

2023-(T)



P.G. & Research Department of English
Rajah Serfoji Government College
(An Autonomous, NAAC 'A' Grade & DST-FIST College)
Thanjavur - 613005, Tamilnadu, India.

SYLLABUS

2023-2024

onwards

B.A. English Literature

M.A. English Literature



Rajah Serfoji Government College (Autonomous)
NAAC 'A' Grade & DST- FIST Institution
(Affiliated to Bharathidasan University, Tiruchirappalli)
Thanjavur-613 005, Tamilnadu, India.

Board of Studies in English

AGENDA

24-07-2023.

The meeting of the Board of Studies in English and Part-II English Language, for the Academic Year 2023-2024, will be held on 24-07-2023 at 11:00 a.m. in the Department of English, Rajah Serfoji Government College, Thanjavur-5.

The following agenda will be discussed in the meeting:

- 1) To present the Action Taken Report based on the suggestions of the Previous Board of Studies held on 05-01-2021 and the Academic Council held on 06-01-2023.
- 2) To discuss the feedback from the staff, the students, and the parents on the current curriculum and syllabus.
- 3) To discuss the revision of the course outline of B.A. and M.A. English programmes in order to accommodate more courses to enable the students to earn more credits under Credit Accumulation System.
- 4) To discuss the assessment pattern of the courses offered under Credit Accumulation System.
- 5) Any other academic affairs.

Signature
24/07/23
Dr.G.Arunachalam
Chairperson, BoS &
Head, Department of English.

Dr.G. ARUNACHALAM, M.A.; M.Phil; B.Ed; Ph.D.
Associate Professor and Head
P.G. & Research Department of English
Rajah Serfoji Govt. College (Autonomous)
Thanjavur-613 005.



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Board of Studies in English

Minutes of the Meeting

24-07-2023.

The Board of Studies for English met on 24-07-2023 at 11:00 a.m. to discuss the agenda: The AGENDA was presented before the Board of Studies for discussion.

The meeting was convened by the Head of the Department / Chair Person of the Board of Studies Dr. G. Arunachalam.

The meeting was attended by

Dr. S. Karthick Kumar (Subject Expert-1)
Associate Professor, Department of English
Annamalai University, Chidambaram-608 002.

Prof. S. Chandrasekaran (Subject Expert-2)
Associate Professor, Department of English
AVC College, Mannampandal-609 305.

Mr. N. Murugesan (Representative from Industry)

and the members of the Department of English.

Based on the discussion, the Board passed the following resolutions for further action.

Resolutions:

Resolved to approve the

- (1) curriculum structure and syllabus for B.A. English (Shift I) and B.A. English (Shift-II) 2023-2024 onwards.
- (2) curriculum structure and syllabus for M.A. English (2023-2024) onwards.
- (3) curriculum structure and syllabus for Part-II English Language Course for all UG Programmes (Shift-I and Shift-II) 2023-2024 onwards.
- (4) syllabus for B.A. English (Semesters III to VI) for those who joined in the year 2022-2023.
- (5) syllabus for M.A. English (Semesters III and IV) for those who joined in the year (2022-2023).

G. Arunachalam
Dr. G. ARUNACHALAM, M.A., M.Phil., S.Ed., Ph.D.
Associate Professor and Head
P.G. & Research Department of English
Rajah Serfoji Govt. College (Autonomous)
Thanjavur-613 005.

- (6) syllabus for Part-II English Language Course for all UG Programmes (Shift-I and Shift-II) for those who joined in the year 2022-2023.

framed on the premises of UGC-CBCS-LOCF, Bharathidasan University and TANSICHE.

- (7) Resolved to approve the list of Electives (Annexure-1) which provide the students (2023-2024 onwards) a broad spectrum of choices to select and to make up their courses of study in IV, V, and VI semesters of **B.A. English** (Shift I) and **B.A. English** (Shift-II).
- (8) Resolved to approve the list of Electives (Annexure-2) which provide the students (2023-2024 onwards) a broad spectrum of choices to select and to make up their courses of study in **M.A. English Programme**.
- (9) Resolved to approve the list of Electives (Annexure-3) which provide the students who joined in **2022-2023** a broad spectrum of choices to select and to make up their courses of study in **M.A. English Programme**.
- (10) Resolved to approve the syllabus of the list of **Skill Based Courses** (Annexure-4) **B.A. English** (Shift I) and **B.A. English** (Shift-II).
- (11) Resolved to conduct **Practical Examination** (Annexure-5: Question Pattern) as a part of evaluation methods for Part-II English Language courses of UG Programmes, in that the Written Examination component will carry 60 marks (WE-45 + CIA-15) and the Practical Component will carry 40 marks (External Examination 30 + CIA 10).

Resolved to motivate the students to accumulate more credits in their course of study through Credit Accumulation System (CAS) of the CBCS.

Resolved to recommend to the department to offer diploma/certificate programmes which can be done concurrently by both the UG and the PG students. These courses will help the students shape their future career and widen their knowledge.

G. Arunachalam
24/10/23

Dr.G.Arunachalam
Chairperson, BoS &
Head, Department of English.

Dr.G. ARUNACHALAM, M.A; M.Phil; B.Ed; Ph.D.
Associate Professor and Head
P.G. & Research Department of English
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Board of Studies in English

Minutes of the Meeting

24-07-2023.

Members Present:

| | | |
|---|--|---|
| 1 | Dr G Arunachalam Associate Professor and Head Department of English Rajah Serfoji Government College Thanjavur – 613 005. | Chair-person Board of Studies in English <i>G Arunachalam</i> 24/07/2023 |
| 3 | Dr. S. Karthick Kumar Associate Professor, Department of English Annamalai University, Chidambaram-608 002. drskarthikkumar@gmail.com 9443651171 | Subject expert-1 from outside <i>S. Karthick Kumar</i> 24/7/23 |
| | Prof. S. Chandrasekaran Associate Professor, Department of English AVC College, Mannampandal-609 305. umasekaran825@gmail.com 9443559456 | Subject expert-2 from outside <i>S. Chandrasekaran</i> 24.07.23 |
| 4 | Mr. N. Murugesan Sri NEEVEE Foods Eluppatti | Representative from Industry <i>N. Murugesan</i> 24/07/23 |
| | Prof G Parthiban 8, Nehru Nagar, Medical College Road, Thanjavur. | Alumnus <i>G Parthiban</i> 24/7/23 |

G Arunachalam
24/07/2023
D. G. ARUNACHALAM, M.A.; M.Phil.; B.Ed.; Ph.D.
Associate Professor and Head
P.G. & Research Department of English
Rajah Serfoji Govt. College (Autonomous)
Thanjavur-613 005.



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Thanjavur-613 005, Tamilnadu, India.

Board of Studies in English Minutes of the Meeting

24-07-2023.

Members Present: Members of Faculty of English

| | | |
|----|-----------------------------|-----------------------------------|
| 1 | Dr G Arunachalam | <i>G. Arunachalam 24/07/2023</i> |
| 2 | Dr S Sakthivel | <i>Dr. S. Sakthivel 24.7.2023</i> |
| 3 | Dr G Manivannan | <i>G. Manivannan</i> |
| 4 | Dr P N Gunanithi | <i>P. N. Gunanithi</i> |
| 5 | Prof S Jayakumar | <i>S. Jayakumar</i> |
| 6 | Dr T Devaraj | <i>T. Devaraj</i> |
| 7 | Dr P Thiyagarajan | <i>P. Thiyagarajan</i> |
| 8 | Dr L Baskaran | <i>L. Baskaran</i> |
| 9 | Prof D Umamaheswari | <i>D. Umamaheswari 24/7/23</i> |
| 10 | Prof M Sujatha | <i>M. Sujatha 24/7/23</i> |
| 11 | Prof C Rengarajan | <i>C. Rengarajan</i> |
| 12 | Dr D Bellarmen | <i>D. Bellarmen 24/07/23</i> |
| 13 | Dr R Aaditya | <i>R. Aaditya</i> |
| 14 | Dr G Venkatalakshmi | <i>G. Venkatalakshmi</i> |
| 15 | Prof C P George Kennady | <i>C. P. George Kennady</i> |
| 16 | Dr M Subramanian | |
| 17 | Dr S Parameswari | <i>S. Parameswari</i> |
| 18 | Prof J Durgasri | <i>J. Durgasri</i> |
| 19 | Dr C Suganthi | <i>C. Suganthi</i> |
| 20 | Prof G Parthiban | <i>G. Parthiban 24/07/23</i> |

RAJAH SERFOJI GOVERNMENT COLLEGE, THANJAVUR

U.G. Programme

B.A. English Literature
SYLLABUS

FROM THE ACADEMIC YEAR 2023-2024 ONWARDS

B.A. English Curriculum Structure (2023-2024 onwards)
First Year || Semester-I

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hours | Marks | | Total |
|-------|--------|--------------|--|---------|------------------------|------------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| I | LT1 | T1T1 | Language - Tamil | 3 | 6 | 3 | 25 | 75 | 100 |
| II | LE1 | T1E1 | General English-I (WE) | 2 | 4 | 2 | 15 | 45 | 60 |
| | | T1E1P | General English-I (Practical) | 1 | 2 | | 10 | 30 | 40 |
| III | CC1 | T1EL1 | Introduction to Literature | 5 | 5 | 3 | 25 | 75 | 100 |
| III | CC2 | T1EL2 | Indian Writing in English | 5 | 5 | 3 | 25 | 75 | 100 |
| III | EC1 | T1ELECI | Social History of England-I | 3 | 4 | 3 | 25 | 75 | 100 |
| IV | SEC1 | T1ELSEI | Skill Enhancement Course: English for Communication | 2 | 2 | 3 | 25 | 75 | 100 |
| IV | FC | T1ELFC | Foundation Course | 2 | 2 | 3 | 25 | 75 | 100 |
| Total | | | | 23 | 30 | | | | |

First Year || Semester-II

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hours | Marks | | Total |
|-------|--------|--------------|--|---------|------------------------|------------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| I | LT2 | T2T2 | Language - Tamil | 3 | 6 | 3 | 25 | 75 | 100 |
| II | LE2 | T2E2 | General English-II (WE) | 2 | 4 | 2 | 15 | 45 | 60 |
| | | T2E2P | General English-II (Practical) | 1 | 2 | | 10 | 30 | 40 |
| III | CC3 | T2EL3 | British Literature I | 5 | 5 | 3 | 25 | 75 | 100 |
| III | CC4 | T2EL4 | American Literature | 5 | 5 | 3 | 25 | 75 | 100 |
| III | EC2 | T2ELECI | Social History of England-II | 3 | 4 | 3 | 25 | 75 | 100 |
| IV | SEC2 | T2ELSE2 | Skill Enhancement Course: Public Speaking Skills | 2 | 2 | 3 | 25 | 75 | 100 |
| IV | SEC3 | T2ELSE3 | Skill Enhancement Course: Digital Literacy and Concepts | 2 | 2 | 3 | 25 | 75 | 100 |
| Total | | | | 23 | 30 | | | | |

Second Year || Semester-III

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hours | Marks | | Total |
|-------|--------|--------------|--|---------|------------------------|------------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| I | LT3 | T3T3 | Language - Tamil | 3 | 6 | 3 | 25 | 75 | 100 |
| II | LE3 | T3E3P | General English-III (WE) | 2 | 4 | 2 | 15 | 45 | 60 |
| | | | General English-III (Practical) | 1 | 2 | 10 | 30 | 40 | 100 |
| III | CC5 | T3EL5 | British Literature-II | 5 | 5 | 3 | 25 | 75 | 100 |
| III | CC6 | T3EL6 | Children's Literature | 5 | 5 | 3 | 25 | 75 | 100 |
| III | EC3 | T3ELEC3 | History of English Literature-I | 3 | 4 | 3 | 25 | 75 | 100 |
| IV | SEC4 | T3ELSE4 | Skill Enhancement Course: | 1 | 1 | 2 | 25 | 75 | 100 |
| | | | Entrepreneurial Skills | | | | | | |
| IV | SEC5 | T3ELSE5 | Skill Enhancement Course: Interview Skills | 2 | 2 | 2 | 25 | 75 | 100 |
| IV | EVS | T4ES | Environmental Studies | - | 1 | - | - | - | - |
| Total | | | | 22 | 30 | | | | |

