

B. A. ENGLISH LITERATURE

OBJECTIVES:

- To provide students with an opportunity to hone language, and communication skills for employability.
- To assist students in the development of intellectual dynamism, creativity, and cultural literacy.
- To develop empathy and deeper understanding of humanitarian concern for ethical living.

PROGRAMME SPECIFIC OUTCOMES:

On the successful completion of the program, B.A., English Literature, the students will be able to:

- PSO1: Cultivate language skills at a perceivable level for effective communication and employability.
- PSO2: Acquire knowledge of British, American, Commonwealth and other new literatures across the ages.
- PSO3: Discern appropriate strategies of textual interpretation of different literary genres.
- PSO4: Acquire higher order thinking skills.
- PSO5: Be aware of the causes and effects of social, political, and cultural ideologies through literature.
- PSO6: Acquire a sense of social commitment.
- PSO7: Shape their personality traits with moral and ethical behaviour.
- PSO8: Transfer academic accomplishment into life skills.
- PSO9: Gain knowledge on a par with regional, national, and global needs.
- PSO10: Face the challenges of the competitive world and choose the right career for themselves.

Government Arts College (Autonomous), Salem – 636 007

PG & Research Department of English

Course Structure for B.A. English Literature from 2022-2023 onwards

S. No	Part	Course code	Course Name	H o u rs	Cre dits	Marks		Max
						IA	SE	
SEMESTER – I								
1	I	22FTL01	Language – I : Tamil	5	3	25	75	100
2	II	22FEL01	Communicative English-I	5	3	25	75	100
3	III	22UEL01	Core Course I : British Literature - I	6	4	25	75	100
4	III	22UEL02	Core Course II : Indian Literatures in English	5	4	25	75	100
5	III	22AEL01	Allied – I : Social History of England	5	4	25	75	100
6	IV	22AECC1	AECC -I: Value Based Education	2	2	25	75	100
7	IV	22UPE01	Professional English-I	2	4	50	-	50
TOTAL				30	22			650
SEMESTER – II								
1	I	22FTL02	Language -II : Tamil - II	5	3	25	75	100
2	II	22FEL02	Communicative English-II	5	3	25	75	100
3	III	22UEL03	Core Course III : British Literature -II	6	4	25	75	100
4	III	22UEL04	Core Course IV : American Literature – I	5	4	25	75	100
5	III	22AEL02	Allied – II : Literary Forms and Terms	5	4	25	75	100
6	IV	22AECC2	AECC-II: Environmental Studies	2	2	25	75	100
7	IV	22UPE02	Professional English-II	2	2	50	-	50
TOTAL				30	22	--	--	650

CUM-TOTAL					44			1300
SEMESTER - III								
1	I	22FTL03	Language – III : Tamil - III	5	3	25	75	100
2	II	22FEL03	Foundation English – I:	5	3	25	75	100
3	III	22UEL05	Core Course V : American Literature - II	6	4	25	75	100
4	III	22UEL06	Core Course VI : Commonwealth Literature	5	4	25	75	100
5	III	22AEL03	Allied – III: History of English Literature - I	5	4	25	75	100
6	IV	22UELS1	Skill Enhancement Course I: Presentation Skills	2	2	25	75	100
7	IV	22UELN1	Non-Major Elective Course I: Academic Skills - I	2	2	25	75	100
8	V	22EXAT1	Extension(Community Service)* : National Cadet Corps	(Self Study)	2		100	100
		22EXAT2	Extension(Community Service)* : National Social Service					
		22EXAT3	Extension(Community Awareness)* : Indian Heritage and Culture					
		22 EXAT4	Extension(Community Awareness)* : Public Health and Personal Hygiene					
TOTAL				30	24			800
CUM-TOTAL					68			2200
SEMESTER - IV								
1	I	22FTL04	Language – IV : Tamil	5	3	25	75	100
2	II	22FEL04	Foundation English – II	5	3	25	75	100
3	III	22UEL07	Core Course VII : Indian Literature in English Translation	6	4	25	75	100
4	III	22UEL08	Core Course VIII : World Classics	5	4	25	75	100
5	III	22AEL02	Allied – IV: History of English Literature - II	5	4	25	75	100

6	IV	22UELS2	Skill Enhancement Course II: Tourism and Travel Writing	2	2	25	75	100
7	IV	22UELN2	Non-Major Elective Course – II: Academic Skills - II	2	2	25	75	100
8	IV	22AEEC1	Ability Enhancement Elective Course I : Gandhian Thoughts	(Self Study)	2		100	100
		22AEEC2	Ability Enhancement Elective Course I : Human Rights					
		22AEEC3	Ability Enhancement Elective Course I : Business Start up Fundamentals					
		22AEEC4	Ability Enhancement Elective Course I : Professional Ethics & Cyber Netiquette					
TOTAL				30	24			800
CUM-TOTAL					92			2900
<u>SEMESTER – V</u>								
1	III	22UEL09	Core Course IX : Shakespeare	5	5	25	75	100
2	III	22UEL10	Core Course X : Comparative Literature	5	5	25	75	100
3	III	22UEL11	Core Course XI: Dalit Literature	5	4	25	75	100
4	III	22UEL12	Core Course XII: Introduction to Literary Criticism	5	4	25	75	100
5	III	22UELM1	Major Based Elective I : Advanced English Grammar	4	4	25	75	100
		22UELM2	Major Based Elective II : English Language Teaching					
6	III	22UELM3	Major Based Elective III- Myth in Literatures	4	4	25	75	100
		22UELM4	Major Based Elective IV : Digital Literature					
7	IV	22UELS3	Skill Enhancement Course III : Introduction to Journalism and Mass Communication	2	2	25	75	100
TOTAL				30	28		340	700
CUM-TOTAL					120			3600
<u>SEMESTER – VI</u>								

1	III	22UEL13	Core Course XIII: Women's Writing	5	5	25	75	100
2	III	22UEL14	Core Course XIV: Life Writing	5	5	25	75	100
3	III	22UEL15	Core Course XV: Language and Linguistics	5	4	25	75	100
4	III	22UELM5	Major Based Elective V : Functional English	4	4	25	75	100
		22UELM6	Major Based Elective VI : Children's Literature					
5	III	22UELM7	Major Based Elective VII: Post Colonial Literature	4	4	25	75	100
		22UELM8	Major Based Elective VIII: Juvenile Writing					
6	III	22UELPR	Project work(Group/Individual)	5	8	25	75	100
7	IV	22UELS4	Skill Enhancement Course IV : English For Competitive Examinations	2	2	25	75	100
TOTAL				30	32			700
CUM-TOTAL					152			4300

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM-7
(AFFILIATED TO PERIYAR UNIVERSITY)
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH
B.A. ENGLISH – SYLLABUS

(For the candidates admitted from the academic year 2022-2023)

UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER I

Core Course – I: British Literature I (From 15th to 18th Century)

Course code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credit
22UEL01	British Literature I (From 15 th to 18 th Century)	90	-	-	4

Course Objectives:

- To introduce students some relevant literary terms and important concepts of the different periods of study.
- To familiarize students with the choicest texts in different genres of noted writers.
- To associate students with the aesthetic and pragmatic values of the prescribed texts.
- To make students acquaint with the various writing styles of the writers.
- To inculcate in the students the language structures and the values of life advocated in the texts.

Unit -I: Introduction to Age and Literary Style (18 Hours)

The General Features of - The Age of Chaucer (Renaissance), The Elizabethan Age, The Puritan Age, The Age of Restoration, The Neo-Classical Age (Augustan) and The Romantic Age.

Literary Style: Ballads, sonnets, allegory, mystery & Miracle plays, Metaphysical, Epic, Mock-epic, Humours, Heroic Couplet, Realism, Sentimental and Anti sentimental comedies.

Unit - II: British Prose (18 Hours)

Francis Bacon – Of Studies

Joseph Addison – Sir Roger at Home

Charles Lamb – Dream Children; A Reverie

William Hazlitt – On Going a Journey

Unit -III: British Poetry (18 Hours)

Edmund Spenser – Amoretti Sonnet -75, (One day I wrote her name upon the strand)

William Shakespeare – Sonnet 116, (Let me not to the marriage of true minds)

John Milton – How soon hath Time, the subtle thief of youth

John Dryden – A Song for St. Cecilia's Day (1687)

William Wordsworth – I Wandered Lonely as a Cloud (daffodils)

Unit -IV: British Fiction (18 Hours)

Charles Dickens – Great Expectations

Unit -V: British Drama (18 Hours)

Christopher Marlowe – Dr. Faustus

Texts:

1. A Glossary of Literary Terms by M H. Abrams.
2. English Essays: A Representative Anthology – W. Cuthbert Robb
3. The Winged Word (An Anthology of Poems for Degree Course), David Green.
4. Great Expectations, Charles Dickens in 3 volumes, London: Chapman and Hall.
5. Christopher Marlow's Tragedy of Dr. Faustus by Wilhelm Wagner, London: Longmans Green and Co.

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Understand the nuances of literary terms and their usage in literary texts	Understand
CO2	Appreciate and analyse poems from a critical perspective	Apply and Analyse
CO3	Develop the life skills through drama and narrative skills from novel	Create
CO4	Distinguish the different cultural politics and imbibe the distinguished cultural values	Analyse
CO5	Evaluate and examine questions concerning class, race, and gender and apply in real life contexts	Evaluate

Mapping With Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	M	L	M		M			
CO2	S	L	S							
CO3	S	L			M			S		
CO4						M	M			L
CO5							M	S	M	M

S- Strong;

M-Medium;

L-Low

Core Course – II: Indian Literatures in English

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL02	Indian Literatures in English	75	-	-	4

Course Objectives:

- To introduce students to the Indian literary background.
- To make students understand the various features of Indian Literature in English.
- To aid students to understand the impact of the Indian writers and their works to the society.
- To inculcate the spiritual values and importance of self- realization in students.
- To get a glimpse of the regional literatures translated in English.

Unit - I: Poetry (15 Hours)

Rabindranath Tagore – Gitanjali Verse No. XXXVI

Sarojini Naidu – Coromandel Fishers

A.K. Ramanujan – Small Scale Reflections on a Great House

Mamta Kalia's – Tribute to Papa

Unit- II: Prose (15 Hours)

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

Mahatma Gandhi – My Experiments with Truth (Part 5)

Unit - III: Short Story (15 Hours)

Jhumpa Lahiri – The Interpreter of Maladies (3rd short story)

Raji Narasimhan – Marriage of Bela

Unit - IV: Drama (15 Hours)

Rabindranath Tagore - Muktaadhara

Unit - V: Fiction (15 Hours)

R. K Narayan – Swami and his Friends

Texts :

Twenty Indian Poems – Edited by Arvind Krishna Mehrotra

Web Sources:

tagoreweb.in/Render/ShowContent.aspx?ct=Verses&bi...

<https://allpoetry.com/The-Coromandel-Fishers>

<https://www.poemhunter.com/poem/small-scale-reflections-on-a-great-house/>

<https://www.cse.iitk.ac.in/users/amit/.../kalia-1970-tribute-to-papa.html>

books.jakhira.com/2015/01/wings-of-fire.html

www.mkgandhi.org/ebks/gandhiebooks.htm

https://sites.google.com/.../ebook-pdf/PDF_Online_Interpreter_of_Maladies__Read_Unlimited_eBooks_and_Audiobooks_By_Jhumpa_Lahiri...

bishnupurhighschool.weebly.com/.../r._k._narayan_swami_and_friends.pdf

www.indianetzone.com

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop clear idea about Indian writing	Create
CO2	Appreciate the Indian culture reflected in literature	Analyze and Apply
CO3	Enhance the spiritual refinement in human life	Evaluate and Create
CO4	Trace knowledge of the varied and rich cultural heritage of India	Understand
CO5	Apply knowledge to understand individual and social behaviour	Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			S			S	S		
CO2	S		S	S		L		M		
CO3	M		L							
CO4	S			S		M				
CO5				M			S		S	S

Strong - S

Medium - M

Low - L

Allied I: Social History of England

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22AEL01	Social History of England	75	-	-	4

Course Objectives:

- To provide students with social, historical and political background of England.
- To introduce the students with the various invasions, conquests and reigns of England.
- To familiarize students with different wars, revolutions, movements and its impact on England.
- To create awareness about varied scientific, technological developments and enhancements.
- To aid students to have a better understanding of social, historical and political context of the literary texts.

