

[illegible]

III	Core Course -7 (CC- 7)	Indian English Literature	6	4	3	30	70	100
	Core Course -8 (CC- 8)	American Literature	6	4	3	30	70	100
	Core Course –9 (CC- 9)	Introduction to Comparative Literature	6	4	3	30	70	100
	Discipline Centric Elective Course -3 (DCEC-3)	World Classics in Translation	5	4	3	30	70	100
	Generic Elective Course-3 (GEC-3)	Advanced English Grammar	5	3	3	30	70	100
	Non - Major Elective Course -2 (NMEC- 2)	One Course from Outside Department	2	2	3	30	70	100
	Internship/Industrial Activity @	Internship/Industrial Activity	--	2	--	20	80	100
	Total		30	23				700
IV	Core Course–X(CC- 10)	Postcolonial Literature	6	4	3	30	70	100
	Core Course-XI(CC-11)	Postmodern Literature	6	4	3	30	70	100
	Core Course-XII(CC-12)	Literary Theory and Criticism	6	4	3	30	70	100
	Discipline Centric Elective Course -4 (DCEC-4)	Posthuman studies in literature	4	4	3	30	70	100
	Entrepreneurship /Industry Based Course @	Introduction to Journalism and Mass Communication	3	3	3	30	70	100
	Project@	Project	5	5	--	20	80	100
	Value Added Course–2 (VAC- 2)*	Film art appreciation	-	2*	3	30	70	100*
	Total		30	24				600
	Grand Total		120	91				2600

LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE

Discipline Centric Elective Course - 1 (DCEC - 1)	
1.	Children's Literature
2.	Literary Trends and Movements
Discipline Centric Elective Course - 2 (DCEC - 2)	
1.	English Language Teaching
2.	Women's Writing in English
Discipline Centric Elective Course - 3 (DCEC - 3)	
1.	World Classics in Translation
2.	Regional Literature in Translation
Discipline Centric Elective Course - 4 (DCEC - 4)	
1.	Posthuman studies in literature
2.	English literature for career examinations

LIST OF GENERIC ELECTIVE COURSE (GEC)

GENERIC ELECTIVE COURSE - 1 (GEC - 1)	
1.	Asian Literature in English
2.	Academic Writing
GENERIC ELECTIVE COURSE - 2 (GEC - 2)	
1.	Public Speaking
2.	Content Writing
GENERIC ELECTIVE COURSE - 3 (GEC - 3)	
1.	Advanced English Grammar
2.	English for Employability Skills
	NON MAJOR ELECTIVE COURSE (NMEC-1&2) (FOR OTHER DEPARTMENT STUDENTS)
1.	Science Fiction
2.	Advanced Communication Skills

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES-ARTS

Sl. No.	Types of the Courses	No. of Courses	Total Credits	Marks
1.	Core Courses	12	48	1200
2.	Discipline Centric Elective Course	4	16	400
3.	Generic Elective Course	3	9	300
4.	Entrepreneurship/Industry Based Course @	1	3	100
5.	Summer Internship/ Industrial Activity @	1	2	100
6.	Project@	1	5	100
7.	Non-Major Elective Courses	2	4	200
8.	Skill Enhancement Course	2	4	200
	Total	26	91	2600
	Value Added Courses*	2*	4*	200*

*	The value added courses credit will not be included in the total CGPA. These courses are extra-credit courses. Instruction hours for these courses is 30 hours								
@	Summer Internship will be carried out during the summer vacation after the First year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 3rd semester Mark Statement. Summer Internship / Industrial Activity& Project Scheme of Evaluation: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Description</th><th>Marks</th></tr> <tr> <td>Report</td><td>80</td></tr> <tr> <td>Viva</td><td>20</td></tr> <tr> <td>Total</td><td>100</td></tr> </table>	Description	Marks	Report	80	Viva	20	Total	100
Description	Marks								
Report	80								
Viva	20								
Total	100								

FIRST YEAR	CORE COURSE-I LANGUAGE AND LINGUISTICS	SEMESTER-I
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- To provide learners an insight into the nature of language
- To familiarize learners with the discourse of linguistics
- To expose them to theoretical and practical manifestations of linguistics
- To enable learners to understand the link between literature and society

UNIT-I:

The Origin of Language - Descent of the English Language from IE to Standard English
Word-formation and Change of Meaning in English
Linguistics as an autonomous science
Core Features of Human

UNIT-II:

Phonetics – Speech Sounds – Organs of Speech –Classification of Sounds -Pure Vowels, Diphthongs and Consonants , Language Varieties: Dialects, Idiolect, Pidgin and Creole
Language and Gender.

UNIT-III:

Linguistic Form Morphology, Grammar, Syntax Phoneme-Allophone-Distribution of Allophones Morphology: Morpheme-Free and Bound – Allomorph – Distribution of Allomorphs – Word – Problems in Definition

UNIT-IV:

Branches of Linguistics Structural Linguistics Structural Linguistics and its different schools (Glossematics, Tagmemics, Stratificational Grammar, Functional Grammar) , Sociolinguistics, Psycholinguistics, Neurolinguistics, Applied Linguistics Linguistics and Other Disciplines: Geography, Sociology, etc.,

UNIT-V:

Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse, Parts of Speech – Criteria for classification: form and function

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Recent trends in linguistics as an interdisciplinary study: Significance of linguistics in Artificial Intelligence, Translation Soft wares, Computational Linguistics, Linguistics and neuroscience.

RECOMMENDED BOOKS :

1. Aitchison, J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
2. Atkinson, M., Kilby, D. & Rocca, I. *Foundations of General Linguistics*. London: George Allen & Unwin, 1982.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.
4. Radford, A. et al. *Linguistics: An Introduction*. UK: Cambridge University Press, 1999.
5. Wardhaugh, R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986.
6. Wood, F. T. *An Outline History of the English Language*. India: Macmillan Publishers, 2000.
7. Yule, G. *The Study of Language*. 4th edn. Cambridge: CUP, 2014.

WEB REFERENCES

https://www.hchsc.edu.in/img/BAeng-e-notes/English_Language_and_Linguistics.pdf
<https://www.slideshare.net/slideshow/introduction-to-linguistics-summary-course/251383691> <https://www.slideshare.net/slideshow/morphology-morphs-allomorph-grammatical-and-phonological-conditioning-pptx/271628158>
<https://www.slideshare.net/slideshow/linguistics-and-its-branches-pptx/252496406>
<https://tnou.ac.in/NAAC/SSR/C1/1.1.5/MAL-22.pdf>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Understand how language, society and culture are related.
2. Describe the theoretical and practical manifestations of linguistics.
3. Understand the discourse of linguistics.
4. Explain the origin of the English Language and its development.
5. Explain the various implications of word formation.
6. Establish a relationship between linguistics and language teaching.

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	CORE COURSE-II MODERN LITERATURE – I	SEMESTER-I
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

This course aims to

- Introduce learners to the evolution of Old English and classical English literature
- Familiarise them with the salient features of classical and metaphysical poetry
- Trace the origin and development of English essays and plays

UNIT – I POETRY :

Geoffrey Chaucer : The General Prologue (Lines 1-360)
Edmund Spenser : “Epithalamion”

UNIT – II POETRY:

John Donne : “The Canonization”
Andrew Marvell : “To His Coy Mistress”
George Herbert : “The Pulley”
Henry Vaughan : “The Retreat”

UNIT – III PROSE:

Francis Bacon : a) “Of Ambition” b) “Of Truth”
The Bible : “Book of Job”

UNIT – IV DRAMA :

Christopher Marlowe : Dr. Faustus
John Webster : The White Devil

UNIT – V DRAMA :

Thomas Kyd : The Spanish Tragedy
Ben Jonson : The Alchemist

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Emerging perspectives on Jacobean English drama – Influence of Classical literature on the future generation – comparison of neo-classical literature with that of classical literature

RECOMMENDED BOOKS:

1. Bacon, Francis, and F G Selby. Bacon's Essays. London: Macmillan, 1927.
2. Bennett, Joan. Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell. Cambridge: UP, 1984.
3. Chaucer, Geoffrey. The Canterbury Tales and Other Poems. Ed. David Laing Purves. 2000. <https://www.gutenberg.org/files/2383/2383-h/2383-h.htm>
4. Donne, John and Frank Kermode. The Poems of John Donne. New York: Heritage Press, 1970.
5. Jonson, Ben. The Alchemist. Ed. F. H. Mares, Methuen, 1967.
6. Kyd, Thomas. The Spanish Tragedy. Ed. Brian Gibbons, A & C Black, 1996.
7. Marlowe, Christopher. Doctor Faustus. Dover Publications, 1995.
8. Spenser, Edmund. "Epithalamion." Poetry Foundation. <https://www.poetryfoundation.org/poems/45191/epithalamion-56d22497d00d4>
9. The ESV Bible. Crossway, 2001.
10. Webster, John. The White Devil. 2020

WEB REFERENCES:

<https://assets.vmu.ac.in/MAEG2.pdf>
<https://www.123helpme.com/essay/The-Poetry-of-Andrew-Marvell-and-John-65901>
<https://englishliterature4you.blogspot.com/2019/04/some-poetry-question-and-answer.html>
<https://www.earlymoderntexts.com/assets/pdfs/bacon1620.pdf>
<https://www.jstor.org/stable/3737112>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Demonstrate the literary techniques and style employed during the classical age.
2. Promote the learning of the various poetic devices
3. Establish a link between literature and society
4. Prepare for qualifying and competitive examinations in English literature.
5. Trace the development of the English language and society.
6. Equip the readers with the techniques of teaching English literature.

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	CORE COURSE-II MODERN LITERATURE – II	SEMESTER-I
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Understand the historical, political, social, and cultural contexts that shaped Restoration and Eighteenth-Century English literature.
- Identify and analyze the major literary movements, genres, and stylistic features of the Restoration and the eighteenth century, including satire, comedy of manners, the essay, the novel, and poetry.
- Examine the works of major authors from the period and evaluate their contributions to the development of English literature.
- Interpret literary texts using appropriate critical approaches, with attention to themes such as reason, wit, morality, gender, class, religion, and empire.
- Develop close reading and analytical skills to appreciate the language, form, and aesthetic qualities of Restoration and eighteenth-century literary works.

UNIT-I:

John Milton : Paradise Lost (Book IX)

UNIT-II:

John Dryden : Mac Flecknoe
Alexander Pope : The Rape of the Lock – Cantos I & II

UNIT-III:

Addison and Steele : Of the Club,
Character of Will Wimble,
Sir Roger at Church,
Sir Roger at Westminster Abbey,
Sir Roger at the Theatre

UNIT-IV:

William Congreve : The Way of the World
R. B. Sheridan : The School for Scandal

UNIT-V:

Lawrence Stern : Tristram Shandy
Samuel Richardson : Pamela

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Ian Mc Ewan : Machines Like Me
Julian Barnes : The Sense of Ending

RECOMMENDED BOOKS :

1. John Milton's *Paradise Lost, Book IX*, by Mansi Sachdeva (Author) Publisher: Anmol
2. Publisher, 2011. 2. Dryden's *Mac Flecknoe*: edited with introduction, Text, paraphrase, notes, explanations Paperback – 2012 by S C Mundra, Publisher: Prakash Book Depot, 2012.
3. Pope's *the Rape of the Lock*; Paperback – Import, 1 Sep 2011 by Alexander Pope, Nabu Press (1 September 2011) Pages 232-272.
4. *The Coverley Papers from The Spectator*, Deighton (ed) Mac Millan: New York, 1897.
5. *The Way of the World*, Ingram, Mumbai 2012
6. *She Stoops to Conquer*, Lecture House, London 2019
7. Fielding, Henry, *Tom Jones*, Delhi: Wordsworth, 1999.
8. *Pamela*, Penguin, ed, 1980.
9. *Machines Like Me*, Nan A. Talese, United Kingdom-2019
- The Sense of Ending*, RHUK, United Kingdom-2012

WEB REFERENCES

1. <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1017&context=english-textbooks>
2. <https://www.britannica.com/art/English-literature/Milton>.

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Understand how language, society and culture are related. Gain knowledge of the emergence of the new genre 'novel' in English
2. Get the exposure to the realistic portraits of common English people through various genres.
3. Imbibe the ethical values inherent in the works of this Age.
4. Demonstrate the noticeable socio-political transition and its impact on Literature.

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-II CHILDREN'S LITERATURE	SEMESTER-I
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- To provide an overview of the history of children's literature from its origins
- To analyse the different ways of representation of childhood in literature
- To explore the social, political and literary issues portrayed in children's literature

UNIT – I

Growth and development of Children's Literature – Folk tales, fairy tales, picture books, comics, adventure stories, Young Adult fiction

UNIT – II POETRY:

William Blake : "The Chimney Sweepers"
Christina Rossetti : "Hurt no Little Thing"
Robert Frost : "The Pasture"
Roald Dahl : "Little Red Riding Hood and the Wolf"

UNIT– III TALES :

Hans Christian Anderson : "The Emperor's New Clothes"
Tales from *Panchathantra*:

1. The Bird with two heads
2. Four Friends and Hunters
3. Right Mind and Wrong Mind

UNIT – IV SHORT STORIES:

Ruskin Bond : Angry River
Leo Tolstoy : "Little Girls Wiser than Men" Mulk Raj Anand : "The Lost Child"
Mark Twain : "The Monday Morning"

UNIT – V FICTION:

Lewis Carroll : *Alice in the Wonderland*
C.S.Lewis : *The Lion, the Witch and the Wardrobe*

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) : Recent trends and approaches toward children's literature – comparative and parallel study of children's literature and literature in general – assess the portrayal of childhood in literatures of the world.