33 ✓
35 ✓
37 ✓
39 ✓
41 ✓

Second Year || Semester-IV

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hours | Marks | | Total |
|-------|--------|--------------|--|---------|------------------------|------------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| I | LT4 | T4T4 | Language - Tamil | 3 | 6 | 3 | 25 | 75 | 100 |
| II | LE4 | T4E4P | General English-IV (WE) | 2 | 4 | 2 | 15 | 45 | 60 |
| | | | General English-IV (Practical) | 1 | 2 | 10 | 30 | 40 | 100 |
| III | CC7 | T4EL7 | World Literature in Translation | 5 | 5 | 3 | 25 | 75 | 100 |
| III | CC8 | T4EL8 | Language and Linguistics | 5 | 5 | 3 | 25 | 75 | 100 |
| III | EC4 | T4ELEC4 | History of English Literature-II | 3 | 3 | 3 | 25 | 75 | 100 |
| IV | SEC6 | T4ELSE6 | Skill Enhancement Course: | 2 | 2 | 2 | 25 | 75 | 100 |
| | | | English for Careers | | | | | | |
| IV | SEC7 | T4ELSE7 | Skill Enhancement Course: English for Business | 2 | 2 | 2 | 25 | 75 | 100 |
| IV | EVS | T4ES | Environmental Studies | 2 | 1 | 2 | 25 | 75 | 100 |
| Total | | | | 25 | 30 | | | | |

43 ✓
45 ✓
47 ✓
49 ✓
51 ✓

Third Year || Semester-V

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hours | Marks | | Total |
|------|--------|--------------|----------------------------------|---------|------------------------|------------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| III | CC9 | TSEL9 | Women's Writing | 4 | 5 | 3 | 25 | 75 | 100 |
| III | CC10 | TSEL10 | Introduction to Folk Literature | 4 | 5 | 3 | 25 | 75 | 100 |
| III | CC11 | TSEL11 | Indian Writing in Translation | 4 | 5 | 3 | 25 | 75 | 100 |
| III | CC12 | TSEL12 | Myth and Literature | 4 | 5 | 3 | 25 | 75 | 100 |
| | | TSELEC5A | Literary Forms | | | | | | |
| III | EC5 | TSELEC5B | Art and Literary Aesthetics | 3 | 4 | 3 | 25 | 75 | 100 |
| | | TSELEC5C | Writing for Media | | | | | | |
| | | TSELEC6A | English Language Teaching | | | | | | |
| III | EC6 | TSELEC6B | Literature and Environment | 3 | 4 | 3 | 25 | 75 | 100 |
| | | TSELEC6C | Film Studies | | | | | | |
| IV | VE | T5VE | Value Education | 2 | 2 | 2 | 25 | 75 | 100 |
| IV | | | Internship / Industrial Training | 2 | - | - | - | - | - |
| | | | Total | 26 | 30 | | | | |

Third Year || Semester-VI

| Part | Course | Subject Code | List of Courses | Credits | Hours per week (L/T/P) | Exam Hrs | Marks | | Total |
|------|--------|--------------|--|---------|------------------------|----------|-------|------|-------|
| | | | | | | | Int. | Ext. | |
| III | CC13 | T6EL13 | Literary Criticism | 4 | 6 | 3 | 25 | 75 | 100 |
| III | CC14 | T6EL14 | New Literatures in English | 4 | 6 | 3 | 25 | 75 | 100 |
| III | CC15 | T6EL15 | Shakespeare | 4 | 6 | 3 | 25 | 75 | 100 |
| | | T6ELEC7A | Translation: Basic Concepts and Practice | | | | | | |
| III | EC7 | T6ELEC7B | Journalism and Mass Communication | 3 | 5 | 3 | 25 | 75 | 100 |
| | | T6ELEC7C | Writing for the Web | | | | | | |
| | | T6ELEC8A | Introduction to Comparative Literature | | | | | | |
| III | EC8 | T6ELEC8B | Popular Literature and Culture | 3 | 5 | 3 | 25 | 75 | 100 |
| | | T6ELEC8C | Philosophy for Literature | | | | | | |
| IV | PCS | T6ELPC | Professional Competency Skill | 2 | 2 | 2 | 25 | 75 | 100 |
| V | | | Extension Activity | 1 | - | - | - | - | - |
| | | | Total | 21 | 30 | | | | |

Consolidated Semester wise and Component wise Credit distribution

| Parts | Sem I | Sem II | Sem III | Sem IV | Sem V | Sem VI | Total Credits |
|----------|-------|--------|---------|--------|-------|--------|---------------|
| Part I | 3 | 3 | 3 | 3 | - | - | 12 |
| Part II | 3 | 3 | 3 | 3 | - | - | 12 |
| Part III | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| Part IV | 4 | 4 | 4 | 5 | 4 | 3 | 24 |
| Total | 23 | 23 | 23 | 24 | 26 | 21 | 140 |

Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects.

In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world.

The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

Under Graduate Programme

UG Programme Outcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO4: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

Value additions in the Revamped Curriculum:

| Sem | Newly introduced Components | Outcome / Benefits |
|---|--|--|
| I | Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literary lens. Gives rise to a perspective. | -Instill confidence among students -Create interest for the subject |
| I II III IV | Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial) | Industry-ready graduates Skilled human resource Students are equipped with essential skills to make them employable -Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. -Discipline centric skill will improve the Technical knowhow of solving real life problems. |
| III IV V VI | Elective papers | -Strengthening the domain knowledge -Introducing the stakeholders to the State-of-Art techniques from the streams of multi-disciplinary, cross-disciplinary and interdisciplinary nature -Emerging topics in higher education / industry / communication network / health sector etc. are introduced with hands-on-training. |
| IV | Elective Papers | Exposure to demands of employment and varied knowledge of language and literature |
| V | Elective papers | -Self-learning is enhanced -Application of the concept to real situation is conceived resulting intangible outcome |
| VI | Elective papers | -Enriches the study beyond the course. -Developing a research framework and presenting their independent and intellectual ideas effectively. |
| Extra Credits: For Advanced Learners / Honors degree | | -To cater to the needs of peer learners / research aspirants |
| Skills acquired from the Courses | | -Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill |

UG || BA English || CBCS || LOCF || Credit and Hour Distribution

Choice Based Credit System (CBCS)

Learning Outcomes Based Curriculum Framework (LOCF)

Guideline Based Credit and Hour Distribution System

B.A. English Literature || First Year || Semester-I

| Part | List of Courses | Credit | No of Hr |
|--------|---------------------------------|--------|----------|
| Part-1 | Language-Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses | 13 | 14 |
| Part-4 | Skill Enhancement Course SEC-1 | 2 | 2 |
| | Foundation Course | 2 | 2 |
| | | 23 | 30 |

B.A. English Literature || First Year || Semester-II

| Part | List of Courses | Credit | No of Hr |
|--------|---|--------|----------|
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 2 | 2 |
| | Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
| | | 23 | 30 |

B.A. English Literature || Second Year || Semester-III

| Part | List of Courses | Credit | No of Hr |
|--------|---|--------|----------|
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| | Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| | EVS | - | 1 |
| | | 22 | 30 |

B.A. English Literature || Second Year || Semester-IV

| Part | List of Courses | Credit | No of Hr |
|--------|---|--------|----------|
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| | Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| | EVS | 2 | 1 |
| | | 25 | 30 |

B.A. English Literature || Third Year || Semester-V

| Part | List of Courses | Credit | No of Hr |
|--------|---|--------|----------|
| Part-3 | Core Courses including Project / Elective Based | 22 | 26 |
| Part-4 | Value Education | 2 | 2 |
| | Internship / Industrial Visit / Field Visit | 2 | 2 |
| | | 26 | 30 |

B.A. English Literature || Third Year || Semester-VI

| Part | List of Courses | Credit | No of Hr |
|--------|---|--------|----------|
| Part-3 | Core Courses including Project / Elective Based | 18 | 28 |
| Part-4 | Extension Activity | 1 | - |
| | Professional Competency Skill | 2 | 2 |
| | | 21 | 30 |

Consolidated Semester wise and Component wise Credit distribution

| Parts | Sem I | Sem II | Sem III | Sem IV | Sem V | Sem VI | Total Credits |
|----------|-------|--------|---------|--------|-------|--------|---------------|
| Part I | 3 | 3 | 3 | 3 | - | - | 12 |
| Part II | 3 | 3 | 3 | 3 | - | - | 12 |
| Part III | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| Part IV | 4 | 4 | 4 | 5 | 4 | 3 | 24 |
| Total | 23 | 23 | 23 | 24 | 26 | 21 | 140 |

Note:*

Part-I Language Tamil

Part-II Language General English

Part III components will be separately taken into account for CGPA calculation and classification for the Under Graduate programme (UG) and the other components.

Note:**

Part-IV has to be completed during the duration of the programme, as per the norms, to be eligible for obtaining the UG degree.

| Methods of Evaluation | | |
|-----------------------|-------------------------------------|-----------|
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |

| Methods of Assessment | |
|-----------------------------|---|
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions |
| Understand /Comprehend (K2) | MCQ, True / False, Short essays, Concept explanations, Short summary or overview |
| Application (K3) | Suggest idea / concept with examples, Suggest formulae, Solve problems, Observe, Explain |
| Analyze (K4) | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| Evaluate (K5) | Longer essay / Evaluation essay, Critique or justify with pros and cons |
| Create (K6) | Check knowledge in specific or off beat situations, Discussion, Debating or Presentations |

Mandatory Core Areas for B.A. Programme

| | |
|---------|--|
| Sem-I | C1. Introduction to literature (5 credits) |
| Sem-II | C2. Indian Writing in English (5 credits) |
| | C3. British Literature-I (5 credits) |
| | C4. American Literature-I (5 credits) |
| Sem-III | C5. British Literature-II (5 credits) |
| Sem-IV | C6. Children's Literature (5 credits) |
| | C7. World Literature in Translation (4 credits) |
| | C8. Language and Linguistics (4 credits) |
| Sem-V | C9. Women's Writing (4 credits) |
| Sem-VI | C10. Introduction to Folk Literature (4 credits) |
| | C11. Indian Writing in Translation (4 credits) |
| | C12. Project / Myth and Literature (4 credits) |
| | C13. Literary Criticism (5 credits) |
| | C14. New Literatures in English (5 credits) |
| | C15. Shakespeare (4 credits) |

Mandatory Electives for B.A. Programme Semester I to V

| | |
|------------|----------------------------------|
| Sem-I to V | Social History of England-I |
| | Social History of England-II |
| | History of English Literature-I |
| | History of English Literature-II |
| | Literary Forms |

Suggested Non Mandatory Electives for B.A. Programme Semester V & VI (4-credits each)

| | |
|--------------|--|
| Sem V and VI | CNM-1. Literature and Environment |
| | CNM-2. English Language Teaching |
| | CNM-3. Journalism and Mass Communication |
| | CNM-4. Film Studies |

Skill Enhancement Courses

English for Communication
Public Speaking
Digital Literacy and Concepts
Entrepreneurial Skill

Interview Skills
English for Career
English for Business
English for Competitive Exams

B.A. English Literature || FIRST YEAR || FIRST SEMESTER || Syllabus

Semester I Core I Introduction to Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|------------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T1EL1 | Core - CC1 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To introduce the different forms of literature |
| LO2 | To provide learners with the background knowledge of literature |
| LO3 | To enable learners to understand the different genres of writing |
| LO4 | To examine the various themes and forms present in literature |
| LO5 | To create the ability of critically examining a text |

| Unit | Details |
|------|---|
| I | Introduction: Poetry - Different forms of poetry - Sonnet, Ode, Elegy, Prose - Short Story, Novel, Prosody, Metre |
| II | John Milton - When I Consider How my light is spent John Keats - Ode to Nightingale Thomas Gray - Elegy Written in a Country Churchyard |
| III | Francis Bacon - Of Studies Stephen Leacock - The Financial Expert Jerome K Jerome - Uncle Podger hangs a picture |
| IV | Lamb's Tales from Shakespeare - A Midsummer Night's Dream, Twelfth Night |
| V | Jane Austen - Pride & Prejudice |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme | PO1 |
| CO2 | Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts. | PO1, PO2 |
| CO3 | Explore the features of literary language | PO4, PO6 |
| CO4 | Use library resources to research and develop arguments about literary works. | PO4, PO5, PO6 |
| CO5 | Work skillfully within a team, respect coworkers, delegate work, contribute to a group project. | PO3, PO8 |

Text Books

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
4. <https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/>

References Books

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 0-14-062022-2
3. Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
4. Janice Campbell., Introduction to Literature: Excellence in Literaire English, 4th Ed, Everyday Education, LLC, January 2021.

