



# **K.M.G. COLLEGE OF ARTS AND SCIENCE** **(AUTONOMOUS)**

**R.S. ROAD, AMMANANGKUPPAM, GUDIYATTAM -635803**

Approved by the Government of Tamil Nadu

Permanently Affiliated to Thiruvalluvar University, Vellore

Recognized under Section 2(f) and 12(B) of the UGC Act 1956

Accredited by NAAC (2nd Cycle) with (CGPA of 3.24/4) 'A' Grade

## **P.G. DEPARTMENT OF ENGLISH**

### **M.A., ENGLISH**

#### **SYLLABUS**

**(CHOICE BASED CREDIT SYSTEM)**

**Under**

**LEARNING OUTCOMES-BASED CURRICULUM**

**FRAMEWORK (LOCF)**

**(Effective for the Batch of Students Admitted from 2024-2025)**

## PREFACE

The curriculum of post graduate English 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 the narratives. The foremost purpose of the outcome-based education is meant to provide an exposure to the fundamental aspects in different areas of English and its applications, keeping in mind the growing needs for higher education, employability, entrepreneurship and social responsibility. The periodical restructuring of the syllabi is carried out to fulfill the requirements of graduate attributes, qualification descriptors, programme learning outcomes and course outcomes. The outcome-based education enriches the curriculum to deliver the basic principles, synthetic strategies, mechanisms and application-oriented learning for the benefit of students. It also includes self-learning module, minor projects and field visits to enable students to get fortified for higher studies and employment. The programme also includes training to students for seminar presentation, preparation of field visits reports, hands-on training in skill courses, developing leadership qualities, organization and participation in the interdepartmental academic competitions. The allied papers provide a platform to strengthen the understanding of the core subjects. The non-major elective courses offer chances to learn and augment interest in other related fields. The outcome-based curriculum is intended to enrich the learning pedagogy to global standards. ICT enabled teaching-learning platforms are provided to students along with the interaction of international scholars. The seminars periodically delivered by the department, subject experts and professors would certainly help the students to update with latest technology/trends in different fields of English Literature. The exposure to the individual Projects, and MoUs with other colleges can open new avenues for the aspirants and its progress would be followed regularly. The OBE based evaluation methods will reflect the true cognitive levels of the students as the curriculum is designed with course outcomes and cognitive level correlations as per BLOOM's Taxonomy.

## **ABOUT THE COLLEGE**

The College was established in the new millennium 2000 by the vision of late Shri.K.M.Govindarajan fondly known as Iyah, with a mission to offer higher education in the fields of Arts and Science to the needy and the poor middle class students of this area and make them fully employable and economically self-reliant. With a humble beginning of launching an elementary school named Thiruvalluvar Elementary School in the year 1952, Iyah groomed it into a Higher Secondary School and later into a college. Education was his soul and breath. The college has grown into a full-fledged educational hub offering 12 under graduate programmes, 8 post graduate programmes, 5 M.Phil research programmes and 4 Ph.D programmes. The college has been accredited with 'A' grade by NAAC in 2<sup>nd</sup> cycle and recognized under section 2(f) & 12(B) of the UGC act 1956. The College is permanently affiliated to Thiruvalluvar University. The College is also acquired the status of Autonomous from the academic year 2024-2025. The College is an associate member of ICT Academy and registered member of NPTEL and Spoken Tutorials of IIT Bombay. The college is also a member of INFLIBNET and NDL.

## **VISION OF THE COLLEGE**

Empower young men and women by educating them in the pursuit of excellence, character building and responsible citizen.

## **MISSION OF THE COLLEGE**

Offer higher education in the fields of Arts, Science & Management to the needy and make them fully self-dependent.

## **QUALITY POLICY OF THE COLLEGE**

KMG Students achieve the best learning results and personal growth with modern education that provide them for a working life and a changing society to become deserving citizens.

## **ABOUT THE DEPARTMENT**

The department of English was established in the 2009-2010 academic year with B.A. English as an initial Undergraduate Course and it was elevated to Postgraduate department in the 2013-2014 academic year, by providing M.A. English. It is not a small thing for a man to become a master of the international language and of its rich and complex literature. No other study exerts a greater influence on man in moulding his intellectual and spiritual life than the study of literature. Thus, English department is a guide to those who want to explore the world of literature.

The central objectives of this programme is to enrich the students' communication and reading skills in English. Well experienced English instructors are devoted to develop the various language skills such as listening, speaking, reading, and writing among the student community. Moreover, the students are encouraged to imbibe these qualities by working collectively in the classroom on exercises and examples provided by the teachers.

In addition, the department plays an active role in the co-curricular activities of the college. Every year, English department also plays a leading role in intercollegiate fests, department fests, tours, webinars and seminars.

Furthermore, the department aims to prepare every student professionally fit for placement programmes in every academic year. We provide various orientation programmes and bridge courses to familiarize our students with the course and the curriculum.

## **VISION OF THE DEPARTMENT**

- To attain academic excellence through teaching and research activities.
- To encourage literary sensibilities, language competence and critical thinking among students.

## **MISSION OF THE DEPARTMENT**

- To be a renowned department in inculcating Language and literature.
- To enrich students competency level to present successful in global arena.

## PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

- 1. Professional Excellence:** Graduates will demonstrate competency and excellence in their chosen fields of study, applying theoretical knowledge to practical situations effectively.
- 2. Character Development:** Graduates will exhibit strong moral and ethical character, upholding values of integrity, honesty, and respect for others in both personal and professional endeavors.
- 3. Leadership and Citizenship:** Graduates will emerge as responsible leaders and active citizens, contributing positively to their communities and society at large through their actions and initiatives.
- 4. Continuous Learning:** Graduates will engage in lifelong learning and professional development activities, adapting to evolving technologies, methodologies, and societal needs.
- 5. Self-Dependency and Entrepreneurship:** Graduates will possess the skills and mindset necessary to be self-reliant and entrepreneurial, capable of creating opportunities for themselves and others through innovation and initiative.
- 6. Effective Communication and Collaboration:** Graduates will demonstrate proficiency in communication skills, both verbal and written, and exhibit the ability to collaborate effectively with diverse teams and stakeholders.
- 7. Global Perspective:** Graduates will have a broad understanding of global issues and perspectives, demonstrating cultural sensitivity and adaptability in multicultural environments.

**PROGRAM OUTCOMES (POs)**

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

POs	Graduate Attributes	Statements
PO1	Disciplinary Knowledge	Acquire detailed knowledge and expertise in all the disciplines of the subject.
PO2	Communication Skills	Ability to express thoughts and ideas effectively in writing, listening and confidently Communicate with others using appropriate media
PO3	Critical Thinking	Students will develop aptitude Integrate skills of analysis, critiquing, application and creativity.
PO4	Analytical Reasoning	Familiarize to evaluate the reliability and relevance of evidence, collect, analyze and interpret data.
PO5	Problem Solving	Capacity to extrapolate the learned competencies to solve different kinds of non-familiar problems.
PO6	Employability and Entrepreneurial Skill	Equip the skills in current trends and future expectations for placements and be efficient entrepreneurs by accelerating qualities to facilitate startups in the competitive environment.
PO7	Individual and Team Leadership Skill	Capability to lead themselves and the team to achieve organizational goals and contribute significantly to society.
PO8	Multicultural Competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective.
PO 9	Moral and Ethical awareness/reasoning	Ability to embrace moral/ethical values in conducting one's life.
PO10	Lifelong Learning	Identify the need for skills necessary to be successful in future at personal development and demands of work place.

**PROGRAM SPECIFIC OUTCOMES (PSOs)**

On successful completion of the M.A. English, the students will be able to:

PSOs	Statements
PSO1	Analyse and apply various literary concepts and critical approaches.
PSO2	Appreciate the importance of English as an international language in accordance with various cultures and life situations.
PSO3	Organize and integrate the acquired knowledge to present an individual in literary arenas.

