



திருவள்ளூர் பல்கலைக்கழகம்
THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE - 632 115

ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Core

Paper code: Name of the Paper: British Poetry Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To identify the elements and the key components of British Literature
2. To familiarize the students with the characteristics of various literary genres
3. To understand literature as an expression of human values within a historical and social context
4. To understand and appreciate poetry as a literary art form
5. To apply the principles of literary criticism to the analysis of poetry

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to read and discuss select poems identifying variety of forms and genres of poetry.
2. The student will be able to apply the principles of literary criticism to the analysis of poetry and develop the critical thinking of the students.
3. The student will be able to identify various elements of poetry such as diction, tone, form, imagery, figures of speech, symbolism, theme etc. and help the students to appreciate poetry as a literary art form.
4. The student will be able to broaden the vocabularies, understanding the connotations and denotations in poetry.
5. The student will be able to develop the aesthetic sense and to create love for English poems.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Chaucer, The Sixteenth Century, The Metaphysical Poets.			Teaching Hours: 5/Week
	Geoffrey Chaucer	-	The Prologue to Canterbury Tales
	John Donne	-	The Ecstasy
	Andrew Marvell	-	To His Coy Mistress

UNIT-II: The Sixteenth Century, The Restoration.			Teaching Hours: 5/Week
	John Milton	-	Paradise Lost Book IX
	Alexander Pope	-	The Rape of the Lock

UNIT-III: The Romantic.			Teaching Hours: 5/Week
	William Wordsworth	-	Resolution and Independence
	Samuel Taylor Coleridge	-	Dejection : An Ode
	John Keats	-	Ode to Psyche
	Lord Byron	-	She Walks in Beauty
	P.B. Shelley	-	Ode to the West Wind

UNIT-IV: The Victorian.			Teaching Hours: 5/Week
	Alfred Lord Tennyson	-	Tithonus
	Robert Browning	-	My Last Duchess
	Mathew Arnold	-	The Scholar - Gipsy
	Dante Gabriel Rossetti	-	The Blessed Damozel
	G.M. Hopkins	-	The Windhover

UNIT-V: Modern.			Teaching Hours: 5/Week
	W.B. Yeats	-	A Prayer for my Daughter
	Robert Bridges	-	The Evening Darkens Over
	Stephen Spender	-	As I Sit Staring
	T.S. Eliot	-	The Waste Land
	W. H. Auden	-	Stop all the clocks

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Chaucer, Geoffrey. *The Canterbury Tales.*, Penguin Classics, 2003.
- Palgrave, Francis T. *A Golden Treasury of English Verse.* New York: Illustrated editions Co, 1935. Print.
- Milton, John, 1608-1674. *Paradise Lost.* London ; New York :Penguin Books, 2000
- Pope, Alexander, and Cynthia Wall. *The Rape of the Lock.* Boston: Bedford Books, 1998. Print.
- Hayward, John, ed. *The Faber book of English verse.* Faber & Faber, 1963.
- Yeats, William Butler. "Modern Poetry." *Essays and Introductions.* Palgrave Macmillan, London, 1961. 491-508.
- Thomas, C. T, editors. *Chaucer to Housman.* Vol. 1. B.I Publications, New Delhi, 1987.
- Thomas, C. T, editors. *Chaucer to Housman.* Vol. 2. B.I Publications, New Delhi, 1987.

Reference Book:

- Barber, Charles. *Poetry in English: An Introduction .* London. Macmillan, 1988.
- Prasad, Birjadish. *A Short History of English Poetry.* New Delhi. Macmillan, 2001.
- Abrams, Meyer Howard, and Geoffrey Harpham. *A Glossary of Literary Terms.* Cengage learning, 2014.
- Mullik, B. R. *English Poetry: Its Background and Development.* New Delhi. S. Chand & Co, 1964.
- Basu, Tapan Kumar, editor. *T.S.Eliot: An Anthology of Recent Criticism.* New Delhi: Pencraft International. 1993.
- Perrine, Laurence, Thomas R. and Greg Johnson. *Perrine's Sound and Sense: An Introduction to Poetry.* Wadsworth Cengage Learning, 1956.
- Murphy, M. J. *Understanding unseen: An introduction to English poetry and the English novel for overseas students.* ISBN-13 : 978-0044280293

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org>
- <https://www.poemhunter.com>

E-Books:

- <http://www.englishliteratureebooks.com/memorable-poems.pdf>
- <http://www.englishliteratureebooks.com/classicpoetryebooks.html>
- <https://www.gutenberg.org/files/19221/19221-h/19221-h.htm>

E-Journals:

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Core

Paper code: Name of the Paper: British Prose Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives:(five outcomes for each unit should be mentioned)

1. To introduce the students the topics such as the use of language, religion, humour, history (which are not the same) in British Prose.
2. To teach the representative English prose from different background and periods.
3. Familiarize with major figures and works and discuss the prose works.
- 4.To identify the characteristics of various literary genres.
- 5.To understand literature as an expression of human values within a historical and social context.

Course Out Comes:

- 1.The student will be able to exemplify the values of life and how studying is helpful for better understanding and provides knowledge that develops experience as well as moral character that make one to be humane.
2. The student will be able to inculcating the doctrines of divine qualities, great statesmanship, and philosophical values of human lives.
3. The student will be able to Implanting the overall development of an individual for the development of the society.
4. The student will be able to Understanding the oppressive influences and how the imperialist regimes uphold the image of their impenetrable empire.
- 5.The student will be able to Sensitizing British women’s agendas through their modern writing to emancipate women from subjugation and instilling a sense of equality in them.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Renaissance, The sixteenth and The seventeenth century			Teaching Hours: 5/Week
	Francis Bacon	-	Of Friendship & Of Studies
	Joseph Addison	-	Sir Roger at Theatre
	Richard Steele	-	Sir Roger at Church

UNIT-II: Freud's Theory and Romantic essayist			Teaching Hours: 5/Week
	Charles Lamb	-	Dream Children: A Reverie
	William Hazlitt	-	On Great and Little Things

UNIT-III: The Nineteenth Century Essayists			Teaching Hours: 5/Week
	J.S. Mill	-	Of Individuality (From on Liberty)
	Thomas Carlyle	-	Dante and Shakespeare
		-	The Hero as poet

UNIT-IV: Colonialism and Feminism			Teaching Hours: 5/Week
	George Orwell	-	Shooting an Elephant
	John Ruskin	-	"Of Queens' Gardens" from "Sesame and Lilies"

UNIT-V: Modernism, Mid 20th Century and The Nineteenth century			Teaching Hours: 5/Week
	Steele	-	The Spectator Club
	Aldous Huxley	-	English Snobbery
	Bernard Shaw	-	How I Became a Public Speaker

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- M.G Nayar, ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*, Macmillan, 2012
- Robb Cuthbert W. *English Essays: A representative anthology*, Blackie and Son, 1945.
- Charles Lamb. *Essays of Elia*, Macmillan, 2004
- William Hazlitt. *Selected essays of William Hazlet*, Macmillan, 1982
- Joseph, Steele, Coverley. *Papers from the Spectator*, Kessinger publishing Co, 2004

Reference Book:

- Huxley, Aldous. *Complete Essays*, Ivan R Dee, Inc, 2001.
- Orwell, Ruskin. *Golden Leaves*, Editorial Board. Macmillan, 2012.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://litpriest.com/essays/of-friendship-summary-analysis-francis-bacon/>
- https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar_eng_Dream_Children.pdf
- <https://thesmolt.com/dante-and-shakespeare/>

E-Books:

- <https://gutenberg.net.au/ebooks02/0200141h.html>
- <https://www.worldcat.org/title/of-queens-gardens/oclc/906422266>

E-Journals:

- <http://www.clt.astate.edu/wmarey/asste%>
- <http://www.questia.com>
- <http://eb.com>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

ANNEXURE – III

For question paper setting – British Prose

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I

Paper type: Core

Paper code:

Name of the Paper: British Drama

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. They will demonstrate proficiency in specific skills like: acting, directing, choreography, play writing or dramaturgy.
2. They will be able to analyze, interpret and evaluate the dramatic literature and theatrical productions.
3. Students in drama and theatre arts will learn the importance of responsibility to their community
4. The course will demonstrate the proficiency in oral communication.
5. The students will also acquire and develop histrionic skills.

Course Out Comes

1. Apply discipline – specific skills to the creation of performance.
2. Draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
3. They will demonstrate proficiency in specific skills like: acting, directing, choreography, play-writing or dramaturgy.
4. They will be able to analyze, interpret and evaluate the dramatic literature and theatrical Productions
5. The students would have improved their acquisition of communication skills

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:	Teaching Hours: 5/Week
<i>The Spanish Tragedy</i> by Thomas Kyd	

UNIT-II:	Teaching Hours: 5/Week
<i>Dr. Faustus</i> by Christopher Marlowe	

UNIT-III:	Teaching Hours: 5/Week
<i>Pygmalion</i> by G.B. Shaw	

UNIT-IV:	Teaching Hours: 5/Week
<i>Look Back in Anger</i> by John Osborne	

UNIT-V:	Teaching Hours: 5/Week
<i>Birthday Party</i> by Harold Pinter	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Kyd, Thomas. *The Spanish Tragedy*. Good P, 2019.
- Marlowe, Christopher. *Doctor Faustus: A Play*. Open Road Media, 2020.
- Osborne, John. *Look Back in Anger*. Faber & Faber, 2013.
- Pinter, Harold. *The Birthday Party, and The Room: Two Plays*. Grove P, 1961.
- Shaw, George B. *Pygmalion*. Courier Corporation, 2012.

Reference Book:

- Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
- Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.
- Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.

- John Russell Brown and Bernard Harris,eds., Elizabethan Theatre, Stratford upon–Avon Studies Vol9.,EdwardArnold,London.
- AllardyceNicoll,1973,BritishDrama,Harrap,London.
- Bradbrook,M.C.,1979,Themes and Conventions of Elizabethan Tragedy,VikasPublishingHousePvt.,Ltd.,(6thed)New Delhi.
- MichaelHathaway,1982 ,Elizabethan Popular Theatre:Playsin Performance, Routledge, London.
- Kinney,Arthur.F.,2004,A Companion to Renaissance Drama,Oxford: BlackwellPublishing.
- Website,e-learning resources <http://www.clt.astate.edu/wmarey/asste%>
- <http://eb.com>(Encyclopaedia Britannica–restricted site)
<http://en.wikipedia.org/wiki>(qualified search resultson Elizabethan Theatre,RestorationDrama,Comedy of
- Manners,realism,naturalism,AbbeyTheatre,GaelicRevival,ModernCelts,EpicTheatre,PoliticalTheatre,ExperimentalTheatre,etc.and on individual authors.)
<http://www.questia.com> (online library for research)

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Core

Paper code: Name of the Paper: British Fiction Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To enable the students to examine literature and fiction using selected historical, and cultural theories and to learn human values and the social disposition from great works of art.
2. This course provides a survey of modern British fiction from its development early in the twentieth century, to its current achievements and trends.
3. The course focuses on the work of six representative novelists and examines the way these writers perceive the world around them and how they construct their fiction.
4. A close critical reading of ten novels allows students to understand each work on its own terms, to place it in the context of each writer's full body of work, and, finally, to see in it reflections of the major themes of modern British fiction.
5. The Course provides holistic view of British fiction to the students,

Course Out Comes (five outcomes for each unit should be mentioned)

1. It enables the students to analyse literature and fiction using appropriate theoretical, historical, and cultural apparatus.
2. Students get to know various cultures and construction of gender, nation and race throughout the history.
3. The prescribed fiction helps the students to learn human values and the behavioural patterns from great works of art, and develops the ability to understand human race.
4. The students can easily understand the appropriate Fiction as a kind of literary form
5. They are enabled to apply critical theories in the prescribed Fictions

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 5/Week
	Daniel Defoe	-	Robinson Crusoe
	Samuel Richardson	-	Clarissa

UNIT-II:			Teaching Hours: 5/Week
	Jane Austen	-	Persuasion
	Sir Walter Scott	-	The Talisman

UNIT-III:			Teaching Hours: 5/Week
	Charlotte Bronte	-	Jane Eyre
	Charles Dickens	-	Bleak House

UNIT-IV:			Teaching Hours: 5/Week
	Thomas Hardy -	-	Tess of D' Urbervilles
	Joseph Conrad -	-	Heart of Darkness

UNIT-V:			Teaching Hours: 5/Week
	James Joyce -	-	A Portrait of the Artist as a Young Man
	Zadie Smith -	-	White Teeth

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Defoe, Daniel. Robinson Crusoe. Oxford: Oxford UP, 2007. Print.
- Richardson, Samuel. Clarissa, or the History of a Young Lady. Penguin Classics, 1985. Print.
- Austen, Jane. 1818. Persuasion. London: Penguin. 1994.
- Scott, Walter. *The Talisman*. 1825. Harmondsworth: Penguin, 1980. Print.
- Bronte, Charlotte. Jane Eyre. Beijing: Foreign Language Press.2002. Print.
- Dickens, Charles. Bleak House. Penguin Classics Edn. Ed. Nicola Bradbury. Penguin Books. 2003. Print.

- Hardy, Thomas. *Tess of the D'urbervilles*. New York: Modern Library, 1919
- Conrad, Joseph. *The Secret Agent: A Simple Tale*. Oxford: Oxford University Press, 2004. Print.
- Joyce, James. *A Portrait of the Artist As a Young Man*. London: Penguin, 1992. Print.
- Smith, Zadie. *White Teeth*. London: Penguin Books. 2000. Print.

Reference Book:

- Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
- F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.
- Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
- Frederick R. Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
- Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.youtube.com/watch?v=OsRSZhQubHc>
- <https://www.youtube.com/watch?v=WfN1o1iAiFk>
- <https://www.youtube.com/watch?v=OcKNHF6OJOk>
- <https://www.youtube.com/watch?v=8CmE1-ATaE>
- <https://www.youtube.com/watch?v=YiDLdOUDE2Q>
- <https://www.youtube.com/watch?v=f88B3arI4RY>

E-Books:

- https://books.google.com/books?hl=en&lr=&id=DB4OkoatInAC&oi=fnd&pg=PT5&dq=daniel+defoe+robinson+crusoe&ots=gDB9pkDELu&sig=-ccj6-Mp_KsTc5o-2TUc-GeU7Ks
- <https://books.google.com/books?hl=en&lr=&id=ZXpGEAAAQBAJ&oi=fnd&pg=PA7&dq=samuel+richardson+clarissa+analysis&ots=hXBoKeHcGo&sig=8jiEyzGOQfpI836sJq3BySMZ43E>
- <https://www.globalgreyebooks.com/clarissa-or-the-history-of-a-young-lady-ebook.html>
- <https://books.google.com/books?hl=en&lr=&id=YACCAwAAQBAJ&oi=fnd&pg=P1&dq=jane+austen+persuasion&ots=EZCWxLYWTG&sig=mWITlixwQC8JfzmJV6cATbkEiw>
- https://books.google.com/books?hl=en&lr=&id=PMLzy4dgPHQC&oi=fnd&pg=PA1&dq=sir+walter+scott+talisman+&ots=ddwnWzz_e2&sig=RHzhTAzlik7TPw-25YQoC1qNDuQ
- <https://books.google.com/books?hl=en&lr=&id=xSFHEAAAQBAJ&oi=fnd&pg=PR1&dq=charlotte+bronte+jane+eyre&ots=7U8FQvL2IR&sig=Tbxen4OBRKUNm38IzSVU8rRPM6o>
- <https://books.google.com/books?hl=en&lr=&id=wWIVAAAAQAAJ&oi=fnd&pg=PA1&dq=bleak+house+charles+dickens+&ots=m-MloxHoXk&sig=Tr9ILQGd-FX-AchtQq2C5jIMNxg>
- <https://www.gutenberg.org/files/110/110-h/110-h.htm>

- https://books.google.com/books?hl=en&lr=&id=kp9uRMboUDMC&oi=fnd&pg=PR10&dq=joseph+conrad+the+secret+agent+analysis&ots=0lkH8kR5aF&sig=IHFwtez-6_MNXkrLTVO0z5bxvHM
- https://books.google.com/books?hl=en&lr=&id=rBBwU90E0bUC&oi=fnd&pg=PA1&dq=joseph+conrad+the+secret+agent+analysis&ots=tocJd4nthi&sig=66X8uDXUfGv_jJYo_ik6lUuskjTI
- <https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9780203054277&type=googlepdf>
- https://books.google.com/books?hl=en&lr=&id=cga-I40AdQ4C&oi=fnd&pg=PA7&dq=zadie+smith+white+teeth+analysis&ots=TI-HI_9v4t&sig=SQRROIAGTO8Y6hAqxT7aeu0tNbw

E-Journals:

- https://www.academia.edu/download/55794597/Robinson_Crusoe_Individualism.pdf
- <http://www.openaccess.hacettepe.edu.tr:8080/xmlui/handle/11655/1268>
- <https://www.jstor.org/stable/378572>
- https://icame.info/icame_static/ij30/ij30-page87-104.pdf
- <https://www.tandfonline.com/doi/abs/10.1080/10509585.2017.1289927>
- <https://archives.palarch.nl/index.php/jae/article/view/7463>
- <https://www.jstor.org/stable/30032028>
- https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=tess+of+the+d%27urbervilles&oq=#d=gs_qabs&t=1657621866043&u=%23p%3DeicfSG7Q3wf
- <https://www.jstor.org/stable/10.13110/criticism.56.1.0089>
- https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/ancnbt2013§ion=55
- <http://eprints.unpam.ac.id/4805/>
- <http://www.rjelal.com/6.1.18/83-87%20JAYA%20KUMAR%20ANDRU.pdf>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Core Elective

Paper code: Name of the Paper: A. Short Stories Credit: 3

Total Hours per Week: 3 Lecture Hours:2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. Identify key points in stories.
2. Summarize the events of a story in a concise manner.
3. Organize key points of stories into chronological action categories.
4. Develop an original narrative in a collaborative manner.
5. Compare the plot structures of multiple stories.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to recognize the history of short stories and how they evolved and were used by different cultures across the globe.- identifying when, where and how the form evolved in different cultural spaces.
2. The student will be able to recognize the didactic issues underlying the author's work- his or her insights into the principles that govern human behavior.
3. The student will be able to identify and analyze psychological issues raised by the stories under consideration
4. The student will be able to familiarise them with the convention of diverse textual genres of Short stories.
5. The student will be able to the advancement of their acquaintance with fiction and non-fiction of writers from the Jacobean period to the 20th Century, and learn the relevant literary terms through exposure to various texts from across the literary ages.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 2/Week
	Edgar Allan Poe	-	The Premature Burial
	Alice Walker	-	Everyday Use
	Kate Chopin	-	A Respectable Woman

UNIT-II			Teaching Hours: 2/Week
	A J Cronin	-	Two Gentlemen of Verona
	Oscar Wilde	-	The Happy Prince
	D H Lawrence	-	The Fox

UNIT-III			Teaching Hours: 2/Week
	Gabriel Garcia Marquez	-	DeathConstantBeyondLove
	Alice Munro	-	To Reach Japan
	Stephen Leacock	-	The Man in Asbestos

UNIT-IV			Teaching Hours: 2/Week
	Fyodor Dostoevsky	-	The Dream of a Ridiculous Man
	Alexander Pushkin	-	The Shot
	Ambai	-	Vahanam

UNIT-V			Teaching Hours: 2/Week
	Hendry Lawson	-	The Drover's Wife
	Barbara Baynton	-	The Chosen Vessel
	Nadine Gordimer	-	Once Upon a Time

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Poe, Edgar Allan. The premature burial. Read Books Ltd, 2015.
- Walker, Alice. Everyday use. Recording for the Blind & Dyslexic, 2004.
- Chopin, Kate. A respectable woman. Dreamscape Media, 2017.
- Leacock, Stephen. The Man in Asbestos: An Allegory of the Future. Vol. 1. Library of Alexandria, 1990.
- Dostoevsky, Fyodor. The dream of a ridiculous man. Lindhardt og Ringhof, 2022.
- Slights, Camille Wells. "" The Two Gentlemen of Verona" and the Courtesy Book Tradition." Shakespeare Studies 16, 1983.

Reference Book

- Goodman, Roger. B, editor. *75 Short Masterpieces: Stories from the world literature*, New York: Bantam Books, 1983.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://americanliterature.com/short-stories>
- <https://library.oopen.org/handle/20.500.12657/30760>

E-Books:

- <https://www.gutenberg.org/ebooks/902>

E-Journals:

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Core Elective

Paper code: Name of the Paper: B. Literary Terms & Movements Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To inculcate the students to comprehend the important literary terms and literary movements in English literature.
- 2.To enhance vibrant knowledge in literary terms among the students.
- 3.This course enhances the learning critical terms of literary theory pertaining to English Literature.
- 4.This course will enable the students to identify the important terms of literary theory and movements.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to enable the students to recognize the important literary terms and key movements in English literature.
2. The student will be able to develop the perception of the students on the essential elements of literary theory and movements.
3. The student will be able to stimulate the students to distinguish the literary terms and the progression of English Literature.
4. The student will be able to examine literary terms and the central points of a selection of literary theory.
5. The student will be able to instil the literary values and develop the theoretical concern in students.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I	Teaching Hours: 2/Week
<p>Allegory – Allusion – Apostrophe – Assonance – Bathos – Blank Verse – Ceasura – Consonance – Conceit – Dactyl – Diacope – Elegy – Enjambment – Envoi – Euphemism – Foot – Galleys – Haiku – Hexameter – Hyperbole – Iamb – Litotes – Lyric – Meter – Metaphor – Ode – Octave – Onomatopoeia – Personification – Quatrian – Quintain – Refrain – Rhyme – Septet – Synecdoche – Stanza – Strophe – Tercet – Tetrameter – Transferred Epithet – Zeugma.</p>	

UNIT-II	Teaching Hours: 2/Week
<p>Autobiography–Biography–Characterization–Diction–Dramatic Irony - Emotive Prose– Epigram–Fable - Flashback–Foil–Foreshadowing–In Media Res– An Implied Theme– Mood - Narrative Prose–Narrative Technique–Parody – Paragraph - Parallelism– Roman á clef - Reliable Narrator–A Stated Theme–Vignette.</p>	

UNIT-III	Teaching Hours: 2/Week
<p>Bildungsroman - Character–Chivalric Romance – Climate Fiction - Dystopian – Epistolary Novel - Plot–Magic Realism - Meta Fiction—Foreshadowing–Dramatic Point of View– Mood–Conflict–Epiphany–Fable–Flat Character–Novel of Manners–Parable–First Person Narrator–Second Person Narrator–Third Person (Omniscient) Narrator–Round Character– Situational Irony–Flash Back.</p>	

UNIT-IV	Teaching Hours: 2/Week
<p>Absurd - Anagnorisis/Recognition–Aside– Tragedy– Catharsis - Comedy– Comedy of Manners– Comedy of Humour–Denouement - Dramatic Monologue–Freytag's Pyramid– Soliloquy–Dramatic Irony–Farce–Parody–Protagonist–Antagonist–Role-Playing–Setting– Catastrophe–Catharsis–Chorus–Dialogue - Dramatic Personae–Hamartia (Tragic Flaw)– Pantomimi - Tragic Hero–Unities,–Proscenium Stage–Peripeteia/Reversal–Satire– Tragicomedy–Miracle and Mystery Play–Interlude – Symbolism.</p>	

UNIT-V	Teaching Hours: 2/Week
<p>Scottish Chaucerians – University Wits – Metaphysical Poets – Graveyard Poets- Dark Romantics –Transcendentalism–Enlightenment–Stream of Consciousness–Aesthetic Movement– Black Arts Movement– Beat Generation–Harlem Renaissance–Confessional Poetry –The Lost Generation–New Apocalyptics – Southern Agrarians – Agitprop - Liberalism–Cavalier Poets - Dark Romanticism – Verismo – Magical Realism – Decadent Movement – Expressionism – Absurdism – Surrealism.</p>	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Abrams, Meyer Howard, and Geoffrey Harpham. A glossary of literary terms. Cengage learning, 2014.
- Guerin, Wilfred L. A Handbook of Critical Approaches to literature 4th ed. Oxford University Press, 1999.

Reference Book:

- Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin Books, 1958.
- Wainwright, Jeffrey. *Poetry: The Basics*. London: Routledge, 2004.
- Fowler, Roger, editor. *A Dictionary of Modern Critical Terms*. New York: Routledge, 2005.

Course Material: website links, e-Books and e-journals**Website Links:**

- <https://literaryterms.net>

E-Books:

- <https://www.worldcat.org/title/glossary-of-literary-terms/oclc/573059640>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I Paper type: Value Added Course

Paper code: Name of the Paper: Effective Workplace Communication Credit: 2

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To effectuate learners' understanding on communication in workplace
2. To train the learners to inculcate workplace ethics and etiquettes in a hybrid mode (Online and Offline)
3. To enable the students to work in a multicultural and gender inclusive environment
4. To enlighten the students on the importance of interpersonal and group communication
5. To impart essential knowledge on written communication

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will identify and classify the significance of workplace communication and its dynamics
2. Students will exemplify the real life instances with regard to workplace communication
3. Students will compare the dynamics of workplace culture across the globe
4. Students will evaluate the merits and demerits of communication in workplace by analysing various aspects of it
5. Students will express their views on communication taking place in workplace and sensitise their understanding towards it.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Communication Etiquettes - Entry Level	Teaching Hours: 2/Week
Verbal and nonverbal communication, Grooming, Dressing etiquettes, Interview skills, group discussion, online communication, covering letter, resume, video resume	
Activity: Mock interview and Small group discussion	

UNIT-II: Conversation Skills in Social Media	Teaching Hours: 2/Week
Email etiquette, Telephone etiquette, WhatsApp and other online tools, cyber hygiene, cyber security	
Activity: Drafting a business email	

UNIT-III: Dynamics Of Meeting In Workplace	Teaching Hours: 2/Week
Preparing for a meeting, Agenda, Minutes, Offline meeting etiquettes, Virtual meeting etiquettes	
Activity: Preparation of Agenda and minutes	

UNIT-IV: Presentation Skills And Writing Skills	Teaching Hours: 2/Week
Powerpoint/google slides preparation, report(trip report, annual report) preparation and presentation, Editing a document (punctuation, capitalization etc)	
Activity: video resume, slides preparation, report writing	

UNIT-V: Workplace Dynamics	Teaching Hours: 2/Week
Professional behavior, confidentiality, work ethics, team work and team skills, gender sensitivity and inclusivity, punctuality, business dinner and team outing etiquettes, group dynamics, cross cultural understanding	
Activity: group presentation on team skills, demonstrating cross cultural context in workplace	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Mizrahi, Janet. *Writing for the Workplace : Business Communication for Professionals*. New York, Business Expert Press, 2015.

- Andrewartha, Graham. *Be Understood or Be Overlooked : Mastering Communication in the Workplace*. Crows Nest, N.S.W., Allen & Unwin, 2002.
- Quintanilla, Kelly M, and Shawn T Wahl. *Business and Professional Communication Keys for Workplace Excellence*. 4th ed., Los Angeles Sage, 2020.
- Gurak, Laura J, and John M Lannon. *Strategies for Technical Communication in the Workplace*. New York, Ny, Pearson, 2019.
- Picardi, Richard P, and IncEbrary. *Skills of Workplace Communication : A Handbook for T&D*
- *Specialists and Their Organizations*. Westport, Conn., Quorum Books, 2001.

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3		2				Nil
7.	CO4			2			Nil
8.	CO4				2		Nil
9.	CO5					2	Nil
10.	CO5	2					Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1		5				
11. B.	CO1			5			
12. A.	CO2				5		
12. B.	CO2					5	
13. A.	CO3	5					
13. B.	CO3		5				
14. A.	CO4			5			
14. B.	CO4				5		
15. A.	CO5					5	
15. B.	CO5	5					
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil	10				
18.	CO3	Nil		10			
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core

Paper code: Name of the Paper: American Literature Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives:

1. To teach students about American Literature.
2. To make the students to understand about different American literary eras, movements and authors.
3. To acquaint the students to understand the unique American identity.
4. To introduce students the American Dream as reflected in the literary works.
5. To make students to analyze the philosophic principles in the works.

