

## **B.A. ENGLISH**

(Effective from the academic year 2024 - 2025)

### **Vision of the Department:**

To empower students from the most economically and socially marginalized sections of society, by enabling them to acquire English language skills for employability and to face the challenges of the world.

### **Mission:**

To foster the study of English for communication and the appreciation of classical and new literatures to be ennobled by the cultural ethos for personal enhancement and to serve the society and the nation.

### **Objectives:**

- ☐ To produce graduates with effective communication skills that instill the confidence to become self-reliant individuals with economic independence and humane ideals
- ☐ To catalyze the transformation of students into insightful human beings imbued with the value of empathizing with fellow-humans in their personal, professional and social lives
- ☐ To create graduates in English Faculty with the professional skills required to become Teachers, Trainers in English Communication Skills, Academics, Researchers, Writers, Critics, Reviewers, Administrators, Public Relations Personnel, Human Resource Personnel, Entrepreneurs and many more roles where effective communication skill is a crucial criterion
- ☐ To inspire students to become free-thinkers and critical-thinkers who embrace and disseminate enduring values of aesthetics and enlightenment
- ☐ To orient students towards higher learning via Postgraduation and Research

### **Eligibility for admission to B.A. English:**

A pass in higher secondary with from any group among (i) Mathematics-Biology, (ii) Sciences, (iii) Computer Science, (iv) Commerce and (v) Vocational Studies

### **Highlights of the Revamped Curriculum:**

- The curriculum is a fair blend of knowledge, skill and applications from both English Language and English Literature
- The Core courses are graded across literatures produced in English language, including those that lay beyond the traditional British and American affiliations: courses like Indian Writing in English, Children's Literature, World Literature in Translation, India Writing in Translation and New Literatures in English redefine the expanse of English Literature cutting through a diverse manifestation of Literary Aesthetics.
- Course in Literary Criticism imparts the skill of evaluating and interpreting literary works and Course in Language and Linguistics provides the founding for students to learn and master the science of linguistics and its applications
- Core courses like Children's Literature, Women's Writing and Myth and Literature open up certain significantly nuanced branches of English Literature that ideologically present alternate outlook from gender studies, mythology and children's imagination.
- The Elective Courses provide a strong footing for students on the historical and social background of English literature from its origins through their developments across the literary, social, political and cultural changes down the ages.

- Elective Courses in Semesters V and VI on Literary Terms, Literature and Environment, English Language Teaching, Journalism and Mass Communication, and Film Studies, lay a strong foundation for students to explore various options in higher education, competitive and qualifying examinations, inter-disciplinary learning and research, and career options aligned with the afore-mentioned subjects.
- The Skill-Enhancement Courses complement the Core and Elective courses by making the programme both knowledge-oriented and skill-oriented, courses like English Communication, Public Speaking, Digital Literacy and Concepts, Entrepreneurial Skill, Interview Skills, English for Career, English for Business and English for Competitive Examinations
- The Internship Semester will help students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the students to apply their conceptual knowledge to practical situations. Such innovative provisions of the industrial training/project/internships will give students an edge over their counterparts in the job market.

### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	Instill confidence among students Create interest for the subject
<b>I, II, III &amp; IV</b>	<b>Skill Enhancement Courses</b> (Discipline-centric /Generic/Entrepreneurial)	Industry-ready graduates Skilled human resource Students are equipped with essential skills to make them employable
		Training in language and communication skills enable students gain knowledge and exposure in the competitive world.
		Discipline-centric skill will improve the Technical know-how of solving real-life problems.
<b>III, IV, V &amp; VI</b>	Elective Courses	Strengthening the domain knowledge introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross-disciplinary and inter-disciplinary nature Emerging topics in higher education/industry/communication network etc. are introduced with hands-on-training.

TANSCHÉ BASED PROGRAMME STRUCTURE FOR B.A. ENGLISH (For the candidates admitted from the academic year 2024-2025)									
Sem	Part	Category	Paper Code	Title	Hours/ Week	Exam		Credits	Marks
I						Th	Pr		
	I	Tamil/Language	ULTAA24	Tamil Paper-I	5	3	-	3	40 + 60
	II	English	UENGA24	English Paper-I	6	3	-	3	40 + 60
	III	Core Course 1	UCENA24	Introduction to Literature	5	3	-	5	40 + 60
		Core Course 2	UCENB24	Indian Writing in English	5	3	-	5	40 + 60
		Generic Elective I	UAENA24	Allied I: Social History of England - I	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC1	USEN124	SEC: English and Communication	2	-	-	2	100
		Foundation Course FC	UFEN24	FC: Basics Of Literature	2	2	-	2	40 + 60
		Value Education	UVEDA22*	Value Education	1	-	-	-	-
Total					30			23	700
II	I	Tamil/Language	ULTAB24	Tamil Paper-II	6	3	-	3	40+ 60
	II	English	UENGB24	English Paper-II	5	3	-	3	40 + 60
	III	Core Course 3	UCENC24	British Literature I	5	3	-	5	40 + 60
		Core Course 4	UCEND24	American Literature	5	3	-	5	40 + 60
		Generic Elective 2	UAENB24	Allied II: Social History of England - II	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 2	USEN224	SEC: Public Speaking	2	-	-	2	100
		Skill Enhancement Course SEC 3	USEN324	SEC: Digital Literacy and Concepts	2	-	-	2	100
		Value Education	UVEDA22**	Value Education	1	-	-	-	-
	Total					30			23
III	I	Tamil/Language	ULTAC24	Tamil Paper-III	5	3	-	3	40+ 60
	II	English	UENG24	English Paper-III	6	3	-	3	40 + 60
	III	Core Course 5	UCENE24	British Literature - II	5	3	-	5	40 + 60
		Core Course 6	UCENF24	Children’s Literature	5	3	-	5	40 + 60
		Generic Elective 3	UAENC24	Allied III: History of English Literature - I	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 4	USEN424	SEC: Entrepreneurial Skills	1	-	-	1	100
		Skill Enhancement Course SEC 5	USEN524	SEC: Interview Skills	2	-	-	2	100
		EVS	UNEVS24*	Environmental Studies	1	-	-	-	-
	Value Education	UVEDA22***	Value Education	1	-	-	-	-	
Total					30			22	800

Sem	Part	Category	Paper Code	Title	Hours/ Week	Exam		Credits	Marks
						Th	Pr		
IV	I	Tamil/Language	ULTAD24	Tamil Paper-IV	6	3	-	3	40+ 60
	II	English	UENGD24	English Paper-IV	5	3	-	3	40 + 60
	III	Core Course 7	UCENG24	World Classics in Translation	5	3	-	5	40 + 60
		Core Course 8	UCENH24	Language and Linguistics	5	3	-	5	40 + 60
		Generic Elective 4	UAEND24	Allied IV: History of English Literature – II	3	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 6	USEN624	SEC: English for Careers	2	-	-	2	100
		Skill Enhancement Course SEC 7	USEN724	SEC: English for Business	1	-	-	2	100
		EVS	UNEVS24	Environmental Studies	1	2	-	2	40 + 60
		Value Education	UVEDA22*** *	Value Education	1	-	-	-	-
	Total					30			25
V	III	Core Course 9	UCENI24	Women’s Writing	5	3	-	4	40 + 60
		Core Course 10	UCENJ24	Introduction to Folk Literature	5	3	-	4	40 + 60
		Core Course 11	UCENK24	Indian Writing in Translation	5	3	-	4	40 + 60
		Core Course 12	UCENL24	Project	5	-	-	4	40 + 60
		Discipline Specific Elective 1/1A	UEENA24	Elective: Literary Forms	5	3	-	3	40 + 60
			UEENB24	Elective: Literary Theory					
		Discipline Specific Elective 2/2A	UEENC24	Elective: Literature and Environment	4	3	-	3	40 + 60
	UEEND24		Elective: Critical Approaches to Literature						
	IV	Value Education	UVEDA22** ***	Value Education	1	-	-	-	-
		Summer Internship/Industrial Training	UIEN24	Internship	-	-	-	2	
Total					30			24	700
VI	III	Core Course 13	UCENM24	Literary Criticism	6	3	-	4	40 + 60
		Core Course 14	UCENN24	New Literatures in English	6	3	-	4	40 + 60
		Core Course 15	UCENO24	Shakespeare	5	3	-	4	40 + 60
		Discipline Specific Elective 3/3A	UEENE24	Elective: English Language Teaching	5	3	-	3	40 + 60
			UEENF24	Elective: Practical Criticism					
		Discipline Specific Elective 4/4A	UEENG24	Elective: Journalism and Mass Communication	5	3	-	3	40 + 60
			UEENH24	Elective: Film Studies					
	IV	Professional Competency SEC	UPEN24	English Literature for Competitive Examinations	2	2	-	2	40 + 60
		Value Education	UVEDA22	Value Education	1	2	-	2	40 + 60
	V	Extension Activity	-	Extension Activity (90 hours)	-	-	-	1	-
Total					30			23	700
Grand Total					180			140 +2*	4800/ 4600

Title of the Course	INTRODUCTION TO LITERATURE						
Paper No.	Core I						
Category	Core	Year	I	Credits	5	Course Code	UCENA24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites	-						
Objectives of the course	<ul style="list-style-type: none"><li>• To introduce the literary forms.</li><li>• To provide learners with the background knowledge of literature</li><li>• To enable learners understand the different genres of writing</li><li>• To examine the various themes and forms present in literature.</li><li>• To create the ability of critically examining a text</li></ul>						
	Course Outline						
UNIT I	INTRODUCTION TO LITERARY TERMS (15 hours) (K1, K2, K3,K4&K5) 1.1 Introduction to Poetry 1.2 Prosody, Metre 1.3 Epic, Sonnet, Ode, Elegy 1.4 Prose, Essays 1.5 Drama 1.6 Short Story, Novel						
UNIT II	POETRY (15 hours) (K1, K2, K3, K4&K5) 2.1. General Introduction to Poets 2.2. John Milton – When I Consider How my light is spent 2.3. John Keats – Ode to Nightingale 2.4. Literary style of Milton and Keats 2.5. Thomas Gray – Elegy Written in a Country Churchyard 2.6. Percy Bysshe Shelley – Ozymandias						
UNIT III	PROSE (15 hours) (K1, K2, K3, K4&K5) 3.1 Introduction to Essays 3.2 Francis Bacon – Of Studies 3.3 Stephen Leacock – My Financial Career 3.4 Jerome K Jerome – Uncle Podger hangs a picture 3.5 Charles Lamb – Old China 3.6 Themes of Bacon and Lamb						
UNIT IV	SHAKESPEARE’S PLAYS (15 hours) (K1, K2, K3,K4&K5) 4.1 Lamb’s Tales from Shakespeare – An Introduction 4.2 A Midsummer Night’s Dream 4.3 A Midsummer Night’s Dream Themes and Characterisation 4.4 Twelfth Night 4.5 Twelfth Night’s Themes and Characterisation 4.6 Shakespeare as an English playwright						

<b>UNIT V</b>	<b>FICTION (15 hours) (K1, K2, K3,K4&amp;K5)</b> 5.1 Introduction to Jane Austen 5.2 Women Novelists 5.3 Pride and Prejudice: Background 5.4 Pride and Prejudice: Characterisation 5.5 Pride and Prejudice: Themes 5.6 Pride and Prejudice: Literary Style	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved  (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. An Introduction to the study of English Literature .W.H.Hudson. 2. Cecil, David. ‘The Poetry of Thomas Gray’. Proceedings of the British Academy. London: 1954. 3. Jane Austen – Pride & Prejudice.	
<b>Reference Books</b>	1. Austen, Jane. Pride and Prejudice. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/18001222/>. 2. Austen, Jane. Pride and Prejudice. London: Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022. 3. Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021 4. Janice Campbell., Introduction to Literature: Excellence in Literature English, 4th Ed, Everyday Education, LLC, January 2021	
<b>Website and e-learning source</b>	1. <a href="https://youtu.be/JwhouCNq-Fc">https://youtu.be/JwhouCNq-Fc</a> 2. <a href="https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015">https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015</a> 3. <a href="https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent">https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent</a> 4. <a href="https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale">https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale</a> 5. <a href="https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard">https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard</a> 6. <a href="https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/">https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/</a>	



**Course Outcome:**

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

**CO1:** Remember the basic elements of poetry, fiction, drama, its definitions and its types (K1, K2, K3, K4&K5)

**CO2:** Understand the different genres in literature and the literary devices used in Poetry, drama, Essays and Fiction (K1, K2, K3, K4&K5)

**CO3:** Apply the features of literary language and to interpret the human values within the historical and social context. (K1, K2, K3, K4&K5)

**CO4:** Identify the writing style and to interpret literary works as expressions of human values (K1, K2, K3, K4&K5)

**CO5:** Evaluate the themes, narrative structure, characterisation of fiction and comparison between related texts (K1, K2, K3, K4&K5)

**Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	M	H	H	H	M	H
CO2	M	H	H	H	M	H
CO3	M	H	H	H	M	H
CO4	M	H	H	H	M	H
CO5	M	H	H	H	M	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	H	H	H	M	H
CO4	H	H	H	H	M	H
CO5	H	H	H	H	M	H

**H (High) – 3, M (Moderate) – 2, L (Low) – 1**

Title of the Course	INDIAN WRITING IN ENGLISH						
Paper No.	Core II						
Category	Core	Year	I	Credits	3	Course Code	UCENB24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.</li><li>• To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.</li><li>• To create literary sensibility and critical response to the literary texts written in English</li><li>• To closely examine the various themes and methodologies existing in Indian Writing in English.</li><li>• To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.</li></ul>						
	Course Outline						
UNIT I	<b>INTRODUCTION (9 hours) (K1, K2, K3 &amp; K4)</b> 1.1 Introduction to Indian writing 1.2 Introduction from K. R. Srinivasa Iyengar 1.3 Works and Literary style of K.R.Srinivasa Iyengar 1.4 Introduction from C.D. Narasimaiah 1.5 Literary style of C.D.Narasimaiah 1.6 Social problems in the works of C.D.Narasimaiah						
UNIT II	<b>POETRY (9 hours) (K1, K2, K3 &amp; K4)</b> 2.1 Rabindranath Tagore – Paper Boat 2.2 Themes of Rabindranath Tagore 2.3 Sarojini Naidu – The Village Song 2.4 Toru Dutt – The Lotus 2.5 AK Ramanujan – Still another View of Grace 2.6 R Parthasarathy – River Once						
UNIT III	<b>PROSE (9 hours) (K1, K2, K3 &amp; K4)</b> 3.1 Introduction to Mahatma Gandhi 3.2 Mahatma Gandhi – <i>Steal and Atonement</i> 3.3 Sri Aurobindo – <i>Poetry</i> from “Early Cultural Writings” (Page 123-24) 3.4 Vivekananda–Address at the final session (Complete works VolI, Chapter I) 3.5 Introduction to Nirad C. Chaudhuri						

	3.6 Nirad C. Chaudhuri - Money and Englishman
<b>UNIT IV</b>	<b>SHORT STORIES (9 hours) (K1, K2, K3 &amp; K4)</b> 4.1 Introduction to Ruskin Bond 4.2 Ruskin Bond – The Eyes are not here 4.3 Introduction to KA Abbas 4.4 K.A.Abbas - Sparrows 4.5 Introduction to Mahesweta Devi 4.6 Mahesweta Devi – Hunt
<b>UNIT V</b>	<b>FICTION (9 hours) (K1, K2, K3 &amp; K4)</b> 5.1 Introduction to RK Narayan 5.2 The Man-eater of Malgudi 5.3 Themes of The Man eater of Malgudi 5.4 Introduction to Sudha Murthy 5.5 Sudha Murthy – The Magic of the Lost Temple 5.6 Themes and Literary Analysis of The Magic of the Lost Temple
Extended Professional Component (is a part of internal component only, not to be	Questions related to the above topics, from various competitive examinations UPSC/JAM
Recommended Text question paper)	1. K.R. Srinivasa Iyengar, Indian Poetry in English to be solved 2. Sarojini Naidu-Select Poems, Turunbull, H.G. Dalway, Bombay; Oxford University Press, 1930 3. R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010. 4. Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 2000/2001.
<b>Reference Books</b>	1. Indian Poetry in English Ed.by MakarandParanjape 2. Contemporary Indian Poetry in English Ed. By SaleemPeeradina 3. Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016. 4. Dr.A.K.Sharma: Fiction and Indian Writing in English

<b>Website and Elearning Source</b>	1. Poems <a href="https://www.poemhunter.com/a-k-ramanujan/poems/">https://www.poemhunter.com/a-k-ramanujan/poems/</a> 2. <a href="https://www.poetrybyheart.org.uk/poems/paper-boats">https://www.poetrybyheart.org.uk/poems/paper-boats</a> 3. <a href="https://allpoetry.com/Village-Song">https://allpoetry.com/Village-Song</a>
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**Course Outcome:**

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

**CO1:** Appreciate the historical trajectory of various genres of Indian Writing in English from colonial time till the present (K1, K2, K3& K4)

**CO2:** Understand the Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism and nationalism (K1, K2,K3& K4)

**CO3:** Explore the works of Indian writing and to reflect on the culture and tradition of the Indian society. (K1, K2, K3, K4)

**CO4:** Identify the sociological, historical, cultural and political concepts in the selected works of Indian literature. (K1, K2, K3, K4)

**CO5:** Evaluate critically the contributions of major Indian English poets, short story writers and novelists (K1, K2, K3, K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	M	H	H	M	M	H
CO2	M	H	H	M	M	H
CO3	M	H	H	M	M	H
CO4	M	H	H	M	M	H
CO5	M	H	H	M	M	H

**(High) – 3, M (Moderate) – 2, L (Low) – 1**

CO/PSO	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	H	H	H	M	H
CO2	M	H	H	H	M	H
CO3	M	H	H	H	M	H
CO4	M	H	H	H	M	H
CO5	M	H	H	H	M	H