Unit - I: (10 Hours)

The Renaissance

The Reformation and the Counter Reformation

Unit -II: (10 Hours)

Puritanism

Colonial Expansion

Unit -III: (18 Hours)

The Age of Queen Anne

Hanoverian England

The Industrial Revolution

The Agrarian Revolution

The Rise of Methodism

The American War of Independence

Unit - IV: (18 Hours)

The Effects of French Revolution

The Victorian Age

The Reform Bill

The Development of Transport and Communication.

The Development of Education in 19th Century

Unit –V: (19 Hours)

The Two World Wars
Social Security and the Welfare State
Coldwar Life between 60's and 70's.
Trade Unionism
Origin and Development of Political Parties
Contemporary England

Texts:

(1). Ashok, Padmaja. The Social History of England (Second edition), The Orient Blackswan. India. 2018.

Refernce(s):

- (1). Xavier A. G., An Introduction to the Social History of England. Viswanathan S., Printers & Publishers Pvt Ltd., 30 May, 2009.
- (2). Trevelyan G. M., The English Social History, Penguin UK, London. 3 March, 1987.

Web Sources:

xuphol.com/social-history-of-england-by-xavier-pdf-free-download

www.bookyards.com/en/book/details/14845/English-Social-History

www.ocf.berkeley.edu/stonerjw/brit_his.html

www.Libguides.bodleian.ox.ac.uk.com

www.brookes.ac.uk

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Acquire knowledge about the social, historical and political background of England.	Demonstrate
CO2	Gain awareness about the various invasions, conquests and reigns of England.	Understand and Analyse
CO3	Analyse the impact of wars, revolutions and social movements on society	Evaluate
CO4	Enhance the knowledge of the varied scientific and technological developments	Understand and Apply
CO5	Analyse and apply these background informations in interpreting and understanding a literary text	Analyse and Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		S		M	S	S			S	
CO2				S	S	S			M	
CO3	S		S	M	S	S	M			
CO4				S		M			S	
CO5	S	S	S	S	M			M	S	S

Strong - S

Medium - M

Low - L

Semester-II

Core Course: III - British Literature - II (19th and 20th Century)

Course Code	Course Name	Lecture (L)	Tutorial(T)	Practical (P)	Credit
22UEL03	British Literature - II (From 19 th to 20 th Century)	90	-	-	4

Course Objectives:

- To introduce students to the various representative writers of British Literature.
- To make the students understand the Zeitgeist of the periods in British Literature.
- To familiarise students with the different literary forms/genres in England.
- To provide the students a complete evolutionary spectrum of British Literature.
- To enhance the students' creative and critical skills in the classroom atmosphere.

Unit- I: Introduction to the Victorian Age and the 20th Century and Literary Styles

(18 Hours)

Literary Tendencies of the Victorian Age and the Twentieth Century.
Literary Style - Imagism-Symbolism-Stream of consciousness-Impressionism and Expressionism.

Unit-II: British Prose (18 Hours)

Oscar Wilde - The Selfish Giant

G.K. Chesterton - On Running after One's Hat

E.M. Forster - What I Believe

J.B. Priestley - Travel by Train

A.G. Gardiner - On the Rule of the Road

Unit-III: British Poetry (18 Hours)

Lord Tennyson - Break, Break, Break

Matthew Arnold - Dover Beach

G.M. Hopkins - Thou Art Indeed Just, Lord

W. B. Yeats - A Prayer for My Daughter

T.S. Eliot - Journey of the Magi

Unit-IV: British Fiction (18 Hours)

George Orwell - Animal Farm

Unit-V: British Drama (18 Hours)

Bernard Shaw -Pygmalion

Texts:

1. History of English Literature by Edward Albert
2. Selected Prose for Degree Classes by K.P.K. Menon
3. An Anthology of Popular Essays and Poems Edited by A.G.Xavier
4. 20th Century Poetry & Poetics (4th Edition) Edited by Gary Geddes
5. Animal Farm by George Orwell. Penguin Books.2008.
6. Pygmalion by G.B.Shaw. Penguin Classics.2003.

Book(s) for Reference:

A Guide to Twentieth Century Literature in English .Edited by Harry Blamiers.
Routledge Publications.1983

Web Sources:

www.studocu.com

www.infoplease.com

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Acquire cultural ethos from the readings	Demonstrate
CO2	Appreciate the literary works of different writers from a literary perspective	Apply
CO3	Enhance their creative skills by understanding the different dimensions of British	Evaluate
CO4	Internalise the manners and ethical norms of the enterprising British Literature	Outline
CO5	Analyse and apply knowledge in realistic situations	Analyse

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	M	L	M					
CO2		M	M	L	M				L	
CO3		M	M	L		L	L			
CO4					M	M	S	L		
CO5					M	L		M	L	M

S- Strong

M-Medium

L-Low

Core Course IV: American Literature – I (Prose & Poetry)

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UEL04	American Literature – I (Prose & Poetry)	75	-	-	4

Course Objectives:

- To familiarise students with culture and lifestyle of American people and literature with additional emphasis to Native American and African American writings.
- To educate students to understand the creativity of Native American, African American and Post-Modern American prose and poetry.
- To introduce students to the representative writers from all over America.
- To create awareness among students about the different social and literary movements and their impact on literature.
- To provide students with necessary creative and critical faculties in an academic environment.

UNIT- I: Introduction (15 Hours)

A short introduction to American Literature - Early American Poetry – Transcendentalism – American Realism - Harlem Renaissance – Beat Poets

UNIT - II: American Poetry (15 Hours)

Walt Whitman – O Captain! My Captain!

Robert Frost – Desert Places

Emily Dickinson – I felt a Funeral in my Brain

Wallace Stevens – Of Modern Poetry

UNIT- III: Ethnic & African American Poetry (15 Hours)

Louise Erdrich – I Was Sleeping Where the Black Oaks Move

Langston Hughes – Mother to Son

Allen Ginsberg – A Supermarket in California

Leroi Jones – An Agony. As Now

UNIT - IV: American Prose (15 Hours)

Emerson	-The American Scholar
Thoreau	- Civil Disobedience
Henry James	- The Art of Fiction

UNIT- V: Ethnic & African American Prose (15 Hours)

Friedrich Douglass	- Narrative of the Life of Frederick Douglass Chapters (1 to 4)
N. Scott Momaday	- <i>from</i> The Way to Rainy Mountain (Introduction, IV, XIII, XVII, XXIV, Epilogue) Rainy Mountain

Texts:

1.

https://en.wikipedia.org/w/index.php?title=American_literature&oldid=1004302881

[\(Unit-I\)](#)

2. *Four Centuries of American Poetry* Ed. Mohan Ramanan. MacMillan India Limited 1996.(Unit-II)

3. Louise Erdrich, "I Was Sleeping Where the Black Oaks Move" from *Original Fire: Selected and New Poems* HarperCollins Publishers Inc, 2003 (Unit III)

4. Langston Hughes, "Mother to Son" from *The Collected Works of Langston Hughes*. University of Missouri Press (BkMk Press), 2002 (Unit III)

5. Allen Ginsberg, "A Supermarket in California" from *Collected Poems 1947-1980* HarperCollins Publishers, Inc. 1984 (Unit III)

6. Amiri Baraka, "An Agony. As Now." from *The Dead Lecturer*. Grove/ Atlantic Inc. © 1964. (Unit III)

7. William J.Fisher Samuelson et al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publishing House (pvt ltd) New Delhi. 1970 (Unit IV)

8. *Narrative of the Life of Frederick Douglass: Full Text* | SparkNotes (Unit V)

Book(s) for Reference:

1.Norton Anthology of American Literature Volume E

2.*Four Centuries of American Poetry* Ed. Mohan Ramanan. MacMillan India Limited 1996.

3. Kathryn Vanspanckeren *An Outline of American Literature* published by The United States Department of State 1994

Web Sources:

1. <https://www.poetryfoundation.org/poems>
2. <https://www.sparknotes.com/lit/narrative/full-text/> Narrative of the Life of Frederick Douglass
3. <https://www.blackhistory.mit.edu/archive/transcript-devil-girl-mars-why-i-write-science-fiction-octavia-butler-1998>

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Demonstrate the cultural contexts of American literature	Understand
CO2	Apply the American spirit of freedom	Apply
CO3	Evaluate the ethical values of humanism and also of discrimination	Evaluate
CO4	Outline the American literary history	Remember
CO5	Analyse and evaluate the real-life challenges through the course content.	Analyse

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		S	L		S	L				
CO2		S		L	M	M	L		L	
CO3	L				S	L	S			L
CO4		S	M		M	L			M	
CO5	L		L			M	M	S		S

S- Strong;

M-Medium;

L-Low

Allied - II: Literary Forms and Terms

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22AEL02	Allied - II: Literary Forms and Terms	75	-	-	4

Course Objectives:

- To introduce and familiarize the basic literary forms and terms, for the understanding of literary texts.
- To educate students to understand the set norms and notions of creativity in various genres like prose, poetry, drama, and fiction.
- To correlate representative writers from all genres of literature.
- To distinguish the numerous literary devices that embellish a work of art.
- To make use of different Literary Forms and Terms which form the basic stylistics of literary texts.

Unit - I: Poetry (15 Hours)

Origin and Development of Poetry

Classification of Poetry – Subjective and Objective - The Ballad, The Epic, The Ode

Terms: Metaphor, Allusion, Blank Verse, Simile.

Unit - II: Poetry (15 Hours)

The Heroic Couplet, Terza Rima, Spenserian Stanza.

The Sonnet, Elegy, Dramatic Monologue.

Terms: Metre, Rhyme, Allegory, Paradox, Onomatopoeia, Oxymoron, .

Unit- III: Prose (15 Hours)

Origin of Prose, Essay, Short Story, Biography, Autobiography, Satire,

Terms: Epigram, Ambiguity, Colloquialism, Imagery, Irony.

Unit - IV: Drama (15 Hours)

Origin of Drama, Morality and Miracle Plays, Comedy, Tragedy, One Act-Play, Anti-Sentimental Comedy.

Terms: Three Unities, Aside, Tragic Flaw, Climax, Dramatic Irony, Soliloquy, The Interlude, Melodrama, Round Character, Flat Character, Poetic Justice.

Unit - V: Fiction (15 Hours)

Origin of Novel, Historical Novel, Picaresque Novel, Detective Novel, Social Novel, Science Fiction, Travelogue.

Terms: Stream of Consciousness, Retribution and Redemption, Nemesis.

Texts:

B. Prasad: A Background of the Study of English Literature – MacMillan.

M.H. Abram's: A Glossary of Literary Terms- MacMillan.

Book(s) for Reference:

Cuddon J. A. and M. A. R. Habib, The Penguin Dictionary of Literary Terms and Literary Theory. Penguin Books; 5th ed.1 Sept., 2015.

Web Sources:

www.ohio.edu/people/hartleyg/ref../abrams_mh.pdf

www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf

www.Glossary_of_Literary_Terms_prose.pdf.com

mycampus.nationalhighschool.com/.../iText/ebook/.../0.../liteterm.pdf

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Define and explain different literary terms and forms	Remember and Understand
CO2	Acquire knowledge of the genres of literature	Understand
CO3	Enhance and explore the elements of different genres of literature.	Create
CO4	Compare and contrast works of art	Analyse
CO5	Apply the basic stylistics of literary texts in original writings	Apply and Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	L		S	M				M	L	
CO2	L	M	S	M			L	S	S	L
CO3		M	S	L	M			L	L	
CO4	S	S	S	S	S	M	M	M		
CO5	S	M	S	S	S	L	S	S		S

S- Strong;

M-Medium;

L-Low

SEMESTER III
Core Course: American Literature – II Drama & Fiction

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UEL05	American Literature – II Drama & Fiction	90	-	-	4

Course Objectives:

- To create awareness among students about the different social and literary movements and their impact on American literature.
- To educate students to understand the creativity of Native American, African American and Post-Modern American drama and fiction.
- To provide students with necessary creative and critical faculties in an academic environment.
- To stimulate students to the discipline of American drama and fiction and its basic concepts, its specific perspectives and purposes.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy in American drama and fiction.

