



**MANONMANIAM SUNDARANAR UNIVERSITY**

**TIRUNELVELI – 12**

**M.A., ENGLISH**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**

**2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,  
CHENNAI - 600 005**

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1. **Cognitive Domain**

(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying; Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating)

2. **Affective Domain**

3. **Psychomotor Domain**

4. **Structure of Course**

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
<b>Learning Objectives:</b> (for teachers: what they have to do in the class/lab/field)			
<b>Course Outcomes:</b> (for students: To know what they are going to learn)			
CO1 : CO2 : CO3 : CO4 : CO5:			
<b>Recap:</b> (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
Units	Contents	Required Hours	
I		17	
II		17	
III		17	
IV		17	
V		17	
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b> <ul style="list-style-type: none"> <li>● <b>Recommended Texts</b></li> <li>● <b>Reference Books</b></li> <li>● <b>Web resources</b></li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
	Total	90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## 8. TEACHING METHODOLOGIES

**8.1 Traditional Teaching method** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

### 9. Faculty Course File Structure

k. Teaching Materials (PPT, OHP etc)

#### CONTENTS

l. Lecture Notes

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet

- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level and three average Answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher studies Preparation (GATE/Placement)
- x. List of mentees and their academic achievements

### Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VIII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			Skill Enhancement 1	2	4	Skill Enhancement 2	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	<b>20</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>23</b>	<b>30</b>
<b>Total Credit Points -91</b>											



**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)  
Guideline Based Credits and Hours Distribution System  
for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		<b>20</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	4
	Skill Enhancement Course [SEC] - I	2	4
		<b>22</b>	<b>30</b>

**Second Year – Semester – III**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - II	2	3
	Internship / Industrial Visit / Field Visit / Research – knowledge updation activity	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – III / Professional Competency Skill	2	4
	Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	1	-
		<b>23</b>	<b>30</b>

**Total 91 Credits for PG Courses**

## 12. Methods of Assessment

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

### 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

### 13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

#### Question paper Model

<b>Intended Learning Skills</b>	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration : Three Hours</b>
	<b>Part –A (15x 1 = 15 Marks)</b> Answer ALL questions
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	<b>Question 1 to Question 10</b>
	<b>Part – B (5 x 4 = 20 Marks)</b> Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	<b>Either-or Type</b> Both parts of each question from the same UNIT
	<b>Question 11(a) or 11(b)</b> To <b>Question 15(a) or 15(b)</b>
	<b>Part-C (5x 8 = 40 Marks)</b> Answer any <b>THREE</b> questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	<b>Question 16 to Question 20</b>

Each question should carry the course outcome and cognitive

level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## **14 Different Types of Courses**

### **(i) Core Courses ( Illustrative )**

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Research Methodology
11. Writings of the Marginalized
12. A Glimpse of Nobel Laureates
13. Project

### **(ii) Elective Courses (ED within the Department Experts) ( Illustrative )**

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Life Writings
4. Literature and Film
5. (a)Travel Writing **(OR)** (b)Writing for Media
6. (a)Theatre Art **(OR)** (b)Film Studies

### **(iii) Skill Enhancement Courses**

1. Employability Skills
2. Entrepreneurship Development
3. English for Competitive exams

### Credit Distribution for MA ENGLISH

#### Second Year Semester-III

Part	List of Courses	Credit	No. of Hours
	Core – VII Post-colonial Literature	5	6
	Core – VIII Contemporary Literary Criticism	5	6
	Core – IX Language and Linguistics	5	6
	Core– X Research Methodology	4	6
	Elective – V Travel Writing (OR) Writing for Media	3	3
	Skill Enhancement Course – II Entrepreneurship Development	2	3
	Internship / Industrial Visit / Field Visit / Research – knowledge Updation Activity	2	-
		<b>26</b>	<b>30</b>