Title of the Course	ALLIED I: SOCIAL HISTORY OF ENGLAND - I						
Paper No.	Generic Elective -1						
Category	Elective	Year	I	Credits	3	Course Code	UAENA24
		Semester	I				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites	-						
Objectives of the Course	<p><b>The Course aims at giving an overall view of the</b></p> <ul style="list-style-type: none"><li>• To acquaint students with background study of social conditions in England</li><li>• To introduce students to some of the major historical developments of England</li><li>• To facilitate students to focus on chronological narrative of events as on major issues, trends, events and crisis of each time period in the social history of England</li><li>• To make students aware of the relation between sociopolitical and socio religious events and literary works</li><li>• To expose students to various trends and movements of England.</li></ul>						
COURSE OUTLINE	<b>UNIT – 1 (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						
	1.1. Landmarks in Early English History-The Norman Conquest 1.2. Feudal System 1.3 Crusades, Magna Carta 1.4 Hundred Years War 1.5 1348 Black Death, 1381- Peasants Revolt 1.6 Lollards movement, Wars of Roses						
	<b>UNIT – II (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						
	2.1 The Renaissance 2.2 Transition to Renaissance 2. 3 The Reformation 2.5 The Reformation and counter Reformation 2.6 The Dissolution of the Monasteries						
	<b>UNIT – III (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						
	3.1 Colonial Expansion 3.2 Effects of Colonial Expansion 3.3 The Tudor Navy and The Armada 3.4 The Elizabethan Age 3.5 Elizabethan Theatre 3.6 Different types of theatres in Elizabethan era						
	<b>UNIT – IV (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						
	4.1 The Origin and Growth of Political Parties in England 4.2 Tories 4.3 Wighs 4.4 The Civil War and its Social Significance 4.5 Raise and Spread of Puritanism						

	4.6 The Puritan way of Life
	<b>UNIT – V (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>
	5.1 Age of Queen Anne 5.2 Glorious Revolution 5.3 Scientific Inventions during the age of Queen Anne 5.4 Coffee House Life in London 5.5 Coffee Houses for Writers 5.6 Famous Coffee Houses
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics from various competitive examinations UPSC/TNPSC /SET/NET and others to be solved
<b>Recommended Text</b>	1. Asa Briggs- Social History of England 2. Louise Creighton –Social History of England 3. G.M. Trevelyan: Social History of England
<b>Reference Books</b>	1. Julia Crick and Elisabeth Van Houts Ed.-Social History of England (900-1200) 2. Keith Wrightson-Social History of England (1500-1750) 3. Francois Bedarida : A social History of England 1851-1990, 2 <sup>nd</sup> ed
<b>Website And E – Learning Source</b>	1. <a href="https://www.literpretation.com/post/social-history-of-enland-6#">https://www.literpretation.com/post/social-history-of-enland-6#</a> : 2. <a href="https://gacbe.ac.insematerial">https://gacbe.ac.insematerial</a>
<b>Course Outcome</b>	<b>On completion of the course, the students will be able to:</b> <b>CO1:</b> Remember the major social, political, religious and economic changes in the history of England. <b>CO2:</b> Understand the emergence, reasons developments and the impact of social movements. <b>CO3:</b> Apply the knowledge of the social movements to the study of writers and their works. <b>CO4:</b> Analyze the impact of the social changes in English history on the literary themes and style of each literary era. <b>CO5:</b> Evaluate the humanitarian concerns that engaged writers as a reaction to the social changes.

## Mapping

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	M	M	M
<b>CO2</b>	H	H	H	M	M	M
<b>CO3</b>	H	H	H	M	M	H
<b>CO4</b>	H	H	H	M	M	H
<b>CO5</b>	H	H	H	H	M	M

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	SKILL ENHANCEMENT COURSE: ENGLISH AND COMMUNICATION						
Paper No.	SKILL ENHANCEMENT COURSE 1						
Category	SEC	Year	I	Credits	2	Course Code	USEN124
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites	Skill Enhancement Course –SEC- 1						
Objectives of the course	<div><input type="checkbox"/> Explore the various styles in the expression of the language.</div> <div><input type="checkbox"/> Discover and discuss how language propels the communication process.</div> <div><input type="checkbox"/> Discover and discuss how non-verbal communication plays a role in the communication process.</div> <div><input type="checkbox"/> Outline the significance of language in communication.</div> <div><input type="checkbox"/> Evaluate the structure of good business proposals for professional enhancement.</div>						
Course Outline	<b>UNIT I (K1&amp; K2)</b> Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading						
	<b>Unit II (K1 &amp; K2)</b> Introduction to Verbal & Non-Verbal Non-Verbal Communication Personal Appearance Gestures Postures Facial Expression Eye Contacts Body Language (Kinesics) Greetings Formal & Informal						
	<b>UNIT-III: (K2&amp;K3)</b> Introduction to importance of Technical Writing Message Writing Agenda						



	Minutes.
	<b>UNIT-IV: (K2, K3 &amp; K4)</b> Letters – Formal & Informal Email Report writing
	<b>UNIT-V: (K4)</b> Introduction to job search and Interview Interview Presentation Skills Resume.

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Identify the basic principles of communication.
<b>CO2</b>	Analyze the various types of communication.
<b>CO3</b>	Make use of the essential principles of communication.
<b>CO4</b>	Identify the prominent methods and models of communication.
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.
<b>Text Books (Latest Editions)</b>	
1.	Raman, Meenakshi, and Sangeeta Sharma. Technical Communication. 3rd ed., Oxford University Press, 2015
2.	Santhi Jeya. V, R. Selvam. Advanced Skills for Communication in English Book - I. New Century Book House (P) Ltd, 2011.
3.	vi, Ashraf M. Effective Technical Communication. The Mc Graw Hill Companies, 2018
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Mac Kenzie, Andrea et al. NET Working Workplace Communication in the English
2.	Classroom. Curriculum Development Institute Education Bureau Hong Kong(SAR), 2009.
3.	Trishna's 2006. How to do well in GDs & Interviews, Trishna Knowledge Systems. Yate, Martin. 2005. Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*
<b>Web Resources</b>	
1.	<a href="https://nptel.ac.in/courses/109107155">https://nptel.ac.in/courses/109107155</a> - Search (bing.com)
2.	Employment Communication A Lab based course - Course (nptel.ac.in)

### Mapping

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H (High) – 3, M (Moderate) – 2, L (Low) – 1**

Title of the Course	FC: BASICS OF LITERATURE						
Paper No.	FOUNDATION COURSE						
Category	Core	Year	I	Credits	2	Course Code	UFEN24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites	FOUNDATION COURSE						
Objectives of the course	<div><input type="checkbox"/> Introduce fundamental Principles of Literature to students</div> <div><input type="checkbox"/> Familiarize them with the classification and characteristics of literary forms</div> <div><input type="checkbox"/> Introduce them to the various approaches to read and review literary works</div> <div><input type="checkbox"/> Train them to read literature against the social and political context in which they were created</div> <div><input type="checkbox"/> Train them to explore wider reading to understand texts for research and life-long learning</div>						
Course Outline	<b>UNIT I (K1&amp; K2)</b> <b>Introduction</b> What is Literature? What is a text? Genre, Text Type and Discourse Primary and Secondary Sources						
	<b>Unit II (K1 &amp; K2)</b> Major Genres in Textual Studies: Fiction						
	<b>UNIT-III: (K2&amp;K3)</b> Major Genres in Textual Studies: Poetry						
	<b>UNIT-IV: (K2, K3 &amp; K4)</b> Major Genres in Textual Studies: Drama						
	<b>UNIT-V: (K4)</b> Major Genres in Textual Studies: Film						

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Remember the definition of literary terms and forms
<b>CO2</b>	Identify Literary works and their types
<b>CO3</b>	Analyse the characteristics of each literary form
<b>CO4</b>	Evaluate the elements of each literary form
<b>CO5</b>	Illustrate the ability to read and interpret literary works
<b>Text Books (Latest Editions)</b>	
1.	Klarer, Mario. <i>An Introduction to Literary Studies</i> . London: Routledge 2004
2.	M.H.Abrams, Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> , 11th Edition, Cengage India Private Limited, 2015
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Mikics, David. <i>A New Handbook of Literary Terms</i> . London: Yale University Press, 2000
<b>Web Resources</b>	
1.	<a href="https://www.britannica.com/search?query=Literature">https://www.britannica.com/search?query=Literature</a>
2.	<a href="https://www.my-mooc.com/en/mooc/reading-digital/">https://www.my-mooc.com/en/mooc/reading-digital/</a>
3.	<a href="https://youtu.be/B5vEfuLS2Qc">https://youtu.be/B5vEfuLS2Qc</a>

**Mapping**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H (High) – 3, M (Moderate) – 2, L (Low) – 1**

Title of the Course	BRITISH LITERATURE-I						
Paper No.	Core						
Category	Core III	Year	I	Credits	5	Course Code	UCENC24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To introduce literary periods and corresponding forms</li><li>• To increase the ability of students to intellectually assess the works of British writers</li><li>• To enable learners to understand that British literature is at the foundation of English- speaking peoples' culture.</li><li>• To closely examine the various themes and outlook present in British literature</li><li>• To create an aptitude of critical probing through the text</li></ul>						
Course Outline	<b>UNIT I – Poetry (15 hours) (K1, K2, K3 &amp; K4)</b> 1.1 An Introduction to the forms of poetry: Elegy , Ode, Lyric and Metaphysical Poetry. 1.2 Introduction to prescribed poets. 1.3 Thomas Gray – Elegy Written in a Country Churchyard 1.4 Alexander Pope – On Solitude 1.5 Robert Burns – A Red, Red Rose 1.6 John Donne – Canonization						
	<b>UNIT II – Prose (15 hours) (K1, K2, K3 &amp; K4)</b> 2.1 An Introduction to the Eighteenth-Century English essayists. 2.2 Introduction to prescribed essayists of the Eighteenth century. 2.3 Charles Lamb – Dissertation upon a Roasted Pig 2.4 Oliver Goldsmith – A City Night- Piece 2.5 Sir Richard Steele – The Spectator Club 2.6 Joseph Addison –Household Superstitions						
	<b>UNIT-III: (15 hours) (K1, K2, K3 &amp; K4)</b> <b>Drama -I</b>  3.1 An Introduction to the seventeenth century English drama. 3.2 John Webster – Dramatists of the seventeenth century. 3.3 John Webster – Life and works of Webster. 3.4 John Webster – The White Devil. Act 1 and 2 3.5 John Webster - The White Devil. Act 3,4,5 3.6 John Webster – Characters, plots and analysis.						

	<b>UNIT-IV: (15 hours) (K1, K2, K3 &amp; K4)</b>  <b>Drama -II</b>  4.1 An introduction to Christopher Marlowe 4.2 Christopher Marlowe – Dramatist of the fifteenth century. 4.3 Christopher Marlowe – Life and works of Marlowe. 4.4 Christopher Marlowe – Dr. Faustus. Act 1 and 2 4.5 Christopher Marlowe – Dr. Faustus. Act 3,4,5 4.6 Christopher Marlowe – Dr. Faustus Themes and analysis.
	<b>UNIT-V:(15 hours) (K1, K2, K3 &amp; K4)</b>  <b>Drama -III</b>  5.1 An introduction to Jonathan Swift. 5.2 Jonathan Swift as a satirist. 5.3 Jonathan Swift as an author of travels 5.4 Jonathan Swift’s Gulliver Travels – Part 1,2 5.5 Jonathan Swift’s Gulliver Travels – Part 3,4 5.6 Jonathan Swift’s Gulliver Travels Themes and characters.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved  (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb. 2. The Spectator Club – Critical Appreciation by Richard Steele 3. Marlowe, Christopher. Dr. Faustus. Book On Demand Ltd, 2021.
<b>Reference Books</b>	1. A Critical History of English Literature – David Daiches 2. Swift, Jonathan, et al. Gulliver’s Travels. Oxford University Press, 2019.
<b>Website and e-learning source</b>	Ranger, Paul, “Technical Features.” By Oliver pp51-58., <a href="http://doi.org/10.1007/978-1-349-07664-2_5">http://doi.org/10.1007/978-1-349-07664-2_5</a> .

**Course Outcomes:**

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

**CO1:** Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. (K1, K2, K3, K4)

**CO2:** Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. (K1, K2, K3, K4)

**CO3:** Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century (K1, K2, K3, K4)

**CO4:** Analyse the relationship between the characteristics of British literary movements and their morale. (K1, K2, K3, K4)

**CO5:** Critically appreciate literature using standard literary terminology and other literary conventions. (K1, K2, K3, K4)

**Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – Strong, M– Moderate L- Low**



Title of the Course	AMERICAN LITERATURE						
Paper No.	Core						
Category	Core IV	Year	I	Credits	5	Course Code	UCEND24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		5		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To identify growth and development of American literature.</li><li>• To critically examine how various genres originated and flourished</li><li>• To learn about prominent writers and famous works in American literature.</li><li>• To examine the various themes and methodologies present in American literature.</li><li>• To create aptitude of critical probing through close reading of the text.</li></ul>						
Course Outline	<b>UNIT I (15 hours) (K1, K2, K3 &amp; K4)</b> <b>Growth and development of American Literature</b> 1.1. An introduction to American Literature 1.2. Background: The First Frontier (Settlement of America) 1.3.The Puritans and the spread of Puritanism in America 1.4.Romanticism: Optimist and Pessimist 1.5.The Flowering of New England- The Transcendentalists 1.6.Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.						
	<b>UNIT II (15 hours) (K1, K2, K3 &amp; K4)</b> <b>American Poetry</b> 2.1An Introduction to the Eighteenth century poets. 2.2. The Prescribed American Poets of the Eighteenth Century. 2.3. Walt Whitman – O Captain, My Captain! 2.4. Robert Frost – Birches 2.5. Edgar Allan Poe – The Raven 2.6. Emily Dickinson – Because I could not stop for death.						
	<b>UNIT-III: (15 hours) (K1, K2, K3 &amp; K4)</b> <b>American Prose</b> 3.1. Martin Luther King Jr.- Biography, Speeches. 3.2. Martin Luther King Jr.- I have a Dream						

	<p>3.3 An Introduction to Ralph Waldo Emerson.</p> <p>3.4. Ralph Waldo Emerson – Nature – 1-4 Chapters.</p> <p>3.5. Ralph Waldo Emerson – Nature- 1-8 Chapters.</p> <p>3.6. Ralph Waldo Emerson – Nature Plot and Analysis.</p>
	<p><b>UNIT-IV: (15 hours) (K1, K2, K3 &amp; K4)</b></p> <p><b>American Drama</b></p> <p>4.1. An Introduction to the nineteenth century drama.</p> <p>4.2. Tennessee Williams – The dramatists of the nineteenth century.</p> <p>4.3. Tennessee Williams - Life and works.</p> <p>4.4. Tennessee Williams - The Glass Menagerie.- Act 1 and 2</p> <p>4.5. Tennessee Williams - The Glass Menagerie.- Act 3,4,5</p> <p>4.6. Tennessee Williams – Themes, characters, and analysis.</p>
	<p><b>UNIT-V:(15 hours) (K1, K2, K3 &amp; K4)</b></p> <p><b>Critical analysis of the text</b></p> <p>5.1. An Introduction to the novels of nineteenth Century.</p> <p>5.2. Mark Twain – The novelist of nineteenth century.</p> <p>5.3. Mark Twain - Life and works.</p> <p>5.4. Mark Twain - Adventures of Huckleberry Finn Chapters 1-20</p> <p>5.5. Mark Twain - Adventures of Huckleberry Finn Chapters 20-42</p> <p>5.6. Mark Twain - Themes, characters, and analysis.</p>
Extended Professional Component (is a part of internal component only, not to be included in the external examination Question paper)	<p>Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid .</li> <li>2. A Brief History of American Literature by Richard Gray</li> <li>3. Tennessee Williams: The Glass Menagerie</li> </ol>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i>. Chartwell Books, 2015.</li> <li>2. Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allan Poe</i>. Sterling Pub. Co., 1995.</li> </ol>
<b>Website and e-learning source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams">https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams</a></li> <li>2. <a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a></li> </ol>

### **Course Outcomes:**

**On completion of this course, students will be able to**

**CO1:** Remember the works and the writers of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.) (K1, K2, K3, K4)

**CO2:** Understand relationships between moments in American history, colonialism, and culture and their representation in works of American literature. (K1, K2, K3, K4)

**CO3:** Analyze and describe American literature using standard literary terminology and other literary conventions. (K1, K2, K3, K4)

**CO4 :** Apply critical creative and reflective methods to read works about American literature (K1, K2, K3, K4)

**CO3:** Evaluate the ways in which American literature reflects complex historical and cultural experiences (K1, K2, K3, K4)

### **Mapping**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – Strong, M– Moderate L- Low**

Title of the Course	ALLIED II: SOCIAL HISTORY OF ENGLAND- II						
Paper No.	Generic Elective-II						
Category	Core	Year	I	Credits	3	Course Code	UAENB24
		Semester	II				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view of the</b> <ul style="list-style-type: none"><li>• Define the social history of England under political perspectives.</li><li>• Interpret literary texts in the context of political and cultural changes of the English society.</li><li>• Identify main trends in the social history of England and their influence on literature</li><li>• Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres</li><li>• To critically analyze the influence of history and cultural diversity on literature and language.</li></ul>						
COURSE OUTLINE	<b>UNIT – 1 (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> <b>Agrarian and Industrial Revolution</b> 1.1 The union of England and Scotland 1.2 The Agrarian Revolution 1.3 The Industrial Revolution 1.4 Effects of Industrial Revolution 1.5 Industrialization in Europe 1.6 Industrialization and Colonies						
	<b>UNIT – II (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> <b>Religious and Humanitarian Movements</b> 2.1 Early History of Methodists 2.2The Methodist movement 2.3 Other Humanitarian Movements 2.4 Baptist Movement 2.5 Adventist Movement 2.6 Evolution of the Humanitarian Spirit						
	<b>UNIT – III (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> <b>American Colony</b> 3.1The American War of Independence 3.2 England and Ireland 3.3 French Revolution 3.4 Causes and consequences of French Revolution 3.5 Effects of the French Revolution 3.6 The Enlightenment in France						
	<b>UNIT – IV (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> <b>Reforms and Early Modern Period</b> 4.1 The Reform Bills 4.2 The Victorian Age 4.3 Historical perspectives of the Victorian Age 4.4 Changing Social Values during Victorian Age 4.5 Characteristics of the Victorianism 4.6 Victorian Age – The Age of transition						

	<b>UNIT – V (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> <b>World War and Trade Unions</b> 5.1 Development of Education in the Victorian England 5.2 Means of transport and communication. 5.3 World Wars I & II 5.4 World wars and Social Security 5.5 Trade Unionism in England 5.6 Effects of World war -II	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics from various competitive examinations UPSC/TNPSC /NET/SET and others to be solved	
<b>Recommended Text</b>	1. Asa Briggs- Social History of England 2. Louise Creighton –Social History of England 3. G.M. Trevelyan: Social History of England	
<b>Reference Books</b>	1. Julia Crick and Elisabeth Van Houts Ed.-Social History of England(900-1200) 2. Keith Wrightson -Social History of England(1500-1750) 3. Francois Bedarida: A Social History of England 1851-1990, 2 <sup>nd</sup> ed	
<b>Website And E – Learning Source</b>	1. <a href="https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt">https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt</a> 2. <a href="https://archive.org/details/clublifeoflondon02timbuofthttps://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland">https://archive.org/details/clublifeoflondon02timbuofthttps://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland</a>	
<b>Course Outcome</b>	<b>On completion of this course, students will be able to</b>  <b>CO1:</b> Recognize the milestones of British History from 18 <sup>th</sup> century till the modern age and can relate how these movements influence the English society and Literatures of that period <b>CO2:</b> Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity <b>CO3:</b> Examine the causes and consequences of the war of Americans and French <b>CO4:</b> Evaluate the effects of the revolutions and their impacts on literature . <b>CO5:</b> Analyze the reforms and the development of education, transport and communication in the modern era.	