UNIT- I: Introduction (15 Hours)

Civil War – American Romanticism – Great Depression – American Dream– Expressionism - Absurdism – Post Modernism

UNIT- II: Drama (20 Hours)

Eugene O'Neill – Emperor Jones

Edward Albee – Who's Afraid of Virginia Woolf

UNIT- III: One Act Plays (20 Hours)

Tennessee Williams – Suddenly Last Summer

Arthur Miller – A View from the Bridge

UNIT- IV: Short Stories (15 Hours)

O Henry – The Ransom of Red Chief

Edgar Allan Poe – Some Words with a Mummy

Ernest J. Gaines -The Sky is Gray

UNIT -V: Fiction (20 Hours)

Hawthorne - Scarlet Letter

Hemingway - Farewell to Arms

Texts:

1. https://en.wikipedia.org/w/index.php?title=American_literature (Unit-I)

2. 20th Century American Literature - Shivaji

University.PDF [http://www.unishivaji.ac.in › uploads › distedu](http://www.unishivaji.ac.in/uploads/distedu) (Unit-I)

3. Norton Anthology of American Literature Ed. Nina Baym (Unit II, III)

4. William J. Fisher Samuelson et al. American Literature of the Nineteenth Century: An Anthology. Eurasia Publishing House (pvt ltd) New Delhi. 1970.

Book(s) for Reference:

1. The Oxford Encyclopedia of American Literature by Jay Parini, ed. Call Number: PS22 .E537 2004 (Electronic resource)

2. A Description and an Analysis of The Bibliography of American Literature (Philadelphia: Pennsylvania Historical Survey, 1941), by Edward Hayes O'Neill and Pennsylvania Historical Survey

3. The American Bookseller's Complete Reference Trade List, and Alphabetical Catalogue of Books (with an article on copyright by Washburn; Claremont, NH: S. Ide, 1847), ed. by Alexander Vietts Blake, contrib. by Peter T. Washburn

4. PAL (Perspectives in American Literature): A Research and Reference Guide (electronic edition), by Paul P. Reuben (HTML at paulreuben.website)

5. The Cambridge History of English and American Literature: An Encyclopedia in Eighteen Volumes, ed. by Adolphus William Ward, A. R. Waller, William P. Trent, John Erskine, Stuart Pratt Sherman, and Carl Van Doren (HTML at Bartleby)

Web Sources:

1. https://en.wikipedia.org/w/index.php?title=American_literature&oldid=100430288

2.https://archive.org/stream/ransomofredchief00henruoft/ransomofredchief00henruoft_djvu.txt<https://poestories.com/read/mummy>

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Acquire cultural tenets from the readings.	Understand
CO2	Appreciate the literary works of different writers from a literary perspective.	Analyse
CO3	Infer the manners and ethical norms of American literature	Evaluate
CO4	Enhance their creative skills by understanding the different dimensions of American literature.	Evaluate and Create
CO5	Employ the literary knowledge in realistic situations.	Evaluate and Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S			S					
CO2	L		M	S	M					
CO3		L	S	S	S					M
CO4					S	S	M	M		
CO5			L			M	M	S	S	M

S- Strong;

M-Medium;

L-Low

Core Course: VI - Commonwealth Literature

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UEL06	Commonwealth Literature	75	-	-	4

Course Objectives:

- To Understand and analyse the poetry of Commonwealth writers, to evaluate central themes and shared experiences.
- To make students understand that Commonwealth Literature is used to cover the literary works from territories that were once part of the British Empire.
- To acquaint students with the literatures other than British and American.
- To make students empathize with the Post-Colonial stance.
- To enable learners to understand and appreciate various cultures and traditions.

Unit - I: Poetry (15 Hours)

Michael Dei-Anang - Africa Speaks
Judith wright - Nigger's Leap, New England
Gabriel okara - The Mystic Drum
Margaret Atwood - This is a Photograph of me

Unit - II: Short Story (10 Hours)

Chinuna Achebe - Civil Peace
Siddhartha Gigoo - The Umbrella Man

Unit - III: Prose (20 Hours)

Ngugi waThiong'o - Decolonizing the mind
ThanthaiPeriyar - Chastity
Valluvar and Chastity
Masculinity must be Destroyed for Women's Liberation

Unit - IV: Drama (15 Hours)

Wole Soyinka - The Lion and the Jewel

Unit - V: Fiction (15 Hours)

Michael Ondaatje - The English Patient

Texts :

1. Gigoo, Siddhartha. The Umbrella Man. Rupa publications: India, 2016.
2. Thiong'o, Ngugi wa. Decolonising the Mind. East African Educational: Nairobi, 2004.
3. Periyar, Why were Women Enslaved? The Periyar Self-Respect Propaganda Institution, Chennai. 2007, www.dravidianbookhouse.com
4. Soyinka, Wole. The Lion and the Jewel. Surjeet publications: India, 2019.
5. Ondaatje, Michael. The English Patient. Bloomsbury: UK, 2018.

Book(s) for Reference:

1. Thieme, John. Ed. The Arnold Anthology of Post-Colonial Literature in English. London: Hodder Arnold.
2. Atwood, Margaret. Selected Poems 1965-1975. Massachusetts: Houghton Mifflin Company, 2000.
3. Periyar, Thanthai. Why were Women Enslaved?. The Periyar Self-Respect Propaganda Institution, Chennai, 1942.
4. Thiong'o, wa Ngugi. Decolonising the Mind. East African Educational Publishers, London.

Web Sources

1. <https://afrolegends.com/2015/03/.../my-africa-by-michael-dei-anang/>
2. <https://allpoetry.com/Niggers-Leap,-New-England>
3. <https://www.lrb.co.uk/.../ad-hope/ad-hope-reflects-on-the-advent-of-australian-literatures>
4. https://books.google.com/books/about/The_Lion_and_the_Jewel.html?id...
5. <https://www.amazon.in/Umbrella-Man-single-Siddhartha-Gigoo-ebook/dp/B01CJZU53U>

Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	The Learner will identify the different themes and characteristic of commonwealth poetry.	Remember
CO2	To distinguish the themes and traditions of commonwealth literature	Understand
CO3	Empathise with the social condition due to colonization	Analyse
CO4	Critically evaluate the prevalent issues through the prescribed texts.	Evaluate
CO5	Develop employability skills enhance teaching, analytical and creative writing skills and help in the preparation for competitive exams.	Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		M		S		S	M	
CO2	S	S		S	M	S		L		S
CO3	M		L	M	S		L	S	M	S
CO4	S	M	L	M		M				
CO5	S	M	S	S	S	S				S

S-Strong

M-Medium

L-Low

Allied III: History of English Literature – I

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22AEL03	History of English Literature – I	75	-	-	4

Course Objectives:

- To educate students to understand the literary output of British writers in English Language.
- To familiarise students with the basic knowledge on the evolution and growth of British Literature.
- To introduce the students to the representative writers of different ages of the history of English Literature in a sequential order from the Pre-Elizabethan Age to the Augustan Age.
- To create awareness among the students about the Zeitgeist of the ages and its impact on British Literature.
- To provide students with necessary aesthetic and critical faculties in an academic ambience.

Unit-I: Pre-Elizabethan Age (up to -1580) (15 Hours)

Chaucer and his poetry-Langland and Gower

Translators of the Bible-Wycliffe, Tyndale and Coverdale

Prose of the period -Sir Thomas Malory, Thomas More and the Holinshed Chronicles.

Drama- Mystery and Miracle plays, Morality plays and regular Tragedy and Comedy.

Unit-II: The Elizabethan Age (1580-1603) (15 Hours)

Poetry-Edmund Spenser and his Poetry,

Elizabethan Sonneteers,

Drama-University Wits-William Shakespeare and Ben Jonson

Prose-Francis Bacon

Unit-III: The Puritan Period (1603-1660) (15 Hours)

Poetry- John Donne and Metaphysical School of Poetry-John Milton and his contribution to English Poetry-The Pioneers of Classicism: Cowley, Denham and Walker.

Prose: The Authorised Version of the Bible.

Prose works of Burton, Browne, Taylor and The Character Writes.

Unit-IV: The Augustan Age: The Restoration Period (1660-1700) (15 Hours)

Restoration Poetry- Dryden and other Satirists- Cavalier poets

Drama- John Dryden, William Congreve, Wycherley, and Sentimental Comedies.

Diarists-John Evelyn and Samuel Pepys

Prose-John Dryden

Unit-V: The Augustan Age; The Eighteenth Century (1700-1800) (15 Hours)

Poetry: Alexander pope: Dr. Johnson, William Collins, Goldsmith and the Precursors of the Romantic Movement.

Novels: Samuel Richardson, Henry Fielding, Tobias Smollett and Laurence Sterne

Drama: Anti Sentimental Comedies of Goldsmith and Sheridan.

Prose: Dr. Samuel Johnson, Daniel Defoe, Jonathan Swift, Steele and Addison.

Text:

History of English Literature by Edward Albert.

Book(s) for Reference:

1. A Compendious History of English Literature by R.D. Trivedi.
2. The Oxford Companion to English Literature. Edited by Dinah Birch
3. The Routledge History of Literature in English. Britain and Ireland by Ronald Carter and John Mc Rae.
4. The New Pelican Guide to English Literature Edited by Boris Ford (9 volumes).
5. A Short History of English Literature by Harry Blamiers
6. An Outline History of English Literature by William Henry Hudson
7. The Short Oxford History of English Literature by Andrew Sanders.

Web Sources:

www.doccity.com

elibrary.bsu.az

knowledgemerger.com

Ianmackean@hotmail.com

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Acquire cultural knowledge from the readings	Understand
CO2	Appreciate the literary works of different writers from a social perspective	Analyse and Apply
CO3	Enhance their creative skills by understanding the different dimensions of British Literature.	Apply and Create
CO4	Internalise the manners and ethical norms of the British	Evaluate and Apply
CO5	Analyse and apply knowledge in realistic situations.	Analyse and Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S			S					
CO2		M	M		M				L	
CO3		M	L				L			
CO4					M		S	L		
CO5					M	L		M		L

S- Strong

M-Medium

L-Low

Skill Enhancement Course I – Presentation Skills

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELS1	Presentation Skills	30	-	-	2

Course Objectives:

- To introduce students to the different aspects of presentation skills.
- To make students understand the methods of effective presentation skills.
- To provide students with a vivid knowledge of using visual aids.
- To familiarize students with various skills of presentation for challenging career.
- To simulate knowledge into practice by employing presentation skills.

Unit -I: Fundamental Concepts of Presentation Skills (2 Hours)

Are Presentations worth the effort?
Benefits of a Successful Presentation

Unit - II: Scope of Presentation Skills (2 Hours)

Types and Methods of Presentation
Different Dimensions of Presentation Skills

Unit - III: Choosing and Using Visual Aids (8 Hours)

Advantages of Visual Aids
Visual aid equipment,
Handouts,
Prototypes and Demonstrations
Poster Presentations
Computer Demonstrations

Unit -IV: Body Language and Its Importance (10 Hours)

Charisma
Authority and influence
Use of Space
Learning to Observe
Proxemics
Displacement Activities

Creating Rapport
Spot the Liar
Putting Body Language Together

Unit -V: Delivering the Presentation (8 Hours)

First Impressions
Credibility – What the Audience Believes
The Charisma Recipe
Starting With Bang
Your Final Bow

Texts:

1. Suzy Siddons' "The Complete Presentation Skills Handbook".
2. Roz Townsend's "Presentation Skills for the Upwardly Mobile"
3. TANII – Content and Language Integrated Learning to Enhance Communication Skills – TANSCHÉ
4. Joan Van Emden and Lucinda Becker's "Presentation Skills for Students"

Book(s) for Reference:

1. "Speak to Win: How to Present with Power in Any Situation" by Brian Tracy.
2. "Confessions of a Public Speaker" by Scott Berkun.

Web sources:

1. <https://www.youtube.com/watch?v=ADJAcyTq1us>
2. <https://www.youtube.com/watch?v=V8eLdbKXGzk>
3. [https://www.slideshare.net/biadoll123/effective-presentation-skills-](https://www.slideshare.net/biadoll123/effective-presentation-skills-29762969)

Course Outcomes:

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

S. No.	Course Outcome	Bloom's Verb
CO1	Demonstrate presentations skillfully	Understand
CO2	Employ knowledge in a resourceful manner	Apply
CO3	Collect necessary data in any field and arrange them in a logical sequence	Apply
CO4	Evaluate nuances of proxemics, verbal and non-verbal communication	Evaluate
CO5	Organize a well knit presentation which will cater to the needs of the audience.	Create

Mapping with Programme Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			M		M	S	S	L	S
CO2	S			S	L	S	S	M	L	S
CO3	M	L	L	L	L	M	L	S	M	M
CO4	S			S	M	M	S	S	L	M
CO5	S						M	S	L	S

S - Strong

M - Medium

L - Low

Non-Major Elective Course I: Academic Skills-I

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELN1	Academic Skills-I	30	-	-	2

Course Objectives:

- To educate students to understand the aspects of academic skills.
- To familiarise students with English language for academic purpose.
- To introduce students the various types of listening.
- To create awareness among students about how to cope up with stress.
- To provide students with necessary strategies for managing time.