**Correlation Rubrics:**

High	Moderate	Low	No Correlation
3	2	1	-

**Mapping of PSOs with POs:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	1	1	1	-	2	2	2
PSO2	3	2	2	2	1	2	-	2	2	2
PSO3	3	3	3	3	2	2	1	2	2	3

# K.M.G. COLLEGE OF ARTS AND SCIENCE

## (AUTONOMOUS)

**Subject and Credit System- M.A.,English**

**(Effective for the Batch of Students Admitted from 2024-2025)**

Semester	Part	Category	Course Code	Course Title	Ins.Hrs/ Week	Credit	Maximum Marks		
							Internal	External	Total
SEMESTER - I	Part-I	Core-1	APCEN11	Poetry	7	5	25	75	100
		Core-2	APCEN12	Drama	7	5	25	75	100
		Core-3	APCEN13	Fiction	6	4	25	75	100
		Elective - I	APEEN14	Science Fiction, Fantasy and Detective Literature	5	3	25	75	100
		Elective- II	APEEN15	Approaches and Methods in English Language Teaching	5	3	25	75	100
				<b>Semester Total</b>	<b>30</b>	<b>20</b>			
SEMESTER - II	Part-I	Core-4	APCEN21	Indian Writing in English	6	5	25	75	100
		Core-5	APCEN22	American Literature	6	5	25	75	100
		Core-6	APCEN23	Shakespeare Studies	6	4	25	75	100
		Elective- III	APEEN24	Life Writings	3	3	25	75	100
		Elective- IV	APEEN25	Literature and Film	3	3	25	75	100
		SEC- I	APSEN26	Employability Skill	4	2	25	75	100
	Part-II	Compulsory	APHR20	Human Rights	2	2	25	75	100
		Compulsory	APMOOC20	MOOC	-	2	-	100	100
				<b>Semester Total</b>	<b>30</b>	<b>26</b>			



Semester	Part	Category	Course Code	Course Title	Ins.Hrs/ Week	Credit	Maximum Marks		
							Internal	External	Total
SEMESTER - III	Part - I	Core-7	APCEN31	Post-colonial Literature	6	5	25	75	100
		Core-8	APCEN32	Contemporary Literary Criticism	6	5	25	75	100
		Core-9	APCEN33	Language and Linguistics	6	5	25	75	100
		Core-10	APCEN34	Writings of the Marginalized	6	4	25	75	100
		Elective- V	APEEN35	Travel Writing	3	3	25	75	100
		SEC-II	APSEN36	English for Careers	3	2	25	75	100
		Compulsory	APIEN37	Internship/Industrial Activity	-	2	100	-	100
				<b>Semester Total</b>	<b>30</b>	<b>26</b>			
SEMESTER - IV	Part - I	Core-11	APCEN41	Comparative Literature and Classics in Translation Studies	6	5	25	75	100
		Core-12	APCEN42	A Glimpse of Nobel Laureates	6	5	25	75	100
		Core-13	APPEN43	Project and Research Methodology	6	5	25	75	100
		Elective- VI	APEEN44	Theatre Art	6	4	25	75	100
		SEC-III	APSEN45	English for Competitive Exams	6	3	25	75	100
			APPCEN4 5A	Professional Competency Skill – I - English for Career					
			APPCEN4 5B	Professional Competency Skill -II- Technical Writing					
	Part-II	Compulsory	APEA40	Extension Activity		1	100		100
				<b>Semester Total</b>	<b>30</b>	<b>23</b>			

**Consolidated Semester wise and Component wise Credit distribution**

<b>Parts</b>	<b>Semester-I</b>	<b>Semester-II</b>	<b>Semester-III</b>	<b>Semester-IV</b>	<b>Total Credits</b>
Part-I	20	22	26	22	90
Part-II	-	4	-	1	05
<b>Total</b>	20	26	26	23	<b>95</b>

\*Part I and Part II components will be separately taken into account for CGPA calculation and classification for the post graduate programme and has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree.

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>POETRY</b>	<b>Hours/Week</b>	07
<b>Course Code</b>	APCEN11	<b>Credits</b>	05
<b>Category</b>	Core-1	<b>Year &amp; Semester</b>	I&I
<b>Prerequisites</b>	To know about the English Poetry starting from Medieval to Modern Period.	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce the learners to the literary tradition of the English Poetry starting from Medieval to Modern Period.
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.
- To enable the students to have a comprehensive view of History of English literature
- To differentiate the various stages of English through the representative poets
- To critically examine the works of the writers of the period

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Middle English Poetry:</b> Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar.	CO1 CO3	K1 K2 K4 K5
<b>UNIT-II</b>	<b>Elizabethan Poetry:</b> Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" & "The Canonization"	CO1 CO2 CO3	K1 K2 K4 K5
<b>UNIT-III</b>	<b>Seventeenth Century Poetry:</b> John Milton : "Paradise Lost" Book IX Marvell: "To His Coy Mistress"	CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	<b>Eighteenth Century Poetry:</b> Dryden : "Absalom and Achitophel" (Lines 150 – 476) Gray: Ode to a Distant Prospect of Eton College	CO2 CO3 CO4	K1 K2 K4 K5

UNIT-V	<b>Modern Poetry</b>		
	Rupert Brooke: “The Soldier”	CO1	K1
	Wilfred Owen: “ Anthem for Doomed Youth”		K2
	Philip Larkin: “Whitsun Weddings”	CO2	K4
	Ted Hughes: “Hawk Roosting”	CO3	K5
	Seamus Heaney: "Digging”	CO5	

**Recommended Text Books:**

1. 1973, *The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century.* OUP, London
2. *Standard editions of texts*

**Reference Books:**

1. T.S. Eliot, 1932, “*The Metaphysical Poets*” from *Selected Essay*; Faber and Faber limited, London.
2. H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 *Metaphysical Poetry, Stratford - upon- Avon Studies Vol. II*, Edward Arnold, London.
4. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
5. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, *A Critical History of English Literature Vols. I & II.*, Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

**Website and e-learning source:**

1. <http://www.english/.org.uk/chaucer/html>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/https://www.britannica.com/to](https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/to)
4. <pic/Paradise-Lost-epic-poem-by-Milton>
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_En](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En)
7. <glish.html>

**Course Learning Outcomes (for Mapping with Pos and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	K1,K2,,K4
CO2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	K1,K2,K4,K5
CO3	Critically evaluate the literary language of the texts Prescribed	K1,K2,K4,K5
CO4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	K1,K2,K4,K5
CO5	Exhibit the skill of analyzing literary works and genres of different age.	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	-	2	-	-	-	3	3	3	3	3	3
<b>CO2</b>	2	3	1	3	-	-	-	3	3	2	2	3	3
<b>CO3</b>	3	3	3	3	-	-	-	3	2	3	3	3	3
<b>CO4</b>	3	3	3	-	-	-	-	3	2	3	3	3	3
<b>CO5</b>	3	2	-	2	-	-	-	3	2	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>DRAMA</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	APCEN12	<b>Credits</b>	03
<b>Category</b>	Core-II	<b>Year &amp; Semester</b>	I&I
<b>Prerequisites</b>	Basic Structure and themes of Science and detective fiction	<b>Regulation</b>	2024

### Objectives of the course:

- To acquaint the students with the origin of drama in England.
- To trace the difference stages of British Drama and its evolution in the context of theatre.
- To facilitate the learners to identify socio-cultural scenario through the study of representative texts.
- To enable the students to identify different forms of drama.
- To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Beginnings of Drama:</b> 1. Miracle and Morality Plays – Everyman (anonymous) 2. The Scene and Revenge Tragedy – Thomas Kyd Tragedy	CO3	K1 K2 K4
<b>UNIT-II</b>	<b>Elizabethan Theatre: Theatres, Theatre Groups, Audience, Actors and Conventions, Tragedy and Comedy.</b> 1. Christopher Marlowe – The Jew of Malta 2. Ben Jonson - Volpone	CO1 CO3 CO4	K1 K2 K4
<b>UNIT-III</b>	<b>Jacobean Drama:</b> 1. John Webster – The White Devil 2. Ben Jonson – The Alchemist	CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	<b>Restoration Drama:</b> 1. William Congreve – The Way of the World 2. J.M. Synge – The Playboy of the Western world (Irish Dramatic Movement)	CO1 CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-V</b>	<b>Epic Theatre:</b> 1. Harold Pinter – Birthday Party (Comedy of menace) 2. Samuel Beckett – Waiting for the Godot (Post Modern Drama)	CO1 CO2 CO3 CO5	K1 K2 K4 K5

