Differential weightage is given according to the content and duration of the courses in the curriculum design. Each course is designed variously under lectures / tutorials / laboratory work / seminar / project work / practical training / viva voce etc to facilitate effective teaching and learning and the credits are assigned accordingly, depending on the content and the specialization.

The minimum credit requirement for a three – year UG course shall be 140 inclusive of Part IV and Part V.

**REGULATIONS**

1. **Duration**

   a. There will be two semesters in each academic year. The first academic year shall comprise of the first and second semester, the second academic year, the third and fourth semesters and the third academic year, the fifth and sixth semester.

   b. The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year.

2. **Course of Study**

   The course of study for Bachelor Degree Courses shall comprise of the following:

   **Foundation Courses:**

   - Part - I  Tamil - 6 Credits for B.A. and B.Sc.; 4 Credits for B.Com.
• Part – II  English – 6 Credits for B.A and B.Sc.; 4 Credits for B.Com.

Part III:
• Core Subjects (B.A.-79 Credits; B.Sc. - 79 Credits and 91 Credits– B.Com.)
• Allied Subjects (20 Credits for B.A., B.Sc., and B.Com.)

Part IV:
• Soft Skill (4 Papers) (8 Credits)
• Non-Major Elective (2 Papers) (4 Credits)
• Environmental Studies (2 Credits)
• Value Education (2 Credits)

Part V:
• Extension Activities (1 Credit)

3. Compulsory Extension Service

A candidate shall be awarded a maximum of one credit for Compulsory Extension Service. All students shall have to enroll for NSS/NCC/Sports and Games/Rotary/Youth Red Cross or any other service organization in the College and shall have to put in compulsory attendance of 40 hours, which shall be duly certified. If a student lacks 40 hours attendance in the First year, she shall have to compensate the same during the subsequent years.

Students who complete the minimum attendance of 40 hours in One year only will get credit and those who complete the attendance of 80 or more hours in Two years will get 1 credit.

Distribution of Marks for Continuous Assessment
Part I, Part II and Part III

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<th>Test</th>
<th>Best 2 out of 3</th>
<th>Assignment</th>
<th>Seminar / Creative Presentation</th>
<th>Model Exam</th>
<th>Attendance</th>
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<td>40</td>
<td>10</td>
<td>15</td>
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</table>
Test (Best two out of three) : 40 Marks
Assignment / Seminar / Creative Presentation : 25 Marks
Model Examination : 25 Marks

Attendance

90 – 100% - 10 Marks
80 – 89% - 9 Marks
75 – 79% - 8 Marks
65 – 74% - 7 Marks
55 – 64% - 5 Marks
Below 55% - 0 – Not Eligible

End Semester Examination : Question Paper Format

Section A : 10 x 2 = 20 Marks (10 out of 12)
Section B : 5 x 5 = 25 Marks (5 out of 8)
Section C : 3 x 10 = 30 Marks (3 out of 5)
Total : 75 Marks

Part IV:
Semester End Examination : 60 Marks
Continuous Internal Assessment : 40 Marks

Distribution of CIA Marks:

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<th>Seminar / Presentation</th>
<th>Assignment / Term Paper</th>
<th>Written / Oral Test</th>
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<td>10</td>
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End Semester Examination : Theory Paper – 60 Marks – Duration 2.30 hours.
Question Paper Pattern : 10 x 6 Marks = 60 Marks (10 out of 15)
The following method be adopted for allotting credit for UG/PG Courses offered in the affiliated colleges as per TANSCHE by this University

**UG COURSES**
The total credit allotted for **UG COURSES** is **minimum of 140 credits**

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<tr>
<th>Sl. No</th>
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<th>Credits</th>
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<td></td>
<td>Allied Subjects</td>
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<td>20</td>
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<td></td>
<td>Project / Electives with 3 courses</td>
<td>Project (Or)</td>
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<td><strong>Part-IV</strong> Non-Major Elective / Basic Tamil / Adv. Tamil</td>
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<td>2 Credits</td>
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<td>Soft Skills</td>
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Paper on Environmental Studies (ES) shall be dealt by the respective core paper department; the aim of this course is to learn the major concepts of Environmental Studies in the context of Core subject and is assigned 2 credits.

**Institutions are free to offer papers of their interest in all categories, Core Allied, NME.**
PROGRAMME OUTCOMES

UNDERGRADUATE ARTS

On completion of the Programme, the learner is able to:

1. Apply human values
2. Identify the subject goals
3. Formulate creative skills
4. Acquire Communication Skills and subject knowledge
5. Analyse the responsibilities

PROGRAMME SPECIFIC OUTCOMES

On completion of the specific programme B.A. English Literature the student will be able to:

1. Acquire a broad perspective of the universal human experience
2. Comprehend the socio-historic cultural background of literatures in English
3. Identify and analyse various theories in language and literature
4. Develop skills of interpretation in the various literary genres
5. Appreciate the aesthetics of language and literature
## PROGRAMME PROFILE
### B.A. ENGLISH LITERATURE

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<tr>
<th>SEM</th>
<th>PART</th>
<th>COMPONENT</th>
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<th>CREDITS</th>
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| III | 171506 | American Literature I | 4 | 60 | 100 |
| III | Allied | 171593 | History of English Literature I | 5 | 75 | 100 |
| IV | Soft Skills III | 179003 | Personality Enrichment | 3 | 2 | 40 | 100 |
| IV | EVS | 174001 | Environmental Studies | 2 | 30 |
| III | Core | 171507 | Prize Winning Literature | 4 | 5 | 75 | 100 |
| III | 171508 | American Literature II | 4 | 75 | 100 |</p>
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<p>| IV  | III | Allied | 171594 | History of English Literature II | 5 | 5 | 75 | 25 | 75 | 100 |
| IV  |     | Soft Skills IV | 179004A | Fundamentals of Information Technology | 3 | 2 | 30 | 40 | 60 | 100 |
| IV  |     | EVS    | 174002 | Environmental Studies             | 2 | 1 | 15 | 40 | 60 | 100 |
| V   |     | Ext.   |        |                                  | 1 |   |    |    |    |     |</p>
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EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT – U.G.,

INTERNAL VALUATION BY COURSE TEACHERS

PART I, II AND III

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<th>C.A. MARKS</th>
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GRAND TOTAL 100

TOTAL C.A. MARKS REDUCED TO 25

C.A. QUESTION PAPER PATTERN – U.G.,

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<td>Schematic Representation</td>
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<td>Seminar</td>
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<td>Language</td>
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<td>3</td>
<td>Field Visit</td>
<td>Participation</td>
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<td>Preparation</td>
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<td>Attitude</td>
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<td>Leadership</td>
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<td>4</td>
<td>Participation</td>
<td>Answering Questions</td>
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<td></td>
<td></td>
<td>Clearing Doubts</td>
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<td></td>
<td></td>
<td>Participating in Group Discussions</td>
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<td>Regular Attendance</td>
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</table>
END SEMESTER EVALUATION PATTERN – U.G.

SEMESTER I/II/III/IV/V/VI

PART I/II/III

SINGLE VALUATION BY EXTERNAL EXAMINER

MAXIMUM MARK : 75

PASSING MARK : 30

PART IV

SINGLE VALUATION BY INTERNAL EXAMINER

WRITTEN TEST

MAXIMUM MARK : 60

PASSING MARK : 24

FOUNDATION COURSE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TITLE OF THE PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>English Paper I</td>
</tr>
<tr>
<td>II</td>
<td>English Paper II</td>
</tr>
<tr>
<td>III</td>
<td>English Paper III</td>
</tr>
<tr>
<td>IV</td>
<td>English Paper IV</td>
</tr>
<tr>
<td></td>
<td>Extension Activities</td>
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</table>
ENGLISH PAPER-I

TOTAL HOURS: 4 (60 Hours)  
COURSE CODE: 173801  
CREDITS: 3  

COURSE OBJECTIVES:
To enable the students to:
1. Hone the LSRW skills
2. Acquire Grammar skills
3. Develop Vocabulary
4. Perfect Comprehension skills
5. Enhance Communication skills in English

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>UNITS</th>
<th>UNIT DESCRIPTION</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge Course</td>
<td>Language Activities, Language Games and Worksheet on English Language</td>
<td>10 hrs</td>
</tr>
</tbody>
</table>
| Unit I- Prose      | How to be a doctor  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (2 hr)  
Discussion/ revision/ activities on the topic (1hr)  
Fifteen Years  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (2 hr)  
Discussion/ revision/ activities on the topic (1hr)  
Kiran Bedi  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (2 hr)  
Discussion/ revision/ activities on the topic (1hr) | 15 hrs      |
| Unit II- Short Story| The Model Millionaire  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (2 hr)  
Discussion/ revision/ activities on the topic (1hr)  
Mrs. Packletide’s Tiger  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (2 hr)  
Discussion/ revision/ activities on the topic (1hr)  
The Dying Detective  
Reading and interpretation of the text (2 hr) | 15 hrs      |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit III - Vocabulary</strong></td>
<td>One Word substitute (1 hr)</td>
<td>4 hrs</td>
</tr>
<tr>
<td></td>
<td>Foreign Words (1 hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumbled Letters (1 hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion and activities on the above topics (1hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit IV - Grammar</strong></td>
<td>Degrees of Comparison (1 hr)</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>Articles (1 hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion and activities on Degrees of Comparison and Articles (1 hr)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit V- Composition</strong></td>
<td>Filling in Forms and Challans (1 hr)</td>
<td>4 hrs</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension (2 hrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion and activities on the above topics (1hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Revision</strong></td>
<td>Revision of all the units</td>
<td>7 hrs</td>
</tr>
<tr>
<td><strong>Continuous Assessment Tests</strong></td>
<td>(CAT-1 &amp; CAT2) 2 X 1 hr = 2hrs</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

**Recommended Books**

**Reference books**

**Journals**
1. [https://learnenglish.britishcouncil.org/magazine](https://learnenglish.britishcouncil.org/magazine)

**E-Resources**
1. [https://learnenglishteens.britishcouncil.org/skills/listening](https://learnenglishteens.britishcouncil.org/skills/listening)
2. [https://learnenglishteens.britishcouncil.org/skills/speaking](https://learnenglishteens.britishcouncil.org/skills/speaking)
3. https://learnenglishteen.britishcouncil.org/skills/writing
4. https://learnenglish.britishcouncil.org/reading
5. https://learnenglish.britishcouncil.org/grammar

COURSE/ LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
</tr>
</thead>
</table>
| CO 1      | LEARNING OUTCOMES  
The students will demonstrate improved LSRW skills. |
| CO 2      | The students will apply their acquired Grammatical knowledge while speaking and writing in English. |
| CO 3      | The students will use a vast range of Vocabulary while writing and speaking in English. |
| CO 4      | The students will very easily Comprehend all the spoken and written communications in English. |
| CO 5      | The students will be able to communicate effectively in English. |

ENGLISH PAPER-II

TOTAL HOURS: 4 (60 Hours)  
COURSE CODE: 173802

CREDITS: 3

COURSE OBJECTIVES:

To enable the students to -
1. Hone the LSRW skills
2. Acquire Grammar skills
3. Develop Vocabulary
4. Perfect Comprehension skills
5. Enhance Communication skills in English

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>UNITS</th>
<th>UNIT DESCRIPTION</th>
<th>Total Hours</th>
</tr>
</thead>
</table>
| Unit I- Poetry   | The Lotus by Toru Dutt  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
Solitude by Alexander pope  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr) | 21 hrs       |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Mending Wall | by Robert Frost  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr) | 18 hrs |
| Unit II- One- Act plays | The Bear  
Reading and interpretation of the text (4 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
Monkey’s Paw  
Reading and interpretation of the text (4 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr) | |
| Unit III- Vocabulary | Spelling Test (2 hrs)  
Compound Words(2 hrs)  
Discussion and activities on the above topics (2hrs) | 6 hrs |
| Unit IV- Grammar | Relative pronoun(3hrs)  
Discussion and activities on Degrees of Comparison and Articles (2 hr) | 5 hrs |
| Unit V- Composition | Interpreting Charts, Tables, etc.,(3 hrs)  
Discussion and activities on the above topics (2hrs) | 5 hrs |
| Revision | Revision of all the units | 5 hrs |
| Continuous Assessment Tests | (CAT-1 & CAT2) 2 X 1 hr = 2hrs | 2 hrs |

**Recommended Books**

**Reference books**
Journals

3. https://learnenglish.britishcouncil.org/magazine

E-Resources

1. https://learnenglish.teens.britishcouncil.org/skills/listening
2. https://learnenglish.teens.britishcouncil.org/skills/speaking
3. https://learnenglish.teens.britishcouncil.org/skills/writing
4. https://learnenglish.britishcouncil.org/reading
5. https://learnenglish.britishcouncil.org/grammar

COURSE/ LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>LEARNING OUTCOMES The students will demonstrate improved LSRW skills.</td>
</tr>
<tr>
<td>CO 2</td>
<td>The students will apply their acquired Grammatical knowledge while speaking and writing in English.</td>
</tr>
<tr>
<td>CO 3</td>
<td>The students will use a vast range of Vocabulary while writing and speaking in English.</td>
</tr>
<tr>
<td>CO 4</td>
<td>The students will very easily Comprehend all the spoken and written communications in English.</td>
</tr>
<tr>
<td>CO 5</td>
<td>The students will be able to communicate effectively in English.</td>
</tr>
</tbody>
</table>

ENGLISH PAPER-III

TOTAL HOURS: 6 (90hrs) COURSE CODE: 173803

CREDITS: 3

COURSE OBJECTIVES:

1. To present a conducive literary experience to the undergraduate students
2. To improve the comprehensive skill of the students through reading the literary work
3. Grammar units are introduced to improve the learner’s standard of English

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>UNITS</th>
<th>UNIT DESCRIPTION</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I- Prose</td>
<td>My visions for India Reading and interpretation of the text (2 hr) Comprehension and exercises (2 hr) Discussion/ revision/ activities on the topic (1hr)</td>
<td>25 hrs</td>
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<tr>
<td>Unit I</td>
<td>The Best Investment I ever Made</td>
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<tr>
<td></td>
<td>Reading and interpretation of the text (2 hr)</td>
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<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
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<tr>
<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
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<tr>
<td>Marie Curie</td>
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<tr>
<td></td>
<td>Reading and interpretation of the text (2 hr)</td>
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<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
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<tr>
<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
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<tr>
<th>Unit II- Short Story</th>
<th>The Necklace</th>
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<tbody>
<tr>
<td></td>
<td>Reading and interpretation of the text (2 hr)</td>
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<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
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<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
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<td></td>
<td>Little Girls Wiser Than Men</td>
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<tr>
<td></td>
<td>Reading and interpretation of the text (2 hr)</td>
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<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
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<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
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<tr>
<td></td>
<td>An Astrologer’s Day</td>
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<tr>
<td></td>
<td>Reading and interpretation of the text (2 hr)</td>
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<tr>
<td></td>
<td>Comprehension and exercises (2 hr)</td>
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<td></td>
<td>Discussion/ revision/ activities on the topic (1hr)</td>
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<tr>
<th>Unit III- Speech writing</th>
<th>Salutation of Greeting (4 hrs)</th>
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<tr>
<td></td>
<td>Discourse of Topic (5 hrs)</td>
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<td>Narration of facts, presentation of data, relevant examples, etc (5 hrs)</td>
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<thead>
<tr>
<th>Unit IV -Composition</th>
<th>Advertisement writing (3hrs)</th>
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<td>Responding to advertisements (4hrs)</td>
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</table>

<table>
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<tr>
<th>Unit V- Grammar</th>
<th>Articles (2hrs)</th>
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<tr>
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<td>Preposition (2hrs)</td>
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<td>Question Tags (4hrs)</td>
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<table>
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<tr>
<th>Revision</th>
<th>Revision of all the units</th>
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<table>
<thead>
<tr>
<th>Continuous Assessment Tests</th>
<th>(CAT-1 &amp; CAT2) 2 X 1 hr = 2hrs</th>
</tr>
</thead>
</table>

**Recommended Books**


**Reference books**

**Journals**
1. [https://www.eajournals.org](https://www.eajournals.org)

**E-Resources**
1. [https://learnenglishteenbritishcouncilorg/skills/listening](https://learnenglishteenbritishcouncilorg/skills/listening)
2. [https://learnenglishteenbritishcouncilorg/skills/speaking](https://learnenglishteenbritishcouncilorg/skills/speaking)
3. [https://learnenglishteenbritishcouncilorg/skills/writing](https://learnenglishteenbritishcouncilorg/skills/writing)
4. [https://learnenglishbritishcouncilorg/reading](https://learnenglishbritishcouncilorg/reading)
5. [https://learnenglishbritishcouncilorg/grammar](https://learnenglishbritishcouncilorg/grammar)

**COURSE/ LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>To Train her to appreciate the nuances of poetry through paraphrasing and critiquing</td>
</tr>
<tr>
<td>CO 2</td>
<td>To build the vocabulary through the dialogues of the one act plays</td>
</tr>
<tr>
<td>CO 3</td>
<td>To produce well organised academic essays</td>
</tr>
<tr>
<td>CO 4</td>
<td>To build the employability skills</td>
</tr>
<tr>
<td>CO 5</td>
<td>To get accuracy of grammatical structures in English</td>
</tr>
</tbody>
</table>
ENGLISH PAPER-IV

TOTAL HOURS: 6 (90hrs)  COURSE CODE: 173804

CREDITS: 3

COURSE OBJECTIVES:

To enable the students to -
1. Familiarity with various genres would help students to keep up with the new trends.
2. To present an enjoyable experience of theatrics, and discourses.
3. Study of communicative skills focuses to enhance the employability skills and language competence of the students in the present global scenario.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>UNITS</th>
<th>UNIT DESCRIPTION</th>
<th>Total Hours</th>
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</thead>
</table>
| Unit I- Poetry         | **Where the Mind is without Fear**  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
**The pulley**  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
**Wait till the Majesty of death**  
Reading and interpretation of the text (2 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr) | 21 hrs      |
| Unit II- One- Act plays| **The Bishop’s Candlesticks**  
Reading and interpretation of the text (4 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
**A meeting in a Forest**  
Reading and interpretation of the text (4 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr)  
**The Trial of a Billy Scott**  
Reading and interpretation of the text (4 hr)  
Comprehension and exercises (3 hr)  
Discussion/ revision/ activities on the topic (2hr) | 25 hrs      |
Unit III - language study and communication
Report writing (5hrs)
Interviewing (5hrs)
10hrs

Unit IV - Composition
Resume writing (5hrs)
E-mail Writing (4hrs)
9 hrs

Unit V - Grammar
Reported speech (4hrs)
Active, Passive voice (5hrs)
9 hrs

Revision
Revision of all the units
8 hrs

Continuous Assessment Tests
(CAT-1 & CAT2) 2 X 1 hr = 2hrs
3hrs

Recommended Books

Reference books
3. Wren & martin, English Grammar and Composition: S. Chand India, 2018

Journals
1. https://www.eajournals.org

E-Resources
1. https://learnenglish.teens.britishcouncil.org/skills/listening
2. https://learnenglish.teens.britishcouncil.org/skills/speaking
3. https://learnenglish.teens.britishcouncil.org/skills/writing
4. https://learnenglish.britishcouncil.org/reading
5. https://learnenglish.britishcouncil.org/grammar

COURSE/ LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>To employ pre-reading skimming and pre-writing techniques</td>
</tr>
<tr>
<td>CO 2</td>
<td>To enhance writing skills through exercises on speech writing and advertisement writings</td>
</tr>
<tr>
<td>CO 3</td>
<td>To impart knowledge of literary canons in English</td>
</tr>
<tr>
<td>CO 4</td>
<td>To improve the ability to write creatively and critically</td>
</tr>
<tr>
<td>CO 5</td>
<td>To add an augment to the English Language competency through grammar exercises</td>
</tr>
</tbody>
</table>
SEMESTER – I

<table>
<thead>
<tr>
<th>Core</th>
<th>British Prose</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Children’s Literature</td>
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<td>Allied</td>
<td>Socio-Cultural History Of England</td>
</tr>
<tr>
<td>NME - I</td>
<td>Vocabulary Extension and Etiquette</td>
</tr>
<tr>
<td>Soft-Skills-I</td>
<td>Essential Social Skills – I</td>
</tr>
</tbody>
</table>

SEMESTER – I

BRITISH PROSE

TOTAL HOURS: 5 (75 Hours)  COURSE CODE: 171501

CREDITS: 4

COURSE OBJECTIVES:

1. To acquaint the students to the masterpieces of British prose writers.
2. To introduce non-fictional British prose writing.
3. To expose students to various styles of writing.