RECOMMENDED BOOKS:

1. Beaumont, Jeanne Marie and Claudia Carlson. The Poets' Grimm : 20th Century Poems From Grimm's Fairy Tales. Ed. Ashland, OR: Story Line Press, 2003.
2. Bond, Ruskin. Angry River. Rupa & Co., 2012.
3. Carroll, Lewis. Alice's Adventures in Wonderland. Boston: T. Y. Crowell & co, 1893.
4. Egoff, Sheila, et al. Only Connect: Readings on Children's Literature 3rd ed. Toronto: OUP, 1996.
5. Ryder, Arthur W. trans. The Panchatantra. Bombay: Jaico Publishing House, 1975.
6. Twain, Mark. The Adventures of Tom Sawyer. William Collins, 2011.
7. Zipes, Jack et al. The Norton Anthology of Children's Literature: The Traditions in English. New York: Norton, 2005.

WEB REFERENCES:

<https://www.britannica.com/art/childrens-literature>
https://www.poemhunter.com/poem/little-red-riding-hood-and-the-wolf/#google_vignette <https://www.bbc.com/culture/article/20230522-the-100-greatest-childrens-books-who-voted> https://mpbou.edu.in/uploads/files/PAPER-15_ENGLISH-II1.pdf
https://www.tigerpetalpress.com/review-b_lewis_tcon2-the-lion-the-witch-and-the-wardrobe.html

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Appreciate and evaluate the portrayal of childhood in Children's Literature
2. Distinguish the uniqueness of children's experiences highlighted in these works.
3. Examine factors of literature such as imagery, theme, motifs, style, tone etc...
4. Compare and contrast works of authors
5. Know the cultural awareness in children's literature.
6. Enhance the understanding the psychology of children

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-I LITERARY TRENDS AND MOVEMENTS	SEMESTER-I
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Understand the intersection of socio-political events and major global literary shifts.
- Help the learners to map the chronological evolution of major literary movements from the classical to the postmodern age.
- Evaluate cross-continental dialogue between global canonical literary movements and responses.
- Develop comparative analytical skills by studying texts from different geographical and cultural contexts.

UNIT–I (Age of Reason to Romanticism)

Neoclassicism to Romanticism–Sublime–British Romanticism (Nature,the Gothic, Lake Poets) – German and French Romanticism (Goethe, Victor Hugo) – Rise of Realism – Social criticism of Victorian Era – Aestheticism – Decadence – Art for Art’s sake

UNIT–II (Transition)

American Transcendentalism –Self Vs. Nature (Henry David Thoreau, Ralph Waldo Emerson) – Dark Romanticism and the American Gothic (Edgar Allan Poe, Nathaniel Hawthorne)–The Frontier (Exploration, Individualism)–The Harlem Renaissance (Langston Hughes) – The Beat Generation (Allen Ginsberg, Jack Kerouac)

UNIT–III(Modernism and the Avant - Garde)

High Modernism – Stream of Consciousness (Virginia Woolf, James Joyce, T. S. Eliot) – Structural complexity - The Avant-Garde – Surrealism, Dadaism, Futurism – The Absurd – Existentialism (Samuel Beckett, Albert Camus) – The Great Depression and Social Realism (John Steinbeck) – Imagism (Ezra Pound)

UNIT–IV(Decolonisation and Resistance)

The African novel – Negritude – Decolonising the Mind – Orality (Chinua Achebe, Ngũgĩwa Thiong'o)–Magical Realism(Gabriel Garcia Marquez, Isabel Allende)–Blue Humanities–Ecological Trends(AmitavGhosh)–Dalit
Aesthetics–Literature of Protest

UNIT–V(Postmodernism and Contemporary Trends)

Postmodern Metafiction (Salman Rushdie,Thomas Pynchon)–Grand Narratives – Postmodern Condition – Hyperreality – Diasporic Narratives (Migration, Hybridity, ThirdSpace)–Anthropocene & Climate Fiction

UNIT–VI (Self-directed learning activities for Continuous Internal Assessments Only)

Trans-media Narratives (Novels, Video Games, Artificial Intelligence) – Vulnerability Studies – Neo liberalism

Recommended Books

1. Eagleton, Terry. *The English Novel: An Introduction*. Malden, Mass.
2. Black well, 2005.
3. Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. The University of Chicago Press, 2016.
4. Greenblatt, Stephen, and M. H. Abrams. *The Norton Anthology of English Literature. Vol. 1*.
5. W.W. Norton & Co, 2012.
6. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*.
7. Routledge, 1988.
8. Sacvan Bercovitch, and Cyrus R. K. Patell. *The Cambridge History of American Literature. Vol. 2, 1820-1865*. Cambridge University Press, 2008.
9. Said, Edward W. *Culture and Imperialism*. Vintage, 1993.
10. Tharu, Susie. *Women Writing in India 600 B.C. To the Present 1 600 BC to the Early Twentieth Century*. Delhi [U.A.] Oxford Univ. Press, 2006.
11. Van den Akker, Robin, et al. *Meta modernism : Historicity, Affect, and Depth after Postmodernism*. Rowman & Littlefield International, 2017.

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http://publicatio.bibl.uszeged.hu/25324/1/Romanticism%20and%20Victorianism_Final_K%C3%A9rchy_2022.pdf

https://drive.uqu.edu.sa/_/mnmuhammed/files/American_Literature.pdf

<https://egyankosh.ac.in/bitstream/123456789/82000/1/Block-1.pdf>

<https://www.scribd.com/document/840284506/Post-colonialism-Nayar-Pramod-K>

<https://medium.com/any-one-thing/the-creative-convergence-of-artificial-intelligence-and-virtual-production-in-the-making-of-3a42bfa3b5da>

<https://sites.sandiego.edu/blackhistoryatusd/2022/05/12/neoliberalism-and-alienated-vulnerability>

COURSE OUT COMES:

Upon successful completion of the course, the learners will be able to,

1. Trace the evolution of literary trends and movements across global borders
2. Evaluate how major historical shifts act as catalysts for radical changes in literary form and aesthetic expression
3. Critique canonical European and peripheral narratives – from European and Non-European narratives
4. Understand contemporary literary movements addressing the human/nature binaries

Mapping the COs with POs and PSOs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	M	L	M	M	M	H	H	M	M	H
CO2	M	H	M	L	M	H	M	H	H	M	M	H
CO3	M	M	H	L	M	H	M	H	H	M	M	H
CO4	M	H	H	M	H	H	M	H	H	M	M	H

L-Low, M-Moderate, H-High

FIRST YEAR	GENERIC ELECTIVE COURSE-I ASIAN LITERATURE IN ENGLISH	SEMESTER-I
COURSE CODE		CREDIT : 3

Objectives:

To familiarize learners with Asian writers in English To make learners aware of various Asian cultures To compare and celebrate the cultural differences

To create research interest in Asian writing in English

Unit – I (Poetry)

Bei Dao (Chinese) : Moon Festival

BalKrishna Sama (Nepali) : The Song
Maki Kureishi (Pakistani) : Kittens

Patrick Fernando (Sri Lankan) : The Fisherman Mourned by his Wife

Unit– II (Prose)

Lafcadio Hearn (Japanese) : Mosquitoes
J.Vijayatunga (SriLankan) : The Village Goesto Town

Unit – III (Drama)

Unknown (Japanese) : Hagoromo [The Feather Mantle]

Asif Currimbhoy (Indian) : The Refugee

Unit – IV (Short Story)

Lu Hsun (Chinese) : A Little Incident
Zaugyi (Myanmarese) : His Spouse

Unit – V (Fiction)

Frances Cha (South-Korean) : If I Had Your Face

Kamila Shamise (Pakistani) : Burnt Shadow

Unit -VI: Current Contour (For Continuous Internal Assessment only)

Multiculturalism in South Asia, South Asian Diaspora, Westernization of South Asian culture, Does South Asia Struggle to establish its Literature?, Language barriers of South Asian Literature, Role of translation in establishing South Asian Literature

Reference Books:

1. Mason, Alane, et al. Eds. *Literature from the "Axis of Evil": Writing from Iran, Iraq, North Korea, and Other Enemy Nations: A Words Without Borders Anthology*. New York: The New Press, 2006.
2. Shamsie, Muneeza. *A Drag on flyin the Sun: An Anthology of Pakistani Writing in English*. Karachi: Oxford University Press, 1997.
3. Tyler, Royall. Ed. & Trans. *Japanese No Dramas*. London: Penguin Books, 2004.
4. Azim, Firdous, and Niaz Zaman. *Galpa: Short Stories by Women from Bangladesh*. Dhaka: Rachana, writers. Ink, 2006.
5. Currimbhoy, Asif. *The Complete Plays*. Calcutta: Writers Workshop, 1970. Shamise, Kamila, *Broken Verses* Harcourt
6. Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women*. N.P., 2008.
7. Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories*. New Delhi: National Book Trust, 2007.
8. <https://www.Scribd.com/book263729589/princessBari>.
9. <https://neverimitates.wordpress.com/2015/04/25/book-review-princess-Bari>.

Course Outcomes:

After completion of the course the students will be able to realize the following outcomes:

1. Discuss about misty poets.
2. Describe Sri Lankan villages and lives.
Comment on the theme of freedom.
3. Analyze Noh dramas.
4. Promote nationalism
5. Celebrate cultural differences

CO-PO- Mapping Matrix

CO/PO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	M	H	H	M	L	H
CO-2	M	H	H	L	M	H
CO-3	H	M	M	M	H	M
CO-4	H	H	H	M	L	H
CO-5	M	M	H	L	H	M
CO-6	M	M	H	M	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	GENERIC ELECTIVE COURSE-I	SEMESTER-I
COURSE CODE	ACADEMIC WRITING	CREDIT : 3

COURSE OBJECTIVES:

The course aims

- To enable the learners to compose effective paragraphs
- To expose the learners to the nuances of writing
- To help the learners strengthen their writing skills

Unit I

Invention - discussing and developing topics to write about Gathering facts and ideas Exploring them as materials for writing Outlining, drafting and revising. Mechanics of writing, purpose of writing, audience/reader, organisation- cohesion and coherence; features of academic writing

Unit II

Title and structure of an essay: Beginning: announcing the subject, indicating the plan, stressing the importance of the subject, organizing the middle: signposts, transition, repetition, question and answer, summarizing, closing Point of view, tone.

Unit III

Expository paragraph: topic sentence, paragraph writing: coherence and flow Paragraph development: Illustration, restatement, comparison and contrast, analogy, cause and effect, definition, classification. Writing a dissertation- research methodology- research Problem, survey of literature, hypotheses- documentation Format: MLA style, APA,

Unit IV

Diction: meaning— denotation and connotation, Problems of diction: wrong words, punctuation

Unit V

Academic integrity- Proofreading- Writing Reviews- Case study- Survey Writing- Writing Report- kinds of Report Writing- Research Article Writing

Unit VI: Current Contours (For Continuous Internal Assessment only)

Writing on topics like the impact of Covid-19 on today's Indian economy, the present Indian government's myth and reality of development

Books for Reference:

1. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills: Mg University Edition*. New Delhi: Pearson, 2010.
2. *MLA Handbook for Writers of Research Papers*. New Delhi: MLA of America, 2016.
3. *The Oxford Guide to Writing*, Oxford University Press, New York, 1983.
4. Swan, Michael. *Practical English Usage. 3rd edition*. Oxford University Press, 2005.
5. Yong, Fung Lan. *Academic Writing*. Latvia: LAP Lambert Academic Publishing, 2010.
6. Eliot, Simon and Owens, WR. (2005) *A Handbook to Literary Research*. OU Press.
7. Eco, Umberto (1977). *How to Write a Thesis*. MIT Press.
8. Griffin, G. (2006). *Research Methods for English Studies*. Edinburgh U Press.
9. Kothari, CR and Garg, Gaurav. (2010), *Research methodology: Methods and Testing*. New Age.

Web Sources for Reference:

<http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>
<https://sydney.edu.au/students/writing/types-of-academic-writing.html>
<https://www.thepunctuationguide.com/>
https://www.staff.uni-giessen.de/~ga1070/topic_sentences_ex.html
<http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.html>

Course Outcomes:

After completion of the course, the students will be able to

1. Describe various steps involved in developing topics.
2. Explain the nuances of outlining.
3. Discuss the important components of an essay.
4. Describe the significance of coherence and flow in composing a paragraph.
5. Discuss various methods of developing paragraphs.
6. List various ways to master the mechanics of writing.
7. Demonstrate the importance of language use in academic activities.

CO–PO/PSO MAPPING SCHEME

CO/PO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
CO-1	M	M	L	H	L	M
CO-2	M	H	M	M	L	H
CO-3	L	H	L	M	M	M
CO-4	M	H	L	M	M	L
CO-5	H	H	M	M	H	L
CO-6	L	H	L	H	M	H
CO-7	M	H	L	M	H	H

L- Low, M- Medium, H- High

FIRST YEAR	SKILL ENHANCEMENT COURSE-I	SEMESTER-I
COURSE CODE	WRITING SKILLS	CREDIT : 3

COURSE OBJECTIVES:

The course aims to

1. Equip the learners with a clear understanding of the basics of functional and professional writing.
2. Cultivate a nuanced understanding of accuracy, type, clarity, appropriateness and correctness in writing.
3. Equip the learners with a step-by-step method for planning and finishing a writing task.
4. Introduce the learners to drafting professional documents effectively.