Course Out Comes:

- 1.The student will be able toAnalyse and discuss works of American literature from a range of genres (e.g.,Movements and Concepts,podtry, prose, Drama and Fiction).
2. The student will be able toIdentify relationships between moments in American history, colonialism, Racism and culture and their representation in works of American literature.
3. The student will be able toDemonstrate understanding of the social and artistic movements that have shaped American Theatre.
4. Enables the students to analyze literature and fiction using appropriate theoretical, historical, and cultural apparatus.
5. The student will be able to Produce a mix of critical, creative, and/or reflective works about American literature.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-V: Concepts and Movements			Teaching Hours: 5/Week
	Beginnings Of American Literature	-	Transcendentalism
	Individualism	-	The American South
	The Frontier	-	Counter-Culture
	Harlem Renaissance	-	Rise Of Black Culture And Literature

UNIT-II:POETRY: Nineteenth Century Poets			Teaching Hours: 5/Week
	Walt Whitman	-	When Lilacs Last in the Dooryard Bloom'd Emily
	Emily Dickinson	-	Success is Counted Sweetest Because I Could not Stop for Death
	Robert Frost	-	The Death of the Hired Man
	Wallace Stevens	-	Anecdote of the Jar
	e.e. Cummings	-	Buffalo Bill's
	Langston Hughes	-	Dream Deferred

UNIT-III: PROSE: Harlem Renaissance Poets and Transcendentalists			Teaching Hours: 5/Week
	R.W. Emerson	-	Self Reliance
	Thoreau	-	Civil Disobedience
	Martin Luther King	-	I Have a Dream

UNIT-IV: DRAMA: Family Drama			Teaching Hours: 5/Week
	Eugene O' Neil	-	Long Day's Journey into the Night
	Edward Albee	-	Who's afraid of Virginia Woolf?
	Amiri Baraka	-	Dutchman and the Slave

UNIT-V: FICTION: Afro-American and Black Literature.			Teaching Hours: 5/Week
	Ernest Hemingway	-	The Old man and the Sea
	Alice Walker	-	The Color Purple
	Joseph Conrad	-	Heart of Darkness

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- Egbert S. Olivered., *an Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.
- Mohan Ramanan. *four centuries of American Literature*, Macmillan India Ltd., Chennai. 1996

Reference Book:

- John Russell Brown and Bernard Harris, *American Theatre*, Edward Arnold. 1967
- Daniel Hoffman, *Harvard Guide to Contemporary American Writing*, Oxford University Press, 1979
- Owen Thomas *Walden and Civil Disobedience: Norton Critical Editioned*. Prentice-Hall & Indian. 1986
- E.E. Spiller. *A History of the Literature of the United States*. Macmillan, 1975
- C.P. Hill, *A Short History of the United States*. Edward Arnold and Co. 1942

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org/poems/45480/when-lilacs-last-in-the-dooryard-bloomd>
- <https://positivepsychology.com/self-reliance/>

E-Books:

- <https://www.ebooksread.com/authors-eng/martin-luther-king/i-have-a-dream-martin-luther-king-01m.shtml>
- <https://www.kobo.com/in/en/ebook/edward-albee-s-who-s-afraid-of-virginia-woolf>

E-Journals:

- https://www.researchgate.net/publication/281104494_An_ecocritical_reading_of_flo wers_in_Alice_Walker's_The_Color_Purple
- <https://www.arvindguptatoys.com/arvindgupta/oldmansea.pdf>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3			2			Nil
6.	CO3					2	Nil
7.	CO4	2					Nil
8.	CO4				2		Nil
9.	CO5		2				Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1						5
12. A.	CO2			5			
12. B.	CO2		5				
13. A.	CO3				5		
13. B.	CO3					5	
14. A.	CO4	5					
14. B.	CO4		5				
15. A.	CO5			5			
15. B.	CO5				5		
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil					10
17.	CO2	Nil	10				
18.	CO3	Nil				10	
19.	CO4	Nil			10		
20.	CO5	Nil		10			
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core

Paper code: Name of the Paper: Indian Writing in English Credit:4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.The aim of this course in to familiarize students with major writers from the first wave and second wave and current Indian writings.
- 2.Students would be expected to acquaint themselves with the subject of Indian writings in English and learn to appreciate the regional and linguistic and cultural differences in this literature.
- 3.Poetry from Different Period after independence to the present will introduce them to an holistic understanding.
- 4.Enhances the students to develop knowledge about Indian Philosophy, Indian History and Conservation of Nature.
- 5.Drama from writers belonging to three different periods will help them to trace the development in the field

Course Out Comes (five outcomes for each unit should be mentioned)

- 1.The students are firmly equipped with various tools, techniques and strategies of interpretation.
- 2.The varied literary themes in the Indian scenario is brought out in drama and fiction and short stories
- 3.The students will develop an overall view on Indian English writings.
4. The students can understand the myriad cultural and linguistic details
5. They will learn the varieties available in Indian Writing

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 5 hrs/week
	Nissim Ezekiel	-	Background Casually
	Sri Aurobindo	-	Surreal Science
	Sarojini Naidu	-	Indian Weavers
	Jayanth Mahapatra	-	Dawn at Puri
	Arun Kolatkar	-	An Old Woman
	Toru Dutt	-	Our Casurina tree
	Sugirtharani	-	I Speak Up Bluntly

UNIT-II: Prose			Teaching Hours: 5 hrs/week
	A K Rmanujam	-	Is There an Indian Way of Thinking?
	Jawaharlal Nehru	-	Chapter 3 (Discovery of India)
	Vandhana Shiva	-	Who Made Nature Our Enemy?(Ecofeminism)

UNIT-III: Drama			Teaching Hours: 5 hrs/week
	Rabindranath Tagore	-	Chandalika
	Girish Karnad	-	Tughlaq
	Mahasweta Devi	-	Rudali

UNIT-IV: Fiction			Teaching Hours: 5 hrs/week
	Chitra Banerjee	-	Mistress of Spices
	Arundhati Roy	-	A God of Small Things
	Amitav Gosh	-	The Hungry Tide

UNIT-V: Short Stories			Teaching Hours: 5 hrs/week
	R K Narayan	-	An Astrologer's Day
	Kushwant Singh	-	Karma
	Sudha Murthy	-	"How I Taught My Grandmother to Read"

Text

- Tagore, Rabindranath. Chandalika.. Kindle edition
- Karnad, Girish. Tuglaq Paperback edition
- <https://archive.org/details/in.ernet.dli.2015.454348>
- <https://profcohen.net/reli113/uploads/texts/ramanujan.pdf>
- Nehru. The Discovery of India. Paperback Edition
- Shiva, Vandhana. "Who made Nature Our enemy?" *Ecofeminism*. Rawat Pub. 2010

E-Journal

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core

Paper code: Name of the Paper: English Language Teaching Credit:4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To enhance the teaching principles and methods, lesson planning, teaching aids and model building, teaching evaluation, and implement and evaluates curriculums under the guidance and enable the students to understand Teaching English as a second language and the principles of language testing besides social psychology.
- 2.To enable the students comprehend the spoken form
- 3.To develop students' ability to use English in day-to-day life and real-life situation
- 4.To understand the written text and able to use skimming, scanning skills
- 5.To write simple English to express ideas etc

Course Out Comes (five outcomes for each unit should be mentioned)

1. Enhances the teaching principles and methods, lessonplanning, teaching aids and model building, teaching evaluation, andimplement and evaluates curriculums under the guidance.
2. Enables the student to understand Classroom Techniques such as Team Teaching and Teaching Large Classes using Teaching Aids.
3. Enables the study of new linguistic varieties in English language teaching, approaches, methods, and techniques act as guide and develop learner's responsibility.
4. The student will be skilful in learning of instructional materials,approaches, and methods.
5. The students are enabled to understand Teaching English as asecond language and the principles of language testing besides socialpsychology.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:	Teaching Hours: 4/Week
History of Language Teaching - English in India- Past, Present, future. Theories of Language Learning; Cognitive theory, Behaviorist Theory - First Language Acquisition - Second Language Acquisition.	

UNIT-II:	Teaching Hours: 4/Week
Methods of English Language Teaching- Grammar Translation Method - Direct Method - Bilingual Method - Audio Lingual Method - The Structural Approach – Suggestopedia - Total Physical Response - Communicative Language Teaching (CLT) The Silent Way	

UNIT-III:	Teaching Hours: 4/Week
Approach, Method, Technique (Structural Approach, communicative Language Teaching, Contemporary Based Language Teaching and Current Trends – Blended Learning – Learning through ICT and Multimedia – Computer Assisted Language Learning (CALL)	

UNIT-IV:	Teaching Hours: 4/Week
Teaching of Prose, Teaching of Poetry, Teaching of Grammar and Composition – Teaching of Short Stories -Teaching of Novel – Teaching of Drama - Teaching Language Skills	

UNIT-V:	Teaching Hours: 4/Week
Testing and Evaluation - Kinds of evaluation - Types of Evaluation - Tools of evaluation - Values of evaluation - Curriculum and Syllabus design, Teaching Aids.	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Bright . Mc. Gregor : Teaching English as a second language (Longman)
- David Nunan, Language Teaching Methodology, Prentice Hall, 1991
- Krishna Swamy.N and Lalitha Krishna Swamy. Methods of Teaching English. Haryana: Macmillan Publishers, 2013
- Richards. J and Rodgers, S. Approaches and Methods in Language Teaching. London:

- Cambridge University press, 2002
- Howall A.P.R. A History of English Language Teaching, Oup, 1984.
- Nagaraj, Geetha. English Language Teaching. Delhi, Orient Blackswan Private Limited, 2010

Reference Book:

- Saraswathi. V. English Language Teaching, Principles and Practice. Chennai, Orient Longman, 2004.
- Leonard, David. Learning Theories, A to Z. Westport, Conn: Oryx Press, 2002.
- Richards, Jack C. 1972. An Introduction to Error Analysis. London: Longman.
- Stren, H.H. 1983. Fundamental Concepts of Language Teaching. Oxford University Press.
- Yalden, Janice. 1987. Principles of Course Design for Language Teaching. Cambridge University Press.
- Willis, Jane. Teaching English Through English. Hong Kong, Sing Cheong Printing co. Ltd, 1984.
- Ellis, R. Understanding Second Language Acquisition, London, OUP, 1985.
- Yalden, J. The Communicative Syllabus: Evolution Design & Implementations. Penguin, 1983.
- Oller J.W.Jr. Language Tests at School, London, Longman, 1979.
- Mowla, Shaik. *Techniques of Teaching English*. New Delhi: Neelkamal, 2009.
- Aslam, Mohamed. *Teaching of English*. New Delhi: Foundation Books, 2003.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.youtube.com/watch?v=ksPAkvAXFSM>
- <https://www.youtube.com/watch?v=3kRT-rsKxn4>
- <https://www.youtube.com/watch?v=ww6BaNW4xmA>
- <https://www.youtube.com/watch?v=IXTdPKScsSg>
- <https://www.youtube.com/watch?v=Gtk7DlhJCE0>
- <https://www.youtube.com/watch?v=cKm7Z9Eb16A>
- <https://www.youtube.com/watch?v=EDpusuEiP9c>
- <https://www.youtube.com/watch?v=CrKYvggXZGU>

E-Books:

- <http://www.gutenberg.org/ebooks/53094>
- https://archive.org/details/ilhem_20150321_1903
- http://thuvien.thanglong.edu.vn:8080/dspace/bitstream/TLU-123456789/1622/1/TVS.000803-%20The_Practice_of_English_Language_Teaching%204th%20edition_1.pdf
- https://books.google.co.in/books?hl=en&lr=&id=HrhkAwAAQBAJ&oi=fnd&pg=PR1&dq=Richards.+J+and+Rodgers,+S.+Approaches+and+Methods+in+Language+Teaching.+London:+Cambridge+University+press,+2002&ots=_MfEzo7gm9&sig=JJnn4VyleTSjzo1vUp7ZTm7ICDA
- <https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-Teaching-by-Principles.pdf>
- <https://www.taylorfrancis.com/books/mono/10.4324/9781315883113/second-language-learning-language-teaching-vivian-cook>

- https://books.google.co.in/books?hl=en&lr=&id=37LVTZiqC0oC&oi=fnd&pg=PR7&ots=rSKD_TZ-7F&sig=fOF5Mru5XBsF8JMfSbfTq3o6H40

E-Journals:

- <https://www.academypublication.com/issues/past/jltr/vol01/06/jltr0106.pdf#page=11>
- <https://academic.oup.com/eltj/article-abstract/67/4/468/486830>
- https://www.researchgate.net/profile/Wendy-Hiew/publication/266871519_ENGLISH_LANGUAGE_TEACHING_AND_LEARNING_ISSUES_IN_MALAYSIA_LEARNERS%27_PERCEPTIONS_VIA_FACEBOOK_DIALOGUE_JOURNAL/links/591d004d0f7e9b642814c495/ENGLISH-LANGUAGE-TEACHING-AND-LEARNING-ISSUES-IN-MALAYSIA-LEARNERS-PERCEPTIONS-VIA-FACEBOOK-DIALOGUE-JOURNAL.pdf
- <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.2009.00829.x>
- <https://ajet.org.au/index.php/AJET/article/view/908>
- <https://hrcak.srce.hr/128204>
- <https://www.eajournals.org/journals/international-journal-of-english-language-teaching-ijelt/>
- <https://journals.sagepub.com/home/ltr>
- https://www.researchgate.net/publication/305709182_Modern_Approaches_and_Methods_in_Teaching_English_Language
- <https://www.sciedupress.com/journal/index.php/ijelt>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core

Paper code: Name of the Paper: Shakespearean Studies Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To create an awareness of Elizabethan Age.
- 2.To make the students understand and appreciate the uniqueness and greatness of Shakespeare .
- 3.To acquaint the students with the style of Shakespearean works.
- 4.To identify qualities of Shakespeare’s writings and Language to the students.
- 5.To analyze the text of Shakespeare’s purpose, historical and cultural perspective in dramatic strategy.

Course Out Comes (five outcomes for each units should be mentioned)

- 1.The student will be able to explicate the relationship between the written and the spoken words in the context of drama; students tend to learn how to present the characters and context both verbally and physically.
- 2.The student will be able to explore the nature of story and narrative, students will understand the culture, history and politics of Elizabethan England.
- 3.The student will be able to analyze the relationship of Shakespearean literature to society.
- 4.The student will be able to evaluate Shakespeare’s work critically, understanding the themes, techniques and language.
- 5.The student will be able to identify the major literary characters in the works of Shakespeare and bring out their experiences, issues and accomplishments.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 5/Week
	Detail	-	The Merchant of Venice
	Non-Detail	-	The Merchant by Arnold Wesker

UNIT-II			Teaching Hours: 5/Week
	Detail	-	King Lear
	Non-Detail	-	Lear by Edward Bond

UNIT-III			Teaching Hours: 5/Week
	Detail	-	Hamlet
	Non-Detail	-	Rosencrantz and Guildenstern Are Dead by Tom Stoppard

UNIT-IV			Teaching Hours: 5/Week
	Select Sonnets	-	18, 24,27,29, 33,104, 114,116, 129, 130,134,138,144,147,153.

UNIT-V			Teaching Hours: 5/Week
	Shakespearean Criticism	-	Critical pieces for the above prescribed plays and poetry.

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Shakespeare, William, 1564-1616. The Merchant of Venice. Harlow, Essex, England :Longman, 1994.
- Shakespeare, William, 1564-1616. King Lear. Oxford :Clarendon Press, 1877
- Shakespeare, William. Hamlet. Oxford: Oxford University Press, 1994.
- Shakespeare, William, and Katherine Duncan-Jones. Shakespeare's Sonnets. London: Arden Shakespeare, 2001.
- McDonald, Russ. Shakespeare: An anthology of criticism and theory, 1945-2000. Wiley- Blackwell, 2003.

Reference Book:

- Watson, G. J. Drama : An Introduction. London: Macmillan, 1983.
- Boulton, Marjorie. The Anatomy of Drama. New Delhi: Kalyani Publishers, 1979.
- Griffiths, Stuart. How Plays are Made. Oxford: Heinemann Educational Books, 1982.
- Harrison, G. B. Introducing Shakespeare, England: Penguin Books, 1939.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.shakespeare.org/>
- <https://www.bardweb.net/>
- https://www.barnesandnoble.com/b/no-fear-shakespeare-series/_/N-2lwg
- <https://www.opensourceshakespeare.org/>

E-Books:

- <https://www.gutenberg.org/ebooks/100>
- <https://www.routledge.com/Shakespearean-Criticism/arious/p/book/9781138849556>

E-Journals:

- <https://www.tandfonline.com/journals/rshk20>
- <https://sites.bu.edu/shakespearestudies/>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core Elective

Paper code: Name of the Paper: A. Children's Literature Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. The learners will be able to understand the history, development, and context of children's literature, from oral tradition to modern novels
2. The learners will be able to analyze and understand a range of forms, genres, and sub-genres in children's literature, identifying major and minor ideas in the works.
3. The learners will be able to analyse the various critical viewpoints of children's literature.
4. The learners will be able to understand how children's books support children's development.
5. The learners will be able to understand how to integrate children's literature across the curriculum including multicultural components.
6. The learners will be able to apply different media of children's literature creatively and critically and to understand the politics behind young adult writings.

Course Out Comes

1. The learners will comprehend some of the main issues in children's literature, such as the representation of gender, generation, ethnicity and nature.
2. Write a research essay combining existing information with original thought and analysis.
3. Create and present a children's story of their own.
4. Professionally use children's literature in teaching.
5. Judge the literary and artistic quality of books for young children.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry	Teaching Hours: 2/Week
“Stopping by woods on a snowy evening” by Robert Frost	
“The Children’s Hour”- H.W. Longfellow	
“ ‘Hope’ is the thing with feather” by Emily Dickinson	
“A Red, Red Rose”- Robert Burns	
“The Queen's Rival” – Sarojini Naidu	

UNIT-II: Short Story & Fairy Tales	Teaching Hours: 2/Week
“The Paper Bag Princess” by Robert Munsch	
“Thumbelina” by Hans Christian Anderson	
“The Fisherman and his Wife” by Jacob Grimm	
“The Ransom of Red Chief” by O.Henry	
“The Nose” by Nikolai Gogol	

UNIT-III: Fiction	Teaching Hours: 2/Week
<i>To Kill a Mocking Bird</i> by Harper Lee	
<i>A Child in Prison Camp</i> by Shizuye Takashima	
<i>Number the Stars</i> by Lois Lowry	
<i>The Conch Bearer</i> by Chitra Banerjee Divakaruni	
<i>The Daughter from a Wishing Tree</i> by SudhaMurty	

UNIT-IV: Graphic Fiction	Teaching Hours: 2/Week
<i>The Breadwinner: A graphic novel</i> by Deborah Ellis	
<i>Louis Undercover</i> by Fanny Britt and Isabelle Arsenault	
<i>The Unwanted: Stories of the Syrian Refugees</i> by Don Brown	

UNIT-V: Non-Fiction	Teaching Hours: 2/Week
<i>Little Leaders</i> by Vashti Harrison	
<i>The Diary of a Young Girl</i> by Anne Frank	
<i>I am Malala: The Girl who stood up for education...</i> by Yousafzai Malala	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Brown, Don. *The Unwanted: Stories of the Syrian Refugees*. HarperCollins, 2018.
- Fanny & Arsenault Britt Fanny & Arsenault; Isabelle. *Louis Undercover*. 2019.
- Frank, Anne, and Mark Falstein. *Anne Frank: The Diary of a Young Girl*. Turtleback Books, 1995.
- Harrison, Vashti. *Little Leaders: Bold Women in Black History*. Penguin UK, 2018.
- Lee, Harper. *To Kill a Mockingbird*. HarperCollins, 2014.
- Lowry, Lois. *Number the Stars*. Perfection Learning, 1990.
- Takashima, Shizuye. *A Child in Prison Camp*. Tundra Books, 2013.
- *The Breadwinner: A Graphic Novel: A Graphic Novel*. Groundwood Books, 2018.
- Yousafzai, Malala. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little Brown & Company, 2013.

Reference Book:

- Dasgupta, Amit. *Telling Tales - Children's Literature in India*. Indian Council for Cultural Relations & New Age International Publishers, 1995
- Hintz, Carrie. *Children's Literature*. Taylor & Francis Group, 2019.
- Hahn, Daniel and Michael Morpugno. *The Oxford Companion to Children's Literature*. Oxford University Press, 2015.
- Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. OUP, 2011.

- Reynolds, Kimberley. Modern Children's Literature: An Introduction. Palgrave Macmillan, 2014.
- Grenby, Matthew Orville. Children's Literature. Edinburgh University Press, 2008.
- McCulloch, Fiona. Children's Literature in Context. Bloomsbury Publishing, 2011
- Hunt, Peter. An Introduction to Children's Literature. Oxford University Press, 1994
- Hunt, Peter. Understanding Children's Literature: Key Essays from the International Companion Encyclopedia of Children's Literature. Routledge, 1999

Website Links:

- <https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening>
- <https://www.poetryfoundation.org/poems/44628/the-childrens-hour-56d223ca55069>
- <https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>
- <https://www.poetryfoundation.org/poems/43812/a-red-red-rose>
- https://www.poetry-archive.com/n/the_queens_rival.html

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE - III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1					2	Nil
2.	CO1				2		Nil
3.	CO2			2			Nil
4.	CO2		2				Nil
5.	CO3	2					Nil
6.	CO3		2				Nil
7.	CO4			2			Nil
8.	CO4				2		Nil
9.	CO5					2	Nil
10.	CO5	2					Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3				5		
14. A.	CO4			5			
14. B.	CO4		5				
15. A.	CO5	5					
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil		10			
17.	CO2	Nil			10		
18.	CO3	Nil				10	
19.	CO4	Nil					10
20.	CO5	Nil	10				
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core Elective

Paper code: Name of the Paper: B. Journalism Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media & Entertainment Industry-ready professionals.
3. To empower learners by communication, professional and life skills.
4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.
5. To imbibe the culture of research, innovation, entrepreneurship and incubation.

Course Out Comes (five outcomes for each unit should be mentioned)

1. The students will acquire fundamental knowledge of Mass communication & Journalism and related study area.
2. The student shall acquire the knowledge related to media and its impact.
3. The student shall be competent enough to undertake professional job as per demands and requirements of M & E Industry.
4. The student shall empower themselves by communication, professional and life skills.
5. The student shall be able to enhance the ability of leadership.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:	Teaching Hours: 2/Week
A brief history of the Press in India - Major newspaper and magazine organizations: An analysis of major publications- Becoming a journalist—Newspapers—Magazines—Television and Radio—News Websites.	

UNIT-II:	Teaching Hours: 2/Week
Reporters—Reporting—Writing News and Features—Style - Structure of a news report: Types of leads: inverted pyramid style, hour glass style and nut Graph.	

UNIT-III:	Teaching Hours: 2/Week
Newsroom hierarchy and organization: Roles and responsibilities of the sub-editor, chief sub-editor, Need and purpose, Editors—Editing and Headline Writing.	

UNIT-IV:	Teaching Hours: 2/Week
Visual Journalists—Graphics Journalism—Photojournalism—Publication and Website Design—Broadcast Journalism—Writing for Broadcast, Becoming a blogger and Youtuber	

UNIT-V:	Teaching Hours: 2/Week
Mini Project: In-house production of Magazine/Web Feature/Broadcast, Visit to Media and Television Studio	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Parthasarathy, Rangasamy. Basic Journalism, Macmillan publications, 1984.

Reference Book:

- Tony Harcup, Journalism: Principles and Practice, London: Sage Publications, 2008.
- David A.Craig, Excellence in Online Journalism, New Delhi: Sage Publications, 2011.
- Jane Chapman and Mary Kinsey, Broadcast Journalism: A Critical Introduction, London: Routledge & Kegan Paul, 2008.
- Peter Cole and Tony Harcup, Newspaper Journalism, New Delhi: Sage Publications, 2009.

- Stovall, James Glen. Journalism: Who, What, When, Where, Why and How. New Delhi:
- PHI Learning Pvt. Ltd. 2011.
- Journalism Theory and Practice: B.N. Ahuja, Sultan Chand Pub, New Delhi
- Mass Communication in India: Keval K. Kumar, Jaico Publishing House

Course Material: website links, e-Books and e-journals

Website Links:

E-Books:

- <https://www.pdfFiller.com/435640417--professional-journalism-mv-kamath-pdf->
- <http://www.crazynutcracker.com/basic-journalism-by-rangaswami-parthasarathy-pdf>
- <https://hostnezt.com/cssfiles/journalism/Introduction%20to%20Journalism%20By%20Richard%20Rudin.pdf>
- <http://keralamediaacademy.org/wp-content/uploads/2015/02/Handbook-of-Journalism-Studies.pdf>

E-Journals:

- <https://www.owlgen.in/discuss-different-types-of-reporting-in-journalism/>
- https://www.academia.edu/38813261/AN_INTRODUCTION_TO_JOURNALISM
- https://www.researchgate.net/publication/320874033_Journalism_and_Mass_Communication_Textbook_Representations_of_Verbal_Media_Skills_Implications_for_Students_with_Speech_Disabilities

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code:

Name of the Paper: English for Competitive Exams Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

Course Objectives:

1. To enable students to prepare for the competitive exams of various kinds especially meant for testing ability in English language.
2. To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.
3. To encourage students to appear and prepare for the competitive exams.
4. To develop understanding of literature and reading skill of the students through literature.
5. To introduce the students with the idea of English literature to acquaint the students with the broader genres of literature in general

Course Out Comes:

- 1.The student will be able to the papers of skill and ability enhancement are framed not only to orient the students in the use of language but how to use the language creatively and professionally
2. The student will be able to The Paper of Compulsory English is specifically framed from the viewpoint of value education which is the basis of quality life.
- 3.The student will be able to The special papers will open up traditional job opportunities for the students
- 4.The student will be able to the paper of Project writing will inculcate the skills of explanation, interpretation and visualization in the students.
- 5.The student will be able to Selection of contents in all the courses will help the students to comprehend the worldly wisdom and commercial perception which will ultimately lead them to be successful.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT I: Rules			Teaching Hours: 2/Week
	Rules for Tenses	-	Rules For Prepositions
	List of Prepositions	-	Rules and list of conjunctions.

UNIT II:			Teaching Hours: 2/Week
	List of One Word Substitutions	-	List of Homophones/Homonyms List of Synonyms and Antonyms

UNIT III:			Teaching Hours: 2/Week
	Idioms and Phrases	-	Spotting the Error
	Reading Comprehension	-	Cloze Test

UNIT IV:			Teaching Hours: 2/Week
	Letter Writing Format	-	Precis Writing
	Sentence Correction Questions	-	Adjective Degree of Comparison Rules

UNIT V:			Teaching Hours: 2/Week
	Article Rules	-	Direct & Indirect Speech Rules
	Sentence rearrangement	-	Para jumbles

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text Book:

1. Dr.V.Ayothi&Dr.R.Vedavalli -English for Competitive Examinations -New CenturyBook House -2011
2. Dianne Bates How to Self-Edit (To Improve Writing Skills) Emerald Publishers-2002
3. Mira Balachandran Proverbs(Explained through Stories) EmeraldPublishers-2002

Reference Book:

1. Liz Hamp Lyons &Heasley.*Study Writing: A Course inWriting Skills for AcademicPurposes*.CambridgeUniversity Press,2008.
2. Michael McCarthy &O' Dell, *Felicity English Vocabulary in Use* Cambridge University Press.2009.
3. Radhakrishna Pillai G. *English for Success*.EmeraldPublishers.1995

Course Material: website links, e-Books and e-journals

Website Links:

- <https://leverageedu.com/blog/rules-for-prepositions/>
- <https://www.vedantu.com/english/sequence-of-tenses>

E-Books:

- <https://www.pdfdrive.com/idioms-books.html>
- [https://www.academia.edu/40458771/THE ADJECTIVE THE DEGREES OF COMPARISON RULES AND USES](https://www.academia.edu/40458771/THE_ADJECTIVE_THE_DEGREES_OF_COMPARISON_RULES_AND_USES)

E-Journals:

- <https://www.cambridge.org/core/journals/journal-of-linguistics/article/abs/direct-and-indirect-speech-in-mambila/0BD64464CE1A132FF160039E6F3D81D5>
- <https://englishlive.ef.com/blog/english-in-the-real-world/english-grammar-help-use-articles/>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code:

Name of the Paper: B. Soft Skills

Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

Course Objectives:

1. Intrapersonal development aspects are introduced.
2. Personality development, both psychological and cognitive aspects are exposed.
3. Emphasis on team work and conflict resolution.
4. Body language and etiquette in social behavior are discussed.
5. Explores Leadership qualities, motivating talks, receiving feedbacks, taking responsibilities with the positive attitude.

Course Out Comes:

- 1.The student will be able to communicate effectively.
2. The student will be able to develop effective presentation skills.
- 3.The student will become self-confident individuals by mastering inter-personal skills, team management skills, and leadership skills.
4. The student will be able to evaluate the employment market, identify the organizations to get good placement, match the job requirements and skill sets.
- 5.The student will take part effectively in various selection procedures adopted by the recruiters.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT I

Teaching Hours: 2/Week

Self-management, self-esteem, self-awareness, self-regulation, self- critique.

UNIT II

Teaching Hours: 2/Week

Honesty, culture diversity, ability to take other's point of view, integrating cognitive and effective skills.

UNIT III

Teaching Hours: 2/Week

Team work, persuasion, negotiation conflict resolution, reading social situations, learning to say no, activity listening.

UNIT IV

Teaching Hours: 2/Week

Body language, facial expression, humour, eye contact, tone of voice, etiquette.

UNIT V

Teaching Hours: 2/Week

Critical, lateral, strategic thinking; delegation; taking responsibility; giving praise and appreciation; giving and receiving feedback; ability to motivate; problem solving.

Recommended reading

- Harris, Thomas A. I'm Ok, You're Ok: A practical guide to Transactional Analysis. Random House, 2013
- Carnegie, Dale. How To Win Friends and Influence People. Simon & Schuster, 2010.
- Carnegie, Dale. Public Speaking for Success. Penguin, 2006.
- Carnegie, Dale. The Leader in You. Diamond Pocket Books Pvt, 2020.
- Pease, Allan. Body Language. Manjul publishing house, 2014.
- Khera, Shiv. You Can Win. Bloomsbury Publishing, 2018.

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I
Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code: Name of the Paper: C. Eco-Literature

Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

Course Objectives:

1. To master the core concepts and methods from the economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and intuitions.
2. To appreciate the ethical, cross culture, and historical context of environmental issues and the links between human and natural systems.
3. To demonstrate knowledge of the history and culture.
4. To introduce a background knowledge about environmental policies and sustainable developmental goals.
5. To develop the competence in applying and evaluating ecological knowledge in relation to technological and societal developments

Course Out Comes:

1. The student will be able to define and evaluate kinds of environmental literature.
2. The student will be able to identify and analyse the strategies which poets, novelists, essayists, and other writers have used to address environmental questions.
3. The student will identify the changing trends in environmental types and concerns by using the methods of literary analysis and literary history.
4. The student will be able to apply an understanding of environmental literature to explain the inter connected environmental effects of everyday decision we make as individual and a culture.
5. The student will adapt the skills of literary analysis and ecocriticism to gain richer insights into the relationship between the environment and the society.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT –I:

Teaching Hours: 2/Week

Symbiosis, mutualism, Interdependency, Ecotopia, Deep Ecology, Eco Marxism, Eco Feminism, Eco Linguistics, Ecology, Ecosystem, Commensalism, Parasitism, Bioregionalism, Anthropocentrism, Ecocentrism, Biocentrism, Okiopoeties.