COURSE OUTLINE:

UNIT I  Hours: 15

Francis Bacon : Of Love
               : Of Marriage and Single Life
Addison and Steel : Sir Roger’s Reflection of the Widow
                   : On Ghosts and Apparitions

UNIT II  Hours: 15

Oliver Goldsmith : The Story of the Chinese Matron (The Citizen of the World)
                  : The History of the Beautiful Captive
Charles Lamb : The Superannuated Man
            : New Year’s Eve

UNIT III  Hours: 15

William Hazlitt: My First Acquaintance with Poets
                : On the Conversation of Authors
John Ruskin : Rose Gardens (Letters)
UNIT IV

Thomas Carlyle : The Hero as King

UNIT V

G. K. Chesterton : A Piece of Chalk
Aldous Huxley : Jesting Pilate – The Pacific (Part III)
Robert Lynd : Why Tall Men Are So Modest

RECOMMENDED TEXTBOOKS:

3. Ruskin John, Time and Tide, Smith, Elder & Co., Waterloo, 1872

REFERENCE BOOKS:


JOURNALS:

1. International Journal of Trend in Scientific Research and Development - IJTSRD.
2. Literary Perspectives.

E-LEARNING RESOURCES:

1. https://www.academia.edu › Essays_of_Francis_Bacon_A_Moral_Perspecti...
4. www.victorianweb.org › authors › carlyle › works
COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>Appreciate the works of British prose writers.</td>
</tr>
<tr>
<td>CO 2</td>
<td>Distinguish between fictional and non-fictional British prose writing.</td>
</tr>
<tr>
<td>CO 3</td>
<td>Classify the writers according to the age.</td>
</tr>
<tr>
<td>CO 4</td>
<td>Identify various styles of writing.</td>
</tr>
<tr>
<td>CO 5</td>
<td>Write distinct forms of essays.</td>
</tr>
</tbody>
</table>

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: **STRONGLY CORELATED-3**  **MODERATELY CORELATED-2**  **WEAKLY CORELATED-1**  **NO CORELATION-0**

I B.A. SEMESTER - I

CHILDREN’S LITERATURE

TOTAL HOURS: 5 (75 Hours)  COURSE CODE: 171502

CREDITS: 4

COURSE OBJECTIVES:

1. To introduce the students to the genre of children’s literature.
2. To help them to explore the early forms of children’s Literature.
3. To show how children’s literature moved into the realm of entertainment.
COURSE OUTLINE:

UNIT I: INTRODUCTION  
Hours: 15
Peter Hunt  :  The World of Children’s Literature Studies  
Philip Pullman  :  Introduction to Fairy Tales

UNIT II: POETRY  
Hours: 15
The Oral Literature  :  The King Joins the Sun God  
T.S.Eliot  :  Gus: The Theatre Cat  
Jane Taylor  :  The Cow and the Ass  
Edward Lear  :  The Jumblies

UNIT III: FAIRY TALES AND FABLES  
Hours: 15
Grimm’s Tales  :  The Devil with the Three Golden Hairs  
  The Twelve Dancing Princess  
Hans Christian Anderson  :  The Little Match-Seller  
  The Last Pearl  
Niu Lang and Zhi Nu.  :  The Cowherd and the Beautiful Weaver  
Jin Lou  :  How the Phoenix got her fine Plumage  
Aesop Fables  :  The Eagle, the Cat and the Wild Sow  
  The Labourer and the Nightingale

UNIT IV: FOLKLORE  
Hours: 15
Oral Literature  :  The Woman Who Killed Her Co-wife (African)  
  The Legend of Kintu (African)  
Panchatantra  :  The Bird with Golden Dung  
  Merchant’s Strong Tooth  
Brer Rabbit  :  Brer Rabbit and the Alligator  
  Brer Rabbit Gets Brer Fox’s Dinner  
Arabian Nights Stories  :  The Story of Sindbad the Sailor  
  The Second Voyage of Sindbad the Sailor

UNIT V: FICTION  
Hours: 15
Lewis Caroll  :  The Lion and the Unicorn  
Enid Blyton  :  The Secret Seven

RECOMMENDED TEXTBOOKS:

**REFERENCE BOOKS:**


**JOURNALS:**

1. International Journal of English and Literature (IJEL)
2. Journal of English and Literature (JEL – TJPRC)

**E-LEARNING RESOURCES:**

1. [https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature](https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature)
4. [https://www.sas.upenn.edu/folklore/faculty/dbamos/TIOF.html](https://www.sas.upenn.edu/folklore/faculty/dbamos/TIOF.html)
5. [https://www.fantasticfiction.com/b/enid-blyton/](https://www.fantasticfiction.com/b/enid-blyton/)

**COURSE OUTCOMES:**

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<th>CO Number</th>
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<tr>
<td>CO 1</td>
<td>Identify the key elements of Children’s Literature.</td>
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<td>CO 2</td>
<td>Distinguish between early forms and latest forms of Children’s Literature.</td>
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<tr>
<td>CO 3</td>
<td>Illustrate Children’s Literature.</td>
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CO 4  Dramatize children’s stories.
CO 5  Review Children’s Literature as source of entertainment.

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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<tr>
<th>CO/Pso</th>
<th>PSO 1</th>
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**KEY:** STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

**I B.A. SEMESTER – I**

**SOCIO-CULTURAL HISTORY OF ENGLAND**

**TOTAL HOURS:** 6 (90 Hours)  
**COURSE CODE:** 171591  
**CREDITS:** 5

**COURSE OBJECTIVES:**

1. To introduce the students to the socio-cultural history of England.
2. To familiarize them with the revolutions, wars and growth of England.
3. To make them understand the impact of calamities that affected the English society and their welfare schemes.

**COURSE OUTLINE:**

**UNIT I**  
**Hours: 18**

- The Renaissance and Reformation
- Colonial Expansion
UNIT II

- Puritanism

- Restoration England
- Great Plague
- Great Fire
- Age of Queen Anne
- Coffee House Life in London

UNIT III

- The Agrarian Revolution
- The Industrial Revolution
- The American War of Independence
- Effects of the French Revolution

UNIT IV

- The Reform Bills
- Victorian Age
- Development of Education in Victorian England

UNIT V

- The Two World Wars - Life between the Two World Wars - Effects of the Second World War
- Effects of the Cold War
- Life in late 20th century (inclusive of 60th to 90th)

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:


**JOURNALS:**

1. Journal of Social History – Societies and Cultures
2. Cultural and Social History – The Journal of the Social History Society

**E-LEARNING RESOURCES:**

1. https://www.cambridge.org/core/series/social-history-of-england

**COURSE OUTCOMES:**

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<tr>
<td>CO 1</td>
<td>Define social, political, economic and cultural history of England</td>
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<td>Describe major events and individuals associated with the history of England</td>
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<td>CO 3</td>
<td>Analyze the impact of calamities that affected the English society</td>
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<td>CO 4</td>
<td>Understand the ethos of Britain</td>
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<td>CO 5</td>
<td>Discuss the transformation happened in the English society</td>
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**MAPPING** - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: **STRONGLY** CORELATED-3 **MODERATELY** CORELATED-2 **WEAKLY** CORELATED-1 **NO** CORELATION-0

**I.B.A. SEMESTER – I**

**VOCABULARY EXTENSION AND ETIQUETTE**

(Non-Major Elective-I)

**TOTAL HOURS: 2  [30 Hours]**

**COURSE CODE: 17151**

**CREDITS: 2**

**COURSE OBJECTIVES:**

1. To enhance the students vocabulary skills.
2. To sensitize the students to various etiquettes.
3. To expose frequently used idioms and phrases.

**COURSE OUTLINE:**

**UNIT I**

Hours: 6

Prefixes and Suffixes

Antonyms and Synonyms

**UNIT II**

Hours: 6

Nominal Compounds

Homonyms

Homophones

**UNIT III**

Hours: 6

Collective Noun/Group terms

Oxymoron

Idioms and Phrases
UNIT IV

Definition of Etiquette
Personal Etiquette
Business Etiquette

UNIT V

Telephone Etiquette
E-mail Etiquette
Dining Etiquette

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:

5. *Idioms are Fun*, Wilco Publishing House, Mumbai. 2006

JOURNALS:

1. Journal of English Language and Literature
2. JTLS – Journal of Teaching Language Skills

E-LEARNING RESOURCES:

COURSE OUTCOMES:

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<td>Use wide range of words in oral and written</td>
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<td>communication</td>
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<td>CO 2</td>
<td>Understand rules of conduct that develops their</td>
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<td>personality</td>
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<td>CO 3</td>
<td>Use idioms and phrases in day to day conversation</td>
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<td>CO 4</td>
<td>Communicate effectively over telephone</td>
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<td>CO 5</td>
<td>Acquire an extensive vocabulary</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

I B.A. SEMESTER -I

ESSENTIAL SOCIAL SKILLS-I

TOTAL HOURS: 2 [30 Hours]                                      COURSE CODE: 179001
CREDITS: 2

COURSE OBJECTIVES:

1. To enable the students to hone their listening
2. To enable the students to acquire learning skills.
3. To empower the students with team work skills.
4. To empower the students with Emotional Intelligence Skills
5. To empower the students with Assertive skills
## COURSE OUTLINE:

<table>
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<tr>
<td><strong>Unit I- Listening Skills</strong></td>
<td>Introduction (1 hr) &lt;br&gt;Teaching of the concepts of Listening Skills (2 hrs) &lt;br&gt;Activities to practice good listening skills (2 hr) &lt;br&gt;Discussion on Listening Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Unit II- Teamwork Skills</strong></td>
<td>Introduction (1 hr) &lt;br&gt;Teaching of the concepts of Teamwork Skills (2 hrs) &lt;br&gt;Activities to practice Teamwork skills (1 hr) &lt;br&gt;Discussion on Teamwork Skills (1 hr)</td>
<td>5 hrs</td>
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<tr>
<td><strong>Unit III- Emotional Intelligence Skills</strong></td>
<td>Introduction (1 hr) &lt;br&gt;Teaching of the concepts of Emotional Skills (2 hrs) &lt;br&gt;Activities on developing Emotional skills (1 hr) &lt;br&gt;Discussion on Emotional Skills (1 hr)</td>
<td>5 hrs</td>
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<tr>
<td><strong>Unit IV- Assertive Skills</strong></td>
<td>Introduction (1 hr) &lt;br&gt;Teaching of the concepts of Assertive Skills (2 hrs) &lt;br&gt;Activities to practice Assertive skills (1 hr) &lt;br&gt;Discussion on Assertive Skills (1 hr)</td>
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<tr>
<td><strong>Unit V- Learning Skills</strong></td>
<td>Introduction (1 hr) &lt;br&gt;Teaching of the concepts of Learning Skills (2 hrs) &lt;br&gt;Activities to practice good Learning skills (1 hr) &lt;br&gt;Discussion on Learning Skills (1 hr)</td>
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<tr>
<td><strong>Revision</strong></td>
<td>Revision of all the units (5 hrs)</td>
<td>5 hrs</td>
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</table>

### Recommended Books
1. Dhanavel S.P., *English and soft-skills*

### Reference books

Journals

1. https://www.trainingjournal.com/tags/soft-skills

E-Resources

1. https://www.thebalancecareers.com/list-of-soft-skills-2063770
2. https://www.mbobpartners.com/blog/how-manage-small-buisness/why-are-soft-skills-important/
3. https://www.wikijob.co.uk/content/interview.advice/competencies/soft-skills
5. https://www.proschoolonline.com/blog/soft-skills-development
6. https://corporatetrainingmaterials.com/course/Emotional_Intelligence?gclid=EAIaIQobChMlubP65e3h5AIvDCQrCh14yg1cEAAYASAAEgI8yvD_BwE

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<td>CO 2</td>
<td>The students will be able to “Learn, unlearn and relearn”</td>
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<tr>
<td>CO 3</td>
<td>The students will be good team players.</td>
</tr>
<tr>
<td>CO 4</td>
<td>The students will be assertive in real life situations</td>
</tr>
<tr>
<td>CO 5</td>
<td>The students will possess high Emotional Intelligence</td>
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MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SEMMESTER – II

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<td>Indian Writing In English</td>
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<td><strong>Soft-Skills-II</strong></td>
<td>Essential Social Skills – II</td>
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I BA – SEMESTER-II

BRITISH POETRY

TOTAL HOURS: 5  [75 Hours]  
COURSE CODE:171503
CREDITS: 4

COURSE OBJECTIVES:

1. To introduce the most famous British poets
2. To acquaint students to various aspects of poetry.
3. To familiarize representative poetry of eminent authors.

COURSE OUTLINE:

UNIT I  
Hours:15

Edmund Spenser : Faerie Queene (Book I upto canto 3)

UNIT II  
Hours:15

John Donne : The Triple Fool
John Milton : On his Blindness
John Dryden : A Song for St. Cecilia’s Day

UNIT III  
Hours:15
Thomas Gray : Elegy Written in the Country Churchyard
William Wordsworth : Daffodils
Percy Bysshe Shelley : Ode to a Skylark
John Keats : La Belle Dame Sans Merci

UNIT IV  
Hours: 15

Alfred Lord Tennyson : The Charge of the Light Brigade
Robert Browning : Porphyria’s Lover
Matthew Arnold : Austerity of Poetry

UNIT V  
Hours: 15

William Butler Yeats : The Second Coming
T. S. Eliot : The Hippopotamus
Wilfred Own : Anthem for Doomed Youth
Ted Hughes : Crow and Mama
Philip Larkin : Love Songs in Age

RECOMMENDED TEXTBOOKS:

REFERENCE BOOKS:

JOURNALS:
International Journal of Science Arts and Commerce (IJASAC)

E-LEARNING RESOURCES:

COURSE OUTCOMES:

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<td>Understand the various aspects of poetry.</td>
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<td>Identify various poetic devices.</td>
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<td>Appreciate the language and its connotations and denotations.</td>
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<td>CO 4</td>
<td>Demonstrate dramatic monologue.</td>
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<td>CO 5</td>
<td>Perform poetry reading.</td>
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KEY: STRONGLY CORELATED-3  MODERATELY CORELATED-2  WEAKLY CORELATED-1  NO CORELATION-0

I BA – SEMESTER-II

INDIAN WRITING IN ENGLISH

TOTAL HOURS: 5  [75 Hours]  COURSE CODE: 171504
CREDITS: 4
COURSE OBJECTIVES:

1. To introduce English literature of Indian writers.
2. To familiarize various genres of Indian writing.
3. To showcase Indianness in the works of famous Indian authors.

COURSE OUTLINE:

UNIT I: PROSE

<table>
<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Mahatma Gandhi</td>
<td>Voluntary Poverty</td>
</tr>
<tr>
<td>Jawaharlal Nehru</td>
<td>A Birthday Letter</td>
</tr>
<tr>
<td>A. Parthathasarathy</td>
<td>Way to Success</td>
</tr>
<tr>
<td>Nirad C. Chaudhuri</td>
<td>A Labour of Love</td>
</tr>
</tbody>
</table>

Hours: 15

UNIT II: POETRY

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Aurobindo</td>
<td>Rose of God</td>
</tr>
<tr>
<td>Sarojini Naidu</td>
<td>The Queen’s Rival</td>
</tr>
<tr>
<td>A.K. Ramanujam</td>
<td>A River</td>
</tr>
<tr>
<td>Nissim Ezekiel</td>
<td>Woman and Child</td>
</tr>
<tr>
<td>Toru Dutt</td>
<td>Our Casuarina Tree</td>
</tr>
<tr>
<td>Kamala Das</td>
<td>The Old Play House</td>
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Hours: 15

UNIT III: DRAMA

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Girish Karnad</td>
<td>The Fire and the Rain</td>
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Hours: 15

UNIT IV: SHORT STORY

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<tr>
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<tr>
<td>Rabindranath Tagore</td>
<td>Subha</td>
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<td>R.K. Narayan</td>
<td>A Horse and Two Goats</td>
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Hours: 15

UNIT V: FICTION

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<tr>
<td>Mulk Raj Anand</td>
<td>Two Leaves and a Bud</td>
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Hours: 15

RECOMMENDED TEXTBOOKS:


**REFERENCE BOOKS:**

3. Gandhi M.K. *Selected Works of Mahatma Gandhi Vol. 4*

**JOURNALS:**

The Journal of Indian Writing in English

Literary Herald: International Journal of English and Literature

**E-LEARNING RESOURCES:**

1. https://www.academia.edu › Voluntary_Simplicity_and_Voluntary_Povert..
3. https://www.academia.edu/20219506/Tagores_Chandalika_as_a_social_drama
COURSE OUTCOMES:

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<td>Identify and English literature of Indian Writers</td>
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<td>CO 2</td>
<td>Define various genres of Indian Writing.</td>
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<tr>
<td>CO 3</td>
<td>Understand and Appreciate Indianness in the works of Indian authors.</td>
</tr>
<tr>
<td>CO 4</td>
<td>Compare the writing style of Indian writers in English with other writers.</td>
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<tr>
<td>CO 5</td>
<td>Analyse the timeless themes of Indian Literature.</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3  MODERATELY CORELATED-2  WEAKLY CORELATED-1  NO CORELATION-0

BA – SEMESTER-II

LITERARY GENRES AND TERMS

TOTAL HOURS: 6 [90 Hours]  COURSE CODE: 171592

CREDITS: 5

COURSE OBJECTIVES:

1. To introduce various literary genres.
2. To familiarize the most important literary terms.
3. To appreciate literary texts with the help of the literary terms.
COURSE OUTLINE:

UNIT I: PROSE

Hours: 18


UNIT II: POETRY

Hours: 18


UNIT III: DRAMA

Hours: 18


UNIT IV: FICTION

Hours: 18


UNIT V: LITERARY TERMS

Hours: 18


RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:

JOURNALS:

1. Langlit – An International Peer-Reviewed open Access Journal
2. Literary Endeavour- An International Journal of English Language, Literature and Criticism

E-LEARNING RESOURCES:

1. https://literarydevices.net/genre/

COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
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<td>CO 1</td>
<td>Define various literary terms</td>
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<tr>
<td>CO 2</td>
<td>Identify the different forms of novel</td>
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<td>CO 3</td>
<td>Apply the acquired knowledge for other literary papers by writing different kinds of essays</td>
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<tr>
<td>CO 4</td>
<td>Appreciate the essence of poetry</td>
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<td>CO 5</td>
<td>Analyse the various techniques of drama</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0
I B.A. SEMESTER – II

WRITING SKILLS (Non-Major Elective-II)

TOTAL HOURS: 2 [30 Hours] COURSE CODE:17152
CREDITS: 2

COURSE OBJECTIVES:

4. To enable the students to hone their writing skills.
5. To expose them to various types of technical writing.
6. To teach note-making to enhance their learning skills.

COURSE OUTLINE:

UNIT I: Guided Writing Hours: 6
Developing the hints
Arranging the sentences - cohesion

UNIT II: Paragraph Writing Hours: 6
Essentials of a good paragraph
Ordering the materials of a paragraph

Proverb Expansion

UNIT III: Essay Writing Hours: 6
Essential aspects of an essay
Types of essays – Exposition, Description, Narration and Argumentation

UNIT IV: Letter Writing Hours: 6
Introduction to Formal and Informal Letters
Business Letters – Asking for quotation, Placing an order and complaint letter
UNIT V: Note-Making

Significance of note-making
Condensing information
Format of making notes

RECOMMENDED TEXTBOOKS:

REFERENCE BOOKS:
1. Bikram Das, Functional Grammar and Spoken and Written Communication in English, Orient Black Swan Private Limited, Kolkata. 2015
2. Communicative Skills in English, OUP, Madras. 1999

JOURNALS:
1. Journal of Communication
2. Language and Communication – An Interdisciplinary Journal

E-LEARNING RESOURCES:
COURSE OUTCOMES:

<table>
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<tr>
<th>CO Number</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>Write a good essay</td>
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<tr>
<td>CO 2</td>
<td>Draft formal letters and resume</td>
</tr>
<tr>
<td>CO 3</td>
<td>Equipped to write a coherent paragraph</td>
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<tr>
<td>CO 4</td>
<td>Apply note-making skills in the learning process</td>
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<tr>
<td>CO 5</td>
<td>Well prepared to write a properly structured essay</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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AVERAGE: 2.6 3 3 2 2.8

KEY: STRONGLY CORELATED - 3  MODERATELY CORELATED - 2  WEAKLY CORELATED - 1  NO CORELATION - 0

I B.A. SEMESTER - II

ESSENTIAL SOCIAL SKILLS - II

TOTAL HOURS: 30

COURSE CODE: 179002

CREDITS: 2

COURSE OBJECTIVES:

1. To enable students to learn to solve real life problems.
2. To enable students face interview confidently.
3. To teach students how to adopt to the work environment.
4. To empower students with Non-Verbal Communication Skills
5. To empower students with skills of written communication.

COURSE OUTLINE:

<table>
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<tr>
<th>UNITS</th>
<th>UNIT DESCRIPTION</th>
<th>Total HOURS</th>
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<tr>
<td>Unit</td>
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<tr>
<td><strong>Unit I - Problem Solving Skills</strong></td>
<td>Introduction (1 hr) Teaching of the concepts of Problem Solving Skills (2 hrs) Activities to practice good Problem Solving Skills (2 hrs) Discussion on Problem Solving Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Unit II - Interview Skills</strong></td>
<td>Introduction (1 hr) Teaching of the concepts of Teamwork Skills (2 hrs) Activities to practice Teamwork skills (1 hr) Discussion on Teamwork Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Unit III - Adaptability Skills</strong></td>
<td>Introduction (1 hr) Teaching of the concepts of Adaptability Skills (2 hrs) Activities on developing Adaptability skills (1 hr) Discussion on Adaptability Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Unit IV - Non-Verbal communication Skills</strong></td>
<td>Introduction (1 hr) Teaching of the concepts of Non-Verbal communication Skills (2 hrs) Activities to practice Non-Verbal communication skills (1 hr) Discussion on Non-Verbal communication Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Unit V - Written Communication Skills</strong></td>
<td>Introduction (1 hr) Teaching of the concepts of Written Communication Skills (2 hrs) Activities to practice good Written Communication (1 hr) Discussion on Written Communication Skills (1 hr)</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Revision</strong></td>
<td>Revision of all the units (5 hrs)</td>
<td>5 hrs</td>
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</table>

**Recommended Books**
1. Dhanavel S.P., *English and soft-skills*

**Reference books**

**Journals**
1. [https://www.trainingjournal.com/tags/soft-skills](https://www.trainingjournal.com/tags/soft-skills)

**E-Resources**
1. [https://www.thebalancecareers.com/list-of-soft-skills-2063770](https://www.thebalancecareers.com/list-of-soft-skills-2063770)
2. [https://www.mbp.com/blog/how-manage-small-buisness/why-are-soft-skills-important/](https://www.mbp.com/blog/how-manage-small-buisness/why-are-soft-skills-important/)
3. [https://www.wikijob.co.uk/content/interview.advice/competencies/soft-skills](https://www.wikijob.co.uk/content/interview.advice/competencies/soft-skills)
5. [https://www.proschoolonline.com/blog/soft-skills-development](https://www.proschoolonline.com/blog/soft-skills-development)

**COURSE OUTCOMES:**

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>Students will be able to solve problems at workplace and in real life.</td>
</tr>
<tr>
<td>CO 2</td>
<td>Students will face interview confidently</td>
</tr>
<tr>
<td>CO 3</td>
<td>Students will be more adoptive in the workplace.</td>
</tr>
<tr>
<td>CO 4</td>
<td>Students will be able to communicate effective through non-verbal in the workplace.</td>
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<tr>
<td>CO 5</td>
<td>Students will be able to effectively communicate through writing.</td>
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**SEMESTER – III**

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<tr>
<th>Core</th>
<th>British Literature Drama &amp;Fiction</th>
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<tr>
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<td>American Literature I</td>
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<td><strong>Allied</strong></td>
<td>History Of English Literature</td>
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<tr>
<td><strong>Soft-Skills-III</strong></td>
<td>Personality Enrichment</td>
</tr>
<tr>
<td><strong>EVS</strong></td>
<td>Environmental Studies</td>
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</table>
B.A. SEMESTER - III

BRITISH LITERATURE – DRAMA & FICTION

TOTAL HOURS: 5 [75 Hours]  COURSE CODE: 171505
CREDITS: 4

COURSE OBJECTIVES:

1. To facilitate the students to analyze the novels of the British writers.
2. To discuss the emergence and development of the British drama and fiction in the light of avant-garde movements, mass culture, and theories.
3. To impel a genuine enthusiasm for theatre at its most thought-provoking dramatics.