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	M	M	H	M
<b>CO2</b>	M	M	H	M	H	M
<b>CO3</b>	H	H	H	M	M	H
<b>CO4</b>	H	H	H	H	M	M
<b>CO5</b>	M	H	M	H	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	SKILL ENHANCEMENT COURSE: PUBLIC SPEAKING SKILLS						
Paper No.	SKILL ENHANCEMENT COURSE 2						
Category	(SEC-II)	Year	I	Credits	2	Course Code	USEN224
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To help students understand the goals and benefits of public speaking.</li><li>• To help them recognize communication apprehension and guide them on how to reduce it.</li><li>• To familiarize them with how public speaking can be used to advocate or create change.</li><li>• To enable learners to recognize the social and historical contexts of speech, oratory, and rhetoric.</li><li>• To help them think and speak imaginatively and critically.</li></ul>						
Course Outline	UNIT I (K1& K2) Definition, Need and Significance of Public Speaking						
	Unit II (K1 & K2) Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)						
	UNIT-III: (K2&K3) Techniques for Effective Public Speaking.						
	UNIT-IV: (K2, K3 & K4) Methods of Public Speaking Advantages and Disadvantages of Public Speaking.						
	UNIT-V: (K4) Students Activity- Choose a topic and speak in front of the Class.  Monologue, Dialogue, Group Discussion, Effective Communication.						
Text Books (Latest Editions)							
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience - centered approach (6th ed.). New York: Pearson						
2.	Fraleigh, D.M., &Tuman, J.S. (2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins						
References Books (Latest editions, and the style as given below must be strictly adhered to)							
1.	Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rateon personal attributions. Journal of Personality and Social Psychology, 37, 715-727.						

2.	Murphy, Raymond. 1998. Essential English Grammar. 2 nd ed., Cambridge University Press. Sankaran, K., & Kumar, M. Group Discussion and Public Speaking. M.I. Pub, Agra, 5 th ed., Adams, Media.
3.	Aggarwal, R.S. 2010. A Modern Approach to Verbal and Non-Verbal Reasoning. S.Chand, New Delhi. Covey, Stephen. 2004. 7 Habits of Highly effective people, Free Press. Egan, Gerard. (1994).
<b>Web Resources</b>	
1.	Learning Outcomes  Public Speaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)
2.	Emma. “English Language Teaching Books.” Online English Language Teacher Training Courses 5 Mar. 2020, eltcampus.com/elt-further-reading/english-language-teachingbooks/

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking.
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them.
<b>CO3</b>	Understand how to give effective verbal and non-verbal feedback.
<b>CO4</b>	Learn about planning speech organization for the intended audience.
<b>CO5</b>	Practice effective group delivery and speech in formal contexts.

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	M
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**



Title of the Course	SKILL ENHANCEMENT COURSE: DIGITAL LITERACY AND CONCEPTS						
Paper No.							
Category	(SEC - III)	Year	I	Credits	2	Course Code	USEN324
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites							
Objectives of the course	<input type="checkbox"/> To help the students be introduced to digital literacy. <input type="checkbox"/> To elaborate on digital values, language, and culture. <input type="checkbox"/> To explore digital literacy in terms of information, identity, and labeling. <input type="checkbox"/> To discuss teachers' engagement in digital literacy. <input type="checkbox"/> To analyze socio-economic factors in digital literacy.						
Course Outline	UNIT I (K1& K2) Introduction to Digital Literacy and its types. Digitizing Information.						
	Unit II (K1 & K2) Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy						
	UNIT-III: (K2&K3) Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.						
	UNIT-IV: (K2, K3 & K4) Digital Literacy in Education						
	UNIT-V: (K4) Challenges in Digital Literacy Creating Advertisement						
Course Outcomes							
Course Outcomes	On completion of this course, students will;						
CO1	Gain knowledge of digital literacy.						
CO2	Acquire skills in text literacies and language.						
CO3	Acquire skills in information digital literacy.						
CO4	Build confidence in using digital literacy.						

<b>CO5</b>	Become aware of the various socio-economic factors in digital literacy.
<b>Text Books (Latest Editions)</b>	
1	Introduction to Digital Literacy (2nd Edition)-Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood– J. Marsh
3	Digital Literacy: Different Cultures, Different Understandings– E. Helsper.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility –S. Livingston.
2.	Literacy: Reading the word and the word –P. Freire and P. Macedo.
3.	Media Literacy in Schools: Practice, Production and Progression – A. Burnard J. Durran.
4.	Digital Literacy for Learning–A. Martin and D. Madigan Changing Literacies– C. Lankshear.
5.	Cook, Guy. The Discourse of Advertising (Interface). 2nd ed., Routledge, 2001.
6.	Pierson, Jo, and Joke Bauwens. Digital Broadcasting: An Introduction to New Media. Bloomsbury Academic, an Imprint of Bloomsbury Publishing, 2015.
<b>Web Resources</b>	
1. Learning Outcomes  Public Speaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)	
2. Emma. “English Language Teaching Books.” Online English Language Teacher Training Courses 5 Mar. 2020, eltcampus.com/elt-further-reading/english-language-teachingbooks/	

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	BRITISH LITERATURE II						
Paper No.	Core V						
Category	Core	Year	II	Credits	5	Course Code	UCENE24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To help learners analyze British Literature written from the late 18th Century to the present.</li><li>• To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.</li><li>• To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.</li><li>• To closely examine literary works using critical perspectives.</li><li>• To help them with applying appropriate formal conventions when writing about literature.</li></ul>						
Course Outline	<b>UNIT I (15 hours) (K1, K2, K3 &amp; K4)</b> <b>POETRY</b> 1.1 Introduction to Victorian Poetry in British Literature 1.2 Alfred Lord Tennyson – Ulysses 1.3 Robert Browning – My Last Duchess 1.4 T. S. Eliot – Macavity: The Mystery Cat 1.5 W. H. Auden – The Unknown Citizen 1.6 Mathew Arnold – Dover Beach						
	<b>UNIT II (15 hours) (K1, K2, K3 &amp; K4)</b> <b>PROSE</b> 2.1 Introduction to Prose in British Literature 2.2 G.K. Chesterton’s Life and Works 2.3 G.K. Chesterton – A Piece of Chalk 2.4 G.K. Chesterton’s A Piece of Chalk-Themes and Analysis 2.5 William Hazlitt’s Life and Works 2.6 William Hazlitt – Indian Jugglers						
	<b>UNIT III (15 hours) (K1, K2, K3 &amp; K4)</b> <b>DRAMA</b> 3.1 Introduction to Drama in British Literature 3.2 R.B. Sheridan’s Life and Works 3.3 Comedy of Manners 3.4 R.B. Sheridan – The School for Scandal (Acts I and II) 3.5 R.B. Sheridan – The School for Scandal (Acts III and IV) 3.6 R.B. Sheridan – The School for Scandal (Act V)						

	<b>UNIT IV (15 hours) (K1, K2, K3 &amp; K4)</b> <b>FICTION</b> 4.1 Introduction to Novels in British Literature 4.2 Prominent Novelists in British Literature 4.3 Thomas Hardy's Life and Works 4.4 Thomas Hardy – The Return of the Native 4.5 The Return of the Native - Themes and Characterisation 4.6 The Return of the Native - Analysis	
	<b>UNIT V (15 hours) (K1, K2, K3 &amp; K4)</b> <b>SHORT STORY</b> 5.1 Introduction to Short Story in British Literature 5.2 James Joyce's Life and Works 5.3 James Joyce – The Sisters 5.4 Somerset Maugham's Life and Works 5.5 Somerset Maugham – The Verger 5.6 Somerset Maugham – The Verger - Themes and Analysis	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved  (To be discussed during the Tutorial hours)	
<b>Recommended Text</b>	4. Renard, Virginie. <i>Then Great War and Postmodern Memory: The First World War in Late 20<sup>th</sup> -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013. Print. 5. <u>Sheridan, Richard Brinsley</u> . <i>The School of Scandal</i> . New York: Dover Publications, 1991. Print. 6. Hardy, Thomas. <i>The Return of the Native</i> . Maple Press, 2010. Print.	
<b>Reference Books</b>	5. Stebbing, William. <i>Five Centuries of English Verse</i> . Facsimile Publisher. 2015. Print. 6. Greens, David. <i>Winged Word</i> . Macmillan Education. 2016. Print.	
<b>Website and e-learning source</b>	1. <a href="https://www.poetryfoundation.org/poems/43768/my-last-duchess">https://www.poetryfoundation.org/poems/43768/my-last-duchess</a> 2. <a href="https://www.poetryfoundation.org/poems/45392/ulysses">https://www.poetryfoundation.org/poems/45392/ulysses</a> 3. <a href="https://allpoetry.com/macavity:-the-mystery-cat">https://allpoetry.com/macavity:-the-mystery-cat</a> 4. <a href="https://poets.org/poem/unknown-citizen">https://poets.org/poem/unknown-citizen</a> 5. <a href="https://www.poetryfoundation.org/poems/43588/dover-beach">https://www.poetryfoundation.org/poems/43588/dover-beach</a> 6. <a href="https://fullreads.com/essay/the-indian-jugglers/">https://fullreads.com/essay/the-indian-jugglers/</a> 7. <a href="https://essays.quotidiana.org&gt;piece-...">https://essays.quotidiana.org&gt;piece-...</a> “A Piece of Chalk by G.K.Chesterton-Quotidiana	

**Course Outcomes:****On completion of the course, the students will be able to**

- CO1:** Understand and appreciate the keywords in British literature, as evidenced in the course work and course discussions. (K1, K2, K3, K4)
- CO2:** Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. (K1, K2, K3, K4)
- CO3:** Acquire an understanding that historical, cultural, spiritual, and ethical characteristics of British Literature from the Victorian Age to the Twentieth Century and shape human experiences and impact motivations. (K1, K2, K3, K4)
- CO4:** Examine and appreciate literature on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another. (K1, K2, K3, K4)
- CO5:** Analyze and express about British literature using standard literary lexicon and other literary conventions. (K1, K2, K3, K4)

**Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	M	M	M	M
CO2	H	H	H	M	M	H
CO3	M	M	H	M	H	M
CO4	M	M	M	H	H	H
CO5	M	H	H	M	M	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	M	M	H
CO2	H	M	H	H	M	H
CO3	H	M	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	H	H	H	M	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	CHILDREN’S LITERATURE						
Paper No.	Core VI						
Category	Core	Year	II	Credits	5	Course Code	UCENF24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To introduce and familiarize various genres and aspects of Children’s Literature</li><li>• To promote ethical values through children’s literature and appreciate theworld of other cultures</li><li>• To gain comprehensive knowledge of Children’s Literature by close reading</li><li>• To appreciate the works of various writers of Children’s Literature</li><li>• To critically analyze Children’s literature through discussion and writing</li></ul>						
Course Outline	<b>UNIT I (15 hours) (K1, K2, K3 &amp; K4)</b> <b>INTRODUCTION</b> 1.1 Introduction to Children’s Literature 1.2 Prominent Writers in Children’s Literature 1.3 Major Themes in Children’s Literature 1.4 Introduction: The World of Children’s Literature Studies by Peter Hunt. 1.5 Introduction to Karin Lesnik-Oberatein’s Understanding Children’s Literature 1.6 Essentials: What is Children’s Literature? What is Childhood? By Karin Lesnik-Oberatein (From Understanding Children’s Literature Edited by Peter Hunt)						
	<b>UNIT II (15 hours) (K1, K2, K3 &amp; K4)</b> <b>POETRY</b>  2.1 Introduction to Poetry in Children’s Literature 2.2 Major Poets in Children’s Literature 2.3 Edward Lear – The Owl and the Pussy Cat 2.4 Shel Silverstein – Invitation 2.5 Robert Louis Stevenson – My Shadow 2.6 Alfred Lord Tennyson -The Brook						
	<b>UNIT III (15 hours) (K1, K2, K3 &amp; K4)</b> <b>FICTION I</b>  3.1 Introduction to Fiction in Children’s Literature 3.2 Fantasy Fiction 3.3 C.S.Lewis’ Life and Works 3.4 Introduction to C.S.Lewis’ The Chronicles of Narnia 3.5 C.S.Lewis - The Lion, The Witch and The Wardrobe						

	3.6 C.S.Lewis' The Lion, The Witch and The Wardrobe – Themes and Analysis
	<b>UNIT IV (15 hours) (K1, K2, K3 &amp; K4)</b> <b>FICTION II</b> 4.1 Prominent Novelists in Children's Literature 4.2 Realistic Fiction 4.3 R.K.Narayan's Life and Works 4.4 R.K.Narayan – Swami and Friends 4.5 R.K.Narayan's Swami and Friends - Themes and Characterisation 4.6 R.K.Narayan's Swami and Friends - Analysis
	<b>UNIT V (15 hours) (K1, K2, K3 &amp; K4)</b> <b>SHORT STORY</b> 5.1 Introduction to Short Story in Children's Literature 5.2 Life and Works of Mark Twain, Hans Christian Andersen and Nathaniel Hawthorne 5.3 Mark Twain – The Celebrated Jumping Frog of Calaveras County 5.4 Hans Christian Andersen – The Princess and the Pea 5.5 Nathaniel Hawthorne – The Birth-Mark 5.6 Themes and Analysis
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015. 2. Hunt, Peter. <i>Understanding Children's Literature</i> . Routledge; 2 <sup>nd</sup> ed., 2005. Print. 3. Lear, Edward and Brett, Jan. <i>The Owl and Pussycat</i> . Penguin USA. 1996. Print.
<b>Reference Books</b>	1. Lukens, J. Rebecca. <i>A Critical handbook of Children's Literature</i> . New York: Longman, 1999. Print. 2. Roy, Ruby. <i>A Critical Study of R.K.Narayan's Swami and Friends and the Guide</i> . Kalpaz Publications, 2015. Print. 3. Lewis, C.S. <i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> . HarperCollins, 2008. Print.
<b>Website and e-learning source</b>	1. <a href="https://fddocuments.in/document/childrens-literature-55845ad6244ac.html">https://fddocuments.in/document/childrens-literature-55845ad6244ac.html</a> . 2. <a href="https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/">https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/</a> 3. <a href="https://allpoetry.com/poem/8473275-The-Brook-by-Alfred-Lord-Tennyson">https://allpoetry.com/poem/8473275-The-Brook-by-Alfred-Lord-Tennyson</a> 4. <a href="https://pls.nd.edu/assets/272513/the_birthmark.pdf">https://pls.nd.edu/assets/272513/the_birthmark.pdf</a> 5. <a href="https://twain.lib.virginia.edu/projects/price/frog.htm">https://twain.lib.virginia.edu/projects/price/frog.htm</a> 6. <a href="http://hca.gilead.org.il/princess.html">http://hca.gilead.org.il/princess.html</a>

**Course Outcomes:****On completion of the course, the students will be able to****CO1:** Recognize the various genres of Children's Literature (K1, K2, K3, K4)**CO2:** Acquire values through the reading of works of Children's Literature (K1, K2, K3, K4)**CO3:** Appreciate and critically evaluate the similarities and differences in cultural imaginations (K1, K2, K3, K4)**CO4:** Recognize the themes and artistic style employed in Children's Literature (K1, K2, K3, K4)**CO5:** Critically evaluate the different approaches to Children's Literature in various countries. (K1, K2, K3, K4)**Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	M
CO2	H	H	H	M	H	H
CO3	H	H	H	M	M	H
CO4	H	H	H	M	M	H
CO5	H	H	H	M	M	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	M	M	H
CO2	H	M	H	H	M	H
CO3	H	M	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	H	H	H	M	H

**H – High (3), M –Medium (2), L– Low (1)**



Title of the Course	HISTORY OF ENGLISH LITERATURE - I						
Paper No.	PART III/ GENERIC ELECTIVE III						
Category	Generic Elective III	Year	II	Cr edits	3	Course Code	UAENC24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		4		
Prerequisites							

<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>To help students with a survey of the history of English literature from Old English times to the Modern period.</li> <li>To facilitate them understand the major literary movements and authors of England</li> <li>To enable students to develop a comprehensive understanding of the Ages and their characteristics</li> <li>To identify the influence of social and cultural events through the works of the writers</li> <li>To provide them an understanding of certain linguistic processes that have contributed to the development of English literature</li> </ul>
<b>Course Outline</b>	<b>UNIT- I: (12 hours) (K1, K2, K3 &amp; K4)</b> <b>PROSE</b> 1.1 Early Prose- Philip Sidney, Francis Bacon 1.2 The Authorized Version of the Bible 1.3 Beginning of Modern English Prose 1.4 Joseph Addison 1.5 Sir Richard Steele 1.6 Samuel Johnson
	<b>UNIT- II: (12 hours) (K1, K2, K3 &amp; K4)</b> <b>POETRY</b> 2.1 14 <sup>th</sup> Century – Geoffrey Chaucer 2.2 Elizabethan & Jacobean Poetry- Characteristics 2.3 Edmund Spenser, John Donne 2.4 Age of Milton – John Milton 2.5 Neo-classical - John Dryden 2.6 Alexander Pope
	<b>UNIT- III: (12 hours) (K1, K2, K3 &amp; K4)</b> <b>ORIGIN OF DRAMA</b> 3.1 Early Drama -Mystery, Miracle, Morality, Interludes 3.2 Elizabethan Drama – Marlowe and Shakespeare 3.3 The University Wits

	3.4 Shakespeare's contemporaries – Ben Jonson, John Webster 3.5 Shakespeare's Play Types – Comedy, Tragedy, History 3.6 Jacobean Drama
	<b>UNIT IV: (12 hours) (K1, K2, K3 &amp; K4)</b> <b>RESTORATION DRAMA</b> 4.1 Elements and Types of Drama 4.2 Restoration Drama <b>4.3 William Congreve, William Wycherley</b> 4.4 Sentimental and Anti-sentimental comedy 4.5 Oliver Goldsmith, 4.6 Richard Brinsley Sheridan
	<b>UNIT-V: (12 hours) (K1, K2, K3 &amp; K4)</b> <b>FICTION</b> 5.1 The Novel – Characteristic features 5.2 Kinds of Novels 5.3 Precursors of the Novel and Modern Novel 5.4 First English Novelists – Oliver Goldsmith, Samuel Richardson 5.5 Daniel Defoe 5.6 Henry Fielding
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved  (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. Hudson, W.H. <i>An Outline History of English Literature</i> . India: AITBS Publishers, 2013. Print.  2. Compton & Rickett, Arthur. <i>A History of English Literature</i> . London, T.C. & E.C. Jack; New York, Dodge Publishing Co., 1912. Print.  3. Carter, Ronald and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . (3 <sup>rd</sup> ed.) London and New York: Routledge Taylor & Francis Group. 2017. Print.
<b>Reference Books</b>	1. Albert, Edward. <i>History of English Literature</i> . (5 <sup>th</sup> ed.), London: Harrap, 2017. Print  2. Daiches, David. <i>A Critical History of English Literature</i> . (2 <sup>nd</sup> ed.) New Delhi ; Allied Publishers Limited, 1998. Print  3. Sampson, George. <i>The Concise Cambridge History of English Literature</i> . Cambridge: University Press, 1965. Print.