Unit-II:**Teaching Hours: 2/Week**

Judith Wright – Northern River

Hendry Kendall – The last of his tribe

Earle Birney – The Bear in the Delhi Road

UNIT- III:**Teaching Hours: 2/Week**

Amitav Gosh – The Hungry ride

Chinua Achebe – Things fall apart

Rudiy Wiebe – A Discovery of Strangers

UNIT- IV:**Teaching Hours: 2/Week**

Avatar

Frozen II

Moana

UNIT V:**Teaching Hours: 2/Week**

Mies and Shiva's Eco feminism: a new testament? Maxine Molyneux and Deborah Lynn Steinberg. Empowering Women – Vandana Shiva

The Maturalist Conception Nature|| Ley John Foster Marx's Ecology: Materialism and Nature

Reference

- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.poemhunter.com/i/ebooks/pdf/judith_wright_2004_9.pdf&ved=2ahUKEwionoSets3vAhVHbSsKHUh-B40QFjACegQIFhAC&usg=AOvVaw3hyJbr4da5vEqz1CRJ90m2
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://espace.library.uq.edu.au/view/UQ:213038/s00855804_1966_1967_8_2_388.pdf&ved=2ahUKEwj50YiKt83vAhXOR30KHfCSCmoQFjAEegQIExAC&usg=AOvVaw3H2G4KogllBn-uxTZi9nyb
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://canpoetry.library.u-toronto.ca/birney/poem4.htm&ved=2ahUKEwiquK6t83vAhUFb30KHQSSBACQFjABegQIFBAC&usg=AOvVaw0OonoZwuc3QUV_bjW91TU9&cshid=1616743680069
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/305008014_Mies_and_Shiva%27s_Ecofeminism_A_New_Testament&ved=2ahUKEwjK5I7st83vAhWLWisKHeM_Dj0QFjAWegQIQxAC&usg=AOvVaw35KxU_xHi2bH3H82n8gpzXX&cshid=1616743825915
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://zajednicko.org/mr-eznabibliografija/wp-content/uploads/sites/2/2018/04/John-Bellamy-Foster-Marxs-Ecology_-Materialism-and-Nature-Monthly-Review-Press-2000.pdf&ved=2ahUKEwj2pIPSuM3vAhUGdCsKHcXYBnwQFjADegQIDhAC&usg=AOvVaw11YFIQy4FFNNXmBDUdTb_W&cshid=1616744021781

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Compulsory Paper

Paper code: Name of the Paper: Human Rights

Exams Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

COMPULSORY PAPER HUMAN RIGHTS

UNIT – I

Teaching Hours:2/Week

Definition of Human Rights—Nature, Content, Legitimacy and Priority Theories on Human Rights—Historical Development of Human Rights

UNIT II

Teaching Hours:2/Week

International Human Rights—Prescription and Enforcement up to World war II—Human Rights and the UNO—Universal Declaration of Human Rights— International Covenant On Civil and Political Rights—International Covenant on Economic, Social and Cultural Rights Optional Protocol.

UNIT III

Teaching Hours:2/Week

Human Rights Declarations—UN Human Rights Declaration—Un Human Rights Commissioner

UNIT IV

Teaching Hours:2/Week

Amnesty International—Human Rights and Helsinki Process—Regional Developments—European Human Rights System—African Human

Rights System—

International Human Rights in Domestic Courts

UNIT V

Teaching Hours:2/Week

Contemporary Issues on Human Rights: Children's Rights—Women's Rights—Dalit's Rights—Bonded Labour and Wages—Refugees—Capital Punishment

Fundamental Rights in the Indian Constitution—Directive Principles of State Policy—Fundamental Duties—National Human Rights Commission

Books for Reference

- International Bill of Human Rights, Amnesty International Publication, 1988
- Human Rights, Question and Answers, UNESCO, 1982
- Mausice Cranston What is Human Rights
- Desai, AR Violation of Democratic Rights in India
- Pandey Constitutional Law
- Timm, RW Working for Justice and Human Rights
- Johari JC Human Rights and New World Order
- Bajwa GS Human Rights in India
- Amnesty India Human Rights in India
- Devasia VV Human Rights and Victimology

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: CORE

Paper code: Name of the Paper: New Trends in Literary Studies Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To introduce the learners New Avenues of Literature
2. To enable their understanding on various research
3. research possibility in English Literature
4. To interest the learners in various Interdisciplinarity of literary learning to develop in them an awareness about the evolving trends.
5. To enhance the learners' understanding on new avenues of Literature

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will identify and classify the significant thrust areas in new avenues of research in English Literature
2. Students will exemplify the texts prescribed in the syllabus by understanding their nuances
3. Students will compare the artifice of interdisciplinary research
4. Students will examine the dynamics of new areas of research by analysing the texts, prescribed
5. Students will express their ideas in respect with literature in new millennium

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Disability Studies & Digital Humanities		Teaching Hours: 5/Week
1.	<i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey	
2.	<i>Alone Together</i> by Sherry Turkle	

UNIT-II: Animal Studies & Literature of the Human Body		Teaching Hours: 5/Week
1.	<i>Animal Farm</i> by George Orwell	
2.	<i>Hunger</i> by Roxane Gay	

UNIT-III: Trauma & Pandemic Studies		Teaching Hours: 5/Week
1.	<i>The Boy in Striped Pyjamas</i> by John Boyne	
2.	<i>Beauty Salon</i> by Mario Bellatin	

UNIT-IV: Cli-fi & Travel Fiction		Teaching Hours: 5/Week
1.	<i>The Road</i> by Cormac Mc Carthy	
2.	<i>Don Quixote</i> by Miguel de Cervantes	

UNIT-V: Food Studies & Chick lit		Teaching Hours: 5/Week
1.	<i>The Edible Woman</i> by Margaret Atwood	
2.	<i>For Matrimonial Purposes</i> by Kavita Daswani	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Atwood, Margaret. *The Edible Woman*. Popular Library, 1976.
- Bellatin, Mario. *Beauty Salon*. City Lights Publishers, 2009.
- Boyne, John. *The Boy in the Striped Pyjamas*. Random House, 2016.
- Daswani, Kavita. *For Matrimonial Purposes*. HarperCollins, 2016.
- Gay, Roxane. *Hunger: A Memoir of (My) Body*. HarperCollins, 2017.
- Kesey, Ken. *One Flew Over the Cuckoo's Nest*. 2010.
- McCarthy, Cormac. *The Road*. Pan Macmillan, 2009.

- Orwell, George. *Animal Farm*. Pan Macmillan, 2021.
- Saavedra, Miguel D. *Don Quixote*. Penguin, 2018.
- Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*. Hachette UK, 2017.

Reference Book:

- Brock, Bill. *Wondrously Wounded: Theology, Disability, and the Body of Christ*. Routledge. 2019
- Hans, Brown & Nancy. *The Routledge History of Disability*. Routledge. 2017
- Foucault, Michael. *History of Madness*. Routledge. 2006
- Eghigian, Greg .*The Routledge History of Madness and Mental Health*. 2017
- Gary, Marvin. *Routledge Handbook of Human-Animal Studies*. Routledge. 2014
- Calarco, Matthew. *Animal Studies: The Key Concepts*. Routledge. 2020
- Wann, Marilyn. *The Fat Studies Reader*. Routledge. 2009
- Pausé, Cat & Taylor, Renee. *The Routledge International Handbook of Fat Studies*. Routledge. 2021.
- Bergson, Henry. *Matter and Memory*. Routledge. 2011
- Morisson, Tony. *The Sight of Memory*. Penguin. 2010
- Marzillier, John. *The Trauma Therapies*. Penguin. 2014
- Gibbs, Alan. *Contemporary American Trauma Narratives*. Penguin. 2014
- Ammons & Roy. *Sharing the Earth*. IMP. 2021
- Ray, Sarah. *A Field Guide to Climate Anxiety*. Routledge. 2021
- Burton, Stacy. *Travel Narratives and the End of Modernity*. Routledge. 2013
- Polo, Marco. *Travel Stories*. Routledge. 2002
- Unsworth, John. *A Companion to Digital Humanities*. Routledge. 2017
- Warwick, Clare. *Digital Humanities in Practice*. Pearson. 2012
- Cole, Thomas. *Medical Humanities: An Introduction*. CUP. 2015

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1			2			Nil
2.	CO1				2		Nil
3.	CO2					2	Nil
4.	CO2	2					Nil
5.	CO3		2				Nil
6.	CO3			2			Nil
7.	CO4				2		Nil
8.	CO4					2	Nil
9.	CO5	2					Nil
10.	CO5		2				Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1					5	
11. B.	CO1				5		
12. A.	CO2			5			
12. B.	CO2		5				
13. A.	CO3	5					
13. B.	CO3		5				
14. A.	CO4			5			
14. B.	CO4				5		
15. A.	CO5					5	
15. B.	CO5	5					
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core
Paper code: Name of the Paper: Literary Theory and Criticism -I
Credit: 4

Total Hours
Per Week: 6 Lecture Hours: 5 Tutorial Hours:1 Practical Hours:0

Course Objectives:

- 1.To help the students understand literary theory as a system to critically interpret literary texts.
2. To enable the students to understand the broad spectrum of thought that is covered by literary theory.
3. Enhances the students to develop critical skills, analysis and many other communication skills-oral and written.
4. The students are finally equipped with various tools, techniques and strategies of interpretation
5. To enhance their literary research

Course Out Comes:

- 1.The student will be able to reinforces the student's literary competence.
- 2.The student will be able the students will develop an independent critical persona.
- 3.The student will be able to understand the various types of theories.
- 4.The student will be able to know theories of and after 20th century is learned
- 5.The student will be able to learn to apply theory to literary texts.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	No	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	No
4	Yes	Yes	No	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 5 hrs/week
	T.S. Eliot- “Religion and Literature”	-	The Moral Approach
	Simon O. Lesser “The Image of the Father”	-	The Psychological Approach

UNIT-II:			Teaching Hours: 5 hrs/week
	Joseph Wood – “The Tragic Fallacy”	-	The Sociological Approach
	Cleath Brooks – “Keats’ Sylvan Historian: History without Footnotes”		The Formalistic Approach

UNIT-III:			Teaching Hours: 5 hrs/week
	Gilbert Murray “Hamlet and Orestes”		The Archetypal Approach
	Raymond Williams		Marxism and Literature (Ideology chapter 4)

UNIT-IV:			Teaching Hours: 5 hrs/week
	George Luckas		Ideology of Modernism
	Hirsch E D		Three Dimensions of Hermeneutics

UNIT-V:			Teaching Hours: 5 hrs/week
	Helen Garner		The Sceptre and the Torch
	Wolfgang Iser		The Reading Process: A Phenomenological Approach

Text Book:

- Scott, Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan, 1962.
- Lodge, David. *Twentieth Century Literary Criticism*. Longman Pub, 1989
- Das, Bijay Kumar. *Twentieth Century Literary Criticism*. Atlantic pub.2018.

References

- <https://www.studocu.com/in/document/banaras-hindu-university/literary-criticism/critical-analysis-of-ts-eliot's-essay-religion-and-literature/27638128>
- [THE MYTH IN JANE AUSTEN](#) (pp. 197-204) Geoffrey Gorer
- <https://www.jstor.org/stable/26300891>
- <https://www.enotes.com/topics/joseph-wood-krutch/critical-essays/charles-glicksberg>
- <https://critical267.files.wordpress.com/2013/08/cleanth-brooks-keats-sylvan-history.pdf>
- <https://ia600309.us.archive.org/11/items/hamletorestesstu00murr/hamletorestesstu00murr.pdf>
- http://lhc.ucsd.edu/MCA/Mail/xmcamail.2012_11.dir/pdfm9zBHIJ6w8.pdf
- <http://albertsliterature.blogspot.com/2012/02/northrop-frye-archetypes-of-literature.html?m=1>
- <https://www.enotes.com/topics/george-lucas>
- https://www.etsjets.org/files/JETS-PDFs/44/44-2/44-2-PP253-270_JETS.pdf
- <https://www.writersworkshopindia.com/the-torch-not-the-sceptre/>

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core

Paper code: Name of the Paper: Post Colonial Literature Credit: 4

Total Hours

Per Week: 6 Lecture Hours: 5 Tutorial Hours:1 Practical Hours:

Course Objectives:

- 1.To introduce the students to some key theoretical formulations in the field
2. To help develop an awareness of issues – social, political, cultural and economic – relating to the experience of colonial and after
3. To encourage dialogue on conditions of history, marginality, homogeneity and plurality and to question meta-narratives
4. Poetical anecdote post colonial thoughts.
5. To give the vast experiences of the marginalized through drama.

Course Out Comes:

1. The student will be able to analyze texts from settler and native countries
2. The student will be able interrogate colonialist construct of myth about its colonised.
3. The student will be able appreciate texts emerging from postcolonial nations and about aborigines too.
4. The student will be able to distinguish between Dalitautobiographies in particular and Autobiographies in general. And also, to understand their lived experiences, and struggles described in the form of genre to emancipate lower caste from the injustices.
5. The student will be able to engage with the interplay of issues of race, caste and gender in a neo – colonial world.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	No	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	No
4	Yes	Yes	No	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 5/Week
	A D Hope	-	Australia
	Kofi Awonoor	-	Weaver Bird
	F.R.Scott	-	The Canadian Authors Meet
	Jessie Mckay	-	The Noosing of the Sun God
	Wole Soyinka	-	Telephonic conversation

UNIT-II: Prose			Teaching Hours: 5/Week
	Gayathri Spivak	-	“The Burden of English” (<i>An Aesthetic Education in the Era of Globalization</i> P 35-56)
	Ania Loomba	-	“Sexuality and Racial difference” from Gender, Race, Renaissance drama

UNIT-III: Drama			Teaching Hours: 5/Week
	Wole Soyinka	-	The Lion and the Jewel
	George Ryga	-	The Ecstasy of Rita Joe
	Jane Harrison	-	Stolen

UNIT-IV: Fiction			Teaching Hours: 5/Week
	Chinua Achebe	-	Things Fall Apart
	Kate Grenville	-	The Secret River
	Rudy Wiebe	-	The Temptations of Big Bear

UNIT-V: Criticism			Teaching Hours: 5/Week
	Homi K Bhabha	-	Of Mimicry and Man: The Ambivalence of Colonial Discourse (The Location of Culture)-
	Ngugi Wa Thiong’O	-	“The Language of African Literature” from Decolonizing the Mind
	Helen Tiffin, Gareth Griffith and Bill Ashcroft	-	Cutting the Ground from The Empire Writes Back

Text E Books

- <https://academictrap.files.wohttps://www.yumpu.com/en/document/view/64444402/e-book-read-the-ecstasy-of-rita-joe-any-format-author-george-ryga>
- <https://www.scribd.com/doc/296828841/Wole-Soyinka-s-the-Lion-and-the-Jewel>
- <https://docplayer.net/27162934-Stolen-by-jane-harrison.html>
- <rdpress.com/2015/03/gayatri-chakravorty-spivak-an-aesthetic-education-in-the-era-of-globalization.pdf>
- https://books.google.com/books/about/Shakespeare_Race_and_Colonialism.html?id=zg-wV7I3iXIC

TEXT

- Helen Tiffin, Gareth Griffith and Bill Ashcroft , *The Empire Writes Back*. Routledge London

E-Journal

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core

Paper code:

Name of the Paper: Dalit Literature

Credit: 4

Total Hours

Per Week: 6

Lecture Hours: 5

Tutorial Hours:1

Practical Hours:

Course Objectives:

- 1.To teach the students the new perspectives of study of Dalit literature
- 2.To make the students to understand histories of struggles for human dignity.
- 3.To acquaint the student the caste discrimination and political activism.
- 4.To make aware the students trying to restore dignity to community that has been wronged for ages.
- 5.To teach the students about the Liberation of Dalits.

Course Out Comes:

1. The student will be able to Visualize Dr. Ambedkar's dream of equality in the students and in turn they preach and educate.
2. The student will be able to make them to be enlightened through the literatures not to practice the so-called heinous acts such as shame, anger, injustices, and atrocities in the name of caste rather nurturing indomitable hope in them.
3. The student will be able to get an exposure of Dalits' existential predicaments such as pain, agony, frustration and psychological torments in the castiest society.
4. The student will be able to Making them distinguish between Dalit autobiographies in particular and Autobiographies in general. And also, to understand their lived experiences, and struggles described in the form of genre to emancipate lower caste from the injustices.
- 5.The student will be able to Analyze trauma and pain of the Dalits and how they are socially, economically, marginalized and exploited. Knowing how Dalit writers are socially committed to represent and expose the cruelties meted out to Dalits in the name of caste.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	No	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	No
4	Yes	Yes	No	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:		Teaching Hours: 5/Week
B.R. Ambedkar	-	Annihilation of Caste(4,5,6)
Arun Dangle	-	Dalit Literature: Past, Present and Future
ShanrankumarLimbale	-	Towards an Aesthetic of Dalit Literature (4,5,8)

UNIT-II:		Teaching Hours: 5/Week
Waman kardak	-	Send my boy to School
Arun kamble	-	Which Language Should I Speak
Arjun dangle	-	I will belong to it
Indran	-	Wall Posters
Sukirtharani	-	Portrait of my Village
Kabilan	-	Born to who-knows

UNIT-III:		Teaching Hours: 5/Week
Rettaimalaisrinivsan	-	A Brief history of my life
Vasanth Moon	-	Growing up Untouchable in India
K A Gunesekaran	-	Scar

UNIT-IV:		Teaching Hours: 5/Week
Omprakash Valmiki	-	Joothan
Sivakami	-	The Grip of Change
Sharan Kumar Limbale	-	Akkarmashi

UNIT-V:		Teaching Hours: 5/Week
Bama	-	Annachi
Azhagia Periyavan	-	Eardrum
Ravikumar	-	On Knowing the Truth

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- Arjun Dangle. *The Poisoned Bread*, Longman.1994.
- Ravi kumar and Azhagarasan. *Anthology of Tamil Dalit Writing*. Oxford University Press. 2012.
- Tagore Rabindranath, *Collected Poems of Rabindranath Tagore*, Macmillan.1962
- Sivagami. *The Grip of Change*, Longman. 2006
- Bama. *Karukku*. OUP.2006
- SharankumarLimbale. *Akkarmashi*, Vani Prakashan,2009.

Reference Book:

- Anand, Mulk Raj and Eleanor Zelliott, *An Anthology of Dalit Literature*. Gyan Publishing.1992
- Omvedt, Gail. *Dalit Visions*. Orient Blackswan, 2010.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonials*, Zubaan.1999
- Charavarthi, Uma. *Gendering Caste: Through a Feminist Lens*. 2013
- Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Blakswan.2010

Course Material: website links, e-Books and e-journals

Website Links:

- <https://augustinestenza.wordpress.com/2021/08/02/dalit-literature-past-present-and-future-by-arjun-dangle-a-summary/>
- <http://www.sahityasetu.co.in/issue17/bijender.php>

E-Books:

- <https://rowman.com/ISBN/9780585394060/Growing-up-Untouchable-in-India-A-Dalit-Autobiography>
- <https://ncjindalps.com/pdf/HUMANITIES/A%20brief%20History%20of%20Modern%20India%20-%20Rajiv%20Ahir.pdf>

E-Journals:

- <https://indianculturalforum.in/2021/05/01/ichi-tree-monkey-book-excerpt-annachi-bama/>
- https://www.researchgate.net/publication/276141585_Revalorising_Paraiyar_Ethnic_Entity_through_Literary_Writings

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core Elective

Paper code: Name of the Paper: Modernism And Post Modernism Credit: 3

Total Hours per Week: 4 Lecture Hours: 3 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To enable the students to comprehend the theories of Modernism and Post-Modernism studies to understand the impact of Modernist and Post-Modernist Philosophy.
2. To explain what postmodernism is and how it differs from modernism
3. To name some postmodern authors and their works
4. To recap some of the literary techniques inherent in postmodernism
5. To examine how the idea of "the modern" develops at the end of the 18th century in European philosophy and literature.

Course Out Comes (five outcomes for each unit should be mentioned)

1. It focuses on the historical movement and the theory related to it.
2. This course will enable the students to comprehend the theoretical terms and concepts that characterize Modernism and Post-Modernism studies.
3. It is conceivable that the students could appreciate the elements of Modernism.
4. Student would explore and understand ways in which literary theory applies to their prescribed literary works of Modernism and Post Modernism.
5. Students can understand the impact of Modernist and Post-Modernist Philosophy.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 3/Week
	T S Eliot –	-	The Waste Land
	Yeats -	-	Easter 1916
	Walt Whitman	-	Leaves of Grass
	Langston Hughes –		The Weary Blues

UNIT-II:			Teaching Hours: 3/Week
	George Lukacs -	-	The Ideology of Modernism
	Malcolm Bradbury and James McFarlane	-	Modernism: 1890-1930

UNIT-III:			Teaching Hours: 3/Week
	Eugene O'Neill	-	The Hairy Ape
	Harold Pinter	-	The Caretaker

UNIT-IV:			Teaching Hours: 3/Week
	William Faulkner	-	The Sound and the Fury
	D.H. Lawrence	-	Women in Love
	James Joyce	-	Ulysses

UNIT-V:			Teaching Hours: 3/Week
	Sanford Schwartz – Thought	-	The Matrix of Modernism: Pound, Eliot, and Early Twentieth-Century
	Michael H. Levenson,	-	A Genealogy of Modernism: A Study of English Literary Doctrine

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Faulkner, William. *As I Lay Dying*. New York, NY: Vintage Books. 1900. Print.
- Lawrence, D. H. *Women in Love*. New York: Grosset & Dunlap, 1922. Print.
- Joyce, James. *Ulysses*. London: Bodley Head, 1969. Print.
- Eugene O'Neill's *Long Day's Journey into Night*. New York: Chelsea House, 1987. Print.

- Pinter, Harold, and Harold Pinter. *The Caretaker: And the Dumb Waiter: Two Plays.*, 1961. Print.

Reference Book:

- John Powell, Post modernism.
- Republic of Plato: Translated by Cornford, F.M., London, OUP.
- Seldon, Raman: *A Reader's Guide to Contemporary Literary Theory.*
- Williams, Raymond: *Marxism and Literature.*
- Culler, Jonathan: *Structuralist Poetics: Structuralism Linguistics and the Study of Literature.*
- Hutcheon, Linda: *A Poetics of Postmodernism.*
- Bloom, H.; et.al: *Deconstruction and Criticism.*
- Young, Robert (ed.): *Untying the Text: A Post-structuralism Reader.*
- Showalter, Elaine: *Literature of Their Own: British Novelists from Bronte to Lering.*
- Hawkes, T.: *Structuralism and Semiotics.*

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org/poems/47311/the-waste-land>
- <https://www.sparknotes.com/poetry/eliot/section2/>
- <https://www.poetryfoundation.org/poems/43289/easter-1916>
- <https://whitmanarchive.org/published/LG/1891/poems/27>

E-Books:

- <https://web.itu.edu.tr/inceogl4/modernism/Ulysses.pdf>
- http://www.planetpublish.com/wp-content/uploads/2011/11/Women_in_Love_NT.pdf
- http://shiraz.fars.pnu.ac.ir/portal/file/?970459/%20Pinter_Harold%20_-_Plays_3_Faber_1991_.pdf
- https://archive.org/stream/in.ernet.dli.2015.182217/2015.182217.Long-Days-Journey-Into-Night_djvu.txt

E-Journals:

- <https://www.gradesaver.com/long-days-journey-into-night/study-guide/bibliography>
- <https://www.gradesaver.com/women-in-love/study-guide/summary>
- <https://www.britannica.com/topic/Ulysses-novel-by-Joyce>
- <https://www.gradesaver.com/as-i-lay-dying/study-guide/summary>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester:III Paper type: Core Elective

Paper code: Name of the Paper: B. Theatre Arts Credit: 3

Total Hours per Week: 4 Lecture Hours:3 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. The learners will be able to remember and understand the comprehensive history of theatre, breaking the boundaries of the nation of its origin
2. The learners will be able to understand the forms and literary devices and evaluate contemporary theatre.
3. The learners will be able to analyse the essential aspects of theatre and acting and apply the techniques of acting.
4. The learners will be able to understand the production process of a play and analyse the step by step process of a playwright
5. The learners will be able to understand the concept of myth and critically evaluate how they have influenced classical plays.

Course Out Comes: The students will know

1. The students will know to list the diverse nature of theatres in different nation
2. The students will know to summarise and interpret the different kinds of theatre along with its characteristics.
3. The students will know to compare and contrast the nuances in acting theory and technique.
4. The students will know to demonstrate and illustrate a play of their own by following the process involved.
5. The students will know to relate and show the new theatrical elements for the prescribed classical plays

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: History of Theatre	Teaching Hours: 3/Week
Greek Theatre, Roman Theatre English Theatre. Tamil Drama, Sanskrit Theatre.	
Extra Reading/Key Words: American Theatre and Russian Theatre	

UNIT-II: Literary Devices and Modern Theatre	Teaching Hours: 3/Week
Literary devices of Drama - elements, genres, forms, features. 21st Century Modern Theatre – Realistic, Political, Post Modern, Global and Popular Theatres, Street Theatre, Sports Theatre, Immersion Theatre.	
Extra Reading/Key Words: Musical Theatre and Mobile Theatre.	

UNIT-III: Essentials of Theatre and Acting	Teaching Hours: 3/Week
The Essentials of Theatre – Costume, Setting, make –up, lighting, sound, direction, wings, green room, limelight, curtain call. Acting theory and technique- Constantin Stanislavsky and Bertolt Brecht. Rasa Theory of Indian Aesthetics by Bharata Muni	
Extra Reading/Key Words: <i>Stenography and Meisner Acting Technique</i>	

UNIT-IV: Production Process of a Play	Teaching Hours: 3/Week
Material, Tools and Process of playwrights Structure of a play	
Extra Reading/Key Words: Direction and production of a play	

UNIT-V: Transformation of Classical Mythical Tales into Modern Plays	Teaching Hours: 3/Week
Greek –King Midas Roman - Pandoras box	
Extra Reading/Key Words: Indian- Ramayana, English – Pygmalion	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Allian, Paul and Ten Harvie. *The Routledge Companion to Theatre and Performance*, New York, Routledge: 2006.
- *A Rasa Reader: Classical Indian Aesthetics*. Sheldon Pollock. (2016). Columbia University Press

Reference Book:

- Brown, John Russel ed. *Drama and the Theatre with Radio, Film and Television – An Outline for the student*, London: Routledge and Kegan Paul, 1971. Print.
- Hodge, Francis. *Play Directing. Analysis, Communication and Style* Fourth Edition. Allyn and Bacon Boston, 1994. Print.
- Greenwald, Michael. L ed. *Longman Anthology of Drama and Theatre A Global Perspective*, London: Longman, 1945. Print.
- Stratford – Upon – Avon studies 10- *American theatre – Edward Arnold 1967*, Great Britain. Print
- *British Drama: An Historical survey from the beginnings to the present – Allardyce Niccole – Great Britain, 1925*. Print.

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	Cos	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Open Elective

Paper code: Name of the Paper: Academic Writing Credit: 2

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

1. To train the students gather, interpret, analyze and synthesize data or information.
2. To provide guidelines on writing with clarity and precision in the academic context.
3. To examine the features of academic writing at the postgraduate level.
4. To introduce the essential characteristics, major trends and techniques in research through reading and writing.
5. To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will remember and recall the essential characteristics, major trends and techniques in academic writing
2. Students will exemplify the real life instances with regard to academic writing
3. Students will analyse the features of academic writing from various genres
4. Students will evaluate the essential characteristics, major trends and techniques in research through reading and writing.
5. Students will write, rewrite, document, edit, publish and present papers

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Basics of Academic writing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • The purpose of academic writing (to report on a piece of research, answer a question, discuss a subject of common interest, collate/ synthesize research done by others, etc.) 	
<ul style="list-style-type: none"> • Avoiding plagiarism and maintaining academic integrity 	
<ul style="list-style-type: none"> • Features of academic writing (objectivity, criticality, formal /English, clear focus, effective structure) - Common types of academic writing (Report, Essay, Project, Thesis/Dissertation, Research Paper) 	
<ul style="list-style-type: none"> • The format of short and long writing tasks (Introduction, Main body, Literature review, Case study/data analysis, Discussion, Conclusion) 	
<ul style="list-style-type: none"> • The components of academic writing (words/phrase, sentence, Paragraph, heading, subtitle, title, citation, abbreviation, italics, etc.) 	
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-II: Organizing sentences, paragraphs and essays	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • Vocabulary, synonyms <ul style="list-style-type: none"> · Simple and longer sentences · Paragraph structure · Cohesion and coherence · Introducing paragraphs and linking them together · Argument and Discussion, language of discussion, Counter-arguments, Providing evidence · Cause and Effect, language of cause and effect, Comparison, Comparison structures, Forms of comparison, Using superlatives · Definitions, Simple definitions, Category words, Complex definitions, Examples · Using examples, Phrases to introduce examples, Restatement · Generalizations. Using generalizations, Structure, Building on generalizations · Problems and Solutions, Alternative structure 	
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-III: Academic Style	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • Clarity-concise and precise <ul style="list-style-type: none"> · Language and conventions · Free-writing and generative writing · Common features of academic / scientific texts · Language and conventions · Hedging 	

<ul style="list-style-type: none"> · Impersonal style · Neutral / formal tone · Careful Punctuations · References · Rewriting and Proofreading
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above

UNIT-IV: Collection of Source & Summarizing and Paraphrasing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> · Pre-writing techniques · Stages of Summarizing · Techniques of paraphrasing 	
<ul style="list-style-type: none"> • Practice: Identity writing texts to be analyzed in terms of the above 	

UNIT-V: Writing and Reviewing Academic Essays	Teaching Hours: 2/Week
Writing Academic Essays <ul style="list-style-type: none"> · Writing the abstract · Formulating the title · Following IMRDC Pattern · Finalizing the draft · Revising the draft · Checking the reference · Reviewing the draft · Reviewing Articles in peer-reviewed journals · Submission of manuscripts online for publication 	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge, 2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
- Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
- Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
- Kennedy x. J et al. The Bedford Guide for College Writers with Reader, Research Manual and Handbook Tenth Edition. Bedford, 2014
- Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
- Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
- Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.