#### Semester-IV

Part	List of Courses	Credit	No. of Hours
	Core – XI Writings of the Marginalized	5	6
	Core– XII A Glimpse of Nobel Laureates	5	6
	Elective– VI Theatre Art (OR) Film Studies	3	4
	Project with VIVA VOCE	7	10
	Skill Enhancement Course [SEC III] – English for Competitive Exams	2	4
	Extension Activity - Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit)	1	
		<b>23</b>	<b>30</b>

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

MMSU

**SEMESTER - III****CORE VII - POST-COLONIAL LITERATURE**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR / III SEMESTER	<b>Post-Colonial Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.										
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres										
LO3	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										
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.										
LO5	Recognize the critical perspectives in Postcolonial literatures.										
<b>Details</b>											
UNIT I – Key Concepts Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony											
UNIT II - Poetry - Kofi Awonoor - Easter Dawn, The Weaver Bird (Ghana) James Reaney : - Maps ( Canada) Derek Walcott - Ruins of a Great House (Caribbean Islands) Lakdasa Vikramsimha - Don't talk to me about Matisse (Sri Lanka) Pablo Neruda - The Dictators (Chile) Wole Soyinka - Telephone Conversation (Africa) Syed Amanuddin - Don't Call Me Indo Anglican (India)											

**UNIT III**

Wole Soyinka: Death and the King's horsemen  
 Derek Walcott: Dream on Monkey Mountain

**UNIT IV**

Chinua Achebe : Things Fall Apart.  
 Thomas King : The One About Coyote Going West  
 Sam Selvon : The Lonely Londoners.

**UNIT V** – Ashcroft, Griffiths and Tiffin: The Empire Writes Back - Chapter 1

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Evaluate the political and social background of the third world nations	PO2
<b>CO2</b>	Identify the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Examine the Problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8



<b>Text Books (Latest Editions)</b>	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. 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.
<b>Web Sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER –III****CORE VIII -CONTEMPORARY LITERARY CRITICISM**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	<b>Contemporary Literary Criticism</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge										
LO2	To introduce students to the functions of a critic and criticism.										
LO3	To focus on interpreting the works of various literary critics										
LO4	To facilitate the learners to focus on evaluate critically and aesthetically the prescribed texts										
LO5	To enable to students to compare significant poetics and aesthetic traditions of the world.										
<b>Details</b>											
<p><b>UNIT I</b> Chapter XIV (From Biographia Literaria - S.T.Coleridge The Archetypes of Literature – Northrop Frye</p> <p><b>UNIT II</b> Structure, Sign and Play in the Discourse of HumanSciences : Derrida The Structural Study of Myth – Claude Levi Strauss</p> <p><b>UNIT III</b> Irony as Principle of Structure: Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud</p> <p><b>UNIT IV</b> From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton</p> <p><b>UNIT V</b> The Deconstructive Angel : M.H. Abrams</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop the objective analysis of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context	PO9, PO10
<b>Text Books (Latest Editions)</b>		
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	
2.	Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Resources</b>		
1	<a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>	
2	<a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a>	
3	<a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>	
4	<a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560</a>	
5	<a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**CORE - IX: LANGUAGE AND LINGUISTICS**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
								C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	Language and Linguistics	Core	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the learners sounds of English Language									
LO2	To familiarize the learners with the word meaning									
LO3	To enable learners to comprehend linguistic concepts									
LO4	To expose them to theoretical and practical manifestations of linguistics.									
LO5	To familiarize learners with the discourse of linguistics									
<b>Details</b>										
<b>UNIT I</b>										
Sounds of Language (I)										
Sounds of Language (II)										
Word Meaning										
<b>UNIT II</b>										
Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs										
<b>UNIT III</b>										
Phrases and Sentences: Grammar										
Grammar, Types of Grammar, Parts of Speech , Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach , Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence										

**UNIT IV**

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

**UNIT V**

Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the historical background of Language and Literature	PO1, PO3
<b>CO2</b>	Apply the linguistic form to language use	PO1
<b>CO3</b>	Comprehend the classification and description of Word change	PO4
<b>CO4</b>	Analyze the syntactic, grammatical and semantic patterns	PO6, PO8
<b>CO5</b>	Demonstrate a fair knowledge of nature of language and its functions	PO9, PO10
<b>(Text Books in Latest Edition)</b>		