<b>Web Resources</b>	<a href="https://englishsummary.com/lesson/age-of-chaucer">https://englishsummary.com/lesson/age-of-chaucer</a> <a href="https://www.britannica.com/art/novel">https://www.britannica.com/art/novel</a>
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### Course Outcomes:

**On completion of the course the students will be able to**

**CO1:** Gain extensive insight into the History of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. (K1, K2, K3 & K4)

**CO2:** Evaluate the way socio-cultural and Historical phenomena influence the literary production in a particular period. (K1, K2, K3 & K4)

**CO3:** Familiarize themselves with the sociocultural ambience & discursive frameworks of various ages. (K1, K2, K3 & K4)

**CO4:** Develop a critical appreciation of the literary stalwarts of the respective periods. (K1, K2, K3 & K4)

**CO5:** Gain in-depth understanding on the growth of English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. (K1, K2, K3 & K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	M	H	H	M	H
<b>CO3</b>	H	M	H	H	M	H
<b>CO4</b>	H	M	H	H	M	H
<b>CO5</b>	H	M	H	H	M	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	SKILL ENHANCEMENT COURSE: ENTREPRENEURIAL SKILLS					
Paper No.	SKILL ENHANCEMENT COURSE 4					
Category	(SEC-IV)	Year	I	Credits	2	Course Code: <b>USEN424</b>
		Semester	I			
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total	
			-		2	
Prerequisites						
Objectives of the course	<ul style="list-style-type: none"><li>• Explore the various styles in the expression of the language.</li><li>• Discover and discuss how language propels the communication process.</li><li>• Discover and discuss how non-verbal communication plays a role in the communication process.</li><li>• Outline the significance of language in communication.</li><li>• Evaluate the structure of good business proposals for professional enhancement.</li></ul>					
Course Outline	<b>UNIT I (K1&amp; K2)</b>  Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship.					
	<b>UNIT II (K1 &amp; K2)</b>  Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, financial skills, Analytical and problem-solving skills, Critical thinking skills.					
	<b>UNIT-III: (K2&amp;K3)</b>  Introduction to various types of entrepreneurships, Strategic thinking and planning, technical skills, Time management and organizational behavior, Branding.					
	<b>UNIT-IV: ( K2, K3 &amp; K4)</b>  Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export.  Digital Marketing  Role of E-commerce in Business- E-commerce Concept and Overview, Opportunities and Problems in E-commerce, Recent Trends and Advancement in E-commerce.					

	<b>UNIT-V: (K4)</b> Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.
<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.
<b>CO2</b>	Explore entrepreneurial skills and management function of a company.
<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.
<b>CO4</b>	Understand various steps involved in starting a venture.
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.
<b>Text Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1. Ros Jay (2002), Brilliant Interview, Prentice Hall 2. David Beckham (2013), The illustrated Book, Headline Publications	

<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York.
2.	Upadhyay, K. C. (2021). Digital marketing: complete digital marketing tutorial. Notion Press.
3.	Branding, M. (2021). Digital marketing. Empire Publications India Private Ltd.
<b>Web Resources</b>	
1.	<a href="https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digitalmarketing.pdf">https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digitalmarketing.pdf</a>
2.	<a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teachingtips/educationaltechnologies/all/gamification-and-game-based-learning">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teachingtips/educationaltechnologies/all/gamification-and-game-based-learning</a>
3.	<a href="https://journals.ala.org/index.php/ltr/article/download/6143/7938">https://journals.ala.org/index.php/ltr/article/download/6143/7938</a>

### Mapping

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

Title of the Course	SKILL ENHANCEMENT COURSE INTERVIEW SKILLS						
Paper No.							
Category	(SEC-V)	Year	I	Credits	2	Course Code	USEN524
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To enable students to understand the information needed to prepare for an interview.</li><li>• To enable them to research company information before heading to an interview.</li><li>• To familiarize them with how to handle interview questions.</li><li>• To enable them to use comfortable vocabulary.</li><li>• To help them think and speak imaginatively and critically.</li></ul>						
Course Outline	UNIT-I (K1& K2) Definition of Interview-Essentials of Interview Skill						
	Unit-II (K1 & K2) Needs and Requirements of Interview skills						
	UNIT-III: (K2&K3) Resume Preparation-Do's and Don'ts of an interview						
	UNIT-IV: (K2, K3 & K4) Body language-gesture-attitude-facial expression-sound knowledge						
	UNIT-V: (K4) Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewer.						
Activity 20 Marks	Group Discussion do's and don'ts in an interview & presenting a topic						

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.
<b>CO2</b>	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g., eye contact, use of filler words, hand gestures, and verbal pace).

<b>CO3</b>	Demonstrate professional behaviors including preparedness, professional attire, and respectful presentation.
<b>CO4</b>	Develop confidence in relation to their interviewing skills.
<b>CO5</b>	Be able to identify, discuss, and implement key job interview skills.
<b>Text Books (Latest Editions)</b>	
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall
2.	David Beckham (2013), The illustrated Book, Headline Publications
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Elizabeth Harrin, e-book, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.
<b>Web Resources</b>	
1.	Tips for a Successful Interview(ung.edu)

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H



Title of the Course	WORLD CLASSICS IN TRANSLATION						
Paper No.	Core VII						
Category	Core	Year	II	Credits	5	Course Code	UCENG24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites	-						
Objectives of the course	<ul style="list-style-type: none"><li>• To familiarize the students with the ancient world classic literature</li><li>• To expose students to the socio economic and cultural aspects reflected in different countries through various texts</li><li>• To enable them to develop a comparative perspective to study the texts</li><li>• To gain knowledge on the parallel growth of literature from ancient to modern periods</li><li>• To critically appreciate the aesthetic and diverse aspects of world classics</li></ul>						
Course Outline	<b>UNIT I (15 hours) (K1, K2, K3 &amp; K4)</b> <b>CLASSICS IN WORLD LITERATURE</b> 1.1 Introduction to World Classics in Translation 1.2 A Review of World-Renowned Classical Writers 1.3 Thiruvalluvar – Thirukkural – Iniavai Kooral – Chapter 10 1.4 Dante – Paradiso, Canto XXI: The Seventh Sphere, Saturn 1.5 Kalidasa- Shakuntala 1.6 Victor Hugo – Les Misérables						
	<b>UNIT II (15 hours) (K1, K2, K3 &amp; K4)</b> <b>POETRY</b> 2.1 Introduction to the Poet and Work 2.2 Poetic Forms and Themes 2.3 Ovid – Pyramus & Thisbe 2.4 Alfred Tennyson- The Lady of Shalott 2.5 Horace – Satire IV (Lines 1-25) 2.6 Gabriel Okara – The Mystic Drum						
	<b>UNIT-III: (15 hours) (K1, K2, K3 &amp; K4)</b> <b>PROSE</b> 3.1 Introduction to the Essayist and Work 3.2 Cultural and Historical Context 3.3 Theme and Motifs 3.4 Language and Style 3.5 Walter Benjamin – Unpacking My Library 3.6 Montaigne – Of Friendship						

	<b>UNIT-IV: (15 hours) (K1, K2, K3 &amp; K4)</b> <b>DRAMA</b> 4.1 Introduction to the Playwright and Work 4.2 Philosophical and Theoretical Context 4.3 Luigi Pirandello – Six Characters in search of an Author 4.4 Cultural and Historical Significance 4.5 Characterization and Narrative Structure 4.6 Theme and Motifs	
	<b>UNIT-V: (15 hours) (K1, K2, K3 &amp; K4)</b> <b>FICTION</b> 5.1 Introduction to the Novelist and Work 5.2 Cultural and Historical Context 5.3 Thakazhi Sivasankara Pillai- Chemmeen 5.4 Philosophical and Religious Context of the Novel 5.5 Characterization and Narrative Structure 5.6 Theme and Motifs	
Extended Professional Component (isa part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. Pirandello, Luigi. Six Characters in Search of an Author. MIT Press, 2003.	
<b>Reference Books</b>	1. Benjamin Walter, and Martin Jay. Unpacking My Library. 2010. 2. Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing, 2017.	
<b>Website and e-learning source</b>	1) <a href="https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/">https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/</a> 2) <a href="https://www.poetryintranslation.com/PITBR/Latin/HoraceSatiresBkISatI V.php?textLinkTarget=c2F0aXJK2I2">https://www.poetryintranslation.com/PITBR/Latin/HoraceSatiresBkISatI V.php?textLinkTarget=c2F0aXJK2I2</a>	

**Course Outcomes:**

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

- CO1:** Gain an exposure to some Classics in World Literature, both in theme and form. (K1, K2, K3, K4)
- CO2:** Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West. (K1, K2, K3, K4)
- CO3:** Gain an understanding of the works in their cultural/ historical contexts and of the enduring human values which unite the different literary traditions. (K1, K2, K3, K4)
- CO4:** Pay attention to critical thinking and writing within a frame work of cultural diversity. (K1, K2, K3, K4)
- CO5:** Appreciate and examine the literary, cultural, and human significance of the works of the diverse literary traditions. (K1, K2, K3, K4)

**Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	H	H	H
CO2	M	H	H	H	M	H
CO3	H	H	H	M	H	H
CO4	H	H	H	H	H	H
CO5	H	M	H	H	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	H	H
CO2	H	M	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	M	H	H	H	H
CO5	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	LANGUAGE AND LINGUISTICS						
Paper No.	Core VIII						
Category	Core	Year	II	Credits	5	Course Code	UCENH24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
					5		
Prerequisites							
Objectives of the course		<ul style="list-style-type: none"><li>• To help learners gain knowledge of origin, growth and development of English Language</li><li>• To highlight the impact of various socio, political, cultural and historical events on English Language</li><li>• To help them gain knowledge of the scientific study of English language and linguistics</li><li>• To enable students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of language</li><li>• To expose students to the analysis of literary texts using linguistic and discourse analytical tools</li></ul>					
Course Outline		<b>UNIT I (15 hours) (K1, K2, K3 &amp; K4)</b> <b>Introduction to Language and the General Character of English</b>  1.1 The Origins of Language, the divine source 1.2 The natural sound source 1.3 The social interaction source, the physical adaptation source 1.4 The tool-making source, the genetic source 1.5 General Character of English: Extraordinary Receptive and Adaptable Heterogeneousness, Simplicity of Inflexion, Copiousness of Vocabulary 1.6 Fixed Word, Growth of Periphrases, Varieties of Intonation and Shades of Meaning					
		<b>UNIT II (15 hours) (K1, K2, K3 &amp; K4)</b> <b>History and Evolution of English Language</b>  2.1. Language History and Change 2.2 Landmarks in the History of English Language: Old English Period 2.3. Middle English Period, Modern English Period 2.4. Individuals and the Making of Modern English: Bible Translations 2.5. Shakespeare’s Influence 2.6. Milton and the English Language					

	<p><b>UNIT-III: (15 hours) (K1, K2, K3 &amp; K4)</b></p> <p><b>Language Structure</b></p> <p>3.1. The Sounds of Language</p> <p>3.2. The Sound Patterns of Language</p> <p>3.3. Morphology</p> <p>3.4. Syntax</p> <p>3.5. Grammar: English Grammar, Traditional Grammar, Grammatical Gender, Traditional Approach</p> <p>3.6. Grammar: The Prescriptive Approach, the Descriptive Approach, Structural Analysis, Constituent Analysis, Subjects and Objects, Word Order</p>
	<p><b>UNIT-IV: (15 hours) (K1, K2, K3 &amp; K4)</b></p> <p><b>Language and Variation</b></p> <p>4.1. Regional Variation in Language: The Standard Language, Accent and Dialect, Variation in Grammar</p> <p>4.2. Dialectology, Regional Dialects, Isoglosses, Dialect Boundaries and the Dialect Continuum</p> <p>4.3. Bilingualism, Diglossia, Language Planning, Pidgins, Creoles, the Post-Creole Continuum</p> <p>4.4. Social Variation in Language: Sociolinguistics, Social Dialects, Education and Occupation, Social Markers</p> <p>4.5. Speech Style and Style-Shifting, Prestige, Speech Accommodation, Convergence, Divergence, Register, Jargon, Slang, Taboo Terms</p> <p>4.6. African American English, Vernacular Language, the Sounds of a Vernacular, the Grammar of a Vernacular</p>
	<p><b>UNIT-V: (15 hours) (K1, K2, K3 &amp; K4)</b></p> <p><b>Language Acquisition and Learning</b></p> <p>5.1. Language and the Brain: Neurolinguistics, Language Areas in the Brain, Tongue Tips and Slips</p> <p>5.2. Language and the Brain: Aphasia, Dichotic Listening, the Critical Period</p> <p>5.3. First Language Acquisition: Basic Requirements; the acquisition schedule, Caregiver speech, Cooing and babbling, The one-word stage, The two-word stage, Telegraphic Speech,</p> <p>5.4. First Language Acquisition: The Acquisition Process, Developing Morphology, Developing Syntax, Forming Questions, Forming Negatives, Developing Semantics</p> <p>5.5. Second Language Acquisition/Learning: Second Language Learning, Acquisition and Learning, Acquisition Barriers, Affective Factors, Focus on Method, The grammar-translation method, the audiolingual method, Communicative Approaches,</p> <p>5.6. Second Language Acquisition/Learning: Focus on the Learner, Transfer, Interlanguage, Motivation, Input and Output, Communicative Competence, Applied Linguistics.</p>

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Yule, George. The Study of Language, Cambridge University Press, 2006.</li> <li>2. Wrenn C.L., The English Language, Vikas Publishing House Pvt. Ltd., 2009.</li> <li>3. Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press. United Kingdom: 2002.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Shivendra Kishore Verma, and N Krishnaswamy. Modern Linguistics. 1989.</li> <li>2. Meyer, Charles F. Introducing English Linguistics. Cambridge University Press, 14 May 2009.</li> </ol>
<b>Website and e-learning source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://sharifling.wordpress.com/wp-content/uploads/2018/09/the-study-of-language-george-yule.pdf">https://sharifling.wordpress.com/wp-content/uploads/2018/09/the-study-of-language-george-yule.pdf</a></li> </ol>

#### Course Outcomes:

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

- CO1:** Attained knowledge of origin, growth, and development of English Language (K1, K2, K3, K4)
- CO2:** Understood the impact of various socio-political, cultural, and historical events on the evolution of English Language (K1, K2, K3, K4)
- CO3:** Acquired a foundation of linguistic concepts the scientific study of English language (K1, K2, K3, K4)
- CO4:** Acquired knowledge of the phonological structure of English Language and developed optimal accuracy in the pronunciation of individual sounds, words, connected speech, stress, Intonation and phonetic transcription (K1, K2, K3, K4)
- CO5:** Developed sensitivity towards cultural, regional, national and global perspectives on language, linguistic identity, and problem-solving in language learning and teaching. (K1, K2, K3, K4)

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	ALLIED IV: HISTORY OF ENGLISH LITERATURE - II						
Paper No.	PART III/ GENERIC ELECTIVE IV						
Category	Elective	Year	II	Credits	3	Course Code	UAEND24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		3		
Prerequisites							

<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>To help students with a survey of the history of English literature from Romantic Age to the Post-Modern period.</li> <li>To facilitate them understand the major literary movements and authors of England</li> <li>To enable students to develop a comprehensive understanding of the Ages and their characteristics</li> <li>To identify the influence of social and cultural events through the works of the writers</li> <li>To provide them an understanding of certain linguistic processes that have contributed to the development of the English literature</li> </ul>
<b>Course Outline</b>	<b>UNIT- I: (9 hours) (K1, K2, K3 &amp; K4)</b> <b>PROSE</b> 1.1 Age of Romanticism 1.2 Charles Lamb, William Hazlitt 1.3 Victorian Age 1.4 John Ruskin, Mathew Arnold 1.5 The Twentieth Century: George Orwell 1.6 Aldous Huxley
	<b>UNIT- II: (9 hours) (K1, K2, K3 &amp; K4)</b> <b>POETRY</b> 2.1 Romantic Poetry 2.2 William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelly 2.3 Victorian Poetry 2.4 Alfred Lord Tennyson, Robert Browning 2.5 Twentieth Century: Gerard Manley Hopkins, 2.6 T. S. Eliot, John Keats
	<b>UNIT- III: (9 hours) (K1, K2, K3 &amp; K4)</b> <b>DRAMA</b> 3.1 Revival of Drama 3.2 Oscar Wilde 3.3 Twentieth Century: various dramatic movements 3.4 George Bernard Shaw 3.5 T. S. Eliot



	3.6 Samuel Beckett
	<b>UNIT IV: (9 hours) (K1, K2, K3 &amp; K4)</b> <b>NOVEL</b> 4.1 Novel in the Romantic Age 4.2 Jane Austen, Walter Scott 4.3 Novel in the Victorian Age 4.4 Charles Dickens, Thomas Hardy 4.5 The Twentieth Century: H. G. Wells 4.6 William Golding
	<b>UNIT-V: (9 hours) (K1, K2, K3 &amp; K4)</b> <b>CONTEMPORARY LITERATURE</b> 5.1 Novel since 2000 5.2 Irvin Welsh, Doris Lessing 5.3 Poetry since 2000 5.4 Seamus Heaney, Edwin Morgan 5.5 Drama since 2000: David Hare 5.6 David Edgar
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved  (To be discussed during the Tutorial hours)
<b>Recommended Text</b>	1. Hudson, W.H. <i>An Outline History of English Literature</i> . India: AITBS Publishers, 2013. Print.  2. Compton & Rickett, Arthur. <i>A History of English Literature</i> . London, T.C. & E.C. Jack; New York, Dodge Publishing Co., 1912. Print.  3. Carter, Ronald and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . (3 <sup>rd</sup> ed.) London and New York: Routledge Taylor & Francis Group. 2017. Print.
<b>Reference Books</b>	4. Albert, Edward. <i>History of English Literature</i> . (5 <sup>th</sup> ed.), London: Harrap, 2017. Print  5. Daiches, David. <i>A Critical History of English Literature</i> . (2 <sup>nd</sup> ed.) New Delhi ; Allied Publishers Limited, 1998. Print  6. Sampson, George. <i>The Concise Cambridge History of English Literature</i> . Cambridge: University Press, 1965. Print.