COURSE OUTLINE:

Unit I:

Hours: 15

Excerpts from Allardyce Nicoll: The History of British Drama: Chapter IV. Comedies of Manners

Unit II: Drama

Hours: 15

Marlowe: The Jew of Malta
Ben Jonson: Volpone
T.S. Eliot: The Confidential Clerk

One-Act Plays

J.M. Synge: Riders to the Sea
G.B. Shaw: The Fascinating Foundling

Unit III: Fiction

Hours: 15

Daniel Defoe: Journal of the Plague Year:
Henry Fielding: Tom Jones
Jane Austen: Pride & Prejudice

Unit IV: Novella

Hours: 15

Aphra Behn: Oroonoko or the Royal Slave
Charles Dickens: A Christmas Carol
Unit V  Short Stories  

Walter Scott  
My Aunt Margaret’s Mirror

Hardy  
Three Strangers

D.H.Lawrence  
The Rocking Horse Winner

Thackeray  
The Painter’s Bargain

RECOMMENDED TEXTBOOKS:
Defoe, D.  :  Journal of the Plague Year (1722; Penguin, 1986)


REFERENCE BOOKS:


JOURNALS:
IJELLH – International Journal of English Language, Literature and Humanities

Volume III Issue / March 2015 – ISSN 2321-7065

www.ijindex.org

E-LEARNING RESOURCES:

https://www.rssc.org.uk>tamburlaine

https://www.usatoday.com>books

pierre-marteau.com>e-1688-0002

https://almabooks.com>pr...

https://americanliterature.com>author

COURSE OUTCOMES:
CO Number | CO STATEMENT
---|---
CO 1 | To facilitate the students for a background study of British Drama & Fiction
CO 2 | To prepare the students to appreciate the nuances of verses, and dialogues in the drama as well as one act plays
CO 3 | To help students Analyse the novels of the British writers
CO 4 | To familiarize the genre form novella
CO 5 | Genuine create interest for storytelling and to read short stories

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

<table>
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<tr>
<th>CO/PSO</th>
<th>PSO 1</th>
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**KEY:** STRONGLY CORELATED - 3  MODERATELY CORELATED - 2  WEAKLY CORELATED - 1  NO CORELATION - 0

**II B.A. SEMESTER – III**

**AMERICAN LITERATURE I**

**TOTAL HOURS:** 4 (60 Hours)  
**COURSE CODE:** 171506  
**CREDITS:** 4

**COURSE OBJECTIVES:**

1. To bring familiarity with concepts relevant to the early American literature.
2. To introduce various literary approaches and techniques employed by writers from Colonial, Early National, and Antebellum periods.

3. A close reading of the text would make them attentive to the stylistic aspects of the texts.

**COURSE OUTLINE:**

**Unit I: The Literary Background and trends**

Hours: 10

America’s Beginning – Colonial period- Romanticism- Naturalism- Humanitarianism- Transcendentalism

**Unit II: Prose**

Hours: 12

Cotton Mather: The Wonder of the Invisible World - Ch 9 and 10
William Bradford: Of Plymouth Plantation
Thomas Jefferson: Declaration of Independence
Abraham Lincoln: II Inaugural Address

**Unit III: Poetry**

Hours: 13

Emerson: The Mountain
H. Longfellow: Song of Hiawatha
W. C. Bryant: Oh Mother of a Mighty Race
Whitman: When the Lilacs last in the dooryard Bloom’d
Langston Hughes: Dream
Emily Dickinson: The Soul Selects hers own Society
Sylvia Plath: The Lady Lazarus
Laurence Dunbar: We Wear the Mask

**Unit IV: Fiction**

Hours: 13

H.B. Stowe: Uncle Tom’s Cabin

**Unit IV: Drama**

Dion Boucicault: The Octoroon

**Unit V: American Folklore- Fables & Fairy Tales**

Hours: 12

Bloody Mary
The Indian Cinderella

RECOMMENDED TEXTBOOKS:


American Literature : Norton Anthology Boston Houghton Mifflin Co. 1968

REFERENCE BOOKS:


Boucicault, Dion. United stated: Jan 9, 1909


JOURNALS:

Uncle Tom’s Cabin – http://academic.oup.com>jah>article-abstract

American folklore – https://www.press.wilinois.edu>journals>jaf

E-LEARNING RESOURCES:

https://www.eneyelopedia.com

https://www.jstor.org>stable

https://poemanalysis.com

COURSE OUTCOMES:

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<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>To provide an insight about the various trends and monuments in American Literature and thereby developing better understand thereby developing better understand</td>
</tr>
<tr>
<td>CO 2</td>
<td>To entertain prose reading and speeches would improve their skills and to trace the different prose styles of the authors</td>
</tr>
<tr>
<td>CO 3</td>
<td>The collection of poems gives a versatile picture of the life and reflection of thought of the writer which the students appreciates and analyse</td>
</tr>
<tr>
<td>CO 4</td>
<td>The problem discussed through the drama would teach tell her the solo-political context of American understand through literariness</td>
</tr>
<tr>
<td>CO 5</td>
<td>To trace the them memories, and origin and ethnic details of the people through their tables and fairy tales would help their understand the periods.</td>
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</table>
**II B.A. SEMESTER – III**

**HISTORY OF ENGLISH LITERATURE – I**

**TOTAL HOURS: 5 (75 Hours)**  
**COURSE CODE: 171593**  
**CREDITS: 5**

**COURSE OBJECTIVES:**

1. To expose the students to various periods in the growth of English literature  
2. To make them observe the influence of the individual writer upon the age and vice versa  
3. To train them to trace the relationship between the writers who precede or succeed the other.

**COURSE OUTLINE:**

**Unit I : Age of Chaucer**  
**Hours: 20**


**Unit II: Development of Drama**  
**Hours: 15**

- Mystery play, Moralities, Interludes.-The first comedy and the first tragedy - The University wits – Kyd – Marlowe –Webster- Thomas Middleton- Ben Johnson.
Unit III : Elizabethan Age

Hours: 10

Introduction of sonnet from Italy- Wyatt-Surrey-Howard.— Edmund Spencer-Faerie Queen-Prothalamion-Epithalamion- Philip Sydney -Elizabethan stage- Shakespeare-Francis Bacon.

Unit IV : Age of Milton

Hours: 20


Unit V : Age of Pope

Hours: 10


RECOMMENDED TEXTBOOKS:

Hudson .W.H : An Outline History of English Literature
B. Prasad : History of English Literature

REFERENCE BOOKS:

New Delhi : Safdarjang Enclave 1966


Sherburne , George and Donald F.Bond . The Restoration and the 18th Century London : Routledge 1972
JOURNALS:
Philological Quarterly. Vol.90. No.1 Winter 2011

E-LEARNING RESOURCES:
Info@psupress.org
http://www.questia.com/liberay/journal/igi-15715326/
www.academia.edu/361715
www.questia.com/library/journal/igi-306971754

COURSE OUTCOMES:

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<tr>
<td>CO 1</td>
<td>To explore the outline knowledge of history of England</td>
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<td>CO 2</td>
<td>To Introduce features and types of drama during period</td>
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<td>CO 3</td>
<td>To appreciate the poetry, figure of speech, and the meter and rhyme of sonnets</td>
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<td>CO 4</td>
<td>To understand the features of Cavalier poets and the stylistic aspects of Addison and Steele in prose</td>
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<td>CO 5</td>
<td>To familiarize the students with the art of fiction, delineation of plots and characterization</td>
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MAPPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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II B.A. SEMESTER – III
SOFT SKILLS PAPER – III
PERSONALITY ENRICHMENT

TOTAL HOURS: 2  [30 Hours]  COURSE CODE: 179003
CREDITS: 3

Unit I : Determinants of Personality and Personality Traits
- Definition of ‘Personality’
- Determinants of Personality
- Personality Traits
- Big Five Personality Traits
- Related Activities

Unit II : Understanding Self: The Johari - Window
- Introduction
- Johari-Window
- Changing the Quadrants
- Related Activities

Unit III : Coping with Self Liabilities
- Common liabilities and coping with these liabilities
  - Anger
  - Shyness
  - Conflicts
- Related Activities

Unit IV : Self-Discipline
- Introduction
• Key ingredients of Self-discipline
• Conclusion
• Related Activities

Unit V: Personality Manifestation
• Non-verbal communication: a powerful tool
• Types of non-verbal communication and body language
• Psychologically proven examples of body language
• Using body language and non-verbal communication successfully.
• Do’s and Don’ts of body language
• Related Activities

Books for Reference:
• http://www.deltabravo.net/custody/body.php.

II B.A. SEMESTER – III
ENVIRONMENTAL STUDIES

TOTAL HOURS: 2 [30 Hours] COURSE CODE: 174001
CREDITS:
Unit I: The Multi disciplinary nature of environmental studies:
Definition, Scope of importance, Need for awareness.

Unit II: Natural Resources: Renewable and non-renewable resources:
Natural Resources and associated problems:

- **Forest Resources**: User and Over – exploitation, deforestation, case studies. Timer extraction, mining, dams and their effects on forests and tribal people.

- **Water Resources**: Use and over – utilization of surface and ground water, floods, drought, conflicts over water, dams – benefits and problems.

- **Mineral Resources**: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

- **Food resources**: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

- **Energy Resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.

- **Land Resource**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

  Role of an individual in conversation of natural resources.

  Equitable use of resources for sustainable lifestyles

Unit III: Ecosystem: Concept of an ecosystem– Structure and function of an ecosystem– Procedures, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – introduction, types, characteristics features, structure and function of the following ecosystem: Forest ecosystem

- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

Unit IV: Biodiversity and its conversation
• Introduction – Definition: genetic, species and ecosystem diversity.

• Biographical classification of India.

• Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

• Biodiversity a Global, National and Local Level.

• India as a mega – diversity nation

• Hot – spots of biodiversity

• Threats to biodiversity: habitat loss, poaching of wildlife, man & wildlife conflicts.

• Endangered and endemic species of India.

• Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit V: Environmental Pollution: Definition

1. Causes, effects and control measures of

• Air pollution

• Water pollution

• Soil pollution

• Marine pollution

• Noise pollution

• Thermal pollution

• Nuclear pollution

2. Solid Waste Management: Causes, effects and control measures of urban and industrial wastes.

3. Role of an individual in prevention of pollution

4. Pollution case studies

5. Disaster management: floods, earthquake, cyclone and landslides.

Unit VI: Social Issues and the Environment

• From Unsustainable to Sustainable development

• Urban problems related to energy

• Water conservation, rain water harvesting, watershed management

• Resettlement and rehabilitation of people; its problems and concerns. Case studies.

• Environmental ethics: Issues and possible solutions.
**Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and holocaust. Case studies.**

- Wasteland reclamation
- Consumerism and waste products
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and Control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

**Unit VII:** Human social Issues and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme
- Environment and human health
- Human Rights
- Value Education
- HIV / AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case Studies

**Unit VIII:** Field Work

- Visit to a local area to document environmental assets – river/forest/grassland/hill mountain.
- Visit to a local polluted site – Urban / Rural / Industrial / Agricultural Study of common plants, insects and birds.
- Study of simple ecosystems – Pond, river, hill slopes, etc.
  (Field work Equal to 5 lecture hours)

**SEMESTER – IV**

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<tr>
<th>Core</th>
<th>Prize Winning Literature</th>
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<td><strong>Soft-Skills-IV</strong></td>
<td>Fundamentals of Information Technology</td>
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<td><strong>EVS</strong></td>
<td>Environmental Studies</td>
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</table>
II. B.A. SEMESTER IV

Prize Winning Literature

TOTAL HOURS: 5 (75 Hours)  COURSE CODE: 171507

CREDITS: 4

COURSE OBJECTIVES:
1. This paper explores the most recent literature of national or international acclamation.
2. Students interpret and analyze how the literary concern intersects and poses new inquiries of the day.
3. Students are familiarized with the various awards and its significance.

COURSE OUTLINE:

UNIT I: Pulitzer Prize  Hours:15
- Seymore Topping: Biography of Joseph Pulitzer
- Eudora Welty: The Optimist Daughter
- Jumpa Lahiri: Interpreter of Maladies
- Reynolds Price: The Chain of Love

UNIT II: Nobel Prize  Hours:15
- Sohlman Ragnam: Legacy of Alfred Nobel; The true story behind the Nobel Prizes
- Wole Soyinka: Death and the King's Horsemen
- Rudyard Kipling: Kim
- Alice Munro: Friends of My Youth

UNIT III: Booker Prize  Hours:15
- John Berger: Speech on accepting Booker Prize for Fiction in London
- Kingly Amis: The Old Devils
- Salman Rushdie: Midnight’s Children
- Aundhathi Roy: God of Small Things

UNIT IV: Jnanpith Award  Hours:15
- Annapoorna Devi: The Promise
- Sankararao Kurup: The Flute

UNIT V: Sahitya Academy Award  Hours:15
- Amitav Ghosh: The Shadow Line
KaaNaaSubramaniam: A Movement for Literature

RECOMMENDED TEXTBOOKS:

Ka.NaaSubramaniam, A movement for Literature, Sahitya Akademi (English Translation) First Published, 1998


REFERENCE BOOKS:

Munro, Alice. Selected Stories: vintaq, November, 1997
Chowdhury, Indra. The First promise Ashapura Deb, orient Longmon, India, pp XIII 541, 2004
Rushdie, Salman, Midnight Children: Jonathan cape Publication, United Kingdom, 1981

JOURNALS:

http://www.ijhcs.com
http://researchgate.net

e-LEARNING RESOURCES:

www.academic.edu
https://paperap.com
https://www.tamdfonline.com
https://www.gradesane.com
https://www.chipublib.org

COURSE OUTCOMES:

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<td>To give knowledge about Pulitzer prize winning novel and various literary concern read</td>
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<tr>
<td>CO 2</td>
<td>To the Nobel prize-winning novels and the new inquiries of the day expressed though the novels</td>
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</tbody>
</table>
CO 3  The understanding significance of booker prize social and political the issues discussed through the novels midnight children & god of small thugs etc

CO 4  To bring in to the minds of the students the relevance of the ideas discussed in national literature

CO 5  Detailing Sahitya academy award winning writings, would inspire them to aspire for award winning writings

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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**KEY:** STRONGLY CORELATED - 3  MODERATELY CORELATED - 2  WEAKLY CORELATED - 1  NO CORELATION - 0

**B.A. SEMESTER – IV**

**AMERICAN LITERATURE: II**

**TOTAL HOURS:** 5(75 Hours)  
**COURSE CODE:** 171508  
**CREDITS:** 4

**COURSE OBJECTIVES:**

1. To Illustrate how the representations of gender, class, and race, are translated in the writings of the poets and novelists.

2. To portray the socio-cultural context of the settler colonies of American land and its inhabitants.
3. To pose a question in the minds of the students whether the material prosperity, intellectual and spiritual liberty, eradication of slavery are sought by the colonized.

COURSE OUTLINE:

Unit I: Introduction: Hours: 15

Unit II: Prose Hours: 15
Maya Angelou : Letter to my Daughter -Ch: 1& 4
John F. Kennedy - : Ask not what your Country can do for you

Autobiography
Richard Wright : Living Jim Crow

Unit III: Poetry Hours: 15
Langston Hughes : I too
Hart Crane : The Bridge
Robert Frost : Stopping by Woods on a Snowy Evening
Wallace Stevens : The Snow Man

Unit IV: Drama Hours: 15
O’Neill : Hairy Ape

One Act play
Tennessee Williams: Hello from Bertha

Unit V: Fiction Hours: 15
Earnest Hemingway : Farewell to Arms

Short Stories
Stephen crane : The Open boat
Mark Twain : Luck
Hawthorne : Young Goodman Brown
Melville : Bartleby the Scrievener

RECOMMENDED TEXTBOOKS:

Four centuries of American Poetry-Ed., Mohan Ramanan
REFERENCE BOOKS:
Crane, Mithon. 50 Great Short Stories, Bantam Books, New York:1952
Chaudhurai AD – The face of illusion in American drama
Madras: the macmillan company of India limited 1979
Maini, Singh, Darshan – The spirit of American literature
New Delhi – Sterling publishers pvt.ltd.1988

JOURNALS:
https://www.questia.com
joumel.um.ac.id
https://www.nepjol.info.CTBIJJS

E-LEARNING RESOURCES:
https://www.bloomsbury.com
https://www.britannica.com
https://www.sheilamalley.com

COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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<tr>
<td>CO 1</td>
<td>To introduce various literary trends and movement from the natural period to Harlem renaissance</td>
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<tr>
<td>CO 2</td>
<td>The genre of prose autobiography, in posing the questions of liberty eradication of slavery</td>
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<tr>
<td>CO 3</td>
<td>Critical appreciation of poetry discussing the issues of gender race &amp; class</td>
</tr>
<tr>
<td>CO 4</td>
<td>To understand the expressionist play by reading Hairy Ape by Eugene ‘O’ Neill</td>
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<tr>
<td>CO 5</td>
<td>To give knowledge about the lost Generations experience and despondency in the postures years as depicted in the novels</td>
</tr>
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</table>
II B.A. SEMESTER-IV

HISTORY OF ENGLISH LITERATURE II

TOTAL HOURS: 5(75 Hours)    COURSE CODE: 171594

CREDITS: 5

COURSE OBJECTIVES:

1. To apprehend English literature with its literary trends, movements and school of thought
2. To discuss the experimentation in Modern and post-modern British Literature
3. A probe into the history of literature traversing the centuries would enhance the critical thinking of the students.

COURSE OUTLINE:

Unit I: Romantic Age-1798    Hours: 15


Unit II: Victorian Age    Hours: 15
Tennyson, Browning, Mathew Arnold, Pre-Raphaelite school, Charles Dickens, William Thackeray, The Bronte Sisters, George Eliot, Thomas Hardy, Oscar wild, Henry James, H.G. Wells, Carlyle & Ruskin.

**Unit III: The Modern Age I (1900-50)**  
Hours: 15


**Unit IV: The Modern Age II**  
Hours: 15

William Golding, Doris Lessing, P.G. Wodehouse, Kingsley Amis, John Fowles, Movement Poets- Philip Larkin, Ted Hughes, Thom Gunn, John Osborn, Harold Pinter, Tom Stoppard.

**Unit V: Movements/Trends**  
Hours: 15

War Poetry, Modernism, Symbolism, Expressionism, Surrealism, Marxism, Movement poets, Absurd Drama

**RECOMMENDED TEXTBOOKS:**

Hudson .W.H : An Outline History of English Literature

B. Prasad : History of English Literature

**REFERENCE BOOKS:**


Sherburne , George and Donald F.Bond . The Restoration and the 18th Century London :
Routledge 1972

New York 2012

JOURNALS:


E-LEARNING RESOURCES:

info@psupress.org

http://app.cul.colombia.edu:8080/ac/handle/10022/ac:p:1009

https://www.ijirmps.org/research

http://www.wlajournal.com

https://doi.org/10.3390/h7030089

COURSE OUTCOMES:

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<th>CO Number</th>
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<td>CO 1</td>
<td>To make the students to understand the features of Romantic age</td>
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<tr>
<td>CO 2</td>
<td>To expose the cultural and aristocratic society and its vanity also the extreme condition of poverty</td>
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<tr>
<td>CO 3</td>
<td>To enhance the knowledge of the students with inquisitiveness of modern age as reflected in the writings of T.S. Eliot, D.H Lawrence</td>
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<tr>
<td>CO 4</td>
<td>To expose her to the different perspective of terms and movements of the age of science</td>
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<tr>
<td>CO 5</td>
<td>To make the students to analyze the features of various trends such as War poetry, drama and fiction</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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II B.A. SEMESTER-IV

SOFT SKILLS PAPER – IV

NON-COMPUTER SCIENCE STUDENTS

FUNDAMENTALS OF INFORMATION TECHNOLOGY

TOTAL HOURS: 2 [30 Hours]  COURSE CODE: 179004A
CREDITS: 3

UNIT I


UNIT II


UNIT III


UNIT IV


UNIT V


TEXT BOOK
II B.A. SEMESTER – IV

ENVIRONMENTAL STUDIES

TOTAL HOURS: 1  [15 Hours]  COURSE CODE: 174002

CREDITS: 2

Unit I:  The Multi disciplinary nature of environmental studies:
Definition, Scope of importance, Need for awareness.

Unit II:  Natural Resources: Renewable and non-renewable resources:
Natural Resources and associated problems:

- **Forest Resources**: User and Over – exploitation, deforestation, case studies. Timer extraction, mining, dams and their effects on forests and tribal people.

- **Water Resources**: Use and over – utilization of surface and ground water, floods, drought, conflicts over water, dams – benefits and problems.