Website Links:

- The Chicago Manual of Style Online (fifteenth edition) –
- www.chicagomanualofstyle.org
- Purdue University: Purdue Online Writing Lab-
- https://owl.purdue.edu/owl/general_writing/academic_writing/index.html
- Writing for Academic and Professional Success (for BA/ B.Sc/ B.Com-SDE)http://sdeuoc.ac.in/sites/default/files/sde_videos/Writing%20for%20Academic%20-%20SLM%202019%20Admn..pdf
- Writing for Success- Intro to Academic Writing (BC Campus, Canada)<https://opentextbc.ca/writingforsuccess/chapter/introduction-to-academic-writing/>
- A Practical Guide to Academic Writing for International Students (Routledge)
- https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-FINAL_VERSION.pdf

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	Cos	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III

Paper type: Open Elective

Paper code:

Name of the Paper: B.Gender Studies

Credit: 2

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

- 1.To enable the students to comprehend the developments, themes, and narrative strategies of women writing and to analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.
- 2.To Disseminate knowledge about the Origin and Growth of Feminist Literature, Works of Feminist Writers in India and Abroad.
- 3.To Help them to realise the impact of Feminist Terminologies in the Literary Works, Women Portrayal in Feminist Literature and Feminist Literary Criticism.
- 4.To Raise consciousness among the learners through literature in the Feministic Perspective.
5. To gain a clear understanding of the major movements of feminist thought and related areas of the body of knowledge making up the field of Gender, Sexuality & Feminist Studies.

Course Out Comes (five outcomes for each unit should be mentioned)

1. This course enables the students to comprehend the developments, themes, and narrative strategies of women writing.
2. This course offers basic understanding of concepts like, Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon; Gyno-criticism with reference to the appropriate texts.
3. Students will study a selection of novels and/or short stories that focus on women's lives and reflect on what it means to be a woman and feminist from various sexual, racial, class, and national perspectives.
4. Student can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.
5. Student would appreciate the artistic and innovative use of language employed by the woman writers to instil the values and develop woman concern in students through exposure to literary texts.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 2/Week
	Sylvia Plath	-	The Bell Jar
	Virginia Woolf	-	A Room of one's own
	Elaine Showalter	-	Towards Feminist Poetics

UNIT-II:			Teaching Hours: 2/Week
	Sylvia Plath	-	Daddy
	Judith Wright	-	From Man to Woman
	Kamala das	-	Introduction
	Maya Angelou	-	Still I Rise
	Audre Lorde	-	A Woman Speaks

UNIT-III:			Teaching Hours: 2/Week
	Sarah Treem	-	The how and the why
	Hendrick Ibsen	-	A Doll's house
	Vijay Tendulkar	-	Silence! The court is in Session

UNIT-IV:			Teaching Hours: 2/Week
	Toni Morrison	-	The Bluest Eye
	Buchi Emecheta	-	Joys of Motherhood
	Margaret Atwood	-	Surfacing

UNIT-V:			Teaching Hours: 2/Week
	Betty Friedan	-	The Feminine Mystique
	Simone de Beauvoir	-	The Second Sex
	Judith Butler	-	Gender Trouble: Feminism and the Subversion of Identity

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Plath, Sylvia. *The Bell Jar*, New York: Harper, 1971. Print.
- Woolf, Virginia. *A Room of One's Own*. Penguin Books, 2004. Print.
- Showalter, Elaine. 'Toward a Feminist Poetics'. *The New Feminist Criticism: Essays on Women, Literature and Theory*. Ed. Elaine Showalter. London: Virago, 1986. 125- 14. Print.
- Ibsen, Henrik. *A Doll's House*. Dover ed. New York: Dover Publications, 1996. Print.
- Atwood, Margaret. *Surfacing*. Toronto: M & S, 1999. Print.
- Emecheta, Buchi. *The Joys of Motherhood*, Oxford: Heinemann, 1994. Print.
- Morrison, Toni. *The Bluest Eye*, New York: Washington Square, 1970. Print.
- Friedan, Betty. *The Feminine Mystique*. New York: Norton, 1963. Print.
- Beauvoir, Simone de. *The Second Sex*. Vintage Classics, 2015. Print.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1999. Print.

Reference Book:

- Sandra M. Gilbert and Susan Gubar, ed., 1985, *The Norton Anthology of Literature by Women*, New York.
- Rajani P., V. Rajagopalan, and Nirmal Selvamony, who says my hand a needle better fits: *An Anthology of American Women Writing*, Dept. of English, Madras Christian College, Tambaram. Standardized of texts.
- Lisa Tuttle, 1986, *Encyclopedia of Feminism*, Facts on File Publications, New York.
- Catherine Belsey & Jane Moore, eds., 1977, *The Feminist Reader*, 2ed., Macmillan London.
- KathyJ. Wilson, 2004, *Encyclopedia of Feminist Literature*, Greenwood Press, Westport.
- Kate Millett: *Sexual Politics*.
- Michael Barrett: *Women's Oppression Today: Problems in Marxist Feminist analysis*.
- Spack: *The Female Imagination*.
- Showalter Elaine: *Literature of Their Own: British Novelists from Brontë to Lessing*, 1977. 43
- Showalter Elaine: *The New Feminist Criticism: Essays on Women Literature and Theory*.
- Mills, S.: *Feminist Readings: Feminists Reading*.
- Ruthven K.K.: *Feminist Literary Studies*.
- Moi Toril: *French Feminist Thought- a Reader*.
- Donovan Josephine (ed.): *Feminist Literary Criticism: Explorations in Theory*.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://youtu.be/iGRyg5wvAks>
- <https://youtu.be/C58iMbIqCPk>
- <https://youtu.be/pNQXLzMfgxc>
- <https://youtu.be/tzP2B0zJ0os>

- <https://youtu.be/85mw6bqZJow>

E-Books:

- <https://www.gutenberg.ca/ebooks/plaths-belljar/plaths-belljar-00-h.html>
- <https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-h.html>
- https://historiacultural.mpbnet.com.br/feminismo/Toward_a_Feminist_Poetics.html
- <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>
- <https://www.lyrikline.org/en/poems/woman-man-1239>
- <https://www.poemhunter.com/poem/an-introduction-2/>
- <https://www.poetryfoundation.org> › ...Still I Rise by Maya Angelou | Poetry Foundation
- <https://www.poetryfoundation.org/poems/42583/a-woman-speaks>
- <https://www.dramatists.com/previews/4522.pdf>
- <https://www.gutenberg.org/files/2442/2542-h/2542/-h.htm>
- <https://www2.hf.uio.no/polyglotta/public/media/libraries/file/10/A%20Dolls%20House-%20Henrik%20Ibsen.pdf>
- <https://csu-jipur.edu.in/uploads/SLM/Shastri/the%20court%20is%20in%20session.pdf>
- <https://www.kobo.com/ww/en/ebook/the-bluest-eye>
- https://books.google.com/books?hl=en&lr=&id=ORruCslCOjEC&oi=fnd&pg=PA7&dq=:+Joys+of+Motherhood&ots=9bD9CdwFSK&sig=2KUmntFgwlnMQMpsLFhwJev_uVw
- https://books.google.com/books?hl=en&lr=&id=JNwcy-HHCcMC&oi=fnd&pg=PR4&dq=Toni+Morrison+-+The+Bluest+Eye&ots=ip4_T2ukpX&sig=6kKvWCIB2uK4-NOE8Ns7wMujE0U
- <https://www.kobo.com/in/en/ebook/the-feminine-mystique-3>
- <https://www.worldcat.org/oclc/794979537&ved=2ahUKEwi74b7cyvP4AhXe8zgGHZYtBhAQFnoECC0QAQ&usg=AOvVaw3UYB2YBKZ-0JX5pBUabsyb>
- <https://www.yumpu.com/en/document/view/63637964/ebook-pdf-gender-trouble-feminism-and-the-subversion-of-identity-routledge-classics-full-pages&ved=2ahUKEwj198j3yvP4AhWn9zgGHUZ0DTEQFnoECCgQAQ&usg=AOvVaw32y--XulhQ0x2xMeI6krjk>

E-Journals:

- <https://www.tandfonline.com/doi/abs/10.1080/00497878.1990.9978819>
- <https://www.tandfonline.com/doi/full/10.1080/00497870490272812>
- <https://www.proquest.com/scholarly-journals/literary-allusion-as-feminist-criticism-room-ones/docview/1290984836/se-2>
- <https://dergipark.org.tr/tr/download/article-file/356890>
- https://link.springer.com/chapter/10.1007/978-1-349-25934-2_43
- http://blogs.warwick.ac.uk/zoebrigley/entry/towards_a_feminist/
- <http://www.interacttheatre.org/talkingwithsarahtreem.htm>
- https://www.academia.edu/download/55531359/Oct._20171.pdf#page=155
- <https://www.jstor.org/stable/468206>
- <https://www.tandfonline.com/doi/abs/10.1080/00111610209602179>.

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I
Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Open Elective

Paper code: Name of the Paper: C. Film Studies Credit: 2

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

1. To identify and explore the key terms and concepts used in film studies
2. To analyze the formal elements of film used in the storytelling process
3. To introduce the various film movements to help understand the evolution of cinema
4. To aid the learner to interpret films through the lens of gender, class and sexuality
5. To examine the importance of scripts in the making of films by providing an overview of the script writing process.

Course Out Comes (five outcomes for each units should be mentioned)

1. The students will understand the terms and techniques associated with film studies.
2. The students will apply the theories and movements to interpret films representing different genres.
3. The students will analyze various themes and compare the characteristics of movies from different regions.
4. The students will evaluate the current trends in film industry and deliberate on the latest technologies.
5. The students will create short scripts for films, documentaries and the like.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Introduction to Film Studies	Teaching Hours: 2/Week
History and Scope of Film Studies Evolution of Cinema Indian and World Film Festivals Over the Top platforms Career Prospects in Indian Cinema	

UNIT-II: Filmmaking- Terms and Techniques	Teaching Hours: 2/Week
The Language of Cinema Cinematography Editing - Space and Time Sound- Diegetic and non diegetic	

UNIT-III: Film -Theories and Movements	Teaching Hours: 2/Week
Schools of world Cinema- German Expressionism, Russian Formalism, Italian Neorealism, Classical, French and Iranian New Wave Film Theories-Semiotics,Post-modernism, Auteur,Apparatus,Narrative,Feminist,Queer, Marxist and Psychoanalytic Indian new Waves - Indian Cinema and Liberalization, Parallel cinema	

UNIT-IV: Film - Culture and Ideology	Teaching Hours: 2/Week
Western Film Genres, Indian Film Genres, Critique of genre Film Culture Star Studies Audience and Fandom Evolution of Censorship Exhibition and Distribution of films.	

UNIT-V: Script writing	Teaching Hours: 2/Week
<p>What is a script? - Thinking process</p> <p>Theatre Directions</p> <p>Creating a script- Developing a script- Adapting a script</p> <p>Character spin off- Creating a sequel- Characterization</p> <p>Qualities of a scriptwriter- Themes and Social Obligations</p> <p>Case studies</p>	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar

Reference:

Films

- Bergman, Ingmar, director. *Persona*. AB SvenskFilmindustri, 1966.
- Godard, Jean-Luc, director. *Breathless*. Les Films Impéria, 1960.
- Mahendran, director. *Uthiripookkal*. Dimple Creations, 1979.
- Murnau, Friedrich Wilhelm, director. *Nosferatu*. Prana Film, 1922.
- Ray, Satyajit, director. *PatherPanchali*. Government of West Bengal, 1955.
- Sciamma, Céline, director. *Portrait of a Lady on Fire*. Pyramide Films, 2019.
- Sica, Vittorio De, director. *Bicycle Thieves*. Produzioni De Sica, 1948.
- Tarkovsky, Andrei, director. *Stalker*. Mosfilm, 1979.
- Truffaut, Francois, director. *The 400 Blows*. Les Films Du Carrosse, 1959.
- Welles, Orson, director. *Citizen Kane*. 1941.

Books

- Butler, Andrew M. *Film Studies. Pocket Essentials*, 2008.
- Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2020.
- Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta Trade Paperbacks, 2005.
- Gaffney, Freddie, and John White. *As Film Studies: The Essential Introduction*. Taylor & Francis, 2009.
- Hayward, Susan. *Cinema Studies: The Key Concepts*, Routledge, Abingdon, Oxon, 2006.
- Metz, Christian, and Michael Taylor. *Film Language a Semiotics of the Cinema*. Univ. of Chicago Press, 2007.
- Piper, Jim. *The Film Appreciation Book: The Film Course You Always Wanted to Take*. Allworth Press, 2014.
- Vasudevan, Ravi. *Making Meaning in Indian Cinema*, Oxford University Press, New Delhi, 2009.
- Villarejo, Amy. *Film Studies: The Basics*. Routledge, 2022.

Website Links:

- <https://theconversation.com/from-tarantino-to-squid-game-why-do-so-many-people-enjoy-violence-170251>

- <https://theconversation.com/netflixs-big-bet-on-foreign-content-and-international-viewers-could-upend-the-global-mediascape-and-change-how-people-see-the-world-156629>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Elective

Paper code: Name of the Paper: Literary Theory & Criticism-II

Credit:5

Total Hours

Per Week: 6

Lecture Hours: 5

Tutorial Hours:1

Practical Hours:0

Course Objectives:

- 1.The aim of this course is to familiarize students with major trends in twentieth century literary Theory..
- 2.In order to explore ongoing debates in literary criticism and their application in critical practice.
- 3.Students would be expected to acquaint themselves with the principles of Literary criticism.
- 4.Hypotheses and reading strategies of the following schools to see how each critical practice includes and excludes issues relevant to other practices.
- 5.Enhances the students to develop critical skills, analysis and many other communication skills, oral and written.

Course Out Comes:

1. The student will be able to reinforce the student's literary competence.
2. The student will be able to develop an independent critical persona.
3. The student will be able to understand the various types of theories
4. The student will be able to know the theories after the 20th century are learned.
5. The student will be able to firmly equipped with various tools, techniques and strategies of interpretation.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	No	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	No	Yes	No
3	Yes	No	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	No	Yes
5	Yes	Yes	No	Yes	Yes	Yes

SYLLABUS

UNIT-I:		Teaching Hours: 5 / Week
Stanley Fish	-	Is there a text in the class?
Ferdinand Sussure	-	Nature of the Linguistic Sign
UNIT-II		Teaching Hours: 5 / Week
Jacque Derrida	-	Structure, Sign and Play in the discourse of the Human Science
Gerard Genette	-	Structuralism and Literary Criticism

UNIT-III:		Teaching Hours: 5 / Week
Juliet Mitchell	-	Feminity, Narrative and Psychoanalysis
Jacques Lacan	-	Mirror Stage

UNIT-IV:		Teaching Hours: 5 / Week
Steven Geenblatt		Towards a Poetics of Culture
Stuart Hall		Cultural Identity and Diaspora

UNIT-V:		Teaching Hours: 5 hrs/ week
Linda Hutcheon		Modelling the Postmodern: parody and politics (from A Poetics of Postmodernism)
Judith Butler		Critically Queer (chp 4 from Bodies That Matter)

Text and References

- Bijay Kumar Das. *Twentieth Century Literary Criticism*, Atlantic pub, 2018.
- Lodge, David. *Twentieth century Literary Criticism*. Longman Pub, 1989

E-Reference

- <http://www.blogs.hss.ed.ac.uk/crag/files/2015/03/2sawqvmpgbko.pdf>
- <https://sites.middlebury.edu/nydiasporaworkshop/files/2011/04/D-OA-HallStuart-CulturalIdentityandDiaspora.pdf>
- <https://www.jstor.org/stable/1354361>
- <http://985queer.queergeektheory.org/wp-content/uploads/2013/04/Critically-Queer.pdf>
- <https://olivia-moy.squarespace.com/s/FISH-Is-There-a-Text-In-This-Class.pdf>
- https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fullist/first/en122/lecturelist2019-20/course_in_general_linguistics_naturelinguisticsign.pdf
- <http://www2.csudh.edu/ccauthen/576f13/drrdassp.pdf>
- <https://rufusonline.blogspot.com/2016/10/structuralism-and-literary-criticism.html>
- <https://literariness.org/2016/04/22/lacans-concept-of-mirror-stage/amp/>

- **For question paper setting**

- ANNEXURE – III

- BLOOM TAXONOMY

- **QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Core

Paper code: Name of the Paper: Writing Skills and Research Methodology

Credit:4

Total Hours

Per Week: 5

Lecture Hours: 4

Tutorial Hours:1

Practical Hours:0

Course Objectives:

- 1.To introduce students about effective writing skills and Research methodology.
- 2.To make aware the students to develop vocabulary, sentence structure and Grammar Skills.
3. To teach the students writing has a methodology to write projects.
- 4.The performance statement describes what the learner will know or be able to do in specific, measurable terms.
- 5.To understand Research help students, narrow in on the focus of your research and key variables.

Course Out Comes:

1. The student will be able to Introduced to four kinds of discourses.
2. The student will be able to Understanding paragraph writing, sentence writing, and use of diction, denotation, and connotation.
3. The student will be able to Introduces plagiarism and its aftermath.
4. The student will be able to the importance of Mechanics of writing in good thesis formation is taught with adequate examples.
- 5.The student will be able to Documentation as an indispensable part of thesis writing is introduced.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	No	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	No	Yes	No
3	Yes	No	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	No	Yes
5	Yes	Yes	No	Yes	Yes	Yes

SYLLABUS

UNIT-I:

Teaching Hours: 4/Week

The Motivation of the Writer	-The Relationship between Reader and Writer
Fusion of Medium: Subject, Occasion	Coherence
Emphasis	Four Kinds of Discourse

UNIT-II:

Teaching Hours: 4/Week

The Paragraph as a unit of thought	The structure of the paragraph
Some typical structural principals	linking paragraphs together
Principals of sentence structure	- diction- denotation- connotation

UNIT-III:

Teaching Hours: 4/Week

Research paper as a form of exploration and form of communication	selecting a topic- conducting research
— compiling a working bibliography	Evaluating sources.
Taking Notes	Outlining –Writing drafts- Plagiarism

UNIT-IV:

Teaching Hours: 4/Week

Mechanics of Writing	Spelling – Punctuation – Italics – Names of persons- Numbers-
Titles of works in the Research	Quotations
Format of the Research paper	Capitalization and Personal names in Languages

UNIT-V:

Teaching Hours: 4/Week

Documentation	Preparing the list of works cited
citing sources in the text	Other systems of documentation.

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- John Langan, College Writing Skills, New York: Mc Graw Hill, 1985. (Covers Unit I)
- Joseph Gibaldi, MLA Handbook for Writers of Research Papers, New Delhi: Affiliated East-West Press Pvt. Ltd., 2003. (Covers Units II to V)

Reference Book:

- Marjorie Boulton, The Anatomy of Poetry, London: Routledge & Kegan Paul, 1982.
- Marjorie Boulton, The Anatomy of Prose, London: Routledge & Kegan Paul, 1952.
- Cleanth Brooks, Fundamentals of Good Writing: A Handbook of Modern Rhetoric, New York: Read Books, 2008.

- R.A. Lanham, A Hand list of Rhetorical Terms, California: University of California Press, 1991.
- James Mc Crimmon, Writing with a Purpose, Boston: Mifflin Company, 1963.
- Donald M. Murray, Write to Learn, New York: Holt, Rinehart and Winston, Inc., 1987

Course Material: website links, e-Books and e-journals

Website Links:

- <https://research-methodology.net/>
- <https://library.ncu.edu/methods>

E-Books:

- https://www.vrsiddhartha.ac.in/wp-content/uploads/2019/12/VR17_ME_1-4Years.pdf
- https://libguides.up.edu/mla/common/books_and_ebooks

E-Journals:

- <https://caliber.inflibnet.ac.in/caliber2009/CaliberPDF/59.pdf>
- <https://www.ipinnovative.com/journal-article-file/3531>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: IV Paper type: Core

Paper code: Name of the Paper: World Classics in Translation Credit: 4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. Analyze literary texts in English or English translation in terms of their main stylistic and thematic features.
2. Discuss the literary, historical, social and cultural backgrounds of these texts.
3. Identify some of the main theoretical and methodological issues involved in reading World Literature.
4. Communicate findings clearly and engagingly.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to understand and appreciate the aesthetic, moral and cultural trends of literatures in Translation.
2. The student will be able to comprehend the unique aspects of the diverse literatures of the world, especially that is available in English translation.
3. The student will be able to demonstrate an understanding of the Classics in historical and cultural context and establish a familiarity with the variety of Classical literary texts.
4. The student will be able to appreciate the Classics for the literary values, cultural importance, philosophical and socio – political background and facilitate the development of cross – cultural perspectives.
5. The student will be able to stimulate further reading so as to obtain a fuller understanding of the literary forms and movements across the globe.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 4/Week
	Homer's Iliad	-	Book III
	Thiruvalluvar	-	From Thirukkural
			Division I Righteousness/ Virute
			Chapter 4 The Power of Righteousness Chapter 30 Truthfulness.
			Division II The Material world / Wealth
			Chapter 79 Friendship Chapter 104 Farming
			Division III Love
			Chapter 118 Eyes consumed with grief Chapter 130 expostulation with oneself

UNIT-II			Teaching Hours: 4/Week
	Bhāsa	-	Svapnavasavadattam
	Aeschylus	-	Prometheus Bound
	Anton Chekhov	-	The Cherry Orchard

UNIT-III			Teaching Hours: 4/Week
	Hermann Hesse	-	Siddhartha
	Franz Kafka	-	The Metamorphosis
	Albert Camus	-	The Myth of Sisyphus

UNIT-IV			Teaching Hours: 4/Week
	Nikos Kazantzakis	-	Zorba the Greek
	Fyodor Dostoevsky	-	Crime and Punishment
	Thomas Mann	-	Death in Venice

UNIT-V			Teaching Hours: 4/Week
	Antoine de Saint Exupéry	-	The Little Prince
	Paulo Coelho	-	The Alchemist
	Orhan Pamuk	-	My Name Red

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Silk, Michael Stephen. Homer: The Iliad. Cambridge University Press, 2004.
- Translated by Shuddhananda Bharati. Thirukkural, with English Couplets. Madras :South India Saiva Siddhanta Works Pub. Society, Tinnevely, 1968.
- Bhāsa. Svapnavasavadattam: Hindi anuvada, Samskrta tika, visadavyakhyaeavamanyaupayogisamagrisahita. MotilalaBanarasidasa, 1991.

- Ruffell, Ian. Aeschylus: Prometheus Bound. A&C Black, 2012.
- Chekhov, Anton Pavlovich, and Nikolai Nikolaevich Sergievsky. The cherry orchard. Ginn, 1964.
- Hesse, Hermann, and Stanley Appelbaum. Siddhartha. Courier Corporation, 1998.
- Kafka, Franz. The metamorphosis. Schocken Books, 1948.
- Camus, Albert. The myth of Sisyphus. Penguin UK, 2013.
- Kazantzakis, Nikos. Zorba the greek. Simon and Schuster, 1996.
- Dostoyevsky, Fyodor. Crime and punishment. Oxford University Press, 2017.
- Mann, Thomas. Death in Venice. Simon and Schuster, 2021.
- de Saint-Exupéry, Antoine. The Little Prince: And Letter to a Hostage. Penguin UK, 2021.
- Pamuk, Orhan. My name is Red. Vol. 331. Everyman's Library, 2010.

Reference Book:

- World Literature Reader: A Reader - edited by Theo D'haen, César Domínguez, Mads Rosendahl Thomsen.
- Reading World Literature: Theory, History, Practice - edited by Sarah Lawall.

Course Material: website links, e-Books and e-journals

Website Links:

- https://www.ancient-literature.com/greece_homer_iliad.html
- <https://www.gutenberg.org/ebooks/2554>
- <https://www.orhanpamuk.net/books.aspx>

E-Books:

- <https://thirukkural133.wordpress.com/contents/>
- <https://www.gutenberg.org/ebooks/6130>
- <https://americanliterature.com/author/anton-chekhov/play/the-cherry-orchard/summary>

E-Journals:

- <https://brill.com/view/journals/jwl/jwl-overview.xml>
- <https://www.worldliteraturetoday.org/>

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Core

Paper code:

Name of the Paper: Feminist Studies

Credit: 4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To make students familiarize themselves with different writings from both female and male, demonstrate logical reasoning regarding the perception of the female sex as different from the male world view.
2. A lecture which emphasizes the need for a woman to own a room and money to be able to write. Brings about an insight into women's plight in the male dominated society.
3. Women's struggle to succeed amidst the stereotypes, especially that of Virginia Woolf whilst suffering from man's dominance.
4. A rewriting the stereotyped myths about women's role. Revisiting such myth and presenting them through the feminist eyes.
5. A symbolic representation of women trapped in a male body to portray the real.

Course Out Comes (five outcomes for each units should be mentioned)

- 1.Despite class, race, caste affiliations Women all through the Globe receives a secondary grade treatment.
- 2.Learn the plight of women who are physically harassed to keep them under the control of men. However they are revisited in recorded history to stand against men, despite their physical indifference,
- 3.Learn the importance and the role of myth in the control of women throughout history while also learning a need to rewrite the changes in the myth.
- 4.Learn the struggles of transgender so as to face problems from within and also from the society to find their own identity, an identity crisis marred constantly due to the bias in society towards the classification of sex.
- 5.The female roles future and the present – a cultural reshaping

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 4 /Week
	Christina Rossetti	-	Goblin Market
	Grace Nicols	-	Of Course when They Ask for Poems
	Meena Kandasamy	-	Mascara
	Sylvia Plath	-	Daddy

UNIT-II: Prose			Teaching Hours: 4/Week
	Gayathri C. Spivak	-	Can the Subaltern Speak?
	Virginia Woolf	-	A Room of One's Own

UNIT-III: Drama			Teaching Hours: 4/Week
	Henrik Ibsen	-	A Doll's House
	Susan Glaspell	-	Triles
	Lorraine Hansberry	-	A Raisin in the Sun

UNIT-IV: Fiction			Teaching Hours: 4/Week
	Margaret Atwood	-	The Handmaid's Tale
	Toni Morrison	-	The Bluest Eye

UNIT-V: Criticism			Teaching Hours: 4 /week
	Bell Hooks	-	"Beauty within and without" from Feminism is for Everybody (chapter 6 from feminism is...)
	Chimamanda Adiche	-	We should All Be Feminist

Text E Books

https://www.academia.edu/37477893/can_the_subaltern_speak_Gayathri

<https://www2.hf.uio.no/polyglotta/public/media/libraries/file/10/A%20Dolls%20House-%20Henrik%20Ibsen.pdf>

https://www.uobabylon.edu.iq/eprints/publication_3_10984_471.pdf

<https://www.doanestuart.org/wp-content/uploads/2015/09/Trifles.pdf>

<http://ameforeignpolicy.files.wordpress.com/2018/02/we-should-all-be-feminist.pdf>

E-Journal

<https://poetryarchive.org>

<https://poetrytherapy.org>

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I
Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: IV Paper type: Core Elective

Paper code: Name of the Paper: Subaltern Studies Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

.....
Course Objectives

- 1.To introduce students to that literature that has been sidelined down the ages.
2. To familiarize the students with the theme of the Subaltern.
3. To pictures the painful feelings of the oppressed.
4. Experience of the Socially, Politically, economically neglected people can be understood.
5. Modern Subaltern culture will be exposed.

Course Out Comes (five outcomes for each units should be mentioned)

1. The learner can re-explore the political, social and economic role in literature.
2. Can understand the feelings of the exploited.
3. The analysis of political role in the subaltern literature can be done.
4. Critical Analysis of the text and theme can be undertaken by the learner
5. Identification of Gender discrimination in the given works.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 2/ Week
	John Benjamin	-	A Subaltern's Love Song
	Yasmine Gooneratne	-	There was a Country
	Langston Hughes	-	The Negro Speaks of River
	Syed Amanuddin	-	Don't Call Me Indo- Anglian
	Mervyn Morris	-	Judas

UNIT-II: Prose			Teaching Hours: 2/ Week
	Homi K Bhaba	-	The Location of Culture
	Dipesh Chakrabarty	-	A Small History of Subaltern Studies:2000 from Habitation of modernity Essays in the wake of subaltern studies pp(3-19)
	Salman Rushdie	-	Imaginary Homelands Chapter- I

UNIT-III: Drama			Teaching Hours: 2 / Week
	Dolores Prida	-	Beautiful
	Mahesh Dattani	-	Seven Steps Around the Fire

UNIT-IV: Fiction			Teaching Hours: 2 / Week
	Benjamin	-	Jasmine Days(translated by Shanaz Habi)
	Freidone Sahebjam	-	The Stoning of Soraya

UNIT-V: Criticism			Teaching Hours: 2 / week
	K. Nirupa Rani	-	Gender and Imagination in Bapsi Sidhwa's Fiction

	Mulkraj Anand	-	The Source of Protest in My Novels (from "Creating Theory" ed. Jasbir Jain)
	Gyan Prakash	-	Subaltern Studies as Postcolonial Criticism

References:

1. Dipesh Chakrabarty, A Small history of Subaltern studies: 2000. Habitation of modernity:
2. Essays in the wake of subaltern studies. Chicago: el of Chicago p, 2002.
3. Ranajit Guha : On Some Aspects of the Historiography of colonial India. 1982.
4. Mapping Subaltern studies & the post colonial Ed. Vinayak Chatuoudi London:2000
5. Spivak, Gayatri Chakravarty. "Subaltern Studies: Deconstructing Historiography." Ed.
6. Ranajith Guha, "Writings on South Asian History and Society Vol IV. OUP, 1985.
7. Gramsci, Antonio. "History of the Subaltern Classes, Prison Notebooks Vol.II, (ED.&Tr.)
8. Joseph A. Buttigieg, Columbia UP, 1966.
9. Fanon, Frantz. Black Skin, White Masks, Grove, !967.