UNIT – I (Fundamentals of Writing)

The Goal of Writing (from Expression to Communication)–Principles of Effective Writing–Clarity and Brevity–5Cs of Writing: Clear, Concise, Concrete, Correct, Courteous –Sentence Structure (Sentence Fragments, Run-on sentences)–Subject-Verb Agreement–Tense Consistency–Punctuation

UNIT-II(Types of Writing)

Navigating Information (Fact, Opinion, Belief)–Formal Vs. Informal Writing–Descriptive Writing, Narrative Writing, Expository Writing, Persuasive Writing–Reflective Writing–Comparative Writing

UNIT-III(Career and Professional Writing)

Mechanics and Drafting of Resume–Curriculum Vitae–Business Letters–Email Etiquette–Official Memo–Agenda–Minutes of a Meeting–Job Applications

UNIT-IV(The Process of Writing)

Pre-writing (Brainstorming, Mind-mapping, Outlining)–Drafting (First draft, Second Draft and further Revision)–Editing and Refining (Revision and Proofreading)–Tone and Register–Audience Awareness

UNIT_V(Writing and Impact)

Writing Arguments –Critical Thinking and Synthesis –Creative Writing –Credibility of Writing–Paraphrasing–Crisis Communication (Apology, Clarification)–Writing an Essay and Newspaper Article

UNIT-VI CURRENT CONTOURS (Self-directed learning activities for Continuous Internal Assessments Only):

Drafting a Professional Identity–Writing for Media–Basics of Academic Writing–Social Media Writing

Recommended Books:

1. Bly, RobertW. *The Copy writer's Handbook*. Holt Paperbacks, 2020.
2. Bovée, CourtlandL., etal. *Business Communication Today*. Pearson, 2003.
3. Brohaugh, William. *WriteTight: Say Exactly What You Mean with Precision and Power*. Sourcebooks, 2007.
4. Carroll, Brian. *Writing and Editing for Digital Media*. Routledge, 2020.
5. Elufiede, OluwakemiJ., etal. *Enhancing Writing Skills*. IAP, 2015.
6. Turk, Christopher, and John Kirkman. *Effective Writing*. E&F.N. Spon, 1982.

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Demonstrate the ability to write clear, grammatically correct sentences for formal and informal communication.
2. Draft high-quality professional documents like resumes, emails and business letters.
3. Use the 'pre-writing' to 'editing' process to improve their work independently.
4. Master effective editing and proofreading skills and apply the principles, tools, types and techniques of writing to create high-impact content.

CO-PO/PSO MAPPING SCHEME

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	H	H	L	H	H	H	M	H	M	L	M
CO2	M	H	H	M	H	H	H	L	H	M	M	M
CO3	M	H	H	L	H	H	H	M	H	L	M	M
CO4	M	H	H	M	H	H	H	M	H	M	M	M

L-Low, M-Moderate, H-High

FIRST YEAR	VALUE ADDED COURSE COURSE-I TRANSLATION: THEORY AND PRACTICE	SEMESTER-I
COURSE CODE		CREDIT : 2

COURSE OBJECTIVES:

The course aims to

- To familiarize learners with the history and theories of translation
- To develop an understanding of the techniques and methods used by the translators
- To enhance the employability of the learners as translators

UNIT-I:

A Brief History of Translation - problems of period study – the Romans – Bible translation - the Renaissance – the Seventeenth and the Eighteenth century – Romanticism and Post-Romanticism – the Victorians and the twentieth Century - Translation Theories

UNIT-II:

Translation: Definition and General types – a new concept of translating – the nature of translating - language varieties in translation – Kinds of Meaning – Translation equivalence – conditions of translation equivalence

UNIT-III:

Kinds of Translation– phonological translation – graphological translation – transliteration – grammatical and lexical translation – Scientific Translation – Computer Assisted Machine Translation – Translation and Artificial Intelligence

UNIT-IV:

Problems of translation – language and culture – decoding and recoding – problems of equivalence – loss and gain – structures – poetry and translation – translating prose – translating dramatic texts – the limits of translatability/untranslatability

UNIT-V:

Translation Practice in Tamil and English–

Selections from A.K. Ramanujan's *Poems of Love and War* – Book Two “Puram Poems” Kings at War (Pg. Nos. 113-123)

Selections from G. U. Pope: Two chapters from the translation of *Tirukkural* - “The Possession of Love” (71-80) and “The Possession of Knowledge” (421-430)

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Current trends in translation, Future of translation, Computer-Assisted Machine translation, Practical difficulties in translation – cultural untranslatability – intercultural translation.

RECOMMENDED BOOKS:

1. Bassnett, Susan. *Translation Studies*. London: Methuen, 2002.
2. Malmkjær, Kirsten, and Kevin Windle. *The Oxford Handbook of Translation Studies*. Oxford: Oxford UP, 2011.
3. Munday, Jeremy. *Translation: An Advanced Resource Book*. Taylor & Francis, 2004.
4. Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon Press, 1981.
5. Ramanujan, A.K. *Poems of Love and War*. OUP, 1985.
6. Thiruvalluvar. *The Sacred Kural of Tiruvalluva-Nayanar*. Trans. G.U. Pope, W.H. Allen, & Co., 1886.
7. Venuti, Lawrence. *The Translation Studies Reader*. New York: Routledge, 2004.

WEB REFERENCES :

<https://iniciacionalatraduccionuv.wordpress.com/wp-content/uploads/2014/01/bassnett.pdf>
<https://egyankosh.ac.in/bitstream/123456789/14110/1/Unit-1.pdf>
<https://lokalise.com/blog/types-of-translation/>
<https://egyankosh.ac.in/bitstream/123456789/14120/1/Unit-7.pdf>
<https://www.the-criterion.com/V8/n2/IN18.pdf>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Create awareness about cultural, ethical and epistemological aspects of translation and interpreting practices
2. Evaluate the effects of different translation strategies
3. Apply the appropriate translation theories in a professional context
4. Gain an in-depth understanding of a specific topic in translation practice and theory
5. Demonstrate an understanding of the interpersonal and intercultural role played by translation and by language more generally
6. Develop a critical understanding of the cultural and sociological issues embedded in translation practice

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	CORE COURSE-IV MODERN LITERATURE – III	SEMESTER-II
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES

The course aims to

- To familiarize learners with the characteristics of Romantic poetry.
- To acquaint learners with the unique qualities of the essays of romantic period.
- To make learners aware of the characteristics of novels during romantic period.

UNIT I

William Wordsworth : “I Wandered Lonely as a Cloud”
Coleridge : “Something Childish, but Very Natural”

UNIT II

John Keats : “Ode to a Nightingale”
Lord Byron : “She walks in Beauty”

UNIT III

Charles Lamb : “Dream Children: A Reverie”
Ralph Waldo Emerson : “Nature”

UNIT IV Bernard Shaw : *The Apple Cart*

UNIT V Charlotte Bronte : *Jane Eyre* John Webster : *The Duchess of Malfi*

UNIT – VI

Current Trends* (For CIA only)

Significance of Modern Literature from 1798 to 1832, Romantic poetry, prominent themes and well known writer's contribution to Modern Literature – contribution to the understanding of ecology and its relationship with mankind

Recommended Books:

1. Abrams, MH. *English Romantic Poets. Modern Essays in Criticism*. Oxford UP, 1967.
Bowra, CM. *The Romantic Imagination*. Harvard UP, 1949.
2. Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. Athlone Press, 1997. Reeves, James. *A Short History of English Poetry, 1340-1940*. Dutton, 1962.
3. Wasserman, Earl R, and John Keats. *The Finer Tone: Keats' Major Poems*. Baltimore: John Hopkins Press, 1953.

WEB REFERENCES

<https://www.litcharts.com/poetry/william-wordsworth/i-wandered-lonely-as-a-cloud>
<https://literariness.org/2021/02/17/analysis-of-coleridges-kubla-khan/>
<https://www.sparknotes.com/poetry/keats/section3/> <https://poemanalysis.com/lord-byron/she-walks-in-beauty/>
<https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie> <https://www.theculturium.com/ralph-waldo-emerson-nature/>
<https://easyliterarylessons.com/the-apple-cart-by-george-bernard-shaw/>
<https://www.sparknotes.com/lit/janeeyre/summary/> <https://www.britannica.com/topic/The-Duchess-of-Malfi>

COURSE OUTCOMES :

Upon successful completion of the course, learners will be able to

- Understand the knowledge of principal works of Modern Literature from 1798 to 1832.
- Analyse the awareness of the characteristics of Romantic poetry.
- Know the knowledge of the political, social and intellectual background of the age through the works of various writers of the Romantic period.
- Grasp the ability to view texts in terms of development, values and socio-cultural context.

CO-PO/PSO MAPPING SCHEME

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	M	H	H	L	L	H	H	H	M
CO-2	H	H	H	M	L	M	H	M	H
CO-3	H	H	H	M	H	H	H	H	H
CO-4	H	H	H	M	H	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	CORE COURSE-V	SEMESTER-II
COURSE CODE	MODERN LITERATURE – IV	CREDIT : 4

COURSE OBJECTIVES

The course aims to

- enable learners to understand the spirit of Victorian England and its influence on poetry
- help learners appreciate the revolution brought about through Aesthetic Movement and anti-Victorian Movement in poetry, drama and novel during the Age of Hardy
- expose learners to various aspects of the works of 20th century writers

UNIT I

Matthew Arnold	: “Dover Beach”
Robert Browning	: “Rabbi Ben Ezra”
Alfred Tennyson	: “Lotus Eaters”

UNIT II

W.B. Yeats	: “The Second Coming”
Christina Rossetti	: “Remember”
T.S.Eliot	: Section II “A Game of Chess” from <i>The Wasteland</i>
W.H. Auden	: “In Memory of W.B.Yeats”
Wilfred Owen	: “The Strange Meeting”

UNIT III

Thomas Carlyle	: “The Hero as Poet”
John Ruskin	: “The Seven Lamps of Architecture”
E.M.Forster	: “A Book that Influenced Me”

UNIT IV

Henrik Ibsen	: <i>A Doll’s House</i>
Anton Chekhov	: <i>The Cherry Orchard</i>

UNIT V

Charles Dickens	: <i>A Tale of Two Cities</i>
Mark Twain	: <i>Adventures of Huckleberry Fin</i>

UNIT – VI

Current Trends* (For CIA only)

Naturalism and Imagism, Style and Stylistics, Existentialism and Absurdism, Modes of narrative Fiction in the literature of the modern era.

Recommended Books:

1. Batho, Edith C., Bonamy Dobrée, and Guy Chapman.
2. *The Victorians and After, 1830-1914*. London: Cresset, 1962.
3. Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable & Co., Ltd, 1934.
4. Colin Clarke, ed. *D.H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1979.
5. Corrigan, R. *Theatre in the Twentieth Century*. New York: Grove Press, 1961. Esslin, M. *The Theater of the Absurd*. London: Eyre & Spottiswoode, 1964.
6. Gassner, John. *An Anthology. Introduction to the Drama*.
7. New York: Holt, Rinehart and Winston, 1963.
8. Gransden, K.W. *E.M. Forster*. New York: Grove Press, 1962.
9. Leavis, F.R., and Q.D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971. Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.
10. Martin, Jay, and T.S. Eliot. *A Collection of Critical Essays on "The Waste Land"*. Englewood Cliffs: Prentice-Hall, 1968.
11. Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP, 2004.

WEB REFERENCES

<https://www.litcharts.com/poetry/matthew-arnold/dover-beach>
<https://victorianweb.org/authors/rb/rabbibenezra.html>
<https://farringford.co.uk/history/tennyson/poems/the-lotus-eaters>
<https://kellyrfineman.livejournal.com/403671.html> <https://omnia.sas.upenn.edu/story/seven-things-know-about-waste-land-100> <https://www.gradesaver.com/wilfred-owen-poems/guide/summary-strange-meeting> <https://deriv.nls.uk/dcn23/1384/1583/138415834.23.pdf>
<https://digitalcommons.cwu.edu/cgi/viewcontent.cgi?article=1882&context=etd>
<https://www.unesco.org/en/memory-world/henrik-ibsen-dolls-house>
<https://www.litcharts.com/lit/the-cherry-orchard/summary> <https://www.britannica.com/topic/A-Tale-of-Two-Cities-novel> <https://www.sparknotes.com/lit/huckfinn/>

COURSE OUTCOME:

Upon successful completion of the course, learners will be able to

1. Analyse the knowledge of issues such as capitalism, race, the evolution of democracy that shaped the 19th century England
2. Understand the in-depth knowledge of the religious, socio-intellectual and cultural thoughts of the period
3. Evaluate the awareness of the aesthetic and political shifts from the earlier periods
4. Explain the ability to appreciate Prose, Poetry and Drama in terms of changing socio-cultural contexts.

CO-PO/PSO MAPPING SCHEME

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	M	H	H	L	L	H	H	H	M
CO-2	H	H	H	M	L	M	H	M	H
CO-3	H	H	H	M	H	H	H	H	H
CO-4	H	H	H	M	H	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	CORE COURSE-VI SHAKESPEARE	SEMESTER-II
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare.
- To familiarize learners with the characterization, dramatic and poetic techniques of Shakespeare.
- To enable learners to understand Shakespeare's influence and contribution in English literature.

UNIT– I:

Hamlet

UNIT– II:

Twelfth Night

UNIT–III:

Henry IV

UNIT– IV:

The Merchant of Venice

UNIT– V:

Shakespearean Theatre and Audience
 Shakespearean Fools and Clowns
 Shakespearean Women
 Supernatural Elements in
 Shakespearean Plays
 Shakespeare as a Sonneteer and a Narrative Poet

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Application of Shakespearean characters in the contemporary situation – Application of the latest theories on Shakespearean plays – relevance of Shakespeare studies in the recent times.

RECOMMENDED BOOKS

1. Bradley, AC. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan and Co, 1905.
2. Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587-1642*. Peter Smith, 1959.
3. Charlton, HB. *Shakespearean Comedy*. Methuen, 1938.
4. Ford, Boris. *The Age of Shakespeare*. Penguin Books, 1982.
5. Knight, GW. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. Methuen, 1951.

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<https://socrates.acadiau.ca/courses/engl/rcunningham/resources/Shpe/Hamlet.pdf>
<https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/twelfth-night/>
<https://www.folger.edu/explore/shakespeares-works/henry-iv-part-1/read/> <https://www.rsc.org.uk/the-merchant-of-venice/>
<https://gacbe.ac.in/pdf/ematerial/18MEN41C-U5.pdf>

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the socio-political influences of Britain during the Shakespearean age.
- Appreciate the characterization, dramatic and poetic techniques of Shakespeare.
- Examine Shakespeare's choice of subject matter and his use of the form of tragic-comedy.
- Discuss the characteristic features of Shakespearean stage and Shakespeare's skill in affecting catharsis through his tragedies.
- Analyze the technique of disguise in Shakespeare's plays, the reason behind it and discuss the significance of women characters in his plays.
- Demonstrate the portrayal of history in the historical plays of Shakespeare.