Web Resources

<https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015>
<https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
<https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
<https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1- Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit



Signature of HoD.

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B.A. English Literature || FIRST YEAR || FIRST SEMESTER || Syllabus

Semester I || Core II || Indian Writing in English

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|------------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T1EL2 | Core - CC2 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. |
| LO2 | 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. |
| LO3 | To create literary sensibility and critical response to the literary texts written in English |
| LO4 | To closely examine the various themes and methodologies existing in Indian Writing in English. |
| LO5 | To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts |

| UNIT | Details |
|------|---|
| I | Introduction from K.R.Srinivasa Iyengar and C.D.Narasimaiah |
| II | Rabindranath Tagore - Paper Boat Sarojini Naidu - The Village Song Toru Dutt - The Lotus A K Ramanujam - Still another View of Grace R Parthasarathy - River Once |
| III | Mahatma Gandhi - Steal and Atonement Sri Aurobindo - Poetry from "Early Cultural Writings" (Page 123-24) Vivekananda - Address at the final session (Complete works Vol-I, Chapter-I) |
| IV | Ruskin Bond - The Eyes are not Here K A Abbas - Sparrows |
| V | R K Narayan - The Man-eater of Malgudi |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | PO1 |
| CO2 | Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism | PO1, PO2 |
| CO3 | Explore the role of English as a medium for political awakening and the use of English in India for creative writing | PO4, PO6 |
| CO4 | Analyze how the sociological, historical, cultural and political context impacted the texts selected for study | PO4, PO5, PO6 |
| CO5 | Evaluate critically the contributions of major Indian English poets and dramatists | PO3, PO8 |

Text Books:

1. K.R.Srinivasa Iyengar, Indian Writing in English
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.

Reference Books

1. Indian Poetry in English Ed.by Makarand Paranjape
2. Contemporary Indian Poetry in English Ed. By Saleem Peeradina
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

Web Resources:

<https://www.poemhunter.com/a-k-ramanujan/poems/>
<https://www.poetrybyheart.org.uk/poems/paper-boats>
<https://allpoetry.com/Village-Song>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

- Time: 3 hours
 Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit

Marks: 75



Signature of HoD.

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B.A. English Literature || FIRST YEAR || FIRST SEMESTER || Syllabus

Semester I || Social History of England-I

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|----------------|-----------------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T1ELEC1 | Elective - EC1 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To acquaint the students with background study of social conditions in England |
| LO2 | To introduce students to some of the major historical development of England |
| LO3 | To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period |
| LO4 | To make the students aware of the relation between socio political and socio religious events and literary works |
| LO5 | To expose the students various trends and movements of England. |

| UNIT | Details |
|------|--|
| I | Landmarks in Early English History The Norman Conquest - Feudal System - Crusades - Magna Carta - Hundred Years War - 1348 - Black Death - 1381 - Peasants Revolt - Lollards Movement - Wars of Roses |
| II | The Renaissance - The Reformation - The Dissolution of the Monasteries |
| III | Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre |
| IV | The Origin and Growth of Political Parties in England |
| V | Age of Queen Anne Coffee House Life in London. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Gain knowledge of various features of social and political history of England | PO1 |
| CO2 | Awareness of the relation between socio- religious events and socio-political works | PO1, PO2 |
| CO3 | Compare history with Literature | PO4, PO6 |
| CO4 | Enable to assess the emergence, reasons, development and the impact of social movements | PO4, PO5, PO6 |
| CO5 | Assess the overall emergence of English society as a nation. | PO3, PO8 |

Text Books

1. Asa Briggs - Social History of England
2. Louise Creighton – Social History of England .
3. G.M. Trevelyan: Social History of England

Reference Books

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, 2nd Ed

Web Resources:

<https://www.literpretation.com/post/social-history-of-enland-6#>:

<https://gacbe.ac.insematerial>

Mapping with Program Outcomes

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | AVERAGE |
|-----|------|------|------|------|------|---------|
| CO1 | 3 | 3 | 3 | 2 | 1 | 2.4 |
| CO2 | 3 | 3 | 3 | 1 | 1 | 2.2 |
| CO3 | 3 | 3 | 3 | 1 | 1 | 2.2 |
| CO4 | 3 | 3 | 3 | 1 | 1 | 2.2 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 2.8 |

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || FIRST YEAR || FIRST SEMESTER || Syllabus

Semester I || SEC1 || English for Communication || (Skill Enhancement Course 1)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T1ELSE1 | SEC1 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To provide the students with an ability to build and enrich their communication skills. |
| LO2 | To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing |
| LO3 | To help them think and write imaginatively and critically |
| LO4 | To equip students to build self-confidence with a focus on self-presentation |
| LO5 | To facilitate the learners to learn personal and professional development |

| UNIT | Details |
|------|---|
| I | Grammar: Articles, Parts of Speech, Tenses, Active and Passive Voice, Punctuation, Capitalization, Contractions and Collocations, Proof Reading |
| II | Verbal & Non Verbal: Greetings - Formal & Informal |
| III | Message Writing: Agenda, Minutes |
| IV | Letters: Formal & Informal, Email, Report writing |
| V | Interview: Presentation Skills, Resume |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Identify the basic principles of communication | PO1 |
| CO2 | Analyze the various types of communication | PO1, PO2 |
| CO3 | Make use of the essential principles of communication | PO4, PO6 |
| CO4 | Identify the prominent methods of Communication. | PO4, PO5, PO6 |
| CO5 | Learn about the four skills of language and get familiarized with them. | PO3, PO8 |

Text Books

1. Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2. Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3. Understanding Body Language by Alan Pease.

Reference Books

Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

Web Resources:

English Communication Skills (Theory | goigalajijuna-Academia.edu

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern || Part IV || SEC1

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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**B.A. English Literature || FIRST YEAR || FIRST SEMESTER || Syllabus
Semester-I || FC || Foundation Course**

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|---------------|--------------------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T1ELFC | Foundation Course | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives:

| | |
|-----|---|
| LO1 | Develop the language skills of students by offering adequate practice in professional contexts. |
| LO2 | Enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students |
| LO3 | Focus on developing students' knowledge of domain specific registers and the required language skills. |
| LO4 | Develop strategic competence that will help in efficient communication |
| LO5 | Sharpen students' critical thinking skills and make students culturally aware of the target situation. |

| | | |
|-----------------|---------------------------------|---|
| Unit-I | Communication | |
| | Listening | Listening to audio text and answering questionListening to Instructions |
| | Speaking | Pair work and small group work |
| | Reading | Comprehension passages:- Differentiate between facts and opinion |
| | Writing | Developing a story with pictures |
| | Vocabulary | Register specific - Incorporated into the LSRW tasks |
| Unit-II | Description | |
| | Listening | Listening to process description - Drawing a flow chart |
| | Speaking | Role play (formal context) |
| | Reading | Skimming / Scanning - Reading passages on products, equipment and gadgets |
| | Writing | Process Description - Compare and Contrast Paragraph - Sentence Definition and Extended definition - Free Writing |
| | Vocabulary | Register specific - Incorporated into the LSRW tasks |
| Unit-III | Negotiation Strategies | |
| | Listening | Listening to interviews of specialists / Inventors in fields (Subject specific) |
| | Speaking | Brainstorming. (Mind mapping) Small group discussions (Subject- Specific) |
| | Reading | Longer Reading text |
| | Writing | Essay Writing (250 words) |
| | Vocabulary | Register specific - Incorporated into the LSRW tasks |
| Unit-IV | Presentation Skills | |
| | Listening | Listening to lectures |
| | Speaking | Short talks |
| | Reading | Reading Comprehension passages |
| | Writing | Writing Recommendations, Interpreting Visuals inputs |
| | Vocabulary | Register specific - Incorporated into the LSRW tasks |
| Unit-V | Critical Thinking Skills | |
| | Listening | Listening comprehension- Listening for information |
| | Speaking | Making presentations (with PPT- practice) |
| | Reading | Comprehension passages -Note making Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) |
| | Writing | Problem and Solution essay- Creative writing -Summary writing |
| | Vocabulary | Register specific - Incorporated into the LSRW tasks |

Text Book:

TamilNadu State Council for Higher Education (TANSCH) English for Arts & Social Sciences Semester I.

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

| | | |
|-----|--|---------------|
| CO1 | Recognise their own ability to improve their own competence in using the language | PO1 |
| CO2 | Use language for speaking with confidence in an intelligible and acceptable manner | PO1, PO2 |
| CO3 | Read independently unfamiliar texts with comprehension and understand the importance of reading for life | PO4, PO6 |
| CO4 | Understand the importance of writing in academic life | PO4, PO5, PO6 |
| CO5 | Write simple sentences without committing error of spelling or grammar | PO3, PO8 |

Mapping with Programme Learning Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | M | S | S | S | S |
| CLO2 | S | M | S | S | S |
| CLO3 | S | S | S | S | S |
| CLO4 | S | S | S | S | S |
| CLO5 | S | S | S | S | S |

S- Strong; M-Medium, L- Low

Question Paper Pattern || Part IV || SEC

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.

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B.A. English Literature || FIRST YEAR || SECOND SEMESTER || Syllabus

Semester II || Core III || British Literature I

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T2EL3 | Core CC3 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To introduce British Identity, Periods and other related forms. |
| LO2 | To increase the ability for students to intellectually assess the works of British writers |
| LO3 | To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture. |
| LO4 | To closely examine the various themes and methodologies present in British literature |
| LO5 | To create an aptitude of critical probing through the text |

| UNIT | Details | |
|------------------|---|---------------------|
| I Poetry | Elegy Written in a Country Churchyard | Thomas Gray |
| | On Solitude | Alexander Pope |
| | A Red, Red Rose | Robert Burns |
| | Canonization | John Donne |
| II Prose | Dissertation upon a Roast Pig | Charles Lamb |
| | A City Night-Piece | Oliver Goldsmith |
| | The Spectator Club | Sir Richard Steele |
| | Household Superstitions | Joseph Addison |
| III Play | The White Devil | John Webster |
| IV Play | Doctor Faustus | Christopher Marlowe |
| V Fiction | "Gulliver's Travels" (A Voyage to Lilliput) | Jonathan Swift |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. | PO1 |
| CO2 | Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. | PO1, PO2 |
| 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 | PO4, PO6 |
| CO4 | Distinguish between the characteristics of British literary movements in discussing and writing about British literature. | PO4, PO5, PO6 |
| CO5 | Critically appreciate literature using standard literary terminology and other literary conventions. | PO3, PO8 |

Text Books

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.

Reference Books

1. A Critical History of English Literature – David Daiches
2. Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.

Web Resources

Ranger, Paul, "Technical Features." By Oliver pp51-58., http://doi.org/10.1007/978-1-349-07664-2_5.

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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Tanjavar-613 005.

B.A. English Literature || FIRST YEAR || SECOND SEMESTER || Syllabus

Semester-II || Core-IV || American Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T2EL4 | Core-CC4 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To identify the growth and development of American literature. |
| LO2 | To critically examine how various genres developed and progressed. |
| LO3 | Learn about prominent writers and famous works in American literature. |
| LO4 | To closely examine the various themes and methodologies present in British literature |
| LO5 | To create an aptitude of critical probing through the text |

| UNIT | Details |
|------------|---|
| I | Background: The First Frontier (Settlement of America) |
| | The Puritans and the spread of Puritanism in America |
| | Romanticism: Optimist and Pessimist |
| | The Flowering of New England |
| | The Transcendentalists |
| | Writers of the South-Indian thought in Emerson, Thoreau and Whitman |
| | Sacred Writings of the East |
| II | Walt Whitman - O Captain, My Captain! |
| | Robert Frost - Birches |
| | Edgar Allan Poe - The Raven |
| | Emily Dickinson - Because I Could not stop for Death |
| III | Martin Luther King Jr. - I have a Dream |
| | Ralph Waldo Emerson - Self Reliance |
| IV | Tennessee Williams - The Glass Menagerie |
| V | Nathaniel Hawthorne - The Scarlet Letter |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Analyze and discuss works 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.). | PO1 |
| CO2 | Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature. | PO1, PO2 |
| CO3 | Articulate ways that American literature reflects complex historical and cultural experiences. | PO4, PO6 |
| CO4 | Produce a mix of critical, creative, and / or reflective works about American literature to 1865. | PO4, PO5, PO6 |
| CO5 | Analyze and describe about American literature using standard literary terminology and other literary conventions. | PO3, PO8 |

Text Books

1. American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid
2. A Brief History of American Literature by Richard Gray
3. Tennessee Williams: The Glass Menagerie

References Books

1. Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chartwell Books, 2015.
2. Poe, Edgar Allan, etal. Poetry for Young People: Edgar Allen Poe. Sterling Pub. Co., 1995.