UNIT-I: (6 Hours)

Developing your skills

UNIT-II: (6 Hours)

Listening and Taking Lecture Notes

UNIT-III: (6 Hours)

Strengthening Your Reading Skills

UNIT-IV: (6 Hours)

Becoming a Time Manager and a Goal Setter

UNIT-V: (6 Hours)

Managing your stress

Texts:

Selections from the reference section.

Book(s) for Reference:

1. Effective study skills Unlock Your Potential- Geraldine Price and Pat Maier
2. Essential Study Skills (Sixth Edition)- Linda Wong
3. Improving Your Study Skills- Shelley O'Hara
4. The Study Skills Handbook- (Fourth Edition) Stella Cottrell

Web source:

[www.getfreebooks](http://www.getfreebooks.com)

[www.libgen](http://www.libgen.org)

Course Outcomes:

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

S. No.	Course Outcome	Bloom's Verb
CO1	Develop knowledge of academic skills	Create
CO2	Enhance their reading capability	Understand and Apply
CO3	Demonstrate their language skills and creative calibre	Understand
CO4	Imbibe favourable personality traits	Evaluate and Create
CO5	Analyse and apply knowledge in real life situations	Analyse and Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S		M	S			S	S	M	S
CO2	M			S		L	M	S	M	S
CO3	S			M	S		M	S	M	S
CO4	S			S	M	S	S	S	M	S
CO5	M				S	M	L	S	M	S

S- Strong

M-Medium

L-Low

SEMESTER- IV

Core Course: VII - Indian Literature in English Translation

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL07	Indian Literature in English Translation	90	-	-	4

Course Objectives:

- To educate students to understand the creativity of Indian writers in English language.
- To familiarise students with English translations from Indian languages.
- To introduce students to representative writers from regional languages all over India.
- To create awareness among students about the different social movements and their impact on literature.
- To provide students with necessary creative and critical faculties in an academic environment.

UNIT-I: Poetry (18 Hours)

Bharathidasan - Beauty (AzhaginSirippu)

Jayantha Mahapatra - Myth

Tagore - Stream of Life

Amrita Pritam: - I Say Unto War is Shah

UNIT- II: Prose (18 Hours)

Gogu Shyamala - Raw Wound (From the Anthology of Father may be an Elephant and

Mother only a Small Basket, But...)

EVR Periyar - Property Rights

Sri Aurobindo - The Life Divine

S,V. Srinivas - The Politics of Failure

UNIT-III: Short Stories (18 Hours)

LakshminathBezbaroa - Patmugi

Jayakanthan - Agnipravesam

Khushwant Singh - Karma

UNIT-IV: Drama (18 Hours)

Arignar C.N. Annadurai - Swooning of the Lord of Justice
(NeethiDevaninMayakkam)

UNIT-V: Fiction (18 Hours)

Malarvathi - Thooppukari

Texts:

1. www.translationliteratureinindia.com (Unit-I)
2. ThanthaiPeriyar's Writings and Speeches by DravidarKazhagam Publication (Unit-II).
3. www.worldcat.org (Unit-II)
4. Collection of short story www.sodhgangacobaltblie.com (Unit-III)
5. Literarism www.blogspot.com, www.indialiterature.com (Unit-IV)

Web Sources:

www.indiannovelscollective.com

www.thecuriousreader.com

[www.ohio.edu/mass/hartley/ref../Mahrisi Pavin.pdf](http://www.ohio.edu/mass/hartley/ref../MahrisiPavin.pdf)

[www.uv.es/fores/The_Creative_Indian literature in Translation.pdf](http://www.uv.es/fores/The_Creative_Indian_literature_in_Translation.pdf)

[www.Encylopeadia of Indian Writing in English/ pdf.com](http://www.Encylopeadia_of_Indian_Writing_in_English/pdf.com)

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop cultural literacy from the prescribed texts	Understand
CO2	Appreciate literary texts from a critical perspective	Evaluate and apply
CO3	Enhance their creative ability by understanding the nuances of translated literature	Analyse and Create
CO4	Imbibe ethical values	Evaluate and Create
CO5	Analyse and apply knowledge in real life situations	Analyse and Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S			S					
CO2	L		M	S						
CO3		L		S						M
CO4					L	S	M	M		
CO5						M		S	S	M

S- Strong

M-Medium

L-Low

Core Course VIII – World Classics

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL08	World Classics	75	-	-	4

Course Objectives:

- To introduce students to the best writings of the world.
- To make students appreciate and experience the impact of the grand narratives.
- To provide students with vivid perspectives of themes, characterization, and technique.
- To familiarize students with various translated classics.
- To help students understand the literary merits of the zeitgeist of the classics.

Unit -I: Poetry (15 Hours)

Kabir (1440 - 1518) - Illusion and Reality

Charles Baudelaire (1822 – 1867) - The Enemy

Tiruvalluvar - Thirukkural (Part II Wealth – Power in Action 661-670)

Unit -II: Drama (15 Hours)

Sophocles (490 - 406 BC) - Oedipus the King

Unit - III: Prose (15 Hours)

Niccolo Machiavelli – The Prince

Unit -IV: Short Story (15 Hours)

Leo Tolstoy - What men live by.

O. Henry - After 20 Years

Rabindranath Tagore - Kabuliwala.

Unit -V: Novel (15 Hours)

Alexander Dumas (1802 – 1870) – The Count of Monte Cristo

Texts:

Kabir. One Hundred Poems of Kabir. New Delhi : Mile stone Publication, 1995.

Baudelaire, Charles. The Flowers of Evil. Paris :Forgetting Books,2010.

Thiruvalluvar, Tirukural. Trans. Pope,G.U. New Delhi : Valigarai Publishing House, 1980.

Oedipus the King by Sophocles. New York: Simon & Schuster, 2005.

Selected Short Stories of the World. Noida : Maple Press, 2010.

Library of Alexandria made in United States of America. E – Book.

Web Sources:

www.poemhunter.com/poem/the-enemy/

www.allpoetry.com/poem/8526503_illusion_and_reality_by_kabir.com.

Course Outcomes:

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

S. No.	Course Outcome	Bloom's Verb
CO1	Demonstrate literariness in speech and writing	Understand
CO2	Employ knowledge of the classics in a resourceful manner	Apply
CO3	Distinguish the nuances of the grand narratives	Understand
CO4	Assess the values of life through the representative texts	Evaluate
CO5	Evaluate the zeitgeists with the knowledge of different cultures	Apply and Evaluate

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	L	M				S	S	S
CO2	M	M	L	S		S	M	S	S	M
CO3	S	S	S	L	L			M		
CO4		S			S	S	S	S		
CO5		S			S	S	M		S	

S - Strong

M - Medium

L - Low

Allied IV: History of English Literature – II

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22AEL04	History of English Literature – II	75	-	-	4

Course Objectives

- To introduce the students with different ages and Movements in British literature
- To familiarize the students the different styles of writers with different genres of writings
- To provide the students space for understating the nuances of the socio-political and cultural life of people
- To facilitate the students to compare and contrast the lifestyle of the characters with presentscenario.
- Stimulating the students to imbibe the virtues and ignore the vice and formulate their language style.

Unit -I: Pre-Romantic and Romantic Poetry (15 Hours)

The Characteristics of Pre-Romantic Poetry – Pre-Romantic Poets: Gray, Collins, Cowper, Burns, Blake.

The Political, Economic and social conditions of England in the Romantic Age

The romantic Poets: Wordsworth, Coleridge, Byron, Keats, Shelley.

Unit -II: Prose, Fiction and Criticism in Romantic Age (15 Hours)

Charles Lamb, Hazlitt, De Quincey (prose)

Jane Austen and Walter Scott (fiction)

Literary Criticism: Shelley, Wordsworth. Coleridge

Unit - III: Victorian Age (15 Hours)

The Historical and Literary features of Victorian Ages:

Poets: Tennyson, Browning, Arnold, Hopkins

Macaulay, Carlyle, Ruskin, R.L.Stevenson, Walter Pater

Drama: Oscar Wilde

Fiction: Dickens, Thackeray, Emily Bronte, George Eliot, Thomas Hardy

Unit -IV: Poetry and Prose in Twentieth Century (15 Hours)

Social and political Developments in the Twentieth century:

Poetry: W.B.Yeats, T.S. Eliot, W.H.Auden, Stephen spender, Ted Hughes

Prose: G.K. Chesterton, Robert Lynd, A.G. Gardiner, Hilaire Belloc, Lytton

Strachey

Unit -V: Drama and Fiction in the Twentieth Century (15 Hours)

Drama: Bernard Shaw, John Galsworthy, J.M.Synge, Beckett, and Harold Pinder.

Fiction: H.G.Wells, Joseph Conrad, Somerset Maugham, D.H Lawrence, Virginia Woolf evolution

Texts:

History of English Literature by Edward Albert.

Book(s) for Reference:

1. A Compendious History of English Literature by R.D. Trivedi.
2. The Oxford Companion to English Literature. Edited by Dinah Birch
3. The Routledge History of Literature in English. Britain and Ireland by Ronald Carter
and John Mc Rae.
4. The New Pelican Guide to English Literature Edited by Boris Ford (9 volumes).
5. An Outline History of English Literature, by William Henry Hudson.

Web Sources:

1. Libguides.washjeff.edu
2. Libguides.southernct.edu
3. www.literature-study-online.com

Course Outcomes:

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

S. No.	Course Outcome	Bloom's Verb
CO1	Understand with different aspects of different ages, writers and their works	Remember and Understand
CO2	Inculcate the fineness of language style of the various writers	Apply and Create
CO3	Imbibe the appreciable qualities which have shaped the inner life of inhabitants of literary creations and their masters.	Evaluate and Create
CO4	Apply knowledge to judge the quality of men in society in real life situations	Analyse, Evaluate, and Apply
CO5	Emulate the right attitude for a successful life	Analyse and Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	L	S	L		S				M	
CO2	S			L				S		
CO3		S					S	M		M
CO4						M			L	S
CO5							L	S	M	S

Skill Enhancement Course II - Tourism and Travel Writing

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UELS2	Tourism and Travel Writing	30	-	-	2

Course Objectives:

- To familiarise the students with the fundamental aspects of Tourism
- To introduce the students about the works on Travel Writing
- To improve Social and Communication Skills
- To develop Empathy and deeper understanding of other Cultures
- To take up travelling for real life education and create memories for lifetime.

UNIT -I: (6 Hours)

Tourism - Meaning and Definition - Nature – Scope – Importance– Forms– Characteristics– Tourists/Visitor/Traveller/Excursionist – Definition and Differences.

UNIT – II: (6 Hours)

Definition and Scope of Travel Literature- Motif- Characteristics – Structure - Narrative Technique

UNIT- III: (6 Hours)

Ulysses and Cyclops (From Homer's Odyssey)

UNIT – IV: (6 Hours)

Tell my Horse: Voodoo and Life in Haiti and Jamaica – Zora Neil Hurston

UNIT – V: (6 Hours)

Treasure Island – R. L. Stevenson.

Texts:

1. Mill and Morrisson (1992), The Tourism System: An Introductory Text , Prentice Hall.
2. Hulme, Peter and Tim Youngs, eds., The Cambridge Companion to Travel Writing. Cambridge, UK: Cambridge University Press, 2002

Book(s) for Reference:

1. Cooper, Fletcher et.al(1993) Tourism Principles and Practices. Pitman.

Web Sources:

1. www.sparknotes.com
2. www.cliffsnotes.com
3. www.scribd.com

Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Plan a tour to preserve the natural and cultural environment.	Apply and Create
CO2	Appreciate literary texts and develop creative ideas	Understand, and Create
CO3	Demonstrate the Social and Communication skills	Apply
CO4	Develop deeper understanding of other Cultures	Understand and Analyse
CO5	Take up travelling as a serious career and try their hands as Youtube travel blogger, Tour Operator, Tourist guide etc.,	Apply and Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S		M	M	M	M	M	S	S	S
CO2			S	S	L	M	M	M	M	M
CO3	S		M	M	S	S		S	S	M
CO4	L		M	M	M	L	M	M	M	S
CO5	S		S	M		M	M	S	S	S

S- Strong;

M-Medium;

L-Low

Non-Major Elective Course II: Academic Skills - II

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELN2	Academic Skills-II	30	-	-	2

Course Objectives:

- To educate students to comprehend the types and methods of lectures.
- To familiarise students with multiple skills involved in test.
- To introduce students the ways of organizing concepts.
- To teach students how to write research papers.
- To provide students with skills of collaborative study.