E-Journal

<https://poetryarchive.org>

<https://poetrytherapy.org>

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: Paper type: Core Elective

Paper code: Name of the Paper: Academic Writing Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To train the students gather, interpret, analyze and synthesize data or information.
2. To provide guidelines on writing with clarity and precision in the academic context
- 3.To examine the features of academic writing at the postgraduate level
4. To introduce the essential characteristics, major trends and techniques in research through reading and writing.
5. To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will remember and recall the essential characteristics, major trends and techniques in academic writing
2. Students will exemplify the real life instances with regard to academic writing
3. Students will analyse the features of academic writing from various genres
4. Students will evaluate the essential characteristics, major trends and techniques in research through reading and writing
5. Students will write, rewrite, document, edit, publish and present papers

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Basics of Academic writing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • The purpose of academic writing (to report on a piece of research, answer a question, discuss a subject of common interest, collate/ synthesize research done by others, etc.) 	
<ul style="list-style-type: none"> • Avoiding plagiarism and maintaining academic integrity 	
<ul style="list-style-type: none"> • Features of academic writing (objectivity, criticality, formal /English, clear focus, effective structure) - Common types of academic writing (Report, Essay, Project, Thesis/Dissertation, Research Paper) 	
<ul style="list-style-type: none"> • The format of short and long writing tasks (Introduction, Main body, Literature review, Case study/data analysis, Discussion, Conclusion) 	
<ul style="list-style-type: none"> • The components of academic writing (words/phrase, sentence, Paragraph, heading, subtitle, title, citation, abbreviation, italics, etc.) 	
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-II: Organizing sentences, paragraphs and essays	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • Vocabulary, synonyms <ul style="list-style-type: none"> · Simple and longer sentences · Paragraph structure · Cohesion and coherence · Introducing paragraphs and linking them together · Argument and Discussion, language of discussion, Counter-arguments, Providing evidence · Cause and Effect, language of cause and effect, Comparison, Comparison structures, Forms of comparison, Using superlatives · Definitions, Simple definitions, Category words, Complex definitions, Examples · Using examples, Phrases to introduce examples, Restatement · Generalizations. Using generalizations, Structure, Building on generalizations · Problems and Solutions, Alternative structure 	

- Practice: Identify writing texts to be analyzed in terms of the above

UNIT-III: Academic Style	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • Clarity-concise and precise · Language and conventions · Free-writing and generative writing · Common features of academic / scientific texts · Language and conventions · Hedging · Impersonal style · Neutral / formal tone · Careful Punctuations · References · Rewriting and Proofreading 	
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-IV: Collection of Source & Summarizing and Paraphrasing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> · Pre-writing techniques · Stages of Summarizing · Techniques of paraphrasing 	
<ul style="list-style-type: none"> • Practice: Identity writing texts to be analyzed in terms of the above 	

UNIT-V: Writing and Reviewing Academic Essays	Teaching Hours: 2/Week
<p>Writing Academic Essays</p> <ul style="list-style-type: none"> · Writing the abstract · Formulating the title · Following IMRDC Pattern · Finalizing the draft · Revising the draft 	

- | |
|---|
| <ul style="list-style-type: none"> · Checking the reference · Reviewing the draft · Reviewing Articles in peer-reviewed journals · Submission of manuscripts online for publication |
|---|

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it.London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge,2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
- Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi:Eastwest press edition, 2004.
- Hart, Chris. Doing your Master's Dissertation. London:Sage Publications, 2005.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
- Kennedy x. J et al. The Bedford Guide for College Writers with Reader, Research Manual and Handbook Tenth Edition. Bedford, 2014
- Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
- Potter, Stephen. (ed). Doing Postgraduate Research.London: Sage Publications, 2002.
- Rosen, Leonard J. The Academic Writer's Handbook.Pearson Longman, 2006.

Website Links:

- The Chicago Manual of Style Online (fifteenth edition) –
- www.chicagomanualofstyle.org
- Purdue University: Purdue Online Writing Lab-
- https://owl.purdue.edu/owl/general_writing/academic_writing/index.html
- Writing for Academic and Professional Success (for BA/ B.Sc/ B.Com-SDE)http://sdeuoc.ac.in/sites/default/files/sde_videos/Writing%20for%20Academic%20-%20SLM%202019%20Admn..pdf

- Writing for Success- Intro to Academic Writing (BC Campus, Canada)<https://opentextbc.ca/writingforsuccess/chapter/introduction-to-academic-writing/>
- A Practical Guide to Academic Writing for International Students (Routledge)
- https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-_FINAL_VERSION_.pdf

Mapping with Programme Outcomes

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	

THIRUVALLUVAR UNIVERSITY, VELLORE – 632115

M. A. English 2022-23 onwards - Affiliated Colleges - Annexure No.I

PROGRAMME OBJECTIVES

1. Understand and appreciate the text in an elaborate manner.
2. Learn the culture and the history of the nations.
3. Learn and understand social, political literary movements and uniqueness of communities.
4. Indigenous people, their culture, identity problems and endangered conditions of the earth.
5. To face NET / SET / TRB with language and literary skills.

PROGRAMME EDUCATIONAL OBJECTIVES

1. Able to differentiate the representations of authors in terms of theme, content background etc.
2. To familiarize the discourse of linguistics.
3. Learn the importance of the ethics and spirituality.
4. Understand the techniques of creative writing.
5. Acquaint with techniques and writing of print media.

PROGRAMME SPECIFIC OUTCOMES

1. Learn and understand the literary terms and forms.
2. Able to interpret the concepts of modernism and postmodernism.
3. Able to link the relationship between language and literature.
4. Understand and analyse the sufferings of the natives of different countries.
5. Subaltern thoughts are discussed via criticism.
6. Re-inforce students' literary competence.
7. Translation work is done.
8. Differentiate between feminism and womenism.
9. Learn and understand language teaching theories.
10. Understand the relevance of studying classic texts.

PROGRAMME OUTCOMES

1. Learn and interpret old style of English.
2. Able to represent different ages and their classes.
3. Able to communicate effectively with proper pronunciation.
4. Apply discipline to specific skills in learning creative performance.
5. Able to create ecological concern.
6. Able to create Motivational writings.
7. Re explore political, social and economic role in literature.
8. Circumstances for the formulation of diasporic communities can be learnt.
9. Get an idea of validity and reality.
10. Understand the changing trends of English literature and higher education.

THIRUVALLUVAR UNIVERSITY, VELLORE – 632115

M.A. English Curriculum (Affiliated Colleges)

(For the students admitted during the academic year 2022–23 onwards)

PROGRAMME OBJECTIVES

The Programme aims to develop the ability of the student to critically examine and restate his/her understanding of literary texts, employing individual linguistic skills, engendering literary concepts and critical approaches to arrive at the core and essence of narratives. The learning process would also lead to a larger comprehension of global, national, social issues and thereby facilitate the students to address the issues proactively and gain a reasonable command of the language.

PROGRAMME OUTCOME

- On completion of the programme the student will be able to:
- Interpret his/her understanding of form, structure, narrative technique, devices and style.
- Analyze and apply various literary concepts and critical approaches.
- Appreciate the importance of English as an international language, to benefit from the achievements of other cultures in accordance with various life situations.
- Organize and integrate the acquired knowledge towards individualistic compositions.
- Present, appraise and defend arguments with conviction and confidence.

M.A. ENGLISH EMPLOYMENT AREAS

- 1** Corporate Communication
- 2** Communications Industry
- 3** Indian Civil Services
- 4** Journalism
- 5** Online Tutoring
- 6** Politics
- 7** Publication Houses
- 8** Public Relations
- 9** Research
- 10** TV & Media
- 11** Translation Agencies

M.A ENGLISH JOB TYPES

- 1** IELTS trainer
- 2** English Translator
- 3** Junior Parliamentary Reporter (English)
- 4** English Editor
- 5** Translator/Interpreter
- 6** English Teacher
- 7** Content Writer/Trainer
- 8** English Tutor
- 9** Customer Support Executive
- 10** English Proof Reader
- 11** English Language Specialist
- 12** Media Analyst
- 13** Stenographer (English)

The Course of Study and the Scheme of Examination – M.A. ENGLISH 2022-2023

Sl. No.	Study Components		Instructional hrs / per week	Credits	Title of the Paper	Maximum Marks		
	Course Title					CIA	Uni. Exam	Total
SEMESTER I								
1.	Core	Paper- 1	6	4	British Poetry (Chaucer to 20th century)	25	75	100
2.		Paper- 2	6	4	American Literature	25	75	100
3.		Paper- 3	6	4	Indian Literature in English	25	75	100
4.		Paper- 4	6	4	Advanced Linguistics	25	75	100
Internal Elective for same major students								
5.	Core Elective	Paper-1	3	3	(To choose one out of 3) A. Indian Writing in Translation B. Fourth World Literature C. Folk Tale and Myth	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
6.	Open Elective	Paper-1	3	3	(To choose one out of 3) A. Literature for Social Transformation B. Green Cultural Studies C. Public Speaking and Creative Writing	25	75	100
			30	22		150	450	600
SEMESTER II								
7.	Core	Paper- 5	6	4	British Drama	25	75	100
8.		Paper- 6	6	4	Translation Theory & Practice	25	75	100
9.		Paper- 7	6	4	Contemporary Literary Theory - I	25	75	100
Internal Elective for same major students								
10.	Core Elective	Paper-2	5	3	(To choose one out of 3) A. Comparative Literature B. New Literature in English. C. Subaltern Literary Studies	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
11.	Open Elective	Paper-2	5	3	(To choose one out of 3) A. Technical Writing. B. Indian Diaspora Literature C. Journalism and Mass Communication.	25	75	100
12.	Field Study		-	2		100	-	100
13.	Compulsory Paper		2	2	Human Rights	25	75	100
			30	22		250	450	700

SEMESTER III								
14.	Core	Paper-8	5	4	Non- Fiction & Prose	25	75	100
15.		Paper-9	5	4	Research Methodology	25	75	100
16.		Paper-10	5	4	Contemporary Literary Theory - II	25	75	100
17.		Paper-11	5	4	African and Canadian Writings	25	75	100
Internal Elective for same major students								
18.	Core Elective	Paper - 3	5	3	(To choose one out of 3) A. Popular Literature B. Children's Literature C. Preparatory Exam for NET/SET/TRB – Paper II	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
19.	Open Elective	Paper - 3	5	3	(To choose one out of 3) A. Soft Skills B Theorising Sexualities C. Preparatory Exam for NET/SET – Paper I	25	75	100
20.	MOOC courses		-	2		-	-	100
			30	24		150	450	700
SEMESTER IV								
21.	Core	Paper-12	6	5	World Literature in Translation	25	75	100
22.		Paper-13	6	4	Shakespeare Studies	25	75	100
23.		Paper-14	6	4	Single Author Study	25	75	100
24.	Core	Project	5	5	Project with Viva voce	100 (75 Project +25 viva)		100
Internal Elective for same major students								
25.	Core Elective	Paper - 4	4	3	(To choose one out of 3) A. Post-Colonial Studies B. Gender Studies C. English Language Teaching - Theory and Practice	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
26.	Open Elective	Paper - 4	3	3	(To choose one out of 3) A. Film Studies B. English for Media C. Fantasy Fiction	25	75	100
			30	24		150	450	600
			120	92				2600

THIRUVALLUVAR UNIVERSITY

M.A. ENGLISH – SYLLABUS for affiliated Colleges

UNDER CBCS - (With effect from 2022-2023)

SEMESTER-I

PAPER – 1

BRITISH POETRY (CHAUCER TO 20th CENTURY)

SEMESTER – I

CREDITS – 4

CATAGORY – CORE PAPER

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN11

OBJECTIVES:

- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.
- To enable them u understand the concepts related to Elizabethan 1, Metaphysical, Romantic, Victorian, Modern & Postmodern poetry, to name a few
- To make them appreciate poetry by critically analyzing the poems in terms of theme, content, background, etc.

UNIT PLAN:

- ❖ After studying student will be able to understand the background history of literature and language
- ❖ The student will be able to know how to appreciate and analyses the poetry
- ❖ The student will be able to know the beauty of the literary terms and forms

COURSE OUTCOME

- Students will be able to learn the metaphysical poets and their style of writings.
- Students will be able to know the love and lust towards opposite gender
- Students will be able to differentiate the various types of sonnets
- Students will be able to appreciate the beauty of the nature and imagination
- Students will be able to understand the romantic life of the poets
- Students will be able to differentiate the changes of language and style

UNIT I: Introduction

Teaching Hours – 15

1. a) What is poetry?
b) Metrical & free verse-kinds of poetry.
c) Poetic justice, Poetic License, Poetic diction, Poetic devices, Figures of speech, etc.
d) Themes Of poetry e) Appreciation of poetry.

UNIT II: POETRY (DETAILED)

Teaching Hours - 17

Geoffrey Chaucer : The love Unfeigned
William Shakespeare : Sonnet 147

John Milton	:	Light
John Donne	:	Canonization
Andrew Marvel	:	To His Coy Mistress
(Non-Detailed)		
Edmund Spenser	:	Epithalamion
George Herbert	:	The Pulley

UNIT III: (DETAILED)

Teaching Hours - 15

William Wordsworth	:	Tintern Abbey
P. B Shelly	:	Ode to Skylark
John Keats	:	Ode on a Grecian Urn
Christina Rossetti	:	Christmas Eve

(Non-Detailed)

ST Coleridge	:	The Rime of an Ancient Mariner
Robert Browning	:	Andrea Del Sarto

UNIT IV: (Detailed)

Teaching Hours -16

T.S Eliot	:	Ash Wednesday
W. B. Yeats	:	Sailing to Byzantium
Philip Larkin	:	Toads
Alexander Pope	:	On a Certain Lady at Court
Carol Ann Duffy	:	1) Valentine 2) Prayer

(Non-Detailed)

Elizabeth Jennings	:	The Old Woman
Norman McCraig	:	Stars and Planets

UNIT V: (NON-Detailed)

Teaching Hours -15

Thomas Gunn	:	You got to go
Seamus Haney	:	Blackberry Picking
RS Thomas	:	Peasant
Charles Tomlinson	:	A rose for Janet

REFERENCE

1. Arthur Quilter Couch, Ed., *The Oxford Book of English Verse (1250-1900)*. Oxford: OUP, 1923.
2. Bird, Ed., *Books of Ballads*. London: Longmans, 1967.
3. Grierson & Smith, *Critical History of English Poetry*. London : OUP, 1970
4. Wilson, *Shakespeare's Sugared Sonnets*. London: CUP, 1974.
5. Heath Stubbs & Wright, *Faber Book of Twentieth Century verse*. London: Faber & Faber, 1975
6. Palgrave, Ed., *Golden Treasury of the best songs and lyrical poems in the English language*. London: OUP, 1977.
7. Roberts, Ed., *Faber Book of Modern verse*. London: Faber & Faber, 1979.
8. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 2000

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER - 2
AMERICAN LITERATURE

SEMESTER – I

CREDITS – 4

CATEGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS- 78

COURSE CODE: DEN12

OBJECTIVES:

- To enable the students to have an overview of major authors who have given significant contributions to the development of American literature.
- The social and political events that have influenced the literary movements can be understood by the study of representative authors.

UNIT PLAN

- ❖ The student will be able to understand the themes of the poem
- ❖ The student will know the concept of modernism and post modernism
- ❖ The student will be able to apply the aesthetic sense of poetry
- ❖ The student will know the culture and history of the United States

COURSE OUTCOME

- Students will be able to know the prominent women writers
- Students will be able to distinguish the various thinking of American society
- Students will be able to understand transcendentalists and naturalists
- Students will be able to learn the seclusion temper and patriarchal society
- Students will be able to examine the reality of working classes and middle classes living in cities

UNIT I: POETRY (DETAILED)

Teaching Hours - 16

Walt Whitman	:	When the Lilacs Last Bloom'd
Robert Frost	:	After Apple Picking
Allen Ginsberg	:	Howl
Emily Dickinson	:	1. knows how to forget! 2. Success is Counted Sweetest
Wallace Stevens	:	The Idea of Order at Key West
Langston Hughes	:	The Negro speaks of River out of work

(Non-detailed)

Anne Bradstreet	:	Contemplations
Edward Taylor	:	1) The soul's Groan to Christ for succor 2) Christ's Reply.

UNIT II: PROSE (DETAILED)**Teaching Hours - 15**

Ralph Waldo Emerson : 1) Self-Reliance
 : 2) The American Scholar

(Non-detailed)

Maya Angelou : I know why the caged bird sings

UNIT III: DRAMA (DETAILED)**Teaching Hours - 15**

Tennessee Williams : A Streetcar Named Desire

(Non- Detail)

Edward Albee : A Cat on a Hot Tin Roof

Tony Kushner : Angels in America (Part-1)

UNIT IV: SHORT STORIES (NON-DETAILED)**Teaching Hours - 16**

Nathaniel Hawthorne : The Purloined Letter

John Updike : The Witness

Pearl S. Buck : The Quarrel

John Steinbeck : Flight

Eudore Welty : Worn Path

UNIT V FICTION (NON-DETAILED)**Teaching Hours - 16**

Eudora Welty : The Optimist's Daughter

John Barth : Lost in the Funhouse

Toni Morrison : Beloved

REFERENCE

- Bogsbu, C.W.E. *A Critical Introduction to Twentieth Century American Drama*. CUP, 1984.
- Allen, Paul Gunn. *“Studies in American Indian Literature”*. New York: Modern Language Association. 1983.
- Andrews, W., F. Foster, and T. Harris (eds.). *“The Oxford Companion to African American Literature*. Oxford, 1997.
- Kim, H. Elaine. *Asian American Literature: An Introduction to the Writings and Their Social Context*. Pearson Longman, 2004.
- Kranser, David (ed). *A Companion to Twentieth Century American Drama*, Blackwell Publishing, USA, 2005.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER - 3
INDIAN LITERATURE IN ENGLISH

SEMESTER – I

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS- 78

COURSE CODE: DEN13

OBJECTIVES:

- To help the students appreciate the richness in Indian writing in English.
- To acquaint the students with the eminent Indian writers in English.

UNIT PLAN

- ❖ Students will be able to know the complete picture of Indian writers and their uniqueness
- ❖ Students will come to know the traditional and cultural background
- ❖ Students will acquire the idea about the customs and superstitious belief of Indians
- ❖ Students will realize the importance of spirituality in Indian writing

COURSE OUTCOME

- Students will be able to know the importance of translation in various works
- Students will know the sufferings and submissive conditions of people
- Students will know the childhood sufferings and search for identity through short stories
- Students will learn the myths and ethics of Indians
- Students will know how to write the script
- Students will be able to encourage by various motivational writings

UNIT I: POETRY (DETAILED)

Teaching Hours - 16

- | | | | |
|----|----------------|---|--------------------------------------|
| 1. | Aurobindo | : | Rose of God |
| 2. | Toru Dutt. | : | Lakshman |
| 3. | Nissim Ezekiel | : | A Very Indian Poem in Indian English |

(Non-Detailed)

- | | | | |
|----|-------------------|---|-------------------------|
| 1. | Shiv. K. Kumar | : | Indian Women |
| 2. | A.K Ramanujam | : | Epitaph on a Street Dog |
| 3. | Jayanta Mahapatra | : | Grandfather |
| 4. | Sarojini Naidu | : | Bird Sanctuary |

UNIT II: PROSE (DETAILED)

Teaching Hours - 16

- | | | |
|--------------------|---|-------------------------------------|
| Jawaharlal Nehru | : | Discovery of India-Through the Ages |
| Ananda Coomarasamy | : | Dance of Shiva |
| J.Krishnamurthi | : | The Rich and the Poor |

UNIT III: DRAMA**Teaching Hours - 14**

Badhal Sarkar	:	Mad Horse
Asif Chhribhhey	:	The Refugee

UNIT IV: FICTION (NON-DETAILED)**Teaching Hours - 16**

Shashi Deshpande.	:	That Long Silence
Anita Nair	:	Ladies Coupe
Gita Mehta.	:	River Sutra

UNIT V: CRITICISM**Teaching Hours - 16**

Meenakshi Mukherjee	:	"Nation,Novel, Language"in The Perishable Empire
Gajendra Kumar	:	"Kaleidoscopic Dimensions of Indo-Angelian Novel Criticism: From Colonialism to Post- Colonialism" from Indian English Literature: A New Perspective.
Barathamuni	:	From Natya and Rasa: Aesthetics of Dramatic Experience

REFERENCE

1. Karnad, Girish - *Collected Plays* – Vol. I. New Delhi : Oxford University Press, 2005.
2. Deshpande, Shashi_ *That Long Silence*-Penguin 1998
3. Biswal k. Jayant. *A Critical Study of the Novels of R.K.Narayan..* The comedy. Nirmalpublishers, New Delhi,1987
4. Gajendra Kumar. *Indian English Literature: A New Perspective.*Sarup and Sons, New Delhi
5. *A history of Indian English Literature*: M.K. Naik (New Delhi : Sterling Publishers), 1985.
6. *Readings from Commonwealth Literature*: William Walsh (Oxford: Claredon Press), 1973.
7. *The Third World Literature*: Trevor James, London, 1986.
8. *An Anthology of Commonwealth Poetry*: C.D. Narasimhaiah (ed), (Madras: Macmillan), 1990.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER - 4
ADVANCED LINGUISTICS

SEMESTER – I

CREDITS – 4

CATEGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS- 78

COURSE CODE: DEN14

OBJECTIVES

- To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- To familiarize learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.
- To enable students to gain an informed approach on how language interfaces with literatures as well as with societal concerns and also to show how it fits into the discipline of cognitive sciences.

UNIT PLAN

- ❖ Students will be able to understand the importance of language
- ❖ Students will learn how the language has emerged
- ❖ Students will understand the systematic approach of language

COURSE OUTCOME:

- Students will be able to follow the proper pronunciation of the words
- Students will be able to learn how to communicate effectively in various places
- Students will be able to easily know the difference between linguistics and non- linguistics
- Students will be able to link the relationship between language and literature
- Students will be able to enjoy the dialects of various places and persons
- Students will be able to think about the multi- lingualism

UNIT I:

Teaching Hours - 13

Nature of Language: Human and non-human systems of communication; Design features of language, Linguistics form (free and bound), Saussurean Dichotomies, Psychology of language, Language and the Brain, Language and Mind.

UNIT II:

Teaching Hours - 17

Phonetics and Phonology: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their Classification. Supra segmental elements. Acoustic Characteristics of Speech. Phoneme, Phonology- all Processes and Features .

UNIT III:

Teaching Hours - 15

Morphology: Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.

UNIT IV: Syntax and Semantics

Teaching Hours - 17

Phrase Structure Grammar, Transformational grammar, Rules and Constraints on rules, Theory of Govt. and Binding: Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations , Pragmatics.

UNIT V: APPLIED LINGUISTICS**Teaching Hours - 16**

- a) Stylistics : The relationship of language to literature, Style and Function, Poetic discourse, narrative discourse and dramatic discourse.
- b) Language Disorders : The brain and Language organization, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
- c) Lexicography : Monolingual dictionary, Inter-lingual dictionary, Structure and Equivalences, Problems of Untranslatability, General and special purpose dictionaries.

REFERENCES

- Agnihotri,R.K. and Khanna,A.L.(ed.),1994.*Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.(ed.),1995.*English Language Teaching in India: Issues and Innovations*. NewDelhi. Sage Publications.
- Aitchison, J. 1995. *Linguistics: An Introduction*. London: Hodder & Stoughton.
- Akmajian,A.,Demers,R.,Farmer,Harnish,R.199001996.*Linguistics: An Introduction to Language and Communication Cambridge, -Massachusetts: MIT Press*.(Indianreprint,1996,Prentice Hall).
- Atkinson, M.,Kilby,D.& Rocca,I.1982. *Foundations of General Linguistics* .London: George
- Allen& UnwindCarr, P.1999.*English Phonetics and Phonology An Introduction*

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

CORE ELECTIVE

PAPER 1

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

A. INDIAN WRITING IN TRANSLATION

SEMESTER – I

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DEEN15A

COURSE OBJECTIVE

- This evokes a concentrated imaginative awareness of experience or a specific emotion
- In prose we can see the technique of language that exhibits a natural flow of speech and grammar
- It can be viewed as an exploration of meaning and identity in the turmoil of changing social structure
- It demonstrates that the author supported the struggle from the point of the field hands
- It highlights the failing values present in the Post-Independence Indian Society.

UNIT PLAN

- ❖ It has tremendous appeal for children and it is the best way of exhibiting their love for the language.
- ❖ It lays the foundation for the appreciation of the beauty of language. The rhythm of these poems helps the students to acquire natural speech rhythm
- ❖ It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills.
- ❖ It develops the ability of speaking English correctly and fluently. The main aim is to develop the language ability of the students.

COURSE OUTCOME – Students will be able to

- demonstrate the understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
- apply discipline to specific skills in learning creative performance. Analyze and interpret texts and performances both in spoken and written form.
- encourage economy of setting, concise narrative and the omission of a complex plot: character is disclosed in action and dramatic encounter but is seldom fully developed.
- distinguish the short story is often judged by its ability to provide “a complex” or justifying treatment.
- acquire knowledge and comprehension of major texts and traditions of language and literature written in English as well as their social, cultural, theoretical and historical contexts.

UNIT I : POETRY**Teaching Hours - 9**

Kabir	:	Poems 1,2,12,36,36 from One Hundred poems of Kabir
Kalidasa	:	Meghadutam
Mirabai	:	I sing for him Joyfully
Amir Khusrau	:	Colour me in Colours of Love
Amrita Pritam	:	The Revenue Stamp

UNIT II: PROSE**Teaching Hours - 8**

Samarth Ramsay	:	Dasbodh
Sarathkumar Mukopathyaya	:	Gulabjamun
Sivasankarapillai	:	In the Flood
Motilal Jotwani	:	A desire to see the sky

UNIT III: DRAMA**Teaching Hours - 8**

Mohan Rakesh	:	<i>Half-way House</i>
Indira Parthasarathy	:	<i>Nandhan Kathai (Tr. C.T.Indira)</i>

UNIT IV: SHORT STORY**Teaching Hours - 7**

Khushwant Singh	:	Karma.
Pudumai Pithan	:	Faith
Mahim Bora	:	Kathanibarighat

UNIT V: FICTION**Teaching Hours - 7**

Pazhamalai	:	<i>Sanangalin Kathai</i>
Irawati Karve	:	<i>Yugunta</i>

REFERENCE

1. Mukherjee, Meenakshi - *The Perishable Empire* - UK: Oxford University Press, 2004.
2. Sivasankari - *Knit India Through Literature* – Vol. II & III. Chennai: East West Books Pvt. Ltd, 2004.
3. Arvind Krishna Mehrotra, ed. - *An Illustrated History of Indian Literature in English* - New Delhi: Permanent Black, 2003
4. Kumar, Dilip. D. - *Contemporary Tamil Short Fiction* - Madras: Manas East West Books, 2005.
5. *One hundred poems of Kabir* translated by Rabindranath Tagore: Chronicle books. An imprint of DC publishers, New Delhi, 2003

WEB SOURCES

Songs of Kabir Tr by Rabindranath Tagore:

<<http://www.sacred-texts.com/hin/sok/index.htm>>

Mahim BoraKathanibarighat:

<https://indianreview.in/fiction/kathanibarighat-mahim-bora-assamese-short-stories-translated-lalit-saikia/>

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER 1

B. FOURTH WORLD LITERATURE

SEMESTER – I

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DEEN15B

OBJECTIVE

- To make the student acquaint the Knowledge about the Marginalized and exploited.
- To understand the exploitation of the Aboriginal population.

UNIT PLAN

- ❖ Students will be able to know the indigenous nature of the people.
- ❖ Students will come to know the socio-economic condition of the people.
- ❖ Students will understand the concept of fourth world literature.

COURSE OUTCOME

- Students will be able to know the sufferings of the natives of different countries.
- Students will be able understand the desires and longings of natives
- Students will be able to come to know the dream and dark side of the people
- Students will be able to learn and apply what is Fourth World Literature.
- Students will be able to get the knowledge of Fourth World Literature.

UNIT 1:

Teaching Hours - 8

N. Scott Momaday - Introduction to Fourth World Literature - world council of Indigenous peoples in 1972 - Native people of America

UNIT 2:

Teaching Hours - 8

Aboriginals of Australia - dark side of the dream : Australian literature and the post Colonial mind.

UNIT 3:

Teaching Hours - 7

Patricia Frances Graces : Maoris, Literature of New Zealand

UNIT 4:

Teaching Hours - 7

George Copway : Indigenous First Nations Literature of Canada

UNIT 5:

Teaching Hours - 9

Dalit literature and tribal literature of India.

Aarjundangle : *Poisoned bread*

Om Prakashvalmiki : *Joothan*

REFERENCES:

1. Hodge, B. and Mishra, V. (1991) *Darksideofthedream: Australianliteratureandpostcolonialmind*, Allen and Unwin, Sidney, Australia .
2. Illaiah, Kancha. *Post- Hindu India : A discourse on Dalit- bahujan, socio- spiritual and scientific revolution*. New Delhi: sage Publications India pvt. Ltd. 2009.
3. Mani, Braj Ranjan. *Debrahmanizing history :Dominanceand resistance*. New delhi manohar publishers, 2008

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER 1

C. FOLK TALE AND MYTH

SEMESTER – I

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DEEN15C

COURSE OBJECTIVES

- King Arthur wanted the knights in his court to be considered equal. He did not want to fight
- The Metamorphosis almost never depicts love affairs or loving relationship that end happily
- It believed that those who pray to Lord Varadya and touch the two sacred lizards on their way are relieved from chronic diseases.
- Of the aesthetic values of modern critics connected with the general school of mythical view myth seems to be out-and-out rational.