CO-PO/PSO MAPPING SCHEME

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-II ENGLISH LANGUAGE TEACHING	SEMESTER-II
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- introduce learners to the theoretical foundations and historical development of English Language Teaching.
- familiarize learners with major language teaching methods, approaches, and pedagogical practices.
- develop an understanding of second language acquisition and learner-centered teaching.
- enable learners to design effective lesson plans, teaching materials, and classroom activities.
- equip learners with skills in language assessment, testing, and evaluation.
- foster reflective teaching practices and technology-integrated language instruction.

UNIT – I

Foundations of English Language Teaching

Nature and Scope of ELT – English as a Global Language – Historical Development of Language Teaching – Concepts of Language, Learning and Teaching – Principles of Language Teaching – Role of Teachers and Learners – Competencies of an Effective Language Teacher.

UNIT – II

Approaches and Methods in ELT

Grammar Translation Method – Direct Method – Audio-Lingual Method – Situational Language Teaching – Communicative Language Teaching (CLT) – Task-Based Language Teaching (TBLT) – Content and Language Integrated Learning (CLIL) – Post-Method Pedagogy.

UNIT – III

Language Acquisition and Classroom Practices

First Language Acquisition – Second Language Acquisition Theories – Behaviourist Theory – Innatist Theory – Cognitive Theory – Krashen's Input Hypothesis – Motivation and Individual Differences – Teaching Listening, Speaking, Reading and Writing Skills – Vocabulary and Grammar Teaching.

UNIT – IV

ELT Materials and Technology

Textbook Evaluation – Materials Development – Lesson Planning – Teaching Aids and Multimedia Resources – Language Laboratory – ICT in ELT – Digital Tools for Language Teaching – Artificial Intelligence in Language Learning – Online and Blended Learning.

UNIT – V

Language Testing and Professional Development

Principles of Language Testing – Types of Assessment – Formative and Summative Assessment – Designing Test Items – Testing LSRW Skills – Rubrics and Evaluation – Reflective Teaching – Action Research in ELT – Professional Ethics and Continuous Professional Development.

UNIT – VI

SELF-DIRECTED LEARNING ACTIVITIES (For Continuous Internal Assessments Only)

1. Observation and Analysis of English Language Classes.
2. Preparation of Lesson Plans for Different Language Skills.
3. Development of Teaching Materials and Worksheets.
4. Designing Online Language Learning Activities.
5. Review of ELT Mobile Applications and Digital Platforms.
6. Conducting Micro-Teaching Sessions.
7. Preparation of Language Assessment Tools.
8. Reflective Teaching Journal.
9. AI-assisted Lesson Design Project.
10. Portfolio Preparation.

RECOMMENDED BOOKS

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge University Press, 2014.
2. Brown, H. Douglas. *Principles of Language Learning and Teaching*. 6th ed., Pearson Education, 2014.
3. Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 4th ed., Pearson Education, 2015.
4. Ellis, Rod. *Second Language Acquisition*. Oxford University Press, 1997.
5. Larsen-Freeman, Diane, and Marti Anderson. *Techniques and Principles in Language Teaching*. 3rd ed., Oxford University Press, 2011.
6. Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 5th ed., Oxford University Press, 2021.
7. Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson Education, 2015.
8. Brown, H. Douglas, and Priyanvada Abeywickrama. *Language Assessment: Principles and Classroom Practices*. 3rd ed., Pearson Education, 2019.
9. Johnson, Keith. *An Introduction to Foreign Language Learning and Teaching*. 3rd ed., Routledge, 2018.
10. Richards, Jack C., and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994.

WEB REFERENCES

1. British Council – Teaching English
<https://www.teachingenglish.org.uk>
2. TESOL International Association
<https://www.tesol.org>
3. Cambridge English Teaching Resources
<https://www.cambridgeenglish.org/teaching-english>
4. Oxford University Press ELT Resources
<https://elt.oup.com>
5. BBC Learning English
<https://www.bbc.co.uk/learningenglish>
6. National Geographic Learning ELT
<https://eltngl.com>
7. EnglishClub – Teaching English Resources
<https://www.englishclub.com/teach>
8. Edutopia – Language Teaching and Learning
<https://www.edutopia.org>
9. FutureLearn – Language Teaching Courses
<https://www.futurelearn.com>
10. OpenLearn – Language and Communication Studies
<https://www.open.edu/openlearn>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

CO1:explain the theories, principles and historical development of English Language Teaching.

CO2:analyze and apply various language teaching methods and approaches in diverse learning contexts.

CO3:demonstrate understanding of second language acquisition theories and language learning processes.

CO4:design lesson plans, teaching materials and technology-enabled learning activities.

CO5:construct valid and reliable language assessment tools and evaluate learner performance.

CO6:develop reflective teaching practices and undertake professional development activities in ELT.

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-II WOMEN'S WRITING IN ENGLISH	SEMESTER-II
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- To enable the students to identify the relationship among class, race and gender in literature
- To analyse the theories of women's literary writings in English
- To demonstrate the new and varied perspectives on women's issues

UNIT – I POETRY

Anne Bradstreet : “The Author to her Book”
 Judith Wright : “Woman to Man”
 Adrienne Rich : “From a Survivor”
 Sylvia Plath : “Daddy”

UNIT – II PROSE

Mary Woolstonecraft : “Vindication of the Rights of Women” (Ch 1) Elaine
 Showalter : “The Female Tradition” from A Literature of their Own

UNIT – III DRAMA

Rachel Crothers : A Man's World Lorraine
 Hansberry : A Raisin in the Sun

UNIT – IV SHORT STORIES

Kate Chopin : “The Story of an Hour”
 Mahaswetha Devi : “Draupadi”
 Katherine Mansfield : “Doll's House”
 LuoShu : “The Oranges”
 Alice Munro : “The Moons of Jupiter”

UNIT – V FICTION

Mariamamma Bo : *So Long a Letter*
 Urmila Pawar : *The Weave of my Life*

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :
 Challenges women face still in the society – gender as a social construct – empowerment of women in the age of globalization

RECOMMENDED BOOKS:

1. <https://oll.libertyfund.org/titles/wollstonecraft-a-vindication-of-the-rights-of-woman>
2. Greenberg, Robert A and Ruth Miller. Poetry, An Introduction. Palgrave Macmillan, 1982.
3. Gunasekaran. K. Stories from Many Countries. New Century Book House, 2005.
4. Murray, Les A. The New Oxford Book of Australian Verse. Oxford University Press, 1996.
5. Showalter, Elaine. The Female Tradition, From A Literature of Their Own Princeton: University Press, 1977.
6. <https://rimstead-cours.espaceweb.usherbrooke.ca/essays/woolf2.htm>
7. <https://archive.org/details/mansworldplayinf00crotuoft>
8. https://archive.org/details/introductiontopo00kenn_0

WEB REFERENCES:

<https://www.studymode.com/essays/Think-About-Briggflatts-As-An-Autobiography-45923700.html>
<https://mdu.ac.in/UpFiles/UpPdfFiles/2020/Jan/Literature%20and%20Gender-Section%20A%20&%20B-complete.pdf>
<https://www.lib.auburn.edu/whatsnew/2017/02/10-centuries-of-plays-by-women-subject-guide/>
<https://www.ipl.org/essay/Summary-Of-Mahasweta-Devis-Draupadi-PCD7Q6XSQU>
<https://digitallibrary.bishopmoorecollege.ac.in/bitstream/123456789/1455/1/Knitting%20Tales%20of%20Intersectional%20Oppression.pdf>

COURSE OUTCOMES

Upon successful completion of the course, learners will be able to

- Evaluate women's literary writing in English
- Analyse the various perspectives of women's writings
- Comprehend the need to represent the repressed voices
- Encapsulate the advantages of feminist attitude
- Discuss the pros and cons of patriarchal and matriarchal societies
- Engage in the art of creative writing

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	GENERIC ELECTIVE COURSE-II PUBLIC SPEAKING	SEMESTER-II
COURSE CODE		CREDIT : 3

COURSE OBJECTIVES:

The course aims to

- To develop effective public speaking and presentation skills among learners.
- To enable learners to overcome stage fear and communicate confidently in academic and professional contexts.
- To familiarize learners with speech preparation, delivery techniques, audience analysis, and persuasive communication.

UNIT – I

Introduction to Public Speaking

- Meaning, Nature and Scope of Public Speaking
- Elements of Communication
- Types of Public Speaking
- Qualities of an Effective Speaker
- Ethics of Public Speaking

UNIT – II

Speech Preparation

- Audience Analysis
- Selecting and Organizing Ideas
- Structuring a Speech: Introduction, Body and Conclusion
- Supporting Materials: Facts, Examples, Anecdotes and Quotations
- Visual Aids and Digital Presentation Tools

UNIT – III

Speech Delivery

- Voice Modulation and Pronunciation
- Body Language, Gestures and Eye Contact
- Stage Presence and Confidence Building
- Managing Stage Fear and Anxiety
- Extempore Speaking

UNIT – IV

Types of Public Speaking

- Informative Speech
- Persuasive Speech
- Motivational Speech
- Welcome Address
- Vote of Thanks
- Seminar and Conference Presentation
- Group Discussion and Panel Discussion

UNIT – V

Professional Public Speaking

- Interview Skills
- Presentation Skills
- Media Speaking
- Anchoring and Compering
- Debate and Elocution
- Public Speaking in Digital Platforms (Webinars, Podcasts and Online Presentations)

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only)

Artificial Intelligence and Public Speaking – Digital Storytelling – TED Talks and Professional Presentations – Personal Branding through Public Speaking – Podcasting – Social Media Communication – Virtual Presentation Skills – Public Speaking for Leadership and Entrepreneurship.

REFERENCES

1. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books.
2. Lucas, Stephen E. *The Art of Public Speaking*. McGraw-Hill.
3. Osborn, Michael, Suzanne Osborn and Randall Osborn. *Public Speaking*. Pearson.
4. Verderber, Rudolph F., Kathleen S. Verderber and Deanna D. Sellnow. *The Challenge of Effective Speaking*. Cengage.
5. Hamilton, Cheryl. *Essentials of Public Speaking*. Cengage Learning.
6. Gallo, Carmine. *Talk Like TED*. Pan Books.
7. Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*. Wiley.
8. German, Kathleen M., et al. *Principles of Public Speaking*. Routledge.

WEB REFERENCES:

https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/ug%202021/BA%20english%202023/sy_2324_ug2021_baenglish2023_2_PublicSpeaking

<https://www.comm.pitt.edu/structuring-speech>

<https://www.slideshare.net/slideshow/presentation-skills-public-speaking-and-body-language/249548328>

<https://www.indeed.com/career-advice/career-development/types-of-speeches>

<https://www.dalecarnegie.com/en/presentation-skills-public-speaking-training>

COURSE OUTCOMES

After completion of the course, the students will be able to realise the following outcomes:

- Demonstrate effective verbal and non-verbal communication skills in public speaking.
- Organize and deliver speeches confidently for academic, professional, and social contexts.
- Apply appropriate speech delivery techniques, presentation skills, and audience engagement strategies.
- Develop leadership, interpersonal, and persuasive communication skills through public speaking activities.
- Employ digital tools and emerging communication platforms for effective public presentations

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High

FIRST YEAR	GENERIC ELECTIVE COURSE-II	SEMESTER-II
	CONTENT WRITING	
COURSE CODE		CREDIT : 3

COURSE OBJECTIVES

This course aims to

1. Enable the students to understand the basics and the importance of content writing.
2. To understand the tools and techniques for the requirements of content writing.
3. To analyse the development of digital skills and their effectiveness in content writing.
4. Display in-depth knowledge of the steps involved in content writing.
5. It enables the students to follow a systematic procedure for creating content, avoiding plagiarism and being creative.

UNIT I

CONTENT –Definition–What is content writing? –Basics of content development–essential qualities of a good content writer – Role and functions of a content writer.

UNIT II

Types of content writing–print and web content–process of content writing – editing and proof reading – writing styles.

UNIT III

Skills for content writing–formats–writing quality content: use of specific words –use of software for content creation – common features of Digital media content.

UNIT IV

Digital platforms for content writing–formats of Digital content–creating a blog/vlog and naming it – introduction to SEO (Search Engine Optimization), introduction to affiliate marketing.

UNIT V

Developing Plagiarism -free content–Types of Plagiarism–meaning and concept–rules on Plagiarism – how to develop Plagiarism-free content and copyright issues.