**Recommended Text Books:**

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard. E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

**Reference Books:**

1. Una Ellis – Fermor, 1965. *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6<sup>th</sup> Ed) new Delhi.
4. Michael Hathway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur.F., 2004. *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <http://www.britannica.com/art/epic-theatre>

**1. Website and e-learning source:**

2. <https://www.questia.com>
3. <https://www.clt.astate.edu/wmare/asste%>
4. <https://nosweatshakespeare.com/resources/era/Jacobean-drama-theatre>
5. [https://www.britannica.com/art/english-Literature/The Restoration](https://www.britannica.com/art/english-Literature/The_Restoration)
6. <https://www.britannica.com/art/epic-theatre>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Appraise various aspects of drama and theatre.	K1, K2, K4
CO2	Identify drama and performance as a cultural process and an artistic discourse.	K1, K2, K4
CO3	Evaluate plot, structure, characterization and dialogue.	K1, K2, K4, K5
CO4	Interpret drama texts as aesthetics records of their times viz., Elizabethan, Restoration, Victorian, and Early Modern ages.	K1, K2, K4, K5
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	K1, K2, K4, K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	2	-	1	3	3	3	3	3	3	3
CO2	2	3	1	3	1	2	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3	2	3	3	3	3
CO4	3	3	3	1	1	1	-	3	2	3	3	3	3
CO5	3	2	3	2	1	-	1	3	2	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>FICTION</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>APCEN13</b>	<b>Credits</b>	04
<b>Category</b>	Core- III	<b>Year &amp; Semester</b>	I & I
<b>Prerequisites</b>	To know the Social background of British	<b>Regulation</b>	2024

**Objectives of the course:**

- To familiarize the students with the origin and development of the British fiction upto the Modern.
- To introduce the students to major writers of British fiction.
- To enable the students to comprehend the social background based on the prescribed novels
- To facilitate the learners to identify and differentiate various forms of novels.
- To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Definition, types, narrative modes - Samuel Richardson - Pamela	CO1 CO3	K1, K2, K3
<b>UNIT-II</b>	Jonathan Swift - Gulliver's Travels Daniel Defoe-Robinson Crusoe	CO1 CO2 CO3	K1, K2, K3 ,K4
<b>UNIT-III</b>	Jane Austen - Emma Emily Bronte – Wuthering Heights	CO3 CO4	K1, K2, K3, K5
<b>UNIT-IV</b>	Charles Dickens – Hard Times William Makepeace Thackeray - Vanity Fair	CO2 CO3 CO4	K1, K2, K3, K5
<b>UNIT-V</b>	Liberal Humanism, Individual Environment and Class Issues. D. H. Lawrence :The Rainbow James Joyce – Portrait of the Artist as a Young Man	CO2 CO3 CO5	K1, K2, K3, K5, K6



**Recommended Text Books**

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F. R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London

**Reference Books**

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18<sup>th</sup> Century*, The Camel Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel Vol. II*, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong

**Website and e-learning source**

1. [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Acquaint the knowledge about the development of Novel as a literary form.	K1, K2, K4, K5
CO2	Identify the characteristics of different types of novels	K1, K2, K4, K5
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.	K1, K2, K4, K5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	K1, K2, K4, K5
CO5	Critically examine the works of the writers prescribed	K1, K2, K4, K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	1	-	-	-	-	1	3	3	3	3
CO2	3	2	1	1	-	-	-	1	1	3	3	3	2
CO3	3	1	3	2	-	-	-	2	2	3	3	3	3
CO4	3	2	2	2	-	-	-	3	3	3	3	3	3
CO5	3	2	3	-	-	-	-	2	3	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE</b>	<b>Hours/Week</b>	05
<b>Course Code</b>	<b>APEEN14</b>	<b>Credits</b>	03
<b>Category</b>	Elective -I	<b>Year &amp; Semester</b>	I&I
<b>Prerequisites</b>	Basic Structure and themes of Science and detective fiction	<b>Regulation</b>	2024

**Objectives of the course:**

- To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction.
- To enable them to identify the basic Structure and themes of Science Fiction.
- To facilitate the learners to appreciate the fundamental features in fantasy fiction.
- To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction.
- To involve the students to a close reading important representative texts.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	<b>BACKGROUND STUDIES</b> Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction, Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)	CO1 CO2 CO3 CO4 CO5	K1 K2 K4
<b>UNIT-II</b>	<b>DETECTIVE FICTION</b> Arthur Conan Doyle : The Hound of Baskervilles Agatha Christie : Murder on the Orient Express	CO2 CO3 CO4	K1,K2, K4,K5
<b>UNIT-III</b>	<b>SCIENCE FICTION</b> Wilkie Collins : The Woman in White H.G.Wells : The Time Machine	CO2 CO3	K1,K2, K4,K5
<b>UNIT-IV</b>	<b>FANTASY FICTION</b> Peter Straub : Shadowland Gabriel García Márquez: One Hundred Years of Solitude	CO2 CO3 CO4	K1,K2, K4,K5
<b>UNIT-V</b>	<b>SHORT STORIES</b> Edgar Allan Poe : The Murders in the Rue Morgues E.M. Forster : The Machine Stops Isaac Asimov : The Last Question	CO2 CO3 CO4	K1,K2, K4,K5

**Recommended Text Books:**

1. *A Glossary of Literary Terms* M.H. Abrams, Geoffrey Harpham
2. Christie, Agatha. *Murder on the Orient Express*. 1934. New York: HarperCollins, 2011.
3. Poe, Edgar Allan. *The First Detective: The Complete Auguste Dupin Stories*. Leonaaur, 2009.
4. Wilkie Collins. *The Woman in White*. New York: Harper and Brothers, 1893. Recommended Text Books

**Reference Books:**

1. Frank, Lawrence. *Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle*. New York: Palgrave Macmillan, 2009.
2. Zemboy, James. *The Detective Novels of Agatha Christie: A Reader's Guide*. Jefferson, NC: McFarland, 2008.
3. James, P. D. *Talking About Detective Fiction*. London: Faber & Faber, 2010.

**Website and e-learning source:**

1. <https://archive.org/details/EncyclopediaOfScienceFiction>
2. <https://www.britannica.com/art/science-fiction>
3. [https://archive.org/details/mammothencyclope0000unse\\_m8s5](https://archive.org/details/mammothencyclope0000unse_m8s5)
4. <https://www.britannica.com/art/detective-story-narrative-genre>
5. [https://archive.org/details/shadowland00pete\\_1](https://archive.org/details/shadowland00pete_1)
6. <https://archive.org/details/isaac-asimov-the-last-question>

**Course Learning Outcomes(for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction.	K1,K2,,K4
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	K1,K2,K3,K4
CO3	Identify the basic Structure and themes of Science Fiction.	K1,K2,K3,K4
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	K1,K2,K3,K4,K5
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	K1,K2, K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	-	-	-	3	3	3	3	3	3
CO2	2	3	-	3	-	-	-	3	3	3	3	3	3
CO3	3	3	1	3	-	-	-	3	2	3	3	3	3
CO4	3	3	1	-	-	-	-	3	3	3	3	3	3
CO5	3	2	1	3	-	-	-	3	2	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	<b>APEEN15</b>	<b>Credits</b>	03
<b>Category</b>	Elective - II	<b>Year &amp; Semester</b>	I & I
<b>Prerequisites</b>	To know the Teaching Aspects	<b>Regulation</b>	2024

**Objectives of the course:**

- To enhance the learning and teaching skills of English
- To familiarize students about the basic concepts and theories related to ELT
- To focus on the problems and consequences on language teaching
- Emphasis will be laid on tracing the development of language teaching skills
- Understanding the teaching aspects

