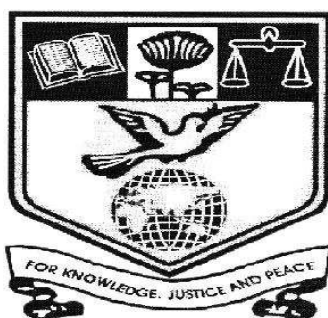


NEHRU MEMORIAL COLLEGE (AUTONOMOUS),
PUTHANAMPATTI,
DEPARTMENT OF ENGLISH,
OBE SYLLABUS FOR M. A. ENGLISH LITERATURE



Vision

Language for Wisdom and Life

Mission

To make our learners proficient in English

To enable them to develop critical and creative thinking

To inculcate social values through language and literature

M.A. ENGLISH LITERATURE COURSE PATTERN (FROM 2019-2020)

Sem.	Course	Course Title	Hrs / Week	Credit	MAX.MARKS		
					Int.	Ext.	Total
I	Core Course I	British Literature I (From Chaucer to the Elizabethan Age 1340-1660)	6	5	25	75	100
	Core Course II	British Literature II (Neo- Classical Age 1660-1798)	6	5	25	75	100
	Core Course III	Indian Writing In English	6	4	25	75	100
	Core Course IV	American Literature	6	4	25	75	100
	Core Course V	Advanced Skills for Spoken Communication	6	4	25	75	100
TOTAL			30	21	125	375	500
II	Core Course VI	British Literature III (From Wordsworth to Tennyson 1798-1887)	6	5	25	75	100
	Core Course VII	British Literature IV (from 1887 onwards)	6	5	25	75	100
	Core Course VIII	Shakespeare	6	5	25	75	100
	Core Course IX	Non Fictional Prose	6	4	25	75	100
	Core Course X	Applied Linguistics	6	4	25	75	100
TOTAL			30	23	125	375	500
III	Core Course XI	Literary Criticism I	6	5	25	75	100
	Core Course XII	Research Methodology	6	5	25	75	100
	Core based Elective I	Canadian Literature	6	4	25	75	100
	Core Based Elective II	Post Colonial Literature	6	4	25	75	100
	Open Elective I	Soft Skills For Advanced Learners	6	4	25	75	100
TOTAL			30	23	125	375	500
IV	Core Course XIII	Literary Criticism II	6	5	25	75	100
	Core Course XIV	Diaspora Literature	6	5	25	75	100
	CCXV	PROJECT WORK	6	5	25	75	100
	Core Based Elective III	Feminist Writing in English	6	4	25	75	100
	Core Based Elective IV	Film Reviews and Presentations	6	4	25	75	100
TOTAL			30	23	125	375	500
GRAND TOTAL			120	90	500	1500	2000

**NEHRU MEMORIAL COLLEGE
(AUTONOMOUS)
Puthanampatti, Trichy Dist.**

SYLLABUS REVISION 2019-20

Department : ENGLISH

Academic Programme offered : M.A

Year of Implementation : 2019-2020

OBE Elements for M.A ENGLISH programme.

Programme Educational objectives (PEO)

Programme Educational Objectives are broad statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve. PEO's are measured 4-5 years after graduation. The PEO is measured through employer satisfaction survey(yearly), alumni survey and placement records.

PEO 1: Learners will be ready to serve the human society to fulfill the essential needs.

PEO 2: They will be able to execute their talents in professional organizations.

PEO 3: The Graduates will attain problem solving skills.

PEO 4: Learners will formulate new innovative ideas for the betterment of the society.

Program Outcome (PO)

The POs are narrower statements that describe what the students are expected to know and be able to do by the time of graduation. POs are based on relevance.

PO 1 : Become knowledgeable in the subject of English Literature and apply the principles of the same to the needs of the Employer/Institution/Enterprise/Society.

PO 2: Gain Analytical skills in the field/area of English Literature

PO 3: Understand and appreciate professional ethics, community living and Nation Building initiatives.

PO 4: Proficiency over a language in analyzing literacy, criticism and in research.

PO 5: Getting ability to formulate hypothesis and to defend.

PROGRAMME SPECIFIC OUTCOME (PSO)

PSOs are Statement that describe what the graduates of a specific educational Programme should be able to do.

PSO1: Ability to use a glossary of literary terms in the historical context.

PSO 2: Getting knowledge related to genre, style, forms and narratives, technologies and theories.

PSO 3:Learners will be able to conduct and wake up research on a given topic within literary sub fields.

PSO 4: Enriching public speaking skills.

PSO 5: Searching identity, crossing racial barriers, denying gender prejudice in the national and the international literary traditions.

PSO 6: Be able to participate in conferences and workshops and to publish articles in reputed journals.