Recommended Books:

1. Halverson, Kristine. “The Content Strategy Content Writing for the Web”, Melissa Rach, Megan Casey.
2. Kristina Halvorson, K&Rach, M. Content Strategy for the Web, 2nd Edition. 2012
3. Mill, David and David Chaffey. “Content is King: Writing and Editing Online.” Routledge, 2012. Mizrahi, Janet.
4. Web Content: A Writer’s Guide. Business Expert Press, 2013. Additional Reference Felder, Lynda.
5. Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound. New Riders, 2012.
6. Handley, Ann and C.C. Chapman. “Content Rules”. Wiley, 2011. Redish, Janice. Letting Go of the Words: Writing Web Content that Works. Elsevier, 2007.
7. Robinson, Joseph. Content Writing Step-by-Step: Learn How to Write Content that Converts and Become a Successful Entertainer of Online Audiences. Amazon Digital Services, 2020 .
8. Foster, John. Writing Skills for Public Relations: Style and Technique for Mainstream and Social Media. Kogan Page, 2013.
9. David Crystal, D. The Cambridge Encyclopedia of Language, Cambridge. 2021.3. Kristina Halvorson, K & Rach, M. Content Strategy for the Web, 2nd Edition. 2012

WEB REFERENCES

<https://www.copypress.com/kb/copy/all-about-content-writing/>

<https://www.constant-content.com/content-writing-service/2018/12/types-of-content/><https://everyonesocial.com/blog/content-research/>

<https://neilpatel.com/blog/keyword-research/><https://www.oberlo.com/blog/seo-tools>

COURSE OUTCOMES

Upon successful completion of the course, learners will be able to

1. Understand the basic concepts of creative writing and content development
2. Explain the knowledge of various styles and techniques of writing and editing
3. Analyse the polished creative and critical faculties
4. Explore better opportunities of employability

CO-PO/PSO MAPPING SCHEME

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO-1	M	H	H	L	L	H	H	H	M
CO-2	H	H	H	M	L	M	H	M	H
CO-3	H	H	H	M	H	H	H	H	H
CO-4	H	H	H	M	H	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	SKILL ENHANCEMENT COURSE-II	SEMESTER-II
	GREEN LITERATURE	
COURSE CODE		CREDIT : 2

COURSE OBJECTIVES:

The course aims to

- To initiate the students into the nature and ecology aspects of literature and the critical practice of reading literature on that basis.
- To introduce students to the latest schools of criticism there by providing them with a new approach to be used practically in research work.
- Adapt an ecocentric way of life by understanding the intrinsic value of all beings in the world around us.

UNIT – I

Introduction to Green Literature	: “Ecocriticism” (from Peter Barry’s <i>Beginning Theory</i>)
Rachel Carson	: “A Fable for Tomorrow” from <i>Silent Spring</i>
Nirmal Selvamony	: “An Introduction to Neotina Poetics”

UNIT – II

Rabindranath Tagore	: “The Tame Bird”
F.G. Scott	: “The Unnamed Lake”
Douglas A. Stewart	: “The Silkworms”
D.H. Lawrence	: “Snake”
Tinai Poems	: <i>Ainkurunooru</i> 113 by Ammuvanaar (Neithal tinai) <i>Kurunthokai</i> 3 by Thevakulathar (Kurinji tinai)

UNIT – III

Thakazhi Sivasankara Pillai	: “The Flood”
H. G. Wells	: “The Treasure in the Forest”
A.K. Ramanujan	: "A Flowering Tree"
Kurt Vonnegut	: "Harrison Bergeron"

UNIT – IV

Anton Chekhov	: <i>The Cherry Orchard</i>
Tagore	: <i>Mukhtha Dhara</i>

UNIT – V

Steinbeck	: <i>The Grapes of Wrath</i>
Indira Sinha	: <i>Animal’s People</i>

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Application of contemporary theories like Bioregionalism, Deep Ecology, Ecosophy, Environmental Justice and Poco - Ecocriticism to Literature.

RECOMMENDED BOOKS:

1. Barry, Peter. *Beginning Theory*. Manchester UP, 1999.
2. Carson, Rachel. *Silent Spring*. Houghton Mifflin Company, 2002.
3. Chekhov, Anton. *The Cherry Orchard*. Dover Publications, 1991
4. Glotfelty, Cheryl and Harold Fromm. Eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia Press, 1996.
5. Kipling, Rudyard. *Just So Stories: For little Children*. New York: Charles Scribner’s Sons, 1925.
6. Nayar, Pramod K. “Ecocriticism 1.” YouTube. Aug 6, 2018.
<https://www.youtube.com/watch?v=YgW3a5-QlGI> (University of Hyderabad)
7. Ramanujan, A.K. *Poems of Love and War*. OUP, 1985.

8. Selvamony, Nirmal. "An Introduction to Neotina Poetics." *Ecocriticism: Paradigms and Praxis*. NCBH, 2019.
9. Sinha, Indra. *Animal's People*. Simon & Schuster, 2007.
10. Steinbeck, John. *The Grapes of Wrath*. Penguin Classics, 2006.
11. Tagore, Rabindranath. *Muktha Dhara*. Penguin India Publishers, 1922
12. Wells, H. G. "The Treasure in the Forest." *The Stolen Bacillus and Other Incidents*, Macmillan, 1895, pp. 109–120.

WEB REFERENCES :

<https://dbcdharmapuri.edu.in/storage/media/routledge-studies.pdf>
<https://sfheber.blogspot.com/2018/04/nirmal-selvamonys-tinaipoetics-by-dr.html>
https://www.poetry-archive.com/t/the_tame_bird_was_in_a_cage/
<https://allpoetry.com/poem/8530083-The-Silkworms-by-Douglas-Alexander-Stewart>
<https://tamilliterature.in/https://eflshorts.com/the-treasure-in-the-forest/sangam-poetry-translated-k-ramanujan/>
<https://literariness.org/2021/05/25/analysis-of-kurt-vonneguts-harrison-bergeron/>
https://journal.oraltradition.org/wp-content/uploads/files/articles/12i/8_ramanujan.pdf
<https://literariness.org/2020/07/13/analysis-of-anton-chekhovs-the-cherry-orchard/>
<https://www.britannica.com/topic/The-Grapes-of-Wrath>
<https://www.supersummary.com/animals-people/summary/>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Describe the role of nature in the works of art
2. Comment on the modernized theories of green literature
3. Describe the various streams of ecocriticism
4. Explain the merits and demerits of modernisation
5. Distinguish the concept of tinai poems Note the role of literature in protecting the nature.

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

FIRST YEAR	NON MAJOR ELECTIVE COURSE-I	SEMESTER-II
COURSE CODE	SCIENCE FICTION	CREDIT : 2

COURSE OBJECTIVES:

The course aims to

- ☐ • Introduce students to the history, evolution, major themes, and conventions of science fiction as a significant literary genre.
- ☐ • Examine the representation of science, technology, artificial intelligence, space exploration, dystopian societies, and future civilizations in science fiction.
- ☐ • Develop critical and analytical skills by interpreting science fiction texts through literary, cultural, philosophical, and scientific perspectives.
- ☐ • Encourage students to evaluate the relationship between scientific imagination, ethical concerns, and contemporary social issues reflected in science fiction literature.

UNIT-I:

Classic Science Fiction

Jules Verne-Twenty thousand leagues under the sea H.G.

Wells - The time machine

UNIT-II:

The Golden Age

Issac Asimov-The Caves of Steel Philip

K.Dick - Another Country

UNIT-III:

Post Modernism and Science Fiction

G.Willow Wilson - Alif the Unseen

Kurt Vonnegut – The Sirens of Titan

UNIT-IV:

Science Fiction and Dystopia

George Orwell-Nineteen Eighty-Four Aldous

Huxley - Brave New World

UNIT-V:

Science Fiction and Feminism

Margaret Atwood-Handmaid's Tale

Ursula K. Le Guin - The left hand of Darkness

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Liu Cixin-The Three-Body Problem

Andy Weir - The Martian

RECOMMENDED BOOKS :

1. Verne, Jules. Twenty Thousand Leagues Under the Sea, Konemann, 1998
2. Wells, H.G. The Time Machine, Bantam Classics (1984)
3. Asimov, Isaac. The Caves of Steel, Spectra 1991
4. Dick, Philip K., Another Country, Doubleday, 1974
5. Wilson, G. Willow. Alif the Unseen, Grove/Atlantic, Incorporated (2012)
6. Vonnegut, Kurt. Sirens of Titan, Laurel (1969)
7. Orwell, George. Nineteen Eighty-Four, Penguin USA, (1950)
8. Huxley, Aldous. Brave New World, Research & Education Association (2012) Atwood, Margaret. Handmaid's Tale, Vintage (1996)

WEB REFERENCES

1. https://en.wikipedia.org/wiki/Science_fiction
2. <https://www.britannica.com/art/science-fiction>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Recognize the elements common to science fiction that distinguish it from other genres and analyse science fiction works from various critical approaches using appropriate literary terminology
2. Analyze the different ways in which Science Fiction reflects and distorts reality and the ideological arguments underlying its presentations
3. Explore the tradition of Science Fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern, postmodern and classic works
4. Examine different presentations in Science fiction of gender, science and technology, culture and ethnicity
5. Create Critical hypotheses about texts and argue for their validity using textual evidence

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-VII INDIAN ENGLISH LITERATURE	SEMESTER-III
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES

The course aims to

- Enable the students to understand the basics and the importance of Indian Literary Works
- Gain the knowledge of how Indian writing in English evolved through a process of tradition and experiment, of imitation and innovation, of convention and revolt.
- Take cognizance of the emergence of nationalist and Pan-Indian ideologies in colonial and post-colonial India and its role in shaping the literary works.
- Analyse the idea of ‘Indianness’ and ‘Indian sensibility’ inscribed in the works of both Indian writers and also writers of the Indian diaspora.

UNIT I

Toru Dutt - Our Casuarina Tree

Sri Aurobindo – The Tyger and the

Deer Humayun Kabir - Trains

Henry Derozio - The Harp of India

UNIT II

Kamala Das - Looking Glass, My

Grandmother’s House Tishani Doshi - Girls are

Coming out of the Woods Nissim Ezekiel -

Good Bye Party for Miss Pushpa T.S

A.K.Ramanujan – Obituary

UNIT III

Sri Aurobindo - The Essence of Poetry Amitav

Ghosh - The Great Derangement

A.P.J.Abdul Kalam - Orientation (Wings of Fire)

*Gokhale - The Elevation of the Depressed Classes *

UNIT IV

Girish Karnad - Tale – Danda

Vijay Tendulkar - Ghashiram Kotwal

Mahesh Dattani - Tara

UNIT V

Jhumpa Lahiri - The Namesake

Chitra Banerjee - The Last Queen

Anita Desai - Cry, the Peacock

UNIT – VI

Current Trends* (For CIA only)

*Arundhati Roy - Capitalism: A Ghost Story

*Chitra Banerjee - The Palace of Illusions

..... Self Study

Recommended Books:

1. Dutt, Toru. *Ancient Ballads and Legends of Hindustan*. Kegan Paul, 1882. Aurobindo, Sri. *Collected Poems*. Sri Aurobindo Ashram, 1972.
2. Kabir, Humayun. *Poems*. Asia Publishing House, 1952.
3. Derozio, Henry Louis Vivian. *The Poetical Works of Henry Louis Vivian Derozio*. Oxford UP, 1923.
4. Das, Kamala. *Summer in Calcutta*. Everest Press, 1965.
5. Das, Kamala. *Collected Poems*. Volume 1, Orient Longman, 1984.
7. Doshi, Tishani. *Girls Are Coming Out of the Woods*. HarperCollins India, 2017. Ezekiel, Nissim. *Collected Poems 1952–1988*. Oxford UP, 1989.
8. Ramanujan, A. K. *Collected Poems*. Oxford UP, 1995. Aurobindo, Sri. *The Future Poetry*. Sri Aurobindo Ashram, 1953.
9. Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. University of Chicago Press, 2016.
11. Kalam, A. P. J. Abdul, and Arun Tiwari. *Wings of Fire*. Universities Press, 1999. Karnad, Girish. *Taledanda*. Oxford UP, 1990.
12. Tendulkar, Vijay. *Ghashiram Kotwal*. Oxford UP, 1976. Lahiri, Jhumpa. *The Namesake*. Houghton Mifflin, 2003.
13. Divakaruni, Chitra Banerjee. *The Last Queen*. HarperCollins India, 2021.

WEB REFERENCES

<https://www.theankitajain.com/blog/detailed-summary-of-toru-dutt-s-our-casuarina-tree>
https://jjcollegeara.co.in/e_notes_2025/e_learning_study_materials/Degree%20III,%20Paper%20VII,%20Critical%20Appreciation%20of%20The%20Tiger%20and%20the%20Deer_Dr.%20Nabarun%20Ghosh.pdf
<https://edurev.in/t/283596/Trains-Summary-Class-7-English-Oxford->
https://www.poetrynook.com/poem/my-grandmothers-house#google_vignette
<https://www.studocu.com/in/document/university-of-kota/english-i/on-looking-glass/120206462>
<https://poems.com/poem/girls-are-coming-out-of-the-woods/> <https://cssub.wordpress.com/wp-content/uploads/2015/12/poem-2-goodbye-party-for-miss-pushpa-t-s.pdf>
https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/pg%202021/MA%20english%202023/sy_2324_maenglish2023_2_IndianWritinginEnglish.pdf
<https://worldlandscapearchitect.com/book-review-the-great-derangement-climate-change-and-the-unthinkable/?v=13b5bfe96f3e>
<https://booksloveme.com/wings-of-fire-book-review/>

COURSE OUTCOMES

Upon successful completion of the course, learners will be able to

1. Explore the basic knowledge about the significance of major Indian Literary Works
2. Grasp the knowledge of major literary movements and writers of Indian English Literature.
3. Evaluate the understanding of the important Indian themes related to Indian culture, tradition and identity

CO–PO/PSO MAPPING SCHEME

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	M	H	H	L	L	H	H	H	M
CO-2	H	H	H	M	L	M	H	M	H
CO-3	H	H	H	M	H	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-VIII AMERICAN LITERATURE	SEMESTER-III
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Introduce the students to the different genres of American literature.
- Make the students understand the culture and the society of America as reflected in the literary texts.
- Acquaint the learners with the various styles and thoughts expressed by the writers.