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

**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

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

1	<a href="https://linguistics.ucla.edu/people/stabler/20-14.pdf">https://linguistics.ucla.edu/people/stabler/20-14.pdf</a>
2	<a href="https://viancep2012.files.wordpress.com/2012/10/english-language.pdf">https://viancep2012.files.wordpress.com/2012/10/english-language.pdf</a>
3	<a href="https://gavispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf">https://gavispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf</a>

**Mapping with Programme Outcomes:**

	<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>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S



**Mapping with Programme Specific Outcomes:**

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

**CORE X –RESEARCH METHODOLOGY**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a
II YEAR/ III SEMESTER	<b>Research Methodology</b>	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem .										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designsand also different methods of data collections										
<b>Details</b>											

**UNIT I****Formatting The Research Project**

Margins  
Text  
Formatting  
Title  
Running Head and Page Numbers  
Internal Headings and Subheadings  
Placement of the List of Works  
Cited Proofreading and  
Spellcheckers Binding a Printed  
Paper  
Electronic Submission

**Mechanics of Prose**

Spelling  
Dictionaries  
Plurals  
Punctuation  
Commas Hyphen  
Semicolons and Colons  
Dashes and Paratheses  
Quotation marks, Italics, Capitalization of English  
Terms Titles, Use of Numerals or words, Dates and  
Times

**UNIT II****Principles of Inclusive Language and Documenting Sources: An Overview**

Why Plagiarism Is a Serious Matter

Avoiding Plagiarism

Careful Research Giving Credit Paraphrasing

When to paraphrase How to paraphrase

How to paraphrase and give credit Quoting

When to quote

How to quote and give credit

When Documentation Is Not Needed

**UNIT III**

Creating and Formatting Entries: An Overview

The MLA Core Elements Author

Title

Title of Container

Contributor, Key contributors, Other types of contributors Version, Number, Publisher, Co - publisher,

Books Websites, Audio and visual media

Terms omitted from publishers' names Common abbreviations in publishers' names City of publication

Publication Date in Books, E-books, News articles, Journal articles Publication Date: Year, Season, Time

Date range

Location: What It Is Page numbers

Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking Ordering the List of Works Cited

Alphabetizing by Title

Cross-References, Annotated Bibliographies

**UNIT IV**

Citing Sources in the Text

In-Text Citations, Overview

What to Include and How to Style It

Citing a work listed by author, Coauthors, Corporate authors Two authors with the same surname

Two or more works by the same author or authors Using abbreviations for titles of works

Quotations

Verse works, Prose works

Punctuation in the parenthetical citation

Quoting and Paraphrasing Sources

Short quotations

Long quotations (block quotations) Poetry, Dialogue, Drama, Prose Placement of Parenthetical Citations

**UNIT V**

Punctuation with Quotations Introducing quotations

Quotations within quotations, Marking the end of a quotation Periods and commas, Other punctuation marks

**Using an Ellipsis** to Mark Material Omitted from

Quotations Omission within a sentence

Omission in a quotation of one or more sentences

Other Permissible Alterations of Quotations

Internal Assessment: Writing a Research Article (**Not to be included for Semester End Exam**)

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Comprehend the structure of a Research Thesis through its formatting process	PO2
<b>CO2</b>	Acquire the Mechanics of Academic writing	PO3, PO6
<b>CO3</b>	Learn the ethics in Research writing	PO1, PO2, PO5
<b>CO4</b>	Familiarize themselves with the documentation methodology	PO6
<b>CO5</b>	Get acquainted with the importance of citation and its relevant technicalities	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1. MLA Handbook, 9 <sup>th</sup> Edition		
<b>References Books</b>		
1. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.		
2. Research Methodology in English by Sunita Chitragad Omega Publishers 2017.		
3. Academic Writing : Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.		
<b>Web sources</b>		
1. <a href="https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775">https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775</a> (English Literature Research Guide)		
2. <a href="https://libraryguides.oswego.edu/english/websites">https://libraryguides.oswego.edu/english/websites</a>		
3. <a href="https://www.rosemont.edu/library/online-resources/research-websites.php">https://www.rosemont.edu/library/online-resources/research-websites.php</a>		
4. <a href="https://shodhganga.inflibnet.ac.in/">https://shodhganga.inflibnet.ac.in/</a>		