- **Mineral Resources**: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

- **Food resources**: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

- **Energy Resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.

- **Land Resource**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
Role of an individual in conversation of natural resources.

Equitable use of resources for sustainable lifestyles

**Unit III : Ecosystem:** Concept of an ecosystem– Structure and function of an ecosystem– Procedures, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – introduction, types, characteristics features, structure and function of the following ecosystem: Forest ecosystem

- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

**Unit IV : Biodiversity and its conversation**

• Introduction – Definition: genetic, species and ecosystem diversity.

• Biographical classification of India.

• Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

• Biodiversity a Global, National and Local Level.

• India as a mega – diversity nation

• Hot – spots of biodiversity

• Threats to biodiversity: habitat loss, poaching of wildlife, man & wildlife conflicts.

• Endangered and endemic species of India.

• Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

**Unit V : Environmental Pollution: Definition**

1. Causes, effects and control measures of

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear pollution
2. Solid Waste Management: Causes, effects and control measures of urban and industrial wastes.
3. Role of an individual in prevention of pollution
4. Pollution case studies
5. Disaster management: floods, earthquake, cyclone and landslides.

Unit VI: Social Issues and the Environment
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case studies.
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and holocaust. Case studies.
- Wasteland reclamation
- Consumerism and waste products
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and Control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

Unit VII: Human social Issues and the Environment
- Population growth, variation among nations.
- Population explosion – Family Welfare Programme
- Environment and human health
- Human Rights
- Value Education
- HIV / AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case Studies

Unit VIII: Field Work
Visit to a local area to document environmental assets – river/forest/grassland/hill mountain.

Visit to a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects and birds.

Study of simple ecosystems – Pond, river, hill slopes, etc.
(Field work Equal to 5 lecture hours)

### III B.A. SEMESTER – V

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### III B.A. SEMESTER – V

**SHAKESPEARE**

**TOTAL HOURS:** 6 (90 Hours)  
**COURSE CODE:** 171509  
**CREDITS:** 4

**COURSE OBJECTIVES:**

1. To enable students to recognise Shakespeare’s contribution to English Literature
2. To understand the universality of his themes
3. To appreciate his dramatic and poetic skills

**COURSE OUTLINE:**

**UNIT I**  
*Hours: 10*

Shakespeare and his Age
Elizabethan Theatre and Audience
Shakespeare’s Sources

UNIT II  Hours: 20

Julius Caesar

UNIT III  Hours: 20

Taming of the Shrew

UNIT IV  Hours: 20

Henry IV - Part I

UNIT V  Hours: 20

Soliloquies

i. Hamlet- To be or not to be( Act 3, sc.1)

ii. Macbeth- Is this a dagger which I see before me (Act 2, sc.1)

iii. Othello- And whats he that says I play the villain (Act 2, sc.3 )

iv. A Midsummer Night’s Dream – How happy some o’er other some can be! (Act 1, sc1)

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:

2. Bradley A.C., Shakespearian Tragedy
4. Caroline F.E.Spurgeon, Shakespeare’s Imagery and What it Tells Us, , Cambridge University Press

JOURNALS:

1. Shakespeare Quarterly
  https://www.jstor.org/journal/shakquar
2. Shakespeare Bulletin
   https://www.press.jhu.edu/journals/shakespeare-bulletin


E-LEARNING RESOURCES:
1. https://morningside.libguides.com/shakespeare/online
2. https://library.shu.edu/shakespeare-resources
5. https://www.folger.edu/online-resources

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<td>Learners are able to draw out the universality of his themes</td>
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<tr>
<td>CO 3</td>
<td>Students can appreciate Shakespeare’s dramatic and poetic skills</td>
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<td>CO 4</td>
<td>Learners recognise dramatic techniques employed by Shakespeare</td>
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<td>CO 5</td>
<td>Learners understand some of the features of Shakespeare’s language</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED - 3  MODERATELY CORELATED - 2  WEAKLY CORELATED - 1  NO CORELATION - 0

III B.A. SEMESTER - V
NEW LITERATURE

TOTAL HOURS: 6 (90 Hours)  COURSE CODE: 171510
CREDITS: 4

COURSE OBJECTIVES:
1. To familiarise students with the writings in English from ‘commonwealth countries’
2. To introduce the historical context of New literature in English
3. To help students comprehend the literary concepts of Post Colonialism
4. To understand the issues and themes in New Literature

COURSE OUTLINE:

UNIT I
Understanding Terms: Colonialism, Commonwealth, Decolonization, Euro-centricity, Ethnicity, Hegemony, Globalization, Hybridity, Imperialism, New Literature, Orientalism and Other. Hours: 20

UNIT II: Poetry
Australia  A. D. Hope  Standardization
Pakistan  ZulfikarGhose  Picnic in Jammu
West Indies  E. K. Brathwhite  Tizzic
Sri Lanka  YasmineGoonaratne  The Peace Game
West Indies  Mervyn Morris  Judas
New Zealand  Allen Curnow  House and Land
Canada  George Cameron  The Future
Africa  Kofi Awonoo  Song of Sorrow

UNIT III: Drama
Hours: 20
UNIT IV: Novel

Australia
Jane Harrison
Stolen

Africa
Chinua Achebe
Things Fall Apart

UNIT V: Short Stories

Australia
Henry Lawson
Drover’s Wife

Africa
Nadine Gordimer
Ultimate Safari

Canada
Alice Munro
Boys and Girls

New Zealand
Owen Marshall
Cabernet Souvignon with my Brother

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:


2. Narsimiah C. D. An Anthology of Commonwealth Poetry,

3. Thieme, John, The Arnold Anthology of Post Colonial Literature,


JOURNALS


2. The Journal of Commonwealth Literature
https://journals.sagepub.com/loi/jcl

E-LEARNING RESOURCES:

1. Canadian Literature - Literary Research: Strategies and ...
libguides.du.edu › LibGuides › Literary Research: Strategies and Sources
2. Post-Colonial - English Faculty Library Subject Guides ..
libguides.cam.ac.uk › resourcesforpapers › Postcolonial

3. Journal of Commonwealth Literature - SCImago
https://www.scimagojr.com › journalsearch

COURSE OUTCOMES:

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<td>CO 1</td>
<td>can discuss, and analyse colonial and postcolonial texts</td>
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<tr>
<td>CO 2</td>
<td>know how race, class, gender, history, and identity are presented and problematised in the literary texts</td>
</tr>
<tr>
<td>CO 3</td>
<td>have an understanding of the relationship between Great Britain (and implicitly the West) and nations that were once colonized</td>
</tr>
<tr>
<td>CO 4</td>
<td>Identify key questions, authors, and literary forms in postcolonial literature</td>
</tr>
<tr>
<td>CO 5</td>
<td>Think critically about these texts in relation to postcolonial theory</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

### III B.A. SEMESTER - V

**WOMEN’S WRITING**

**TOTAL HOURS: 6 (90 Hours)**

**CREDITS: 4**

**COURSE CODE: 171511**

**COURSE OBJECTIVES:**

1. To help students understand feminism in its diverse cultural context
2. To sensitise the students to the various issues that women face
3. To enable the students to interpret literary text written by women from a feminist perspective

**COURSE OUTLINE:**

#### UNIT I: INTRODUCTION

**Hours: 6**

Historical view of Feminist Movements – First wave feminism, Second wave, Third wave

#### UNIT II: PROSE

**Hours: 20**

- Mary Wollstonecraft: From A Vindication of the Rights of Women.-Chapter 12
- Virginia Woolf: Professions for Women

#### UNIT III: POETRY

**Hours: 17**

- Margaret Atwood: Marsh Languages
- Kamala Das: Freaks
- Jenny Lind: Wonder Woman
- Forough Farrokhzad: The Wedding Bond

#### UNIT IV: DRAMA

**Hours: 22**

- Sharon Pollock: Blood Relations
UNIT V: FICTION/SHORT STORY  

Buchi Emecheta  : Second Class Citizen  
Simon De Beauvoir  : Monologue  
Ambai  : My Mother Her Crime  
Alice Walker  : Everyday Use  

RECOMMENDED TEXTBOOKS:  

REFERENCE BOOKS:  
4. Adichie, Chimamanda Ngozi, We Should All Be Feminists, Fourth Estate, 2014  
5. Woolf, Virginia, A Room of One’s Own, Penguin UK, 2002  

JOURNALS:  
1. The Indian Journal of Gender Studies  
2. Asian Journal of Women’s Studies  
3. International Journal of Gender and Women’s Studies  

E-LEARNING RESOURCES:  

1. Resources and Links - Gender and Women’s Studies - Library …  
https://guides.lib.berkeley.edu › … › Gender and Women’s Studies  

2. Selected Gender & Women's Studies Websites – Social …  
https://www.library.illinois.edu › sshel › genderwomens › gwsweb  

3. Resources and Links - Gender and Women's Studies - Library …  
https://guides.lib.berkeley.edu › … › Gender and Women's Studies
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<th>CO Number</th>
<th>CO STATEMENT</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>know some of the developments, themes, and narrative strategies of women’s writing</td>
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<tr>
<td>CO 2</td>
<td>Interpret and analyse literary works by women</td>
</tr>
<tr>
<td>CO 3</td>
<td>know the central points of a selection of feminist theory</td>
</tr>
<tr>
<td>CO 4</td>
<td>can use feminist theory as a context for reading literary texts</td>
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<tr>
<td>CO 5</td>
<td>can analyse literary texts through the perspectives of gender</td>
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### MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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III B.A. SEMESTER - V
Language and Linguistics

Total Hours : 6 (90 Hours)          Course Code : 171512
Credits : 4

Course Objectives

1. To introduce students to the history of the English Language
2. To explore the sound and structure of the English Language
3. To introduce student to Phonetic Transcription

Course Outline

UNIT I: Language                  Hours:16

The Origin of Language
Animal Communication  and Human Language
Properties of Language

UNIT II: General Character of English Language     Hours:16

The Indo-European Family
The Germanic Family
English in the Germanic Family
Landmarks in the history of English [Old English, Middle
English, Modern English]

UNIT III: Individuals and the making of English and the English Language today

Hours: 20

Bible Translations
Shakespeare’s Influence
Milton and the English Language
American Influence
English as a World Language

UNIT IV: The Sounds of Language – Phonetics

Hours:30
Organs of Speech
Consonants, Vowels, Diphthongs
Three-term Label

UNIT V
Hours: 8
Transcription of Words

Recommended Text book

Reference books

Journals
1. Journal of the International Phonetic Association
3. The Linguistics Journal

E-Learning Resource
2. www.antimoon.com>phone
3. http://www.phon.ucl.ac.uk

Course Outcome

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<td>The student will have a broad overview of the history of the English Language</td>
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Mapping

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III B.A. SEMESTER – V
JOURNALISM (Major Elective I)

TOTAL HOURS: 5(75 Hours)  COURSE CODE: 171513

CREDITS: 5

COURSE OBJECTIVES:

1. To introduce students to basic trends of journalism
2. To train students in writing for newspaper and develop their journalistic skill
3. To sensitize the students on mass media and information revolution.

COURSE OUTLINE:

UNIT I: INTRODUCTION  Hours: 15
The Mass Media
Basic Principles of Journalism
Introduction to the Print media

UNIT II: PRINT MEDIA  Hours: 15
Newspaper organization
Structure and function of Newspaper
News Agencies
Freedom of the Press

UNIT III : NEWS Hours: 15

The characteristics of News
Structure of News
Types of News stories
Journalistic forms – Feature, Editorial, Column and Review

UNIT IV : THE NEWS OPERATION – Qualities, Duties and Responsibilities of Hours: 15

Reporter
Sub-Editor
Editor

UNIT V : MEDIA AND INFORMATION REVOLUTION Hours: 15

Photo Journalism
Radio / TV Broadcasting
Internet Journalism

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:


JOURNALS:

2. Journalism Studies – Jaylor and francis online.
E-LEARNING RESOURCES:

2. https://bconsi.blogspot.com/2013/03/features-of-mass-communication.html?m=1

COURSE OUTCOMES:

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<td>CO 1</td>
<td>Gets the knowledge of the basic terms in journalism</td>
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<td>Understood the organizational structure of a newspaper</td>
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<tr>
<td>CO 3</td>
<td>Able to write various news stories</td>
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<tr>
<td>CO 4</td>
<td>Differentiates the various journalistic forms</td>
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<tr>
<td>CO 5</td>
<td>Enhances journalistic skills to become a journalist</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0
CREATIVE WRITING (Major Elective I)

TOTAL HOURS: 5(75 Hours)  
COURSE CODE:

CREDITS: 5  

COURSE OBJECTIVES:  
1. To train students to identify their inherent creative skills  
2. To strengthen their creative skills in various aspects of narrative writing  
3. To encourage students to pen poems.

COURSE OUTLINE:  

UNIT I: INTRODUCTION  
Basic Principles of Writing – Style and Writing Techniques  
Hours: 15

UNIT II: POETRY  
Chief elements: theme, structure, imagery  
Major poetic forms  
Poetry writing sessions  
Hours: 15

UNIT III: SHORT STORY  
Characteristic features – plot construction, characterization, narration  
Short Story writing sessions  
Hours: 15

UNIT IV: WRITING FOR CHILDREN  
Varieties – themes – fantasy – language – imparting values and morals  
Hours: 15

UNIT V: BOOK AND FILM REVIEWS  
Elements of book/film reviewing - aim of book and film review  
Practice sessions  
Hours: 15

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:

1. Dev AnjanaNeira, AnuradhaMarwah, Swati Pal. *Creative Writing*, Pearson Education India  

**JOURNALS:**

1. Journal of Creative Writing Studies
2. The International Journal for the Practice and theory of Creative Writing

**E-LEARNING RESOURCES:**

2. [https://openoregon.pressbooks.pub/aboutwriting/chapter/types-ofwriting-styles/](https://openoregon.pressbooks.pub/aboutwriting/chapter/types-ofwriting-styles/)

**COURSE OUTCOMES:**

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<td>Accomplished in creating, editing and revising in writing skills</td>
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<td>Recognised different writing skills and genres</td>
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<td>CO 3</td>
<td>Able to experiment with different writing styles</td>
</tr>
<tr>
<td>CO 4</td>
<td>Enable to write book reviews</td>
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<tr>
<td>CO 5</td>
<td>Able to criticize films</td>
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**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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III B.A. SEMESTER – V
Value Education

TOTAL HOURS: 1 [15 Hours] COURSE CODE: 174003
CREDITS:

UNITS

1. ‘Building self-confidence’ by Norman Vincent Peale

2. ‘Living Excellence’ by Anthony Robbins

3. ‘Kinds of Values by S. Ignacimuthu. S.J.

4. ‘What is Ethics?’ by Swami Vivekananda

5. ‘Essential Characteristics of Human Rights by H. Victor Conde

Text Prescribed:


SEMESTER VI

III B.A. SEMESTER – VI

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<td>Indian Literature in English Translation</td>
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<td>Modern European Literature</td>
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<td>Elective III</td>
<td>English For Competitive Examinations</td>
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Course Objectives

1. To introduce students to the beginning of literary criticism in the classical world
2. To span the history of English literary criticism and introduce students to vital moments in its history
3. To introduce the students to literary trends

Course Outline

UNIT I
Principles of Literary Criticism
Types of Literary Criticism
Theoretical Criticism, Practical Criticism, Mimetic Criticism,
Objective Criticism, Historical Criticism, Social Criticism,
Archetypal Criticism, Formalist Criticism, Psychoanalytic Criticism,

UNIT II
Aristotle : From Poetics – Chapter VI (Tragedy – definition, elements of Tragedy)

UNIT III
Sidney : From An Apology for Poetry – “Poesy, therefore is an art .... most excellent workman ” [Lines 253 - 780]
Dryden : “Preface” to Fables, Ancient and Modern

UNIT IV
Wordsworth : Preface to Lyrical Ballads
D.H. Lawrence : Why the Novel Matters  
T.S. Eliot : The Tradition and Individual Talent

UNIT V  

Hiriyanna M : The Main Aspects of Indian Aesthetics

Recommended Text book

2. Nagarajan M.S., *English Literary criticism and Theory: An Introductory History*

Reference books

5. Bijay Kumar Das, *Twentieth Century Literary criticism*

Journals

1. Criterion : a journal of Literary Criticism

E-Learning Resource


Course outcome

<table>
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<th>CO. No.</th>
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<td>CO 1</td>
<td>The students will gain knowledge about critical idea and theory during ancient time</td>
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<td>Will become aware of history of criticism</td>
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Course Outcomes

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III B.A. SEMESTER - VI

ENGLISH LANGUAGE TEACHING

TOTAL HOURS: 5 (75 Hours)  COURSECODE:171515
CREDITS: 4

COURSE OBJECTIVES:

1. To introduce students to the basic concepts of language teaching.
2. To review the history of English Language teaching in the Indian context.
3. To explore the various approaches to Language Acquisition.
4. To acquire various testing skills.
5. To draft lesson plan.

COURSE OUTLINE:

UNIT I : Overview  Hours: 15

   English in India
   Aims & Objectives of ELT

UNIT II : Approach, Methods and Technique  Hours: 15

   Michael West – General Service List
Grammar Translation Method
The Oral Approach, Situational Language Method
The Audio-lingual Method
Communicative Language Teaching

UNIT III : Theories of language  Hours: 15

Pavlov’s classical conditioning
Thorndike’s connectivism
Skinner’s operant conditioning
Behaviorism, Cognitivism

UNIT IV : Teaching of language skills  Hours: 15

LSRW Skills
Handling large classes
Remedial Teaching

UNIT V : Evaluation and Lesson Plan  Hours: 15

Types, Aims & Purposes of Tests
Drafting Lesson Plan : How to teach a poem
Teaching English through Songs

RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:

5. Tickoo M.L. English Language Teaching.
6. Wilkins ELBS. Linguistics in Language Teaching.

JOURNALS:

1. Journal of English Language Teaching – ELTAI
2. ELT Voices – International Journal for the Teachers of English

E-LEARNING RESOURCES:

1. https://www.preservearticles.com/education/what-are-the-aims-and-objectives-of-
teaching-english/2649
5. https://www.crit.umich.edu/resources/evaluation-teaching/methods

COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>Comprehend basic concepts of language teaching</td>
</tr>
<tr>
<td>CO 2</td>
<td>Understood history of English Language teaching in the general context</td>
</tr>
<tr>
<td>CO 3</td>
<td>Explore the various approaches to language teaching</td>
</tr>
<tr>
<td>CO 4</td>
<td>Acquire various testing skills</td>
</tr>
<tr>
<td>CO 5</td>
<td>Draft lesson plan</td>
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MAPPING—COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

<table>
<thead>
<tr>
<th>CO/PSO</th>
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KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0
III B.A. SEMESTER - VI
WORLD CLASSICS

TOTAL HOURS: 6 (90 Hours)  COURSE CODE: 171516
CREDITS: 4

COURSE OBJECTIVES:
1. To introduce students to the world’s best classics in translation
2. To enable students to appreciate the writings for their literary values and cultural importance
3. To facilitate cross-cultural perspectives
4. To generate a broad vision of life by making students come to grips with universal problems and various life situations

COURSE OUTLINE:

UNIT I PROSE  Hours: 17
Goethe  On World Literature
Montaigne  1. Of Idleness
           2. Of Fear

UNIT II POETRY  Hours: 20
Purananooru  Every town a Hometown
Rumi  The Guesthouse
Petrarch  Sonnet 101
Basho  Haiku (5 poems)
Rilke  A Walk
Homer  The Iliad Book XIV Lines 82-134
       (Odysseus reproaches Agamemnon)
Horace  Book i: xi Carpe Diem
        Book ii: x The Golden Mean

UNIT III DRAMA  Hours: 25
Sophocles  Oedipus the King

UNIT IV NOVEL  Hours: 18
Victor Hugo  Les Miserables
UNIT V
SHORT STORIES
Hours: 10
Guy de Maupassant
Guy de Maupassant
Guy de Maupassant
Boule De Suif
Chekov
Heartache

RECOMMENDED TEXTBOOKS:
Mark Van Doren, An Anthology of World Poetry , The LiteraryGuild of American.1928
Magil, Frank, Masterpieces of World Literature, Harper &Row1989

REFERENCE BOOKS:
2. Newly Recovered English Classical Translations, 1600-1800
   Stuart Gillespie
5. The Routledge Companion to World Literature, 2011

JOURNALS:
1. The Journal of World Literature
2. World Literature Today
3. World Literature Studies
4. Delos: A Journal of World Literature and Translation

E-LEARNING RESOURCES:
1. https://archive.org/details/sophoclesoedipus00haro
2. https://guides.library.illinois.edu/chekhov

COURSE OUTCOMES:

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<tr>
<th>CO Number</th>
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<tr>
<td>CO 1</td>
<td>Can comprehend texts in English and in English translation.</td>
</tr>
<tr>
<td>CO 2</td>
<td>Demonstrate a familiarity with the styles of authors in the major genres of prose and poetry</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------------</td>
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<tr>
<td>CO 3</td>
<td>Use critical thinking skills to gain insight into the cultural, historical, and literary contexts of major Western and non-Western works.</td>
</tr>
<tr>
<td>CO 4</td>
<td>Explain the diversity of cultures and the commonalities of human experience reflected in the literature of the world.</td>
</tr>
<tr>
<td>CO 5</td>
<td>Examine oneself and one’s culture through multiple frames of reference, including the perception of others from around the world.</td>
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**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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**KEY:** **STRONGLY CORELATED**-3  **MODERATELY CORELATED**-2  **WEAKLY CORELATED**-1  **NO CORELATION**-0
III B.A. SEMESTER - VI

INDIAN LITERATURE IN ENGLISH TRANSLATION

(Major Elective II)

Total Hours : 6 (90Hours) Course Code : 171517
Credits : 5

Course Objectives

1. To enable students to get a glimpse of rich diversity of culture and literature in regional languages through Translation
2. To read, understand and interpret literature of different regional languages in India
3. To make students aware of various socio-political, cultural issues dealt in the regional languages