UNIT PLAN

- ❖ He tells the company about his occupation as combination of itinerant preaching, selling promises for salvation.
- ❖ He gives a similar sermon to every congregation and then breaks out of his selling relics which he readily admits to the listening pilgrims as fake.
- ❖ King Arthur wanted the knights in his court to be considered equals: he did not want them fighting over status or rank.
- ❖ The Round Table since it was round represented Chivalry in its highest form.
- ❖ In this the narrator prays to the gods for inspiration, lays out his theme and states his intentions to write a single continuous poem. Secondly the narrator describes the creation of the world. The only survivors were Deucalion and Pyrrha, Pious people.

COURSE OUTCOME

- Students will be able to know folklore and myth.
- Students will be able understand folk literature.
- Students will be able to come to know the culture of the Greek and Italian writers.
- Students will be able to learn and apply richness of Folk Literature.
- Students will be able to get the knowledge about myth criticism.

UNIT I

Teaching Hours - 9

Geoffrey Chaucer	:	The Pardoner's Tale
Pindar	:	Olympia XI (Trans. By Richmond Lattimore)
Christopher Marlowe	:	The Passionate Shepherd to His Love
Sir Walter Raleigh	:	The Nymph's Reply to the Shepherd

UNIT II

Teaching Hours - 8

Phyllis Briggs (Retold)	:	King Author and the Knights of the Round Table
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**OPEN ELECTIVE
PAPER 1
(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

A. LITERATURE FOR SOCIAL TRANSFORMATION

SEMESTER – I

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DNEN16A

OBJECTIVE

- To help students understand the relevance of Literatures for Social Transformation
- To enable students understand the society through the prescribed texts

UNIT PLAN

- ❖ Students will understand the link between literature and society
- ❖ Students will be able to know the importance of ethics and spirituality
- ❖ Students will understand the mythological characters and imagination
- ❖ Students will come to know the ethical values and punishment for sinners by god

COURSE OUTCOME

- Students will be able to know the conditions of pre- independent India
- Students will be able to realize the contemporary situation in society
- Students will be able to know how the materialistic world dominates humanism
- Students will able to know the nature of knowledge and what is essential for students to learn
- Students will be able to understand the conditions and sufferings of the working classes

UNIT I :POETRY

Teaching Hours - 8

William Blake–From ‘Auguries of Innocence’ To see a world in a grain of sand..... shall never be belov’d by men (26 lines)

P.B. Shelley – *Prometheus Unbound*

Ogden Nash – Bankers Are Just Like Anybody Else Except Richer

UNIT II: PROSE

Teaching Hours - 10

John Ruskin – Unto this Last

Henry Newman – The Idea of a University

UNIT III: FICTION (SHORT STORY)**Teaching Hours - 8**

O’Henry	–	The Cop and The Anthem
Liam O’Flaherty	–	The Sniper
Tayeb Salih	–	A Handful of Dates
Luigi Pirandello	–	War
Samuel Johnson	–	The Lure of Lottery

UNIT IV: DRAMA**Teaching Hours - 5**

Anton Chekhov	–	The Cherry Orchard
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UNIT V: GREAT ORATORIES**Teaching Hours - 8**

Abraham Lincoln	–	Gettysbery Speech
Mahatma Gandhi	–	Women Not The Weaker Sex
Jawaharlal Nehru	–	Tryst with Destiny
William Shakespeare	–	Mark Antony (Julius Ceasar)

BOOK FOR REFERENCE

- Rene Wellek – *Literature and Society*
- Malik & Raval, “*Law and Social Transformation in India*”, Allahabad Law Agency.
- Dr. G.P. Tripathi, “*Law and Social Transformation*”, Central Law Publications.
- Mark Clapson, “*Suburban Century: Social Change and Urban Growth in England and the United States*”.
- David Braybrooke Bryson and Brown Peter K. Schotch, “*Logic and the Tragic of Social Change*”, Oxford University.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

**OPEN ELECTIVE
PAPER 1
B. GREEN CULTURAL STUDIES**

SEMESTER – I

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DNEN16B

OBJECTIVES

- To expound to the learners the interdisciplinary nature of the course and to sensitise the learners on grave ecological concerns
- To render a historical perspective of the said criticism
- To familiarize the learners with the western eco-critical tools and to expose the learners to the relevant literature in the eco-critical realm
- To synthesise the western eco-critical tools with the eastern oiko poetic sensibilities
- To facilitate the understanding of eco-feminist theory and practice

UNIT PLAN

- ❖ Students will be able to understand the importance of nature
- ❖ Students will come to know how nature has been worshipped by human
- ❖ Students will be able to know about the concept of green studies.
- ❖ Students will understand the relationship between human beings and nature

COURSE OUTCOME

- Students will be able to learn about the endangered conditions of the earth.
- Students will be able to get awareness and concentrate on the welfare of human life.
- Students will be able to understand the connectivity between women and nature.
- Students will be able to know about the sufferings and the strength of nature.
- Students will be able to get the beautiful landscapes and heritage of Tamil writings.

UNIT 1 INTERDISCIPLINARITY

Teaching Hours - 8

1. Joe Moran's *Interdisciplinarity*
2. Arne Naess' *Ecology, Community and Life style*
3. Sri. L.C. Jain's *Eco-spirituality For Communal Harmony*
4. Eco-spirituality
5. Fritjof Capra's *The Web Of Life*

UNIT 2 ECOCRITICAL STIRRINGS

Teaching Hours - 7

1. Jonathan Bate's *The Song Of The Earth*
2. *The Green Studies Reader*
3. *The Ecocriticism Reader*

UNIT 3 INDIAN CLASSICAL OIKO POETICS

Teaching Hours - 8

1. The Abhijnanasakuntalam of Kalidasa
2. P.T. Srinivasa Iyengar's "History Of The Tamils"
3. A.K. Ramanujan's "The Interior Landscape"
4. Tolkaappiyam: Akatti Naiiyal
5. Tinai

UNIT 4 WORDSWORTH, EMERSON, THOREAU AND ECO-CRITICISM

Teaching Hours - 8

1. William Wordsworth's "The Prelude"
2. Jonathan Bate's "Romantic Ecology"
3. Selected Essays, Lectures and Poems of Ralph Waldo Emerson
4. Twentieth Century Interpretations of Walden
5. Lawrence Buell's *The Environmental Imagination*

UNIT 5 ECO-FEMINISM

Teaching Hours - 8

1. Universal Declaration of the Rights of Mother Earth
2. Karen J. Warren- *Introduction to Eco-feminism*
3. Vandana Shiva- *Women in the Forest*
4. Margaret Atwood- *Surfacing*
5. Susan Hawthorne- *Earth's Breath*

REFERENCE

- Adamson, Joni. *American Indian Literature, Environment Justice and the Ecocriticism*. Tucson: The University of Arizona Press, 2001.
- Adhikary, Qiran. *Feminist Folktales from India*. Oakland: Masalai Press, 2003. Print.
- Ali, Salim. *The Fall of a Sparrow*. New Delhi: Oxford University Press, 1985.
- Atwood, Margaret. *Surfacing*. New York: Anchor Books, 1998.
- Bate, Jonathan. *Romantic Ecology*. London and New York: Routledge, 1991.
- *The Song of the Earth*. London: Picador, 2000.
- Benedict XVI, Pope. *Caritas In Veritate*. Trivandrum: Carmel International Publishing House, 2009.
- Braun, Bruce and Noel Castree. *Remaking Reality*. London: Routledge, 1998
- Buell, Lawrence. *The Environmental Imagination*. London: Harvard University Press. 1995.
- Carson, Rachel. *Silent Spring*. London: Penguin books ltd, 2000. Print.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. New York: Cambridge, 2011.
- Coomaraswamy, Ananda. K. *Dance of Shiva*. New Delhi: Sagar Publications, 1982.
- Coupe, Lawrence. *The Green Studies Reader*. London and New York: Routledge, 2000.
- Dalai Lama, His Holiness & *The Universe in a Single Atom*. London: Little Brown, 2005.
- Dreese, Donelle N. *Ecocriticism*. New York: Peter Lang Publishing, Inc &, 2002.
- Eiseley, Loren. *The Unexpected Universe*. University of Pennsylvania: Bison Books, 1972.
- Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.

- Gatta, John. *Making Nature Sacred*. New York: Oxford University Press, 2004.
- Glotfetty, Cheryl and Harold Fromm, eds. *The Ecocriticism Reader*. Athens, Georgia: University of Georgia Press, 1996.
- Hawthorne, Susan. *Earth's Breath*. Spinifex Press, 2010. Print.
- Killingsworth, Jimmie. M. *Walt Whitman and the Earth*. Iowa City: University of Iowa Press, 2004.
- Kurup ONV. *This Ancient Lyre*. New Delhi: Sahitya Akademi, 2005.
- Mies, Maria and Vandana Shiva. *Ecofeminism*. New Delhi: Kate for Women, 1993
- Ramanujan, A. K. *A Flowering Tree and other oral tales from India*. New Delhi: Penguinbooks. 1997. Print.

E-RESOURCES

- Harding, Stephen. *What is Deep Ecology?*
<<http://www.schumachercollege.org.uk/learningresources/what-is-deep-ecology>>. Web.
- Proposal of Bolivia to Rio+20. *Universal Declaration of the Rights of Mother Earth*. <<http://motherearthrights.org/universal-declaration/>>. Web.
- Roy, Arundathi. *The Greater Common Good*
- <<http://www.outlookindia.com/article.aspx?207509>>. Web.

WEBSITES

www.ecofem.org/journal
www.spiritoftrees.org/
www.navdanya.org/
www.ecofem.org/
www.resurgence.org/
www.bhoomimagazine.org/
www.greenbeltmovement.org
www.successconsciousness.com

MAGAZINES

"Bhoomi"
 "Environment" [USA]
 "Environment Action" [UK]
 "Life Positive" [India]
 "National Geographic"
 "Resurgence" [UK]
 "Sierra" [USA]
 "The Ecologist Asia" [India]
 "The Ecologist" [UK]

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

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

**OPEN ELECTIVE
PAPER 1**

C. PUBLIC SPEAKING AND CREATIVE WRITING

SEMESTER – I

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS- 39

COURSE CODE: DNEN16C

OBJECTIVES

- To help students understand the techniques of Creative Writing
- To give practice in Writing
- To enable students write any Creative Form of Literature

UNIT PLAN

- ❖ Students will be able to understand the features of writings
- ❖ Students will be able to understand how to proof read and edit
- ❖ Students will be able to become the best writer with unique styles
- ❖ Students will understand the taste of poem

COURSE OUTCOME

- Students will be able to learn how to appreciate and analyze the poem
- Students will be able to get an idea of how to write poem
- Students will be able to receive the adequate knowledge about the paragraph writing
- Students will be able to become a good writer after getting the ideas about writing methods
- Students will be able to know how to differentiate between fiction and non- fictional writings.

UNIT I

Teaching Hours - 8

Writing and Thinking
Finding Ideas
Thinking about purpose, audience and tone
Arranging Ideas
Writing a First Draft Evaluating & Revising
Proof reading and publishing
Lateral Thinking

UNIT II

Teaching Hours - 7

Writing a Poem
Poetic Analysis
Literary Devices
Exercises

UNIT III**Teaching Hours - 8**

Non – Fictional Writing
 Paragraph Structure
 Writing an Introduction
 Writing a Conclusion
 Exercises

UNIT IV**Teaching Hours - 8**

Writing a Short Story
 Pre-Writing
 Basic Elements
 Basic Framework
 Exercises

UNIT V**Teaching Hours - 8**

Screenplay Writing / Writing a Play
 Literary Techniques
 Production
 Evaluation Pattern to be evolved

REFERENCE

- *Elements of writing* (Complete Course) James L. Kinneavy, John E. Warriner Austin: HBJ, 1993
- *Elements of Writing* (Fourth Course) James L. Kinneavy, John E. Warriner Austin: HBJ, 1993
- Rudolf f. Verdure and Kathleen S. Verdure: *The Challenge of Effective Speaking*, Thomson Wadsworth 13th ed., 2006.
- Stephen King, *On Writing*. www.amazon.net.
- Kamath, M.V *Professional Journalism*. New Delhi: Vikas Publication.
- Edward De Bono, *Six thinking hats*, Little Brown and company.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

SEMESTER II
PAPER - 5
BRITISH DRAMA

SEMESTER – II

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN21

COURSE OBJECTIVES

- This course seeks to aid the students in the acquisition of communication skills.
- The course will demonstrate the proficiency in oral communication.
- The students will also acquire and develop histrionic skills.

UNIT PLAN

- ❖ They will demonstrate proficiency in specific skills like: acting, directing, choreography, play writing or dramaturgy.
- ❖ They will be able to analyze, interpret and evaluate the dramatic literature and theatrical productions.
- ❖ Students in drama and theatre arts will learn the importance of responsibility to their community.

COURSE OUTCOME – Students will be able to

- apply discipline – specific skills to the creation of performance
- Draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
- Demonstrate proficiency in specific skills like: acting, directing, choreography, play-writing or dramaturgy.
- Analyze, interpret and evaluate the dramatic literature and theatrical productions.
- Appreciate different types of drama.

UNIT – I: BRITISH DRAMA UP TO 17TH CENTURY

Teaching Hours - 16

1. Introduction to the development of British drama
2. Christopher Marlowe - *Doctor Faustus (Detailed)*
3. Ben Jonson - *Everyman in His Humor (Non-detailed)*

UNIT II: UPTO 19TH CENTURY

Teaching Hours - 16

1. Oscar Wilde - *The Importance of Being Ernest (Detailed)*
2. Harold Pinter - *The Birthday Party (Non-detailed)*

UNIT – III: 20TH CENTURY UPTO 1950

Teaching Hours - 16

1. T.S.Eliot - *Murder in the Cathedral (Detailed)*
2. Bernard Shaw - *Saint Joan (Non-detailed)*

UNIT – IV: 20TH CENTURY AFTER 1950**Teaching Hours - 15**

1. Peter Shaffer - *Amadeus (Detailed)*
2. Tom Stoppard - *Rock n Roll (Non-detailed)*

UNIT – V: TEXT FOR SEMINAR**Teaching Hours - 15**

1. John Webster - *The Duchess of Malfi*
2. Oliver Goldsmith - *She Stoops to Conquer*
3. Sheridan - *The School for Scandal.*
4. Agatha Christie - *The Mouse Trap*

REFERENCE

1. Colin Chambers; Mike Prior. *Playwrights' Progress : Patterns of Postwar British Drama.* Amber Lanes Press.1987.
2. Dan Rebellato. *1956 and All that : The Making of Modern British Drama.* Routledge. 1999.
3. Elizabeth Hale Winker . *The Function of Song in Contemporary British Drama.* University of Delaware Press.1990.
4. Frances M. Kavenik. *British Drama, 1660-1779: A Critical History .*Twayne.1995.
5. Gabriele Griffin. *Contemporary Black and Asian Women Playwrights in Britain.* CUP. 2003.
6. John Russell Taylor. *Anger and After : A Guide to the New British Drama.* Penguin Books. 1963.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

PAPER – 6

TRANSLATION THEORY AND PRACTICE

SEMESTER – II

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN22

OBJECTIVE

- To make the students learn about the history of translation.
- To understand the challenges and identify the problems of translation.
- To carry out translation exercises.

UNIT PLAN

- ❖ Knowing the base of translation.
- ❖ To recognize the impact and aspects of translation.
- ❖ To understand the target language and its art of process, products and reproduction of translation.

COURSE OUTCOME – Students will be able to

- know about the history of translation and its practice.
- interpret of SL and TL can be done.
- learn translation and its process.
- understand the problem and solution of the translation and the equivalence of the translation can be learned.
- create practice of Translation.

UNIT I

Teaching Hours - 16

A Brief History of Translation

Translation Theory and its Aspects

UNIT II

Teaching Hours - 18

Translation Procedure

Interpretation of the Source Language (SL) Text and Transfer of meaning and communicative effects to the Target Language (TL) Text

UNIT III

Teaching Hours - 13

Is Translation an Art or Science?

Translation and Reproduction, Process and Product

UNIT IV

Teaching Hours - 16

Problems in Translation

Fidelity and Truth in Translation

Complete Equivalence vs. Creativity

Literal and Free Translation – Translation – Creation, Transcription and Creative Translation

UNIT V**Teaching Hours - 15**

The Practice of Translation

(Exercise from Literary Translation)

1 from Tamil to English and 1 from English to Tamil

REFERENCE

- Eugene A. Nida and Charles R. Taber – *The Theory and Practice of Translation*
- Susan Bassnett and Mequire – *Translation studies*
- Newmark Peter – *Approaches to Translation*
- Susan Bassnett and Lefevere Andre – *Translation, History and Culture*
- H.Lakshmi – *Problems of Translation*

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

PAPER - 7

CONTEMPORARY LITERARY THEORY - I

SEMESTER – II

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN23

OBJECTIVES

- To help the students understand literary theory as a system to critically interpret literary texts.
- To enable the students to understand the broad spectrum of thought that is covered by literary theory and also to enhance their literary research.

UNIT PLAN

- ❖ Enhances the students to develop critical skills, analysis and many other communication skills-oral and written.
- ❖ The students are finally equipped with various tools, techniques and strategies of interpretation.

COURSE OUTCOME – Students will be able to

- reinforces the student's literary competence.
- develop an independent critical persona.
- understand the various types of theories
- learn 20th Century Literary Theories.
- acquire and apply the knowledge of Contemporary Literary Theory.

UNIT I

Teaching Hours - 16

New Criticism

Russian Formalism

UNIT II

Teaching Hours - 16

Psychoanalysis

Archetypal Criticism

UNIT III

Teaching Hours - 16

Reader Response Theory

Phenomenological Criticism

UNIT IV

Teaching Hours - 15

Bakhtin

Eco criticism

UNIT V

Teaching Hours - 15

Modernism

Post-Modernism.

REFERENCE

1. Barry, Peter, *Beginning Theory* (Routledge, London, 2010).
2. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. (Pearson, Singapore, 2009).
3. Lodge, David and Nigel Wood (ed.). *Modern Criticism and Theory* (Pearson, Essex, 2008).
4. Waugh, Patricia. *Literary Criticism and Theory*. (Oxford University Press, Oxford, 2008).

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

**CORE ELECTIVE
PAPER 2
A. COMPARATIVE LITERATURE**

SEMESTER – II

CREDITS – 3

CATEGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN24A

OBJECTIVES:

- To acquaint students of literature with a knowledge of using comparison as a tool of criticism.
- To help students have a broad outlook on literature as Comparative Literature involves ‘Mutual Illumination’

UNIT PLAN

- ❖ To go beyond mere comparative study of texts to include issues of nation, caste, race, gender, region, culture etc.
- ❖ In the analysis of texts as well as issues related to the history of print and publishing also form topics studied under the rubric of Comparative Literature.
- ❖ To enable students to explore research areas in the core subjects of thematology, genealogy, literary history, literary influence, and reception, besides related fields of performance studies, theatre studies, film studies etc.

COURSE OUTCOME – Students will be able to

- know about the definition and Origin of the Comparative Literature.
- influence and Imitation of the subject is taught.
- link between Comparative Literature and the literary History is exposed
- identify the different genres in comparative literature.
- Understand the history of comparative literature.

UNIT-I:

Teaching Hours - 13

Definition

of the term Comparative Literature – National Literature – World Literature and Comparative Literature – French School and American School, German School and Russian School.

UNIT-II:

Teaching Hours - 13

Influence and Imitation – Unconscious Imitation and Conscious Influence – Translation – Influence Studie

s and Analogy Studies – Comparing Dante’s The Divine Comedy with Sri Aurobindo’s Savithri (The Book of Forest in The Mahabharatha)

UNIT-III:**Teaching Hours - 12**

Epoch, Period and Generation – the Link between Comparative Literature and History of Literature – The difference between Epoch, Period and Generation

UNIT-IV:**Teaching Hours - 14**

Genres – Comparing two Texts on the basis of Form – Comparing Novels, Plays and Poems – Variations – a Drama and an Epic also can be compared based on the Common Qualities – Comparing Burns with Bharathidasan (Burns’ 1. Bessy and Her Spinning Wheel 2. Banks of Crea 3. As I went out on May Burning 4. Broom Resoms 5. Auld Rob Morries with Bharathidasan’s translated version of Tamizhachiyin Katti) and Bacon with Valluvar, Kamban with John Milton.

UNIT-V:**Teaching Hours - 13**

Thematology – Comparing Works on the basis of Themes – Defining terms like Motif, Leitmotif – Characters and Situations. In addition to these, the teacher can illustrate the Study of Comparative Literature by Comparing Nathaniel Hawthorne’s *The Scarlet Letter* and *Ananda*. V.R. Ananthamurthy’s *Samskara*, Shakespeare’s *Antony and Cleopatra* with Dryden’s *All for Love*, Gayathri Spivak’s *Death of a Discipline*

TEXT BOOKS:

1. Brooks, Cleanth and Robert Penn Warren. *Modern Rhetoric*. Atlanta: Harcourt,Brace& World, 1958. Print.
2. Mohan, Devinder. *Comparative Poetics: Aesthetics of the Ineffable*. New Delhi: Intellectual Publishing House, 1988. Print.
3. Peck, John and Martin Coyle. *Practical Criticism*. New York: Palgrave, 1995.Print.
4. Daiches, David. *Critical Approaches to Literature*. Kolkata: Orient Longman, 2006. Print.
5. Spivak, Gaythri Chakravorthy. *Death of a Discipline*. Columbia: Columbia University Press, 2003. Print.

REFERENCES:

- Subramaniam, N, Srinivasan, Padma & Balakrishnan G.R. eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997. Print
- “*Comparative Literature*”, Ed :Bijay Kumar Das, Atlantic Publishers, 2012.
- “*Glimpses of Comparative Literature*”, Ed :Pradhan Pam Prakash, Atalntic Publishers.
- “*Studies in Comparative Literature*”, Ed: Mohit K. Ray, Atlantic Publishers.
- “*India and Comparative Literature: New Insights*”, Ed: R.K. Dhawan and Sumita Puri, Prestige Books Publishers.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

**CORE ELECTIVE
PAPER 2
B. NEW LITERATURE IN ENGLISH**

SEMESTER – II

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN24B

OBJECTIVES:

- The course aims to develop the students in a comprehensive understanding of the finest works English, belonging to post-colonial countries.
- To familiarize with some of the greatest writers and cultures in those countries.

UNIT PLAN

- ❖ Critically examines the New Literature thoughts and pain expressed through the various work.
- ❖ Poetry discusses the cultural pain of the people.
- ❖ The expression of Woman to her child are expressed.
- ❖ Psychological thoughts on Telephone Conversation.
- ❖ Modernity is experienced through the narration.

COUSE OUTCOME – Students will be able to

- experience the poetry from various countries such as Canada, Australia and New Zealand.
- understand the Alienation among the works of the writers who belongs to different regions
- know Criticism of the New Literature.
- find out the outcome of New Literature in English.
- distinguish various types of poetry, prose, drama in New Literature.

UNIT I - POETRY

Teaching Hours - 15

DETAILED: CANADIAN POETRY

Desi Di Nardo : Summer Sonata
Mark Strand : The Story of Our Lives

AUSTRALIAN POETRY

Judith Wright : Woman to Child
Jennifer Maiden : Tactics
Elizabeth Campbell Donaldson : Days

NON- DETAILED: AFRICAN POETRY

Wole Soyinka : Telephone Conversation
Derek Walcott : A Far Cry from Africa

NEW ZEALAND POETRY

Katherine Masfield : A Little Boy's Dream
Faye Kilday : Do You hear the Angel Speaking

UNIT II – PROSE

Teaching Hours - 12

Stuatr Hall : Cultural Identity and Diaspora
Nadine Gordimer : Nobel Prize Acceptance Speech

UNIT III – DRAMA

Teaching Hours - 12

Uma Parameswaran : *Rootless but Green are the Boulevard Trees (Detailed)*
Mahasweta Devi : *Mother of 1084 (Non-Detailed)*

UNIT IV – FICTION**Teaching Hours - 13**

JM Coetzee	:	<i>Disgrace</i>
Peter Kelly	:	<i>The History of the Kelly Gang</i>

UNIT V – CRITICISM**Teaching Hours - 13**

Louis Dudek	:	<i>Poetry in English</i>
E.H. McCormick	:	<i>Close of a Century</i>

REFERENCE

- Narasimaiah, C.D Ed, *An Anthology of Commonwealth Poetry*, Macmillan Publication, 2013.
- J O Donnell, J.O. Maragaret, *An Anthology of Commonwealth Verse*, Blackie and Sons Publication, 2004.
- Hall, Stuart, *Colonial Discourse and Postcolonial Theory – A Reader*, Harvest Whaeatsheaf Publication, 2009.
- Gordimer, Nadine, www.nobelprize.org/nobel_prize/literature/laureates/1991/gordimer-lecture.html, *Gordimer – lecture.html*, 1991.
- Parameswaran, Uma, *Sons must Die and Other Plays*, Prestige Books, 2006.
- Devi, Mahasweta, *Mother of 1084*, Seagull Books, 2011.
- Coetzee, J.M, *Disgrace*, Vintage Publications , 2000.
- Kelly, Peter, *The History of the Kelly Gang*, Faber Publications, 2012.
- Walsh, William, *Readings in Commonwealth Literature*, Clarendon Press Publication, 2005.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

**CORE ELECTIVE
PAPER 2**

C. SUBALTERN LITERARY STUDIES

SEMESTER – II

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN24C

OBJECTIVES

- To introduce students to that literature that has been sidelined down the ages.
- To familiarize the students with the theme of the Subaltern.
- To picturise the painful feelings of the oppressed.

UNIT PLAN

- ❖ Experience of the Socially, Politically, economically neglected people can be understood.
- ❖ Modern Subaltern culture will be exposed.
- ❖ Identification of Gender discrimination in the given works.
- ❖ Subaltern thoughts are discussed via Criticism.

COURSE OUTCOME – Students will be able to

- re-explore the political, social and economic role in literature.
- understand the feelings of the exploited.
- analyse the political role in the subaltern literature.
- critically examine different text and its theme.
- introduce the subaltern studies.

UNIT I: POETRY

Teaching Hours - 15

John Betjeman	:	A Subaltern's Love Song
Mervyn Gooneratne	:	There was a Country
Langston Hughes	:	The Negro Speaks of Rivers
Syed Amanuddin	:	Don't Call Me Indo – Anglian
Mervyn Morris	:	Judas

UNIT II: PROSE

Teaching Hours - 15

Homi.K. Bhabha	:	The Location of Culture
Dipesh Chakrabarty	:	A Small History of Subaltern Studies : 2000 from Habitation of modernity Essays in the wake of Subaltern studies pp (3-19)
Salman Rushdie	:	Imaginary Homelands Chapter – I

UNIT III: DRAMA

Teaching Hours - 11

Dolores Prida	:	Beautiful Senioritas
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UNIT IV: FICTION**Teaching Hours - 11**

Benjamin : Jasmine Days (translated by Shanaz Habib)

UNIT V: CRITICISM**Teaching Hours - 13**

K. Nirupa Rani : Gender and Imagination in Bapsi Sidhwa's Fiction

Mulkraj Anand : The Source of Protest in my novels
(from "Creating Theory" ed. Jasbir Jain)

Gyan Prakash : Subaltern Studies as Postcolonial Criticism

REFERENCE

- Dipesh Chakrabarty, *A Small history of Subaltern studies*:2000. Habitation of modernity: Essays in the wake of subaltern studies. Chicago: el of Chicago p, 2002.
- Ranajit Grhe : *On Some Aspects of the Historiography of colonial India*. 1982.
- *Mapping Sub studies & the post colonial Ed.* Vinayak Chatuoudi London:2000.
- Spivak, Gayatri Chakraborti. "*Subaltern Studies: Deconstructing Historiography.*" *Ed.*
- Ranjith Guha, "*Writings on South Asian History and Society Vol IV*. OUP, 1985.
- Gramsci, Antonio. "*History of the Subaltern Clases, Prison Notebooks Vol.II*, (ED.&Tr.) Joseph A. Buttigieg, Columbia UP, 1966.
- Fanon, Frantz. "*Black Skin, Whote Masks*, Grove, !967.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

OPEN ELECTIVE

PAPER 2

A. TECHNICAL WRITING

SEMESTER – II

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DNEN25A

OBJECTIVES

- To introduce students to various styles and methods in technical writing
- To train students in skills required for a technical communicator

UNIT PLAN

To train students in using basic online packages and applications as tools of technical Writing.

COURSE OUTCOME – Students will be able to

- Understand styles and methods in Technical Writing.
- Locate and evaluate the use online packages and appliances effectively.
- display the skills required for a technical communication\
- use visuals effectively and integrate the components of accuracy, brevity and objectivity in Technical Writing
- apply the knowledge of Technical Writing in their profession.