**Mapping with Programme Outcomes:**

	<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>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M

**Mapping with Programme Specific Outcomes:**

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

**SEMESTER IV**  
**CORE XI – WRITINGS OF THE MARGINALIZED**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	Writings of the Marginalized	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India										
LO2	To provide knowledge about the marginalized people's uprising in the literary, social and cultural spheres.										
LO3	To understand the limitations of Subaltern studies.										
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts										
LO5	To facilitate the learners to identify the issues around the world										
<b>Details</b>											
<b>UNIT I</b>											
Key Terms : Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants											
<b>UNIT II – Poetry</b>											
Maya Angelou- The Caged Bird Oodrooo Noonuccal – We are Going Rita Joe – I Lost My Talk Paula Gunn Allen – Taking a Visitor to See the Ruins L.J. Mark – It's a New Day Louise Erdrich – Captivity											
<b>UNIT III</b>											
“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Ambedkar) Can the Subaltern Speak – Gayathri Spivak											
<b>UNIT IV – Drama</b>											
C.T. Indra (Translation) – Nandan Jack Davis – No Sugar											

<b>UNIT V</b>		
Jeanette Winterson – Oranges are not Only Fruit		
Imayan- Pethavan		
Edgar Alan Poe – Hop Frog ( From Edgar Alan Poe: Poems and Tales)		
Baby Kamble - The Prisons We Broke		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the historical and political background of Marginalized issues	PO1
<b>CO2</b>	Identify and analyze the texts of the marginalized writers	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO3,PO4
<b>CO4</b>	Recognize the predicament of the marginalized people	PO6, PO8
<b>CO5</b>	Experience the subaltern nation and people through the texts prescribed	PO9
<b>Text Books (Latest Editions)</b>		
1.	<b>The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffithe</b>	
2	<b>Lennard. J. Davis – Introduction: Disability, Normality and Power:The Disability Studies Reader- Routledge</b>	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
<b>Web sources</b>		
1	<a href="http://www.ambedkar.org">www.ambedkar.org</a>	
2	<a href="https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html">https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html</a>	
1.	Reading Subaltern Studies: Critical History by David Ludden	



### Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**CORE – XII - A GLIMPSE OF NOBEL LAUREATES**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	<b>A Glimpse Of Nobel Laureates</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature										
LO2	To expose the students to the ideas and concepts of the Nobel Laureates										
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates										
LO4	To train students to critically analyze the texts of Nobel Laureates										
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society										
<b>Details</b>											
<b>UNIT I - POETRY</b>											
Pablo Neruda -If You Forget Me, Ode to the Onion											
Octavio Paz -The Street											
The Power of the Dog - Rudyard Kipling											
Oracle - Seamus Heaney											
<b>UNIT II - PROSE</b>											
George Bernard Shaw- Spoken English and Broken English											
Chinua Achebe- A Novelist as a Teacher											
<b>UNIT III</b>											
The Caretaker - Harold Pinter											
Justice – John Galsworthy											
<b>UNIT IV</b>											
Short Stories by Alice Munro											
The Turkey Season Differently Runaway											
The Bear Came Over the Mountain Boys and Girls											
<b>UNIT V</b>											
The Pearl - John Steinbeck											
The Remains of the Day – Kazuo Ishiguro											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
<b>CO2</b>	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
<b>CO3</b>	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10
<b>Text Books (Latest Editions)</b>		
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
<b>Web Resources</b>		
1	<a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>	
2	<a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>	
3	<a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>	
4	<a href="https://interestingliterature.com/2021/07/harold-pinter-the-care-taker-summary-analysis/amp/">https://interestingliterature.com/2021/07/harold-pinter-the-care-taker-summary-analysis/amp/</a>	
5	<a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**CORE – XIII – PROJECT**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ IV SEMESTER	<b>PROJECT</b>	Core	Y	Y	-	-	7	10	50	50	100
<b>Learning Objectives</b>											