Web Resources:

<https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams>
<https://www.poetryfoundation.org/poems/48860/the-raven>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit

Signature of HoD.

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 Thanjavur-613 005.

B.A. English Literature || FIRST YEAR || SECOND SEMESTER || Syllabus

Semester II || Social History of England II

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T2ELEC2 | EC2 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | Define the social history of England in a political perspective. |
| | Interpret literary and cultural texts of historical, geographical, and cultural contexts. |
| LO2 | Explain socio-political history with literary and cultural texts |
| LO3 | Identify main trends in the social history of England and their influence on literature |
| LO4 | Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres |
| LO5 | To critically analyze the influence of history and cultural diversity on literature and language. |

| UNIT | Details |
|------|---|
| I | The Union of England and Scotland |
| | The Agrarian Revolution |
| | The Industrial Revolution |
| II | The Methodist movement |
| | Other Humanitarian Movements |
| | The War of American Independence |
| III | England and Ireland |
| | Effects of the French Revolution |
| | The Reform Bills |
| IV | The Victorian Age |
| | Development of Education in the Victorian England |
| | Means of transport and Communication |
| V | The World Wars and Social Security |
| | Trade Unionism in England |
| | (From 1950s) Welfare State, Decolonisation, Thatcherism, The Monarchy |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Recognize the milestones of British History from 18 th century till the modern age and can relate how these movements influence the English society and Literatures of that period | PO1 |
| CO2 | Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity | PO1, PO2 |
| CO3 | Examine the causes and consequences of the war of Americans and French | PO4, PO6 |
| CO4 | Evaluate the effects of the revolutions and their impacts in literature in a better perspective | PO4, PO5, PO6 |
| CO5 | Analyze the reforms and the development of education, transport and communication in the modern era. | PO3, PO8 |

Text Book

An Introduction to The Social History of England. A. G. Xavier. Revised and Updated in 2021 by Dr. Claramma Jose. Anand Book Depot, Chennai.

Reference Books

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, 2nd ed
4. Asa Briggs - Social History of England
5. Louise Creighton – Social History of England
6. G.M. Trevelyan: Social History of England

Web Resources:

https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt

<https://archive.org/details/clublifcoflondon02timbuoft>

<https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland>

Mapping with Programme Outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 2 | 2 | 3 |
| CO2 | 2 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 2 | 3 | 2 | 3 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern


Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || FIRST YEAR || SECOND SEMESTER || Syllabus

Semester-II || SEC2 || Public Speaking Skills || (Skill Enhancement Course 2)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T2ELSE2 | SEC2 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To help students understand the goals and benefits of public speaking |
| LO2 | To help them recognize communication apprehension and guide them on how to reduce it |
| LO3 | To familiarize them on how public speaking can be used to advocate or create change |
| LO4 | To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric |
| LO5 | To help them think and speak imaginatively and critically |

| UNIT | Details |
|------|---|
| I | Definition, Need and Significance of Public Speaking |
| II | Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive) |
| III | Techniques for Effective Public Speaking |
| IV | Methods of Public Speaking Advantages and Disadvantages of Public Speaking |
| V | Students' Activity - Choose a topic and speak in front of the Class. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Demonstrate an understanding of the principles of public speaking | PO1 |
| CO2 | Recognize barriers to public speaking and identify how to avoid them | PO1, PO2 |
| CO3 | Understand how to give effective verbal and nonverbal feedback | PO4, PO6 |
| CO4 | Learn about planning speech organization for the intended audience | PO4, PO5, PO6 |
| CO5 | Practice effective group delivery and speech informal context. | PO3, PO8 |

Text Books

1. Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience-centred 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

Reference Books

Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.

Web Resources:

Learning Outcomes | Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern || Part IV || SEC2

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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B.A. English Literature || FIRST YEAR || SECOND SEMESTER || Syllabus

Semester II || SEC3 || Digital Literacy and Concepts || (Skill Enhancement Course 3)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T2ELSE3 | SEC3 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To help the students to be introduced to digital literacy |
| LO2 | To elaborate on digital values, language and culture |
| LO3 | To explore digital literacy in terms of information, identity and labeling |
| LO4 | To discuss teacher's engagement in digital literacy |
| LO5 | To analyze socio-economic factors in digital literacy |

| UNIT | Details |
|------|--|
| I | Introduction to Digital Literacy and its types. Digitizing Information. |
| II | Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy |
| - | The role of Language in Digital Literacy |
| III | Digital Media and its Types Email, vlog, blog, twitter, Face book, E-book. |
| IV | Digital Literacy in Education |
| V | Challenges in Digital Literacy |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Gain knowledge of digital literacy. | PO1 |
| CO2 | Acquire skills in text literacy and language. | PO1, PO2 |
| CO3 | Acquire skills in information digital literacy. | PO4, PO6 |
| CO4 | Build confidence in using digital literacy. | PO4, PO5, PO6 |
| CO5 | Aware of the various types socio-economic factors in digital literacy. | PO3, PO8 |

Text Books

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.

Reference Books

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 Literary in Schools: Practice, Production and Progression –A. Burnand J. Durran.
4. Digital Literacy for Learning – A. Martin and D. Madigan Changing Literacies – C. Lankshear.

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern || Part IV || SEC3

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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B.A. English Literature || SECOND YEAR || THIRD SEMESTER || Syllabus

Semester III || Core V || British Literature II

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T3EL5 | Core-CC5 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help learners analyze British Literature written from the late 18th Century to the present. |
| LO2 | To guide them in interpreting literature as it relates to its historical, cultural, and / or political context. |
| LO3 | To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and / or Postmodernism) and the literature of the period. |
| LO4 | To closely examine literary works using critical perspectives. |
| LO5 | To help them with applying appropriate formal conventions when writing about literature. |

| UNIT | Details |
|------|--|
| I | Alfred Lord Tennyson - Ulysses Robert Browning - My Last Duchess T.S.Eliot - The Waste Land - The Burial of the Dead W.H.Auden - The Unknown Citizen Mathew Arnold - Dover Beach |
| II | G.K.Chesterton - Piece of Chalk William Hazlitt - Indian Jugglers |
| III | R.B. Sheridan - The School for Scandal |
| IV | Thomas Hardy - The Return of the Native |
| V | James Joyce - The Dead Somerset Maugham - The Verger |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------------|
| CO1 | Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions. | PO1 |
| CO2 | Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. | PO1, PO2 |
| CO3 | Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations. | PO4, PO6 |
| CO4 | Respond to 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. | PO4, PO5, PO6 |
| CO5 | Analyze and express about British literature using standard literary lexicon and other literary conventions. | PO3, PO8 |

Text Books

1. Rehard, Virginie. The Great War and Postmodern Memory: The First World War in Late 20th-Century British Fiction (1985-2000). Peter Lang A G, Internationaler Verlag Der Wissenschaften, 2013.

2. The School of Scandal and other plays by R. B. Sheridan
3. The return of the native by Thomas Hardy, New York and London, Harper & Brothers publishers

References Books

1. The Dead, James Joyce – Analysis : www.eng-literature.com
2. Five Centuries of English Verse William Stebbing
3. Winged words by David Greens

Web Resources

- <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
[https://fullreads.com/essay/the-indian-jugglers/;](https://fullreads.com/essay/the-indian-jugglers/)
<https://essays.quotidiana.org>piece-...> “A Piece of Chalk by G.K. Chesterton-Quotidiana

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:


| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || SECOND YEAR || THIRD SEMESTER || Syllabus

Semester-III || Core-VI || Children's Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T3EL6 | Core-CC6 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To introduce and familiarize various genres and aspects of Children's Literature |
| LO2 | To promote ethical values through children's literature and appreciate the world of other cultures |
| LO3 | To gain comprehensive knowledge of Children's Literature by close reading |
| LO4 | To appreciate the works of various writers of Children's Literature |
| LO5 | To critically analyze Children's literature through discussion and Writing |

| UNIT | Details |
|------|---|
| I | Background Study: Introduction: The World of Children's Literature Studies by Peter Hunt. Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik - Oberatein (From Understanding Children's Literature Edited by Peter Hunt) |
| II | Poetry Edward Lear - The Owl and the Pussy Cat Shel Silverstein - Invitation Robert Louis Stevenson - My Shadow Naomi Shihab Nye - Mystery |
| III | Fantasy Fiction J.K. Rowling - Harry Potter and the Philosopher's Stone |
| IV | Realistic Fiction R.K.Narayan - Swami and Friends |
| V | Short Story Mark Twain - The celebrated jumping Frog of Calaveras County Hans Christian Andersen - The Princess and the Pea Nathaniel Hawthorne - The Snow Image |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Recognize the various genres of Children's Literature | PO1 |
| CO2 | Acquire values through their reading of the works of Children's Literature | PO1, PO2 |
| CO3 | Appreciate and criticize the similarities and differences in cultural imaginations | PO4, PO6 |
| CO4 | Recognize the themes and artistic style employed in Children's Literature | PO4, PO5, PO6 |
| CO5 | Critically evaluate the different approaches to Children's Literature in various countries. | PO3, PO8 |

Text Books

1. Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature
2. Understanding Children's Literature – Peter Hunt, 2nd ed.

3. The Owl and the Pussycat: Edward Lear, Jan Brett.
4. The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.

References Books

1. Lukens, J.Rabeca. A Critical handbook of Children's Literature
2. The Owl and the Pussycat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar's Choice edition
3. Hunt, Peter, Defining Children's Literature
4. A critical study of R.K.Narayan's Swami and friends and the Guide" Ruby Roy

Web Resources

<https://fddocuments.in/document/childrens-literature-55845ad6244ac.html>.
<https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit



Signature of HoD.

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B.A. English Literature || SECOND YEAR || THIRD SEMESTER || Syllabus

Semester III || History of English Literature I

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T3ELEC3 | EC3 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students with a survey of the history of English literature from Old English times to the Modern period. |
| LO2 | To facilitate them understand the major literary movements and authors of England |
| LO3 | To enable students develop a comprehensive understanding of the Ages and their characteristics |
| LO4 | To identify the influence of social and cultural events through the works of the writers |
| LO5 | To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature |

| UNIT | Details |
|------|--|
| I | EARLY PROSE Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose - Addison, Steele, Johnson |
| II | POETRY Fourteenth Century - Chaucer - Elizabethan & Jacobean Poetry - Characteristics with reference to Spenser - Donne - Age of Milton - Milton - Neo-classical - Characteristics with reference to Dryden, Pope |
| III | EARLY DRAMA Early Drama - Mystery, Miracle, Morality, Interludes - Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits |
| IV | LATER DRAMA Restoration Drama - Characteristics with reference to Congreve, Wycherley - Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan |
| V | NOVEL Eighteenth Century Novel - Defoe, Fielding |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| 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. | PO1 |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO1, PO2 |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO6 |
| CO4 | Develop a critical appreciation of the literary stalwarts of the respective periods | PO4, PO5, PO6 |
| CO5 | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3, PO8 |

Text Books

1. W. H. Hudson – An Outline History of English Literature
2. Compton & Rickett - A History of English Literature
3. The Routledge History of Literature in English by Ronald Carter and John McRae

Reference Books

1. History of English Literature by Edward Albert
2. A Critical History of English Literature by David Daiches
3. The Concise Cambridge History of English Literature by George Sampson

Web Resources:

<https://iac-cheyyar.com>>pdf

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:


| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || SECOND YEAR || THIRD SEMESTER || Syllabus

Semester III || SEC4 || Entrepreneurial Skills || (Skill Enhancement Course 4)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|----------------|-------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T3ELSE4 | SEC4 | Y | Y | - | - | 1 | 1 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To introduce learners to various qualities required for entrepreneurship |
| LO2 | To discuss about various entrepreneurships |
| LO3 | To help them think creatively and innovatively |
| LO4 | To enable them understand various schemes supporting entrepreneurship |
| LO5 | To discuss the steps in venture development and new trends in entrepreneurship. |

| UNIT | Details |
|-------------|--|
| I | Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship |
| II | Types of Entrepreneurship Skills: Business management skills, Team work and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills |
| III | Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding |
| IV | Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export |
| V | Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Understand the foundation of Entrepreneurship Development and its theories. | PO1 |
| CO2 | Explore entrepreneurial skills and management function of a company. | PO1, PO2 |
| CO3 | Identify the type of entrepreneur and the steps involved in an entrepreneurial venture. | PO4, PO6 |
| CO4 | Understand various steps involved in starting a venture. | PO4, PO5, PO6 |
| CO5 | Explore marketing methods & new trends in entrepreneurship. | PO3, PO8 |

Reference Books

Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York

Web Resources:

6 Must-Have Entrepreneurial Skills | HBS Online Mind Tools | Home

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern || Part IV || SEC4

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.