<b>Web resources</b>	<a href="https://www.megaessays.com/viewpapers/38903.html">https://www.megaessays.com/viewpapers/38903.html</a>
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### Course Outcomes:

**On completion of the course the students will be able to**

**CO1:** Gain extensive insight into the History of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. (K1, K2, K3 & K4)

**CO2:** Evaluate the way socio-cultural and historical phenomena influence the literary production in a particular period. (K1, K2, K3 & K4)

**CO3:** Familiarize themselves with the sociocultural ambience & discursive frameworks of various ages. (K1, K2, K3 & K4)

**CO4:** Develop a critical appreciation of the literary stalwarts of the respective periods. (K1, K2, K3 & K4)

**CO5:** Gain in-depth understanding on the growth of English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. (K1, K2, K3 & K4)

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	H	H	H
CO2	M	H	H	H	M	H
CO3	H	H	H	M	H	H
CO4	H	H	H	H	H	H
CO5	H	M	H	H	H	H

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

Title of the Course	SKILL ENHANCEMENT COURSE: ENGLISH FOR CAREERS						
Paper No.	SKILL ENHANCEMENT COURSE 6						
Category	(SEC-VI)	Year	I	Credits	2	Course Code	USEN624
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites							
Objectives of the course	<div><input type="checkbox"/> To help students gain knowledge about the job search, application, and interview process.</div> <div><input type="checkbox"/> Help them explore their global career path, while building vocabulary and improving language skills to achieve professional goals.</div> <div><input type="checkbox"/> Help them with strategies for identifying the jobs that match their interests and skills.</div> <div><input type="checkbox"/> Help them to understand the job-seekers' language for meeting new people, making small talk, and describing.</div> <div><input type="checkbox"/> To enable learners to describe themselves and their experiences.</div>						
Course Outline	UNIT-I (K1& K2) Definition of English Language-Characteristic Features						
	Unit-II (K1 & K2) Purposes of English Language						
	UNIT-III: (K2&K3) Major Roles played by English Language in Education and various career choices						
	UNIT-IV: (K2, K3 & K4) English language as an identity to popular culture. Communication in the cultural context.						
	UNIT-V: (K4)  The major developments happening in the contemporary world by using English language.  Today’s Vocabulary, Structuring and delivering a presentation.						

<b>Text Books (Latest Editions)</b>	
1.	The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print.
<b>References Books</b>	
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print.
2.	Fitikides, T.J. Common Mistakes in English (6th ed.). London: Longman, 2002.
3.	English for Career Development. Orient Longman, 2006.
4.	Kaul, Asha. The Effective Presentation. New Delhi: Response Books.
5.	Oxford Guide to Effective Writing and Speaking. OUP, 2007.

<b>Web Resources</b>
<a href="https://learnenglish.britishcouncil.org/">https://learnenglish.britishcouncil.org/</a>

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Attain communicative competences so they can use language accurately and appropriately.
<b>CO2</b>	Understand the basic features of communication and aim at improving language skills.
<b>CO3</b>	Gain useful letter/report writing tools, tips, and techniques to effectively apply the skills to their everyday workplace correspondence.
<b>CO4</b>	Demonstrate the particulars of writing effective emails, while improving punctuation and grammar.
<b>CO5</b>	Ensure that the style, content, and message are concise, correct, and appropriate.

### Mapping

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

Title of the Course	SKILL ENHANCEMENT COURSE: ENGLISH FOR BUSINESS						
Paper No.	SKILL ENHANCEMENT COURSE 7						
Category	(SEC-VII)	Year	I	Credits	2	Course Code	USEN724
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		1		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>• To help students learn strategies and practical language to deal with real-life situations.</li><li>• To help them improve on how to speak and write in order to keep communication going and always appear professional and competent.</li><li>• To enable them to use the language flexibly and express themselves appropriately for various contexts, such as social, professional, or academic contexts.</li><li>• To help them strengthen their understanding of native speakers in real-life situations by learning strategies and through practice, practice, practice!</li><li>• To help them consistently develop a comprehensive vocabulary through real, authentic resources.</li></ul>						
Course Outline	UNIT I (K1& K2) Business English Definition and Difference						
	Unit II (K1 & K2) Highlights/Significance/ Essentials of Business English						
	UNIT-III: (K2&K3) Needs of Business English						
	UNIT-IV: (K2, K3 & K4) The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.						
	UNIT-V: (K4) Economic Development through Business English. Soft Skills						
Course Outcomes							
Course Outcomes	On completion of this course, students will						
CO1	Strengthen their language skills: writing, reading, listening & speaking.						
CO2	Understand real speech patterns and learn pronunciation techniques influential in speech.						
CO3	Improve their confidence and learn how to connect with people in English.						

<b>CO4</b>	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move towards English proficiency.
<b>CO5</b>	Learn how to run meetings, deliver presentations, deal with clients, and interact with colleagues.
<b>Text Books (Latest Editions)</b>	
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2.	Hutchinson, T.&Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Strapasson, G. (2015). Needs Analysis and English for Business Purposes. Language Arts English/Portuguese College Final course assignment – Federal University of Technology- Paraná.Curitiba.2015.
2.	Melchias G, Balaiah John, John Love Joy (Eds), 2018. Winners in the Making: A primer on soft skills. SJC, Trichy.
3.	Aggarwal, R.S. (2010). A Modern Approach to Verbal and Non-Verbal Reasoning, S. Chand.
4.	Covey S. R. (2004). The 7 Habits of Highly Effective People: Restoring the Character Ethic (Rev. ed.). Free Press.
<b>Web Resources</b>	
1.	English language skills for the future Cambridge English

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H – High (3), M –Medium (2), L– Low (1)**

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H



Title of the Course	WOMEN’S WRITING						
Paper No.	Core IX						
Category	Core	Year	III	Credits	4	Course Code	UCENI24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To identify the origin and development of feminism as a genre. 2. To enable them to gain specialized knowledge related to works of authors of national and international acclaim. 3. To familiarize them with the style, diction and coherence of authors and their works. 4. To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences. 5. To enhance their ability to think historically and analytically about people, language, literature, culture and society.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>INTRODUCTION (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 1.1 Introduction to Women’s Writing 1.2 Feminism & Prominent Feminist Writers 1.3 Feminist movements & Three Waves of Feminism 1.4 Key Feminists’ Concepts & Gynocriticism 1.5 Women’s Writing Trends & Development 1.6 Women’s Writing in Indian Context						
UNIT – II	<b>POETRY (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 2.1 Kamala Das – Introduction 2.2 Imtiaz Dharkar – Purdah 2.3 Maya Angelou – Still I Rise 2.4 Margaret Atwood – Journey to the Interior 2.5 Anne Bradstreet – For Deliverance From A Fever 2.6 Judith Wright – Eve to the Daughter						
UNIT – III	<b>PROSE (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						

	<p>3.1 Major Seminal Works by Women Writers and Major Themes</p> <p style="text-align: center;"><b>(DETAILED)</b></p> <p>3.2 Virginia Woolf – A Room of One’s Own Chapter III Shakespeare’s Sister: Part – I: What were the conditions in which women lived?</p> <p>3.3 Virginia Woolf – A Room of One’s Own Chapter III Shakespeare’s Sister: Part – II: Shakespeare’s wonderfully gifted sister, Judith</p> <p>3.4 Virginia Woolf – A Room of One’s Own Chapter III Shakespeare’s Sister: Part – III: A Woman at strife against herself</p> <p style="text-align: center;"><b>(NON – DETAILED)</b></p> <p>3.5 Alice Walker – “The Black Writer and the Southern Experience” from In Search of a Mother’s Garden (Part - I)</p> <p>3.6 Alice Walker – “The Black Writer and the Southern Experience” from In Search of a Mother’s Garden (Part - II)</p>
<b>UNIT – IV</b>	<p><b>PLAY – DETAILED (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Mahasweta Devi &amp; her major themes</p> <p>4.2 Mahasweta Devi – Bayen: Background, Plot &amp; Characterizations</p> <p>4.3 Mahasweta Devi – Bayen: Scene – 1 &amp; Critical Analysis</p> <p>4.4 Mahasweta Devi – Bayen: Scene – 2 &amp; Critical Analysis</p> <p>4.5 Mahasweta Devi – Bayen: Scene – 3 &amp; Critical Analysis</p> <p>4.6 Mahasweta Devi – Bayen: Scene – 4 &amp; Critical Analysis</p>
<b>UNIT – V</b>	<p><b>FICTION &amp; SHORT STORY (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 Doris Lessing – The Grass is Singing: Background, Plot &amp; Characterization (novel)</p> <p>5.2 Doris Lessing – The Grass is Singing: Critical Analysis, Themes, Motifs &amp; Symbols (novel)</p> <p>5.3 Sandra Cisneros - The House on Mango Street: Background, Plot &amp; Characterization (novel)</p> <p>5.4 Sandra Cisneros - The House on Mango Street: Critical Analysis, Themes, Motifs &amp; Symbols (novel)</p> <p>5.5 Ambai – In a forest, A deer: Background &amp; Plot (Short Story)</p> <p>5.6 Ambai - In a forest, A deer: Critical Analysis &amp; Themes (Short Story)</p>
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	<p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>

<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Devi, Mahasweta. "Bayen." Five Plays Trans. Samik Bandyopadhyay. Calcutta: Seagull, 2009.</li> <li>2. Ambai, and Lakshmi Holmström. <i>In a Forest, a Deer: Stories by Ambai</i>. OUP India, 2012.</li> <li>3. Barnes, Jonathan. <i>Aristotle: A Very Short Introduction</i>. Oxford Paperbacks, 2000.</li> <li>4. Cisneros, Sandra. <i>The House on Mango Street</i>. Vintage, 2013.</li> <li>5. Dharker, Imtiaz. <i>Purdah and Other Poems</i>. 1988.</li> <li>6. Lessing, Doris. <i>The Grass Is Singing</i>. HarperCollins Publishers (Digital), 2014.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Chakravarty, Radha. <i>Mahasweta Devi: Writer, Activist, Visionary</i>. Taylor and Francis, 2023.</li> <li>2. Collins, Patricia Hill. <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. Routledge, 2002.</li> <li>3. Hooks, Bell. <i>Feminism Is for Everybody: Passionate Politics</i>. Routledge, 2014.</li> <li>4. Jacobus, Mary. <i>Women Writing and Writing About Women</i>. Routledge, 2012.</li> <li>5. Kundu, Rama. <i>Studies in Women Writers in English</i>. Atlantic Publishers and Dist, 2005.</li> <li>6. Sage, Lorna. <i>The Cambridge Guide to Women's Writing in English</i>. Cambridge UP, 1999.</li> <li>7. Satyanarayana, E. <i>The Plays of Mahasweta Devi</i>. 2000.</li> <li>8. Tomalin, Claire. <i>Charles Dickens: A Life</i>. Penguin UK, 2012.</li> <li>9. Walters, Margaret. <i>Feminism: A Very Short Introduction</i>. OUP Oxford, 2005.</li> </ol>
<b>Website And E – Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.jetir.org/papers/JETIRFC06031.pdf">https://www.jetir.org/papers/JETIRFC06031.pdf</a></li> <li>2. <a href="https://www.poemhunter.com/poem/an-introduction-2/">https://www.poemhunter.com/poem/an-introduction-2/</a></li> </ol>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Recognize the background, origin and special features of women's writing with reference to western society.</p> <p><b>CO2:</b> Integrate knowledge of the diversity of cultures through the works of various Women writers.</p> <p><b>CO3:</b> Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices.</p> <p><b>CO4:</b> Create an opportunity to express their Indigenouslyness in the newly acquired language.</p> <p><b>CO5:</b> Analyse and examine the major socio cultural and socio-economic constraints in defining women as equal human being through the works of women writers.</p>

<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>C01</b>	H	M	H	M	M	M
<b>C02</b>	H	H	H	H	M	M
<b>C03</b>	H	H	H	M	M	H
<b>C04</b>	H	H	H	H	H	H
<b>C05</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>C01</b>	H	M	H	M	M	M
<b>C02</b>	H	H	H	H	M	H
<b>C03</b>	H	H	H	H	M	H
<b>C04</b>	H	H	H	H	H	H
<b>C05</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	INTRODUCTION TO FOLK LITERATURE						
Paper No.	Core X						
Category	Core	Year	III	Credits	4	Course Code	UCENJ24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To familiarize learners with the different theories and forms of folk literature. 2. To help them analyze the role of oral tradition in literature. 3. To enable leaners to appreciate oral and folk arts. 4. To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English. 5. To help them in understanding how and on what grounds women’s writing can be considered as a separate genre.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>ORIGINS (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Definition of Folk and Literature 1.2 Origin and development 1.3 Characteristics of Folk Literature 1.4 Historical Importance of Folk Literature 1.5 Techniques of Folk Literature 1.6 Themes of Folk Literature						
UNIT – II	<b>FORMS (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Major Forms of Folk Literature - Myths, Legends 2.2 Folk Songs, Ballad 2.3 Folk Drama and Folk Tales 2.4 Proverbs, Aphorism and Riddles 2.5 Folk Arts 2.6 Folk Street Plays						
UNIT – III	<b>DOCUMENTED SCHOLARSHIP (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>						
	3.1 Folk scholars of the world: An Introduction						
	3.2 Max Muller, V.J. Propp, Stith Thompson						
	3.3 Levi Strauss, Alan Dundes						
	3.4 Komal Kothari, Raghavan Payyanad						

	<p>3.5 Approaches to the Study of Folklore:</p> <ol style="list-style-type: none"> <li>1. Historical</li> <li>2. Anthropological</li> </ol>
	<p>3.6 Approaches to the Study of Folklore:</p> <ol style="list-style-type: none"> <li>3. Psychological Approach</li> </ol>
<b>UNIT – IV</b>	<p><b>POETRY (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Introduction to John Keats</p> <p>4.2 La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad)</p> <p>4.3 Eve of St. Agnes (Superstition about a maiden's dream)</p> <p>4.4 Folktale:</p> <p>The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.</p> <p>4.5 A.K. Ramanujan - A Flowering Tree</p> <p>4.6 A.K. Ramanujan - A Flowering Tree – Analysis</p>
<b>UNIT – V</b>	<p><b>FOLK DRAMA (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 Introduction to Folk Drama</p> <p>5.2 Themes of Folk Drama</p> <p>5.3 Introduction to Girish Karnad and his works</p> <p>5.4 Girish Karnad – Hayavadana</p> <p>5.5 Girish Karnad- Hayavadana- Character Analysis</p> <p>5.6 Thematic Aspects of Hayavadana</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p>	
<p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>	
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Hayavadana by Girish Karnad, Oxford 1997.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Mieder, Wolfgang. <i>Tradition and Innovation in Folk Literature</i>.</li> <li>2. Aaran A. <i>The Types of the Folktale</i>, 2nd ed. Ed. By S. Thompson.</li> <li>3. Dundes, Alan <i>Interpreting Folklore</i>. Bloomington: Indiana, Univ Press.</li> </ol>
<b>Website And E – Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.gutenberg.org/files/37002/37002-h/37002-h.htm">Tales of the Sun: Or, Folklore of Southern India (gutenberg.org)</a></li> <li>2. <a href="https://www.gutenberg.org/files/37002/37002-h/37002-h.htm">https://www.gutenberg.org/files/37002/37002-h/37002-h.htm</a></li> <li>3. <a href="http://cdlib.org/A_Flowering_Tree_And_Other_Oral_Tales_from_India/">A Flowering Tree And Other Oral Tales from India (cdlib.org)</a></li> <li>4. <a href="#">Folk literature   Definition, Characteristics, Examples, Significance, &amp; Facts   Britannica</a></li> <li>5. <a href="#">Folk literature - Oral Tradition, Legends, Myths   Britannica</a></li> </ol>

	6. <a href="https://www.viirj.org/vol12issue2/117.pdf">https://www.viirj.org/vol12issue2/117.pdf</a>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Understand the fundamental characteristics and functions of folklore.</p> <p><b>CO2:</b> Explore the famous folk scholars of the world and evaluate their works.</p> <p><b>CO3:</b> Gain knowledge of various folk forms.</p> <p><b>CO4:</b> Acquire knowledge on folklore from various theoretical perspectives.</p> <p><b>CO5:</b> Understand the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works.</p>