UNIT-I: (6 Hours)

How to get the most out of lectures

UNIT-II: (6 Hours)

Developing Test-Taking Skills

UNIT-III: (6 Hours)

Getting Organized

UNIT-IV: (6 Hours)

Writing Papers

UNIT-V: (6 Hours)

People skills- Working with others: Collaborative study

Texts:

1. Effective study skills Unlock Your Potential- Geraldine Price and Pat Maier
2. Essential Study Skills (Sixth Edition)- Linda Wong
3. Improving Your Study Skills- Shelley O'Hara
4. The Study Skills Handbook- (Fourth Edition) Stella Cottrell.

Web source:

www.getfreebooks

www.libgen

Course Outcomes:

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

S. No.	Course Outcome	Bloom's Verb
CO1	Develop knowledge through lectures	Understand and Apply
CO2	Demonstrate the significant skills of taking notes	Understand and Apply
CO3	Enhance their organizing ability	Create
CO4	Imbibe ethical values in writing research papers	Evaluate and Create
CO5	Analyse and appreciate the value of teamwork	Analyse

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S		L	S		M	S	S	M	S
CO2	M			S	M		L	S	M	M
CO3	S			M		S	S	S	M	S
CO4	M			S	L	M	S	S	L	S
CO5	M			M	S	M	M	S	M	L

S- Strong

M-Medium

L-Low

Semester V

Core Course IX - Shakespeare

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL09	Shakespeare	75	-	-	5

Course Objectives:

- To introduce students to the works of Shakespeare.
- To familiarise students with the social and historical background of the Age of Shakespeare.
- To facilitate students with an understanding of the key aspects of Shakespeare's works.
- To make students appreciate the literary devices used in Shakespeare's works.
- To provide a platform for the understanding of Life through Literature.

Unit - I & II: (30 hours)

Drama – Macbeth

Sonnets: 18, 32, 75

Unit – III & IV: (30 Hours)

Drama – The Tempest

Sonnets: 116, 123, 139

Unit- V: (15 hours)

Shakespearean Theatre and Audience

Fools and Clowns

Supernatural Elements

Songs and Music

Women in Shakespeare's Plays

Texts:

William Shakespeare, The Complete Works of William Shakespeare. Wordsworth Editions Ltd; Revised Ed. Aug, 1997.

William Shakespeare, Macbeth, edited by Charles Wallace, The Macmillan & co limited, 1982.

William Shakespeare, The Tempest. Cambridge Harvard University Press, 1958.

Web Sources:

shakespeare.mit.edu/macbeth/full.html

shakespeare.mit.edu/Poetry/sonnets.html

shakespeare.mit.edu/tempest/full.html

<https://www.bl.uk/shakespeare/articles/shakespeares-fools>

<https://www.enotes.com/...shakespeare/.../shakespeares-clowns-and-fools>

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop critical acumen	Create
CO2	Appreciate the universal appeal of the Shakespearean ideologies	Analyze and Apply
CO3	Enhance the capabilities of aesthetic appreciation	Evaluate and Create
CO4	Trace the relevance of Shakespeare's works in the present era	Understand
CO5	Apply knowledge to lead a balanced life	Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		S	S		S		S	S		
CO2				S				S		
CO3			S					S		
CO4			S	M				S		
CO5			S	M			S			

S- Strong

M - Medium

L - Low

Core Course X -Comparative Literature

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL10	Comparative Literature	75	-	-	5

Course Objectives:

- To make students understand the various theories of Comparative Literature.
- To familiarize students with texts of different countries, cultures, and genres.
- To facilitate students to distinguish the similarities and dissimilarities of divergent texts.
- To help the students attain a broad knowledge of various literary traditions and interpret literary texts.
- To make the learners gain social awareness, cultural understanding and ability to situate texts in their cultural and historical milieu.

Unit - I:

Definition: Comparative Literature – Scope of Comparative Literature - World Literature - National Literature – Regional Literature (Indian)

Unit -II:

History of Comparative Literature: Different Schools of Comparative Literature– French School, Russian School and Indian School

Unit – III:

Genre Studies – International Perspective - Poetry: Epic, Elegy, Lyric, Pastoral - Drama: Tragedy, Comedy , Tragi-comedy - Fiction : Novel, Short Fiction, Short story

Unit – IV:

Thematology - Theme, Motif, Definition, Harry Levin's views- S.S.Prawer's Description

Unit – V:

Thematic Study of George Orwell's 1984 and Sujatha's Yen Eniya Eyanthira

Texts:

1. Introduction to the study of Comparative Literature Theory & Practice.
 Edited by Dr. N. Subramaniam, Dr. Padma Srinivasan, Dr .G. R. Balakrishnan.
 TEESI Publications, Alagappan Nagar, Madurai.

2. Comparative literature: A critical introduction by Susan Bassnett

Book(s) for Reference:

1. Ulrich Weisstein. Comparative Literature and Literary Theory: Survey and Introduction. Indian University Press, 1974
2. George, K.M. ed. Comparative Indian Literature Vol. 1 & 2. Madras, Macmillan India Limited, 1984.

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop clear idea about Comparative Literature	Understand
CO2	Appreciate the similarities and dissimilarities found in literary texts.	Analyse
CO3	Trace knowledge of the varied and rich cultural heritage of different literatures	Evaluate
CO4	Apply knowledge to understand universality of literary themes.	Apply
CO5	To understand the catholicity of humanity.	Create

Mapping with programme outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		S	S	S	S	S		S
CO2	S	M	S	S	S	S	M			S
CO3	L	M	M	S	M		M			S
CO4	L		L	M	M		L			L
CO5	L	S	L	L	M		L	M		L

S- Strong

M - Medium

L - Low

Core Course XI - Dalit Literature

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL11	Dalit Literature	75	-	-	4

Course Objectives:

- To sensitize students about the pain, problems and questions of Dalits
- To create awareness about the creative literary output of Dalit writers
- To make students understand the various features of Dalit Literature
- To assist students in understanding the origin of Caste System and subaltern studies
- To help students analyse and formulate the ways and means to annihilate the caste system

UNIT- I: Prose (12 Hours)

Dr. B. R. Ambedkar – Waiting for a Visa.

KanchanIllaiah – Why I am not a Hindu (Chapter-3)

UNIT – II: Poetry (12 Hours)

NamdeoDhasal – Hunger (Translated by ShantaGokhale)

GoguShymala – My Food, My Wish (Translated by R. Srivatsan with Susie Tharu, N. Manohar, andJayasree Kalathil)

Anonymous - Christmas at Keelvenmani (Translated by Vasantha Surya)

M.B.Manoj- Survey of India (Translated by K. Satchidanandan)

G.V.Ratnakar- Our Children Compete (Translated by K. Purushotham)

UNIT- III: Drama (12 Hours)

K. A. Gunasekaran – Touch (Translated by Ravi Shanker)

A.Shantakumar – Dream Hunt (Translated by Catherine Thankamma)

UNIT- IV: Short Stories (12 Hours)

OmprakashValmiki – Amma (Translated by Naresh K. Jain)

AzhakiyaPeriyavan – Eardrum (Translated by MaliniSeshadri)

T.K.C. Vaduthala – Sweet offering at Chankranti (Translated by J. Devika)

BoyaJangaiah – Beware! (Translated by Sashi Kumar)

UNIT- V: Autobiography (12 Hours)

Baby Kamble – The Prisons We Broke (Translated by Maya Pandit)

Texts:

The Oxford Anthology of Tamil Dalit Writing – edited by Ravikumar and R.Azhagarasan.

The Oxford Anthology of Telugu Dalit Writing – edited by K.Purushottam, Gita Ramasamy and Gogushyamala.

The Oxford Anthology of Malayalam Dalit Writing – edited by M.Dasan, V.Pratibha, Pradeepan Pampirikunnu, and C.S.Chandrika

Amma and other stories – by Omprakash Valmiki trans.by Naresh K.Jain.

Web Sources:

[www.thebookishblog.com/the-oxford-india-anthology-of-tamil-dalit-writing. pdf](http://www.thebookishblog.com/the-oxford-india-anthology-of-tamil-dalit-writing.pdf)

pdfgoluy.000webhostapp.com/

Mjk5NTM3Mzg3Rhc3R1c3Q3YXl3LWV2Y2hhcm10eS1hb...

<https://searchworks.stanford.edu/view/9569256>

www.sapnaonline.com

www.ebookdb.org/keywords/dalit/

www.gutenberg.us/articles/dalit_literature

Course outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Appreciate the aesthetics of Dalit Literature	Evaluate
CO2	Assess the language of Dalits	Evaluate
CO3	Trace the origin and development of Dalit Literature	Understand
CO4	Have a change of mind and attitude towards the Dalits	Apply
CO5	Make an egalitarian society through the principles of Liberty, Equality, Fraternity and Justice	Create

Mapping with Programme Outcomes:

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		M	S	S	S	S	S	M	M	L
CO2	S					M	M			
CO3			M	M	S		M			
CO4	L			S		S	S			
CO5						S	S			L

S- Strong

M-Medium

L-Low

Core Course XII: Introduction to Literary Criticism

Course Code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL12	Introduction to Literary Criticism	75	-	-	4

Course Objectives:

- To introduce students to the literary Critical tradition.
- To make students understand the elementary factors of Criticism.
- To teach students various tenets of critical theories and criticism.
- To provide students with a complete evolutionary critical spectrum of British critical tradition.
- To enhance the knowledge of students to attempt a critical appreciation of work of arts.

Unit -I: (15 Hours)

The Art of Criticism – Definition, Scope and Evolution – Who is a Critic? – Different Forms of Criticism – Its limitations.

Unit-II: (15 Hours)

The Greek Master- Aristotle

The Roman Classicist-Horace

Unit-III: (15 Hours)

The Battle of Tastes - Sir Philip Sidney

The Triumph of Classicism- Dr. Johnson

Unit-IV: (15 Hours)

The Romantic Revolt- William Wordsworth

The Victorian Compromise – Matthew Arnold

Unit-V: (15 Hours)

The Age of Interrogation-T.S. Eliot

Practical Criticism - Appreciation of a poem - Appreciation of a prose piece

Texts:

1. Prasad, Birjadesh. An Introduction to Literary Criticism- New Delhi Macmillan India Ltd. 1965.
2. Practical Criticism by V.S. Sethuraman.

Book(s) for References:

1. Daiches, David- Critical Approaches to Literature.
2. George, Saintsbury. A History of English Criticism.
3. Nagarajan, M.S. English Literary Criticism and Theory: An Introductory History. Hyderabad. Orient Blackswan. 2006.
4. Ramasamy, S., and V.S. Sethuraman, eds. The English Critical Tradition: An Anthology of English Literary Criticism. 3 vols. Macmillan India Limited, 1986.
5. Abrams, M.H. A Glossary of Literary Terms. Sixth Edition Bangalore Prism Books Pvt Ltd, 1993.

Web Sources:

1. "History", Literary Criticism. Hom, msrslitcrit. weebly.com/history htm
2. "Literary Criticism". Encyclopedia Britannica, [www.britannica.com/art/literary criticism](http://www.britannica.com/art/literary_criticism).
3. <https://salirickandres.altervista.org>.

Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Understand the evolution of critical thinking down the ages	Understand
CO2	Understand the influence of Greek and Roman critical thoughts on English criticism	Understand
CO3	Appreciate the various critical elements and their functions in a work of art.	Apply
CO4	Examine the Aesthetic characteristics that make a literary work.	Evaluate
CO5	Apply the critical skills to appreciate a literary work	Analyze

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1					M			M	S	
CO2		M		L					M	
CO3				S				M		L
CO4	L						M			M
CO5				S				L	M	M

S- Strong

M-Medium

L-Low

Major Based Elective I: Advanced English Grammar

Course Code	Course Name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UELM1	Advanced English Grammar	60	-	-	4

Course Objectives:

- To acquaint students with the multi-dimensional features of English grammar.
- To make students learn and utilize different categories of English grammar accurately.
- To facilitate students to improve their level of understanding deep grammatical structures.
- To equip students with the ability to spot errors in English usage too.
- To motivate students to learn grammar systematically.