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B.A. English Literature || SECOND YEAR || THIRD SEMESTER || Syllabus

Semester III || SEC5 || Interview Skills || (Skill Enhancement Course 5)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T3ELSE5 | SEC5 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To enable students understand the information needed to prepare for an interview |
| LO2 | To enable them to research company information before heading to an interview |
| LO3 | To familiarize them with how to handle Interview Questions |
| LO4 | To enable them to use comfortable vocabulary |
| LO5 | To help them think and speak imaginatively and critically |

| UNIT | Details |
|------|---|
| I | Definition of Interview - Essentials of Interview Skill |
| II | Needs and Requirements of Interview skills |
| III | Resume Preparation - Do's and Don'ts of an interview |
| IV | Body language - gesture - attitude - facial expression - sound knowledge |
| V | Mock Interview - Conducting a role play for students to understand the skills learnt as an interviewee. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job / internship position description and employer. | PO1 |
| CO2 | 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). | PO1, PO2 |
| CO3 | Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation. | PO4, PO6 |
| CO4 | Develop confidence in relationship to their interviewing skills. | PO4, PO5, PO6 |
| CO5 | Be able to identify, discuss, and implement key job interview skills. | PO3, PO8 |

Text Books

1. Ros Jay (2002), Brilliant Interview, Prentice Hall
2. David Beckham (2013), The illustrated Book, Headline Publications

Reference Books

Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.

Web Resources:

Tips for a Successful Interview (ung.edu)

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern || Part IV || SEC5

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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B.A. English Literature || SECOND YEAR || FOURTH SEMESTER || Syllabus

| Semester IV Core CC7 World Literature in Translation | | | | | | | | | | |
|--|----------|---|---|---|---|---------|----------|-------|----------|-------|
| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
| | | | | | | | | CIA | External | Total |
| T4EL7 | Core-CC7 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To familiarize the students with the ancient world classic literature |
| LO2 | To expose students to the socio economic and cultural aspects reflected in different countries through various texts |
| LO3 | To enable them to develop a comparative perspective to study the texts |
| LO4 | To gain knowledge on the parallel growth of literature from ancient to modern periods |
| LO5 | To critically appreciate the aesthetic and diverse aspects of world classics |

| UNIT | Details |
|------|---|
| I | Thiruvalluvar - Thirukkural - Iniavai Kooral - Chapter-10 Dante - Paradiso, Canto XXI: The Seventh Sphere, Saturn Johann Wolfgang Von Goethe - The Violet Victor Hugo - Tomorrow at Dawn |
| II | Ovid - Pyramus & Thisbe Alexander Pushkin - The Gypsies Horace - Satires Gabriel Okara - The Mystic Drum |
| III | Walter Benjamin - Unpacking My Library Montaigne - Of Friendship |
| IV | Luigi Pirandello - Six Characters in search of an Author |
| V | Herman Hesse - Siddartha |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Gain an exposure to some Classics in World Literature, both in theme and form. | PO1 |
| 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. | PO1, PO2 |
| CO3 | Gain an understanding of the works in their cultural / historical contexts and of the enduring human values which unite the different literary traditions. | PO4, PO6 |
| CO4 | Pay attention to critical thinking and writing within a framework of cultural diversity | PO4, PO5, PO6 |
| CO5 | Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions. | PO3, PO8 |

Text Books

1. Six characters in search of an author by Luigi Pirandello.
2. Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi

Reference Books

1. Benjamin Walter and Martin Jay. Unpacking My Library 2010.
2. Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.

Web Resources:

<https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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B.A. English Literature || SECOND YEAR || FOURTH SEMESTER || Syllabus

Semester IV || Core CC8 || Language and Linguistics

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T4EL8 | Core-CC8 | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To help learners gain knowledge of origin, growth and development of English Language |
| LO2 | To highlight the impact of various socio, political, cultural and historical events on English Language |
| LO3 | To help them gain knowledge of the scientific study of English language and linguistics |
| LO4 | To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language |
| LO5 | To expose students to the analysis of literary texts using linguistic and discourse analytical tools |

| UNIT | Details |
|------|---|
| I | Descent of English Language from the Indo European family |
| II | Old, Middle & Modern English - Influence - Greek, Latin, Scandinavian, French, Indian |
| III | Growth of Vocabulary |
| IV | Change of Meaning |
| V | Phonology - Vowels, Consonants & Diphthongs |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Comprehend the essential link between language and culture. Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritty's of the language. | PO1 |
| CO2 | 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. | PO1, PO2 |
| CO3 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO4, PO6 |
| CO4 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO5, PO6 |
| CO5 | Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Linguistics | PO3, PO8 |

Text Books

1. John Lyons, Language & Linguistics
2. T. Balasubramanian, A text book of English Phonetics for Indian students

References Books

1. Modern Applied Linguistics: A introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
2. Mark Hancock, English Pronouncing Dictionary
3. Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

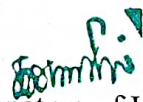
Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || SECOND YEAR || FOURTH SEMESTER || Syllabus

Semester IV || History of English Literature II

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T4ELEC4 | EC4 | Y | Y | - | - | 3 | 3 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students with a survey of the history of English literature from Old English times to the Modern period. |
| LO2 | To facilitate them understand the major literary movements and authors of England |
| LO3 | To enable students develop a comprehensive understanding of the Ages and their characteristics |
| LO4 | To identify the influence of social and cultural events through the works of the writers |
| LO5 | To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature |

| UNIT | Details |
|------|---|
| I | PROSE Romantic Age - Lamb, Hazlitt Victorian Age - Ruskin, Arnold The Twentieth Century - Orwell, Huxley |
| II | POETRY Romantic Poetry - Wordsworth, Coleridge, Shelley Victorian Poetry - Tennyson, Browning The Twentieth Century - Hopkins, T.S. Eliot, Yeats |
| III | DRAMA Revival of Drama - Oscar Wilde The Twentieth Century - Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett |
| IV | NOVEL Romantic Age - Jane Austen, Walter Scott Victorian Age - Dickens, Hardy The Twentieth Century - H.G. Wells, Golding |
| V | The Novel since 2000 - Irvin Welsh, Doris Lessing Poetry since 2000 - Seamus Heaney, Edwin Morgan Drama since 2000 - David Hare, David Edgar |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| 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. | PO1 |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO1, PO2 |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO6 |
| CO4 | Develop a critical appreciation of the literary stalwarts of the respective periods. | PO4, PO5, PO6 |
| CO5 | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3, PO8 |

Text Books

1. W.H. Hudson. An Outline History of English Literature
2. Compton & Rickett. A History of English Literature
3. The Routledge History of Literature in English by Ronald Carter and John McRae

Reference Books

1. History of English Literature by Edward Albert
2. A Critical History of English Literature by David Daiches
3. The Concise Cambridge History of English Literature by George Sampson

Web Resources

<https://www.megaessays.com/viewpapers/38903.html>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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B.A. English Literature || SECOND YEAR || FOURTH SEMESTER || Syllabus

Semester IV || SEC6 || English for Careers || (Skill Enhancement Course 6)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T4ELSE6 | SEC6 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students gain knowledge about the job search, application, and interview process |
| LO2 | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. |
| LO3 | Help them with strategies for identifying the jobs that match their interests and skills |
| LO4 | Help them to understand the job-seekers language for meeting new people, making small talk, and describing |
| LO5 | To enable learners to describe themselves and their experiences in a résumé |

| UNIT | Details |
|------|--|
| I | Definition of English Language - Characteristic Features |
| II | Purposes of English Language |
| III | Major Roles played by English Language in Education and various career choices |
| IV | English language as a identity to popular culture |
| V | The major developments happening in the contemporary world by using English language |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Attain communicative competence so that they can use language accurately and appropriately | PO1 |
| CO2 | Understand the basic features of communication and aim at improving language skills | PO1, PO2 |
| CO3 | Gain useful letter / report writing tools, tips and techniques to effectively apply the skills to their every day work place correspondence. | PO4, PO6 |
| CO4 | Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. | PO4, PO5, PO6 |
| CO5 | Make sure that the style, content and message is concise, correct and appropriate. | PO3, PO8 |

Text Books

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

Reference Books

Bose, D. M. "J. C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885-1985. Kolkata: Bose Institute, 1995. Print

Web Resources:

https://www.researchgate.net/publication/344172814_English_For_Career_Development?enr

ichld=rgreq-f03b840d2a167e34689a3348ec32de12-
 XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3Mjg5NDUzBUzo5MzM3Nzg3MTc0Mzc5
 NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcome:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern || Part IV || SEC6

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.


Signature of HoD.

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B.A. English Literature || SECOND YEAR || FOURTH SEMESTER || Syllabus

Semester IV || SEC7 || English for Business || (Skill Enhancement Course 7)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T4ELSE7 | SEC7 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To help students learn strategies and practical language to deal with real life situations. |
| LO2 | To help them improve on how to speak and write in order to keep communication going and always appear professional and competent |
| LO3 | To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts |
| LO4 | To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice! |
| LO5 | To help them to consistently develop a comprehensive vocabulary through real, authentic resources |

| UNIT | Details |
|------|---|
| I | Business English Definition and Difference |
| II | Highlights / Significance / Essentials of Business English |
| III | Needs of Business English |
| IV | The role of Business English in English language Learning - Education as an instrumental factor in learning Business English. |
| V | Economic Development through Business English |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Strengthen their language skills: writing, reading, listening & speaking | PO1 |
| CO2 | Understand real speech patterns and learn pronunciation techniques in fluent speech | PO1, PO2 |
| CO3 | Improve their confidence and learn how to connect with people in English | PO4, PO6 |
| CO4 | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | PO4, PO5, PO6 |
| CO5 | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | PO3, PO8 |

Text Books

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.

Reference Books

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.

Web Resources:

English language skills for the future | Cambridge English

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern || Part IV || SEC7

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Core IX || Women's Writing

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T5EL9 | Core-CC9 | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|------|--|
| LO 1 | To identify the origin and development of feminism as a genre. |
| LO 2 | To enable them gain specialized knowledge related to works of authors of national and international acclaim. |
| LO 3 | To familiarize them with the style, diction and coherence of authors and their works. |
| LO 4 | To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences |
| LO 5 | To enhance their ability to think historically and analytically about people, language, literature, culture and society. |

| UNIT | Details |
|------|---|
| I | Feminist movements |
| II | Kamala Das - Introduction Imtiaz Dharkar - Purdah Maya Angelou - Still I Rise Margaret Atwood - Journey to the Interior Anne Bradstreet - Prologue Judith Wright - Eve to the Daughter |
| III | Virginia Woolf - A Room of One's Own - Chapter-III Shakespeare's Sister Alice Walker - "The Black Writer and the Southern Experience" from <i>In Search of a Mother's Garden</i> |
| IV | Mahasweta Devi - Bayen |
| V | Doris Lessing - The Grass is Singing or Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story) |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Recognize the background, origin and special features of women's writing with reference to western society | PO1 |
| CO2 | Integrate knowledge of the diversity of cultures through the works of various Women writers | PO1, PO2 |
| CO3 | Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices. | PO4, PO6 |
| CO4 | Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship | PO4, PO5, PO6 |
| CO5 | Analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women writers | PO3, PO8 |

Text Books

1. Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2. Purdah and other poems by Imtaiz Dharker
3. In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford

Reference Books

1. Walters, Margaret, *Feminism, A very short Introduction*
2. *Feminism is for everybody passionate politics* by Bell hooks.
3. Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.