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>A Brief history of Language Teaching</b> The Grammar – Translation method, The Direct method, The Audio lingual method, Language teaching innovations in the nineteenth century.	CO1 CO2 CO4	K1 K2 K3
<b>UNIT-II</b>	<b>Nature of approaches and methods in Language Teaching</b> 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teacher and materials of the following approaches: a. Oral approach and situational language teaching b. The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching	CO1 CO2 CO3	K1 K2 K3 K4
<b>UNIT-III</b>	Current Communicative Approaches The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching	CO2 CO3	K1 K2 K3 K5

UNIT-IV	TeachingAspectsTeachingProseTeach ingPoetryTeachingGrammar,Teachin gofNon-DetailedText	CO2 CO3 CO4	K1 K2 K3 K5
UNIT-V	Use of Media in ELT  The integration of elements in multi- media language learning systems BBC English by Radio and Television– an outline history. Using BBC English by Radio and Television in the classroom.	CO4  CO5	K1 K2 K3 K5 K6
<b>Recommended Text Books</b> <ol style="list-style-type: none"> <li>1. Richards, JackC., andTheodoreS. Rodgers.Approaches andMethods inLanguageTeaching. CambridgeUniversityPress, 2015.</li> <li>2. TheUseofMedia inELT.TheBritishCouncil1979Produced inEnglandbythe British Council Printing and Publishing Department, London.</li> </ol>			
<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Dr.ShaikhMowlaMethodsofTeachingEnglish.</li> <li>2. Dr.GuravH.KTeachingAspectsofEnglishLanguage.</li> </ol>			
<b>Website and e-learning source</b> <ol style="list-style-type: none"> <li>1. <a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-">http://www.ehow.com/way-5557572_effective-teaching-strategies-</a></li> <li>2. <a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a></li> <li>3. <a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a></li> <li>4. <a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a></li> <li>5. <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a></li> </ol>			

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Know the brief history of language teaching methods	K1,K2,K3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	K1,K2,K3,K4
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1,K2,K3,K4
CO4	Analyse the steps of teaching prose, poetry, grammar, non-detailed text etc and develop it.	K1,K2,K3,K4
CO5	Perceive the use of radio and television in language learning	K1,K2,K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	3	2	3	2	2	2	3	3	3	2	2	3
<b>CO2</b>	3	3	3	3	3	3	2	2	2	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	-	-	-	1	-	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	1	3	3	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	APCEN21	<b>Credits</b>	05
<b>Category</b>	Core-IV	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	To know about the writing of Indian Diaspora.	<b>Regulation</b>	2024

**Objectives of the course:**

- To enabling the students to understand the evolution of Indian Writing in English.
- To enable the learners to get exposed to the historical movements of the Indian subcontinent.
- To comprehending different genres through the presentation of different texts.
- To inculcate the cultural significance of Indian English literature.
- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

<b>UNITS</b>	<b>Contents</b>	<b>Cos</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Aurobindo: Tiger and the Deer, Rose of God, Toru Dutt: The Lotus, The Casuarina Tree. Sarojini Naidu: Palanquin Bearers, Coromandel Fishers.	CO1 CO3	K1 K2 K4
<b>UNIT-II</b>	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise. A.K. Ramanujan – A River	CO1 CO3 CO4	K1 K2 K4 K5
<b>UNIT-III</b>	Tagore-Chandalika Vijay Tendulkar–Silence, the Court is in session	CO1 CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	Sri Aurobindo: The essence of poetry, Style and Substance (from ‘The Future Poetry) Dr. S. Radhakrishnan: Emerging World Society, Dr.A.P.J.Abdul Kalam: Orientation (Wings of Fire).	CO1 CO2 CO3 CO5	K1 K2 K4 K5

UNIT-V	Mulk Raj Anand : Two Leaves and a Bud	CO1	K1
	R.K. Narayan : The Guide	CO2	K2
	Chitra Banerjee Divakaruni : The Palace of Illusions	CO3	K4
	Shashi Taroor : Riot	CO5	K5

**Recommended Text Books:**

1. 1973, *The Oxford Anthology of English Literature Vol.I. The Middle Ages Through the 18<sup>th</sup> century.* OUP, London Standard editions of texts

**Reference Books:**

1. T.S. Eliot, 1932, "The Metaphysical Poets" from *Selected Essay*; Faber and Faber limited, London.
2. H.S.Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 *Metaphysical Poetry*, Stratford -upon-Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
5. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, *A Critical History of English Literature Vols.I & II.*, Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

**Website and e-learning source:**

1. <http://www.english.org.uk/chaucer/html>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/)<https://www.britannica.com/to>
4. [pic/Paradise-Lost-epic-poem-by-Milton](#)
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)



**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	CognitiveLevel
CO1	Understand the themes of Indian Writing in English.	K1,K2,K4
CO2	Identify the major trends in Indian Writing in English.	K1,K2,K4,K5
CO3	Examine the background and settings of the prescribed texts.	K1,K2,K4,K5
CO4	Evaluate the cultural significance of Indian English Literature.	K1,K2,K4,K5
CO5	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	-	-	-	-	-	3	3	2	3	3	3
<b>CO2</b>	2	1	2	2	-	-	-	3	3	2	2	3	3
<b>CO3</b>	3	3	3	3	-	-	-	3	1	2	3	2	3
<b>CO4</b>	3	2	3	-	-	-	-	3	2	2	3	3	3
<b>CO5</b>	3	2	-	2	-	-	-	3	2	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>AMERICAN LITERATURE</b>	<b>Hours/Week</b>	06
<b>CourseCode</b>	APCEN22	<b>Credits</b>	05
<b>Category</b>	Core-V	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	To know about the representation of American society, its principles and values.	<b>Regulation</b>	2024

**Objectives of the course:**

- To explore the origin and growth of American Literature.
- To introduce the basic traits of American Literature and its cultural history.
- To introduce the eminent writers of America and their works.
- To introduce the concepts and emerging trends and movements in American literature.
- To evaluate and analyze the works of the works prescribed.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>POETRY</b> Walt Whitman: Out of the Cradle Endlessly Rocking Emily Dickinson: The Soul Selects Her Own Society Robert Frost- After Apple Picking E.E.Cummings- Cambridge Ladies Wallace Stevens Anecdote of the Jar Sylvia Plath “Lady Lazarus” Annie Lexton – Wanting to Die Robert Lowell – Skunk Hour Adrienne Rich-Snap shots of a Daughter-in-law	CO3	K1 K2 K4
<b>UNIT-II</b>	<b>PROSE</b> Emerson – The American Scholar Amy Tan- Mother Tongue Thoreau- Walden (Chapter “Pond”)	CO1 CO3 CO4	K1 K2 K4
<b>UNIT-III</b>	<b>DRAMA</b> Arthur Miller-Death of a Salesman, Tennessee Williams-A Street Car Named Desire Marsha Norman - Night Mother	CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	<b>FICTION</b> William Faulkner – Light in August Kate Chopin - The Awakening	CO1 CO2 CO3 CO4	K1 K2 K4 K5

UNIT-V	<b>SHORT STORY</b>		
	Edgar Allan Poe - The Cask of Amontillado	CO1	K1
	Herman Melville - Bartleby the Scrivener	CO2	K2
	Philip Roth - The Conversation of the Jews	CO3	K4
		CO5	K5

**Recommended Text Books:**

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard. E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

**Reference Books:**

1. Una Ellis –Fermor, 1965. *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6<sup>th</sup> Ed) new Delhi.
4. Michael Hathway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur F., 2004. *A Companion to Renaissance Drama*, Oxford: Black well Publishing.  
<http://www.Britannica.com/art/epic-theatre>