LO 1	use the sources and the documents effectively.	PO2
LO 2	Read and several articles to form an original opinion on a topic.	PO3,PO6
LO 3	Make connections between several articles and form thesis statements from their critical reading.	PO1, PO2, PO5
LO 4	plan and write a more advanced and argumentative paper.	PO6
LO 5	Identify Plagiarism and devise the ways to prevent it.	PO8,PO9

**Scope:** An **Individual and independent project** is introduced to augment the writing skills and raise the students' academic and research pursuit.

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**ELECTIVE V – TRAVEL WRITING (a)**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	<b>Travel Writing</b>	Core	Y	Y	-	-	3	3	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners the genre of Travel Writing										
LO2	To highlight the significance of travel writing and its features										
LO3	To enable the learners to identify the themes of varied texts										
LO4	To facilitate the students to identify rhetorical devices in texts										
LO5	To familiarize the students different socio-cultural dimensions of prescribed texts										
<b>Details</b>											
<p><b>UNIT I</b> Chapters 1,2,3 from Travel Writing by Carl Thompson Introduction Defining the Genre Travel Writing through the Ages: An Overview</p> <p><b>UNIT II</b> Roy Moxham : The Great Hedge of India</p> <p><b>UNIT III</b> William Dalrymple: Nine Lives in Search of the Sacred in India</p> <p><b>UNIT IV</b> V.S. Naipaul : An Area of Darkness</p> <p><b>UNIT V</b> The Following essays from Cambridge Companion to Travel Writing “Travelling to write” by Peter Hulme “Travel Writing and Gender” by Susan Basnett “Travel Writing and Ethnography” by Joan Pau Rubes</p>											

	<b>Total</b>	<b>90</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will;		
<b>CO1</b>	Gain knowledge about various writers of the genre	PO1,PO2	
<b>CO2</b>	Identify the unique characteristics of travel writing	PO3, PO4	
<b>CO3</b>	Study literary texts as part of the ecological and environmental realities	PO7	
<b>CO4</b>	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6,PO8	
<b>CO5</b>	critically analyze the themes of the prescribed texts	PO10	
<b>Text Books (Latest Editions)</b>			
1.	Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young		
2.	Tim Youngs – The Cambridge introduction to Travel Writing		
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>			
1.	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing		
2.	Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund		
<b>Web Resources</b>			
1	<a href="https://ijcrt.org/papers/IJCRT2010190.pdf">https://ijcrt.org/papers/IJCRT2010190.pdf</a>		
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>		
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>		

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S



**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE V – WRITING FOR MEDIA (b)**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR/ III SEMESTER	<b>Writing for Media</b>	Elect ive	Y	Y	-	-	3	3	25	75	100
<b>Learning Objectives</b>											
LO1	To help students to develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.										
LO2	To help students to understand the similarities and differences among all forms of media writing.										
LO3	To help students to recognize, critique, and produce writing that delivers accurate, clear and concise information to a mass audience.										
LO4	To help students to learn Associated Press style and use it correctly when writing media messages.										
LO5	To help students to develop interviewing and researching skills that will enable them to gather accurate information.										
<b>Details</b>											

**UNIT I**

What is News?