UNIT 1 INTRODUCTION

Teaching Hours - 15

1. What is Technical Writing?
2. Difference Between Technical and Academic Writing
3. The Scope of Technical Writing
4. The Role and Essential Skills of a Technical Communicator

UNIT 2 GUIDELINES AND GRAMMAR IN TECHNICAL WRITING

Teaching Hours - 14

1. Basic Patterns and Elements of the Sentence
2. Common Grammar, Usage, Punctuation Problems
3. Writing with Clarity and Precision
4. The Fog Factor

UNIT 3 THE WRITING PROCESS

Teaching Hours - 14

1. Audience Analysis
2. Task Analysis
3. Writing and Editing (Using Track Changes)
4. Communicating with Visuals

UNIT 4 - APPLICATION OF TECHNICAL WRITING – I Teaching Hours - 11

1. Writing Proposals
2. Technical Reports: Survey – Report

UNIT 5-APPLICATION OF TECHNICAL WRITING – II Teaching Hours - 11

1. Users' Manuals
2. Writing for the Web

BOOKS FOR REFERENCE

1. Blake, Gary and Robert W. *The Elements of Technical Writing*. Macmillan Publishers, 1993
2. Blicq, Ronald, S and Lisa Moretto. *Technically Write!*. Prentice Hall, 2004.
3. Marnell, Geoffrey. *Essays on Technical Writing*. Burdock Books, 2016
4. Reddy, Devaki and Shreesh Chaudhary. *Technical English*. Macmillan, 2009.
5. Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2006.
6. Samson, C Donald. *Editing Technical Writing*. Oxford UP, 1995.

ELECTRONIC RESOURCE

- Business Writing – Clarity, UK

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER 2

B. INDIAN DIASPORA LITERATURE

SEMESTER – II

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DNEN25B

OBJECTIVE

- Definition and types of Diaspora – Waves of Migration Patterns of Diaspora – Major Diaspora Communities & Popular terms in Diaspora.
- Definition and types of migration – patterns of migration – domestic and global migration – impact of migration.
- Ethnicity and identity of Diaspora context – forming of identity – major components of ethnicity – identity detainment and amalgamation.

UNIT PLAN

- ❖ The root of Diasporic thoughts
- ❖ The broken feeling of the homelessness.
- ❖ Pictorial effect of global migration.
- ❖ Rootless identity of the diasporic communities.

COURSE OUTCOME – Students will be able to

- introduce the definition and scope of the Indian Diaspora Literature.
- Understand the meaning and usage of the term “diaspora literature”.
- Link Diasporic Communities feelings from the various part of the countries throughout the world.
- examine the circumstances of Diasporian.
- learn the theories of Diasporic Literature.

UNIT I – DIASPORA THEORY

Teaching Hours - 16

Diaspora – Origin, Definition and Scope

Salman Rushdie: *Imaginary Homelands* from Rushdie’s *Imaginary Homelands*

Jana Evans Braziel and Anita Mannur (ed.). *Modernity, Globalism, and Diaspora. from Theorizing Diaspora : A Reader, Wiley, 2003.*

Stuart Hall: *Cultural Identity and Diaspora* (In Williams, Patrick & Laura Chrisman eds. *Colonial Discourse & Postcolonial Theory:*

A Reader. Harvester Wheatsheaf, 1993)

UNIT II – POETRY**Teaching Hours - 13**

A.K. Ramanujan- “Small Scale Reflections on a Great House”
 R. Parthasarathy – “Home Coming”
 Agha Shahid Ali: “Srinagar Airport”, “Of Snow”, “Memory”,
 (form The Final Collections, Orient Blackswan, 2004).

UNIT III – FICTION**Teaching Hours - 10**

Khaled Housseine : *The Kite Runner*
 V.S. Naipaul : *The Mystic Masseur*

UNIT IV – DRAMA**Teaching Hours - 14**

Lorraine Hansberry – *A Raisin in the Sun*
 Julia Cho – *The Architecture of Loss*
 Pearl Cleage – *Flyin’ West*
 Silvia Gonzalez – *The Migrant Farm worker’s Son*

UNIT V – SHORT STORIES**Teaching Hours - 12**

Gita Hariharan: *Ghosts of Vasumaster*
 Jhumpa Lahiri: *Unaccustomed Earth*
 Sunetra Gupta: *Memories of Rain*
 Chitra Banerjee Divakurni: *Sister of my heart*

REFERENCE

1. English Literature Voices of Indian Diaspora- Malti Agarwal.
2. DIASPORA Theory and Translation - Himadri Lahiri Ed. By Allen Hibbard. Pub Orient Blank Swan.
3. Writers of the Indian Diaspora-Jasbir Jain.
4. Migration and Diaspora in Mordan Asia. Sunil Amirth.
5. Translational Migration: The Indian Diaspora Ed. William Safran, Ajaya Kumar Sahoo, Brijji V. All. South Asia Edition.
6. Indian Diaspora in the Caribbean : History, Culture and Identity- Ed by Rattanland Hangloo.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER 2

C. JOURNALISM AND MASS COMMUNICATION

SEMESTER – II

CREDITS – 3

CATEGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DNEN25C

OBJECTIVES

- To enable the students to get knowledge of the press, its history and other media.
- To know the uses and Importance of the Mass Media.
- To get the knowledge of Print Media.
- To evaluate the worthiness of Media.

UNIT PLAN

- ❖ The role of Print Media
- ❖ Culture and characteristics design of newspaper.
- ❖ To input the techniques and writings of Media
- ❖ Evaluating the documentary record of the movie.
- ❖ Critical examine of the Advertisement.

COURSE OUTCOME – Students will be able to

- about the history of the print media.
- differentiate the Characteristic of the Newspaper and visual media.
- acquire the Techniques and writings of the Print Media.
- introduce the importance of the mass media in the society.
- apply the knowledge of journalism and mass media.

UNIT I: HISTORY AND IDEOLOGIES OF PRINT MEDIA Teaching Hours - 13

The Press Council Act – 1978
News under Emergency
The Centenarian Newspapers in India
Ethics of a Newspaper

UNIT II: CHARACTERISTICS OF A NEWSPAPER: Teaching Hours - 13

Headlines
Interviews
Features
Letters to the Editor
Cartoons and Caricatures

UNIT III: TECHNIQUES OF WRITING FOR THE PRINT MEDIA

Teaching Hours - 13

Report Writing
The Role of an Editor
Qualities of an Interviewer
Book Review
Film Review

UNIT IV: HISTORY AND STUDY OF FILMS**Teaching Hours - 13**

The Arrival of Talkies

Lumiere Brothers and the Evolution of Cinematography

Documentary and Short Films

National Film Festival

UNIT V: USES AND IMPACT OF MASS MEDIA ON SOCIETY**Teaching Hours - 13**

Radio Journalism

Television Journalism

The Film Industry

The web Media

REFERENCE

1. *Journalism Theory and Practice*: B.N. Ahuja, Sultan Chand Pub, New Delhi
2. *Mass Communication in India* :Keval K. Kumar, Jaico Publishing House
3. *Basic Journalism* :Rengasamy Parthasarathy, Macmillan publications.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

**SEMESTER III
PAPER - 8**

NON-FICTION AND PROSE

SEMESTER – III

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEN31

COURSE OBJECTIVES

- To familiarize the student with the essays of Francis Bacon, his-epigrammatic style and aphorisms.
- To acquaint the student with the Holy Bible, its language and the Utopia as an ideal state.
- To enjoy autobiographical elements of Charles Lamb's essays, his unique style, pathos and humor, the personal essay of the Romantic age.
- To probe the philosophical thought of Russell, the Post Colonial aspects as highlighted in George Orwell.
- To acquaint the students with the critical views of T.S. Eliot on the metaphysical poets like Donne and assimilate their literary content
- To impart the role of humor in everyday life - how an ordinary incident acquires philosophical dimensions in G.K Chesterton.

UNIT PLAN

- ❖ To understand the enrichment of English vocabulary and religious connotation of the period.
- ❖ To learn More's positive views on an Ideal State.
- ❖ To evaluate More as an essayist of the Middle English Period.
- ❖ To enjoy the Auto-biographical style of Lamb and Huxley.
- ❖ To understand the pathos in Lamb.
- ❖ To critically appreciate the humor in Lamb and Hazlitt.

COURSE OUTCOME – Students will be able to

- learn the writing style from Russell's model and the value of lateral thinking.
- enjoy the humor of Orwell's Writings.
- critically evaluate the Post Colonial issues presented in Orwell's essay.
- estimate T.S. Eliot as a scholarly critic.
- learn about the greatness of the Metaphysical poets like Donne.

UNIT 1 - BRITISH LITERATURE-NON – FICTION

Teaching Hours - 13

<i>Great Contemporaries</i>	-	Winstn Churchill (Detailed)
<i>Seven Pillars of Wisdom</i>	-	T.E. Lawrence (Detail)
<i>Life of Mr. Richard Savage</i>	-	Samuel Johnson (Non- Detail)

UNIT 2- AMERICAN LITERATURE- NON – FICTION Teaching Hours - 13

<i>In Cold Blood</i>	-	Thumam capote (Detail)
<i>Two Kinds of Truth</i>	-	Michael Connelly (Detail)
<i>White trash</i>	-	Nancy IsenBery (Non-Detail)

(The 400 – Year untold History of class in America)

UNIT 3- INDIAN WRITING IN ENGLISH-NON- FICTION Teaching Hours - 13

<i>India After Gandhi</i>	-	Ramachandra Guha (Detail)
<i>An ordinary person’s Guide to Empire</i>	-	Arundhadhi Roy (Detail)
<i>Freedom at Midnight</i>	-	Larry Collins and Dominique Lappierre (Non-Detail)

UNIT 4- COMMONWEALTH LITERATURE -NON- FICTION**Teaching Hours - 13**

<i>Descent into Chaos</i>	:	Ahmed Rashid (Detail)
<i>Reading Lolita in Tehran</i>	:	A Memoir Books - AzarNatisi (Detail)
<i>The Home that was Our country</i>	:	A Memoir of Syria-Alia Malek(Non-Detail)

UNIT 5- CHINESE NON-FICTION**Teaching Hours - 13**

<i>The Soong Dynasty - Sterling Seagrame</i>	(Detail)
<i>Factory Girls; From village to city in a changing China</i>	- Leslie T. Chang (Detail)
<i>Haunted by Chaos: China’s Grand Strategy from Mao Zedong to Xi</i>	- SulmaanWasif Khan(Non-Detail)

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER -9

RESEARCH METHODOLOGY

SEMESTER – III

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEN32

OBJECTIVES

- To help students prepare a Dissertation of their own
- To prepare students for quality research in future
- To train students in using parenthetical documentation as recommended in MLA Hand Book

UNIT PLAN

- ❖ To learn regarding the concept, definition and variable.
- ❖ Experimental Design of Independent and Dependence of Variables
- ❖ Giving an idea of Validity and Reality.
- ❖ To collect the Data and how to represent them.
- ❖ Giving the vivid Software and Paper format.

COURE Outcomes – Students will be able to

- introduce the Definitions, Variables and Research questions, etc.
- explore the Research Design, the difference between Quantative and Qualitative Research.
- learn the Concept of Measurement.
- interpret the data and Layout of research.
- Know the usage of the sources in research.

Unit– I

Teaching Hours - 12

Research and Writing

Plagiarism and Academic Integrity

Unit– II

Teaching Hours - 12

The Mechanics of Writing

Unit– III

Teaching Hours - 13

The Format of the Research Paper Abbreviations

Unit– IV

Teaching Hours - 13

Documentation: Preparing the list of Works Cited

Unit– V

Teaching Hours - 15

Documentation: Citing Sources in the text

REFERENCE

1. Modern Language Assn. Of America, “*M.L.A Hand Book*”, Macmillan. 8th edition.
2. Anderson, Durston & Poole, “*Thesis & Assignment Writing*”, Easter Limited, New Delhi. 1970 rpt. 1985.
3. Parsons C J, “*Thesis & Project Work*”, Unwin Brothers Ltd., Gresham Press. 1973.
4. Rajanna, Busangi, “*Fundamentals of Research*”, American Studies Research Centre, 1983.
5. *Research Methodology* – C.R. Kothari

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER - 10

CONTEMPORARY LITERARY THEORY – II

SEMESTER – III

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEN33

OBJECTIVES

- The aim of this course is to familiarize students with major trends in twentieth century literary Theory in order to explore ongoing debates in literary criticism and their application in critical practice.
- Students would be expected to acquaint themselves with the principal hypotheses and reading strategies of the following schools to see how each critical practice includes and excludes issues relevant to other practices.

UNIT PLAN

- ❖ Enhances the students to develop critical skills, analysis and many other communication skills, oral and written.
- ❖ The students are firmly equipped with various tools, techniques and strategies of interpretation.

COURSE OUTCOME: Students will be able to

- reinforce the student's literary competence.
- develop an independent critical persona.
- understand the various types of literary theories.
- introduce theories in the 20th century literature.
- know contemporary literary theories.

UNIT I

Teaching Hours - 15

Structuralism, Post structuralism and Deconstruction

(Barthes, Lacan, Derrida, Foucault)

UNIT II

Teaching Hours - 13

Marxism and Ideological Criticism

UNIT III

Teaching Hours - 13

New Historicism and Cultural Materialism

UNIT IV**Teaching Hours - 12**

Post – colonialism

UNIT V**Teaching Hours - 12**

Feminism

LGBTQ studies.

TEXT BOOKS

- Barry, Peter. *Beginning Theory* (Routledge, London, 2010)
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. (Pearson, Singapore, 2009)

REFERENCE

1. Lodge, David and Nigel Wood (ed.). *Modern Criticism and Theory* (Pearson, Essex, 2008)
2. Waugh, Patricia. *Literary Criticism and Theory*. (Oxford University Press, Oxford, 2008)

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

PAPER -11

AFRICAN AND CANADIAN WRITINGS

SEMESTER – III

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEN34

OBJECTIVES

- To make the students acquainted with the emerging literatures of the particular countries.
- To know more about the exploited people.
- Open up new avenues for their future research work.

UNIT PLAN

- ❖ Pictorial representation of the pain of the people.
- ❖ Exposure to thoughts of the oppressed.
- ❖ Reaction of the Colonized people.
- ❖ Seeking for recognition.

COURSE OUTCOME – Students will be able to

- explore the pain in the struggles of Africans.
- understand the situation of Women in the Colonies.
- examine the reaction of the Colonizers against the capture is sketched.
- know the plight of Colonial people for the trade of the Capitalist is highlighted.
- show pictorial representation and how colonizers are exploited.

UNIT – I: POETRY (DETAILED STUDY)

Teaching Hours - 15

Okot Bitek	–	My Husband's Tongue is Bitter (selection from Song of Lawino)
J.P.Clark	–	Casualties – Part – II
Gabriel Okara	–	You Laughed and laughed and laughed
Daniel David Moses	–	Inukshuk
Margaret Atwood	–	Journey to the Interior
Sir Charles G.D. Roberts	–	The Solitary Woodsman

UNIT – II: PROSE (DETAILED STUDY)**Teaching Hours - 15**

Brian Chikwava	–	<i>Seventh Street Alchemy</i>
Mary Watson	–	<i>Jungfrau</i>
Uma Parameswaran	–	<i>16th July</i>
Renee Hulan	–	<i>Everybody Likes the Inuit</i>

UNIT – III: DRAMA**Teaching Hours - 10**

Joan Macleod	–	<i>Toronto, Mississippi</i>
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UNIT – IV: FICTION**Teaching Hours – 12**

Margaret Laurence	–	<i>The Stone Angel</i>
L.M. Montgomery	–	<i>Anne of Green Gables</i>
Chinua Achebe	–	<i>Things Fall Apart</i>

UNIT – V: CRITICISM**Teaching Hours - 13**

John Povey	–	The Novels of Chinua Achebe
Northrop Frye	–	“Conclusion to <i>A Literary History of Canada</i> ” The Bush Garden: Essays on the Canadian Imagination. Pp.213-252.
Richard Wright	–	Blue Print for Negro Writing

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

CORE ELECTIVE

PAPER –3

(to choose one out of 3)

A. POPULAR LITERATURE

SEMESTER – III

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN35A

COURSE OBJECTIVE

- To make learners aware of the popular works in literature and what made those works popular.
- To expose the learners to the salient features of literature.
- To enable readers to appreciate the popular works in literature
- To expose the changing trends in English literature.

UNIT PLAN

- ❖ To understand modern literature
- ❖ To emphasize the reading skill
- ❖ Struggles and the progress of Malala
- ❖ The conflict of rootless souls.

COURSE OUTCOME - Students will be able to

- aware of the new features of literature.
- understand the changing trends in English literature.
- appreciate the works in literature from the point of view of the refugees.
- know about popular works in literature and what made those works popular.
- examine different genres in Popular Literature.

UNIT 1

Teaching Hours - 13

Tuesdays with Morie – Mitch Albom
Roadless Travel – M. Scott Peck
The Monk Who Sold His Ferrari – Robin Sharma

UNIT 2

Teaching Hours - 13

An Unexpected Gift – Ajay K. Pandey
I Too Had A Love Story – Ravinder Singh
You are Trending In My Dreams – Sudeep Nagarkar

UNIT 3**Teaching Hours - 13**

Something I Never Told You – Shravya Bhinder
Jonathan Livingston Seagull – Richard Bach
Count Your Chickens Before They Hatch – Arindam Chaudhuri

UNIT 4**Teaching Hours - 13**

I Am Malala – Malala Yousafzai
*The Last Girl: My Story of Captivity, and My Fight Against
 The Islamic State* – Nadia Murad
Long Walk to Freedom – Nelson Mandela

UNIT 5**Teaching Hours - 13**

Controversially Yours – Shoaib Akhtar
Always Another Country: A Memoir of Exile and Home – Sisonke Msimang
This Divided Island: Stories from the Sri Lankan War - Samantha Subramanian

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER -3

B. CHILDRENS LITERATURE

SEMESTER – III

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN35B

OBJECTIVES

- To expose students to apparently simplistic narratives that have become important area of literary/cultural scholarship in recent times.
- To let the students acquire knowledge about children's poetry.

UNIT PLAN

- ❖ To enable students to get a glimpse of worldwide trends in children's prose
- ❖ To let the students aware of the variety of children's fiction
- ❖ To enable the students to understand and appreciate world drama meant for children
- ❖ To enlighten students about the richness of folk tales and wonder of comic strips

COURSE OUTCOME - Students will be able to

- understand the important of nature.
- motivate to visualise a world devoid of fears
- understand the contrast between worlds of childhood and reality
- learn to appreciate how the poet deals with a simple idea in an extraordinary way.
- inspire by the thought and words of true genius
- appreciate the importance of honest work and responsibility

UNIT I – POETRY

Teaching Hours - 15

Lewis Carroll	–	A Strange Wild Song
Robert Louis Stevenson	–	1. The Flowers 2. Night and Day
Sylvia Plath		1. Balloons
Edward Lear		2. The Owl and the Pussy cat

UNIT II – PROSE

Teaching Hours - 13

Anne Frank	–	<i>The Diary of a Young girl</i>
TetsukoKuroyanagi	–	Totto Chan: <i>The Little Girl at the Window</i> (Translated by Dorothy Britton)
Abdul Kalam	–	<i>Inspiring Thoughts</i>

UNIT III – DRAMA**Teaching Hours - 8**

Vijay Tendulker – “*The King and the Queen want Sweet*”
UNIT IV – FICTION **Teaching Hours - 15**

Laura Ingalls Wilder – *Little House on the Prairie*
 C.S Lewis – *Chronicles of Narnia- The Lion, Witch and the Wardrobe*
 Harriet Beecher Stowe – *Uncle Tom’s Cabin*
 Markus Zusak – *The Book Thief*
 J.R.R Tolkein – *The Hobbit*
 Mark Twain – *The Prince and the Pauper*

UNIT V – FOLK LITERATURE, FAIRY TALES AND COMIC STRIPS**Teaching Hours -14**

Perrault’s Fairy Tales – 1. *Cinderella*
 2. *Little Red Riding Hood*
 3. *Hansel and Gretel*
 L.Frank Baum – *The Wonderful Wizard of OZ*
 Jataka Tales – 1. *The Monkey’s Heart*
 2. *The Talkative Tortoise*
 3. *The Mosquito and the Carpenter*
 [Translated by Ellen C.Babbit]
 Herge – *Tintin ; The Secret of the Unicorn*
 Lee Falk – *The Story of the Phantom*

REFERENCE ITEM: BOOKS

1. *A Child’s Garden of Verses: Selected Poems-* Robert Louis Stevenson, Simon &Schuster Books for young readers
2. *The Diary of a Young Girl-* Anne Frank, Bantam Publishers,1993
3. *The Little Girl At the Window-* Tetsuko Kuroyanagi (Translated by Dorothy Britton), Kodansha Publishers, USA, 2011
4. *Inspiring Thoughts –*Abdul Kalam, Penguin Books, 2017
5. *Little House on the Prairie-* Laura Ingalls Wilder, Penguin Publishers,
6. *Chronicles of Narnia- The Lion, the Witch and the Wardrobe* , U.K Chidlren’s Publishers,2010
7. *Uncle Tom’s Cabin-* Beecher Stowe- Fingerprint Publishing, 2019
8. *The Book Thief –* Markus Zusak, Random House, UK,
9. *The Hobbit-* J.R,R,Tolkein, Harper Collins, 2011
10. *The Complete Jataka Tales*, Translated by Edward Byles Cowell, Jazzybee Verlag Publishers, 2016
11. *Tintin: The Secret of the Unicorn-* Herge, Egmont Publishers, 2011
12. *Phantom Series-* Lee Falk, Harper Collins, 1973

E-MATERIALS:

1. <https://www.poemhunter.com>
2. <https://www.lieder.net>
3. <https://www.genius.com>
4. <https://www.poetryfoundation.org>

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER -3

C. PREPARATORY EXAM FOR NET/ SET/TRB – PAPER-II

SEMESTER – III

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DEEN35C

OBJECTIVE

- To enable students to face NET/SET and PG-TRB examinations.
- To help the students gain knowledge and assist them in gaining knowledge of the major and minor writers of every age.
- To teach the various literary terms that are employed in various genres of literary works.
- To inform the students of the various schools of poetry and literary movements.

UNIT PLAN

- ❖ Concentration on Periodical writings.
- ❖ American literature and New literature writings will be given an outlook
- ❖ Criticism to Contemporary theory will be focused

COURSE OUTCOME - Students will be able to

- learn about the importance of the Chaucer to the Shakespearean age.
- appreciate the important features of the Romantic and the Victorian period.
- acquaint the knowledge over the Modern and Contemporary Period.
- introduce the American Literature and develop the knowledge in the field of translation studies too.
- explore the various forms of Criticism and the contemporary Theories.

UNIT I

Teaching Hours - 13

Chaucer to Shakespeare

Jacobean to Restoration

UNIT II

Teaching Hours - 13

Romantic Period

Victorian Period

UNIT III**Teaching Hours - 13**

Modern Period

Contemporary Period

UNIT IV**Teaching Hours - 15**

American Literature

New Literature in English (Indian, Canadian, African, Australian)

English Language Teaching

Translation Studies

UNIT V**Teaching Hours -11**

Classicism to New Criticism

Contemporary Theory

REFERENCE

- D. Benet E., and Samuel Rufus. *NET. SET..GO....English*. N.p.,2014.
- Masih, K. Ivan. Et.al. *An Objective Approach to English Literature: For NET. SET.JRF.SLET AND Pre-Ph.D*
- *Registration Test*. New Delhi . Atlantic Publishers, 2007.

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	S	M	M	M
CO2	S	S	S	S	S	S	S	M	S	L
CO3	S	S	S	S	S	M	M	M	S	S
CO4	M	M	S	S	S	S	S	S	S	L
CO5	S	S	S	S	S	S	S	SL	L	M

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

OPEN ELECTIVE

PAPER -3

(to choose one out of 3)

A. SOFT SKILLS

SEMESTER – III

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DOEN36A

OBJECTIVE

- To enhance the language skill of the learner
- To provide LSRW skills.
- To build the Fluency of the learner.

UNIT PLAN

- ❖ The capability of fluency in students is analyzed.
- ❖ Emphasis on LSRW skills.
- ❖ Role of Public speaking and telephonic conversation.
- ❖ Highlighting Business presentation.

COURSE OUTCOME - Students will be able to

- recap the language skills, Grammar, Vocabulary, Phrase, Clause and sentences.
- build his fluency gradually.
- acquaint with LSRW skills and can also develop his Non- Verbal Communication.
- introduce how to teach LSRW methods.
- learn about the importance of Business Etiquette.

UNIT – I

Teaching Hours - 13

Recap of language skills – Speech, Grammar, Vocabulary, Phrase, Clause, Sentence.

UNIT – II

Teaching Hours - 13

Fluency building

What is fluency- Why is fluency important – Types of Fluency – Oral fluency – Reading fluency – Writing fluency – Barriers of Fluency – How to develop Fluency.

UNIT- III**Teaching Hours - 15**

Principles of Communication: LSRW in communication.

What is meant by LSRW skills – Why it is important – How is it useful – How to develop the skills?

Oral – Speaking words, articulation, speaking clearly.

Written communication – Generating ideas/ gathering data organising ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.

Non-Verbal Communication – Body Language, Signs and symbols, Territory/ Zone, Object language

UNIT – IV**Teaching Hours - 12**

Etiquettes for Public Speaking (extempore and lectures), Interviews and Group Discussions, Telephone conversations and Business Meetings.

UNIT – V**Teaching Hours - 12**

Etiquettes for Business presentations – Team presentations and Individual presentation.

REFERENCE

1. Powell. *In Company*.
2. MacMillan. Cotton, et al. *Market Leader*.
3. Longman. Pease, Allan. 1998. *Body Language*:
4. *How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.
5. Gardner, Howard. 1993. *Multiple Intelligences: The Theory in Practice: A Reader Basic Book*. New York.
6. De Bono, Edward. 2000. *Six Thinking Hats*. 2nd Edition. Penguin Books.
7. De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER -3

B. THEORISING SEXUALITIES

SEMESTER – III

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DOEN36B

OBJECTIVES

- To demonstrate an awareness of biological, social, and grammatical gender as being three different categories.
- To give a basic awareness of struggles and attainment of people with alternative sexualities in civil rights in various parts of the world
- To help the students view with skepticism the simplistic conflation of biological sex with socially and culturally conditioned gender

UNIT PLAN

- ❖ Defining the types of genders.
- ❖ The poetic mysticism of the female.
- ❖ The grace of feminism from the modern writers.
- ❖ Contribution of women writers on uplifting women.

COURSE OUTCOMES – Students will be able to

- appreciate, if not accept the viewing of gender as a continuum
- critically analyze different gender self-identification preferences such as transgender and inter-genders rather than seeing the polar genders male and female as the only 'natural' ones
- show sensitivity to the legal and social persecution faced by persons belonging to the LGBTQ or simply, Queer, community in societies across the world and view their rights as human rights
- exercise an enhanced openness and honesty when encountering/ generating discourse on matters of sexuality and gender roles
- understand the genres of theorizing sexualities in different literature.

UNIT I: INTRODUCING SEXUALITY

Teaching Hours - 15

Sexological types: Sexual classifications, sexual development, sexual orientation, gender identity, sexual relationship, sexual activities, paraphilias, atypical sexual interests

Psychoanalytic drives: Freud and Lacan.

Bristow, Joseph, Introduction, *Sexuality: The New Critical Idiom Series*. 1997. 2nd ed.

London: Routledge, 2011.1-11, Print.

Butler, Judith. *Introduction, Bodies That Matter: On the discursive Limits of "Sex."*

London: Routledge, 1993.xi –xx

UNIT II – POETRY

Teaching Hours - 15

The songs of songs – the sufi and Bhakthi Tradition – the concepts of adhavbhaav

Shakespeare : Sonnet 73 That time of the year

Emily Dickinson : Her breast is fit for pearls

Adrienne Rich : Diving into the deck

Walt Whitman : The wounded Dresser

Siegfried Sassoon : The Last Meeting

UNIT III – PROSE

Teaching Hours - 14

Manoj Nair : Rite of Passage

Chimamanda N. Adichie : On Monday of Last Week

Mukul Kesavan : Nowhere to Call Home

Shyam Selvadurai : Cinnamon Gardens

Ismat Chughtai : The Quilt

UNIT IV DRAMA

Teaching Hours -12

Edward Albee : *Who is Afraid of Virginia Woolf*

Amiri Baraka : *Most Dangerous man in America*

UNIT V FICTION

Teaching Hours - 9

Moses Tulasi : *Walking the Walk*

REFERENCE

1. De lauretis, Teresa, *Technologies of gender: esaay on theory, Film and Fiction*, Bloomington: Indiana Up, 1987. Print
2. Dollinmore, Jonathan, *Sexual Dissidence:Augustine to Wilde, Frued to Foucalt*, Oxford Clarendon, 1991. Print.
3. Foucault, Micheal. *A History of Sexuality, 3vols.* Trans. Robert Hurley. New York: Vintage, 1978. Print.
4. Kapoor, Shekar, dir. *Bandit Queen*. Perf. Seema Biswas, Nirmal Pandey, Rakesh Vivek.
5. 1004. DVD. Film.
6. Mehta, Deepa, dir. *Fire*. Perf. Shabana Azmi, Nandita Das, Karishma Jhalani. 1996.DVD. Film.
7. Meht, Hansal, dir.Aligarh.Script. *Apurva* Asrani. Pref.Manoj Bajpayee and Rajkummar Rao.2016. DVD.
8. Nair, Manoj. "Rite of Passage." *Yaraana: Gay Writing from India*. Ed. Hoshang Merchant. New Delhi: Penguin, 1999.171-79. Print.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER -3

C. PREPARATORY EXAM FOR NET/ SET/TRB – PAPER-I

SEMESTER – III

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DOEN36C

OBJECTIVE

- To enable students to face NET/SET and PG-TRB examinations.
- To help the students gain knowledge and assist them in gaining knowledge of the Logic and Reasoning Ability.
- To teach the students about Data interpretation.
- To inform the students of the various aspects of Information and Communication Technology.

UNIT PLAN

- ❖ Identification of reasoning
- ❖ Deduction of logical Coherence
- ❖ Mathematical reasonings are developed.
- ❖ Error analysis are concentrated.