UNIT - I: (12 Hours)

Synthesis and Transformation (160-180)

Reported Speech (181-194)

UNIT - II: (12 Hours)

Tenses in Adverb Clauses Representing to the Future (96-99)

Tenses in Adjective Clauses Representing to the Future (99-101)

Tenses in Conditional Sentences (101-105)

UNIT - III: (12 Hours)

Redundant Pronouns and Prepositions in Complex Sentences (105-107)

Redundant Conjunction in Complex Sentences (107-108)

Phrases and Clauses (Pg.138-159)

UNIT-IV: (12 Hours)

Difficulties with Comparatives and Superlatives (40-45)

Confusion of Participles: Active and Passive Voice (45-50)

Tag Questions (140-144)

UNIT-V: (12 Hours)

The Use of Correlatives (152-155)

Errors in the use of Individual Words (179-192)

Texts:

Emerald English Grammar and Composition by G.Radhakrishna Pillai, Emerald Publishers, Chennai (UNITS: 1 & 3)

A Remedial English Grammar for Foreign Students by F.T.Wood, Macmillan India Ltd., Chennai (1965). (UNITS: 2,4 & 5)

Book(s) for Reference:

David Green, *Contemporary English Grammar Structures and Composition*, Trinity Press, New Delhi, India.

Advanced English Grammar by Martin Hewings, Cambridge University Press, New Delhi.

Web Source(s):

https://en.m.wikipedia.org/wiki/Conditional_sentence

Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Learn the required grammatical skills for effective use	Understand
CO2	Utilize the acquired skills in day-to-day life	Apply
CO3	Employ knowledge of grammar in effective communication	Understand
CO4	Apply language skills in formal environment too	Apply
CO5	Create error-free expressions to communicate ideas clearly	Create

Mapping with Programme Outcomes:

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			M				S	S	S
CO2	S							S	M	S
CO3	S							S	S	S
CO4	S			M				S	M	S
CO5	S	M					S	S	S	S

S- Strong

M-Medium

L-Low

Major based Elective II - English Language Teaching

Course Code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UELM2	English Language Teaching	60	-	-	4

Course Objectives:

- To introduce students to the English Teaching-learning background.
- To make students understand the various features of theoretical perspectives on English language teaching.
- To aid students to understand the methods involved in English language teaching.
- To make students validate the acquired basic skills namely Listening, Speaking, Reading and Writing.
- To facilitate the basic understanding of the importance of English language teaching.

Unit – I: Introduction (12 Hours)

A brief history of English Language Teaching

Teaching English in India

The Classroom

The Teacher

The Learner

Unit – II: Methods (12 Hours)

The direct Method

The bilingual method

The audio-lingual method

The Grammar Translation Method

Unit – III: Techniques of teaching LSRW (12 Hours)

Techniques of teaching listening

Techniques of teaching speaking

Techniques of teaching reading

Techniques of teaching writing

Unit – IV: Developing integrated skills and CALL (12 Hours)

Teaching English Grammar and Vocabulary

Teaching Literature Prose & Poetry

An Introduction to Computer Assisted Language Learning

Unit – V: Evaluating Language Teaching and Learning (12 Hours)

Nature and scope of evaluation

Evaluation of teaching learning

Error Analysis

Texts:

A history of English Language, Teaching, Second Edition A.P.R Howett with
H.G.Widdowson

A History of English Language, Teaching, Second Edition A.P.R Howett with
H.G.Widdowson

B.Salim. A companion to Teaching of English. Atlantic Publishers & Distributors (P)
Ltd. 2007 New Delhi

Geetha Nagaraj English Language Teaching: Approaches, Methods, Techniques Orient
Blackswan New Delhi 2010.

Book(s) for Reference:

C. Paul Varghese : Teaching English as a Second Language, Sterling Publishers

J.A. Bright & G.P. Mc Gregor : Teaching English as a Second Language, Longman
Publisher

Ghosh, Sastri, Das : Introduction to English Language Teaching. CIEFL (OUP)

Harrold B.Allen & Russell N. Campbell Teaching English as a Second Language, Tata
McGraw-Hill 2nd Ed 1972- New Delhi.

H.H. Stern Fundamental Concepts of Language Teaching, Oxford University Press
1990 Hongkong

[Open Resources for English Language Teaching \(ORELT\) Portal \(col.org\)](http://col.org)

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Express thoughts and ideas effectively, coherently and clearly	Understand
CO2	Appreciate literary texts from a critical perspective	Evaluate
CO3	Enhance their creative ability by understanding the nuances of English Language Teaching.	Understand & Create
CO4	Imbibe ethical values.	Understand & Apply
CO5	Analyse and apply knowledge in real life situations.	Analyse & Apply

Mapping with Programme Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		S			S					M
CO2	L	M	M	S						
CO3		L		S						M
CO4					L	S	M	M		
CO5						M		S	S	M

S- Strong

M-Medium

L-Low

Major Based Elective III - Myth in Literatures

Course code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credit
22UELM3	Myth in Literatures	60	-	-	4

Course Objectives:

- To introduce students to the mythologies of different cultures and countries.
- To familiarise students with the concepts of myth and symbols
- To make students relate the past with the present
- To help students understand the classics of literature
- To facilitate students to enjoy, be inspired, and acquire knowledge

Unit - I: Greek Mythology (12 Hours)

Judgement of Paris – Aphrodite, Hera and Athena, Hercules and Atlas

Achilles heel – War with Hector in Trojan war

Sisyphus and the Rock – The Punishment.

Unit- II: Roman Mythology (12 Hours)

Finding of Rome - Romulus

Aeneas - Trojan War

Dido - Dido and Aeneas

Minerva - God of Intelligence

Unit - III: Scandinavian Mythology (12 Hours)

Odin - War of Zeus and Odin

Thor - God of Fertility and Storm

Sigurd - War with Dragon

Vikings - Hammer Wielding and protection of Thor.

Unit - IV: Egyptian Mythology (12 Hours)

Isis - Goddess of magic, fertility, mother god of Death

Osiris - Lord of Underworld & judge of dead

Ra - Eye of Ra.

Anubis - Protection of Underworld & later God of Dead

Unit - V: Indian Mythology (12 Hours)

Ekalayva - Ekalayva & Drona

Karna - Birth of Karna and special armour

BoddhiSattva - The path toward Buddha Satta

Rishabhanatha - The first of Jainism

Texts:

Davidson, Ellis, Scandinavian Mythology. India : Standard Literature, 1982. Print.

Graves, Robert. The Greek Myths Vol.1 & Vol.2. New York : Penguin Books, 1960.

Print.Wilkins, W.J.Hindu Mythology. New Delhi : DK Print World Pvt.Ltd.,2004.

Print.

Illustrated Bond : The Mythology Broke - D.K.Publications,London : 2018.

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	To inherit the ancient cultural knowledge	Remember
CO2	To coordinate the past with the present	Understand
CO3	To acquire ancient values which stood the test of time	Apply
CO4	To inspire, dream, and achieve	Create
CO5	To understand the relationship between God and Man	Analyse

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		M	S	L	M	L	S	S
CO2	S	S	S	M	S	L	M	L	S	S
CO3		S	M	M	M	L	M	L	S	S
CO4	L	S	L	M	M	L	M		S	L
CO5	L	S	L	M	M	L	M	L	S	L

S- Strong

M-Medium

L-Low

Major Based Elective IV - Digital Literature

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELM4	Digital Literature	60	-	-	4

Course Objectives:

- To introduce students to the literary works available in the digital media.
- To teach literature through digital mode.
- Learn exclusively on digital devices, such as computers, tablets, and mobile phones.
- Develop ideas naturally by using digital media.
- To provide the scope for analyzing and interpreting digital literature.

Unit – I: Theory (10 Hours)

Introduction to digital literature, Kinetic concrete poetry, text machines,

Digital material development- Creating Blogs, Digital content development, etc.

Unit – II: Poetry (10 Hours)

Winter – Ruth Moratz

I Want Candy- Celine E Crum

A Day- Ferdinand L. Sanchez II

I Wish – Delaney

Unit – III: Prose (15 Hours)

Barack Obama – Election Victory Speech -2008

Malala Yousafzai – Address at the UN Youth Takeover -2013

Hillary Clinton – Address at the Women in the World Summit - 2015

Unit-IV: (One- Act Plays (15 Hours)

Goodnight Princess Sleepless In Fairy tale Land – D.M. Larson (On Line)

The Case Of The Really Big Dog Of The Baskerville – Bruce Kane (online)

Unit –V: (Fiction) (10 Hours)

Afternoon, a story – Michael Joyce (Hyper text fiction)

Course Outcomes:

S. No.	Course outcome	Blooms Verb
CO1	Understand literature through digital setting.	Understand
CO2	Analyse the important literary aspects and contexts through digital mode.	Analyse
CO3	Apply the visual, kinetic, temporal and interactive features of electronic literature.	Apply
CO4	Compare and analyse traditional concepts of literacy with digital learning skills.	Analyse
CO5	Create and contribute new ways of writing.	Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S		S	S			S	S		S
CO2	S		S	S			S	S		S
CO3	S						S	S		
CO4	S			S		M				
CO5	S		S	S			S		S	S

S- Strong

M - Medium

L - Low

**Skill Enhancement Course III – Introduction to Journalism and Mass
Communication**

Course Code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credit
22UELS3	Introduction to Journalism and Mass Communication	30	-	-	2

Course Objectives:

- To initiate the students into acquiring language skills and journalistic knowledge.
- To introduce the students into the field of Mass Communication and Mass Media.
- To make the students understand the contribution of media to the society
- To facilitate job opportunities in the field of journalism and mass communication
- To create interest in perceiving socio-political issues too

Unit – I: Print Medium: (6 Hours)

Indian Press at a Glance – Information Machinery – Publications – Role of Press in India

Unit – II: News and its Dissemination: (6 Hours)

News Story – Types – Elements of News – News Reporting and the Reporter

Unit – III: Communication Strategies and Issues: (6 Hours)

Communication Gaps – Significance Traits – Information Strategy – Media Advisory Committee

Unit – IV: Preparing a Feature Article: (6 Hours)

Selection of Subjects – Collection of Materials – Blue Print – Title – Subtitle – Lead – Style & Illustrations

Unit – V: Mass Communication in India: (6 Hours)

The Media – The Organisational Setup – National Objectives – Expert Studies on Mass Media.

Books Recommended:

1. Mehta.D.S. Mass communication and Journalism in India (New Delhi : Allied Publishers Pvt. Limited . 2003)
2. Parthasarathy, Ranngaswami. Basic Journalism (Madras : Macmillan, 1984).

Web Sources:

https://books.google.co.in/.../Mass_Communication_and_Journalism_in_Ind.html?...
www.jaicobooks.com/.../PDF%20HED/J-741%20Mass%20Communication.pdf
www.kopykitab.com/Journalism-and-Mass-Communication-by-Hena-Naqvi
<https://www.buecher.de/.../basic...journalism-ebook.../38252538/>
<https://www.freelancewriting.com/ebooks/jumpstart-journalism-career/>

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop clear idea about Print Medium	Create
CO2	Appreciate the different elements of news and style of writing	Identify
CO3	Trace the knowledge of Feature Articles	Analyse
CO4	Apply knowledge to understand Mass Communication in India	Apply
CO5	Learn the modus operandi behind the successful functioning of social media	Analyse

Mapping with programme outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			S	S	S	S	S	S	
CO2	S	S	S	S	M	M	M	M	S	S
CO3	M	S	S	L					M	S
CO4	S	M		S	M	M	M	M		M
CO5	S	S		M	M	S	S	M	S	S

S- Strong

M-Medium

L-Low

SEMESTER - VI

Core Course XIII-Women's Writing

Course code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credit
22UEL13	Women's Writing	75	-	-	5

Course Objectives:

- To introduce students to the discipline of Women's Studies, its basic concepts, its specific perspectives and purpose.
- To educate students in both the utility and artistry of the English language through the study of literature and culture.
- To provide students with the critical faculties necessary in an academic environment and in an increasingly complex, interdependent world.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.
- To encourage students to find new strategies to manage women-related issues.