COURSE OUTLINE:

UNIT I PROSE

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<thead>
<tr>
<th>Language</th>
<th>Author</th>
<th>Work</th>
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<tbody>
<tr>
<td>Marathi</td>
<td>Iravati Karve</td>
<td>The Palace of Maya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An extract from Yuganta</td>
</tr>
<tr>
<td>Hindi</td>
<td>Shahid Ahmad Dehlvi</td>
<td>Delights of Chowk</td>
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UNIT II POETRY

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<tbody>
<tr>
<td>Tamil</td>
<td>Bharathiyar</td>
<td>Wind</td>
</tr>
<tr>
<td>Telugu</td>
<td>Vimala</td>
<td>The Kitchen</td>
</tr>
<tr>
<td>Kannada</td>
<td>Chadrasekar Kambar</td>
<td>Water</td>
</tr>
<tr>
<td>Marathi</td>
<td>Dilip Chitre</td>
<td>They Tell me your Colour is Blue</td>
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<tr>
<td>Hindi</td>
<td>Niralal</td>
<td>Recognized</td>
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UNIT III DRAMA

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<tbody>
<tr>
<td>Hindi</td>
<td>Mahesh Elkunchwar</td>
<td>Old Stone Mansion</td>
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UNIT IV NOVEL

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UNIT V SHORT STORY

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<tr>
<td>Malayalam</td>
<td>Vajkom Mohammed</td>
<td>Me Grandad Had An Elephant</td>
</tr>
<tr>
<td>Kannada</td>
<td>Girish Kasaravalli</td>
<td>Dweepa</td>
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<tr>
<td>Tamil</td>
<td>Pudumaipithan</td>
<td>OruNaalKazhinthathu</td>
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<td>Bengali</td>
<td>Mahashwetha Devi</td>
<td>The Five Women</td>
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<td>Hindi</td>
<td>Premchand</td>
<td>Idgah</td>
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<td>Telugu</td>
<td>GoguShyamala</td>
<td>Father may be an Elephant and Mother only a small basket but</td>
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Recommended Text book


Reference books

1. K.S. Ramamurthy, *Twenty Five Indian Poets in English*
2. Amit Chaudhuri, *The Picador Book of Modern Indian Literature*

Journals

1. Sahitya : Journal
2. Indian Literature : Journal

E-Learning Resource

1. http://www.academia.edu
2. http://www.tandfonline.com>abs
4. [www.languageinindia.com](http://www.languageinindia.com)
Course Outcomes

<table>
<thead>
<tr>
<th>CO. No.</th>
<th>Course outcome statement</th>
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<tbody>
<tr>
<td>CO 1</td>
<td>The students become sensitized of rich diversity in culture of India.</td>
</tr>
<tr>
<td>CO 2</td>
<td>Attain accessibility to literatures of different regional languages through translation.</td>
</tr>
<tr>
<td>CO 3</td>
<td>Would be able to interpret and contextualize the text.</td>
</tr>
<tr>
<td>CO 4</td>
<td>The learner becomes aware of various socio-political, cultural issues of different regions and the way they dealt in regional languages.</td>
</tr>
<tr>
<td>CO 5</td>
<td>Analyze and Co-relate the issues with current scenario</td>
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</table>

MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

<table>
<thead>
<tr>
<th>Course Objectives</th>
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III B.A. SEMESTER - VI

Modern European Literature
(Major Elective II)

Total Hours: 6 (90 Hours)  
Credits: 5

Course Code:

Course Objectives

1. To familiarize students with writings from European Literature
2. To Comprehend the dilemmas of modern consciousness
3. To help students comprehend the various literary concepts

Course Outline

UNIT I LITERARY TRENDS  
Hours: 20
Realism  
Existentialism  
Modernism  
Postmodernism  

UNIT II PROSE Hours:16

Michael Foucault : Archeology of Knowledge Part I (Chapter 1-7)  
Martin Buber : I and Thou  

UNIT III POETRY Hours:16

Rilke : The Swan  
Gunter Grass : Do Something  

UNIT IV DRAMA Hours:18

Eugene Ionesco : Rhinoceros  
Pirandello : Six Characters in Search of an Author  

UNIT V NOVEL Hours:20

Umberto Eco : The Name of the Rose  
Thomas Bernhard : Correction  

Recommended Text book


Reference books

1. Martin Travers, An Introduction to Modern European Literature  
2. Margret C , A Handbook of Modern European Literature  
Journal

1. Journal of European Studies: Sage Journal
2. Journal of Contemporary European Studies

E-Learning Resource

1. http://www.goodread.com>show

Course outcome

<table>
<thead>
<tr>
<th>CO. No.</th>
<th>Course outcome statement</th>
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</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>The students gain knowledge about European Culture.</td>
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<tr>
<td>CO 2</td>
<td>Gain access to European Literature</td>
</tr>
<tr>
<td>CO 3</td>
<td>Comprehend the dreams and aspirations, the challenges and struggles of the European consciousness</td>
</tr>
<tr>
<td>CO 4</td>
<td>will be able to understand literary concepts</td>
</tr>
<tr>
<td>CO 5</td>
<td>Co-relate European issues with the universal issues</td>
</tr>
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</table>

Mapping

<table>
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<th>Course Objectives</th>
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<th>PSO 2</th>
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III B.A. SEMESTER - VI

ENGLISH FOR COMPETITIVE EXAMINATIONS

(Major Elective III)

TOTAL HOURS: 5 (75 Hours)                      COURSE CODE: 171518
CREDITS: 5

COURSE OBJECTIVES:

1. To train students to develop fluency in English.
2. To prepare students for competitive examination.
3. To hone in English Grammar and develop their communicative skills

COURSE OUTLINE:

UNIT I  Hours:15
Vocabulary
Synonyms and Antonyms
One-word substitution
Idioms and phrases
Foreign words and phrases

UNIT II  Hours:15
Correction of sentences
Figures of speech
Books and Authors

UNIT III  Hours:15
Note-making
Letter writing
E-mail

UNIT IV  Hours:15
Paragraph writing
Essay writing

UNIT V  Hours:15
Reading Comprehension
Bar diagrams and graphs
RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:


JOURNALS:

1. Competition Success Review
2. World Focus

E-LEARNING RESOURCES:


COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>C0 Number</th>
<th>C0 STATEMENT</th>
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</thead>
<tbody>
<tr>
<td>CO 1</td>
<td>Learners have developed to speak English fluently</td>
</tr>
<tr>
<td>CO 2</td>
<td>Students are able to prepare for competitive exams</td>
</tr>
<tr>
<td>CO 3</td>
<td>Pupil are trained in multiple choice questions</td>
</tr>
<tr>
<td>CO 4</td>
<td>Awareness is created on the thrust areas</td>
</tr>
</tbody>
</table>
Learners had gained the knowledge on how to apply and attend various competitive exams

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

<table>
<thead>
<tr>
<th>CO/PSO</th>
<th>PSO 1</th>
<th>PSO 2</th>
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**KEY:** STRONGLY CORELATED-3  MODERATELY CORELATED-2  WEAKLY CORELATED-1  NO CORELATION-0

**III B.A. SEMESTER - VI**

**COPY EDITING (Major Elective III)**

**TOTAL HOURS: 5 (75 Hours)**

**CREDITS:** 5

**COURSE OBJECTIVES:**

1. To enable the students to understand copy editing and its various methods.
2. To identify various types of scripts and proof reading.
3. To differentiate between American and British English.

**COURSE OUTLINE:**

**Unit I:**

Hours: 15

Introduction to copy editing

Typescripts

**Unit II:**

Hours: 15

Grammar and English Language with common errors

Difference between American English and British English
Unit III: Hours:15

Basic Proof Reading Symbols
Mark Corrections

Unit IV: Hours:15

In - house styles
Editing Bibliography

Unit V: Hours:15

Methods of Editing General / Scientific Texts
On-Screen Editing

RECOMMENDED TEXTBOOKS:

2. Nichole, Vijay, Hundred Tests for Copyediting/Technical writing,

REFERENCE BOOKS:

1. Mohan Krishna, Banerji Meera, Developing Communication Skills, Macmillan India Ltd. 2006
2. DrPretson, Treat, The Art of Proof Reading and Editing Your Manuscript The importance of Perfection, Createspace Independent Pub, US. 2014.

JOURNALS:

1. Copy editing and language polishing – Springer.
2. Copy Editing – Open Journal systems.

E-LEARNING RESOURCES:

3. https://www2.le.ac.uk/offices/id/resources/writing-resources/editing.
5. https://authorservices.springernature.com/scientific-editing/

COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>CO Number</th>
<th>CO STATEMENT</th>
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<tr>
<td>CO 3</td>
<td>Learners develop the ability to differentiate between general editing and scientific texts.</td>
</tr>
<tr>
<td>CO 4</td>
<td>Students are skilled in editing bibliography</td>
</tr>
<tr>
<td>CO 5</td>
<td>Students can carry out on-screen editing</td>
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MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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</table>

KEY: **STRONGLY** CORELATED-3 **MODERATELY** CORELATED-2 **WEAKLY** CORELATED-1 **NO** CORELATION-0

III B.A. SEMESTER – VI

Value Education

TOTAL HOURS: 1 [15 Hours] COURSE CODE: 174004

CREDITS: 2

UNITS

1. ‘Building self-confidence’ by Norman Vincent Peale

2. ‘Living Excellence’ by Anthony Robbins

3. ‘Kinds of Values by S.Ignacimuthu. S.J.

4. ‘What is Ethics?’ by Swami Vivekananda

5. ‘Essential Characteristics of Human Rights by H. Victor Conde

Text Prescribed:

Fr. Ignacimuthu, Ed. : *Touchstone - Synergy of Values.*
QUAID - E- MILLATH GOVERNMENT COLLEGE FOR WOMEN

(AUTONOMOUS), CHENNAI - 600 002.

ENGLISH DEPARTMENT

M.A. ENGLISH LITERATURE

SYLLABUS
CHOICE BASED CREDIT SYSTEM
OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2017 -2018)

CONTENTS

Rules and regulations for the Programme

Programme Educational Objectives

Programme Outcomes

Programme Specific Outcomes

Programme Profile

Evaluation pattern for CA

Rubrics for CA Evaluation

Evaluation Pattern for End Semester

Course Profile – Semester I

Course Profile – Semester II

Course Profile – Semester III

Course Profile – Semester IV
RULES AND REGULATIONS

M.A. English Literature Syllabus

Choice Based Credit System

Quaid –E–Millath Government College for Women (Autonomous) offers the semester system of education with credits for P.G Courses. Credit is related to the number of hours a teacher teaches a particular subject as well as to the number of hours a student spends learning a subject or carrying out an activity. In the semester system of study, every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours.

Differential weightage is given according to the content and duration of the courses in the curriculum design. Each course is designed variously under lectures/ tutorials / laboratory work/seminar/project work/practical training/ viva voce etc., to facilitate effective teaching and learning and the credits are assigned accordingly depending on the content and the specialization.

The credit requirement for a two year PG course shall be 91 (81 for Core and Elective & 10 credits for soft skill papers & Internship)

Regulation

1. Duration
   a. There will be two semesters in each academic year. The first academic year shall comprise of the first & second semesters, the second academic year, the third & fourth semesters.
   b. The odd semester shall consist of the period from June to November of each year & the even semester from December to April of each year.
2. Course of Study

a) The course of study for post graduate degree course shall comprise of Core courses & Electives.

b) System of credits

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<tr>
<th>Year</th>
<th>No. of Papers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
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<tr>
<td>I Year</td>
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<td>3</td>
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<td>II Year</td>
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**Passing Minimum**

A candidate shall be declared to have passed in each paper/practical of the main subject of study wherever prescribed if she secures NOT LESS THAN 50% of the marks prescribed for the examinations. She shall be declared to have passed the whole examination, if she passes in all papers & practicals wherever prescribed as per the scheme of examinations earning 90 credits.

**Eligibility for the Award of Degree**

Candidates must secure a minimum of 50% marks in the Semester End Examinations. A candidate must secure 8 credits in soft skills and 2 credits in internship in addition to 81 credits from core and elective courses to obtain a Post Graduate Degree.

**Ranking**

Candidates who pass all the examinations prescribed for the course in the **FIRST APPEARANCE ALONE** are eligible for Classification/ Ranking/ Distinction.
The following method be adopted for allotting credit for UG/PG Courses offered in the affiliated colleges as per TANSCHE by this University

**PG COURSES**

The total credit allotted for **PG COURSES** is **minimum of 90 credits**

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<tr>
<th>Sl. No</th>
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*Internship will be carried out during the summer vacation of the II Semester

The above mentioned distribution structure shall be followed by all colleges and Universities without any alterations

**Extra disciplinary subjects should be allocated in the II & III Semester alone for all PG Courses.**

**PROGRAMME OUTCOMES**

**POSTGRADUATE ARTS**

On Completion of the Programme, the learner is able to:

1. Apply quality skills in all modes
2. Identify the essence of subject knowledge

3. Demonstrate entrepreneur, creative and communication skills

4. Acquire thorough knowledge of the subject

5. Analyze the fundamental research skills

**PROGRAMME SPECIFIC OUTCOMES**

On completion of the specific programme M.A. English the student will be able to:

1. Assess the spectrum of human experience and gain greater insights into diverse history and cultures of peoples from various continents

2. Acquire a rich content of upcoming critical theories, translation studies, new vocabulary and language structures

3. Formulate newer perspectives of literature

4. Enhance creative skills and appreciate classics, folklore, and world literatures

5. Strengthen ability for research through development of critical thinking and analysis
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<tr>
<th>Sem</th>
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<th>Component</th>
<th>Code</th>
<th>Title of the Paper</th>
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### EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT – P.G.,

**INTERNAL VALUATION BY COURSE TEACHERS**

**PART I, II AND III**

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<th>TIME</th>
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<th>C.A. MARKS</th>
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**GRAND TOTAL**

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**C.A. QUESTION PAPER PATTERN – P.G.,**

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<tr>
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<td>B – 1 x 5 marks</td>
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### C.A. QUESTION PAPER PATTERN FOR PART IV

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### RUBRICS FOR CONTINUOUS ASSESSMENT

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<td>Answering Questions</td>
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<td>Participating in Group Discussions</td>
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**END SEMESTER EVALUATION PATTERN – P.G.,**

**SEMESTER:** I/II/III/IV

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS: 75

PASSING MARKS: 38

**SOFT SKILLS PAPERS**

**SEMESTER:** I/II/III/IV

SINGLE VALUATION BY INTERNAL EXAMINER

MAXIMUM MARKS: 60

PASSING MARKS: 30

**PROJECT PAPER**

**SEMESTER:** IV

DOUBLE VALUATION BY RESEARCH SUPERVISOR AND EXTERNAL EXAMINER

DISSERTATION: 75

VIVA-VOCE: 25

MAXIMUM MARKS: 100
PASSING MARKS: 50

INTERNSHIP

SEMESTER IV

YEAR II

MAXIMUM MARKS: 100

PASSING MARKS: 50

SEMESTER I

I M.A. SEMESTER - I

Core
British Literature Paper I - Chaucer to Restoration Age

Core
British Literature Paper II- The Augustan Age & The Romantic Age

Core
Indian Literatures in English

Major Elective I
Women’s Writings

Popular Literature

Major Elective II
Green Studies

Myth and Literature

LIBRARY/SEMINAR/SOFT SKILLS
I M.A. SEMESTER - I

BRITISH LITERATURE PAPER I - CHAUCER TO RESTORATION AGE

TOTAL HOURS: 6 [90 Hours]  COURSE CODE: 175501
CREDITS: 4

COURSE OBJECTIVES

1. To create a wider understanding of writers of the ages
2. To develop the students’ knowledge of different literary genres
3. To gain an insight into the writers’ world and relating it to the historicity of their works.
4. To provide a background understanding of notions of chivalry, love, spirituality that depict the conventional values of that era.
5. To relate the transition of literary forms from the classical mode to individual modes of expression.

COURSE OUTLINE

UNIT I: POETRY  
Hours : 18

Geoffrey Chaucer  :  The Tale of the Wife of Bath from *The Canterbury Tales*
Edmund Spenser  :  Prothalamion
John Donne  :  The Canonization
Andrew Marvell  :  To His Coy Mistress
John Milton  :  Paradise Lost Book I Lines 193- 270

UNIT II: PROSE  
Hours : 18

Bacon  :  Of Nobility and Of Superstition
John Dryden  :  Preface to *All for Love*

UNIT III: DRAMA  
Hours : 18

Christopher Marlowe  :  Tamburlaine
William Congreve  :  Love for Love

UNIT IV: FICTION / PROSE FICTION  
Hours : 18

John Bunyan  :  *The Pilgrim’s Progress* - Chapters 1-4
Sir Thomas Malory : Le Morted’Arthur (English Translation)

UNIT V: OTHER WRITINGS

Samuel Pepys- Diary: on The London Plague
Sonnet: Wyatt and Surrey and Spenserian sonnets

RECOMMENDED TEXTBOOKS:

REFERENCE BOOKS:
1. David Daichess- A Critical History of English Literature: From the Beginnings to Milton
2. Compton- Rickett – A History of English Literature

JOURNALS:
2. Reformed Journal

E-LEARNING RESOURCES:

COURSE OUTCOMES:

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<td>They will receive a better understanding of the authors’ works that reflected the society.</td>
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They will also find the existence of diary writing as a literary form before it was recognised as a genre.

Will be able to relate the historicity of the writers’ works

Will understand the writers’ creativity based on their convictions and knowledge

Will analyse the experience behind the writers’ production of texts

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**KEY:** STRONGLY CORRELATED - 3  MODERATELY CORRELATED - 2  WEAKLY CORRELATED - 1  NO CORELATION - 0
I M.A. SEMESTER – I

BRITISH LITERATURE PAPER II- THE AUGUSTAN AGE & THE ROMANTIC AGE

TOTAL HOURS: 6 [90 Hours]  COURSE CODE: 175502
CREDITS: 4

COURSE OBJECTIVES:

1. To enable students to read and appreciate critically the literary works by the major English authors of the Augustan Age

2. To facilitate students to read and appreciate critically the literary works by the major English authors of Romantic Age.

3. To acquaint the students with various important movements of the Augustan period, and its salient features.

4. To accustom the students with various important movements of the Romantic period, and its salient features.

5. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.

COURSE OUTLINE:

UNIT I: POETRY

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<tr>
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<tbody>
<tr>
<td>Pope</td>
<td>The Rape of the Lock- Canto 3</td>
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<tr>
<td>Gray</td>
<td>Ode on the Death of a Favourite Cat</td>
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<tr>
<td>Wordsworth</td>
<td>Lucy Gray</td>
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<td>Coleridge</td>
<td>A Broken Friendship</td>
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<td>Southey</td>
<td>The Inchcape Rock</td>
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<tr>
<td>Shelley</td>
<td>The Cloud</td>
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<tr>
<td>Keats</td>
<td>Ode to Autumn</td>
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</table>

UNIT II: PROSE

Hours: 18
Addison : Coverley Ghosts
Lamb : Witches, and Other Night-Fears
Hazlitt : On the Difference between Writing and Speaking

UNIT III: DRAMA  Hours: 18
Sheridan : The School for Scandal
Oliver Goldsmith : She Stoops to Conquer

UNIT IV: FICTION  Hours: 18
Defoe : Roxana
Jane Austen : Emma

UNIT V: SHORT STORIES  Hours: 18
Swift : A Voyage to Lilliput from Gulliver's Travels
Mary Shelley : The Mortal Immortal.

RECOMMENDED TEXTBOOKS:

REFERENCE BOOKS:


**JOURNALS:**


*Journal of English Literature and Cultural Studies.* Vol 2 issue 1 2016

**E-LEARNING RESOURCES:**

https://courses.lumenlearning.com/britlit1/chapter/transitions-from-augustan-literature-to-the-

https://sites.udel.edu/britlitwiki/transitions-from-augustan-literature-to-the-romantics/

https://mc.libguides.com/eng/literaryperiods

https://poets.org/text/brief-guide-augustans

https://lrcapuana.com/2016/09/14/the-augustan-age-1714-1760the-early-romantic-age-1760-

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<td>Appreciate critically the works of major English authors of the Augustan Age and the</td>
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<td>Appreciate critically the works of major English authors of the Romantic Age</td>
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</table>
Identify the various socio-historic cultural background of the respective periods, and their salient features

Develop a sense of understanding to be better human beings by the exposure to literature

Recognise the emergence of an indigenous genre which flourished as the most popular genre ever since called novel

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I M.A. SEMESTER – 1

INDIAN LITERATURES IN ENGLISH

TOTAL HOURS: 6 [90 Hours]  COURSE CODE: 175503

CREDITS: 4

COURSE OBJECTIVES:

1. To familiarize students to wide range of Indian writing originally written in English and translated from Indian languages.