Web Resources

- <https://www.jetir.org/papers/JETIRFC06031.pdf>
<https://www.poemhunter.com/poem/an-introduction-2/>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcome:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit


 Signature of HoD.

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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Core X || Introduction to Folk Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5EL10 | Core CC10 | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To familiarize learners with the different theories and forms of folk literature |
| LO2 | To help them analyze the role of oral tradition in literature. |
| LO3 | To enable learners to appreciate oral and folk arts |
| LO4 | To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English. |
| LO5 | To help the misunderstanding how and on what grounds women's writing can be considered as a separate genre. |

| UNIT | Details |
|------|---|
| I | Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature |
| II | Major Forms of Folk Literature: Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts |
| III | Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes Approaches to the Study Of Folklore: 1. Historical 2. Anthropological 3. Psychological |
| IV | Folksong: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St. Agnes (Superstition about a maiden's dream) Folktale: The Soothsayer's Son from <i>Tales of the Sun: Or, Folklore of Southern India</i> . |
| V | Girish Karnad - Hayavadana |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Identify the fundamental characteristics and functions of folklore | PO1 |
| CO2 | Get acquainted with the famous folk scholars of the world | PO1, PO2 |
| CO3 | Enhance knowledge of various folk forms | PO4, PO6 |
| CO4 | Interpret and analyze folklore from various theoretical perspectives | PO4, PO5, PO6 |
| CO5 | Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works | PO3, PO8 |

Text Books

Hayavadana by Girish Karnad, Oxford 1997

Reference Books

1. Tradition and Innovation in Folk Literature by Wolfgang Mieder
2. A. Aarne. The Types of the Folktale, 2nd ed. Ed. By S. Thompson

3. Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.

Web Resources:

Tales of the Sun: Or, Folklore of Southern India (gutenberg.org)

<https://www.gutenberg.org/files/37002/37002-h/37002-h.htm>

Folk literature | Definition, Characteristics, Examples, Significance, & Facts | Britannica

Folk literature - Oral Tradition, Legends, Myths | Britannica

Mapping with Programme Outcomes:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 2 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit

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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Core XI || Indian Writing in Translation

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5EL11 | Core CC11 | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To introduce the students to the polyphony of modern Indian writing in translation |
| LO2 | To make them identify the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions. |
| LO3 | To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. |
| LO4 | To explore images in literary productions that express the writers sense of their society. |
| LO5 | To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works. |

| UNIT | Details |
|------|---|
| I | P.K. Kalyani - Introduction |
| II | Bharathiyar - Kaatru Veliyidai Ilango adigal - The Book of Vanci - Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from The Gardener. Arun Kolatkar - An Old Woman |
| III | P. Sivakami - Land: Women's Breadth and Speech Nirad C Chaudari - Vanishing Landmarks |
| IV | Girish Karnad - The Wedding Album |
| V | M. K. Indira - Phaniyamma |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Recognize the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions | PO1 |
| CO2 | Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. | PO1, PO2 |
| CO3 | Learn to explore images in literary productions that express the writers' sense of their society. | PO4, PO6 |
| CO4 | Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works. | PO4, PO5, PO6 |
| CO5 | Be familiar with concepts such as modernism, regionalism, the contemporary representations of history, class, and gender in modern Indian writing in translation | PO3, PO8 |

Text Books

1. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2. Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007
3. Translation studies by P.K.Kalyani: Creative Books, 2001.
4. Phaniyamma by M.K. Indira: South Asia Books. 1994.

Reference Books

1. A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.
2. Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000
3. 100 Great Indian Poems by Abhay K. Bloomsbury, 2019

Web Resources:

Modern Indian Writing in Translation-Course (nptel.ac.in).

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester-V || Core-XII || Myth and Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5EL12 | Core CC12 | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help students at the origin and sources of myths in literature. |
| LO2 | Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life |
| LO3 | Get an In-depth study of the theoretical approaches |
| LO4 | Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times |
| LO5 | Help them to understand the definition of symbolism with its different types and dimensions. |

| UNIT | Details |
|------|---|
| I | Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, American and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Myth makers: Vigil, Ovid. |
| II | Shelly - Prometheus Unbound W B Yeats - Sailing to Byzantium |
| III | Albert Camus - The Myth of Sisyphus Volga - The Liberation of Sita |
| IV | Greek and Roman Mythology The story of cupid and Psyche The story of Orpheus and Eurydice Sir James George Frazer: The Golden Bough: Chapter XXXVIII. The Myth of Osiris (The Story of Osiris) |
| V | Indian Mythology 1. Stories from <i>The Ramayana</i> - The Burning of Lanka 2. Stories from <i>The Mahabharatha</i> - Kurukshetra - The Battle and the deception of Bheema 3. Stories from Puranas, Epics & Vedas - The Story of Nala & Damayanthi |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Understand the origin and sources of myths in literature | PO1 |
| CO2 | Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times. | PO1, PO2 |
| CO3 | Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals | PO4, PO6 |
| CO4 | Understand symbolism with its different types and dimensions. | PO4, PO5, PO6 |
| CO5 | Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music | PO3, PO8 |

Text Books

1. Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
2. The Story of Cupid and Psyche as related by Apuleius. Louis C Purser

3. Ramayana Stories: The Burning of Lanka – Om Books Editorial Team

Reference Books

1. Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson
Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give
Women a Future. Boston: Beacon Press, 2000.
2. Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @ of the
Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms=Fairy Tales.
Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.

Web Resources:

1. Myth and literature | Myth: A Very Short Introduction | Oxford Academic (oup.com)
2. Classical Mythology (Clas 215) (duke.edu)
3. Bascom, William. A. The Forms of Folklore: Prose Narratives @ in Journal of American
Folklore 78, 1965:3-20.

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Literary Forms

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5ELEC5A | EC5 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To enable the students to identify the different genres of English Literature |
| LO2 | To help them recognize the main elements of different literary genres and assess their significance |
| LO3 | To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry |
| LO4 | To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events |
| LO5 | To enable learners to understand the literary terms while analyzing and interpreting the works of literature. |

| UNIT | Details |
|------|--|
| I | POETRY Subjective Poetry - The Lyric, The Sonnet, The Elegy, The Ode Narrative Poetry - Ballad, Epic, Satire, Dramatic Monologue |
| II | PROSE-I: The Essay - Definition, Characteristics, Development Types - Personal and Impersonal Essay |
| III | PROSE-II: The Aphoristic Essay, The Periodical Essay, The Reviewers The Short Story, Autobiography, Biography, Criticism. |
| IV | DRAMA Tragedy, Comedy - Characteristics, Development, Types, Melodrama, Farce, Masque |
| V | NOVEL The Characteristics, Development Types - The Picaresque Novel, Epistolary Novel, The Gothic Novel, The Science Fiction, The Stream of Consciousness Novel. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | 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 | PO1 |
| CO2 | Define the characteristics and the development of essay. To acquire knowledge about the elements of personal and impersonal essays | PO1, PO2 |
| CO3 | Distinguish the defining elements of Autobiography, Biography and short story. To learn the rules of criticism | PO4, PO6 |
| CO4 | Comprehend the origin, growth and development of Drama. To classify the drama and dramatists according to specific characteristic features of Drama | PO4, PO5, PO6 |
| CO5 | 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 | PO3, PO8 |

Text Books

1. Literary Terms – M.H. Abrams.
2. The Typical Forms of English Literature. A.H. Upham
3. Introduction to the Study of Literature – W. H. Hudson.
4. A Background to the Study of English Literature – Bir Jadish Prasad.

Reference Books

1. Dictionary of Literary Terms & Literary Theory- J.A.Cuddon
2. Introduction to Movements, Ages and Literary Forms – Dr. R.N. Singh
3. Oxford Dictionary of Literary Terms – Chris Baldick
4. The Book of Literary Terms – Lewis Turco

Web Resources:

<https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england>
https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf
<https://literacyideas.com/elements-of-poetry/>
<https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Art and Literary Aesthetics

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| TSELEC5B | EC5 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To introduce the multidisciplinary of Art and Literary Studies. |
| LO2 | To gain an understanding of various movements in art history. |
| LO3 | To help students find relevant and associative ideas. |
| LO4 | To engage with works of art that directly refer to literary works and also draw inspiration from it. |
| LO5 | To recognize how all forms of art is part of a continuum. |

| UNIT | Details |
|------|--|
| I | Literature And Visual Arts - Essays. |
| II | Romanticism Through Coleridge And Delacroix |
| III | Pre-Raphaelite Movement - D. G. Rosetti's Prosperine (Painting And Poem) |
| IV | Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel) |
| V | Expressionism - Munch - Scream (Painting) And Kafka - Metamorphosis (Novella) |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | The student will be able to engage with literature in a broader, educated perspective. | PO1 |
| CO2 | The student will be able to think with greater originality and independence about the complex interrelationship between different art forms. | PO1, PO2 |
| CO3 | The student will be trained to engage sensitively and intelligently in new readings of literature. | PO4, PO6 |
| CO4 | The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts. | PO4, PO5, PO6 |
| CO5 | Initiate students to implement the multidisciplinary scope of art and literary studies. | PO3, PO8 |

Reference Books

Herbert Read extract from *The Meaning of Art* (pg 17-48) Pelican Books, 1959.

Web Resources

Astor, Dave. Music in Literature. 2 Apr 2013, www.huffpost.com/entry/music-in-literature_b_2590404.

Benjamin, Elizabeth and Sophie Corser - Introduction Literature and Art: Conversations and Collaborations - MHRA Working Papers in the Humanities, 9 (2015)

<http://www.mhra.org.uk/pdf/wph-9-1.pdf>

Berger, John. Ways of Seeing. Penguin 1972. <http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Writing for Media

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5ELEC5C | EC5 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To learn the basics of journalistic reporting, writing, and editing. |
| LO2 | To acquire basic skills in other forms of written communication. |
| LO3 | To learn how to use technology |
| LO4 | To reach, communicate with and increase your audience. |
| LO5 | To explore various branches of journalism. |

| UNIT | Details |
|------|---|
| I | Introduction to types of media, print electronic, digital writing, significance of media and social benefits. |
| II | Writing for the media - the basic principles - Style of media writing. |
| III | Types of media writing -1 News Reports - Interviews - Commentaries. |
| IV | Types of media writing -2 Reviews of Art, Literature, Film-Reporting Cultural Events. |
| V | Types of media writing - journalism in education, tabloid, investigative, developmental and photography. |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Recall the basics of reporting and writing for print media. | PO1 |
| CO2 | Report news keeping values and qualities of a good reporter. | PO1, PO2 |
| CO3 | Apply theoretical knowledge in writing reports, commentaries, reviews. | PO4, PO6 |
| CO4 | Distinguish between the different styles of Journalism and compose specific articles. | PO4, PO5, PO6 |
| CO5 | Apply various knowledge in regard to various branches of journalism. | PO3, PO8 |

Text Books

1. Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2. Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3. Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || English Language Teaching

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5ELEC6A | EC6 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To provide introduction to teaching and learning India |
| LO2 | To familiarize the essential components and concepts of language teaching |
| LO3 | To become familiar with the methods to teach LSRW skills |
| LO4 | To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition) |
| LO5 | To help the learner understand the role of technology in teaching English |

| UNIT | Details |
|------|---|
| I | Language Acquisition and Language Learning materials - Brian Tomlinson |
| II | Second Language Acquisition - Origin of some traditional teaching methods and approaches Teaching LSRW skills |
| III | Grammar Translation - Direct Method - Audio-Lingualism - The Structural Approach - The Communicative Approach - Humanistic Approaches |
| IV | Testing and Evaluation |
| V | Language Teaching and Lesson Planning |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Demonstrate a thorough knowledge of the place of English in India | PO1 |
| CO2 | Critically evaluate the issues connected with English Language Teaching. Understand the critical nuances of teaching language. | PO1, PO2 |
| CO3 | Exhibit the skill of teaching LSRW skills Identify the variety of materials available for language learning and teaching | PO4, PO6 |
| CO4 | Identify and describe the different methods of teaching English language. Understand the appropriate ways of assessing language skills | PO4, PO5, PO6 |
| CO5 | Display a working knowledge of the use of technology in ELT | PO3, PO8 |