**1. Website and e-learning source:**

2. <https://www.questia.com>
3. <https://www.clt.astate.edu/wmare/asste%>
4. <https://nosweatshakespeare.com/resources/era/Jacobean-drama-theatre>
5. <https://www.britannica.com/art/englishwh-Literature/TheRestoration>
6. <https://www.britannica.com/art/epic-theatre>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Recognize the contributions of major American writers and their impact on the development of American literature	K1,K2,,K4
CO2	Analyze the movements and trends that shaped American literature	K1,K2,K4
CO3	Gain knowledge about the transcendentalist and Romantics movements.	K1,K2,K4,K5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	K1,K2,K4,K5
CO5	Critically analyze the multicultural sensibility of American society	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	2	-	-	-	3	2	2	3	3	3
CO2	3	2	1	2	-	-	-	3	3	2	3	3	3
CO3	3	3	3	3	-	-	-	3	2	2	3	3	3
CO4	3	3	3	1	-	-	-	3	2	3	3	3	3
CO5	3	2	3	2	-	-	-	3	2	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>SHAKESPEARE STUDIES</b>	<b>Hours/Week</b>	06
<b>CourseCode</b>	<b>APCEN23</b>	<b>Credits</b>	04
<b>Category</b>	Core-VI	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Examine the conventions of tragedies, comedies, histories, romances and problem plays.	<b>Regulation</b>	2024

### Objectives of the course:

- To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- To Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
- To Undertake textual analysis of Shakespeare's Plays and Sonnets
- To Appraise Shakespeare's contribution to English language and literature.
- To Recognize Shakespearean critics and their criticism of his works.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.	CO1, CO3, CO5	K1,K2, K4
<b>UNIT-II</b>	Sonnets-12,65,86,130, Comedy plays- Twelfth Night	CO1, CO4, CO5	K1,K2,K4
<b>UNIT-III</b>	Tragedy – Othello	CO3, CO4, CO5	K1,K2,K3, K5
<b>UNIT-IV</b>	History Henry IV Part I	CO3, CO4, CO5	K1,K2,K3, K5
<b>UNIT-V</b>	Shakespeare Criticism -Modern approaches - mythical, archetypal, feminist, post-colonial,new historicist; A.C. Bradley – Shakespearean Tragedy (chapter V and VI) Granville Baker – From Prefaces to Shakespeare Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V	CO1, CO3, CO5	K1,K2,K3,K5, K6

### Recommended Text Books

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London

### Reference Books

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18<sup>th</sup> Century*, The Camel Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel Vol.II*, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong

### Website and e-learning source

1. [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

### Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Identify the social, cultural and political events as represented in the works of Shakespeare.	K1,K2,K4
CO2	Understand Elizabethan theatre and the theatre's development.	K1,K2,K4,K5
CO3	Illustrate the linguistics richness and figurative language of the plays.	K1,K2K4,
CO4	Identify the trends and approaches in Shakespeare studies.	K1,K2,K4,K5
CO5	Critically analyze the works of Shakespeare.	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	1	3	2	-	-	-	2	1	3	3	3	3
CO2	3	2	2	2	-	-	-	1	1	3	3	3	2
CO3	3	1	3	2	-	-	-	2	2	3	3	3	3
CO4	3	2	2	2	-	-	-	3	3	3	3	2	3
CO5	3	2	3	2	-	-	-	2	3	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>Life Writings</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	<b>APEEN24</b>	<b>Credits</b>	03
<b>Category</b>	Elective-III	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	Aimed to write a biography, memoir or other form of non-fiction.	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce life writing as an important genre in literary studies.
- To make students realize the literary significance of life writings.
- To make students understand various functions of life writing.
- To familiarize students with life writings of success stories to conflict zone testimonies and literary works
- To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	<b>Auto ethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative</b> Carole Angier: Biography (Essay) (pp. 47-63) 1. The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline, Carole Angier. 2. Sally Cline: Autobiography (Essay) (pp. 64-81) The Arvon Book of Life Writing: Writing biography, autobiography and memoir Sally Cline and Carole Angier. 3. Sidonie Smith: Fifty-two Genres of Life Narrative (pp. 183-208) Appendix A, Reading Autobiography: A Guide for.	CO1 CO3 CO4 CO5	K1, K2, K3, K4
<b>UNIT-II</b>	<b>Autobiography (BTCL-K2, K4)</b> 1. Malini Chib: One Little Finger (Autobiography) 2. Manobi Bandopadhyay: A Gift of Goddess Lakshmi	CO1 CO2 CO3 CO4	K1, K2, K3, K5
<b>UNIT-III</b>	<b>Memoirs and Testimonials (BTCL-K4)</b> Viktor Frankl: Man's Search for Meaning (Memoir) 2. Mourid Barghouti: I Saw Ramallah (Memoir) 3. Urvashi Butalia: The Other Side of Silence: Voices from the Partition (Memoir/Testimonials)	CO2 CO3	K1, K2, K4, K5
<b>UNIT-IV</b>	<b>Literary Works (Drama) (BTCL-K2, K4)</b> 1. Eugene O'Neill: Long Day's Journey into Night	CO1 CO3 CO4	K1, K2, K4, K5

<b>UNIT-V</b>	<b>Auto fiction and Short Life Narratives (BTCL-K2, K4)</b>	CO2	K1,K2, K4,K5
	1.Christopher Isherwood: Good bye to Berlin (Autofiction)	CO3	
	2. Nandini Oza: Homeless: Revli's Story	CO4	
	3.Whither Justice: Stories of Women in Prison.		

**Recommended Text Books:**

1. Christie, Agatha. *Murder on the Orient Express*. 1934. New York: Harper Collins, 2011.
2. Poe, Edgar Allan. *The First Detective: The Complete Auguste Dupin Stories*. Leonaur, 2009.
3. Wilkie Collins. *The Woman in White*. New York: Harper and Brothers, 1893. *Recommended Text Books*

**Reference Books:**

1. Frank, Lawrence. *Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle*. New York: Palgrave Macmillan, 2009.
2. Zembo, James. *The Detective Novels of Agatha Christie: A Reader's Guide*. Jefferson, NC: McFarland, 2008.
3. James, P.D. *Talking About Detective Fiction*. London: Faber & Faber, 2010.

**Website and e-learning source:**

1. <https://archive.org/details/EncyclopediaOfScienceFiction>
2. <https://www.britannica.com/art/science-fiction>
3. [https://archive.org/details/mammothencyclope0000unse\\_m8s5](https://archive.org/details/mammothencyclope0000unse_m8s5)
4. <https://www.britannica.com/art/detective-story-narrative-genre>
5. [https://archive.org/details/shadowland00pete\\_1](https://archive.org/details/shadowland00pete_1)
6. <https://archive.org/details/isaac-asimov-the-last-question>

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

Cos	CO Description	Cognitive Level
CO1	Become familiar with various sub genres of life writing.	K1,K2,K4
CO2	Sensitize themselves to the predicament of various marginalized sections.	K1,K2,K3,K4
CO3	Comprehend the significance of life writing as a literary genre.	K1,K2,K3,K4
CO4	Get acquainted with the role of personal narrative in writing history.	K1,K2,K3,K4,K5
CO5	Comprehend the different socio, cultural and political dimensions.	K1,K2,K5



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>C01</b>	3	2	1	2	-	-	-	3	3	3	3	3	3
<b>C02</b>	3	3	1	3	-	-	-	3	3	2	3	3	3
<b>C03</b>	3	3	1	3	-	-	-	3	2	3	3	3	3
<b>C04</b>	3	3	1	2	-	-	-	3	3	3	3	3	3
<b>C05</b>	3	2	1	3	-	-	-	3	2	2	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>LITERATURE AND FILM</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	<b>APEEN25</b>	<b>Credits</b>	03
<b>Category</b>	Elective–II	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	To know the literary and cultural artifacts from medieval manuscripts to modern films.	<b>Regulation</b>	2024

**Objectives of the course:**

- Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- Understanding the bond between the films and literature.
- Analyzing the literary texts in comparison with the films.
- Critical appreciation of films in the background of literary theories.
- Tracing the differentiation in films from different parts of the world.