UNIT- I: Introduction (15 hours)

Introduction to Women's Studies - Waves of Feminism, Liberal feminism, Radical feminism, Eco feminism, Postcolonial feminism, Postmodern feminism, Womanism, Gynocentrism, Subalternism.

UNIT- II: Prose (15 hours)

A Room of One's Own (Chapter I) - Virginia Woolf.

The Ladies have Feelings, so..Shall We Leave it to the Experts? - Arundhati Roy

UNIT- III: Poetry (10 hours)

Silence - Marianne Moore

Still I Rise - Maya Angelou

Woman to Child - Judith Wright

Power- Adrienne Rich

An Introduction - Kamala Das

She - Lakshmi Kannan

UNIT- IV: Drama (15 hours)

Bayen – Mahasweta Devi

Trifles – Susan Gaspell

UNIT- V: Fiction (20 hours)

A Kitchen in the Corner of the House by Ambai

Sweat by Zora Neale Hurston

Texts:

A Room of One's Own by Virginia Woolf. Renard Press, UK

Literatures of India: An Introduction. Ed. by Anna Kurian, Cambridge University press.

Five plays of Mahaswetha Devi by Seagull books.

Trifles by Susan Gaspell. AbeBooks

Book(s) for Reference:

Gamble, Sarah (2001) The Routledge Companion to Feminism and Postfeminism. Routledge, UK.

Rooney, Ellen (2006) The Cambridge Companion to Feminist Literary Theory. Cambridge University Press, UK

Dyer, Harriet (2016) The Little Book of Feminism. Summersdale. UK

Beasley, Chris (1999) What is Feminism?: An Introduction to Feminist Theory. Sage Publishers, New Delhi.

Web Sources:

www.houstonisd.org Sweat by Zora Neale Hurston.

www.poemhunter.com>marianne moore

www.poemhunter.com>maya angelou.

www.poemhunter.com>judith wright.

www.poemhunter.com>adrienne. rich

www.poemhunter.com>kamala das.

www.poemhunter.com>lakshmi kannan

www.virtual library women's history

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop clear idea about Women's writing in English and Translation	Create
CO2	Appreciate women's culture as reflected in literature	Apply and analyze
CO3	Enhance the spiritual refinement in human life	Evaluate and Create
CO4	Acquire knowledge of the varied and rich cultural heritages of India and abroad	Understand
CO5	Apply knowledge to understand individual and social behaviour	Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			S			S	M		
CO2	M		L	M		M		S		
CO3	S		S							
CO4	S			M		L				
CO5				S			S		M	S

S- Strong

M - Medium

L - Low

Core Course XIV-Life Writing

Course code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credit
22UEL14	Life Writing	75	-	-	5

Course Objectives:

- To introduce students to Life Writing, its basic concepts, its specific perspectives and purpose.
- To explore the lives of great celebrities all around the world
- To expose students to varied notions of different literary genres
- To educate students in the aesthetics of life writing skills.
- To provide students with the critical faculties necessary to approach the challenges of life.

Unit - I: Poetry (15 Hours)

Ruins of a Great House – Derek Walcott

Telephonic Conversation – Wole Soyinka

Small Scale Reflections on a Great House – A.K. Ramanujan

Phenomenal Woman - Maya Angelou

Unit- II: Prose Letters (15 Hours)

Gandhi's Letter to Adolf Hitler – December 25, 1940

Jawaharlal Nehru's Letter to Indira Gandhi – Naini, October 26,

Unit - III: Diary (15 Hours) The Unabridged

The Diary of a Young Girl - Anne Frank (Introduction by Eleanor Roosevelt)

- On Deportations October 9, 1942,
- Describing her despair Thursday, February 3, 1944
- Wednesday, April 5, 1944,
- Saturday, July 15, 1944,
- Tuesday, August 1, 1944

Unit – IV: Biography (15 Hours)

Helen Keller – Margaret Davidson, Illustrated by Wendy Walton

Unit – V: Autobiography (15 Hours)

My Experiments with Truth – M. K. Gandhi (Chapters 6,7,8,9 & 10)

Texts:

Helen Keller – Margaret Davidson, Illustrated by Wendy Walton

My Experiments with Truth – M. K. Gandhi

Web Sources:

<https://www.poemhunter.com/poem/ruins-of-a-great-house/>

<https://www.poemhunter.com/poem/telephone-conversation/>

<https://www.poemhunter.com/poem/small-scale-reflections-on-a-great-house/>

[https://www.poemhunter.com/poem/phenomenal woman/](https://www.poemhunter.com/poem/phenomenal-woman/)

www.mk gandhi.org/letters/hitler.html

www.scoopwhoop.com/inothertimes/nehru-letter-to-indira-gandhi/

www.pepysdiary.com

<https://archive.org/details/diary-of-a-young-girl-dvju.txt>

www.biographyonline.net/women/helen-keller.html

rgi.edu.in/rgipdf/wings-of-fire-by-abdul-kalam.pdf

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop clear idea about Life writing	Create
CO2	Appreciate the merits reflected in literature	Analyze and Apply
CO3	Enhance their taste for aesthetics in life writing	Understand and Apply
CO4	Trace knowledge of the varied and rich facets of human culture	Understand
CO5	Apply knowledge to understand individual and social behaviour	Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S			S			S	S		
CO2	S		S	S		L		M		
CO3	M		L							
CO4	S			S		M				
CO5				M			S		S	S

S- Strong

M - Medium

L - Low

Core Course XV - Language and Linguistics

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UEL15	Language and Linguistics	75	-	-	4

Course Objectives:

- To help the students study English language scientifically.
- To facilitate the students to identify some linguistic structures of present day and historical varieties of English language.
- To acquaint the students with the Linguistic components of English.
- To make the students acquire knowledge of the contribution of foreign languages to English.
- To assist the students to gain accuracy in English pronunciation.

Unit - I: (15 hours)

Origin of Language

Descent of English from the Indo-European family of Languages,

Old English, Middle English,

English as a World Language.

Unit - II: (15 hours)

What is Language?

Spoken and Written Language

Written Language and Animal Communication

Varieties of Language - Dialect, Idiolect, Register.

Unit - III: (15 hours)

Influences – Greek, Latin, French.

Individuals in the making of English – Bible translations, Shakespeare, Milton.

Indian English and American English

Unit - IV: (15 hours)

Organs of Speech,

Phoneme,

Vowels, Diphthongs & Consonants

Unit - V: (15 hours)

Morpheme, Syntax and Semantics, Stress and Intonation, Transcription of individual words

Texts:

1. F.T. Wood - An Introduction to the Study of English Language, Oxford: OUP, 1965.
2. C. L. Wren - The English Language, London: Methnen & Co, Ltd, 1970.
3. J. F. Wallwork - Language and Linguistics. London: Heinmann Educational Books, 1972.
4. Verma, S.K., N. Krishnaswamy, Modern Linguistics, an introduction.

Web Sources:

<https://pdfs.semanticscholar.org/.../c3cf559427e80f27ddae69984519029f1765.pdf>

tcerj.raleduc.com.br/language-and-linguistics-an-introduction-to-the-study-of-language-by-wallwork.pdf

https://www.researchgate.net/.../44371570_Language_and_linguistics_an_introduction_to_the_study_of_language_J_F_Wallwork

www.worldcat.org/.../modern-linguistics-an-introduction/.../645773390

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Develop better pronunciation and language skills	Create
CO2	Appreciate the richness of the English vocabulary	Analyze and Apply
CO3	Enhance the ability of English usage	Evaluate and Create
CO4	Trace the contributions of individuals in the making of English	Understand
CO5	Apply knowledge in the day-to-day life	Apply

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S							S		M
CO2		S						S		
CO3	S									M
CO4			S	M				S		
CO5			S	M				S		S

S- Strong

M- Medium

L- Low

Major Based Elective V - Functional English

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELM5	Functional English	60	-	-	4

Course Objectives:

- To make students learn to write stories/incidents on their own from day to day life
- To teach the students the grammatical aspects and nuances of English language structures
- To encourage the students to speak and write in English
- To equip the students with the skills to take notes, to write slogans, fill up various forms, advertisements and so on
- To enhance the students' ability to communicate with people effectively in English

Unit - I: (12 Hours)

Syllabification

Giving instructions / asking for directions

Sentence Pattern

E - Mail writing

CV Writing

Filling Forms

Unit - II: (12 Hours)

Conversion of Parts of Speech

Ordering, Making request

Question Tags

Dialogue writing & Discourse Language

Unit - III: (12 Hours)

Form Compound words

Enquiry, Giving Suggestions

Active Passive Transformation

Agenda, Minutes, Report Writing

Unit - IV: (12 Hours)

Idioms and Phrases

Apologizing, permission

Reported Speech

On Writing blogs / Etiquette's in Writing / Cyber language memos

Advertisement and Slogan Writing

Unit - V: (12 Hours)

Assertive to Negative

Asking about preference, Obligation

Non – Verbal cues, Group Discussion, Interview Skills

Texts:

Taylor, Grant. Situational conversational Practice.Hill.1975

Sunita K.S , Annie Pothen & Sumita Roy Communication Skills for English Conversation.Malathi.ed.

Functional English

New Century Book House (P) Ltd.

No 41 B, Sidco Estate Ambattur, Chennai – 600098.

K.S.Radhakrishnan , Spoken English for You & Written English for You.

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Understand the basic sentence structure of English language	Understand
CO2	Distinguish the unique sentence structure of English with vernacular languages	Evaluate
CO3	Acquire the ability to understand text through proper reading	Understand
CO4	Develop confidence to face challenges in an English environment	Create
CO5	Apply the skills of language both in writing and speaking effectively	Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S							M	M	S
CO2	S							L		M
CO3	S	L						M		L
CO4	M							L		M
CO5	S							S	L	S

S- Strong

M - Medium

L - Low

Major Based Elective Course VI - Children's Literature

Course code	Course Name	Lecturer (L)	Tutorial (T)	Practical (P)	Credits
22UELM6	Children's Literature	60	-	-	4

Course Objectives:

- To introduce the students to the field of children's literature in general.
- To facilitate students to examine the current trends and major issues in children's literature.
- To help them explore and analyze what makes children's literature unique.
- To aid the students to compare and comprehend the world around them.
- To inculcate the critical and analytical skills to evaluate the literary and artistic merits of children's books.

Unit - I: General Introduction (12 Hours)

Introduction to Children's Literature

Genres-Poetry, Picture Books, Traditional Literature, Fiction, Young Adult Fiction.

Children's Literature in India

Unit - II: Traditional Literature (12 Hours)

Tales – The Foolish Lion and the Clever Rabbit, The Monkey and the Crocodile, The Sage's Daughter(from Panchatantra)

Fables – The Boy who cried Wolf, The Donkey and his Master, Two Men and the Bear, The Peacock's Complaint and The Goose that laid the Golden Egg. (from Aesop's Fables)

Fairy Tales – Snow White and the Seven Dwarfs (from The Complete Fairy Tales of the Brothers Grimm)

Short Story-Little Girls Wiser than Men -Leo Tolstoy

Unit - III: Poetry (12 Hours)

Paper Boats - Rabindranath Tagore

The Mountain and the Squirrel - Ralph Waldo Emerson

My Shadow - Robert Louis Stevenson

All Things Bright and Beautiful - Cecil Frances Alexander

Unit - IV: Picture Books (12 Hours)

Excuse me, is this India? – Anushka Ravishankar and Anita Leutwiler

The Giving Tree - Shel Silverstein

The Why Why Girl – Mahasweta Devi

Tikki Tikki Tembo – Arolene Mosel

Unit - V: Fiction (12 hours)

Charlie and the Chocolate Factory - Ronald Dahl

The Blue Umbrella – Ruskin Bond

Texts:

Hahn, Daniel. The Oxford Companion to Children's Literature, OUP Oxford; 2nd Edition, 23 March, 2017.

Prajapati, Sweta. Research in Children's Literature in India, New Bharatiya Book Corporation, 1 Jan., 2017.

Ravishankar, Anushka and Anita Leutwiler. Excuse me, is this India? Tara Publishing, 30 April, 2003.

Silverstein, Shel. The Giving Tree. Harper Collins, 1964.

Devi, Mahasweta. The Why Why Girl. Tulika Publishers, 1 Jan., 2012.