2. To acquaint students to wide range of Indian writing translated from Indian languages to English.

3. To make the study of English Literature more relevant and contextualized.

4. To provide an awareness of the cultural and literary heritage of India as reflected in Indian writing in English.

5. To enable the students to understand, appreciate and evaluate Indian authors
COURSE OUTLINE:

UNIT I: POETRY

Hours: 18

- Tagore: Songs 10, 11, 50, 51 from *Gitanjali*
- Shiv K Kumar: Indian Women
- Agha Shahid Ali: The Floating Post Office
- Tishani Doshi: The Day We Went to the Sea
- Subramanya Bharathi: There is No Fear (Tamil)
- Mangalesh Dabral: Old Photographs (Hindi)
- U.R. Ananthamurthy: The Wrinkles on Grandpa’s Shoulder (Kannada)
- Arun Kolatkar: The Turnaround (Marathi)

UNIT II: PROSE

Hours: 18

- Ananda Coomaraswamy: Dance of Shiva
- S.Muthiah: The Mystery of the Woman in the North River - *from Madras Rediscovered*

UNIT III: DRAMA

Hours: 18

- Mahesh Dattani: Seven Steps around the Fire
- Vijay Tendulkar: Kamala

UNIT IV: FICTION

Hours: 18

- Aravind Adiga: The White Tiger
- Sudha Murthy: Gently Falls the Bakula

UNIT V: SHORT STORIES

Hours: 18

- Anita Desai: The Domestic maid
- Mahaswetha Devi: Draupadi
RECOMMENDED TEXTBOOKS:


REFERENCE BOOKS:


JOURNALS:

Volume 6, Issue 8 August 2018


E-LEARNING RESOURCES

http://www.academia.edu/Documents/in/Mahasweta_Devi

https://journalijcar.org/issues/psycho-acoustical-trauma-select-novels-anita-desai
https://www.researchgate.net/publication/262802734_Anita_Desai's_Novels_as_Post Modernist


http://www.academia.edu/Documents/in/Aravind_Adiga

**COURSE OUTCOMES:**

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<td>Demonstrate a better understanding of the wide range of Indian literatures of different genres originally written in English.</td>
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<td>Display a better appreciation of the wide range of Indian literatures of different genres originally written in Indian languages and translated to English.</td>
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<td>CO 3</td>
<td>Identify the socio-cultural and literary heritage of India as reflected in Indian literatures in English.</td>
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<td>CO 4</td>
<td>Acquire knowledge about the various theories in Indian literatures in English.</td>
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<td>CO 5</td>
<td>Understand, appreciate and evaluate Indian authors.</td>
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**MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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I M.A. SEMESTER – I

WOMEN’S WRITINGS (Major Elective I)

TOTAL HOURS: 5 [75 Hours] COURSE CODE: 175504
CREDITS: 3

COURSE OBJECTIVES:

1. To introduce students to works written by women.
2. To sensitize the students to women’s issues around the world.
3. To introduce them to the history of women’s Liberation movement/the feminist movement, the pioneers of the movement, their landmark writings and the role of the movement in alleviating the conditions of women.
4. To introduce them to the various strands of feminism.
5. To make them sensitive to the heterogeneous voices of women.

UNIT I

Hours: 12

Introduction to feminism: Its beginnings, the three waves of feminism, the demands of the movement, radical feminism, liberal feminism, lesbian feminism, Marxist feminism, post feminism, ecofeminism, cyberfeminism from Feminisms an Introduction.

PROSE:

Betty Friedan : The Problem that Has No Name - from Feminine Mystique
Chimamanda Adichie : We should All be Feminists

UNIT II: POETRY

Hours: 14

Judith Wright : Eve to Her Daughters
Adrienne Rich : Aunt Jenifer’s Tigers
Gwendolyn Brooks : Jessie Mitchell’s Mother
Gladys Cardiff : Combing
Supata Bhattacharya : Draupadi
Bilqis Zafirul Hasan : Dignity
Julia Alvarez : Women’s Work
Patricia Lockwood : Rape Joke

UNIT III: DRAMA Hours: 18

Manjula Padmanabhan : Lights Out
Maishe Maponya : Umongikazi/The Nurse

UNIT IV: FICTION Hours: 19

Sue Monk Kidd : The Secret Life of Bees
Nawal-Al-Saadawi : Woman at Point Zero

UNIT V: SHORT STORIES Hours: 12

Farkhanda Lodhi : The Poor Thing
Lalithambika Antharjanam : Admission of guilt

Recommended Texts:


Books for Reference:


Journals


2. Feminist Theory. Sage journals


E-resources

1. www.unwomen.org

2. www.genderwatch.org

3. www.gendercawater

4. ncw.nic.in

5. www.progressivewomensleadership.com

COURSE OUTCOMES:

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<tr>
<td>CO 1</td>
<td>Appreciate women writers from various cultures and countries across the world</td>
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<td>CO 2</td>
<td>Recognize their own rights as women and their worth as human beings with equal status with men in society</td>
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<td>CO 3</td>
<td>Acquire a thorough knowledge of the women’s liberation/feminist movement with its landmark writings</td>
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<td>CO 4</td>
<td>Sensitive to the issues of women from various backgrounds and to their heterogeneous voices.</td>
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<td>CO 5</td>
<td>Familiar with contemporary feminist theories</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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I M.A. SEMESTER – I

POPULAR LITERATURE (Major Elective I)

TOTAL HOURS: 5 [75 Hours]  COURSE CODE:
CREDITS: 3

COURSE OBJECTIVES

1. To introduce the students to popular and mass culture
2. To explain the distinction between high and popular culture.
3. To introduce the students to popular literature
4. To familiarize the students to various forms of popular literature
5. To introduce the students to various theories of popular literature

COURSE OUTLINE

UNIT I:

Leslie Fiedler : Towards a Definition of Popular Literature - from Super Culture: American Popular Culture and Europe
Raymond Chandler : The Simple Art of Murder.

UNIT II:

Anton Chekhov : The Boor
William Gibson : The Miracle Worker
UNIT III: Hours: 15
Edgar Allan Poe: The Cask of Amontillado
Sir Arthur Conan Doyle: The Red Headed League

UNIT IV: Hours: 15
Louis L’ Amour: War Party
Arthur C. Clarke: 2001: A Space Odyssey

UNIT V: Hours: 15
Daphne Du Maurier: Rebecca

Recommended Texts

Books for Reference


**Journals**


2. East Asian journal of Popular Culture.

**Eresource**

1. www.jstor.org

2. www.journalofpopularculture.com


4. www.jltonline.de

5. www.tezu.ernet.in

**COURSE OUTCOMES:**

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<td>CO 1</td>
<td>Understand the significance of popular culture and literature</td>
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<td>Understand the distinction between high and popular culture</td>
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<td>CO 3</td>
<td>Appreciate literature in various popular forms</td>
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<td>CO 4</td>
<td>Acquire knowledge about the various theories in popular literature</td>
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<td>CO 5</td>
<td>Explore the unique features of popular literature through exemplary works in this area</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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I M.A. SEMESTER - I

GREEN STUDIES (Major Elective II)

TOTAL HOURS: 5 [75 Hours]  COURSE CODE: 175505
CREDITS: 3

COURSE OBJECTIVES

1. To sensitize the students about ecological issues

2. To discuss the connection between literature and ecology.

3. To discuss how nature and ecological issues are being represented in literature.

4. To introduce the students to the concepts of environmental justice and sustainable development.

5. To introduce the students to contemporary theories in eco-criticism

COURSE OUTLINE

UNIT I  Hour: 15
Introduction to green studies, literary ecology, ecocriticism, ecopoetics, ecosophy, deep and shallow ecology, ecofeminism, bioregionalism, Tinai, Oikopoetics-Oikos-Intergrative, hierarchic and anarchic, environmental justice.

William Rueckert : Literature and Ecology
Maria Mies and Vandana Shiva : Ecofeminism
Nirmal Selvamony : Tinai Studies

UNIT II: POETRY


William Wordsworth : The World is Too Much with Us
P.B Shelley : Ode to the West Wind
William Blake : The Fly
D.H. Lawrence : The Snake
Dylan Thomas : The Force that Through the Green Fuse
Gordon J.L Ramel : Wetlands

UNIT III: PROSE/DRAMA: Hour: 20

Prose:
Rachel Carson : A Fable for Tomorrow
Chief Seattle : 1854 Oration
Arundhati Roy : The Greater Common Good

Drama:
Mahasweta Devi : Water

UNIT IV: FICTION: Hour: 15


UNIT V: SHORT STORIES: Hour: 15

A.K Ramanujam : A Flowering Tree
Ernest Hemmingway : The Snows of Kilimanjaro
Ambai : A Kitchen in the Corner of the House

**Recommended texts**


**Books for Reference**


**Journals:**

1. Indian Journal of Ecocriticism

2. Canary-USA
E-resources

1. www.academicoup.com
2. flyway.org
3. www.environmentandsociety.org
4. www.ecozona.eu
5. www.un.org/sustainabledevelopment

COURSE OUTCOMES:

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<td>Comprehend the issues concerning the environment</td>
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<td>Understand the importance of preserving ecological balance</td>
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<td>CO 3</td>
<td>Explore the ways in which nature and environment are represented in literature</td>
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<td>CO 4</td>
<td>Delve into the concepts of environmental justice and sustainable development</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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I M.A. SEMESTER – I

MYTH AND LITERATURE (Major Elective II)

TOTAL HOURS: 5 [75 Hours] COURSE CODE:

CREDITS: 3

COURSE OBJECTIVES

1. To introduce the students to the concepts of myth, legend and fable

2. To expound the relationship between myth and literature.

3. To introduce the students to the mythologies of various cultures.

4. To expose her to the representations of mythologies in various genres of literature.

5. To familiarize her to various theories of myths.

COURSE OUTLINE

UNIT I: Hours: 15

Northrop Frye: The Archetypes of Literature
Introduction in Thomas Bullfinch: The Age of Fable

UNIT II: Hours: 15

Stories from Greek Epics: Homer’s Iliad -- The Trojan War, Ulysses
Virgil’s Aeneid: Adventures of Aeneas

UNIT III: Hours: 15

Prometheus and Pandora
Python
King Midas
Narcissus
Perseus & Medusa
The Sphinx
The Centaurs, The Pygmies, The Griffin
UNIT IV:  

Medea and Golden Fleece  
Hercules  

UNIT V:  

King Arthur and The Knights of the Round Table  

Joseph Brucher (retold)  :  Racing the great Bear  (Red Indian)  
Robert D.Sam(retold)  :  Otoonah (Eskimo)  
Mary Pope Osborne  :  Pecos Bill (Mexican)  

Recommended texts  


Books for Reference  


Journals  

1. Mythological Studies journal.
2. Amaltea

Eresource

1. www.immanencejournal.com
2. www.writework.com
3. http://mcl.as.uky.edu
4. www.academia.edu
5. www.literarydevices.com myth

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<td>CO 1</td>
<td>Understand the concept of myth and mythology</td>
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<td>CO 2</td>
<td>Understand the relationship between myth and literature</td>
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<td>CO 3</td>
<td>Familiar with theories of myth and archetypes</td>
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<td>CO 4</td>
<td>Fathom the archetypal, myth and folk forms of literature</td>
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<tr>
<td>CO 5</td>
<td>Appreciate the mythologies of various people</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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ENGLISH AND ATTITUDINAL SKILLS FOR COMMUNICATION

PURPOSE
To enhance holistic development of students and improve their employability skills

INSTRUCTIONAL OBJECTIVES
1. To develop inter personal skills and be an effective goal oriented team player
2. To develop professionals with idealistic, practical and moral values
3. To develop communication and problem solving skills
4. To re-engineer attitude and understand its influence on behavior

UNIT I – SELF ANALYSIS

UNIT II – CREATIVITY
What is Creativity – Creativity manifest in the work environment – Importance of creativity – Techniques for creativity – Brainstorming – Out of box thinking – Lateral thinking

UNIT III – MOTIVATION

UNIT IV – ATTITUDE
Definition – Factors influencing attitude – challenges – Bad Vs Good attitude – Benefits of positive attitudes – Factors influencing attitude – challenges and lessons from attitude –
UNIT V – GOAL SETTING  Definition – Goal Setting – Short medium and long term goals – Importance of goal setting – choices / selection of goal setting – Steps for goal setting. SMART goal – wish list – Blue print for success. Time management – Value of time-Diagnosing time management – Weekly planner to do list prioritizing work.

TEXT BOOKS:

Soft skills, 2016, Career Development Centre, Green pearl publication

REFERENCE

3. Thomas A Harris, I am ok you are ok , New York- Harper and Row, 1972
COURSE OBJECTIVES

OBJECTIVES:

1. To acquaint students with major trends and writers in English literature through detailed study of specific literary works of different genres in the Victorian age.
2. To interpret the socio-historic and cultural background of the Victorian age.
3. To introduce students to various literary forms in poetry, prose and drama that are popular in the Victorian age through a study of representative writers.
4. To expose the students to the genre of short fiction written extensively during this period.
5. To enable students to read and appreciate critically the literary works by the major English authors of the Victorian Age.

COURSE OUTLINE

UNIT I: POETRY Hours: 16

Tennyson : A Farewell  
Robert Browning : Love among the Ruins  
Arnold : Growing Old  
Hopkins : The Handsome Heart  
Christina Rossetti : The Poor Ghost  
Barrett Browning : A Dead Rose  
Swinburne : A Child’s Laughter  
Morris : Haystack in the Floods

UNIT II: PROSE Hours: 15

John Ruskin : Sesame: Of King’s Treasuries para 1 to 20  
T. B. Macaulay : We must look forward to a time when Indians will hold high Offices - from Government of India

UNIT III: DRAMA Hours: 17

Thomas Brandon : Charley’s Aunt  
Oscar Wilde : Lady Windermere’s Fan

UNIT IV: FICTION Hours: 15

Thomas Hardy : Mayor of Caster Bridge  
Emily Bronte : Wuthering Heights

UNIT V: SHORT STORIES Hours: 12

Dickens : The Haunted House  
Wilkie Collins : Who Killed Zebedee
RECOMMENDED TEXTBOOKS:


BOOKS FOR REFERENCE:


JOURNALS:

*Project Muse* Volume 57 number 1 Spring 2019.


E-LEARNING RESOURCES

https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-lady-windermeres-fan

http://oscarwildesociety.co.uk/publications/the-wildean/

https://www.jstor.org/journal/victpoet

https://www.questia.com/library/p75260/victorian-poetry

https://www.jstor.org/journal/victlitcult
COURSE OUTCOMES:

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<th>CO Number</th>
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<tr>
<td>CO 1</td>
<td>Display a working knowledge of the social, historical and cultural contexts of British literature in the Victorian Age.</td>
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<tr>
<td>CO 2</td>
<td>Identify and describe distinct literary characteristics of British literature of different genres in the Victorian Age.</td>
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<tr>
<td>CO 3</td>
<td>Exhibit an in depth knowledge of the development of various genres during the Victorian age.</td>
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<tr>
<td>CO 4</td>
<td>Appreciate the aesthetics of literature through a study of representative writers.</td>
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<tr>
<td>CO 5</td>
<td>Develop a sense of understanding of human relations and values by the exposure to literature in the Victorian Age.</td>
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MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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I M.A. SEMESTER - II

WORLD LITERATURES IN ENGLISH TRANSLATION

TOTAL HOURS: 5 [75 Hours]  COURSE CODE: 175507
CREDITS: 4

COURSE OBJECTIVES

1. To introduce the students to non-English speaking literatures written around the world.

2. To introduce them to the works of some of the Nobel Prize winners for literature.

3. To emphasise the fact that literatures other than English exist.

4. To sensitize them to the various cultures, issues and voices of the world.

5. To introduce the students to contemporary critical theories from around the world.

COURSE OUTLINE

UNIT I: PROSE        Hours: 15

Svetlana Alexievich : On the Battle Lost – The Nobel Prize Lecture
(Russia)
Yu Hua : Copycat - from China in Ten Words (China)
S. Muthiah : In the Curves of The Cooum (India)

UNIT II: POETRY    Hours: 16

Tomas Transtromer : The Indoors is Endless (Sweden)
Wislawa Szymborska : Dreams (Poland)
Gagan Gill : Here (India)
Kapardeli Eftichia : A City one Wish (Greek)
Jaroslav Seifert : A Chaplet of Sage (Austria)
Mahmoud Darwish : As He Walked Away (Palestine)
Pablo Neruda : Death Alone (Chile)
Yahia Al-Samawy : Don't Light the Candles (Iraq)
UNIT III: DRAMA

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bertolt Brecht</td>
<td>Mother Courage and Her Children (German)</td>
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<tr>
<td>Eugene Ionesco</td>
<td>Rhinoceros (France)</td>
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UNIT IV: FICTION

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<thead>
<tr>
<th>Author</th>
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<tr>
<td>Yasunari Kawabata</td>
<td>Thousand Cranes (Japan)</td>
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<tr>
<td>Gabriel Garcia Marquez</td>
<td>One Hundred Years of Solitude (Columbia)</td>
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UNIT V: SHORT STORIES

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<tbody>
<tr>
<td>So Kiwon</td>
<td>The Heir (Korea)</td>
<td>Korea</td>
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<tr>
<td>Rosario Ferre</td>
<td>The Youngest Doll (Puerto Rico)</td>
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<tr>
<td>Yasmin Marri</td>
<td>The Poison of the Blue Rose (Baluch)</td>
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Recommended Texts


Books for reference


COURSE OUTCOMES:

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<td>CO 1</td>
<td>Explore the contemporary non-English literatures from around the world including popular Nobel Prize books</td>
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<td>CO 2</td>
<td>Understand the role of translation in rendering the non-English speaking world literatures accessible to them</td>
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</table>
CO 3  Realize how translations have enhanced and enriched the English language and literature

CO 4  Explore various cultural practices and social conditions and issues through literature which broaden their perspectives and worldviews, creating respect for other cultures and worldviews without passing value judgments

CO 5  Familiar with the current trends in world literatures.

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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**I M.A. SEMESTER – II**

**LITERARY THEORY AND CRITICISM – I**

**TOTAL HOURS:** 5 [75 Hours]  
**COURSE CODE:** 175508  
**CREDITS:** 4

**COURSE OBJECTIVES:**

1. To create an overview of criticism of all ages, Eastern and Western.
2. To understand the various perspectives in criticism.
3. To relate theory with its application on different texts.
4. To analyse the concepts discussed in the texts
5. To develop critical thinking and understanding of the texts
UNIT I: CLASSICAL CRITICISM  
Aristotle  :  Concept of Tragedy and Comedy Part V and VI - from Poetics  
Horace  :  Ars Poetica Part II

UNIT II: SEVENTEENTH AND EIGHTEENTH CENTURY CRITICISM  
Sidney: Part II  :  The Argument - from An Apologie for Poetry  
Samuel Johnson  :  Shakespeare’s excellence as a poet - from Preface to Shakespear  

UNIT III: NINETEENTH CENTURY AND TWENTIETH CENTURY CRITICISM  
Matthew Arnold  :  Function of Criticism at the Present Time  
Edgar Allan Poe  :  The Philosophy of Composition  
John Crowe Ransom  :  The New Criticism

UNIT IV: INDIAN POETICS – EARLY PERIOD  
Dhananjaya  :  Definitions and Descriptions in Drama  
Sri Aurobindo  :  The Sources of Poetry and The Essence of Poetry

UNIT V: INDIAN POETICS – RECENT PERIOD  
K. Satchidanandam  :  Dilemmas of Indian Literary Criticism - from FRONTLINE, March 2014  

RECOMMENDED TEXTBOOKS:  
REFERENCE BOOKS:


JOURNALS:

2. Academic.edu 2017 web

E-LEARNING RESOURCES:

1. https://pdfs.semanticscholar.org/1f8f/18187a8f993451b38165aab239acd498c1f8.pdf

COURSE OUTCOMES:

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<td>CO 1</td>
<td>The student shall have a framework of understanding the criticisms of the west and the east</td>
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<td>CO 2</td>
<td>The student shall gain insight into the diverse perspectives of all texts</td>
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<tr>
<td>CO 3</td>
<td>Shall attempt to apply the concepts on texts under study</td>
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<td>CO 4</td>
<td>Shall relate theory and its application</td>
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<td>CO 5</td>
<td>Shall gain analytical skills</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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KEY: STRONGLY CORELATED-3, MODERATELY CORELATED-2, WEAKLY CORELATED-1, NO CORELATION-0
I M.A. SEMESTER – II
ENGLISH LANGUAGE AND APPLIED LINGUISTICS

TOTAL HOURS: 5 (75 Hours)    COURSE CODE: 175509
CREDITS: 4

COURSE OBJECTIVES:

1. To offer a scientific study of English language and its phonetic aspects.
2. To expose the students to a better understanding of the language through a diachronic study.
3. The students must know the linguistic features that can be applied or corroborated with their native language.
4. To obtain an indepth analysis of all technical aspects in language and literature
5. To understand various aspects of language and linguistics.

COURSE OUTLINE:

UNIT I: INTRODUCTION          Hours: 15

Origin of Language
Change of Meaning
Evolution of Standard English

UNIT II: PHONETICS AND PHONOLOGY      Hours: 15

Consonants, Vowels and Diphthongs and their classification
Rhythm, Word Accent, Stress, Intonation
Transcription of Sentences

UNIT III: MORPHOLOGY          Hours: 16

UNIT IV: SYNTAX & SEMANTICS Hours:16
Traditional, Structural, Phrase Structure Grammar, Transformational Grammar

UNIT V: APPLIED LINGUISTICS Hours:13
Contrastive Analysis, Error Analysis
Stylistics Contrastive Error

GRAMMAR USAGE
Sentence Structure
Discourse Markers – Ambiguity

RECOMMENDED TEXTBOOKS:

REFERENCE BOOKS:

JOURNALS:
1. Journal of English Language Teaching
2. Springer

E-LEARNING RESOURCES:
1. https://www.journals.elsevier.com/journal-of-phonetics
2. https://www.journals.elsevier.com/journal-of-phonetics

COURSE OUTCOMES:

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<td>Description</td>
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<tr>
<td>CO 1</td>
<td>The learners will get a better knowledge of English through phonetics.</td>
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<tr>
<td>CO 2</td>
<td>The learners will be able to get a comprehensive perspective on the linguistic features that have contributed towards the growth of the language.</td>
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<tr>
<td>CO 3</td>
<td>Will understand and describe the historical development of the language</td>
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<td>CO 4</td>
<td>Comprehend the Core areas of language analysis</td>
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<tr>
<td>CO 5</td>
<td>Gain an understanding of all technical aspects in language.</td>
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**KEY:**
- **STRONGLY CORELATED** - 3
- **MODERATELY CORELATED** - 2
- **WEAKLY CORELATED** - 1
- **NO CORELATION** - 0
COURSE OBJECTIVES:

1. This paper has been an innovative one for students to understand different cultures of the world.
2. The students will observe a multidimensional aspect of culture and life through the art of storytelling.
3. To create an awareness of world literature
4. To understand the values insisted by the tales prescribed here.
5. To heighten the creative skills of the students and to analyse the creativity of the authors.