<b>UNITS</b>	<b>Contents</b>	<b>Cos</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Shakespeare-Othello (Text and Film)	CO1 CO2 CO4	K1 K2 K3
<b>UNIT-II</b>	Mary Shelly–Frankenstein (Text and Film)	CO1 CO2 CO3	K1 K2 K3 K4
<b>UNIT-III</b>	Charles Dickens-A tale of two cities (Text and Film)	CO2 CO3 CO5	K1 K2 K3 K5

UNIT-IV	G.B. Shaw Pygmalion (My fair Lady)Text and Film.	CO2 CO3 CO4	K1 K2 K3 K5
UNIT-V	J.K. Rowlings- Harry Potter and the Chamber of Secrets (Text and Film).	CO4 CO4 CO5	K1 K2 K3 K5 K6
<b>Recommended Text Books</b> <ol style="list-style-type: none"> <li>1. Richards, Jack C., and Theodore S. Rodgers. <i>Approaches and Methods in Language Teaching</i>. Cambridge University Press, 2015.</li> <li>2. <i>The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.</i></li> </ol>			
<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Dr. Shaikh Mowla <i>Methods of Teaching English</i>.</li> <li>2. Dr.Gurav H. K <i>Teaching Aspects of English Language</i>.</li> </ol>			
<b>Website and e-learning source</b> <ol style="list-style-type: none"> <li>1. <a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-">http://www.ehow.com/way-5557572_effective-teaching-strategies-</a></li> <li>2. <a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a></li> <li>3. <a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a></li> <li>4. <a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a></li> <li>5. <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a></li> </ol>			

### Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Film Review and appreciation becomes handy for the students.	K1,K2,K3,K4
CO2	Connecting film and literature nuances effectively.	K1,K2,K3,K4
CO3	Exposure to film techniques and genres.	K1,K2,K3,K4
CO4	Critical appreciation of films.	K1,K2,K3,K4
CO5	Analyzing film forms effectively.	K1,K2,K4,K5,K6

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	-	-	-	2	3	2	3	3	2
CO2	3	3	3	3	-	-	-	2	2	2	3	3	2
CO3	3	3	3	3	-	-	-	3	3	2	3	3	2
CO4	3	3	3	3	-	-	-	1	-	2	3	3	2
CO5	3	3	3	3	-	-	-	3	3	2	3	3	2

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>EMPLOYABILITY SKILLS</b>	<b>Hours/Week</b>	04
<b>Course Code</b>	APSEN26	<b>Credits</b>	02
<b>Category</b>	SEC-I	<b>Year &amp; Semester</b>	I & II
<b>Prerequisites</b>	It Include: leadership, communication, teamwork, problem solving, critical thinking, etc.	<b>Regulation</b>	2024

**Objectives of the course:**

- To provide the students with an ability to build and enrich their communication skills.
- To outline the importance of Employability Skills for the current job market and future of work.
- To facilitate the learners to learn personal and professional development.
- To highlight the importance of Self-Awareness and Behavioral Skills.
- To help the students to think and speak imaginatively and critically.

UNITS	Contents	Cos	Cognitive Levels
<b>UNIT-I</b>	Importance of Communication Skills Components of Communication Formal and Informal Communication Verbal and Non-Verbal Communication LS RW Skills	CO1 CO2 CO3	K1 K2 K4
<b>UNIT-II</b>	Greetings and Self Introduction Asking and Responding to Questions Sharing Information with others Social Etiquette	CO3 CO4 CO4	K1 K2 K4 K5
<b>UNIT-III</b>	Goal Setting Job Search Applying for Jobs Resume Writing Interview Skills Telephone Skills Stages and types of Interviews Mock Interview Group Discussion	CO3 CO4 CO5	K1 K2 K3 K5 K6

UNIT-IV	Self-Management Stress Management Time Management Emotional Intelligence	CO2	K1
		CO3	K4
		CO4	K5
			K6

UNIT-V	Work place Communication Team Management Leadership Skills Problem Solving Skills Decision Making Negotiations		K1
		CO1	K2
		CO2	K4
		CO3	K5
		CO5	

**Recommended Text Books:**

1. 1973, *The Oxford Anthology of English Literature Vol.I. The Middle Ages Through the 18<sup>th</sup> century*. OUP, London Standard editions of texts

**Reference Books:**

1. T.S.Eliot, 1932, "The Metaphysical Poets" from *Selected Essay*; Faber and Faber limited, London.
2. H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 *Metaphysical Poetry*, Stratford -upon-Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
5. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, *A Critical History of English Literature Vols. I & II.*, Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

**Website and e-learning source:**

1. <http://www.english.org.uk/chaucer/html>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/)[https://www.britannica.com/to](https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton)
4. [pic/Paradise-Lost-epic-poem-by-Milton](https://www.britannica.com/topic/Absalom-and-Achitophel)
5. <https://www.britannica.com/topic/Absalom-and-Achitophel>
6. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)
7. [glish.html](#)

**Course Learning Outcomes (for Mapping with POs and PSOs)**

On completion of the course the students should be able to

<b>Cos</b>	<b>CO Description</b>	<b>Cognitive Level</b>
CO1	Analyze the various types of communication.	K1, K2, K4, K5
CO2	Learn about the four skills of language and get familiarized with them.	K1, K2, K4, K5
CO3	Enhance their personal and professional development.	K1, K2, K3, K4, K5
CO4	Gain employability Skills for the current job market and future of work.	K1, K3, K5
CO5	Acquire self-confidence and behavioral Skills.	K1,K3, K4,K5, K6

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2	-	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2	2	3	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2	2	3	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3	2	3	2



**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>POST-COLONIAL LITERATURE</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>APCEN31</b>	<b>Credits</b>	05
<b>Category</b>	CORE-VII	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know about Post-Colonial Theory and Literature	<b>Regulation</b>	2024

**Objectives of the course:**

- To examine, understand current socio political mood in 'third-world' countries through the study of their fiction and poetry to focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.
- To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres to differentiate the various stages of English through the representative poets
- To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>KEY CONCEPTS CENTRE/MARGIN (PERIPHERY)</b> Dislocation, Ecological Imperialism, Euro centrism, Hegemony, Creolization, Diaspora, syncretism, hybridity, Ethnography	CO1 CO3	K1 K2 K4 K5
<b>UNIT-II</b>	<b>POETRY</b> 1. Kofi Awonoor- The Weaver Bird(Ghana) 2. James Reaney:-Maps(Canada) 3. Kath Walker-No More Boomerang (Australia) 4. Derek Walcott -Ruins of a Great House (Caribbean Islands) 5. Lakdasa Vikramsimha-Don't talk to me about Matisse(Sri Lanka) 6. Allen Curnow - Time (New Zealand) 7. Pablo Neruda-The Dictators (Chile) 8. Syed Amanuddin-Don't Call Me Indo Anglican (India)	CO1 CO2 CO3	K1 K2 K4 K5
<b>UNIT-III</b>	<b>DRAMA</b> 1. Wole Soyinka: Death and the King's horsemen (Africa) 2. Derek Walcott: Dream on Monkey Mountain (Caribbean)	CO3 CO4	K1 K2 K4 K5

<b>UNIT-IV</b>	<b>FICTION / SHORT STORY</b> <ol style="list-style-type: none"> <li>1. Bapsi Sidwa–Ice Candy man (Pakistan)</li> <li>2. Gita Mehta-A River Sutra (India)</li> <li>3. Kate Grenville– Mate (Australia)</li> </ol>	CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-V</b>	<ol style="list-style-type: none"> <li>1. Ashcroft, Gareth Griffiths and Helen Tiffin: The Empire Writes Back-Chapter1 (Prose)</li> <li>2. Edward Said-Introduction to Orientalism</li> </ol>	CO1 CO2 CO3 CO5	K1 K2 K4 K5

#### Recommended Text Books

1. Macaulay's Minute of 1831/35.
2. Post-Colonial Studies: eds.Ashcroft et.al.

#### Reference Books

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader.ed.s. Ashcroft, Griffiths and Tiffin.
3. Canadian Voices.ed.S. Kudchedkar and Jameela Begum.
4. Frantz Fanon: The Wretched of the Earth.
5. Ashish Nandy: The Fear of Nationalism.