Mosel, Arlene. Tikki Tikki Tembo. Square Fish; Reprint Edition, 20 July, 2015.

Ryder, Arthur W. Trans. The Panchatantra. Bombay: Jaico Publishing House, 1975.

Aesop, Ernest. Aesop's Fables. Sterling; Reprint Edition, 2 Oct., 2012.

Zipes, Jack, ed. & trans. The Complete Fairy Tales of the Brothers Grimm, 3rd ed. New York: Bantam, 2003.

Tolstoy, Leo. Little Girls Wiser than Men. Independently published. 25 July, 2017.

Dahl, Roald. Charlie and the Chocolate Factory. Puffin; Latest Edition, 11 Feb., 2016.

Bond, Ruskin. The Blue Umbrella. Rupa Publications; Latest Edition, 7 Jan., 1992.

Web Sources:

www.tagoreweb.in › Verses › day-by-day-i-float-2578

100.best-poems.net › mountain-and-squirrel

poets.org › poem › my-shadow

www.allthelyrics.com › lyrics › all_things_bright_and_...

khidiglibrary.weebly.com/uploads/.../understanding_childres_literature.pdf

https://www.goodreads.com/.../931776.Excuse_Me_Is_This_India

<https://www.harpercollins.com/9780061965104/the-giving-tree>

[https://rohitdhankar.files.wordpress.com/.../reading-2_the-great-panchatantra-
tales_complete.pdf](https://rohitdhankar.files.wordpress.com/.../reading-2_the-great-panchatantra-
tales_complete.pdf)

www.ebooks.com/.../the-complete-grimm...fairy-tales/brothers-grimm-grimm-jacob-grimm-wilhelm/

www.roalddahl.com/roald-dahl/.../charlie-and-the-chocolate-factoryS

www.carolhurst.com

www.bookhive.org

Book(s) for Reference:

Hunt, Peter. An Introduction to Children's Literature (Opus), Oxford University Press, 9th June, 1994.

Hunt, Peter. Understanding Children's Literature. Routledge, 2005.

Course Outcomes:

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

S.No.	Course Outcome	Blooms Verb
CO1	Acquire knowledge and have clear idea about children's literature	Understand
CO2	Trace the current trends and analyze the major issues of children	Understand and Analyze
CO3	Determine and classify the uniqueness of children's literature	Apply and Analyze
CO4	Evaluate the merits of children's literature and cultivate creative fervor.	Evaluate and Create
CO5	Develop Critical and analytical skills to evaluate the artistic merits of children's literature	Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	S	M	S	M	S	S	M	
CO2	S	S	S	S	S	L		M	M	
CO3	S	S	S	S	S	S		S	L	
CO4	S	S	M	S		M		L	L	
CO5	S	S	S	M	M		S		S	S

S- Strong

M - Medium

L - Low

Major Based Elective Course: VII- Postcolonial Literature

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UELM7	Postcolonial Literature	60	-	-	4

Course Objectives:

- To introduce the students to the New Literatures written in English by writers belonging to the commonwealth countries.
- To familiarize the students with the literatures of the specific countries after colonization.
- To make students understand and realize the impact and consequences of colonization through literary arena.
- To enable the students to understand and analyze the postcolonial concepts from the prescribed literary texts.
- To empower students to analyse the demerits, the aftermath of imperialism and to critically evaluate the ill effects of colonization and cultural disruption.

UNIT- I: Postcolonial Concepts (10 Hours)

Hybridity, Hegemony, Hyphenated Self, Decolonization, Cultural Identity, Orientalism, Double Colonization, Difference, Ambivalence, Meta Narrative, Alterity, Negritude and Third World.

UNIT- II: Poetry (10 Hours)

Oodgeroo Noonuccal – We Are Going – (Australia)

A. K. Ramanujan – Of Mothers, Among Other Things – (India)

David Diop – Africa – (West Africa)

Kofi Awoonor – The Weaver Bird – (Ghana)

UNIT- III: Drama (15 Hours)

Vijay Tendulkar–Silence! The Court is in Session (India)

UNIT – IV: Short Stories (10 Hours)

Alice Munro – Boys and Girls – (Canada)

Jhumpa Lahiri – This Blessed House - (India)

Chinua Achebe – Dead Men’s Path – (Nigeria)

UNIT-V: Fiction (15 Hours)

Jean Rhys – Wide Sargasso Sea – (Caribbean)

Texts:

1. Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds. *Key Concepts in Post – Colonial Studies*. London : Routledge, 1998.

Leela Gandhi, *Post Colonial Theory : A Critical Introduction* , New Delhi, Oxford Univ Press. 1998.

2. Ramazani, Jahan. Ed. *The Cambridge Companion to Postcolonial Poetry*. London: Cambridge University Press. 27 Feb. 2017. Print.

Patke, Rajeev S. *Postcolonial Poetry in English (Oxford Studies in Postcolonial Literatures in English)*. 1st ed. USA: OUP. 10Aug. 2006. Print.

C.D. *An Anthology of Commonwealth Poetry*, New Delhi : Macmillan India Ltd.,1990. Print.

3. Gilbert, Helen. Ed. *Postcolonial Plays: An Anthology*. London: Routledge. 1st ed. 19 April. 2001. Print.

Thompkins, Joanne. *Post-Colonial Drama: Theory, Practice, Politics*. Helen Gilbert ed. London: Routledge; 1st ed. 30 May. 1996. Print.

4. Bardolph, Jacqueline. Ed. *Telling Stories: Postcolonial Short Fiction in English (Cross/Cultures)*. Editions Rodopi B. V. 1st Jan. 2001. Print.

5. Rhys, Jean. *Wide Sargasso Sea*. Norton ww& company – pages ,176.

Book(s) for Reference:

Ganapathy-Dore, Geetha. *Postcolonial Indian Novel in English*. Cambridge Scholars Publishing. 24 Feb. 2011. Print.

Lane, Richard. *The Postcolonial Novel (Themes in 20th and 22st Century Literature)*. Polity Press. 1st ed. 16 June. 2006. Print.

Web Sources:

Postcolonial.net

“Postcolonial Studies at Emory”

“The postcolonial literature and culture web”

Blogs:

Amerdeep Singh’s Blog

Asia Writers

Colonial and postcolonial literary dialogues

Course Outcomes:

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

S. NO.	COURSE OUTCOMES	BLOOMS VERB
CO1	Understand Post colonialism and its concepts.	Understand
CO2	Evaluate the themes and the nuances of Post Colonial narratives through the prescribed texts.	Evaluate
CO3	Learn the power structures in the Socio – Political and cultural scenario.	Apply
CO4	Apply judgement and empathy in real life situations.	Analyse and Apply
CO5	Interpret and develop analytical and critical thinking.	Analyse

Mapping with Programme Outcomes:

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	M		S				S	
CO2	S		S	S				M		
CO3	L		S		S				L	
CO4	S					M			L	
CO5				S				S		

S-Strong

M-Medium

L-Low

Major Based Elective VIII - Juvenile Writing

Course code	Course Name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
22UELM8	Juvenile Writing	60	-	-	4

Course Objectives:

- To provide an opportunity to understand and appreciate Juvenile literature
- To motivate the youngsters to attempt free writing.
- To develop a positive attitude towards one's own culture and the cultures of others
- To help students develop moral and emotional intelligence
- To help students enhance their cognitive skills, imagination and creativity

Unit -I: Poetry (12 Hours)

Emily Dickinson - Sic Transit Gloria Mundi
Sylvia Plath - Ennui
Edgar Allen Poe - Evening Star
D.H. Lawrence - Dreams Nascent
Amanda Gorman - The Miracle of Morning

Unit -II: Prose (12 Hours)

Malala Yousafzai - I am Malala

Unit - III: Drama (12 Hours)

Amy Herzog - 4000 Miles

Unit - IV: Short Story (12 Hours)

Ruskin Bond - Untouchable
Sashi Tharoor - The Five-dollar Smile (Title Story)
Flannery o' Connor - The Geranium
Anton Chekhov - The Chameleon

Unit –V: Novel (12 Hours)

S.E.Hinton

- The Outsiders

Texts:

1. Yousfzai, Malala. I'm Malala ,Little Brown and Company(US), Weidenfeld& Nicolson (UK)
2. Herzog, Amy. 4000 Miles, Samuel French, Inc.Lincoln Center
3. Collected Short stories Ruskin Bond, Penguin Books
4. The Five Dollar Smile by Sashi Tharoor, Penguin Books.
5. Hinton S. E., The Outsiders, Viking Press/Dell Publishing House

Web Sources

1. Fsgworkinprogress.com/thegeranium
2. Americanliterature.com/thechameleon
3. poemhunter.com/ sic transit gloria mundi
4. www.blackbird.vcu.edu/ ennui
5. poetry loverspage.com/ evening star
6. allpoetry.com/ dreams nascent
7. www.treatsforthesoul.org/ the miracle of morning

Course Outcomes:

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

S.No	Course Outcome	Bloom's verb
CO1	Develop awareness of the scope and variety of works and the genres in Juvenile writing.	Understand
CO2	Understand works of literature as expressions of individuals in historical and social contexts.	Understand
CO3	Interpret critically the literary works by applying a critical approach.	Analyze and Apply
CO4	Imbibe moral and ethical values in life and learn how images communicate meanings.	Analyse
CO5	Perceive and display knowledge of the influence of literature upon intercultural experiences.	Apply and Create

Mapping with Programme outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1		M							L	
CO2	M		S		S	S	M			
CO3			M	L						
CO4	M				M		S			
CO5	M		L		L					

S-Strong

M-Medium

L-Low

Skill Enhancement Course IV: English for Competitive Examinations

Course Code	Course Name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
22UELS4	English for Competitive Examinations	30	-	-	2

Course Objectives:

- To acquaint students with the pluralistic dimensions of basic features of English grammar.
- To equip students with necessary skills of English language to get through in the competitive examinations.
- To make students aware of the prominent skills of comprehension.
- To assist students acquire necessary creative and critical faculties in an academic environment.
- To facilitate honing of LSRW skills.

Unit - I: Grammar (6 Hours)

Concord (Pg.195-198)

Articles (pg.33-40)

Sequence of tenses (pg.43-52)

Unit - II: Vocabulary Skills (6 Hours)

Words often confused or misused (Pg.322-328)

Spotting Errors (Pg.71-99)

Unit - III: Writing Skills (6 Hours)

Hints Development (Pg.221-225)

Expansion of an idea/ proverb into a paragraph (Pg.207-220)

Writing Letters (Pg.226-230)

Unit - IV: Comprehension Skills (6 Hours)

Reading Comprehension (Pg.182-236)

Report writing (Pg.296-300)

Essay writing (Pg.259-275)

Unit - V: Spoken Skills (6 Hours)

Some Notions, Conventional and Idiomatic Expressions (Spoken Form)

Pg.352-361)

Texts:

1. Emerald English Grammar and Composition by G. Radhakrishna Pillai, Emerald Publishers, Chennai. (for UNITS: 1,3)
2. English for Competitive Examinations by R.P. Bhatnagar and Rajul Bhargava, Macmillan India Limited, New Delhi. (for UNITS: 2,4,5)

Books for Reference:

David Green, *Contemporary English Grammar Structures and Composition*, Trinity Press, New Delhi, India.

Advanced English Grammar by Martin Hewings, Cambridge University Press, New Delhi.

Web Sources:

[www.kopykitab.com/English-For-Competitive-Examinations-by-R-P- Bhatnagars](http://www.kopykitab.com/English-For-Competitive-Examinations-by-R-P-Bhatnagars)
<https://testbook.com/blog/english-for-competitive-exams-module-1/>
[https://india.oup.com/.../english-for-success-in-competitive-exams- 9780199465934](https://india.oup.com/.../english-for-success-in-competitive-exams-9780199465934)
www.ebookmaterials.blogspot.com/.../free-competition-exams-english-books/
www.unlanguage.org/LE/Overview/Editors/.../English%20editor.PDF

Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Learn adequate skills required for competitive examinations	Understand
CO2	Demonstrate LSRW skills	Understand and Apply
CO3	Employ knowledge of grammar in speech and writing	Apply
CO4	Apply language skills in formal environment too	Apply
CO5	Discuss the prevalent issues logically and present coherently	Analyze and Create

Mapping with Programme Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S							S	M	S
CO2	S						M	S	S	S
CO3	S							S	S	S
CO4	S						M	S	M	S
CO5	S							S		S

S- Strong

M-Medium

L - Low