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	H	H
CO2	H	H	H	M	M	H
CO3	H	H	H	M	M	H
CO4	H	H	H	H	M	H
CO5	H	H	H	M	M	H

**H – High (3), M –Medium (2), L – Low (1)**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	M	H
CO2	H	M	H	H	M	H
CO3	H	H	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	M	H	H	M	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	INDIAN WRITING IN TRANSLATION						
Paper No.	Core XI						
Category	Core	Year	III	Credits	4	Course Code	UCENK24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
	3	2	-			5	
Prerequisites							
Objectives of the Course	<b>The course aims at giving an overall view of the:</b>  1. Polyphony of modern Indian writing in Translation. 2. Multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions and the versatile culture of India. 3. Literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. 4. Images in literary productions express the writers’ sense of their society. 5. Texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>Translation – Origin and Growth (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 1.1 Introduction to Translation 1.2 Introduction to Indian Writing in Translation 1.3 Survey of the history 1.4 Growth & role of translation in India 1.5 Key Concepts in Translation 1.6 Translation and Communication						
UNIT – II	<b>Poetry (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 2.1 Introduction to the Poets 2.2 Bharathiyar – KaatruVeliyidai 2.3 Ilangoadigal – The Book of Vanci. – Silappathikaaram 2.4 Rabindranath Tagore – Far Below Flowed Jumna 2.5 Chemmanam Chacko – Rice 2.6 ArunKolatkarakar – An Old Woman						
UNIT – III	<b>Prose (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 3.1 Introduction to the Essayists						



	<p>3.2 P.Sivakami – Land: Women’s Breadth and Speech</p> <p>3.3 Nirad C Chaudari – Vanishing Landmarks</p> <p>3.4 Rassundari Devi - Amar Jiban (My Life-sixth composition) (199-202)</p> <p>3.5 A.K.Ramanujan – Telling Tales: Tales have relatives all over the World (456 – 462)</p> <p>3.6 A Comparative Thematic Study of the Prescribed Texts</p>
<b>UNIT – IV</b>	<p><b>Drama (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Girish Karnad– Introduction</p> <p>4.2 Historical Background of the play Tuglaq</p> <p>4.3 Tuglaq – Analysis</p> <p>4.4 Character Analysis in Tughlaq</p> <p>4.5 Thematic analysis of the play</p> <p>4.6 Theatrical aspects of the play</p>
<b>UNIT – V</b>	<p><b>Fiction (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 M.K Indira –Introduction</p> <p>5.2 Analysis of Phaniyamma</p> <p>5.3 Themes, Symbols and Motifs in Phaniyamma</p> <p>5.4 R.Shanmugasundaram-Introduction</p> <p>5.5 Analysis of Nagammal</p> <p>5.6 Themes, Symbols and Motifs in Nagammal</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p> <p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>	
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016.</li> <li>2. Short Fiction from South India, Edited by Subashree Krishnaswamy and K.Srilata, 2007.</li> <li>3. Phaniyamma by M.K. Indira: South Asia Books. 1994.</li> <li>4. Nagammal by R.Shanmugasundaram</li> <li>5. Wordscapes: Indian Literature in Translation</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.</li> <li>2. Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000</li> <li>3. 100 Great Indian Poems by Abhay K. Bloomsbury, 2019</li> </ol>
<b>Website And E –</b>	<ol style="list-style-type: none"> <li>1. Modern Indian Writing in Translation-Course (nptel.ac.in)</li> </ol>

<b>Learning Source</b>	
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Recognize the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.</p> <p><b>CO2:</b> Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.</p> <p><b>CO3:</b> Learn to explore images in literary productions that express the writers' sense of their society.</p> <p><b>CO4:</b> Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.</p> <p><b>CO5:</b> Be familiar with concepts such as modernism, regionalism, the contemporary representations of history, class, and gender in modern Indian writing in translation.</p>

<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO1</b>	H	H	H	L	L	H
<b>CO2</b>	H	H	H	L	L	H
<b>CO3</b>	H	H	H	L	L	H
<b>CO4</b>	H	H	H	L	L	H
<b>CO5</b>	H	H	H	L	L	H

**H – High (3), M –Medium (2), L – Low (1)**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	L	H	H	M	H
<b>CO2</b>	H	L	H	H	M	H
<b>CO3</b>	H	L	H	H	M	H
<b>CO4</b>	H	L	H	H	M	H
<b>CO5</b>	H	L	H	H	M	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	PROJECT						
Paper No.	Core XII						
Category	Core	Year	III	Credits	4	Course Code	UCENL24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							

Title of the Course	ELECTIVE: LITERARY FORMS						
Paper No.	GENERIC ELECTIVE V						
Category	Core	Year	III	Credits	3	Course Code	UEENA24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites							
Objectives of the Course	<p><b>The Course aims at giving an overall view:</b></p> <ol style="list-style-type: none"><li>1. To enable the students to identify the different genres of English Literature.</li><li>2. To help them recognize the main elements of different literary genres and assess their significance.</li><li>3. To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry.</li><li>4. To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events.</li><li>5. To enable learners to understand the literary terms while analyzing and interpreting the works of literature.</li></ol>						
UNIT	COURSE OUTLINE						
UNIT – 1	<p><b>POETRY (12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>1.1 Subjective Poetry – The Lyric, The Sonnet</p> <p>1.2 Subjective Poetry – The Elegy, The Ode</p> <p>1.3 Narrative Poetry – The Ballad, The Epic</p> <p>1.4 Narrative Poetry – The Mock – Epic, The Idyll</p> <p>1.5 The Satire</p> <p>1.6 Blank Verse &amp; Free Verse</p>						
UNIT – II	<p><b>PROSE – I (12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>2.1 The Essay</p> <p>2.2 Definition</p> <p>2.3 Characteristics of an Essay</p> <p>2.4 Development of an Essay</p> <p>2.5 Types of Essays: Personal Essay</p> <p>2.6 Types of Essays: Impersonal Essay</p>						

<b>UNIT – III</b>	<b>PROSE – II (12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 3.1 The Aphoristic Essay 3.2 The Periodical Essay 3.3 The Reviewers 3.4 Criticism 3.5 The Short Story 3.6 Autobiography, Biography	
<b>UNIT – IV</b>	<b>DRAMA (12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 4.1 The Tragedy – Characteristics, Development, Types 4.2 The Comedy – Characteristics, Development, Types 4.3 The Melodrama 4.4 The Farce 4.5 The Masque 4.6 The Dramatic Monologue	
<b>UNIT – V</b>	<b>NOVEL (12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 5.1 Novel Characteristics, Development 5.2 Types – The Picaresque Novel, Epistolary Novel 5.3 Types – The Gothic Novel, The Science Fiction 5.4 Types – The Stream of Consciousness Novel, The Psychological Novel 5.5 Types – The Detective Novel, The Campus Novel 5.6 Novella	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. ABRAMS, M. H. <i>A Glossary of Literary Terms</i>. 2020.</li> <li>2. Alfred Horatio Upham. <i>The Typical Forms of English Literature</i>. Nabu Press, 2014.</li> <li>3. HUDSON, W. H. <i>An Introduction to the Study of English Literature</i>. Maple Press Pvt Limited, 2012.</li> <li>4. Prasad, Birjadish, and Haripriya Ramadoss. <i>A Background to the Study of English Literature (Rev. Ed.)</i>. Macmillan, 2000</li> </ol>	
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Baldick, Chris. <i>The Oxford Dictionary of Literary Terms</i>. 4th ed., Oxford University Press, 2015.</li> <li>2. Cuddon, J. A. <i>A Dictionary of Literary Terms and Literary Theory</i>. Wiley-Blackwell, A John Wiley &amp; Sons, Ltd., Publication, 2013.</li> </ol>	

	<p>3. Singh, R. N. <i>Introduction to Movements, Ages and Literary Forms</i>. 2004.</p> <p>4. Turco, Lewis. <i>The Book of Literary Terms</i>. University of New Mexico Press, 2020.</p>
<b>Website And E – Learning Source</b>	<p>1. <a href="https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england">https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england</a></p> <p>2. <a href="https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf">https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf</a></p> <p>3. <a href="https://literacyideas.com/elements-of-poetry/">https://literacyideas.com/elements-of-poetry/</a></p> <p>4. <a href="https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html">https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html</a></p>
<b>Course Outcomes</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Recognize the types of poetry and its distinguishing features. To classify the poets according to their work of art. To explore the nature and significance of poetic techniques with examples. To enhance the poetry production.</p> <p><b>CO2:</b> Define the characteristics and the development of essay. To acquire knowledge about the elements of personal and impersonal essays. To upgrade article writing.</p> <p><b>CO3:</b> Distinguish the defining elements of Autobiography, Biography and short story. To learn the rules of criticism. To evaluate an art.</p> <p><b>CO4:</b> Comprehend the origin, growth and development of Drama. To classify the drama and dramatists according to specific characteristic features of Drama. To acquire dramatic skills.</p> <p><b>CO5:</b> Recognize various types of novels with suitable examples. To learn the various techniques employed by the novelists. To explore the ways and manner the novels have changed over the years. To write novels</p>

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	M	H
CO5	H	H	H	H	M	H
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

H – High (3), M –Medium (2), L – Low (1)

Title of the Course	ELECTIVE: LITERARY THEORY						
Paper No.	GENERIC ELECTIVE V						
Category	Core	Year	III	Credits	3	Course Code	UEENB24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites							
Objectives of the Course	<p><b>The Course aims at giving an overall view:</b></p> <ul style="list-style-type: none"><li>• To enable the students to become familiar with literary theories</li><li>• To help them recognize the line of thought behind each literary theory</li><li>• To help them analyze literary works by applying relevant theories</li><li>• To make learners understand the rise and fall of literary movements and their relationships with literary theory.</li><li>• To enable learners to apply literary theories to other cultural artefacts like arts and films</li></ul>						
UNIT	COURSE OUTLINE						
UNIT – 1	<p><b>INTRODUCTION (12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>Definition of Literature (Pg 27) Introducing Literary theory (Pg 1) [Connors, Clare. <i>Literary Theory: Beginners Guide</i>. Chennai: Chennai Micro Print. 2011.]</p>						
UNIT – II	<p><b>Structuralism</b></p> <p>Introduction</p> <p>Terms: Diachronic, Synchronic, Langue, Parole, Sign, Signifier, Signified, Semiotics.</p> <p>Text: Structuralism – Robert Scholes</p> <p>Analysis: James Joyce’s <i>Ulysses</i></p> <p><b>Post structuralism</b></p> <p>Introduction</p> <p>Terms: Difference, Transcendental, Logocentric, Phonocentricism, Binary opposition</p> <p>Text: Post-structuralism and Deconstruction – Peter Barry (Pg 60-63)</p> <p>Analysis: Dylan Thomas “<i>A Refusal to Mourn the Death</i> (Pg 71-74)</p>						
UNIT – III	<p><b>Feminism and Psychoanalysis</b></p> <p><b>3.1 Introduction</b></p> <p><b>3.2 Terms:</b> Essentialism, Biologism, Gynocriticism, Parler-femme</p>						

	<p><b>3.3 Text:</b> Feminist Criticism – Peter Barry (Pg 116-120)  <b>Analysis:</b> Emily Bronte’s <i>Wuthering Heights</i> (Pg 129-130)</p> <p><b>Introduction</b>  <b>Terms:</b> Oedipal complex, Unconscious, Libido  <b>Text:</b> Psychoanalytic Criticism – Peter Barry (Pg 92-97)  <b>Analysis:</b> William Shakespeare’s <i>Hamlet</i> (Pg 101-103)</p>
<b>UNIT – IV</b>	<p><b>Marxism and Postcolonialism</b></p> <p><b>Introduction</b>  <b>Terms:</b> Bourgeoisie, Proletariat, Class Conflict  <b>Text:</b> Marxist Criticism – Peter Barry (Pg 150-153)  <b>Analysis:</b> William Shakespeare’s <i>Twelfth Night</i> (Pg 162-164)</p> <p><b>Introduction</b>  <b>Terms:</b> Nativism, Subaltern, Nationalism  <b>Text:</b> Postcolonial Criticism – Peter Barry (Pg 187-191)  <b>Analysis:</b> Jane Austen’s <i>Mansfield Park</i> (Pg 192-194)</p>
<b>UNIT – V</b>	<p><b>Intertextuality</b></p> <p>Introduction  <b>Terms:</b> Intertextuality,  Dramatic monologue,  Genre,  Truth, Falsehood  <b>Text:</b> Dramatic Monologue – SudhaShastri (Pg 20-24)  <b>Analysis:</b> Robert Browning’s poems</p>
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved
<b>Recommended Text</b>	<p>Connors, Clare. <i>Literary Theory: Beginners Guide</i>. Chennai: Chennai Micro Print. 2011.</p> <p>Panja, Shomishtha. Ed. <i>Critical Theory: Textual Application</i>. New Delhi: Worldview Publications, 2002</p> <p>Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. India: Viva, 2010</p> <p>Shastri, Sudha. <i>Intertextuality and Victorian Studies</i>. India: Orient Longman. 2001</p>
<b>Reference Books</b>	<p>Bertens, Hans. <i>Literary Theory: The Basics</i>. New York: Routledge, 2003.</p> <p>Panja, Shomishtha. Ed. <i>Critical Theory: Textual Application</i>. New Delhi: Worldview Publications, 2002.</p> <p>Lodge, David. Ed. <i>Twentieth Century Literary Criticism</i>. London: Longman, 1972  Lodge, David. Ed. <i>Modern</i></p>



	<p><i>Criticism and Theory</i>. London: Longman, 1982.</p> <p>Sethuraman, VS. Ed <i>Contemporary Criticism</i>. Madras: Macmillan, 1989.</p>
<b>Website And E – Learning Source</b>	<p>5. <a href="https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england">https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england</a></p> <p>6. <a href="https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf">https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf</a></p> <p>7. <a href="https://literacyideas.com/elements-of-poetry/">https://literacyideas.com/elements-of-poetry/</a></p> <p>8. <a href="https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html">https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html</a></p>
<b>Course Outcomes</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Remember seminal contributors and contributions to Literary Theories</p> <p><b>CO2:</b> Understand key concepts in the field of literary theory</p> <p><b>CO3:</b> Interpret texts based on Literary theories</p> <p><b>CO4:</b> Apply theoretical concepts to literary texts</p> <p><b>CO5:</b> Analyse the strength and drawbacks of various</p>

### Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO1	H	M	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	M	H
CO5	H	H	H	H	M	H

CO/PSO	PSO1	PSO 2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	ELECTIVE: LITERATURE AND ENVIRONMENT						
Paper No.	Discipline Specific Elective VI						
Category	Core	Year	III	Credits	3	Course Code	UEENC24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To enable the learners to understand and address the connection between ecology, culture and literature. 2. To introduce a few basic concepts and principles of Ecocriticism. 3. To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns. 4. To apply Ecocriticism to the reading of literary texts. 5. To expose the learners to recent critical theories.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Definitions - Literature, Environment and depiction of Environment in World Literature  1.2 Ecology, Eco Criticism  1.3 Deep Ecology  1.4 Niche, Symbiosis  1.5 Tinai, Home  1.6 Oikos and Oiko poetics						
UNIT – II	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Introduction to Cheryll Glotfelty  2.2 Discussion on the works of Cheryll Glotfelty  2.3 Introduction to Ecocriticism						

	<p>2.4 Introduction to literary ecology</p> <p>2.5 “Introduction” The Ecocriticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm</p> <p>2.6 Introduction” The Ecocriticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm- Analysis</p>
<b>UNIT – III</b>	<p><b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>3.1 Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth – Nutting</p> <p>3.2 Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth – Nutting – Analysis</p> <p>3.3 Keats - On Grasshopper and Cricket</p> <p>3.4 D H Lawrence – Snake</p> <p>3.5 Gary Snyder – Second Shaman Song</p> <p>3.6 Wislawa Szymborska – Conversation with a Stone</p>
<b>UNIT – IV</b>	<p><b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Introduction to Arundathi Roy and her works</p> <p>4.2 The Greater Common Good</p> <p>4.3 The Great Common Good - Analysis</p> <p>4.4 Introduction to Rachel Carson and her works</p> <p>4.5 A Fable for Tomorrow</p> <p>4.6 A Fable for Tomorrow – Analysis</p>
<b>UNIT – V</b>	<p><b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 Introduction to Environmental Fiction, writers and works</p> <p>5.2 Introduction to Climate Fiction, writers and works</p> <p>5.3 Introduction to Amitav Ghosh and his works</p> <p>5.4 Amitav Ghosh- The Hungry Tide</p> <p>5.5 Amitav Ghosh - The Hungry Tide – Analysis</p> <p>5.6 Amitav Ghosh - The Hungry Tide - Thematic Aspects</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p> <p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>	
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. The Ecocriticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm.</li> <li>2. AmitavGhosh – The Hungry Tide.</li> </ol>

	3. Inez Barnay – Neem Dreams. 4. Carson, Rachel. Silent Spring.
<b>Reference Books</b>	1. Devall, Bill and George Sessions. Deep Ecology: Living as if Nature. 2. Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom Nirmal Selvamony Ecocriticism. 3. Garrard, Greg. The Oxford Handbook of Ecocriticism.
<b>Website And E – Learning Source</b>	1. What is Deep Ecology?: <a href="https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology">https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology</a> 2. WangariMaathai Speech: <a href="https://www.youtube.com/watch?v=dZap_QlwlKw">https://www.youtube.com/watch?v=dZap_QlwlKw</a> 3. WangariMaathai Tribute Film: <a href="https://www.youtube.com/watch?v=koMunNH1J3Y">https://www.youtube.com/watch?v=koMunNH1J3Y</a> 4. Rachel Carson Video Silent Spring Chapter I <a href="https://www.youtube.com/watch?v=32Lj2DHAT4I">https://www.youtube.com/watch?v=32Lj2DHAT4I</a> 5. Walden A Documentary: <a href="https://www.youtube.com/watch?v=ZpS5yxy8O0w">https://www.youtube.com/watch?v=ZpS5yxy8O0w</a>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Understand the necessity of environmental studies and green studies.</p> <p><b>CO2:</b> Develop an in-depth knowledge about the connection between literature and environment.</p> <p><b>CO3:</b> Discussion on formal and generic ways of construction, representation of apocalypse and disasters.</p> <p><b>CO4:</b> Ability of critically evaluating the real-world Environmental crisis and the fictional nature.</p> <p><b>CO5:</b> Discussion and framing critical materials on case studies to deal practical crisis.</p>