#### Website and e-learning source

1. [https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature)
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>

# Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Evaluate the political and social background of the third world nations	K1, K2, K3, K4
CO2	Identify the emerging trends in Post-Colonial Literature	K1, K2, K3
CO3	Examine the Problems and consequences of the decolonization of a country	K1, K2, K3, K4
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K3, K4, K5
CO5	Interpret the postcolonial concepts found in different literary genres	K3, K4, K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	-	2	-	-	-	3	3	3	3	3	3
CO2	2	3	1	3	-	-	-	3	3	2	2	3	3
CO3	3	3	3	3	-	-	-	3	2	3	3	3	3
CO4	3	3	3	-	-	-	-	3	2	3	3	3	3
CO5	3	2	-	2	-	-	-	3	2	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>CONTEMPORARY LITERARY CRITICISM</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>APCEN32</b>	<b>Credits</b>	05
<b>Category</b>	<b>CORE-VIII</b>	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know about contemporary literary criticism and the theories used by critics	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce students to the functions of a critic and criticism.
- To focus on interpreting the works of various literary critics.
- To enable students to compare significant poetics and aesthetic traditions of the world.
- To facilitate the learners to focus on evaluating critically and aesthetically the prescribed texts.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	1. Chapter XIV (From Biographia Literaria- S.T. Coleridge ) 2. The Archetypes of Literature – Northrop Frye.	CO3	K1 K2 K4
<b>UNIT-II</b>	1. Structure, Sign and Play in the Discourse of Human Sciences: Derrida 2. The Structural Study of Myth – Claude Levi Strauss	CO1 CO3 CO4	K1 K2 K4
<b>UNIT-III</b>	1. Irony as Principle of Structure : Cleanth Brooks 2. Creative Writers and Day Dreaming: Sigmund Freud	CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	1. From Work to Text: Roland Barthes 2. Capitalism, Modernism and Post Modernism: Terry Eagleton	CO1 CO2 CO3 CO4	K1 K2 K4 K5
<b>UNIT-V</b>	1. The Deconstructive Angel: M.H. Abrams	CO1 CO2 CO3 CO5	K1 K2 K4 K5

**Recommended Text Books:**

1. Eagleton. (2008). Literary theory: An introduction of Minnesota Press.
2. Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford

**Reference Books:**

1. Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
2. Lodge, David. Twentieth Century Literary Criticism: A Reader Routledge, 2016.

**Website and e-learning source:**

1. <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>
2. <https://fs.blog/susan-sontag-against-interpretation/>
3. <https://www.britannica.com/biography/Roland-Gerard-Barthes>

**Course Learning Outcomes (for Mapping with Pos and PSOs)**

On completion of the course the students should be able to

COs	CO Description	CognitiveLevel
CO1	Understand a literary text by applying various critical theories.	K1,K2,,K4
CO2	Develop the objective analysis of the subject matter	K1,K2,K4
CO3	Analyze a literary text with reference to socio-political issues	K1,K2,K4,K5
CO4	Evaluate critically and aesthetically the prescribed texts.	K1,K2,K4,K5
CO5	Demonstrate an understanding of the changing emphasis in the study of Literature from text towards context	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	2	-	1	3	3	3	3	3	3	3
CO2	2	3	1	3	1	2	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3	2	3	3	3	3
CO4	3	3	3	1	1	1	-	3	2	3	3	3	3
CO5	3	2	3	2	1	-	1	3	2	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>LANGUAGE AND LINGUISTICS</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>APCEN33</b>	<b>Credits</b>	05
<b>Category</b>	Core- IX	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know about the Language and Linguistics	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce the learners sounds of English Language.
- To familiarize the learners with the word meaning.
- To enable learners to comprehend linguistic concepts.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	1. Sounds of Language (I) 2. Sounds of Language (I) 3. Word of meaning.	CO1 CO3	K1,K2,K3
<b>UNIT-II</b>	1. Morphology-Morphemes-Free and Bound Morphemes, Derivational versus Inflectional, 2. Morphological Description: Morphs and Allomorphs	CO1 CO2 CO3	K1,K2,K3,K4
<b>UNIT-III</b>	<b>Phrases and Sentences: Grammar</b> 1. Grammar, Types of Grammar, Parts of Speech , Traditional Grammar, Traditional Categories, Traditional Analysis, 2. The Prescriptive Approach, The Descriptive Approach, Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence	CO3 CO4	K1,K2,K3,K5
<b>UNIT-IV</b>	1. Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, Labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules 2. Polemical Essays: Selection from The Telling It Collective.	CO2 CO3 CO4	K1,K2,K3,K5
<b>UNIT-V</b>	1. Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, 2. Synonymy, Antonym, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation	CO2 CO3 CO5	K1,K2,K3,K5, K6

**Recommended Text Books**

1. Wallwork, J.F. Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2. Yule, George. The Study of Language. Cambridge University Press

**Reference Books**

1. Lyons, John. Language and Linguistics: An Introduction Cambridge University Press.

**Website and e-learning source**

1. <https://linguistics.ucla.edu/people/stabler/20-14.pdf>
2. <https://viancep2012.files.wordpress.com/2012/10/english-language.pdf>

**Course Learning Outcomes (for Mapping with Pos and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Recognize the historical background of Language and Literature.	K1,K2,K4,K5
CO2	Apply the linguistic form to language use.	K1,K2,K4,K5
CO3	Comprehend the classification and description of Word change.	K1,K2,K4,K5
CO4	Analyze the syntactic, Grammatical and semantic patterns.	K1,K2,K4,K5
CO5	Demonstrate a fair knowledge of nature of language and its functions.	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	1	-	-	-	-	1	3	3	3	3
CO2	3	2	1	1	-	-	-	1	1	3	3	3	2
CO3	3	1	3	2	-	-	-	2	2	3	3	3	3
CO4	3	2	2	2	-	-	-	3	3	3	3	3	3
CO5	3	2	3	-	-	-	-	2	3	3	3	3	3

## COURSE DESCRIPTORS

<b>Title of the Course</b>	<b>WRITINGS OF THE MARGINALIZED</b>	<b>Hours/Week</b>	06
<b>Course Code</b>	<b>APCEN34</b>	<b>Credits</b>	04
<b>Category</b>	<b>CORE-X</b>	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To learn about the Marginalized writers and their writings.	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce the learners to the realities and ideological underpinning's of the subaltern culture in India.
- To provide knowledge about the marginalized people's surprising in the literary, social and cultural spheres.
- To understand the limitations of Subaltern studies.
- To enable learners to identify and appreciate the aesthetic positions of these texts.
- To facilitate the learners to identify the issues around the world.

UNITS	Contents	COs	Cognitive Levels
<b>UNIT-I</b>	<b>Caste and Studies on caste (colonial/postcolonial) study on caste by lakshminarasu</b> Key Terms: Subalternity, Marginality, Dalit, Queerness, Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrant	CO1 CO2 CO4 CO5	K1 K2 K4
<b>UNIT-II</b>	<b>POETRY</b> 1. Maya Angelou-The Caged Bird 2. Oodgeroo Noonuccal –We are Going 3. Rita Joe – I Lost My Talk 4. Paula Gunn Allen–Taking a visitor to see the ruins 5. L.J.Mark–It's a New Day Louise 6. Erdrich – Captivity	CO2 CO3 CO4	K1,K2, K4,K5
<b>UNIT-III</b>	1. "Castes in India" and Annihilation of Caste, Genesis and Mechanism of Caste"- Ambedkar) 2. Gendering caste: through a feminist lens by-Uma Chakravarti 3. Can the Subaltern Speak–Gayathri Spivak	CO2 CO3	K1,K2, K4,K5
<b>UNIT-IV</b>	<b>DRAMA</b> 1. C.T.Indra (Translation)–Nandan 2. Jack Davis – No Sugar	CO2 CO3 CO4	K1,K2, K4,K5
<b>UNIT-V</b>	<b>FICTION/SHORT STORIES</b> 1. Jeanette Winterson–Oranges are not Only Fruit 2. Imayan- Pethavan 3. Edgar Allen Poe –Hop frog [from Edgar Allen Poe: Poems and Tales] <b>SHORT STORIES</b> 1. Baby kamble-The prisons we broke	CO2 CO3 CO4	K1,K2, K4,K5