The Reporter

Newswriting – Some Guidelines

**UNIT II**

News Editor

The Sub-Editor

**UNIT III**

Anatomy of Editing

Language and Style

**UNIT IV**

Design and Make-up

Picture Editing and Captions

**UNIT V**

Reporting for the Radio

Writing for the Television Newscast

Putting the Television Story Together

MMSU

	<b>Total</b>	<b>90</b>
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain knowledge about various techniques for Writing for Media	PO1,PO2
<b>CO2</b>	Identify the unique characteristics of Media Writing	PO3, PO4
<b>CO3</b>	Discover the relationships among the various facets of Media	PO7
<b>CO4</b>	Recognize a broad range of media disciplines and Experiences	PO6,PO8
<b>CO5</b>	Be exposed to diverse components of media writing.	PO10
<b>Text Books (Latest Editions)</b>		
1.	Basic Journalism by Rangaswami Parthasarathy	
2.	Broadcast Journalism: Basic Principles by S. C. Bhatt	
3	Broadcast News Writing, Reporting, and Producing, Fourth Edition by Ted White <a href="https://www.pdfdrive.com/broadcast-news-writing-reporting-and-producing-fourth-edition-e156620185.html">https://www.pdfdrive.com/broadcast-news-writing-reporting-and-producing-fourth-edition-e156620185.html</a>	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	An Introduction to Writing for Electronic Media Scriptwriting Essentials Across the Genres by Robert B. Musburger	
2.	Writing for Broadcast Journalists by Rick Thompson	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE – VII - THEATRE ART (a)**

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	<b>Theatre Art</b>	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the literary aspect of drama.										
LO2	To familiarize Theatre as an art form.										
LO3	To introduce the concepts of directing and stage management.										
LO4	To inculcate in the students the role of Theatre in society.										
LO5	To familiarize the students with the components of acting.										
<b>Details</b>											

**UNIT I** - Drama as a performing art, Relation between drama and theatre The role of theatre  
The need for permanent theatres.

**UNIT II** - Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The  
Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the  
non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

**UNIT III** - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The  
director and the stage

**UNIT IV** - Components of acting: Gesture, voice, costume, make-up, mask and different styles in  
acting as an art form, violence in the theatre, need for censorship, managing time and space.

**UNIT V** - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage  
design in the modern world Lighting in the modern world Word versus spectacles

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize a broad range of theatrical disciplines and Experiences	PO2
<b>CO2</b>	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
<b>CO3</b>	Discover the relationships among the various facets of Theatre	PO4, PO5
<b>CO4</b>	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse components of acting and techniques	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.	
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.	
<b>Web sources</b>		
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>	
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>	
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>	
4.	<a href="https://archive.org/details/fundamentalsopl0000dean_y3x3">https://archive.org/details/fundamentalsopl0000dean_y3x3</a>	
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>	
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre</a>	



**Mapping with Programme Outcomes:**

	<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>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**ELECTIVE – VI - FILM STUDIES (b)**

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEMESTER	<b>FILM STUDIES</b>	ELECTIVE	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the literary aspect of Film.										
LO2	To familiarize Film as an art form.										
LO3	To introduce the concepts of film and Techniques.										
LO4	To familiarize the students with the Techniques involving Film adaptation.										
LO5	To familiarize the students with the Art of Film.										
<b>Details</b>											
<p><b>UNIT I</b> – Introduction - Representation and Reality, Mise-en-Scene: Within The Image, The Shot, Space and Time on Film, Composition.</p> <p><b>UNIT II</b> - Camera Movement and Cinematography</p> <p><b>UNIT III</b> – Editing and Sound</p> <p><b>UNIT IV</b> – Narrative: From Scene to Scene, From Screenplay to Film, Special Effects.</p> <p><b>UNIT V</b> – Performance, From Page to Screen: Micheal Ondaatje’s <i>The English Patient</i> as Fiction and Film</p>											