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	H
CO2	H	H	H	M	M	H
CO3	H	H	H	M	M	H
CO4	H	H	H	M	M	H
CO5	H	H	H	M	M	H

**H – High (3), M –Medium (2), L – Low (1)**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO 6</b>
<b>CO1</b>	H	M	H	H	M	H
<b>CO2</b>	H	H	H	H	M	H
<b>CO3</b>	H	M	H	H	M	H
<b>CO4</b>	H	M	H	H	M	H
<b>CO5</b>	H	M	H	H	M	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	ELECTIVE: CRITICAL APPROACHES TO LITERATURE						
Paper No.	Discipline Specific Elective VI						
Category	Core	Year	III	Credits	3	Course Code	UEEND24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			4	
Prerequisites							
Objectives of the Course	<p><b>The Course aims at giving an overall view:</b></p> <p>To enable learners approach literary and cultural texts from various ideological viewpoints</p> <p>To introduce them to thinkers and philosophers from various schools of thought</p> <p>To help them explore critical thinking across various disciplines like science, media studies, economics, gender studies, psychology, psychoanalysis e.t.c.</p> <p>To expose the learners to latest critical theories.</p>						
UNIT	COURSE OUTLINE						
UNIT – 1	<p><b>Introduction (12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>The Pre-critical Response</p> <p>1.1 Setting,</p> <p>1.2 Plot</p> <p>1.3 Character,</p> <p>1.4 Structure,</p> <p>1.5 Style, Atmosphere, Theme (Pg 6 -15)</p> <p>1.6 <i>The Great Gatsby</i> - F. Scott Fitzgerald (Compulsory Reading)</p>						
UNIT – II	<p><b>New Criticism and Structuralism (12 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>2.1 Introduction to New Criticism</p> <p>2.2 New Criticism Terms – Formalism, New Criticism</p> <p>2.3 New Criticism (pg 136- 164)</p> <p>2.4. Introduction to Structuralism</p> <p>2.5 Structuralism Terms – Binary Opposition, Diachronic, Langue, Parole, Semiotics, Sign,Structuralism, Synchronic</p> <p>2.6. Structuralism (212- 247)</p>						

<b>UNIT – III</b>	<b>Poststructuralism and Psychoanalysis (12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  3.1 Introduction to Poststructuralism/ Deconstruction 3.2 Poststructuralism/ Deconstruction Terms - Absence/ Presence, Center, Deconstruction, Différance, Logocentrism, Play, Poststructuralism 3.3 Poststructuralism/ Deconstruction (250 – 279) 3.4. Introduction to Psychoanalysis: Psychoanalysis Terms – Anxiety, Id, Libido, Oedipus Complex, Psychoanalysis, Superego, Unconscious 3.6 Psychoanalysis (12-15, 24-26, 34-50)	
<b>UNIT – IV</b>	<b>Feminism and Marxism (12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  4.1 Introduction to Feminism 4.2 Feminism Terms – Essentialism, Gender, L'écriture féminine 4.3 Feminism (91-105, 108-131) 4.4 Introduction to Marxism 4.4 Marxism: Terms – Base/ Superstructure, Capitalism, Ideology, Marxism 4.6 Marxism (53-54, 56-61, 64-79)	
<b>UNIT – V</b>	<b>Reader-Response Theory and Postcolonialism (12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  5.1 Introduction to Reader Response Theory 5.2 Reader Response Theory Terms – Hermeneutics, Reader Response theory 5.3 Reader Response Theory (189-203) 1.4. Introduction to Postcolonialism 5.4 Postcolonialism Terms – Colonialism, Ethnicity, Orientalism, Other, Postcolonial, Race, Subaltern, 5.5 Postcolonial Theory (417 – 446)	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved
<b>Recommended Text</b>	Guerin, Wilfred L. & Labor, Earle. <i>A Handbook of Critical Approaches to Literature</i> . New York: Oxford University Press. 1999.  Irena R. Makaryk. <i>Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms</i> . Canada: University of Toronto Press Incorporated. 2000. <b>(For Introduction to the approaches)</b> Klages, Mary. <i>Key Terms in Literary Theory</i> . London: Continuum International Publishing Group, 2012.  Tyson, Lois. <i>Critical Theory Today</i> . New York: Routledge: 2006.	

<b>Reference Books</b>	<p>Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. India: Viva</p> <p>Bertens, Hans. <i>Literary Theory: The Basics</i>. New York: Routledge, 2003.</p> <p>Panja, Shomishtha. Ed. <i>Critical Theory: Textual Application</i>. New Delhi: Worldview Publications, 2002.</p> <p>Lodge, David. Ed. <i>Twentieth Century Literary Criticism</i>. London: Longman, 1972</p> <p>Lodge, David. Ed. <i>Modern Criticism and Theory</i>. London: Longman, 1982.</p> <p>Sethuraman, VS. Ed. <i>Contemporary Criticism</i>. Madras: Macmillan, 1989.</p> <p>Panja, Shomishtha. Ed. <i>Critical Theory: Textual Application</i>. New Delhi: Worldview Publications, 2002</p>
<b>Website And E – Learning Source</b>	<p><a href="https://youtu.be/KZhQpsHVVWk">https://youtu.be/KZhQpsHVVWk</a></p> <p><a href="https://youtu.be/zkQB_wPDCcc">https://youtu.be/zkQB_wPDCcc</a></p>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Remember seminal writers, works and ideas</p> <p><b>CO2:</b> Understand key concepts under various approaches</p> <p><b>CO3:</b> Compare and contrast various critical theories</p> <p><b>CO4:</b> Analyse the strength and drawbacks of various approaches</p> <p><b>CO5:</b> Apply critical theories for the interpretation of literary texts</p> <p><b>CO6:</b> Apply critical concepts to literary texts</p>

### Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	H
CO2	H	H	H	M	M	H
CO3	H	H	H	M	M	H
CO4	H	H	H	M	M	H
CO5	H	H	H	M	M	H

**H – High (3), M –Medium (2), L – Low (1)**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	M	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	M	H	H	M	H

**H – High (3), M –Medium (2), L – Low (1)**



Title of the Course	LITERARY CRITICISM						
Paper No.	Core XIII						
Category	Core	Year	III	Credits	4	Course Code	UCENM24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		6		
Prerequisites							
Objectives of the Course	<p><b>The Course aims at giving an overall view:</b></p> <ol style="list-style-type: none"><li>1. To introduce learners to the field of literary criticism, covering its purpose, scope, and relevance in literary studies.</li><li>2. To familiarize learners with the historical development of literary criticism, highlighting key periods, movements, and influential figures.</li><li>3. To equip learners with a comprehensive understanding of key concepts and terminology in literary criticism.</li><li>4. To develop learners' analytical skills in distinguishing and comparing different schools of criticism.</li></ol>						
UNIT	COURSE OUTLINE						
UNIT – 1	<p><b>Introduction – From Aristotle to Postcolonial</b></p> <p><b>(18 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>1.1 Literary Criticism: An Approach (Enright and Chickera pg vii - xvi)</p> <p>1.2 Literary theorizing from Aristotle to Leavis – some key moments (Barry)</p> <p>1.3 Structuralism, Post Structuralism</p> <p>1.4 Postmodernism, Psychoanalytic criticism</p> <p>1.5 Feminist Criticism, Marxist Criticism</p> <p>1.6 New Historicism and Cultural Materialism, Postcolonial Criticism (What Critics do and Example)</p>						
UNIT – II	<p><b>Philip Sidney – An Apology for Poetry</b></p> <p><b>(18 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>2.1 English Renaissance and Literary Criticism</p>						

	<p>2.2 Philip Sidney – Author biography (David H. Richter)</p> <p>2.3 <i>An Apology for Poetry</i> (Comprehensive view) (David Daiches)</p> <p>2.4 <i>An Apology for Poetry</i> – Lines 1041 – 1235</p> <p>2.5 <i>An Apology for Poetry</i> – Lines 1235 – 1342</p> <p>2.6 Other critics and significant works of the period</p>
<b>UNIT – III</b>	<p><b>John Dryden – An Essay of Dramatic Poesy</b> <b>(18 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>3.1 Neo Classical Age and Literary Criticism</p> <p>3.2 John Dryden – Author biography (David H. Richter)</p> <p>3.3 <i>An Essay of Dramatic Poesy</i> (Comprehensive view) (David Daiches)</p> <p>3.4 <i>An Essay of Dramatic Poesy</i> Lines 1146 – 1430</p> <p>3.5 <i>An Essay of Dramatic Poesy</i> Lines 1496-1589</p> <p>3.6 Other critics and significant works of the period</p>
<b>UNIT – IV</b>	<p><b>William Wordsworth – Preface to Lyrical Ballads</b> <b>(18 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Romantic Age and Literary Criticism</p> <p>4.2 William Wordsworth – Author biography (David H. Richter)</p> <p>4.3 <i>Preface to Lyrical Ballads</i> (Comprehensive view) (David Daiches)</p> <p>4.4 <i>Preface to Lyrical Ballads</i> Lines 76 – 236</p> <p>4.5 <i>Preface to Lyrical Ballads</i> Lines 237 – 430</p> <p>4.6 Other critics and significant works of the period</p>
<b>UNIT – V</b>	<p><b>T S Eliot – Tradition and Individual Talent</b> <b>(18 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 Modern Age and Literary Criticism</p> <p>5.2 T.S. Eliot – Author biography (David H. Richter)</p> <p>5.3 <i>Tradition and Individual Talent</i> (Comprehensive view) (David Daiches)</p> <p>5.4 <i>Tradition and Individual Talent</i> Lines 1 – 150</p> <p>5.5 <i>Tradition and Individual Talent</i> Lines 151 – 315</p> <p>5.6 Other critics and significant works of the period</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p>	
<p>Presentation on textual analysis based on theoretical ideas introduced.</p> <p>(Literary texts prescribed for study in any</p>	

	<p>course offered during the period of study)</p> <p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 4<sup>th</sup> Ed.</li> <li>2. Daiches, David. <i>Critical Approaches to Literature</i>. New Delhi: Orient Longman, 2016.</li> <li>3. Saintsbury, George. <i>A History of English Criticism</i>. Atlantic Publishers &amp; Distributors, 2017.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Enright, Dennis Joseph and Ernst De Chickera. <i>English Critical Texts</i>. Kolkata: Oxford University Press, 2017.</li> <li>2. Rajan B. and A.G George. <i>Makers of Literary Criticism</i>. New Delhi: Asia Publishing House, 2015.</li> <li>3. Ramaswami S. and Sethuraman V.S. <i>The English Critical Tradition</i>. Vol. 2. India: Macmillan. 1986.</li> <li>4. Richter, David (ed.). <i>The Critical Tradition</i>. New York: St. Martin's. 1998.</li> </ol>
<b>Website And E – Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.ksu.edu/english/eiselei/engl795">www.ksu.edu/english/eiselei/engl795</a></li> </ol>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Identify prominent critics and theorists, important schools and movements, and the historical and cultural contexts.</p> <p><b>CO2:</b> Summarize major contributions of prominent critics, key texts and ideas from various schools of criticism.</p> <p><b>CO3:</b> Apply specific theoretical/critical concepts to literary and cultural texts.</p> <p><b>CO4:</b> Analyze specific texts, distinguishing them from other theories and identifying the structure and logic of their arguments, demonstrating the ability to apply theory to practice.</p> <p><b>CO5:</b> Evaluate the strengths and limitations of critical/theoretical arguments.</p>

<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO1</b>	H	H	H	M	M	M
<b>CO2</b>	H	H	H	H	M	M
<b>CO3</b>	H	H	H	H	H	M
<b>CO4</b>	H	H	H	H	H	M
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	M	M	M
<b>CO2</b>	H	H	H	H	M	M
<b>CO3</b>	H	H	H	H	H	M
<b>CO4</b>	H	H	H	H	H	M
<b>CO5</b>	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	NEW LITERATURES IN ENGLISH						
Paper No.	Core XIV						
Category	Core	Year	III	Credits	4	Course Code	UCENN24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			6	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To provide learners with an appreciation of writing and literature from global and personal perspectives. 2. To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others. 3. To help them engage in imagination, critical inquiry and self-reflection. 4. To help them explore significant texts from diverse cultures and people in history. 5. To help learners understand how an author's own ideology shapes reality in their own respective works.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>POETRY (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Literatures, Countries and Writers (An Introduction) 1.2 Derek Walcott (African) – A Far Cry from Africa 1.3 Yasmin Goonarantne (South Asia/ Sri Lanka) – Big Match 1.4 Judith Wright (Australian) – The Company of Lovers 1.5 E.J. Pratt (Canadian) – The Dying Eagle 1.6 Allen Curnow (New Zealand)- House and Land						
UNIT – II	<b>PROSE (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Introduction to writers 2.2 Terms: Colonialism, Decolonization, Racism, Imperialism, Negritude, Orientalism, Nationalism 2.3 Ngugi Wa Thiong’o (African): “The Language of African Literature”.						

	<p>(Chapter I) from Decolonizing the minds: The Politics of Language in African Literature, Pg 4 – 19</p> <p>2.4 Ngugi Wa Thiong’o (African): “The Language of African Literature”. (Chapter I) from Decolonizing the minds: The Politics of Language in African Literature, Pg 19 – 34</p> <p>2.5 Aung San Suukyi (Burmese) “Freedom from Fear”</p> <p>2.6 Aung San Suukyi (Burmese) “Freedom from Fear” – Critical Analysis</p>
<b>UNIT – III</b>	<p><b>DRAMA (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>3.1 Drama – An Introduction: Themes, Issues</p> <p>3.2 Introduction to Famous Playwrights</p> <p>3.3 Introduction to Wole Soyinka and his writings</p> <p>3.4 Wole Soyinka ( Nigeria) – The Lion and the Jewel</p> <p>3.5 Wole Soyinka ( Nigeria) – The Lion and the Jewel-Character Analysis</p> <p>3.6 Wole Soyinka ( Nigeria) – The Lion and the Jewel- Thematic study</p>
<b>UNIT – IV</b>	<p><b>NOVEL – DETAILED (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>4.1 Novel- An Introduction: Themes</p> <p>4.2 Introduction to Famous Chinese Novelists</p> <p>4.3 Introduction to Mo Yan and his works</p> <p>4.4 Mo Yan (China)- Red Sorghum</p> <p>4.5 Mo Yan (China)- Red Sorghum - Character Analysis</p> <p>4.6 Mo Yan (China)- Red Sorghum - Thematic study</p>
<b>UNIT – V</b>	<p><b>SHORT STORY (15 Hours) (K1, K2, K3, K4, &amp; K5)</b></p> <p>5.1 Introduction to Major Short Story Writers and their works</p> <p>5.2 Themes and Genres</p> <p>5.3 Issues and focused areas</p> <p>5.4 Introduction to Amy Hempel and Katherine Mansfield</p> <p>5.5 Amy Hempel (Caribbean) – In the Cemetery Where AL Jolson Is Buried</p> <p>5.6 Katherine Mansfield (New Zealand) – The Doll’s House</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p> <p>Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved</p>	
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. The Doll’s House and other Stories Katherine Mansfield.</li> <li>2. Red Sorghum by Mo Yan.</li> </ol>

	3. The Collected Stories: Amy Hempel.
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Major voices in New Literature in English: Bishun Kumar Neha Arora.</li> <li>2. Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984.</li> <li>3. Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979.</li> <li>4. Walsh, William, Commonwealth Literature. OUP. UK. 1973.</li> </ol>
<b>Website And E – Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="http://gardenofpraise.com/leaders.htm">http://gardenofpraise.com/leaders.htm</a></li> <li>2. <a href="http://www.pitara.com/magazine/people.asp">http://www.pitara.com/magazine/people.asp</a></li> </ol>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Understand the impact of colonization throughout the world and English as a global language.</p> <p><b>CO2:</b> Develop an in-depth knowledge of the various literatures from various countries and explore different cultural contexts.</p> <p><b>CO3:</b> Acquire knowledge to understand the interconnect in various literatures and frame comparative studies on different contexts.</p> <p><b>CO4:</b> Gain a comprehensive idea on post literature.</p> <p><b>CO5:</b> Evaluate cultural connections, memories in various literatures and their emergence in narratives.</p>

CO/PO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6
CO1	H	H	H	M	M	H
CO2	H	H	H	M	M	H
CO3	H	H	H	M	M	H
CO4	H	H	H	M	M	H
CO5	H	H	H	M	M	H

H – High (3), M –Medium (2), L – Low (1)

CO/PSO	PS O1	PSO 2	PS O3	PSO 4	PSO 5	PSO 6
CO1	H	M	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	M	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	M	H	H	M	H

H – High (3), M –Medium (2), L – Low (1)

Title of the Course	SHAKESPEARE						
Paper No.	Core XV						
Category	Core	Year	III	Credits	4	Course Code	UCENO24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To familiarize students with socio- cultural aspects of the Elizabethan age. 2. To impart in-depth analysis of Shakespeare’s plays. 3. To acquaint students with Shakespeare’s historical and political contexts. 4. To imbue Shakespeare’s dramatic practice through close readings of the plays. 5. To analyze plot, characters, themes and stage craft of Shakespeare’s plays.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>General Studies (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Shakespeare’s comedy 1.2 Shakespeare’s Tragedy 1.3 Theatre and Audience 1.4 Fools and Clowns of Shakespeare 1.5 Heroines of Shakespeare 1.6 Villains of Shakespeare						
UNIT – II	<b>Sonnets of Shakespeare (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Sonnets – Introduction 2.2 Sonnet 2 – When forty winters shall besiege thy brow 2.3 Sonnet 7 – Lo, in the orient when the gracious light 2.4 Sonnet 28 – How can I then return in happy plight 2.5 Sonnet 56 – Sweet Love renew thy force 2.6 Sonnet 121 – ‘Tis better to be vile than vile esteemed						
UNIT – III	<b>Play – The Merchant of Venice (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  3.1 The Merchant of Venice – Detailed						



	3.2 Themes 3.3 Characterization 3.4 Setting 3.5 Symbols 3.6 Dramatic devices
<b>UNIT – IV</b>	<b>Play – Macbeth (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 4.1 Macbeth – Detailed 4.2 Themes 4.3 Characterization 4.4 Setting 4.5 Symbols 4.6 Dramatic devices
<b>UNIT – V</b>	<b>Play – The Tempest (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 5.1 The Tempest – Non detailed 5.2 Themes 5.3 Characterization 5.4 Setting 5.5 Symbols 5.6 Dramatic devices
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	
Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved	
<b>Recommended Text</b>	1. A.C.Bradley’s Criticism on Shakespeare’s Drama, Theatre and techniques. 2. Macheth. William Shakespeare : A Critical Evaluation Dr.S.Sen 3. Frye,Northrop.“The Argument of Comedy.”In English Institute Essays. NewYork, NY: ColumbiaUniversityPress,1949,pp.58-73;repr.in 4. Shakespeare: Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford UniversityPress,1969[1957]
<b>Reference Books</b>	1. Habicht, Werner. “Shakespeare and the German Imagination.” In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses,1996 2. Harris, Diana. “The Diva and the Donkey: Hoffman’s Use of Opera in A Midsummer Night’s Dream” MS.