Text Books

1. English Language Teaching: Principles and Practice – Dr. V. Saraswathi
2. A Handbook of Teaching English - Ed. Shardha Kaushik
3. Task Based Language Learning and Teaching- Rod Ellis, OUP
4. A Course in Language Teaching: Practice & Theory – Penny Ur
5. Aslam Mohammed, Teaching of English, Chand Publishers, 2017
6. The Routledge Handbook of Language Testing Edited By Glenn Fulcher, Luke Harding

Reference Books

1. Approaches and Methods: Jack C. Richards and Allan T. Rogers
2. Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971

Web Resources:

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)

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Literature and Environment

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|-----------------|------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T5ELEC6B | EC6 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To enable the learners to understand and address the connection between ecology, culture and literature. |
| LO2 | To introduce a few basic concepts and principles of Ecocriticism. |
| LO3 | To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns. |
| LO4 | To apply Ecocriticism to the reading of literary texts. |
| LO5 | To expose the learners to recent critical theories. |

| UNIT | Details |
|------|---|
| I | Definitions - Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oikopoetics |
| II | Cheryll Glotfelty - "Introduction" The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm |
| III | Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence - Snake Gary Snyder - Second Shaman Song Wislawa Szymborska - Conversation with a Stone |
| IV | Arundathi Roy - The Greater Common Good Rachel Carson - A Fable for Tomorrow |
| V | Amitav Ghosh - The Hungry Tide or Inez Barnay - Neem Dreams |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Demonstrate complex and various representations of Nature in Green Studies. | PO1 |
| CO2 | Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse. | PO2 |
| CO3 | Utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts. | PO4, PO6 |
| CO4 | Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature. | PO4, PO5, PO6 |
| CO5 | Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects | PO3, PO8 |

Text Books

1. The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm.
2. Amitav Ghosh – The Hungry Tide

3. Inez Barnay – Neem Dreams
4. Carson, Rachel. Silent Spring

Reference Books

1. Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered
2. Garrard, Greg. Ecocriticism: A New Critical Idiom
3. Nirmal Selvamony Ecocritism
4. Garrard, Greg. The Oxford Handbook of Ecocriticism
5. Contemporary Contemplations on Eco Literature by Suresh Fredrick

Web Resources:

What is Deep Ecology?: <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
 Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw
 WangariMaathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
 Rachel Carson Video Silent Spring Chapter I <https://www.youtube.com/watch?v=32Lj2DHaT4I>
 Walden A Documentary: <https://www.youtube.com/watch?v=ZpS5yxy8O0w>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern


Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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B.A. English Literature || THIRD YEAR || FIFTH SEMESTER || Syllabus

Semester V || Film Studies

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T5ELEC6C | EC6 | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To help students look closely into the relation between film and literature. |
| LO2 | Introduce learners to the various ways in which literature and the moving image diverge. |
| LO3 | Help the learners understand how each form makes their own claims to the narrative. |
| LO4 | Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory. |
| LO5 | Help learners gain perspective on literature's relationship with cinema |

| UNIT | Details |
|------|---|
| I | Introduction, Visual Language, Filmic Visual: Mise-en-Sceneism - Cinematography - Colour, Lighting, Camera work |
| II | Screen writing, One-line, plot, characterization, one-line scene order & treatment. |
| III | Film genres |
| IV | Critical understanding of films - Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives |
| V | Writing film reviews |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|----------|
| CO1 | Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies. | PO1 |
| CO2 | Familiarize with the inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. | PO1, PO2 |
| CO3 | Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide. | PO4, PO6 |
| CO4 | Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies. | PO1 |
| CO5 | Familiarize with the inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. | PO1, PO2 |

Text Books

1. Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: OUP, 1994.
2. Bill Nichols (ed), Movies and Methods: Vol.II: An Anthology. Calcutta: Seagull Books, 1985.

Reference Books

1. Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.
2. Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Core XIII || Literary Criticism

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6EL13 | Core CC13 | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To introduce various theoretical concepts from ancient of modern criticism |
| LO2 | To equip learners with ideas related to the theory and criticism of literary texts. |
| LO3 | To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas |
| LO4 | To help them think critically about a range of literary theories. |
| LO5 | To emphasize learners on the careful reading of primary theoretical texts as well to historical and social contexts. |

| UNIT | Details |
|------|--|
| I | Introduction - From Aristotle to Postcolonial |
| II | Philip Sidney - An Apology for Poetry |
| III | Mathew Arnold - A Study of Poetry |
| IV | S T Coleridge - Biographia Literaria - Chapter-I |
| V | T S Eliot - Tradition and Individual Talent |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|---------------|
| CO1 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories | PO1 |
| CO2 | Demonstrate an understanding of key concepts in literary Theory | PO1, PO2 |
| CO3 | Understand the meaning, significance, and value of specific literary theoretical works. | PO4, PO6 |
| CO4 | Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments. | PO4, PO5, PO6 |
| CO5 | Use literary theoretical concepts to develop your own interpretations of literary texts. | PO3, PO8 |

Text Books

1. A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2. Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016
3. Beginning Theory: A Introduction to Literary and Cultural Theory. 4th ed. Peter Barry

Reference Books

1. B. Rajan & A. G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2. S. Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3. D. J. Enright & E. D English Critical Texts, eds D. J. Enright & E. D. Kolkata: Oxford University Press, Chickera, 2017

Web Resources:

www.ksu.edu/english/eiselei/engl795.

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern


Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Core XIV || New Literatures in English

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|-----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6EL14 | Core CC14 | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To provide learners with an appreciation of writing and literature from global and personal perspectives |
| LO2 | To help learners cultivate a more complex understanding of their own culture(s), linguistic / communication practices, and perspectives in relation to others. |
| LO3 | To help them engage in imagination, critical inquiry and self-reflection |
| LO4 | To help them explore significant texts from diverse cultures and people in history |
| LO5 | To help learners understand how an author's own ideology shapes reality in their respective works |

| UNIT | Details |
|------|--|
| I | Derek Walcott (African) - A Far Cry from Africa Yasmin Goonaratne (South Asia / Sri Lanka) - Big Match Judith Wright (Australian) - The Company of Lovers E.J. Pratt (Canadian) - The Dying Eagle Allen Curnow (New Zealand) - House and Land |
| II | 1. NgugiwaThinong'o (African): The Language of African Literature. Chapter-1 from Decolonizing the minds, The Politics of Language in African Literature, pp 4-34 2. Aung San Suukyi (Burmese) Freedom from Fear http://www.uscampaignforburma.org/assk/sakharovessay.html . |
| III | Wole Soyinka (Africa) - The Lion and the Jewel |
| IV | Guan Moye (Mo Yan / Chinese) - Red Sorghum |
| V | Short Stories: Amy Hempel (Caribbean) - In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll's House |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies | PO1 |
| CO2 | Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention | PO1, PO2 |
| CO3 | Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues | PO4, PO6 |
| CO4 | Critically evaluate arguments and assumptions about postcolonial literature. | PO4, PO5, PO6 |
| CO5 | Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history | PO3, PO8 |

Text Books

1. The Doll's House and other Stories Katherine Mansfield
2. Reg Sorghum: Moyan
3. The Collected stories: Amy Hempel

Reference Books

1. Major voices in New Literature in English: Bishun Kumar Neha Arora
2. Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984
3. Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK. 1979
4. Walsh, William, Commonwealth Literature. OUP, UK, 1973

Web Resources:

<http://gardenofpraise.com/leaders.htm>
<http://www.pitara.com/magazine/people.asp>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit


 Signature of HoD.

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Core XV || Shakespeare

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|---------------|------------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T6EL15 | Core CC15 | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To make the students understand the socio cultural aspects of Elizabethan age. |
| LO2 | To facilitate learners with a deeper understanding of Shakespeare's plays |
| LO3 | To provide learners with an overview of Shakespeare's historical and political contexts |
| LO4 | To enable the learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves |
| LO5 | To facilitate the learners to analyze plot, characters, themes and stage craft of his plays |

| UNIT | Details |
|------|---|
| I | General Studies Shakespeare's Comedy - Shakespeare's Theatre and Audience - Fools and Clowns of Shakespeare - Tragedies of Shakespeare - Soliloquies of Shakespeare - Heroines of Shakespeare - Villains of Shakespeare - Sonnets of Shakespeare |
| II | Sonnet - 2, 17, 28, 56 and 121 |
| III | The Merchant of Venice - Detailed |
| IV | Macbeth - Non detailed |
| V | The Tempest - Non-detailed |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed | PO1 |
| CO2 | Show evidence of wider reading and a knowledge of Shakespeare scholarship. | PO1, PO2 |
| CO3 | Articulate ideas that identify, analyze and communicate principles and concepts of the plays | PO4, PO6 |
| CO4 | 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 | PO4, PO5, PO6 |
| CO5 | Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society | PO3, PO8 |

Text Books

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. New York, NY: Columbia University Press, 1949, pp.58-73; repr. in Shakespeare: Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]

Reference Books

1. Habicht, Werner. "Shakespeare and the German Imagination." In Shakespeare: World Views. 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.'" "Shakespeare Bulletin 16 / 4 (Fall, 1998)

Web Resources:

Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Translation: Basic Concepts and Practice

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELEC7A | EC7 | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To enable learners get an overview of translation concepts |
| LO2 | To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature. |
| LO3 | Gain exposure to some basic concepts related to Translation. |
| LO4 | Familiarize with some Important Institutions of Translation and their contributions |
| LO5 | Help learners get a knowledge on Translation Studies |

| UNIT | Details |
|------|--|
| I | Origin and Development of Translation in Global perspective |
| II | Origin and Development of Translation and its Present Scenario. |
| III | Important Institutions of Translation (some important Translators and their works) |
| IV | Basics of Translation and Translation Studies - An Introduction |
| V | Objectives and Importance of Translation |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Be able to explain the growth and development of Translation and some basic concepts related to it. | PO1 |
| CO2 | Be ready to discuss and define Translation Studies. | PO1, PO2 |
| CO3 | Familiarize and learn about the different types of books and the need for their translation. | PO4, PO6 |
| CO4 | Gain exposure to the field of translation studies and explore the dynamics of the field. | PO4, PO5, PO6 |
| CO5 | Learn about the use of translation and the methods of assessing the written concepts of translation. | PO3, PO8 |

Text Books

1. Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York
2. Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia
3. Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.

Reference Books

1. Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York

Web Resource

1. <https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO / PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Journalism and Mass Communication

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELEC7B | EC7 | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To impart the basic knowledge of Mass communication & Journalism and related areas of studies. |
| LO2 | To be acquainted with the principles of journalism and the importance of press laws. |
| LO3 | To understand the nuances of news and media |
| LO4 | To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. |
| LO5 | To train students to write for the newspaper, magazine and the Web |

| UNIT | Details |
|------|--|
| I | Definition: Principles and Ethics of Journalism - Print Journalism |
| II | Freedom of Press - Press Laws - Defamation - Libel - Contempt of court - Slanders - Copyright Law - Press Regulation Act - Law of Privileges |
| III | Reporting News - Role and Responsibilities of Reporter - Role and Duties of Editor |
| IV | Leads - Types of News - Straight Interpretive - Investigative - Scoop - Sting - Headlines - Editorial - Feature Writing - Personal Column - Reviews - Interviews and Press Conferences |
| V | Electronic and New Media Electronic Media - Radio, Television Emergence of New Age Media Role and Responsibilities |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|---|------------------|
| CO1 | Acquire the knowledge of the origin and development of the print, electronic and web media. | PO1 |
| CO2 | enhance the knowledge of growth of print, electronic and web | PO1, PO2 |
| CO3 | Analyze the significance of speech communication. | PO4, PO6 |
| CO4 | Exercise their knowledge in producing a creative journal | PO4, PO5, PO6 |
| CO5 | Analyze the social issues relevant to the society and sensitize through their professional skills in this field | PO3, PO8 |

Text Books

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

Reference Books

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.