UNIT – I POETRY:

Edgar Allan Poe	: “Annabel Lee”
Walt Whitman	: “Out of the Cradle
Endlessly Rocking” Robert Frost	: “Mending Wall”
E.E. Cummings	: “Buffalo Bill’s”

UNIT–II PROSE:

Ralph Waldo Emerson	: “Self-Reliance”
Henry David Thoreau	: “Where I Lived and What I Lived for ” from
<i>Walden Pond</i>	
Saul Bellow	: “Nobel Prize Acceptance Speech”

UNIT–III DRAMA:

Amiri Baraka	: <i>Dutchman</i>
Tennessee Williams	: <i>The Glass Menagerie</i>

UNIT–IV SHORTSTORIES:

Washington Irving	: Rip Van Rinkle
O Henry	: After Twenty Years
Tillie Olsen	: I Stand Here Ironing
Flannery Oconor	: Revelation

UNIT–V FICTION:

Ernest Hemingway	: <i>Farewell to Arms</i>
Toni Morrison	: <i>Jazz</i>

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

American Literature in Multicultural America—American culture as a melting pot/mosaic/salad bowl - Naïve American Literature – Post 9/11 American Literature

RECOMMENDED BOOKS :

1. Cunliffe, Marcus. *American Literature to 1900*. New York: P. Bedrick Books, 1987.
2. Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p., 1941.
3. McMichael, George L., and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan, 1985.
4. Spiller, Robert E. *Literary History of the United States*. New York: Macmillan, 1963.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

1. Acquire adequate knowledge of various American authors and their works
2. Gather a comprehensive idea of the evolution of different genres in American Literature
3. Acquire literary sensibility to appreciate the innovative narratological techniques employed by American writers
4. Point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
5. Interpret the different genres and the contribution of the writers prescribed for study
6. Explore the uniqueness of American Literature at an advanced level

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-IX INTRODUCTION TO COMPARATIVE LITERATURE	SEMESTER-III
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

This course aims to

- To make the students learn the evolution of Comparative Literature
- To initiate the students to link among comparative literature, influence studies, and parallel studies
- To make the students realize the relationship between literature and other forms of human experience

Unit – I

Definition and Theory of Comparative Literature – Scope, Methodology, Application – National Literature – Comparative Literature – French, American and Indian Schools

Unit – II

Influence and Imitation – Epoch, Period, Generation – analogy and parallel studies – Thematology, reception study – Comparing Works on the Basis of Themes – Genres, Comparing Works on the Basis of Form – Periodization

Unit – III

Literature and Society – Literature and Religion – Literature and Psychology – Literature and other arts

UNIT – IV:

Ilango Adigal

: *The Cilappatikaram*

Sophocles

: *Antigone*

Subramaniya Bharathiyar

: *Panchali's Pledge*

UNIT – V:

Tirukkural - Friendship (79), Education (40), and Not Envy (17) Francis Bacon's Essays – “Of Friendship,” “Of Studies,” and “Of Envy” Nathaniel Hawthorne's *The Scarlet Letter*

U. R. Ananthamurthy's *Samskara*

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Significance of Comparative Literature; scope of Comparative Literature in India: the role of Sahitya Academy, CLAI and others towards the promotion of CL ; the role of translation in the development of CL

RECOMMENDED BOOKS:

1. Adigal, Ilango. *The Cilappatikaram: The Tale of an Anklet*. Trans. R. Parthasarathy, Penguin Books, 2004.
2. Ananthamurthy, U. R., *Samskara: A Rite for a Dead Man*. Trans. A. K. Ramanujan. OUP India, 2012.
3. Bacon, Francis, and F G Selby. *Bacon's Essays*. London: Macmillan, 1927.
4. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Blackwell, 1993.
5. Bharathiyar, Subramaniya. *Bharati Patalkal- English Translation -part 2 (verse 70)*. Ed. T.N. Ramachandran. Tamil University Publication No. : 117, 1989.
6. https://www.projectmadurai.org/pm_etexts/pdf/pm0994.pdf
7. Bhatnagar, M.K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999.
8. Hawthorne, Nathaniel. *The Scarlet Letter*. 2022. <https://www.gutenberg.org/files/33/33-h/33-h.htm>
9. George, K.M. *Comparative Indian Literature*. Trichur: Kerala Sahitya Akademi, 1984.
10. Pawar S. *Comparative Literary Studies: An Introduction*. Duckworth N. 1973
11. Sophocles. "Antigone." *The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus*, trans.
12. Robert Fagles, Penguin Books, 1984, pp. 155–251.
13. Subramaniam, N, and Padma Srinivasan. Eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997.
14. Thiruvalluvar. *The Sacred Kural of Thiruvalluva- Nayanar*. Trans. G.U.Pope. W. H. Allen &Co, 1982.
15. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana Univ. Press, 1974
16. Welleck, Rene and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace, 1993.

WEB REFERENCES :

1. <https://tnou.ac.in/eslm/PG/M.A%20COMPARATIVELITERATURE/MCL-1ST%20YEAR/MCL-12- %20Final%20Copy.pdf>
2. https://www.cur.ac.rw/mis/main/library/documents/book_file/digital-65ace71f48fc86.98353853.pdf
3. https://buniadpurmahavidyalaya.ac.in/wp-content/uploads/2024/08/The-Book-of-Vanci_Dr-Tanima-Dutta-min.pdf
4. <https://www.studocu.com/in/document/university-of-kerala/english-language/of-friendship-of-studies-insights-from-francis-bacons-essays/157736613>
5. <https://anzlitlovers.com/2018/04/19/samskara-a-rite-for-a-dead-man-1965-by-u-r-ananthamurthy-translated-by-a-k-ramanajan/>
6. <https://www.britannica.com/topic/The-Scarlet-Letter-novel-by-Hawthorne>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

- Explain the evolution of Comparative Literature
- Describe the salient features of the French and American Schools of CL
- Realize the methodology employed in Influence and Parallel Studies
- Understand the finer points of the matology, reception study and study of the genres
- Spell out the relationship that literature has with society and religion
- Comment on the relationship that literature has with psychology and various Arts

CO–PO/PSO MAPPING SCHEME

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-III WORLD CLASSICS IN TRANSLATION	SEMESTER-III
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES

The Course aims to

- Enable the students to understand the basics and the importance of translating classical literary works
- Gain the knowledge of world literary traditions and the continuing Influence of those traditions on world cultures.
- Develop skills in literary analysis and critical writing comparative methodologies.
- Evaluate various interpretation of a literary texts within social, cultural and historical contexts.
- Appreciate literature and other cultural production and an alyse other Literary texts.

UNIT I

Thirukkural – Chapter I (Chapter 40 – Learning)

*Thirukkural – Chapter V (Chapter 82 – Evils of Bad Friendship) *

UNIT II

The Last Sermon of

Holy Prophet

Sophocles – Oedipus

Rex

Confucius – Analects 1, 2

UNIT III

Leo Tolstoy - War and Peace

* Smile Orange – Trevor Rhone*

UNIT IV

Gabriel Garcia Marquez - One Hundred Years of Solitude

* Aristophanes - The Clouds *

UNIT V

Haruki Murakami - The Dancing Dwarf

Tove Jansson - The Summer Child

Eduard Mårquez - Loneliness

UNIT – VI

Current Trends* (For CIA only)

*Rebecca Deraspe - I am William

* Namwali Serpell - The Sack*

..... Self Study

Recommended Books:

1. G.U. Pope, Thirukkural - English with Meaning, Poompuhar, 2017.
2. "The Prophet Muhammad's Last Sermon" <https://sourcebooks.fordham.edu/source/muhm-sermon.asp>
3. Sophocles. *Oedipus Rex*. Translated by Robert Fagles, Penguin Classics, 1984.
4. Tolstoy, Leo. *War and Peace*. Translated by Louise and Aylmer Maude, Oxford University Press, 2010.
5. García Márquez, Gabriel. *One Hundred Years of Solitude*. Translated by Gregory Rabassa, Harper Perennial Modern Classics, 2006.
6. Murakami, Haruki. "The Dancing Dwarf." *The Elephant Vanishes*.
7. Translated by Alfred Birnbaum and Jay Rubin, Vintage International, 1994.
8. Jansson, Tove. *The Summer Child*. Translated by Thomas Teal, New York Review Books, 2003.

WEB REFERENCES

<https://thirukkural133.wordpress.com/2011/11/12/chapter-1-invocation-2/>
<https://thirukkural133.wordpress.com/2011/11/26/chapter-6-a-good-life-partner/>
<https://www.gradesaver.com/oedipus-rex-or-oedipus-the-king/study-guide/summary>
<https://dn710804.ca.archive.org/0/items/war-peace/war-peace.pdf>
<https://www.nobelprize.org/prizes/literature/1982/marquez/prose/>
<http://www.aartichapati.com/2013/08/tales-of-dancing-dwarf-disappearing>.

COURSE OUTCOMES :

Upon successful completion of the course, learners will be able to

1. Understand the basic knowledge about translating classical works of literature
2. Update the knowledge of various classical literary works produced from different parts of the world
3. Enhance the in depth knowledge about various cultural and moral values associated with the texts.

CO-PO/PSO MAPPING SCHEME

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	M	H	H	L	L	H	H	H	M
CO-2	H	H	H	M	L	M	H	M	H
CO-3	H	H	H	M	H	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-III REGIONAL LITERATURE IN TRANSLATION	SEMESTER-III
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Help the students to get acquainted with Indian regional writers and to appreciate their works in English translation.
- Make the students evaluate and create the aesthetic essence of translation while interpreting the genres of literature.
- Expose the learners to understand the different cultures represented by the literatures from other languages in India.

UNIT-I POETRY:

Thiruvalluvar	: <i>Tirukkural</i> (Chapter4:The Power of Righteousness– Song 31-40)
Kabir	:“A Fish in the Water is Thirsty”
Bharathidasan	:“World Unity”
Kuvempu	:“Oh Mother,Blessed I Am,To Be Born to You”

UNIT-II PROSE:

Gopal Krishna Gokhale	:“The Oppressed”
A.P.J. Abdul Kalam	:“Orientation”

UNIT – III SHORT STORIES:

Rajee Seth	:“His Bit of Sky”
Indira Parthasarathy	: “The House”
Baburao Bagul	: “Mother” Mahasweta Devi : “Dhouli” from <i>Outcaste</i>

UNIT-IV DRAMA:

Kalidasa	: <i>Shakuntala</i>
RabindranathTagore	: <i>Mukta-Dhara</i>

UNIT-V FICTION:

MunshiPremchand	: <i>Godaan</i>
K.R.Meera	: <i>Hangwoman</i>

UNIT-VI CURRENT CONTOURS(For Continuous Internal Assessment Only):

The Strength of Indian Diversity - Socio-cultural Reflection in Indian Regional Literature –Reorganizations given to Indian Writers

RECOMMENDED BOOKS:

1. *Contemporary Indian Short Stories*. Sahitya Akademi,2009.
2. Devi, Mahasweta. *Outcast: Four Stories*. Seagull Books,2002.
3. *Indian Literature: An Introduction*. Pears on Education India,2005.
4. Iyengar, K.R. *Indian Writing in English*. Asia Publishing House,1973.
5. Kapse, Dhananjay,ed. *Modern Indian Writing in Translation*. World view Critical Editions, 2016.
6. Meera, K.R. *Hangwoman*. Trans. J. Devika. Penguin India,2014.
7. Premchand, Munshi. *Godaan*. Jaico Publishing House,2013.
8. Tagore, Rabindranath. *Three Plays*OUP,1950.

COURSE OUTCOMES:

After the completion of the course the students will be able to realize the following outcomes:

- Identify and discuss seminal texts in the regional literary works of India
- Evaluate the texts of Indian Literature
- Realize characterization and themes of the regional literatures in translation
- Identify various literary techniques used by the Indian regional writers
- Understand the literary traditions existing in India
- Promote the regional cultural value of Indian literature

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	GENERIC ELECTIVE COURSE-III ADVANCED ENGLISH GRAMMAR	SEMESTER-III
COURSE CODE		CREDIT : 3

COURSE OBJECTIVES:

The course aims to

- develop advanced grammatical competence for academic and professional communication.
- provide a comprehensive understanding of English sentence structure and grammatical systems.
- enhance learners' ability to analyze and apply grammatical rules in diverse contexts.
- familiarize learners with functional and communicative aspects of grammar.
- enable learners to identify, correct, and explain grammatical errors effectively.
- foster the use of grammar for accurate, coherent, and stylistically appropriate communication.

UNIT – I

Fundamentals of English Grammar

Parts of Speech – Phrase Structure – Clause Structure – Types of Sentences – Sentence Elements (Subject, Predicate, Complement, Object, Adjunct) – Constituents of Sentences – Sentence Patterns – Grammatical Functions.

UNIT – II

Verb Systems and Grammatical Relations

Tenses and Aspects – Voice (Active and Passive) – Mood and Modality – Finite and Non-Finite Verbs – Gerunds, Participles and Infinitives – Concord and Subject-Verb Agreement – Sequence of Tenses.

UNIT – III

Complex Structures in English

Coordination and Subordination – Relative Clauses – Conditional Sentences – Reported Speech – Question Formation – Negation – Inversion – Cleft and Pseudo-Cleft Sentences – Parallel Structures.

UNIT – IV

Functional Grammar and Usage

Grammar in Context – Cohesion and Coherence – Reference, Substitution and Ellipsis – Lexical Cohesion – Information Structure – Register and Style – Formal and Informal Usage – Grammar in Academic and Professional Writing.

UNIT – V

Grammar, Editing and Error Analysis

Error Analysis – Common Grammatical Errors – Interlanguage and Transfer Errors – Editing and Proofreading Techniques – Grammar in Digital Communication – Corpus-based Grammar Studies – Contemporary Trends in English Grammar.

UNIT – VI

SELF-DIRECTED LEARNING ACTIVITIES

(For Continuous Internal Assessments Only)

1. Grammar Portfolio Preparation.
2. Error Analysis of Student Writing.
3. Grammar-Based Editing Project.
4. Corpus Analysis of Authentic Texts.
5. Preparation of Grammar Teaching Materials.
6. Analysis of Newspaper and Academic Texts.
7. Grammar Quiz Design.
8. Grammar Blog or Vlog Creation.
9. AI-assisted Grammar Analysis Project.
10. Reflective Journal on Grammar Learning.