	3. Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: The War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998)
<b>Website And E – Learning Source</b>	1. <u>Reinhardt, Max and William Dieterle.</u> (1935): VHS, laserdisc
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed.</p> <p><b>CO2:</b> Show evidence of wider reading and a knowledge of Shakespeare scholarship.</p> <p><b>CO3:</b> Articulate ideas that identify, analyze and communicate principles and concepts of the plays.</p> <p><b>CO4:</b> Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftsmanship.</p> <p><b>CO5:</b> Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society.</p>

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO1	H	H	H	L	L	H
CO2	H	H	H	L	L	H
CO3	H	H	H	L	L	H
CO4	H	H	H	L	L	H
CO5	H	H	H	L	L	H

H – High (3), M –Medium (2), L – Low (1)

CO/PSO	PS O1	PSO 2	PS O3	PSO 4	PSO 5	PSO 6
CO1	H	L	H	H	M	H
CO2	H	L	H	H	M	H
CO3	H	L	H	H	M	H
CO4	H	L	H	H	M	H
CO5	H	L	H	H	M	H

: H – High (3), M –Medium (2), L – Low (1)

Title of the Course	ELECTIVE: ENGLISH LANGUAGE TEACHING						
Paper No.	DSE 2						
Category	Core	Year	III	Credits	3	Course Code	UEENE24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To help students learn methods of teaching and learning English in India. 2. To impart essential components and concepts of language teaching. 3. To familiarize them with methods to teach LSRW skills. 4. To train them to adapt approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition). 5. To sensitize them on the role of technology in teaching English.						
UNIT	COURSE OUTLINE						
UNIT – 1	(15 Hours) (K1, K2, K3, K4, & K5)  Language Acquisition and Language Learning materials – Brian Tomlinson						
UNIT – II	(15 Hours) (K1, K2, K3, K4, & K5)  Second Language Acquisition – Origin of some traditional teaching methods and approaches. Teaching LSRW skills						
UNIT – III	(15 Hours) (K1, K2, K3, K4, & K5)  Grammar Translation – Direct Method; Audio – Lingualism; The Structural Approach; The Communicative Approach; & Humanistic Approaches						
UNIT – IV	(15 Hours) (K1, K2, K3, K4, & K5)  Testing and Evaluation						
UNIT – V	(15 Hours) (K1, K2, K3, K4, & K5)  Language Teaching and Lesson Planning						
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)				Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved			

<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. English Language Teaching: Principles and Practice – Dr. V. Saraswathi</li> <li>2. A Handbook of Teaching English - Ed. Shardha Kaushik</li> <li>3. Task Based Language Learning and Teaching- Rod Ellis, OUP</li> <li>4. A Course in Language Teaching: Practice &amp; Theory – Penny Ur</li> <li>5. Aslam Mohammed, Teaching of English, Chand Publishers, 2017</li> <li>6. The Routledge Handbook of Language Testing Edited by Glenn Fulcher, Luke Harding</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Approaches and Methods: Jack C. Richards and Allan T. Rogers</li> <li>2. Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971</li> </ol>
<b>Website And E – Learning Source</b>	Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching learning Process in Saudi Arabia  Azam Hashmi  International Journal of Applied Linguistics and English Literature (aiac.org.au)
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Demonstrate a thorough knowledge of the place of English in India.</p> <p><b>CO2:</b> Critically evaluate the issues connected with English Language Teaching. Understand the critical nuances of teaching language.</p> <p><b>CO3:</b> Exhibit the skill of teaching LSRW skills.</p> <p><b>CO4:</b> Identify the variety of materials available for language learning and teaching.</p> <p><b>CO5:</b> Identify and describe the different methods of teaching English language. Understand the appropriate ways of assessing language skills.</p>

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	L	H
CO2	H	H	H	L	L	H
CO3	H	H	H	L	L	H
CO4	H	H	H	L	L	H
CO5	H	H	H	L	L	H

H – High (3), M –Medium (2), L – Low (1)

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	H	H	M	H
CO2	H	L	H	H	M	H
CO3	H	L	H	H	M	H
CO4	H	L	H	H	M	H
CO5	H	L	H	H	M	H

Title of the Course	ELECTIVE: PRACTICAL CRITICISM						
Paper No.	DSE 2						
Category	Core	Year	III	Credits	3	Course Code	UEENF24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		5		
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  6. To help students learn methods of critical evaluation of literary texts 7. To impart essential training in intense reading and critical interpretation 8. To familiarize them with the traditional approaches and modern approaches in criticism 9. To train them to adapt approaches, methods and techniques of critical reading 10. To train them to write reviews and reports on literary works						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>Theory and Practice of Criticism (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  Proposition – (Pg 1 -10) Proposition Analysis and Evaluation Theories						
UNIT – II	<b>Structural Analysis (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  Literary and Linguistic terms relevant to Structural Analysis						
UNIT – III	<b>History and Contexts (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  Types of Context Genre Literary History (Pg 81 -85) Critical Analysis: Toni Morrison’s <i>Beloved</i>						
UNIT – IV	<b>Biography and Authorship (15 Hours) (K1, K2, K3, K4, &amp; K5)</b> The role of the Author – Theories of the Author – The Significance of Biography (Pg 65 – 69; 72 – 73)						

	Critical Analysis: Charlotte Bronte's Jane Eyre	
<b>UNIT – V</b>	<b>Film Analysis (15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  The Audience and the Aims of Film Criticism The Screening Report – The Movie Review – The Theoretical Essay – The Critical Essay Film Terms [Corrigan, Timothy J. <i>A Short Guide to Write about Film</i> . New Delhi: Pearson Education. 2009.]  <b>Practical Analysis:</b> Fiction Poetry Drama Essay	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved
<b>Recommended Text</b>	Corrigan, Timothy J. <i>A Short Guide to Write about Film</i> . New Delhi: Pearson Education. 2009.  Hicks, Malcolm. and Hutchings, Bill. <i>Literary Criticism: A Practical Guide for Students</i> . New Delhi: Universal Book Stall. 2000  McCaw, Neil. <i>How to Read Texts: A Student Guide to Critical Approaches and Skills</i> . New York: Continuum International Publishing Group. 2008	
<b>Reference Books</b>	Singh, Vandana R. <i>The Written Word</i> . New Delhi: Oxford University. 2003.	
<b>Website And E – Learning Source</b>	<a href="https://www.youtube.com/watch?v=1VKvQv3Q1zU&amp;pp=ygUpcHJhY3RpY2FsIGNyaXRpY2lzbSBpbjBlbmVmdsaXNoIGxpVGyYXR1cmU%3D">https://www.youtube.com/watch?v=1VKvQv3Q1zU&amp;pp=ygUpcHJhY3RpY2FsIGNyaXRpY2lzbSBpbjBlbmVmdsaXNoIGxpVGyYXR1cmU%3D</a>	
<b>Course Outcome</b>	<b>On completion of the course, the students will be able to:</b>  <b>CO1:</b> Remember historical, contextual, biographical and authorial details <b>CO2:</b> Understand Criticism as theory and practice <b>CO3:</b> Understand the relevance of history, context, biography and authorship to literary texts <b>CO4:</b> Apply critical concepts to films and literary works. <b>CO5:</b> Analyse various literary genres and analyse Films	

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	L	L	H
<b>CO2</b>	H	H	H	L	L	H
<b>CO3</b>	H	H	H	L	L	H
<b>CO4</b>	H	H	H	L	L	H
<b>CO5</b>	H	H	H	L	L	H

**H – High (3), M –Medium (2), L – Low (1)**

<b>CO/PSO</b>	<b>PS O1</b>	<b>PSO 2</b>	<b>PS O3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	H	L	H	H	M	H
<b>CO2</b>	H	L	H	H	M	H
<b>CO3</b>	H	L	H	H	M	H
<b>CO4</b>	H	L	H	H	M	H
<b>CO5</b>	H	L	H	H	M	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	ELECTIVE: JOURNALISM AND MASS COMMUNICATION						
Paper No.	DSE 3						
Category	CNM	Year	III	Credits	3	Course Code	UEENG24
		Semester	V				
Instructional Hours per week	Lecture	Tutorial	Lab Practice			Total	
			-			5	
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies. 2. To be acquainted with the principles of journalism and the importance of press laws. 3. To understand the nuances of news and media. 4. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. 5. To train students to write for the newspaper, magazine and the Web.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>(15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Introduction to Journalism 1.2 A Short History of Journalism in India 1.3 Principles of Journalism 1.4 Ethics of Journalism 1.5 Print Journalism 1.6 The Role played by Journalism as part of the Mass Media						
UNIT – II	<b>(15 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Freedom of Press 2.2 Press Laws – Defamation 2.3 Libel – Contempt of court – Slanders 2.4 Copyright Law						



	2.5 Press Regulation Act – Law of Privileges 2.6 Challenges to Press Freedom
<b>UNIT – III</b>	<b>(15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 3.1 Reporting News 3.2 Role of a Reporter 3.3 Responsibilities of a Reporter 3.4 Role of an Editor 3.5 Duties of an Editor 3.6 News Agencies
<b>UNIT – IV</b>	<b>(15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 4.1 Leads 4.2 Types of News 4.3 Straight Interpretive – Investigative – Scoop – Sting 4.4 Headlines – Editorial 4.5 Feature Writing – Personal Column – Reviews 4.6 Interviews and Press Conferences
<b>UNIT – V</b>	<b>(15 Hours) (K1, K2, K3, K4, &amp; K5)</b> 5.1 Electronic and New Media 5.2 Electronic Media 5.3 Radio 5.4 Television Emergence of New Age Media 5.5 Role and Responsibilities 5.6 Photographic Journalism
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	
Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved	
<b>Recommended Text</b>	1. D. S. Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi. 2. M. V. Kamath – Professional Journalism 3. Richard Rudin and Trevor Ibbotson- An Introduction to Journalism
<b>Reference Books</b>	1. Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing 2. Frank Webster, Theories of Information Society, 2002, Published by Routledge.

<b>Website And E – Learning Source</b>	1. Media and Communication  Peer- reviewed Open Access Journal (cogitatiopress.com)
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Acquire the knowledge of the origin and development of the print, electronic and web media.</p> <p><b>CO2:</b> Enhance the knowledge of growth of print, electronic and web.</p> <p><b>CO3:</b> Analyse the significance of speech communication.</p> <p><b>CO4:</b> Exercise their knowledge in producing a creative journal.</p> <p><b>CO5:</b> Analyse the social issues relevant to the society and sensitize through their professional skills in this field.</p>

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

CO/PSO	PSO1	PSO 2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

**H – High (3), M –Medium (2), L – Low (1)**

Title of the Course	ELECTIVE: FILM STUDIES						
Paper No.	DSE 4						
Category	CNM	Year	III	Credits	3	Course Code	UEENH24
		Semester	VI				
Instructional Hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		5		
Prerequisites							
Objectives of the Course	<b>The Course aims at giving an overall view:</b>  1. To help students look closely into the relation between film and literature. 2. Introduce learners to the various ways in which literature and the moving image diverge. 3. Help the learners understand how each form makes their own claims to the narrative. 4. Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory. 5. Help learners gain perspective on literature’s relationship with cinema.						
UNIT	COURSE OUTLINE						
UNIT – 1	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  1.1 Introduction 1.2 Visual Language 1.3 Filmic Visual:Mise-en-Sceneism 1.4 Cinematography – An Introduction 1.5 Cinematography 1.6 Colour, Lighting, Camerawork						
UNIT – II	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b>  2.1 Screenwriting – An Introduction 2.2 Screenwriting 2.3 Screenwriting Techniques						

	2.4 One-line plot 2.5 Characterization 2.6 One – line scene order treatment.
<b>UNIT – III</b>	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 3.1 Film genres - An Introduction 3.2 Action, Adventure, Comedy, Action Comedy, Dark Comedy 3.3 Crime, Drama, Detective, Epic, Fantasy, Historical 3.4 Horror (Slasher), Mystery, Romance, Romantic Comedy 3.5 Science Fiction, Suspense 3.6 Sports, Thriller and others
<b>UNIT – IV</b>	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 4.1 Critical understanding of films 4.2 Film Criticism 4.3 Auteurist, Formalist 4.4 Marxist 4.5 Feminist 4.6 Post-colonial Perspectives
<b>UNIT – V</b>	<b>(12 Hours) (K1, K2, K3, K4, &amp; K5)</b> 5.1 Writing film reviews 5.2 Preparation to write Film Review 5.3 Film Review Techniques – I 5.4 Film Review Techniques – II 5.5 Examples of Film Reviews 5.6 Film Reviews by students
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	
Questions related to the above topics from various competitive examinations UPSC/TNPSC and others to be solved	
<b>Recommended Text</b>	1. Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994. 2. Nichols Bill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985. 3. Bill Nichols(ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.</li> <li>2. Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in The 20<sup>th</sup> Century Vol2, Leonard SKlein (ed), New York: Frederik Ungar, 1982, 93- 99. Print.</li> </ol>
<b>Website And E – Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://researchguides.uvm.edu/c.php?g=953842&amp;p=6891494">https://researchguides.uvm.edu/c.php?g=953842&amp;p=6891494</a></li> </ol>
<b>Course Outcome</b>	<p><b>On completion of the course, the students will be able to:</b></p> <p><b>CO1:</b> Gain knowledge of the history of Film studies to comprehend the correlation of literature and the moving images in the digital world.</p> <p><b>CO2:</b> Develop an indepth knowledge on the importance of the coexistence of the two art forms.</p> <p><b>CO3:</b> Understand the adaptation of literary narrative in cinematic forms.</p> <p><b>CO4:</b> Comprehend the divergence of narration in cinematography.</p> <p><b>CO5:</b> Evaluate the interdependency of the two forms irrespective of diversity.</p>

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	H
CO2	H	H	H	M	M	H
CO3	H	H	H	M	M	H
CO4	H	H	H	M	M	H
CO5	H	H	H	M	M	H

H – High (3), M –Medium (2), L – Low (1)

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	M	H
CO2	H	H	H	H	M	H
CO3	H	M	H	H	M	H
CO4	H	M	H	H	M	H
CO5	H	M	H	H	M	H

H – High (3), M –Medium (2), L – Low (1)

Title of the Course	PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS (SEC-VIII)						
Paper No.							
Category	Core	Year	I	Credits	2	Course Code	UPEN24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			-		2		
Prerequisites							
Objectives of the course	<ul style="list-style-type: none"><li>To build the knowledge of literary terms and theory in students.</li><li>To enable the students to specialize in the fundamentals of English literature.</li><li>To improve the learning skills of students through various modes of testing.</li><li>To enhance the ability to succeed in competitive exams.</li><li>To provide an understanding of professional, ethical, and social responsibilities.</li></ul>						
Course Outline	UNIT I (K1& K2) Literature of the Absurd Aestheticism, Allegory Beat Writers Black Arts Movement Bloomsbury Group Burlesque.						
	Unit II (K1 & K2) Canons of Literature Comedy Confessional Poetry Didactic Literature Dissociation of Sensibility Dream Vision.						
	UNIT-III: (K2&K3) Elegy Epithet Expressionism Figurative Language Gender Criticism Great Chain of Being						
	UNIT-IV: (K2, K3 & K4) Haiku						

	Heroic Couplet Human rights literature Irony Imagism Ivory Tower
	<b>UNIT-V: (K4)</b> Jeremiad, Linguistics Criticism Marxist Criticism Modernism and Post Modernism Myth
<b>Activity 20 Marks</b>	Prose & Poem analysis

<b>Course Outcomes</b>	
<b>Course Outcome</b>	On completion of this course, students will;
<b>CO1</b>	Remember the literary terms, forms, and theories.
<b>CO2</b>	Recognize the different periods of English literature.
<b>CO3</b>	Identify the various trends and culture and its influence on English literature.
<b>CO4</b>	Be aware of the social, political, and cultural issues and their reflections in literature.
<b>CO5</b>	Interpret any literary piece of work.
<b>Text Books (Latest Editions)</b>	
1.	A Glossary of Literary Terms, Abrams, M.H (Publishers: Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
	<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>
1.	A Dictionary of Literary Terms, Cuddon, A ( Penguin )
2.	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
<b>Web Resources</b>	
1.	<a href="https://onlinecourses.nptel.ac.in/noc20_hs19/preview">https://onlinecourses.nptel.ac.in/noc20_hs19/preview</a>
2.	<a href="http://www.luminarium.org/">http://www.luminarium.org/</a>
3.	<a href="https://poemanalysis.com/genre/absurd/">https://poemanalysis.com/genre/absurd/</a>
4.	<a href="https://www.bl.uk/medieval-literature/articles/dream-visions">https://www.bl.uk/medieval-literature/articles/dream-visions</a>
5.	<a href="https://www.britannica.com/topic/Great-Chain-of-Being">https://www.britannica.com/topic/Great-Chain-of-Being</a>

<b>CO /PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	H

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	H	H	H	H	H	H
<b>CO2</b>	M	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H	H
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H