Web Resources:

Media and Communication | Peer-reviewed Open Access Journal (cogitatiopress.com)

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit



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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Writing for the Web

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|-----------------|------------|----------|----------|----------|----------|----------|----------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| T6ELEC7C | EC7 | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives.

| | |
|-----|---|
| LO1 | Provide the learners an overall understanding of writing style required for web writing. |
| LO2 | Enable the learners to acquire various skills and sub skills required for web writing |
| LO3 | Help them understand the nuances of web-based writing and the role of creativity. |
| LO4 | Facilitate the learners to fine tune their writing skills with a focus on web- based writing. |
| LO5 | Enhance the learners' writing capacity by providing them practice with samples of texts that require improvement. |

| | |
|----------|---|
| Unit-I | Introduction to writing for the web - difference between traditional forms of writing and writing for the web - knowing the web and its domain - communicating through the web - User focus in web writing - Web content writing and creativity |
| Unit-II | Essential / Key messages for web writing - Key words - hyper links - plain language - guidelines for key words - the role of headlines and key vocabulary - first draft to the final draft - creative writing for the web |
| Unit-III | Effective writing for the web - Features / characteristics - Audience and purpose - headings / sub headings and labels for web based writing - common web writing techniques |
| Unit-IV | Content writing - style of web writing - interactive stories - imagery for content - accessibility - structuring the content - tone / voice of the language - nuances and strategies for web writing - best practices |
| Unit-V | Writing practice - Exercises for web-based writing - conversion of formal style of writing in to a web-based writing - role visual appeal in web-based writing - practice for web-based writing - general tips for writing on line |

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | be able to know the writing style required for the web | PO1 |
| CO2 | be able to make use of their writing skill to write a short note/piece of writing for the web. | PO1, PO2 |
| CO3 | be able to fine tune their creativity for web writing as well as to understand the minute/major details necessary for web writing be able to write independently for the web | PO4, PO6 |
| CO4 | be able to know the writing style required for the web | PO4, PO5, PO6 |
| CO5 | be able to make use of their writing skill to write a short note/piece of writing for the web. | PO3, PO8 |

Reference Books

1. Writing for the internet: A guide to Real Communication in virtual Space. Craig Baehr & Robert C. Schaller.
2. Kirstina Halvorson, Melissa Rach. Content Strategy for the Web
3. Writing for the Web. Lynda Felder

4. Hot text: web writing that works Jonathan Price, Lisa Price 2002
55. Content Writing hand book - Kounal Gupta 2020

Web Sources

<https://www.skillsyouneed.com/write/internet-writing.html>
<https://www.jimdo.com/blog/11-golden-rules-of-writing-website-content/>
<https://www.maastrichtuniversity.nl/support/communications-guide/writing/writing-internet>
<https://www.seattleu.edu/web/content/writing/>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit

Signature of HoD.

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Introduction to Comparative Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hr | Marks | | |
|--------------|----------|---|---|---|---|---------|----------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELEC8A | EC8 | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives:

| | |
|------|--|
| LO 1 | Graduates will be enabled to apply and assimilate the comprehensive knowledge of national literature, world literature, regional literature and general literature |
| LO 2 | Graduates will be enabled to know the influence and imitation incorporating study of comparative literature |
| LO 3 | Graduates can gain a comprehensive knowledge in the comparative study of various ages, era, movement terms, and other various school of studies |
| LO 4 | Graduates will be enabled to have a comprehensive knowledge on the literary terms of various genre studies |
| LO 5 | Graduates will be enabled to learn translation theories, thematology and definition. |

| | |
|----------|---|
| UNIT-I | Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, Schools of Comparative Literature, Definition of Comparative Literature, Scope of Comparative Literature, National Literature, World Literature, Regional Literature in the Indian Context |
| UNIT-II | Influence and Imitation - Periodization Movement, Genre Studies, Thematology, History of Comparative Literature |
| UNIT-III | Literature and other disciplines, Literature and other Arts |
| | Comparative Literary History - Problems, Periodization - Antiquity, Middle Ages, Modern /age, Different Terms: Age, Period, Epoch, Era, Movement terms - Generation, Movement, School, Trend, Literary Terms - Classicism, Romanticism, Expressionism, Impressionism |
| UNIT-IV | Genre Studies - International Perspective, Poetry - Epic, Lyric, Elegy, Idyll, Pastoral, Drama - Tragedy, Comedy, Tragi-comedy, Comedy of Manners, Prose Fiction, Short Fiction |
| UNIT-V | The Old Man and the Sea |
| | Thematology Theme, Motif - Definition Harry Levin's Views |

Text Books:

Ulrich Weisstein: Comparative Literature and other

Reference Books:

Arts Wellek & Warren: Theory of Literature

Part-II S.S.Prawar: Comparative Literatures

Web sources:

https://en.wikipedia.org/wiki/Comparative_literature

<https://tnou.ac.in/eslm/PG/MACOMPARATIVELITERATURE/MCL-1ST%20YEAR/MCL-12-%20Final%20Copy.pdf>

<https://www.learner.org/series/making-meaning-in-literature-a-workshop-for-teachers-grades-6-8/workshop-6-literature-art-and-other-disciplines/>

Course Outcomes: After the completion of the course, the students will:

| | |
|------|--|
| CO 1 | Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.) |
| CO 2 | Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices. |
| CO 3 | Use critical terminology and interpretive methods drawn from specific 20 th and 21 st century comparative and critical theories from multiple disciplines. |
| CO 4 | Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. |
| CO 5 | Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications. |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern


Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Popular Literature and Culture

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELEC8B | EC8 | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | To broaden the idea of literature and the concept of texts. |
| LO2 | To learn the difference between genre fiction and literary fiction. |
| LO3 | To make students gain an understanding of the folk roots of popular literature. |
| LO4 | To make students find a perspective into the debate between high and low cultures. |
| LO5 | To analyze the fantasy work that gains popularity. |

| UNIT | Details |
|------|--|
| I | Glover, David and Scott Mc Cracken - Introduction as an essay Felicity Hughes - Children's Literature: Theory and Practice, English Literary History. Vol. 45, 1978 |
| II | Brothers Grimm - The Juniper Tree - Adventure of the Speckled Band - Roald Dahl - Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters 13 to 15, Penguin 2013) |
| III | Satyajit Ray - Professor Shonku and the UFO - (from <i>The Mystery of Munroe Island and Other Stories</i> , Puffin Classics 2015) |
| IV | Herge: <i>Tintin in Tibet</i> (Hergé. Tintin in Tibet. London: Egmont. 2012) Somdev Bhatt: - The Story of Padmavati and Prince Vajramukti (Vikram - Betaal Story) |
| V | Anuja Chauhan: <i>The Zoya Factor</i> J. K. Rowling: <i>Harry Potter and the Philosopher's Stone</i> |

Course Outcomes: On completion of this course, students will;

| | | |
|-----|---|---------------|
| CO1 | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | PO1 |
| CO2 | Have an awareness of the major schools of thought in western philosophy. | PO1, PO2 |
| CO3 | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning. | PO4, PO6 |
| CO4 | Talk about some of the key figures in Philosophy. | PO4, PO5, PO6 |
| CO5 | Analyze and appreciate texts critically, from different philosophical perspectives. | PO3, PO8 |

Text Books

1. Chute, Hillary. - Comics as Literature. Reading Graphic Narrative. *PMLA* - Publications of The Modern Language Association of America. 123. 452-465. 2008.
2. Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

Reference Books

1. Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.
2. Gill, Rosalind & Herdieckerhoff, Elena. - Rewriting the romance: new femininities in chicklit? - *Feminist Media Studies* 6 (4). 2006.

WebResources

<https://documents.in/document/childrens-literature-55845ad6244ac.html>

(<http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>)

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | | 33 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | | 33 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | | 33 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | | 33 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | | 33 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || Philosophy for Literature

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELEC8C | EC8 | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| LO1 | Engage with the philosophy of literary representations. |
| LO2 | Give the students a historical overview of the major figures in philosophy |
| LO3 | Introduce to them some of the significant schools of thought that has influenced human perception. |
| LO4 | Inform students how an understanding of philosophy is vital to the reading of literature |
| LO5 | Analyze the philosophical thought |

| UNIT | Details |
|------|--|
| I | The World of Greeks - Heraclitus - Flux and the unity of opposites - Socrates - Nature of Poet and Rhapsode - Dialogue with Ion - Plato - Concept of Forms - Ideal vs Physical - Aristotle - Concept of Soul - Beauty - Art - Nature |
| II | Robert Frost - West-Running Brook - S T Coleridge - Kubla Khan - P B Shelley - Ozymandias, Keats - Endymion - (First 33 lines) (Aristotle's idea of soul beauty - art and nature) |
| III | Enlightenment and After - Rene Descartes - Rationalism - Dualism - Spinoza - idea of Nature and God - Pantheism - concept of substance and modes - Cartesian dualism vs Spinoza's monism - John Locke - Liberalism - Empiricism - Immanuel Kant - Transcendental Idealism - Edmund Husserl - Phenomenology - Karl Marx - Critique of Capitalist Society - Base and Superstructure |
| IV | Emily Dickinson - The Brain is wider than the Sky - (Debate the Cartesian mind body or material immaterial dualism), Walt Whitman - On the Beach at Night Alone - (Spinoza's pantheism), William Ross Wallace - The Liberty Bell (Locke's liberalism M and the turn of humanity), D. H. Lawrence - How Beastly the Bourgeois Is? - (Marx's idea of social 44 class) |
| V | Nihilism, Existentialism and Afterwards - Wallace Stevens. - Sad Strains of a Gay Waltz, - (Nietzsche's idea of nihilism and the death of god), W H Auden. Who's Who? - (Heidegger's idea of Dasein and Geworfenheit, - Being thrown in the world), Ted Hughes. - Hawk Roosting, - (ego that mediates the instinctual id and the critical super-ego), Maya Angelou. When I think of myself, - (deBeauvoir's concept of becoming) |

Text Books

1. Durrant, Will. *The Story of Philosophy*, Simon & Schuster, 1991.
2. Gaarder, Jostein. *Sophie's World: 20th Anniversary Edition*. Orion, 2015.

Reference Books

1. Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.
2. Gibson, John. *The Philosophy of Poetry*. Oxford UP, 2015.

Web Resources

- https://www.philosophybasics.com/general_what_is.html
https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

Course Outcomes: On completion of this course, students will:

| | | |
|-----|--|---------------|
| CO1 | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | PO1 |
| CO2 | Have an awareness of the major schools of thought in western philosophy. | PO1, PO2 |
| CO3 | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning | PO4, PO6 |
| CO4 | Talk about some of the key figures in Philosophy. | PO4, PO5, PO6 |
| CO5 | Analyze and appreciate texts critically, from different philosophical perspectives. | PO3, PO8 |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit

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B.A. English Literature || THIRD YEAR || SIXTH SEMESTER || Syllabus

Semester VI || PCS || Professional Competency Skill
English Literature for Competitive Examination

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| T6ELPC | PCS | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To build the knowledge of literary terms and theory in students. |
| LO2 | To enable the students to specialize in the fundamentals of English literature |
| LO3 | To improve the learning skills of students through various modes of testing. |
| LO4 | To enhance the ability to succeed in competitive exams. |
| LO5 | To provide an understanding of professional, ethical and social responsibilities. |

| Details |
|--|
| UNIT-I Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque. |
| UNIT-II Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision. |
| UNIT-III Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being |
| UNIT-IV Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower |
| UNIT-V Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth |

Course Outcomes: On completion of this course, students will;

| | | |
|-----|---|---------------|
| CO1 | Remember the literary terms forms and theories | PO2 |
| CO2 | Recognize the different periods of English literature | PO1, PO2 |
| CO3 | Identify the various trends and culture and its influence on English Literature | PO3, PO6 |
| CO4 | Aware of the social, political and cultural issues and its reflections in literature. | PO4, PO5, PO6 |
| CO5 | Interpret any literary piece of work | PO7, PO8 |

Text Books

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)

Reference Books

1. A Dictionary of Literary Terms, Cuddon. A (Penguin)
2. The Post-Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

Web Resources:

https://onlinecourses.nptel.ac.in/noc20_hs19/preview
<https://www.luminarium.org/>
<https://poemanalysis.com/genre/absurd/>
<https://www.bl.uk/medieval-literature/articles/dream-visions>
<https://www.britannica.com/topic/Great-Chain-of-Being>

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | S | S | S | M | S | M |
| CO2 | M | S | S | S | M | S | S | M | M | M |
| CO3 | S | S | S | M | S | S | S | M | S | M |
| CO4 | S | S | S | S | S | S | S | M | M | M |
| CO5 | S | M | S | S | S | S | S | M | M | S |

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

Question Paper Pattern


Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


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