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize a broad range of Film disciplines and Experiences	PO2
<b>CO2</b>	Identify the diversity of Film experiences	PO1, PO2
<b>CO3</b>	Discover the relationships among the various facets of Film	PO4, PO5
<b>CO4</b>	Estimate Film as a performing art	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse components of Film and techniques	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1.	FILM STUDIES An Introduction by Ed Sikov <a href="https://www.pdfdrive.com/film-studies-an-introduction-e194221742.html">https://www.pdfdrive.com/film-studies-an-introduction-e194221742.html</a>	
2.	Film and Fiction Word into Image by Somdatta Mandal <a href="https://drive.google.com/file/d/14R8SIFsIirES7nnSPnRusuuiH3WMTrSR/view?usp=drive_link">https://drive.google.com/file/d/14R8SIFsIirES7nnSPnRusuuiH3WMTrSR/view?usp=drive_link</a>	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	How to Read a Film by James Monaco	
2.	Film Art an Introduction by David Bordwell & Kristin Thompson	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**[SEC-II] - ENTREPRENEURSHIP DEVELOPMENT**

Course Code YEAR/ SEMESTER	Course Name	Ca teg ory	L	T	P	S	Cre dit	I n st r u c t i o n s · H o u r s	Marks		
										Ext ern al	T ot al
	<b>ENTREPRENEURSHIP DEVELOPMENT</b>	Core	Y	Y	-	-	2	3	25	75	100
IIYEAR/ III SEMESTER											
<b>Learning Objectives</b>											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.										
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development										
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.										
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.										

### Details

#### UNIT I

Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors-Economic factors-Environmental factors.

#### UNIT II

Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social Entrepreneurship.

#### UNIT III

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.

#### UNIT IV

Motivation-Maslow's theory, Herzberg's theory, McGregor's theory- Culture and society-Risk taking behavior.

#### UNIT V

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1

<b>CO2</b>	Analyse the business environment in order to identify business opportunities	PO1, PO2
<b>CO3</b>	Identify the elements of success of entrepreneurial ventures	PO4, PO6
<b>CO4</b>	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
<b>CO5</b>	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)	
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.	
<b>Web Resources</b>		
1.	<a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a>	
2.	<a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>	
3.	<a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip</a>	
4	<a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise</a>	

**Mapping with Programme Outcomes:**

	<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>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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



**[SEC-III] - English for Competitive Exams**

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
II YEAR / IV SEMESTER	<b>English for Competitive Exams</b>	Core	Y	Y	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
<b>Details</b>											
<p><b>UNIT I</b> Teaching and Research Aptitude</p> <p><b>UNIT II</b> <b>History of English Literature</b> The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism &amp; Postmodernism) / Contemporary Period</p> <p><b>UNIT III</b> <b>American and Non-British Literatures</b> Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe</p>											

**UNIT IV****Literary Theory and Criticism**

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

**UNIT V****Literary Forms**

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
<b>CO2</b>	Effectively attempting MCQs	PO1
<b>CO3</b>	Profound understanding about the various movements in English Literature	PO6
<b>CO4</b>	Understanding the nuances of competitive exams	PO7
<b>CO5</b>	Expertise in literature	PO6, PO10

**Text Books  
(Latest Editions)**

1.	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2.	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge

**References Books  
(Latest editions, and the style as given below must be strictly adhered to)**

1.	Srinivasalyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4.	Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5.	M.H. Abrams – A Glossary of Literary Terms.

Web Resources	
1.	<a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>
2.	<a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

#### Mapping with Programme Outcomes:

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

#### Mapping with Programme Specific Outcomes:

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

## Internship

### Semester III

<b>Internship / Industrial Visit / Field Visit / Research – Knowledge Updation Activity – 20 Pages</b>	<b>Credits 2</b>
<ul style="list-style-type: none"> <li>• A report should be submitted at the end of III semester and evaluated by the external Examiner.</li> <li>• <b>Internship students</b> should submit certificate of attendance from the authorities concerned along with the report.</li> </ul>	

#### Distribution of Marks

<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>50</b>	<b>50</b>	<b>100</b>

### Extension Activity

#### Semester IV

<b>Special School/Orphanage/Old Age Home, Adopted Villages etc. Visit) – 15 Pages</b>	<b>Credits 1</b>
<ul style="list-style-type: none"> <li>• A report should be submitted at the end of IV semester and evaluated by the external Examiner.</li> </ul>	

#### Distribution of Marks

<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>50</b>	<b>50</b>	<b>100</b>

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