COURSE OUTCOME – Students will be able to

- know about the Teaching and Research Aptitude.
- attempt the Comprehension passages and understand the Communication patterns.
- introduce to Mathematical Reasoning, Logical Reasoning and General aptitude.
- interpret the data and learn the various aspects of Information and Communication Technology.
- understand the higher education system and eligibility examinations.

UNIT- I

Teaching Hours - 13

Teaching Aptitude
Research Aptitude

UNIT- II**Teaching Hours - 13**

Comprehension

Communication

UNIT- III**Teaching Hours - 13**

Mathematical Reasoning and Aptitude

Logical Reasoning

UNIT- IV**Teaching Hours - 13**

Data Interpretation

Information and Communication Technology.

UNIT- V**Teaching Hours - 13**

People, Development, and Environment

Higher Education System.

REFERENCE

1. Kaur, Harpeet- *NTA UGC NET/SET/JRF – Paper 1 Teaching and Research Aptitude*, Oxford Publishers. 2019.

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

SEMESTER IV

PAPER - 12

WORLD LITERATURE IN TRANSLATION.

SEMESTER – IV

CREDITS – 5

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN41

OBJECTIVES

- Translation theory helps the students to learn it as an interdisciplinary study and to borrow from the various fields of study that supports translation
- It helps the students to learn the theory of description and application of translation to interpret and localize.
- It disseminates literatures around the world

UNIT PLAN

- ❖ Making the students to enjoying Classical Litearture.
- ❖ Inducing the habit of reading Khalil Gibran.
- ❖ An Introduction to the concept of Oedipus complex
- ❖ The outlook of short stories in translated works

OUTCOME – Students will be able to

- help the students to work in various fields of translation studies, comparative literature and world literature.
- know the importance of Classical literature.
- understand the classical world literature.
- challenge the hegemony of English in world literature
- make the students to learn the political values and emphasie on global processes over national traditions.

UNIT I – POETRY

Teaching Hours - 14

Virgil : *The Aeneid*, Book IV (438-563)

UNIT II – PROSE

Teaching Hours - 16

Khalil Gibran : *The Prophet* (prose – poetry essays)

Viktor Schklovsky : *Art as a Technique*

Goethe : *Shakuntala*

UNIT III – DRAMA**Teaching Hours - 16**

Sophocles : *Oedipus Rex*
 Goethe : *Faust – Part I*

UNIT IV – SHORT STORIES**Teaching Hours - 16**

Charles Perrault : Blue Beard
 Juan Manuel : The Man who Tamed a Shrew
 Giovanni Baccaccio : The Stone of Invisibility
 Eliza Oreszkowa : Do You Remember?
 Emile Verhaeren : The Horse Fair at Opdrop
 Louis Couperus : About Myself and Others
 Hans Christian Anderson : What the Old Man does I always Right
 Jonas Lie : The Story of a Chicken

UNIT V – FICTION**Teaching Hours - 16**

Fyodor Dostoevsky : *Crime and Punishment*
 Albert Camus : *The Outsider*

REFERENCE

1. Virgil, *The Aeneid*, [Net source} The Internet Classics Archive: Classic. Merit.edu./Virgil/Aeneid.html, 2015.
2. Kahlil Gibran, *The Prophet*, Rupa, 2002.
3. Viktor Schklovsky, *Art as Technique*, [Net source]: paradise. caltech. edu / ist4lectures / Viktor_Sklovsky. “Art_as_Technique”:.pdf, 2015.
4. Sophocles, *Oedipus Rex*, Dover Publications; Unabridged edition, 2012.
5. Goethe, *I Faust – part*, RHUS Publications, 1988.
6. Gealdine McCaughrean, *Classic Stories Around the World*, Leopard Books, 1996.
7. Fyodor Dostoevsky, *Crime and Punishment*, Penguin, 2003.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER – 13

SHAKESPEARE STUDIES

SEMESTER – IV

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN42

COURSE OBJECTIVES

- To know about the English folklore and Shakespeare's use of illusions in the form of fairies.
- To know about the use of catharsis in tragedy through the character of Hamlet.
- To enable students to learn about the history of Henry IV presented in the art form of drama.
- To enable students learn about political intrigue, power struggles, war and the plight of impassioned lovers.
- To make students learn about the varieties of interpretations on the works of Shakespeare and encourage them to critically appreciate his work.

UNIT PLAN

- ❖ Marriage, themes, Hippolyta, Egeus, Lysander, chastity, comic fantasy, four lovers, bewitched, fairies, love, jealousy.
- ❖ Tragedy, Oedipus complex, revenge, ghost, avenging father's death.
- ❖ Dramatic battle, father, son, strained relationship, rebellion.
- ❖ East West clash, honor, reason versus emotion, power struggle.
- ❖ Interpretation, critical analysis, critical theory applied on Shakespeare's work, structuralism, Marxism, feminism.

COURSE OUTCOME - Students will be able to

- learn how Shakespearean comedy is interwoven with obstacles, misunderstanding, jealousy, disguise which ultimately leads to fictional nature of the characters in the play.
- understand how Shakespeare has used revenge tragedy in extensively to make the audience learn and correct themselves through Aristotle's principle of catharsis.
- examine the genre of Historical plays of Shakespeare. Shakespeare's inspiration from chronicles of Holinshed to draw plots for his Historical plays is vividly presented in such a way that it will make even commoners learn about their king's history.
- expose the struggle between reason and emotion, the clash of east and west and the very definition of honor, while all the way they are exposed to political intrigue, power struggle and struggle between the lovers.
- know about the detailed character sketch of Shakespearean plays.

UNIT I

Sonnets
Comedies

Sonnets – 12,65,86,130 (**Detail**)
Much Ado About Nothing *Winter's Tale*

Teaching Hours - 18

UNIT II		Teaching Hours - 14
Tragedy	<i>Othello (Detail)</i>	
UNIT III		Teaching Hours - 14
Roman	<i>Coriolanus (Detail)</i>	
UNIT IV		Teaching Hours -14
History	<i>Henry IV Part I (Detail)</i>	
UNIT V		Teaching Hours -18
SHAKESPEARE CRITICISM		

Modern approaches – mythical, archetypal, feminist, post – colonial, New Historicist;
A.C. Bradley (extract) Chapter V&VI and the New Introduction by John Russell Brown in **Shakespearean Tragedy** by A.C. Bradley, London, Macmillan, Third Edition, 1992

Wilson Knight Macbeth and the Metaphysic of Evil (1976, V.S. Seturaman & S. Ramaswamy **English Critical Traditon Vol. I.** Chennai, Macmillan).

Stephen Greenblatt Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in **Shakespearean Negotiations.** New York: Oxford University Press, 1988
Also in **Political Shakespeare: New Essays in Cultural Materialism.** Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994

Ania Loomba Sexuality and Racial Difference in **Gender, Race, And Renaissance Drama,** Manchester UP, 1989.

REFERENCE

1. Stephen Greenblatt, ed., 1997. **The Norton Shakespeare,** (Romance & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
2. Bradley, A.C., 1904, **Shakespearean Tragedy,** Macmillan, London.

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

PAPER – 14

SINGLE AUTHOR STUDY

SEMESTER – IV

CREDITS – 4

CATAGORY – CORE

NO.OF. HOURS\WEEK – 6

TOTAL HOURS – 78

COURSE CODE: DEN43

OBJECTIVE

- To make the students learn the various forms of genre of a single author
- To make the students explore the works of Rabindranath Tagore.

UNIT PLAN

- ❖ The poetic outburst of Tagore
- ❖ Tagore's foreseeing in his works.
- ❖ Global views of Tagore's Modernity in his writings.
- ❖ The sound exposure and experience of the Tagore's dramatic views.
- ❖ The style of Tagore's writings in his novels

COURSE OUTCOME students will be able to

- expose to the poetry, drama essay and short stories of Tagore
- examine the essays of Tagore
- Experience the rich themes and characterization in the plays of Tagore.
- Explore the writing style of Tagore in the Short stories.
- understand the style of Tagore in his Novels.

UNIT I – POETRY

Teaching Hours - 18

Gitanjali – Song Offerings 1996
The Broken Heart

UNIT II ESSAY (NON-DETAIL)

Teaching Hours - 14

Literature
Five Elements
Ancient Literature
Modern Literature
Literature of the People
Tribute to Great Lives

UNIT III DRAMA (DETAILED)**Teaching Hours - 14**

Sacrifice
The Untouchable Woman (Non-Detail)
Raja O Rani
Malini
Muktadhara (1992)

UNIT IV - SHORT STORY (NON DEATILED)**Teaching Hours - 14**

My Lord, the Baby
 Kahini
 The Post Master
 Kabuliwallah
 Subha
 The Babus of Nayanjore

UNIT V NOVEL (NON-DETAIL)**Teaching Hours - 18**

The Wreck
The Bachelor's Club
Gora

REFERENCE

1. Chatterji, David. *World literature and Tagore*: Visva Bharati, Ravindra- Bharati. Santiniketan: Visva Bharati, 1971.
2. Kripalani, Krishna. *Rabindranath Tagore: A Biography* London: Oxford University Press, 1962.
3. Tagore, Rabindranath. *Selected writings on literature and Language*. Ed. Sisir Kumar Das and Sukanta Chaudhuri. (2001). New Delhi: Oxford University Press. 2010.
4. Chaudhuri, Sutapa. Reading Rabindranath: *The Myriad Shades of Genius*.
5. Dalta, Rama: Seely, Clinton (2009). *Celebrating Tagore: A collection of Essays*. Allied Publishers. ISBN 9788184244243.
6. Dutta, Krishna: Robinson, Andrew (1997). *Rabindranath Tagore: An Anthology of his learning contribution to South Asian studies*.
7. The Roy, Kshitis, *Rabindranath Tagore: A life story Publications Divison Ministry of Information & Broadcasting*, 2017.
8. *The Complete works of Rabindranath Tagore* (All short stories, poetry, Novels, Plays & Essays) Edit. General Press- 18 Oct 2019

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER - 4

(to choose one out of 3)

A. POST COLONIAL STUDIES

SEMESTER – IV

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 4

TOTAL HOURS – 52

COURSE CODE: DEEN44A

OBJECTIVES OF THE COURSE

- To introduce the students to some key theoretical formulations in the field
- To help develop an awareness of issues – social, political, cultural and economic – relating to the experience of colonial and after
- To encourage dialogue on conditions of marginality and plurality and to question metanarratives

UNIT PLAN

- General Introduction and Critical terms
- Deduction of opposition to the Colonizer's approach
- Poetical anecdote post colonial thoughts.
- To give the vast experiences of the marginalized through drama.

COURSE OUTCOMES students will be able to

- Analyze texts using key concepts and theories in the field
- Interrogate dominate discourse in texts influenced by colonial ideologies
- Appreciate texts emerging from postcolonial nations
- Engage with the interplay of issues of race, colour, caste and gender in a neo – colonial world
- Challenge social inequalities existing in colonized regions and communities in the age of post colonialist.

UNIT 1 – ESSAYS

Teaching Hours - 10

Edward Said Introduction (from *Orientalism*)

Robert J.C. Young Post – colonialism (from *Post - colonialism: An Historical Introduction*)

Ania Loomba Defining the Terms: Colonialism, Imperialism, Neo-Colonialism, Post–colonialism (from Chapter 1 “*Colonialism/Post – colonialism*”)

UNIT 2 –PROSE**Teaching Hours - 10**

Nadine Gordimer *The Train from Rhodesia* (from *The Harper Anthology of Fiction*)

John Kelly *We are All in the Ojibway Circle* (*The Faber Book of Contemporary Canadian Short Stories*)

Witi Ihimaera *The Whale* (from *The Harper Anthology of Fiction*)

UNIT 3 – POETRY**Teaching Hours - 10**

Lisa Belleair : Women’s Liberation

Judith Wright : At Cooloola

Derek Walcott : Ruins of a Great House

Garbriel Okara : Piano and Drums

UNIT 4 – DRAMA**Teaching Hours - 11**

Wole Soyinka : *Death and the King’s Horseman*

Louis Nowra : Radiance

UNIT 5 – FICTION**Teaching Hours - 11**

Jhumpa Lahiri : Unaccustomed Earth (from *Unaccustomed Earth*)

Chimamanda N. Adichie : *Americannah*

BOOKS FOR REFERENCE

1. Ashcroft, Bill. *On Post-Colonial Futures: Transformations of Colonial Culture*. Continuum, 2001.
2. Ashcroft, Bill, et al. *Post-colonial Studies: The Key Concepts*. 2nd ed., Routledge, 2007.
3. Barker, Francis. Et al. editor. *Colonial Discourse/Postcolonial Theory*. Manchester UP, 1994.
4. Bayard, Caroline. *The New Poetics in Canadian and Quebec: From Concretism to Post-Modernism*. University of Toronto Press, 1989.
5. Bennett, Bruce, editor. *A Sense of Exile*. Centre for Studies in Australian Literature, 1988.
6. Chew, Shirley, and David Richards, editors. *A Concise Companion to Postcolonial Literature*. Wiley Blackwell, 2010.
7. Irvine, Lorna L. *Sub/version: Canadian Fiction by Women*. ECW Press, 1986.
8. Jahabegloo, Raman. *Indian Revised: Conversations on Continuity and Change*. Oxford UP, 2008.
9. Juneja, Om Prakash. *Post Colonial Novel: Narratives OF Colonial Consciousness, Creation*, 1995.

10. King, Bruce. *New National and Post-Colonial Literatures: An Introduction*. Clarendon Press, 1996.
11. Kudchedkar, Shirin and Jameela Begam, editors. *Canadian Voices*, Pencraft, 1996.
12. Lazarus, Neil, editor. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge UP, 2004.
13. Nkosi, Lewis. *Tasks and Masks: Themes and Styles of African Literature*. Longman, 1981.
14. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. Prestige Books, 1994.
15. Schwarz, Henry and Sangeeta Ray. *A Companion to Postcolonial Studies*. Blackwell, 2000.
16. Soyinka, Wole. *Art, Dialogue and Outrage: Essays on Literature and Culture*. Methuen, 1993.
17. Tanti, Melissa et al., editors. *Beyond "Understanding Canada": Transnational Perspectives on Canadian Literature*. U of Alberta Press, 2017.
18. Walder, Dennis. *Post-Colonial Literatures in English: History, Language and Theory*. Blackwell, 1998.
19. Blackwell, 1998.
20. young, Robert J.C. *Post - colonialism: An Historical Introduction*. Blackwell, 2001.

JOURNALS

1. *ARIEL: A Review of International English Literature*
2. *Journal of Commonwealth Literature*
3. *Postcolonial Studies*
4. *Wasafiri*

WEB RESOURCES

1. http://www.mohamedrabeea.com/books/book1_3985.pdf
2. <http://www.udel.edu/ArtHistory/ARTH435/Ashcroft.pdf>
3. [http://faculty.ksu.edu.sa/Nugali/English%20461/Post - colonialism.pdf](http://faculty.ksu.edu.sa/Nugali/English%20461/Post-colonialism.pdf)

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER - 4

B. GENDER STUDIES

SEMESTER – IV

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 4

TOTAL HOURS – 52

COURSE CODE: DEEN44B

OBJECTIVES

- To make students familiarize themselves with different waves of feminism, demonstrate logical reasoning regarding the perception of the female sex by the male. Beginning of the second wave of feminism.
- A lecture which emphasizes the need for a woman to own a room and money to be able to write. Brings an understanding of women's plight in the male dominated society.
- Women's struggle to succeed amidst the stereotypes, especially that of Virginia Woolf whilst suffering from man's dominance.
- A rewriting of mythological stories. Revisiting myth and presenting them through the feminist eyes.
- A symbolic representation of women trapped in a male body to portray the real.
- Oppression of women at the hands of men through a transgender

UNIT PLAN

- ❖ Second wave feminism, treatment of women through history.
- ❖ Money and room as initial needs for women's success
- ❖ Revisit myth, *Draupadi* standing against men.
- ❖ Rewriting myth, *Mahabharata*, Divakaruni's voice of *Panchali*.
- ❖ Struggle of transgender, representing women in the grasp of men.

COURSE OUTCOME students will be able to

- Learn as to how the second wave of feminism kick- started its course with the publication of *The Second sex*. Women's struggle throughout history is brought out.
- Distinguish between feminism and womenism. Womenism as a separate entity to bring out the double suppression of black women in the hands of white and black men.
- know the plight of women who are physically harassed to keep them under the control of men. However they are revisited in recorded history to stand against men, despite their physical indifference,
- understand the importance and the role of myth in the control of women throughout history while also learning a need to rewrite the changes in the myth via *Panchali* from *The Mahabharatam*
- explore the struggles of transgender so as to face problems from within and also from the society to find their own identity, an identity crisis marred constantly due to the bias in society towards the classification of sex.

UNIT 1 **Teaching Hours - 10**

Simone de Beauvoir *Introduction: The Second Sex*
 Virginia Woolf *A Room of One's Own* (Chapter I & VI)
 Elaine Showalter extract from *Woolf and the Flight into Androgyny*

UNIT 2 **Teaching Hours - 10**

David S Gutterman "Postmodernism and the Interrogation of Masculinity" (From *Theorizing Masculinities* ed. Michael Kaufman, Harry Brod)
 Bell hooks *Black Women: Shaping Feminist Theory*
 Judith Butler *Interiority to Gender Performatives* (from *Gender Trouble*)

UNIT 3 **Teaching Hours - 10**

Mahasweta Devi : *Draupadi* (Short Story)
 Maya Angelou : *Still I Rise* Our Grandmothers
 Adrienne Rich : *When We Dead Awaken: Writing as Revision*

UNIT 4 **Teaching Hours - 11**

Chitra Bannerjee Divakaruni : *The Palace of Illusions*
 Laura Esquivel : *Malinche*

UNIT 5 **Teaching Hours - 11**

Manobi Bandyopadhyay : *A Gift of Goddess Lakshmi* (trans. Jhimli Mukerjee Pandey & Manobi Bandhopadhyay)
 Alice Walker : *In Search of Mother's Garden*

BOOKS FOR REFERENCE

1. Gilbert, Sandra & Susan Gubar. *Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale Nota Bene, 2000.
2. James, Joy and T Denean Sharpley-Whiting. Eds. *The Black Feminist Reader*. Blackwell, 2000.
3. Rahman, Momin and Stevi Jackson. *Gender and Sexuality: Sociological Approaches*. Polity Press. 2010.
4. Rooney, Ellen. Ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge U P, 2008.
5. Schneir, Miriam. Ed. *The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement*. Vintage, 1995.
6. Tharu, Susie & K Lalitha. *Women Writing in India*. Oxford UP, 1991

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

CORE ELECTIVE

PAPER - 4

C. ENGLISH LANGUAGE TEACHING – THEORY AND PRACTICE

SEMESTER – IV

CREDITS – 3

CATAGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 4

TOTAL HOURS – 52

COURSE CODE: DEEN44C

OBJECTIVES

- To acquaint students with the history of the English Language
- To help students learn the essential aspects of ELT and the different types of language testing and evaluation

UNIT PLAN

- ❖ The role of Translation method and Audio-lingual methods
- ❖ Importance of teaching methods.
- ❖ To exercise Language learning theories.
- ❖ To inculcate testing and evaluation.
- ❖ Role of education in technology.

COURSE OUTCOME students will be able to

- introduce how to teach the English Language Teaching across India.
- know to several teaching Methods.
- Expose to different language teaching theories.
- apply language testing and Evaluation.
- Use Teaching learning aids for effective class

UNIT I - ENGLISH LANGUAGE TEACHING IN INDIA

Teaching Hours - 11

Grammar Translation Method

Reform Movement

Direct Method

20th Century Trends (Situational methods)

Audio-Lingual Method

Communicative Approach

UNIT II OTHER TEACHING METHODS

Teaching Hours - 11

Total Physical Response

The Silent Way

Suggestopedia

Community Language Learning

Community Language Teaching

Natural Approach

UNIT III LANGUAGE LEARNING THEORIES

Teaching Hours - 10

Behaviorism

Cognitive Approach

Natural Approach and their Educational Implications

Principles of Syllabus Construction

Structural Syllabus, Situational Syllabus, Notional Syllabus

UNIT IV LANGUAGE TESTING AND EVALUATION

Teaching Hours - 10

Kinds of Tests, Aptitude, Proficiency, Achievement

Different Types of Multiple Choice – Questions

Evaluation

- a) Formative
- b) Summative
- c) Norm-based
- d) Criterion- based

UNIT V USE OF TEACHING AIDS INCLUDING EDUCATIONAL TECHNOLOGY

Teaching Hours - 10

Language Laboratory

Audio-Visual

Aids

OHP-Black Board

Map and Charts

Computer etc.

REFERENCE

1. Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*
2. Harria David. P *Testing English as Second Language*
3. Howatt. A. P. R. *A History of English Language Teaching*
4. Nunan. D. *Syllabus Design*
5. Wilkins, D. A. *Notional Syllabus*
6. Little word, W.T. *Communicative Language Teaching*

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER - 4

(to choose one out of 3)

A. FILM STUDIES

SEMESTER – IV

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS -39

COURSE CODE: DOEN45A

OBJECTIVES

- To introduce students to the evolution of films and to significant movements in cinema.
- To help students analyze films as an art form, using film language, editing, camera angles and movements as well as the sound in cinema.

UNIT PLAN

- ❖ To enable students to study various forms of representation in films.
- ❖ To enable students to analyze the relationship between literature and films through adaptations
- ❖ To enhance the students understanding of representation in cinema through the prescribed texts

COURSE LEARNING OUTCOMES students will be able to

- trace the evolution of cinema and major film movements critically.
- Analyze cinema from various perspectives.
- identify various technical aspects of cinema.
- Appreciate and develop an academic discourse on cinema.
- Analyze the relationship between films and literature through adaptations

UNIT 1 EVOLUTION OF FILMS

Teaching Hours - 8

Evolution of films from still to moving pictures

Evolution of films from black and white to colour

Evolution of films from silent movies to talkies Texts to be discussed: Lumière Brothers *The Arrival of a Train* George Melies *A Trip to the Moon* Edwin Porter *The Great Train Robbery* (1903) Dadasaheb Phalke *Growth of a Pea Plant*

UNIT 2 HOW TO READ A FILM

Teaching Hours - 8

Film Language – aspect ratio, mis-en-scène, montage, etc.

Editing – montage, jump cut, cross cut, fade, dissolve, iris in/out, etc.

Cinematography-camera movements and angles

Sound-diegetic and non-diegetic sound

UNIT 3 GLOBAL CINEMATIC MOVEMENTS

Teaching Hours - 8

Italian Neo-realism -Vittorio De Sica *Ladri di Biciclette*

French New Wave -François Truffaut *Les quatre cents coups*

Iranian New Wave- Jafar Panahi *Offside*

Indian Parallel Cinema- Satyajit Ray *Pather Panchali*

UNIT 4 REPRESENTATION IN INDIAN CINEMA

Teaching Hours - 8

Tom Emme *Our Mexican Aparatha*

Mari Selvaraj *Pariyerum Perumal*

Karan Johar *Ajeb Dastaan Hai Ye* from Bombay Talkies Zoya Akhtar *Sheila Ki Jawaani* from Bombay Talkies

Alankrita Shrivastava *Lipstick Under My Burkha*

UNIT 5 ADAPTATIONS

Teaching Hours - 7

Vishal Bharadwaj *Maqbool*

Danny DeVito *Matilda*

REFERENCE

1. Abrahams, Nathan, et al. *Studying Film*. Arnold: Hodder Headline Group, 2001.
2. Aitken, Ian. *European Film Theory and Cinema: A Critical Introduction*. Edinburgh University Press, 2001.
3. Andrew, Dudley. *Concepts in Film Theory*. Oxford University Press, 1984.
4. Bazin, Andre. *What is Cinema? Vol. I*. University of California Press, 2005. Bhaskar, Ira. 09 Apr 2013,
5. *The Indian New Wave*. Routledge Handbook of Indian Cinemas. edited by K. Moti Gokulsing and Wimal Dissanayake. Routledge, 2019. pp.19-34
6. Buckland, Warren, editor. *Film Theory and Contemporary Hollywood Movies*. Routledge, 2009.
7. Butler, Andrew. *Film Studies*. Pocket Essentials, 2005. Dixon.
8. Wheeler Winston and Foster, Gwendolyn. *A Short History of Film*. Rutgers University Press, 2018.
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10. Elsaesser, Thomas, and Malte Hagener. *Film Theory: An Introduction Through the Senses*. Routledge, 2010.
11. Hutcheon, Linda. *In Defence of Literary Adaptation as Cultural Production*. *Media Culture Journal*, Vol. 10, no. 2, May 2007.
12. <http://journal.media-culture.org.au/0705/01-hutcheon.php>Kuhn.
13. Annette, Guy Westwell. *A Dictionary of Film Studies*. OUP, 2012.
14. Monaco, James. *How to Read a Film: The World of Movies, Media, and Multimedia: and Language, History, Theory*. Oxford University Press, 2000.
15. Nichols, Bill. *Movies and Methods*. University of California Press, 1976.
16. Nichols, Bill. *Engaging Cinema: An Introduction to Film Studies*. W. W. Norton and Company, 2010

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

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

OPEN ELECTIVE

PAPER - 4

B. ENGLISH FOR MEDIA

SEMESTER – IV

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS -39

COURSE CODE: DOEN45B

OBJECTIVES

- Introduction to Mass Media
- Mass media is a form of communication that reaches a large people in a short time. For e.g.: TV, Newspaper, Radio and so on to communicate to the people. It very easy to reach all the people.
- Types of news analysis: News analysis may be for sentiment or business motive. It may be spoke or in the written form.
- Reviews: To design articles, advertisement, business, column, letters and novels.
- Report in the media English about the crime, election, sports and news. It can be in different font and style.
- Writing and learning – writing the news in English and editing it, it can be easily communicated to the public.

UNIT PLAN

- ❖ Introduction to media in English, definition of media, function
- ❖ Types of news in English, speaking in English and writing in English
- ❖ Reviews of media in English, editing, articles, novels and letters.
- ❖ Crime, public election, public matters, font, caption and style.
- ❖ Writing the news in English editing with grammar, to communicate easily to public.

COURSE OUTCOME Students will be able to

- Introduce to the essence of the Mass media and its definitions and its function.
- learn the News Analysis and its types.
- know about the review, editorial columns etc.
- understand Different kinds of reports are taught like election, crime report etc.
- Apply Writing and editing of T.V, Radio,print media etc.

UNIT I INTRODUCTION TO MASS MEDIA

Teaching Hours - 8

Definition of Mass Media - Functions - Public Opinion

UNIT II TYPES OF NEWS ANALYSIS

Teaching Hours - 8

Hard and soft news - Expected and Unexpected News - Box News -

Follow up news - Scoop - Filters - News Analysis and Evaluation.

UNIT III REVIEWS**Teaching Hours - 8**

Editorial - Columns - Articles - Reviews - Features – Letters

UNIT IV REPORTS**Teaching Hours - 8**

Reporting - Crime, Court, Election, Legislative, Sports, Investigative -

Font, Caption, Style - Emphasis of News and Reports - Principles of Editing.

UNIT V**Teaching Hours - 7**

Writing and Editing - TV/Radio-News and News Headlines,

Documentaries, TV/Radio Features

REFERENCE

1. Keval J.Kumar – *Mass Communications in India* (Bombay: Jacco 1981)
2. MacBride – *Many Voices, One world* (London: Kagan Press, 1980)
3. D.S.Metha – *Mass Communication and Journalism*
4. James M.Neel – *News Writing and Reporting*

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**

OPEN ELECTIVE

PAPER - 4

C. FANTASY FICTION

SEMESTER – IV

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 3

TOTAL HOURS – 39

COURSE CODE: DOEN45C

COURSE OBJECTIVES

- To introduce students to various definitions of fantasy fiction
- To improve the imagination of students.
- To introduce students to the history of fantasy fiction

UNIT PLAN

- ❖ To Sketch the growth of fantasy Fiction through ages.
- ❖ To Build their imagination through the story.
- ❖ To realize the importance of creativity.
- ❖ To built socialization

COURSE OUTCOMES

- On successful completion of the course, students will be able to
- Demonstrate a basic understanding of the sub-genre of fantasy fiction
- Identify the genre and features of fantasy fiction
- Discuss the evolution of fantasy fiction
- Evaluate and discuss a work of fantasy fiction using prescribed texts
- Discuss the socio-cultural contexts and their impact on works of fantasy fiction.

UNIT 1

Teaching Hours - 8

Introduction to Fantasy Fiction

Evolution of Fantasy Fiction

UNIT 2

Teaching Hours - 8

Ursula K Le Guin Dragonfly

UNIT 3**Teaching Hours - 8**Nnedi Okarofor - *Akata Witch***UNIT 4****Teaching Hours - 8**Terry Pratchett - *The Colour of Magic***UNIT 5****Teaching Hours - 7**Robin Hobb - *Assassin's Apprentice***REFERENCE**

1. Card, Orson Scott. *The Infinite Boundary*.
2. *How to Write Science Fiction and Fantasy*. Writers' Digest Books. 1990.
3. Dalton, A. J. *Sub Genres of British Fantasy Literature*. Luna Press Publishing, 2017.
4. Hume, Kathryn. *Fantasy and Mimesis*. Methuen, 1984.
5. Mendelsohn, Farah, Edward James. *A Short History of Fantasy*. Middlesex University Press, 2009.
6. Reid, Robin Anne. *Women in Science Fiction and Fantasy (Vol. 1 & 2)*. Greenwood Press, 2009.
7. Sinclair, Frances. *Fantasy Fiction*. School Library Association, 2008.
8. Tableford, Brian. *The A to Z of Fantasy Literature*. The Scarecrow Press, Inc., 2009.
9. Swinfen, Ann. *In Defense of Fantasy: A Study of the Genre in English and American Literature Since 1945*. Routledge & Kegan Paul, 1984

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

PO – Programme Outcome, CO – Course outcome**S – Strong , M – Medium, L – Low (may be avoided)**