COURSE OUTLINE:

UNIT I: BACKGROUND STUDY: Hours:12

1. Oral Tradition and History 2. Folklore and Globalisation 3. The future of Folklore in the new Millenium 4. Folklore, Oral tradition and Local History – from Folklore in the New Millenium

UNIT II: INDIGENOUS FOLKLORE Hours:13

The Chief who was no fool (African tale)
White Crow hides the Animals (kiowa- Native American)
Maui and the Giant Fish (Maori- New Zealand)
The boy in the land of Shadows (Canadian)
The Bumbudoolooeys (Australia)

UNIT III: EUROPEAN FOLKLORE Hours:13

The Battle of the Birds : Celtic
The Fisherman and his Wife : Germania
UNIT IV: ASIAN FOLKLORE AND INDIAN FOLKLORE  

The Cobbler Astrologer  :  Arabic
The Two Jugglers  :  Chinese
Reflections  :  Japanese
Wealth or Wisdom  :  India
The Bird with Two Heads  :  India

UNIT V: OTHER ASPECTS IN FOLKLORE AND ORAL LITERATURE  

Songs and Narration expressed through Performance during festivals like New Year and harvest festivals
Proverbs or Maxims used

RECOMMENDED TEXTBOOKS:
1. Reddy, Chenna ed. *Folklore in the New Millenium* Delhi: Research India Press 2012
2. Baycroft, Timothy. *Folklore and Naturalism in Europe during the long 19thC* Brill Pub 2012

REFERENCE BOOKS:

JOURNALS:
1. Indian Folklore Research Journal
2. jstor

E-LEARNING RESOURCES:

### COURSE OUTCOMES:

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<td>CO 1</td>
<td>The student will be able to comprehend the different cultures of the world through the narrative mode.</td>
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<td>Will realise the significance of culture in every society</td>
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<td>CO 3</td>
<td>Will understand that culture is part of the world literatures.</td>
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<td>CO 4</td>
<td>Will recognise the values existing in different cultures of the world</td>
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<td>CO 5</td>
<td>Will give a chance to analyse the creative aspect in story telling</td>
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KEY: STRONGLY CORELATED - 3  MODERATELY CORELATED - 2  WEAKLY CORELATED - 1  NO CORELATION - 0

I.M.A. SEMESTER — II
CULTURAL STUDIES (Major Elective III)

TOTAL HOURS: 4 (60 Hours)  COURSE CODE:
CREDITS: 3

COURSE OBJECTIVES:

1. To impart the socio-historic aspect of literature
2. To enable students to understand various cultures across the globe
3. To trace the culture from the medieval to the modern era
4. To recognise the existence of different cultures of the world
5. To understand the influence of Culture on the text created by the writer

COURSE OUTLINE

UNIT I: PROSE  Hours:15
Austin Warren  :  Literature and Society
Issac Sequiera  :  Popular Culture

UNIT II: POETRY  Hours:15
Rajakopalachary  :  From Ramayana (Indian)
Richard Wright  :  Hokku Poems
Japanese  :  Three Haiku
Omar Khayyam  :  Rubaiyat (Persian)

UNIT III: DRAMA  Hours:15
Moliere  :  The Hypochondria (French)
Mahashweta Devi  :  Rudali (Indian)
UNIT IV : FOLK

Elizabeth Gille : Alibaba & 40 Thieves
          (Middle East)
Chinnue Achebe : Why the Tortoise shell is not smooth
          (African)
John Mc Phee : The Lochness Monster
          (Scottish)
Mary White Bird : Ta-na-a-ke (Native American)

UNIT V: SHORT STORIES

Alfred Kazin : From A Walker in the City (The kitchen)
          (Jewish)
Eloise Engle : Terror in the North
          (Alaskan)

RECOMMENDED TEXTBOOKS:

Rutherford Anna and Donald Hannab : Commonwealth Short Stories. Edward

BOOKS FOR REFERENCE:

Milner, Andrew and Jelf Browitt : Contemporary Cultural Theory: An
Gary Hall, Claire Birchell : New Cultural Studies. Orient Blackwan
          India, 2009.
Nayar, Pramod. K : Contemporary Literary and Cultural Theory :
          From Structuralism to Ecocriticism.


Journals

          Gray USA.
E-learning Resources

1. https://www.plu.edu/jensenmk
2. http://literarydevices.net/haiku
4. www.readwritethink.org/resources

COURSE OUTCOMES:

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<tr>
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<tbody>
<tr>
<td>CO 1</td>
<td>To realise the significance of different cultures in the world</td>
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<td>CO 2</td>
<td>To understand the linguistic codes based on culture</td>
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<td>CO 3</td>
<td>To apply new interpretation of cultural folklore</td>
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<tr>
<td>CO 4</td>
<td>To appreciate world cultures in the context of universality</td>
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<td>CO 5</td>
<td>To analyse cultural factors that produce such texts of creativity</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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TOTAL HOURS: 4 (60 Hours)  COURSE CODE: 175511
CREDITS: 3

COURSE OBJECTIVES:

1. To teach the fundamentals of good writing.
2. To expose the students to a variety of techniques to improve their writing process and gain new insights as a writer.
3. To make the students aware of the basic conventions of short fiction writing.
4. To guide the students to write better and more creatively.
5. To enhance students’ employability by the application of their creative talents.

COURSE OUTCOME:

UNIT I:  Hours: 11

The Creative Writer

Characteristics of writers

Problems of writers

UNIT II:  Hours: 13

The Fiction Writer: The Novelist, The Short Story Writer, The Playwright & The Television and Film Writer

Material for Fiction: Perception and Remembrance & Choice of Subject

UNIT III:  Hours: 13

The Anatomy of a short story: Setting, Characters, Structure

Attributes: External Attributes, Internal Attributes, Environment

Methods of Characterization: Exposition, Dialogue, Inner Monologue, Narration

UNIT IV:  Hours: 13
Structure and Pattern: Point of View, Focus, Conflict, Theme, Time Span

Tone: Sound & Atmosphere

Style: Individuality & Respect for Language

UNIT V: Writing a Short Story for In-House Magazine

RECOMMENDED TEXTBOOKS:


BOOKS FOR REFERENCE:


JOURNALS:


E-LEARNING RESOURCES:

http://outofprintmagazine.co.in/submission-guidelines.html


https://creativewritingstudies.com/journal/
COURSE OUTCOMES:

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<th>CO Number</th>
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<tr>
<td>CO 1</td>
<td>Appreciate literature as a creative art and the aesthetics of language.</td>
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<td>CO 2</td>
<td>Display a working knowledge of the short story as a literary genre</td>
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<td>CO 3</td>
<td>Identify and describe distinct literary characteristics of the short story form</td>
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<td>CO 4</td>
<td>Analyse short stories for their structure and meaning, using correct terminology</td>
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<td>CO 5</td>
<td>Write their own short stories with a broad perspective of universal human experiences</td>
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MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SOFT SKILLS-II

LSRW SKILLS FOR EFFECTIVE COMMUNICATION

PURPOSE

To enhance holistic development of students and improve their employability skills

INSTRUCTIONAL OBJECTIVES

1. To develop interpersonal skills and be an effective goal oriented team player
2. To develop professionals with idealistic, practical and moral values
3. To develop communication and problem solving skills
4. To re-engineer attitude and understand its influence on behavior

Unit I – INTERPERSONAL SKILLS

Meaning of interpersonal skills- List of interpersonal skills-Components of interpersonal skills- Technique required improving interpersonal skills – Benefits of effective interpersonal skills.

Team work – Necessity of team work personally, socially and educationally

Unit II – LEADERSHIP

Definition – list of leadership skills- Importance of leadership skills- Developing leadership skills- skills for a good leader-Assessment of leadership skills – case study on leadership skills

Unit III – STRESS MANAGEMENT

Cause of stress and its impact- manage and distress, Circle of control, Stress buster.


Unit IV – CONFLICT MANAGEMENT

Introduction – Causes of conflict – Types of conflict – Conflicts in Human Relations – Reasons case studies- Conflict management strategies- Approaches to conflict resolution

Unit V – DECISION MAKING AND PROBLEM SOLVING

Definition – Types of decision making –Steps of decision making-Factors affecting decision making-Decision making process -six C’s of decision making – Problem solving- Types of
problem encountered at work place – Approaches to problem solving- Characteristics of effective problem solving – problem solving model and tool – Fishbone analysis-

**TEXT BOOKS:**

Soft skills, 2016, Career Development Centre, Green pearl publication

**REFERENCE**

3. Thomas A Harris, I am ok you are ok , New York- Harper and Row,1972

**SEMESTER III**

**II M.A. SEMESTER - III**

**Core**

Shakespeare

**Core**

American Literature

**Core**

Modernism – Post-Modernism

**Core**

Literary Theory and Criticism - II

**Major Elective IV**

Literature for Young Adults

**Extra Disciplinary II**

Biography/Autobiography

Film and Literature
SEMESTER III

SHAKESPEARE

TOTAL HOURS: 5 [75 Hours]  COURSE CODE: 175512
CREDITS: 4

COURSE OBJECTIVES:
1. Explore and appreciate the Age of Shakespeare
2. Identify the different approaches to the study of Shakespeare
3. Be familiar with Shakespeare’s language and its relevance to the contemporary world.
4. Understand the significance of Shakespeare
5. Comprehend the themes of Shakespeare’s plays

COURSE OUTLINE:

UNIT I: TRAGEDY  17 Hours
Timon of Athens

UNIT II: COMEDY  15 Hours
Merry Wives of Windsor

UNIT III: HISTORICAL  15 Hours
King John

UNIT IV: SONNETS  12 Hours
Sonnets – 22, 43, 123, 137, 144, 153

UNIT V:  16 Hours
Shakespearean Audience
Importance of Opening Scene
Shakespearean Clowns
Supernatural Element
Asides & Soliloquies
Mythical & Archetypal Study of Shakespeare’s Plays
RECOMMENDED TEXTBOOKS


REFERENCE BOOKS:


JOURNALS:


E-LEARNING RESOURCES:

1. https://shakespearedocumented.folger.edu/
2. https://morningside.libguides.com/shakespeare
3. https://libguides.reading.ac.uk/english-literature/shakespeare-on-film

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<td>CO 1</td>
<td>Comprehend the concepts of Drama and Theatre and their relevance to life</td>
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<td>Brief the biography of Shakespeare</td>
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<td>CO 3</td>
<td>Understand the impact of Shakespeare on Literature</td>
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Understand the impact of Shakespeare on Literature

CO 5
Analyse the timeless themes of Shakespeare’s plays

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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**SEMESTER III**

**AMERICAN LITERATURE**

**TOTAL HOURS: 5** [75 Hours]  
**COURSE CODE: 175513**  
**CREDITS: 4**

**COURSE OBJECTIVES:**

1. Help students to participate and critically analyse the melting pot of cultures and to expose them to American English.

2. Demonstrate familiarity with the social and political forces shaping American culture.

3. Expose students to the literature of the Colonial Times, the Civil War, the 1920,
the Great Depression and representative authors and works.


5. Learn the socio and historical significance of American literature.

**COURSE OUTLINE:**

**UNIT I: INTRODUCTION**  
15 Hours

- Walter Blair et al: Historical inter chapter - from *Literature of the United States*
- Malcolm Bradbury & Howard Temperley: War and cold war – from *Introduction to American Studies*

**UNIT II: PROSE / AUTOBIOGRAPHY**  
15 Hours

- Mark Twain: *How to Tell a Story*
- Prof Irving Babbit: *The Critic and the American Life*
- Langston Hughes: *Theme for English B*

**UNIT III: POETRY**  
15 Hours

- Robert Lowell: *Skunk Hour*
- Casey Jones: *Railroad Oral Song*
- R. Frost: *Once by the Pacific*
- Richard Eberhart: *On a Squirrel, Crossing the Road in Autumn, In New England*
- Edna St. Vincent Millay: *An Ancient Gesture*
- Countee Cullen: *Yet Do I Marvel*
- Walt Whitman: *There was a Child*
- E.E. Cummings: *Old Age Sticks*

**UNIT IV: DRAMA**  
14 Hours

- Edward Albee: *The American Dream*
- Tennessee Williams: *A Streetcar Named Desire*

**UNIT V: FICTION**  
16 Hours

- J.D. Salinger: *Catcher in the Rye*
SHORT STORIES

Edgar Allan Poe : Murders in the Rue Morgue
John Updike : Brother Grasshopper
Thornton Wilder : The Bridge on San Luis Rey
Reynolds Price : The Knowledge of My Mother’s Coming Death

RECOMMENDED TEXTBOOKS:


REFERENCE


JOURNALS:

2. The Cambridge Quarterly the American Historical Review, The United Kingdom, Oxford University Press.

E-LEARNING RESOURCES:

1. [www.en.utexas.edu>amlit>links](http://www.en.utexas.edu>amlit>links)
2. [https://libguides.southernct.edu/c.p.](https://libguides.southernct.edu/c.p.)
3. [https://www.nypl.org/node](https://www.nypl.org/node)
5. [https://lidguides.bc.edu/earluy-a...](https://lidguides.bc.edu/earluy-a...)

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<td>CO 1</td>
<td>Learn the socio, historical background of America as Global Power</td>
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<td>CO 2</td>
<td>Introduce the glossary of literary terms</td>
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<td>CO 3</td>
<td>Inquire into Transcendentalism and its impact</td>
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<td>CO 4</td>
<td>Develop cultural awareness</td>
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<td>CO 5</td>
<td>Improve critical thinking through interpretation and comparative analysis</td>
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**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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SEMESTER III

MODERNISM AND POST MODERNISM

TOTAL HOURS: 5 [75 Hours] COURSE CODE: 175514
CREDITS: 4

COURSE OBJECTIVES:

1. Expose students to the current theories and terms of literature.

2. Develop a modern belief in an orderly Newtonian Universe of the certitude of Cartesian philosophy.

3. Learn the concepts and terms related to the age

4. Understand the relationship between the two movements

5. Introduce various critics and their critique

COURSE OUTLINE:

UNIT I: INTRODUCTION 15 Hours

Terry Eagleton : Capitalism, Modernism & Post Modernism

E.D. Hirsch : Faulty Perspectives

UNIT II: PROSE 13 Hours

Aldous Huxley : Wordsworth in the Tropics
Martin Esslin : Significance of the Absurd
Northrop Frye : The Drunken Boat: The Revolutionary Element in Romanticism

UNIT III: POETRY

15 Hours

Wilfred Owen : A Strange Meeting
W.B. Yeats : The Second Coming
T.S. Eliot : The Wasteland (Part 1)
Thomas Gunn : On the Move
Beatles : Lucy in the Sky with Diamonds
Dylan Thomas : And Death Shall Have No Dominion
R.S. Thomas : In Church

UNIT IV: DRAMA

15 Hours

Peter Schaffeur : Amadeus (Mozart)

UNIT V: SHORT FICTION

15 Hours

Franz Kafka : Prometheus

UNIT V: KEY TERMS AND CONCEPTS

15 Hours

Hegemony
Hybridity
Rastafarianism
Psycho – Analaysis
Fanonism
Absurd
Baroque
Existentialism
Modernism
Myth
RECOMMENDED TEXTBOOKS:

1. Lodge David, 2nd Edition *Modern Criticism Theory*

REFERENCE:


JOURNALS:


E-LEARNING RESOURCES:

3. [https://eloi.org/1o.1177/0170840690501600606](https://eloi.org/1o.1177/0170840690501600606).
5. [https://www.online.info>kaf](https://www.online.info>kaf).
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<tr>
<td>CO 1</td>
<td>Examine the issues related to international dimensions of Modernism – Post Modernism</td>
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<td>CO 2</td>
<td>Comprehend the concepts, terms and critiques related to their Ages</td>
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<td>CO 3</td>
<td>Expose to various critics</td>
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<td>CO 4</td>
<td>Trace the development of individual and social identities</td>
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<td>CO 5</td>
<td>Analyse the relationship between the two movements from a critical perspective</td>
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## MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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COURSE OBJECTIVES:

1. Help students know the various literary movements and their association with art and to expose them to literary theories of 20th century stalwarts such as Eliot, I.A.Richards & Brooks etc.

2. Explore masterpieces of criticism

3. Appreciate Indian poetics and dramatics

4. Expose to the various literary movements in Europe.

5. Introduce the relationship between fine arts and literature from the beginning of 20th century.

COURSE OUTLINE:

UNIT I: INTRODUCTION  
15 Hours
Schools of Literary Theory - from Ram Yattan Yadav’s New Literature in English

ART & LITERATURE MOVEMENTS

1880’s - Symbolist Movement
1910 - Expressionism
1912 - Vorticism – Ezra Pound & Eliot
1913 - Imagism / Impressionism
1917 - Surrealism (Abstract Art)
1920’s & 30’s - Futurism
UNIT II: APPROACHES TO CRITICISM

1920’s - Marxist
1941 - New Criticism
1950’s - Modernism
1960’s - Post-Modernism
1960’s – 70’s - Structuralism
1970’s – 80’s - New Historicism

a. from V.S. Sethuraman’s Introduction to Contemporary Criticism and an Anthology.

UNIT III: ESSAYS PART I

T.S. Eliot : Religion & Literature
I.A. Richards : Practical Criticism – Poem VII
Cleanth Brooks : The Language of Paradox
M.H. Abrams : The Deconstructive Angel

UNIT IV: ESSAYS PART II

Stephen Greenblatt : The Circulation of Social Energy
Wolfgang Iser : The Reading Process: A Phenomenological Approach

UNIT V: ASSOCIATIVE CONCEPTS & TERMS IN LITERARY CRITICISM

Abrogation
Contrapuntal Reading
Filiation / Affiliation
Objective Co-relative
Deconstruction
Formalism
Dissociation of Sensibility
Hermeneutics
Stream of Consciousness
Poetics
Pastiche

RECOMMENDED TEXTBOOKS:

REFERENCE:

JOURNALS:

E-LEARNING RESOURCES:
### COURSE OUTCOMES:

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<tr>
<td>CO 1</td>
<td>Expose to the various literary movements in Europe</td>
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<td>CO 2</td>
<td>Introduce the relationship between fine arts and literature</td>
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<td>CO 3</td>
<td>Comprehend Literature as a body of knowledge open to multiple interpretations</td>
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<td>CO 4</td>
<td>Become familiar with major schools of thought and their relevance in everyday life</td>
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<td>CO 5</td>
<td>Experience Literature as a potential tool for social and political changes</td>
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### MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SEMESTER III
LITERATURE FOR YOUNG ADULTS
[Major Elective IV]

TOTAL HOURS: 4 [60 Hours] COURSE CODE: 175516
CREDITS: 3

COURSE OBJECTIVES:

1. Help students of literature to partake in a Child’s world of Story and Fairytale.

2. Identify the major writers, works and periods of children’s literature. Historic development of literature for children.

3. Demonstrate the historical background. To identify the value of literature for young people through the eyes of the child.

4. Make an analytic and interpretative research.

5. Train in creative writing

COURSE OUTLINE:

UNIT I: INTRODUCTION 12 Hours

Peter Hunt : Introduction to Children’s Literature
Philip Pullman : Introduction – from Grimm’s Tales for Young and Old

UNIT II: POETRY 12 Hours

African Oral poetry : The Baboon
Thomas Sterns Eliot : A Dog is a Dog
Sarojini Naidu : Coromandal Fishes
Mary Howitt : The Spider & The Fly
H.W. Long Fellow : Children
Victor Hugo : A Sunset
Alfred Joyce Kilmer : Trees
Roald Dahl : The Dentist & The Crocodile
UNIT II: GRAPHICS/COMICS

Edgar Rice Burrough’s Adventures of Tintin : Tarzan of the Apes
Adventures of Tintin : Red Rackham’s Treasure

UNIT III: FABLES & FAIRY TALES

Nathaniel Hawthorne : The Gorgon’s Head
Enid Blyton : The Wonderful Tar-Baby
Panchatantra : The Jackal who killed No Elephants
Grimm : Hansel & Gretel
La Fontaine : The Ant and the Grasshopper
Jean de Aesop Fables : The Bird in Borrowed Feathers

UNIT V:

FICTION

Rudyard Kipling : The Jungle Book

SHORT STORIES

Seema Chatterjee : Queen of Hearts
Frank Baum : Wizard of Oz -1st & 2nd Chapter

RECOMMENDED TEXTBOOKS:


REFERENCE :

JOURNALS:

E-LEARNING RESOURCES:
1. fairytales of the world .com>all-stories.
2. https://germanstories.vcc.edu>grimm
4. https://in.linkedin.com>peter>hunt
5. pullmankualalalumpur.com>link-d.