RECOMMENDED BOOKS

1. Greenbaum, Sidney, and Randolph Quirk. *A Student's Grammar of the English Language*. Pearson Education, 1990.
2. Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge University Press, 2006.
3. Biber, Douglas, Susan Conrad, and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Pearson Education, 2002.
4. Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.
5. Swan, Michael. *Practical English Usage*. 4th ed., Oxford University Press, 2016.
6. Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.
7. Downing, Angela, and Philip Locke. *English Grammar: A University Course*. 3rd ed., Routledge, 2015.
8. Celce-Murcia, Marianne, and Diane Larsen-Freeman. *The Grammar Book: Form, Meaning and Use for English Language Teachers*. 3rd ed., Heinle Cengage Learning, 2015.
9. Leech, Geoffrey, Benita Cruickshank, and Roz Ivanič. *An A–Z of English Grammar and Usage*. 2nd ed., Routledge, 2001.
10. Crystal, David. *Rediscover Grammar*. 3rd ed., Routledge, 2004.

WEB REFERENCES

1. <https://dictionary.cambridge.org/grammar>
2. <https://learnenglish.britishcouncil.org/grammar>
3. <https://owl.purdue.edu>
4. <https://www.englishgrammar.org>
5. <https://www.perfect-english-grammar.com>
6. <https://www.bbc.co.uk/learningenglish>
7. <https://www.grammarly.com/blog>
8. <https://www.usingenglish.com>
9. <https://www.englishclub.com/grammar>
10. <https://www.ef.com/wwen/english-resources>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

CO1: explain the major grammatical systems and structures of contemporary English.

CO2: analyze sentence structures and grammatical relationships in spoken and written discourse.

CO3: apply advanced grammatical principles accurately in academic and professional communication.

CO4: evaluate language use through functional and contextual approaches to grammar.

CO5: identify, analyze and correct grammatical errors using appropriate linguistic tools.

CO6: demonstrate proficiency in editing, proofreading and stylistically appropriate language use.

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	GENERIC ELECTIVE COURSE-III ENGLISH FOR EMPLOYABILITY SKILLS	SEMESTER-III
COURSE CODE		CREDIT : 3

COURSE OBJECTIVES:

The course aims to

- Equip students with essential communication, digital, and employability skills required for the modern workplace.
- Develop professional writing, presentation, and interpersonal communication skills for career advancement.
- Foster entrepreneurial thinking, leadership qualities, and problem-solving abilities among learners.
- Prepare students to face recruitment processes confidently through training in resumes, interviews, group discussions, and workplace etiquette.

UNIT-I:

Employ ability Skills and Entrepreneurship

Definition & Importance of Employability Skills
Definition & Importance of Entrepreneurship
Characteristics of Entrepreneurs
Entrepreneurial Opportunities
Difference between Entrepreneur and Business Man

*Social Entrepreneurship and Startups

UNIT-II:

Soft Skills and Presentation Skills

Soft skills vs Hard skills, Global and National perspectives on Soft Skills. Resume, Curriculum vitae - How to develop an impressive Resume, Different formats of Resume – Covering letter.

Professional presentation-planning, preparing and delivering presentation, Technical writing

Essential Digital Skills–Using the Computer, Navigating the Internet, Communicating Online, Creating Online Profile

*How to improve your digital skills and achieve digital literacy *

UNIT-III:

Grammar and Comprehension

English sentences and phrases, Analysis of complex sentences, Transformation of sentences, Paragraph writing, Story writing, Reproduction of a story, Letter writing, and e-mail writing.

Précis writing &Paraphrasing

UNIT-IV:

Skills for interviews

Interviews - Types of interviews, Preparatory steps for job interviews, Mock Interview.

Group discussion- importance of group discussion, difference between group discussion and debate, Tips for successful participation in group discussion, Non-verbal communication-body Language, physical appearance, Postures, gestures, etc.,

Personality traits evaluated in group discussions

UNIT-V:

Workplace Etiquette & Problem Solving Techniques

Appropriateness with all genders, Communication Etiquette, Delegation of Authority, Difficulty in Decision Making & Problem Solving Strategies.

Defining the problem, Gathering of information, Identifying various solution, Evaluating alternatives, Taking actions, Evaluating the actions.

Importance of Financial and Legal Literacy

RECOMMENDED BOOKS :

1. R.Gajendra Singh Chauhan, Sangeeta Sharma, "SoftSkills-An integrated approach to maximize personality", ISBN: 987-81-265-5639-7, First Edition 2016, Wiley.
2. Wren and Martin, "English grammar and Composition", S.Chand publications.
3. Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd, Sabyasachi Sinha, Entrepreneurship, McGraw Hill (2022)
4. Peter Post, Anna Post, Lizzie Post, Daniel Post Senning, The Etiquette Advantage in Business, Third Edition: Personal Skills for Professional Success, 13 May 2014.

WEB REFERENCES

1. https://www.managementstudyguide.com/delegation_of_authority.htm
2. <https://www.fdmgroup.com/blog/essential-digital-skills/>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Be equipped with essential communication skills (writing, verbal and non-verbal)
2. Master the presentation skill and be ready for facing interviews.
3. Improve the fluency and confidence when speaking English
4. Gain strategies for starting any group interaction and maintaining civility.
5. Develop the intellectual, personal and professional abilities

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High

SECOND YEAR	NON MAJOR ELECTIVE COURSE-II ADVANCED COMMUNICATION SKILLS	SEMESTER-III
COURSE CODE		CREDIT : 2

COURSE OBJECTIVES:

The course aims to

- ☐• Develop learners' proficiency in spoken and written English for academic, professional, and social communication.
- ☐• Enhance students' interpersonal, presentation, and public speaking skills through practical communication activities.
- ☐• Strengthen learners' personality, leadership qualities, and soft skills required for personal and professional success.
- ☐• Prepare students for career opportunities by developing employability skills such as résumé writing, group discussions, and interview techniques.

UNIT-I:

Grammar

Tenses–Voices–Concord–infinitives–gerunds and participles–words often confused and misused – idioms and phrases – clauses – type of sentences.

UNIT-II:

Conversation in Select Contexts

Introductions, permission, request, offer, greetings, sympathy, apology, suggestion, persuasion, complaint, warning, gratitude, Email etiquette, Telephone etiquette.

UNIT-III:

Public Speaking

Welcome Speech–Introducing guests–Vote of Thanks–Speech on current topics like use of cell phones, beauty contests, pollution, etc.,

UNIT-IV:

Personality Development

Softskills–InternationalBodylanguage–Goalsetting–positiveattitude– emotional intelligence, Leadership qualities – Problem solving – Human Values

UNIT-V:

Communication for Career

Preparing a C.V.–Group discussion–Interviews–standard, panel,walk-in, group, stress, mock interviews (Practice)

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Basics of Communication, Communication Process, Internal Representation, Building Rapport

RECOMMENDED BOOKS :

1. A Student–Friendly Book of Grammar and Spoken English, Dr.M.Chandrasekaran and Mrs. R.Sumathi, New Century Book House (P)Ltd: Chennai. 2010.
2. KrishnaMohan&MeeraBanerji.DevelopingCommunicationSkills.Macmillan, 2011.
3. Dr.T.M.Farhathullah: Communication Skills for Under Graduates, RBA Publications: 2005.

WEB REFERENCES

1. <https://mftrou.com/advanced-communication-skill/>
2. <https://www.management-training-development.com/advancedcommunication-skills>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. understand Enhancement in the Professional Language
2. Improvement of Professional outlook will be improved for better performance.
3. Gain assertive confidence ability with the skillful acquisition of language and communication skills.
4. Exposure to the latest trends and concepts in communication skill in facing English speaking environments and contexts.
5. Overcome the fear of learning second language or a foreign language and equip themselves professionally.

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-X POSTCOLONIAL LITERATURE	SEMESTER-IV
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- To create a way for learners to get familiarize with writers of postcolonial literature
- To enable learners to understand the cultures of the people from the Postcolonial countries
- To understand and apply the postcolonial critical theories to various literary texts

UNIT – I POETRY:

David Diop	: “Africa”
Derek Walcott	: “A Far Cry from Africa”
F.R. Scott	: “Canadian Authors Meet”
Gabriel Okara	: “Once upon a Time”

UNIT – II POETRY:

Leonard Cohen	: “If It Were Spring”
A.D. Hope	: “Australia”
Judith Wright	: “Fire at Murdering Hut”
Oodgeroo Noonuccal	: “We are Going”

UNIT – III SHORT STORIES:

Nadine Gordimer	: “Six Feet of the Country”
Margaret Laurence	: “Godman’s Master”
David Malouf	: “Jacko’s Reach”
Chinua Achebe	: “Civil Peace”

UNIT – IV DRAMA:

Wole Soyinka	: <i>The Lion and the Jewel</i>
George Ryga	: <i>The Ecstasy of Rita Joe</i>

UNIT – V FICTION:

J.M. Coetzee	: <i>Disgrace</i>
Margaret Laurence	: <i>The Stone Angel</i>

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Articulate and justify an aesthetic, historical, and tradition-based interpretation of a postcolonial literary text - Examine central concepts, questions, and debates in postcolonial studies- Negotiate between colonial and indigenous cultural traditions

RECOMMENDED BOOKS:

1. Achebe, Chinua. "Civil Peace." *Girls at War and Other Stories*, Anchor Books, 1973, pp. 89-98.
2. Coetzee, J. M. *Disgrace*. Penguin Books, 1999.
3. Gordimer, Nadine. *Six Feet of the Country and Other Stories*. Penguin Books, 1986.
4. Laurence, Margaret. "Godman's Master." *Splendid Short Stories*. New Century Book House, 2017.
5. Laurence, Margaret. *The Stone Angel*. McClelland & Stewart, 1964.
6. Malouf, David. "Jacko's Reach." *Dream Stuff*. Random House, 2001.
7. Mansfield, Katherine. "Taking the Veil." *Splendid Short Stories*. New Century Book House, 2017.
8. Narasimhaiah C. D. Ed. *An Anthology of Commonwealth Poetry*. Trinity, 2016.
9. Ryga, George. *The Ecstasy of Rita Joe*. Talon Books, 1970.
10. Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1963.

WEB REFERENCES :

<https://www.slideshare.net/slideshow/a-far-cry-from-africa-by-derek-walcott/87311352>

<https://www.literpretation.com/post/the-canadian-authors-meet-poem-summary>

<https://poemanalysis.com/gabriel-okara/once-upon-a-time/>

<https://readingaustralia.com.au/essays/wright-collected-poems/>

<https://www.supersummary.com/six-feet-of-the-country/summary/>

<https://www.jstor.org/stable/2931339>

<https://www.litinbox.com/thttps://thegreatestbooks.org/the-greatest/realistic-fiction/books/written-by/south-african,argentinian,canadian,nigerian,greek,romanian/authors> [he-ecstasy-of-rita-joe-by-george-ryga/](https://www.litinbox.com/thttps://thegreatestbooks.org/the-greatest/realistic-fiction/books/written-by/south-african,argentinian,canadian,nigerian,greek,romanian/authors)

COURSE OUTCOMES:**Upon successful completion of the course, learners will be able to**

1. Appreciate the writers and their contribution to the postcolonial literature
2. Identify and understand vital postcolonial authors and texts in their historical and cultural contexts.
3. To define and organize central terms and concepts in postcolonial studies.
4. To understand the struggle for freedom, transition and comprehending the phase of independence.
5. To read, comprehend, and engage with postcolonial literary criticism.
6. To think critically about the contexts of exploration and to understand diverse approaches to nationalism, multiculturalism, gender and race in the context of postcolonial societies

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-XI POSTMODERN LITERATURE	SEMESTER-IV
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Introduce students to the major concepts, theories, and characteristics of postmodern literature.
- Familiarize learners with representative postmodern texts across poetry, prose, drama, fiction, and the novel.
- Develop critical thinking by exploring postmodern perspectives on culture, identity, language, and reality.
- Enable students to analyze postmodern literary techniques using contemporary theoretical approaches.

UNIT-I:

Prose

Peter Barry : Beginning Theory-Chapter on Postmodernism (pg.no 78-90) Linda Hutcheon : Historiographic Meta fiction-the pastime of part time-A Poetic of Postmodernism (pg.no.105-123)

Ihab Hassan: The Dismemberment of Orpheus: Toward a Postmodern Literature

UNIT-II:

Poetry

Marlene Nourbese Philip : Discourse on the Logic of Language. Carol

Ann Duffy : Anne Hathway

Pablo Neruda : If You Forget Me

JuanFelipe Herrera : Social Distancing

*Kasey Silem Muhammad : Poem About Trees *

UNIT-III:

Drama

Susan Lori Parks : The Death of the Last Black Man in the World.

*Noel Coward : Blithe Spirit *

UNIT-IV:

Short Stories

Margaret Atwood :There was Once

Haruki Murakami :The Second Bakery Attack

Salman Rushdie :At the auction of Ruby Slippers

UNIT-V:

Novel

Italo Calvino :Ifona Winter's Night a Traveler

Salman Rushdie : Haroun and the Sea of Stories

* Don Delillo : Underworld*

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Jean Baudrillard : Simulacra and Simulations
Ofelia Zepeda : Deer Dance Exhibition
Mahesh Dattaji : Tara
Ian Mc Ewan : My Purple Scented Novel
Amitav Ghosh : Gun Island

RECOMMENDED BOOKS :

1. Barry Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Viva books.2010.
2. Marukami, Haruki. The Second Bakery Attack, Bungei ShunjuTokyo1989
3. Hutcheon, Linda–Poetics of Postmodernism, Routledge India.1994
4. Hoover, Paul–Postmodern American Poetry, Norton,NY.2013

WEB REFERENCES

1. https://en.wikipedia.org/wiki/Postmodern_literature
2. <https://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0081.xml>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Get a clear understanding of the Postmodern transition from Modernism
2. Receive the exposure to the different elements and styles of Postmodern writings.
3. provide a comprehensive understanding of the different genres of Postmodern Literature
4. Offer an understanding towards the various cultures and subcultures related to Postmodern way of existence
5. Demonstrate the multiplicity and interdisciplinary nature of society, culture, language and art in the contemporary era

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	CORE COURSE-XII	SEMESTER-IV
	LITERARY THEORY AND CRITICISM	
COURSE CODE		CREDIT : 4

Course Objectives:

This course aims

- To introduce learners to literary theory from the beginning of the twentieth century to the present day
- To help learners apply theory in the analysis of literary texts
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts
- Understand how Freud argued that psychology helps a person in his/her creative endeavor.