**Recommended Text Books:**

1. The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffiths
2. Lennard. J. Davis—Introduction: Disability, Normality and Power: The Disability Studies Reader- Routledge

**Reference Books:**

1. Reading Subaltern Studies: Critical History by David Ludden

**Website and e-learning source:**

1. [www.ambedkar.org](http://www.ambedkar.org)
2. <https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html>

**Course Learning Outcomes (for Mapping with Pos and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the historical and political background of Marginalized issues.	K1,K2,K4
CO2	Analyze the texts of the marginalized writers.	K1,K2,K3,K4
CO3	Analyze a literary text with reference to socio-political issues.	K1,K2,K3,K4
CO4	Recognize the predicament of the marginalized people.	K1,K2,K3,K4,K5
CO5	Experience the subaltern nation and people through the texts prescribed.	K1,K2,K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	-	-	-	3	3	3	3	3	3
CO2	2	3	-	3	-	-	-	3	3	3	3	3	3
CO3	3	3	1	3	-	-	-	3	2	3	3	3	3
CO4	3	3	1	-	-	-	-	3	3	3	3	3	3
CO5	3	2	1	3	-	-	-	3	2	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>TRAVEL WRITING</b>	<b>Hours/Week</b>	03
<b>Course Code</b>	<b>APEEN35</b>	<b>Credits</b>	03
<b>Category</b>	Elective- V	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know the importance of travel writing	<b>Regulation</b>	2024

**Objectives of the course:**

- To introduce the learners the genre of Travel Writing.
- To highlight the significance of travel writing and its features.
- To enable the learners to identify the themes of varied texts.
- To facilitate the students to identify rhetorical devices in texts.
- To familiarize the students different socio-cultural dimensions of prescribed texts.

<b>UNITS</b>	<b>Contents</b>	<b>COs</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	Chapters 1,2,3 from Travel Writing by Carl Thompson 1. Introduction 2. Defining the Genre 3. Travel Writing through the Ages: An Overview	CO1 CO2 CO4	K1 K2 K3
<b>UNIT-II</b>	1. Roy Moxham: The Great Hedge of India	CO1 CO2 CO3	K1 K2 K3 K4
<b>UNIT-III</b>	1. William Dalrymple: Nine Lives in Search of the Sacred in India	CO2 CO3	K1 K2 K3 K5

UNIT-IV	1. V.S.Naipaul: An Area of Darkness	CO2 CO3 CO4	K1 K2 K3 K5
UNIT-V	<b>The Following essays from Cambridge</b> <ol style="list-style-type: none"> <li>1. Companion to Travel Writing “Travelling to write” - Peter Hulme</li> <li>2. “Travel Writing and Gender” - Susan Bassnett</li> <li>3. “Travel Writing and Ethnography” - Joan Pau Rubes</li> </ol>	CO4 CO5	K1 K2 K3 K5 K6
<b>Recommended Text Books</b> <ol style="list-style-type: none"> <li>1. Susan Bassnett, ‘Travel Writing and Gender’ ,in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young</li> <li>2. Tim Youngs –The Cambridge introduction to Travel Writing</li> </ol>			
<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Robert Clarke, The Cambridge companion to Postcolonial Travel Writing.</li> <li>2. Tabish Khair, ‘An Interview with William Dalrymple and Pankaj Mishra’ in Postcolonial Travel Writings: Critical Explorations, ed.JustinD Edwards and Rune Graulund.</li> </ol>			
<b>Website and e-learning source</b> <ol style="list-style-type: none"> <li>1. <a href="https://ijcrt.org/papers/IJCRT2010190.pdf">https://ijcrt.org/papers/IJCRT2010190.pdf</a></li> <li>2. <a href="https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review">https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review</a></li> <li>3. <a href="https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf">https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf</a></li> </ol>			

**Course Learning Outcomes (for Mapping with Pos and PSOs)**

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the knowledge about various writers of the genre.	K1,K2,K3
CO2	Identify the unique characteristics of travel writing.	K1,K2,K3,K4
CO3	Study literary texts as part of the ecological and environmental realities.	K1,K2,K3,K4
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts.	K1,K2,K3,K4
CO5	Critically analyze the themes of the prescribed texts.	K1,K2,K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	3	2	3	2	2	2	3	3	3	2	2	3
<b>CO2</b>	3	3	3	3	3	3	2	2	2	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	-	-	-	1	-	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	1	3	3	3	3	3	3

**COURSE DESCRIPTORS**

<b>Title of the Course</b>	<b>ENGLISH FOR CAREERS</b>	<b>Hours/Week</b>	03
<b>Course Code</b>	APSEN36	<b>Credits</b>	02
<b>Category</b>	SEC-II	<b>Year &amp; Semester</b>	II & III
<b>Prerequisites</b>	To know about the importance of English for our career.	<b>Regulation</b>	2024

**Objectives of the course:**

- Give the students an understanding of the scope of English Language Teaching as a discipline.
- Introduce key issues pertaining to Second Language Acquisition.
- Provide a broad overview of English language learning, teaching and testing.
- Make the students aware of the specific challenges of teaching English in India.
- Build job-related vocabulary.

<b>UNITS</b>	<b>Contents</b>	<b>Cos</b>	<b>Cognitive Levels</b>
<b>UNIT-I</b>	1. Definition –Nature and Scope of Communication- Types of Communication–Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills	CO1 CO3	K1 K2 K4
<b>UNIT-II</b>	1. Features of Effective Writing 2. Business correspondence E-Mail 3. Report writing and its types 4. Technical Writing 5. Agenda preparation 6. Preparing minutes	CO1 CO3 CO4	K1 K2 K4 K5
<b>UNIT-III</b>	1. Presenting Data in Verbal modes 2. Presenting Data in Non-verbal modes 3. Preparing Lectures on Topics 4. Preparing Persuasion Talks	CO1 CO3 CO4	K1 K2 K4 K5
<b>UNIT-IV</b>	1. Speeches, Public Speaking, Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication	CO1 CO2 CO3 CO5	K1 K2 K4 K5

UNIT-V	1. Telephone Etiquette	CO1	K1
	2. Business Talks over Telephone Discussion on Career Prospects and Advancements	CO2	K2
		CO3	K4
		CO5	K5
<b>Recommended Text Books:</b> <ol style="list-style-type: none"> <li>v. Saraswathi &amp; Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000</li> <li>English for Careers: Business, Professional, and Technical Paper back by Leila R. Smith Emeritus</li> </ol>			
<b>Reference Books:</b> <ol style="list-style-type: none"> <li>Oxford English for Careers Technology Student Book Paperback–Student Edition, 28 June 2007 by Eric Glendinning.</li> <li>English for Careers: Business, Professional, and Technical</li> </ol>			
<b>Website and e-learning source:</b> <ol style="list-style-type: none"> <li><a href="https://www.worldcat.org/formats-versions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-versions/864901969?referer=di&amp;editionsView=true</a></li> <li><a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy</a></li> <li><a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a></li> <li><a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942</a></li> </ol>			

### Course Learning Outcomes (for Mapping with Pos and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Understand the of the various modes of official Correspondence and presentation	K1,K2,K4
CO2	Comprehend the right use of English at official works	K1,K2,K4,K5
CO3	Apply the acquired styles of occupational skills and Practicing them	K1,K2,K4,K5
CO4	Pick up the official behavior and becoming better doers	K1,K2,K4,K5
CO5	Market the skill business correspondence and fixing Themselves in better jobs	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>C01</b>	3	2	-	-	-	-	-	3	3	2	3	3	3
<b>C02</b>	2	1	2	2	-	-	-	3	3	2	2	3	3
<b>C03</b>	3	3	3	3	-	-	-	3	1	2	3	2	3
<b>C04</b>	3	2	3	-	-	-	-	3	2	2	3	3	3
<b>C05</b>	3	2	-	2	-	-	-	3	2	3	3	3	3