COURSE OUTCOMES:

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<tr>
<td>CO 1</td>
<td>Give a taste of the child’s world and fairy tales</td>
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<tr>
<td>CO 2</td>
<td>Identify the salient features of Literary Texts</td>
</tr>
<tr>
<td>CO 3</td>
<td>Employ knowledge of literary traditions to produce imaginative writing</td>
</tr>
<tr>
<td>CO 4</td>
<td>Hone their skills in analysis, interpretations and research</td>
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<tr>
<td>CO 5</td>
<td>Train towards creative writing</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SEMESTER III

BIOGRAPHY AND AUTOBIOGRAPHY

TOTAL HOURS: 4

COURSE CODE:

CREDITS: 3

COURSE OBJECTIVES:

1. Identify the genres of biography, autobiography and sub-genres.
2. Read in-depth and critically evaluate the genre.
3. Appreciate the contemporary relevance.
4. Identify the literary elements
5. Understand the life of distinct personalities

COURSE OUTLINE:

UNIT I: THEORY

Hours

UNIT II: AUTOBIOGRAPHY

POETRY

Sylvia Plath : Mirror
Paul Laurence Dunbar : Sympathy
Frank O’Hara : Autobiographia Literaria
Nissim Ezekiel : Background, Casually

PROSE

Maya Angelou : When I Lay My Burden Down
C. Rajagopalachari : Some Personal Reminiscences

UNIT III: BIOGRAPHY

Lytton Strachey’s : Excerpts from Queen
E.A. Poe : Final Days
Frances Wilkins : The Prince of Biographers: How Boswell met Johnson

UNIT IV: MEMOIR/ DIARY WRITING

Mukhtar Mai : In the Name of Honour
Zlata Filipovic : Zlata’s Diary

UNIT V: TRAVELOGUE
RECOMMENDED TEXTBOOKS:


REFERENCE


JOURNALS:

1. Contemporary Literary Criticism By Carolyn Riley, Publisher: Detroit, Gale, Cengage Learning.

E-LEARNING RESOURCES:

1. https://www.authorlearningcenter.com>
2. https://www.biography.com>
3. https://www.theparisreview.org>
### COURSE OUTCOMES:

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<th>CO STATEMENT</th>
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<tr>
<td>CO 1</td>
<td>Recognise the structure of biography and autobiography as distinct forms of literature</td>
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<tr>
<td>CO 2</td>
<td>To connect biographical and autobiographical text to their historical and cultural contexts</td>
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<tr>
<td>CO 3</td>
<td>Identify the literary elements related to biographical and autobiographical writings</td>
</tr>
<tr>
<td>CO 4</td>
<td>Compare and contrast autobiographical with biographical writings</td>
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<tr>
<td>CO 5</td>
<td>To analyse and comprehend the treatment of a perceiving and living individual</td>
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### MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SEMESTER III
FILM AND LITERATURE
[Extra Disciplinary II]

TOTAL HOURS: 4 [60 Hours]          COURSE CODE: 157717
CREDITS: 3

COURSE OBJECTIVES:

1. Expose the students to the various genres in English films and to kindle their interest.
2. Cultivate the habit of watching English movies to improve their spoken and listening skills.
3. Understand the functions of films as an institution for production and distribution of social knowledge and entertainment and to expose the students to a variety of film styles.
4. Expose the students to English language.
5. Develop the listening, speaking, and writing skills.

COURSE OUTLINE:

UNIT I: INTRODUCTION                      12 Hours

Introducing Film Studies
What is Cinema?
History of Cinema
Film Genres (Film Novice, Horror, Avant-garde/Experimental, Documentary)
Cinema & Society
Hollywood Cinema and Early Cinema
Rise & Decline of the Studio, British Cinema, Films, Culture Ideology, The studio system

UNIT II: RUDIMENTS OF FILM-MAKING (with specific reference to Regional Cinema)             12 Hours
UNIT III: HOLLYWOOD – GENRES

12 Hours

<table>
<thead>
<tr>
<th>Thriller</th>
<th>Hitchcock’s ‘Rear Window’</th>
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<tbody>
<tr>
<td>Western</td>
<td>The Good, the Bad and The ugly</td>
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<td>Gangster</td>
<td>The God Father</td>
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<tr>
<td>War</td>
<td>The Bridge on the River Kwai (W.W. II), The Odessa File (Holocaust)</td>
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<tr>
<td>Historical</td>
<td>Ben Hur (Rome)</td>
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<tr>
<td>Science-Fiction</td>
<td>Star Wars</td>
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<tr>
<td>Horror</td>
<td>Jaws</td>
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UNIT IV: HOLLYWOOD- GENRES

12 Hours

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<tr>
<th>Animation</th>
<th>Lion King</th>
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<tr>
<td>Fantasy</td>
<td>Chronicles of Narnia</td>
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<tr>
<td>Musical</td>
<td>The Sound of Music</td>
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<tr>
<td>Comedy</td>
<td>Charlie Chaplin’s ‘The Kid’, Jackie Chan’s Rush</td>
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<tr>
<th>Hour 1</th>
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<tr>
<td>Biopic</td>
<td>Richard Attenborough’s ‘Gandhi’</td>
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UNIT V:

12 Hours

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<tr>
<th>Case Study</th>
<th>The Western</th>
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<tr>
<td>Writing a Film Review on one of the above films</td>
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</table>

RECOMMENDED TEXTBOOKS:


REFERENCE


**JOURNALS:**

1. Literature /Film Quarterly Vol, 6, No. 2 (Spring 1978), PP. 135-143


**E-LEARNING RESOURCES:**

1. [www.bpnic.com](http://www.bpnic.com)

2. [https://www.filmscte.org>genres](https://www.filmscte.org>genres)


4. [https://www.investopedia.com>movie.](https://www.investopedia.com>movie.)


**COURSE OUTCOMES:**

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<tbody>
<tr>
<td>CO 1</td>
<td>Identify the structures and techniques used in various forms of film and literature</td>
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<tr>
<td>CO 2</td>
<td>Understand the dependence of film on literature</td>
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<tr>
<td>CO 3</td>
<td>Expose to various genres in English films</td>
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<td>CO 4</td>
<td>Feel the influence of film in real life</td>
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<td>CO 5</td>
<td>Develop the skills of listening and speaking</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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SOFT SKILLS – III

LIFE SCOPING SKILLS FOR SUCCESS

PURPOSE To enhance holistic development of students and improve their employability skills

INSTRUCTIONAL OBJECTIVES

1. To develop interpersonal skills and be an effective goal oriented team player
2. To develop professionals with idealistic, practical and moral values
3. To develop communication and problem solving skills
4. To re-engineer attitude and understand its influence on behavior

UNIT I – COMMUNICATION SKILLS

Purpose of communication – process of communication-importance of communication in business- Difference between technical and general communication-Barriers to communication – Types of communication- advantages of communication –Reading, Listening skills – Language for communication-Communication in organization-communication network – writing business letter – Report writing – Writing Email – Oral, aural communication – Employment communication (Resume, Job interview)
UNIT II – NEGOTIATION SKILLS


UNIT III – PRESENTATION SKILLS


UNIT IV – PUBLIC SPEAKING

Introduction -Rhetorical Situation –Practicing delivery- Characteristics of effective communication – Knowing your audience – Choosing the topic and structure of speech – Persuasive and motivational speech principles – Developing style – Outlining and organizing speech – Supporting ideas – Organizing arguments – dealing with audience questions.

UNIT V – PERSONALITY ENRICHMENT

Introduction – Personality development – Importance of personality development – Personality development Tips – Different types of personality -Freud’s Psychoanalytic Theory – Personality Traits – Personality Disorder – Dressing and personality development

BOOKS TO REFER

A Workbook to Develop Skills for Employment by Frederick H. Wentz

A Soft Skills Training Workbook by Frederick H Wentz

Interpersonal skills for entrepreneur by mellisa conterasa
SEMESTER IV

II M.A. SEMESTER – IV

Core New Literature

Core English Language Teaching

Core Project

Core Marginal Literature

Major Elective V World Classics in Translation

An Approach to SET/NET

II.M.A. SEMESTER – IV

NEW LITERATURE

TOTAL HOURS: 6 [90 Hours] COURSE CODE: 175518

CREDITS: 4

COURSE OBJECTIVES:

1. Review various theoretical approaches to New Literature

2. Learn various terminologies related to New Literature

3. Read critically the wide range of literary works from recent independent countries.

4. Think and discuss critically on a wide range of authors.

5. Encourage comparative analysis of text.
COURSE OUTLINE:

UNIT I: INTRODUCTION

Colonialism, Post Colonialism - from Pramod K Nayar’s *Postcolonial Literature: An Introduction*

ASSOCIATED CONCEPTS AND TERMS:

- Globalization
- Imperialism
- Binarism
- Place
- Hegemony

UNIT II: POETRY

- Aurobindo: The Pilgrim of the Night
- Judith Wright: Clock and Heart
- Caughnawaga: Indian Reservation
- Chand A Sirimane: The Uncrossed Bridge
- F.R. Scott: Laurentian Shield
- Anon: The Wild Colonial Boy
- Margaret Atwood: Journey to the Interior
- James Mc Auley: The True Discovery of Australia

UNIT III: PROSE

- M.N. Wankhade: Friends the Day of Irresponsible Writers is Over
UNIT IV: DRAMA Hours: 18

Nyugi Wa Thang’O and
Ngugi LWa Mirri : I will Marry When I want
Ray Lawler : Summer of the Seventeenth Doll

UNIT V: Hours: 18

FICTION

Patrick White : Tree of Man

SHORT STORIES

Katharine Mansfield : A Cup of Tea
Paule Marshall : To-Da-Duh- in memorium

RECOMMENDED TEXTBOOKS:

1. Okpewho Isidore, The Heritage Of African Poetry :An Anthology Of Oral &Written Poetry ,Hong Kong;Longmans


REFERENCE:

1. Yadav Ram Yattan,New Literature In English ,New Delhi,Magnate Books,2015


3. Harrex Syd , Maya Adelaide – Diaspora –The Australian Experience Ch 41 ,2004


5. Nanden Cynthia & Driesen Ralph Crane ,Diaspora :The Australian Experience: Prestige International Pub. House ,New Delhi ,

JOURNAL:


E-LEARNING RESOURCES:
1. https://www.linkedin.com>patwhite
2. www.academypublication.com>..
4. https://literariness.org>hegemo.,
5. https://ngugiwathiongo.com>books

COURSE OUTCOMES:

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<tr>
<td>CO 1</td>
<td>Expose to writings pertaining to modern literature of various countries</td>
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<td>CO 2</td>
<td>Get a glimpse of the intrinsic and artistic values of modern literature</td>
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<tr>
<td>CO 3</td>
<td>Foreground transnational and transcultural exchange processes and developments</td>
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<td>CO 4</td>
<td>Encourage comparative analyses of texts from a broad variety of national and cultural contexts</td>
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<td>CO 5</td>
<td>Instil the requisite critical insight and facilitate to decide the area of research</td>
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MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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ENGLISH LANGUAGE TEACHING

TOTAL HOURS: 6 HRS  COURSE CODE: 175519
CREDITS: 4

OBJECTIVES

1. To overview of theories of English Language teaching & curriculum design
2. To explore various approaches & methods to language acquisition
3. To acquire various skills
4. To introduce students to ESP
5. To help learn the importance of evaluation & lesson plan

COURSE OUTLINE:

Unit I: THEORY OF LANGUAGE LEARNING  Hours: 18
Concept, Nature & Purpose of Curriculum Design

Unit II: METHODS  Hours: 18
Krashen’s Monitor Model
Terrell’s Natural
Counselling Learning
Silent Way
Notional & Functional Approach
Community Language Learning
Suggestopedia

Unit III: THEORIES

Gestalt theory
Gagne’s Learning hierarchies

Unit IV: APPROACHES TO ESP

EOP, EAP, EST
Development
Factors influencing ESP Teaching and Learning
Problems & Demands on the Teacher

Unit V: EVALUATION & DRAFTING A LESSON PLAN

Types Aims & Purposes of Tests
Lesson Plan How to Teach Grammar
Language Games.
Learning English through songs

RECOMMENDED TEXTBOOKS:


REFERENCE :


**JOURNALS:**
1. International Journal Of English Language And Linguistics Research(Ijellr) Ed., Dr. Zhang Qian, U.K.

**E-LEARNING RESOURCES:**
1. https://www.persee.fr>doc>apliu..
2. https://www.teachingenglish.org.uk>..
3. https://www.teachthought.com>50-..
4. https://www.fluenta.com>blog>th...
5. www.ncert.nic.in>links>pdf

**COURSE OUTCOMES:**

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<tr>
<td>CO 1</td>
<td>Analyse the concepts, features, structure and the mechanism of English Language Learning and Teaching</td>
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<td>CO 2</td>
<td>Develop personal and professional abilities</td>
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<td>CO 3</td>
<td>Develop new materials to be used in Teaching English</td>
</tr>
<tr>
<td>CO 4</td>
<td>Acquire linguistic competence</td>
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<td>CO 5</td>
<td>Communicate in English in a way close to the level of native language</td>
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**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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II.M.A. SEMESTER - IV

PROJECT

TOTAL HOURS: 6 (90 Hours)     COURSE CODE:175520
CREDITS: 4

COURSE OBJECTIVES:

1. Decide the area of research.
2. Learn to obtain the necessary resources.
3. Review the techniques of research writing
4. Identify methods of documentation & citation
5. Acquire skills to write a critical review

COURSE OUTLINE:

UNIT I: Identifying a research subject     Hours: 12
UNIT II: The Mechanics of writing      Hours: 12
UNIT III: Format of the Research Paper   Hours: 12
UNIT IV: Documentation                 Hours: 12
UNIT V: Project                        Hours: 12

RECOMMENDED TEXTBOOKS:

REFERENCE:
3. Raju A.K., Abc Of Literature

JOURNALS:
2. Contemporary Literary Criticism, Detroit, Gale, Cengage Learning.

E-LEARNING RESOURCES:
1. http://dissertationauthors.com>blog
2. https://www.prospects.ac.uk>how-t...
3. https://onlinephdprogram.org>thesi..
4. https://academiccoachingandwriting.org>..
5. https://writingcenter.unc.edu>disser..
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<tr>
<td>CO 1</td>
<td>Facilitate to decide the area of research</td>
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<td>Analyse various aspects of the chosen area</td>
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<tr>
<td>CO 3</td>
<td>Identify links and dependencies</td>
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<td>CO 4</td>
<td>Plan to obtain the necessary resources</td>
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<td>CO 5</td>
<td>Acquire the skills of documentation, citation and techniques of research writing and presentation</td>
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MAPPING—COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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II.M.A. SEMESTER - IV

MARGINAL LITERATURE

TOTAL HOURS: 5 (75 Hours)                      COURSE CODE: 175521
CREDITS: 4

COURSE OBJECTIVES:

1. Introduce students to Marginal Writing.
2. Identify marginal texts and peripheries.
3. Recognise the different forms of culture.
4. Respond critically to marginal writing.
5. Develop an understanding of the consequences of social exclusion and discrimination on economic growth - a poverty education, health, political participation and on the wellbeing of the marginalised social groups.

COURSE OUTLINE:

UNIT I: KEY CONCEPTS & MOVEMENTS

- Marginal/Subalterm
- Testimonio
- Alterity (Others)
- Third World
- Little Magazines
- Varna & Caste hierarchy
- B.r. Ambedkar’s Contributions to Dalit Movement
- Dravidian Movement & EVR

UNIT II: PROSE

- B. R. Ambedkar : Annihilation of Caste
- Sharan Kumar Limbale : The Outcaste
UNIT III: POETRY

Bernard Dadie : I Thank You God
Naomia De Sensa : Let My People Go

Virginia Slim : Indian Girl (Adivasi)
Kabir : Are You Looking for Me
M.R. Renukumar : The Poison Fruit
Prathiba Jeyachandran : Dream Teller
N.K. Hanumanthiah : Untouchable, Yes I am!
Nam Deo Dasal : Man You Should Explode
Suhirtha Rani : I speak up bluntly

UNIT IV: DRAMA

George Ryga : Ecstasy of Rita Joe

UNIT V: FICTION

Kathryn Stockett : The Help
Corrie Ten Boom : The Hiding Place

RECOMMENDED TEXTBOOKS:


REFERENCE:


**JOURNALS:**

1. Comprehensive Review Of The Literature By Deroy Sara & Hake Schutze From International Journal For Equity In Health, 18, Article No. 70(2019)


**E-LEARNING RESOURCES:**

1. www.ambedkarpedia.com

2. https://www.culturalinda.net


4. https://www.newyork.com

5. https://www.theguardian.com

**COURSE OUTCOMES:**

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<td>CO 2</td>
<td>Recognise the different forms of culture</td>
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<tr>
<td>CO 3</td>
<td>Respond critically to Marginal Writing</td>
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<td>CO 4</td>
<td>Expose to various concepts of the Literature of the Oppressed</td>
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Understand how writers’ representations and literary expressions are influenced by their socio-cultural forces

**MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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**II M.A. SEMESTER - III**

**WORLD CLASSICS IN TRANSLATION**

**TOTAL HOURS: 5 (75 Hours)**

**COURSE CODE:***

**CREDITS: 3**

**COURSE OBJECTIVES:**

1. Expose the student of literature to works from European, Russian and Asian countries languages and cultures.

2. It gives the integrated knowledge of primary political, social, military events & developments in the ancient Greek and Roman world.
3. Traverse across global literary landscape.
4. Instill critical insight into world literature.
5. To study cross cultural growth and its effects.

COURSE OUTLINE:

UNIT I: INTRODUCTION

A.S. Kilner: On Poetic Translation – from The Compound Host

UNIT II: PROSE

Socrates: World’s Greatest Speeches (Greek)
Adolf Hitler: World’s Greatest Speech (German)

UNIT III: DRAMA

Sophocles: Antigone (Greek)
Euripides: Medea (Greek)

UNIT IV: POETRY

The Train: African
Johann Wolfgang Goethe: Roman Elegy I (Latin)
Arthur Rimbaud: Vowels (French)
Chant of Monks: Day of Reckoning (Latin)
Sappho: A Company of Soldiers (Greek)
Boris Pasternak: February Take Ink and Weep
Alexander Pushkin: Time (Russian)
Kahlil Gibran: Love one another (Lebanese)
Nalatiyar: Poem 140, 321,341,337,285

UNIT V: FICTION

Bram Stoker’s: Dracula (Hungary)

SHORT STORIES

Anton Chekhov: The Beggar (Russian)
Stapleton: The 12 Labors of Heracles (Greek)
Virgil: The Aeneid Book I – Book VI (Latin)
Book of Jonah: Old Testament (Jewish)
RECOMMENDED TEXTBOOKS:


REFERENCE:

2. Selected *Short Stories Of Great Authors*. Up, Noida: Maple Press Classics,
4. Books Of Jonah, King James Authorised Version

JOURNALS:

2. Society For Classical Studies Founded In 1869, As The American Philological Association.

E-LEARNING RESOURCES:

1. classics.mit.edu/browse-sophocles
2. www.gutenberg.org>ebooks.
3. https://liberalarts.utexas.edu>about
4. https://www.theguardian.com>..
5. https://www.kilnerjar.co.uk
### COURSE OUTCOMES:

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<th>CO Number</th>
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<tr>
<td>CO 1</td>
<td>Able to traverse across global literary landscape</td>
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<td>CO 2</td>
<td>Get a panoramic view of various cultures of the world through the literary compositions</td>
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<td>CO 3</td>
<td>Develop an integrated knowledge of political, social and cultural movements</td>
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<td>CO 4</td>
<td>Enable to study the cross-cultural growth and its effect on the literary world</td>
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<tr>
<td>CO 5</td>
<td>Develop interest in research using secondary literature related to the prescribed texts</td>
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### MAPPING - COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME

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II M.A. SEMESTER - IV

AN APPROACH TO SET /NET

TOTAL HOURS: 5 (75 Hours) COURSE CODE: 175522
CREDITS: 3

COURSE OBJECTIVES:

1. Read literature in-depth
2. Critically analyse the wide range of literary works
3. Acquire competence to review & master literature
4. Excel in teaching methods and techniques.
5. Expose to multiple choice questions.

COURSE OUTLINE:

Unit I : An Introduction to the Periods of British Literature Hours: 15

Unit II : An Introduction to American Literature Hours: 15

Unit III : An Introduction to New Literature Hours: 15

Unit IV : An Introduction to Criticism Hours: 15

Unit V : An Introduction to English Language & Linguistics Hours: 15

Literary Terms
RECOMMENDED TEXTBOOKS:


REFERENCE :


5. Selden Raman ., *A Reader’s Guide To Contemporary Literary Theory*, Asia Book Club

JOURNALS:

1. An Objective & Analytical Approach To English Literature For Ugc Net-Jrf/Slet/Set/Prtand Other By, Jha Vivekanand, New Delhi Publisher , Cp,2011-2013.

2. Contemporary Literary Criticism , Detroit ,Gale,Cengage Learning.

E-LEARNING RESOURCES:

1. https://www.jagranjosh.com>

2. www.netugc.com>2010-june-ugc..

3. https://grade.up>types-of-res


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<tbody>
<tr>
<td>CO 1</td>
<td>Excel in teaching methods and techniques</td>
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<td>Get updated, by critically analysing the wide range of literary works</td>
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<td>CO 3</td>
<td>Optimise the learning outcome</td>
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<td>CO 4</td>
<td>Expose to multiple choice questions</td>
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<td>Overcome the challenges in clearing SET / NET</td>
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SOFT SKILLS – IV

CAREER ORIENTED SKILLS

PURPOSE To enhance holistic development of students and improve their employability skills

INSTRUCTIONAL OBJECTIVES

1. To develop interpersonal skills and be an effective goal oriented team player
2. To develop professionals with idealistic, practical and moral values
3. To develop communication and problem solving skills
4. To re-engineer attitude and understand its influence on behavior

UNIT I – RESUME PREPARATION

Definition and difference of Resume, Curriculum vitae, bio data – Importance of resume – preparing resume – Importance points / field – Structure of resume – Types of resume – Appearance - Avoidance of misspelling – Chronological resume – Functional resume – Online resume – cover letter

UNIT II – INTERVIEW SKILLS

Definition – Preparing for interview – Purpose of interview – Parts of interview - Researching the company – Dressing for the interview – punctuality – Check out the competition – Types of Interview – Body language – Strategy for interview skills – Interview communication – Common Interview questions.

UNIT III – GROUP DISCUSSION

Definition – Characteristics of GD – Prerequisites of GD – Benefits in GD – Need of GD in interview - Preparation for GD - Assessment of GD – Discussion Etiquette – Methodology – Components – Positive and negative traits – Important points in GD – Do's and Don'ts in GD – Accept Criticism

UNIT IV – CAMPUS TO CORPORATE


UNIT V – ORGANIZATION BEHAVIOUR

Introduction : Nature of management – The evaluation of management thought – Task of professional manager – Manager and environment – Levels of management – System
approach to management – steps in planning and decision making process – Impact of technology on organizational design – Business Ethics – Importance of business ethics

BOOKS TO REFER

• A Workbook to Develop Skills for Employment by Frederick H. Wentz
• A Soft Skills Training Workbook by Frederick H. Wentz
• Interpersonal skills for entrepreneur by mellisa conterasa