Unit - I

General Introduction to theoretical schools – Hermeneutics, Structuralism, Archetypal Criticism, New Criticism, Formalism, Deconstruction, Post Structuralism, Archetypal Criticism, Feminism, Post Modernism

Unit II:

M.H.Abrams : “Orientation of Critical Theories”
I.A.Richards : “The Four Kinds of Meaning”

Unit III:

Sigmund Freud : “Theme of Three Caskets”
Northrop Frye : “The Archetypes in Literature”

Unit IV:

Ferdinand de Saussure : “Nature of the Linguistic Sign”
Roman Jakobson : “The Uncanny and the Marvellous.”

Unit V:

Elaine Showalter : Towards a Feminist Poetics
Frantz Fanon : The Wretched of the Earth(selections)

Unit VI: Current Contours

- The isms of the ideologies.
- The scientificity of Practical Criticism
- The role of the imaginative unconscious in digital creativity
- The role of linguistics in digital humanities
- The still present disparity and discrimination in the digital epoch.

Books for Reference:

1. Lodge, David. 20th Century Literary Criticism: A Reader. London: Longman, 1986. Print.
2. Lodge, David, and Nigel Wood. Modern Criticism and Theory: A Reader. 3rd ed. Harlow: Longman, 2008. Print.
3. Sethuraman, V.S. Contemporary Criticism: An Anthology. S.G. Wasani for Macmillan India Limited, 1989. Print.
4. Barry, P. (1995). Beginning theory: An introduction to literary and cultural theory. Manchester England: Manchester University Press.

Course Outcomes:

Upon successful completion of the course, learners will be able to

1. Study the various schools of critical theories in 20th century.
2. Discuss the difference between literary criticism and literary theories.
3. Attempt a detailed discussion of various theories proposed by M.H. Abrams
4. Discuss the importance of the four kinds of meaning
5. Comprehend what archetype is and discuss various types of archetypes presented in Northrop Frye's The Archetypes of Literature.
6. Analyse Jakobson's scientific approach to literary study

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-IV POSTHUMAN STUDIES IN LITERATURE	SEMESTER-IV
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Introduce students to the fundamental concepts, theories, and critical perspectives of posthumanism and its evolution from humanist thought.
- Examine the philosophical, ethical, and ecological implications of the Anthropocene, speciesism, alterity, and human–nonhuman relationships.
- Develop critical understanding of posthuman concepts such as consciousness, autopoiesis, cyborgs, and companion species through interdisciplinary approaches.
- Enable students to analyse posthuman themes in contemporary literary texts using relevant theoretical frameworks and critical methodologies.

UNIT–I:

Introduction to Posthumanism

- Terms and Definitions
- Key Concepts
- Critical Humanism and the Origins of Posthumanism

UNIT–II:

The Birth of the Anthropocene and Humanity

- Cultures of Otherness
- The Humanimal
- Speciesism

UNIT–III:

Consciousness, Biology and Alterity

- Consciousness and Autopoiesis
- Biology, Systems and Systems Biology
- Dealing in Alterity

UNIT–IV:

Posthuman Visions: Toward Companion Species

- Posthuman Biology
- Posthuman Cyborgs,
- Companion Species

UNIT–V: Novels:

Do Androids Dream of Electric Sheep? –Philip K. Dick The Windup Girl – Paolo Bacigalupi

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

RECOMMENDED BOOKS :

1. NayarK, Prampod. Posthumanism. Polity Press,UK,2014.
2. DickK,Philip. Do Androids Dream of ElectricSheep?, Ballantine Books,NewYork, 1982. Bacigalupi,Paolo.The WindupGirl,Night Shade Books,SanFrancisco, 2009.

Web Resources :

1. <http://faculty.las.illinois.edu/rrushing/395/ewExternalFiles/Braidotti%20Posthuman.pdf>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Understand key concepts, terminologies, and theoretical foundations of posthumanism, including its relationship to and departure from critical humanism.
2. Interpret theories of consciousness, autopoiesis, and systems biology to understand posthuman notions of self, agency, and alterity.
3. Analyse the emergence of the Anthropocene and its implications for redefining humanity, otherness, and ethical responsibility toward nonhuman life.
4. Examine posthuman biological and technological imaginaries, including cyborgs and companion species, as challenges to traditional human-centered frameworks.
5. Apply posthumanist theories to literary texts

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE-IV ENGLISH LITERATURE FOR CAREER EXAMINATION	SEMESTER-IV
COURSE CODE		CREDIT : 4

COURSE OBJECTIVES:

The course aims to

- Provide a comprehensive understanding of major literary genres, movements, authors, and critical concepts required for competitive examinations.
- Develop analytical and interpretative skills through the study of literature, language, and literary theory.
- Familiarize students with the historical development of English language and literature, cultural studies, and research methods.
- Enable learners to prepare effectively for competitive examinations such as UGC-NET, SET, TRB, UPSC, and other literary aptitude tests.

UNIT-I:

Drama - Poetry

UNIT-II:

Fiction - Short Story – Non Fictional Prose

UNIT-III:

Language: Basic Concepts Theories and Pedagogy English in Use - English in India : History, Evolution and Features

UNIT-IV:

Cultural Studies – Literary Studies

UNIT-V:

Literary Theory Post World War II - Research Methods and Material in English

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Rhetoric and Prosody - Literary Terms and Devices - Opening and Ending Lines

RECOMMENDED BOOKS :

1. Albert, Edward. The History of English Literature, Oxford University Press, 2017
2. Birch, Dinah. The Oxford Companion to English Literature, Oxford, 2019
3. Stringer, Jenny. The Oxford Companion to Twentieth – century Literature in English. Oxford University Press. 1996.
4. Waugh, Patricia. Literary Theory and Criticism: An Oxford Guide, 2006 Abrams, M.H. A Glossary of Literary Terms, Cengage, 2015

WEB REFERENCES

1. http://www.ugcnet-english.in/images/tes_catalogue_aw%207.pdf
2. <https://www.current-affairs.org/english-literature-quiz>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Demonstrate a clear understanding of primary literary texts and a familiarity With the culture, genre, and place in literary history
2. Account for the role of context(s) in the production, reception, and transmission of literary and cultural texts (across periods, histories, Geographic or national spaces, and cultural differences).
3. Identify the major theoretical schools and apply those approaches to variety of texts
4. Inculcates the holistic understanding of world literature and the related specific names, terms, dates, events and miscellaneous information essential for career examinations

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High

SECOND YEAR	ENTREPRENEURSHIP /INDUSTRY BASED COURSE INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION	SEMESTER-IV
COURSE CODE		CREDIT : 3

COURSE OBJECTIVES:

This course aims to

- To train the students for a profession in journalism or advertising
- To enable the students familiarize with the emerging trends in the field of Journalism
- To expose learners to the functions of mass media and mass culture and popular culture

UNIT – I:

Definition of Journalism–Origin and Growth of Journalism in India–Role of Journalism–Press Council –Kinds of News– Sources of News–News Agencies

UNIT – II:

Reporting–Qualities of Reporters–Kinds of Reporting–Anatomy of Editing– News Editor–Sub-editors

UNIT – III:

Language of Journalism–Writing a News Story–Writing Opinion Pieces–Writing Leads–Headlines - Mass Media – Definition and Classification – Functions – Agenda Setting – Reality Defining and Constructing–Social Control–Distribution of Knowledge–Mass Media Theory–Information Age

UNIT – IV:

The Rise of Mass Media – Media Diversity and Its Benefits – Types of Mass Media – Print Media –Electronic Media- Media for Advertising- Advertising Communications: Basic Concepts

UNIT – V:

Changes of communication– from print to digital – future of communication concepts with respect to Indian media – mobile – video marketing, future of digital media trends – social media scrutiny, the power of influencers Indian new media industry - mobile as public information podcasting

UNIT- VI CURRENT CONTOURS (For Internal Assessment Only)

New Age Media (Mobile, Internet) Media and Its Effects – E-Publishing – Blog Writing

RECOMMENDED BOOKS:

1. Allan and Barbara Pease. The Definitive Book of Body
2. Language. New Delhi: Munjal Publishing House, 2005.
3. De Fleur, M. Theories of Mass Communication, 2nd ed., New York: David McKay, 1970.
4. Kumar, Keval J. Mass Communication in India. New Delhi: Jaico Books, 2013.
5. Kumar, Sanjay, and Pushp Lata. Communication Skills: A Workbook. Oxford UP, 2018.
6. Mehta, D.S. Mass Media and Journalism in India. Bombay: Allied, 1979.
7. Shrivastava, K.M. News Reporting and Editing. New Delhi: Sterling Publishers, 2003.
8. Shymali Bhattacharjee. Media and Mass Communication: An Introduction. New Delhi: Kanishka Publishers, 2005.

WEB REFERENCES :

<https://www.jainuniversity.ac.in/blogs/what-is-journalism>

<https://docs.uoc.ac.in/website/SDE/sde%20NEWS%20%20REPORTING%202014%281%29.pdf>

<https://dde.pondiuni.edu.in/files/StudyMaterials/UG/BA-Journalism&Mass Communication /1year/ BAJM1912 Journalism Researching Reporting Writing and Editing. pdf>

<https://www.bhumipublishing.com/wp-content/uploads/2025/01/Digital-Pulse-Shaping-the-Future-of-Media-and-Communication.pdf>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Choose a career in the field of Journalism
2. Become a freelance writer
3. Report news stories, press releases
4. Acquire the knowledge of proofreading
5. Write features and articles
6. Explore the growth and diversity of mass media

CO-PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M
CO6	M	M	H	H	H	H	H	M	H	H	H	H

L – Low | M – Moderate | H – High

SECOND YEAR	PROJECT	SEMESTER IV
COURSE CODE		CREDIT 5

Each candidate shall be required to take up a Project Work and submit it at the end the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT /EVALUATION /VIVA-VOCE:

1. PROJECT REPORTE VALUATION (Both Internal & External):

- | | |
|--|------------|
| I. Plan of the Project | - 20 marks |
| II. Execution of the Plan/collection of Data /
Organization of Materials /
Hypothesis, Testing etc. and
presentation of the report. | - 45 marks |
| III. Individual initiative | - 15marks |

2. VIVA-VOCE / INTERNAL & EXTERNAL

- 20marks

TOTAL

- 100 marks

PASSING MINIMUM

Project	Vivo-Voce20Marks 40%outof 20Marks(i.e.8Marks)	Dissertation80Marks 40%outof80marks(i.e.32marks)
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A candidate shall be declared to have passed in the Project work if he /she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

SECOND YEAR	VALUE ADDED COURSE -II	SEMESTER-IV
COURSE CODE	FILM ART APPRECIATION	CREDIT : 2

COURSE OBJECTIVES:

The course aims to

- Introduce students to the evolution, language, and aesthetics of cinema as a significant art form.
- Familiarize learners with major film theories, genres, and critical approaches to film appreciation.
- Develop the ability to analyze cinematic techniques including cinematography, editing, sound, lighting, and performance.
- Encourage critical appreciation of world cinema by understanding its cultural, historical, and ideological contexts.

UNIT-I:

Development of Cinema - Need of appreciating films-The importance of Cinema-Contribution of Lumiere Brothers-Cinema to Modern Art form - Contribution of pioneer directors like Griffith, Pudovkin's insights on cinema.

UNIT-II:

Film Theory-Auteur Theory-Structuralist Theory-Formalist Theory-Apparatus Theory- Marxist Film Theory- Feminist Film Theory-Queer Film Theory- Genre Studies.

UNIT-III:

Language of films-Film and other forms of expressive arts -Fundamentals of film appreciation Visuals and dialogue as distinguishing elements

UNIT-IV:

Techniques of Production-Production Design-Lighting and Actors' Performance-The Shot: Camera Movements- Camera-Angles and Framing- Framing and Composition: The Rule of Thirds-Open/Close Framing- Context and Symmetry.

UNIT-V:

New trends in World Cinema-New trends in the Films after Second World War - Italian New-realism - The French New Wave - East European Cinema-African-Russian and Latin American Cinema

RECOMMENDED BOOKS :

1. Filmas an art and appreciation, MaricSetton, NCERT, New Delhi
2. Film-A Critical Introduction By Maria Pramaggiore, Tom Wallis ·2008
3. Cinematography Censorship rules, Govt.of India Press, Nasik,1969
4. Introduction To Film Criticism:Major Critical Approaches To Narrative Film By TimBywater2009

WEB REFERENCES

<https://www.cs.ubc.ca/~udls/slides/udls-sampoorna-biswas-film-appreciation-1.pdf>

COURSE OUTCOMES:

Upon successful completion of the course, learners will be able to

1. Introduce the topics like parallel cinema, World cinema, literature and cinema, editing, sound, direction
2. Sensitized towards literary, creative and aesthetic skills in films.
3. Understand the way that content, form, and contexts work together to create meaning in film
4. Critically explore how film is a dynamic, multi-faceted medium, and how
5. a work is created and received from a cultural, ideological and theoretical perspective
6. Gain a basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts

CO–PO/PSO MAPPING SCHEME

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	M	M	H	H	M	M	L	M
CO2	H	H	H	M	H	M	H	H	H	M	M	M
CO3	H	H	H	M	H	M	H	M	H	M	M	M
CO4	M	H	H	H	H	H	H	H	H	H	M	H
CO5	M	H	H	H	H	H	H	M	H	H	H	M

L – Low | M – Moderate | H – High