Course Code & Title	BRITISH LITERATURE - I		
Class	<u>I YEAR</u>	Semester	<u>I</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To make the students know the beginning of English Literature To make the students understand the culture of England during 17th century To make the students familiar with Shakespearean sonnets To help the students read a literary text in the light of history To help the students know the life of the rich in the past in England 		
UNIT	Content		No. of Hours
I	Geoffrey Chaucer - Prologue to The Canterbury Tales [The Knight, The Prioress, The Wife of Bath, The Lawyer & The Physician John Donne - i. The Canonization ii. Ecstasy		
II	Edmund Spenser -a.The Faerie Queen Book I b.Sonnet 68 “Most Glorious Lord of Life”		
III	William Shakespeare - Sonnets No: 18, 29,65,116 &130 John Milton –Lycidas		
IV	Christopher Marlowe - Edward II		
V	John Webster - Duchess of Malfi		
Reference	<ul style="list-style-type: none"> Geoffrey Chaucer <i>The Wife of Bath’s prologue and Tale</i> edited by Harriet Raghunathan with authoritative texts, Annotations and critical essays. World view critical editions. Delhi/10007 India, 2003. <i>The works of Geoffrey Chaucer</i> edited by Alfred W. Pollard M. Frank Health Mark, H. Liddle W. S. McCormick London Macmillan & co Ltd New York. St.Martions’ Press 1960. John Milton: <i>The English poems Introduction and Notes by Laurence Lerner</i> Wordsworth poetry Library 1994 Wordsworth Editions limited Great Britian. Spenser, Edmund. <i>Faerie Queen.Book1</i> edited by M. C. Jussawalla, Oriented BlackswanAnnoted text. Mumbai. 2012. Milton, John. <i>Lycidas</i> edited by C.T.Thomas with an introduction and commentary Oriented BlackswanAnnoted study text. Mumbai. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know the beginning of English Literature . CO 2: know the culture of England during the 17 th century. CO 3: become familiar with Shakespearean Sonnets. CO 4: read a literary text with historical backgorund. CO5: understand the life of the rich of England in the past		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	BRITISH LITERATURE – II		
Class	<u>I YEAR</u>	Semester	<u>I</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To help the students to know the new ways to look at old things To enable the learners to appreciate a satire To make the students enjoy adventure text To help the students know feudal life in England To enable the students to understand the vanity in human life 		
UNIT	Content		No. of Hours
I	Thomas Gray- Elegy Written in a Country Churchyard William Blake- The Lamb Robert Burns - A Red, Red Rose		
II	John Dryden - Mac Flecknoe Alexander Pope - Epistle to Dr. Arbuthnot		
III	Samuel Richardson –Pamela Henry Fielding - Tom Jones		
IV	R.B.Sheridan - The Rivals		
V	Samuel Johnson - Rasselas Ann Radcliffe -The Mysteries of Udolpho		
Reference	<ul style="list-style-type: none"> <i>Dr. Elloway. Dryden's Satire</i> edited with an Introduction and notes.Macmillan.London.1966. <i>English Poetry 1700-1780 contemporaries of Swift and Johnson</i> edited by David W. Lindsay United States London1974., Fielding Henry. <i>Tom Jones</i>. AITBS. Publishers, Delhi, India, 2011. Sheridan, Richard Brinsley. <i>The Rivals, The Critic, and The School for Scandal</i>.Edited with an Introduction and notes by Eric Rump, London: Penguin Books Ltd, 1988.Print. 		
Course Outcomes	COs are the measurable parameters which evaluate each student's performance in each course that the student undertakes in every semester. They should be assessed upon course completion. These course outcomes are mapped to graduate attributes. On completion of the course, students should be able to CO 1: change their outlook to men and matters. CO 2: enjoy a piece of satire. CO 3: develop a mind setting for adventure. CO4: understand feudal life in England CO 5: avoid vanity in life.		

Mapping of Cos with PSOs &Pos:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	S	W	M	M	S	S	W	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	INDIAN WRITING IN ENGLISH		
Class	<u>I YEAR</u>	Semester	<u>I</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To help the learners not to forget the past To make the students understand rural India To enable the students to realize the need for hardwork and patriotism To help the students understand the history of India To make the students know the relation between literature and economics 		
UNIT	Content		No. of Hours
I	Toru Dutt Nissim Ezekiel	- The Lotus, Our Casuarina Tree - Enterprises, Night of the Scorpion	
II	Sarojini Naidu Meena Alexander R. Parthasarathy	- Coromandal Fishers - House of a Thousand Doors - A River Once	
III	Sri Aurobindo Dr. P. Radha Krishnan Dr.A.P.J.AbdulKalam	- Style and Substance(from the Future poetry) - The Emerging World Society - What can I give to the Nation? From “Turning Point”	
IV	GirishKarnad Mahesh Dattani	- Tughlaq - Tara	
V	Arundhati Roy AravindAdiga	- The God of Small Things - The White Tiger	
Reference	<ul style="list-style-type: none"> Macmillan Publishers.AnAntology of Commonwealth poetry edited by CD.Narasimaiahs India Ltd published by Amitabh Nagpal. 2013 Roy,Arundhati.<i>The God Of Small Things</i>.AtlanticPublishers,New Delhi, 1997. Dattani, Mahesh. <i>Tara: A Play in Two Acts</i>.Orient’sBlackswan:Telangana, 1995.Print. Karnad, Girish. <i>Tughlaq</i>. Delhi: Oxford University Press,1972. Print. 		
Course Outcomes	On completion of the course, students should be able to CO 1: remember the past CO 2: understand life in the villages of India. CO 3: work hard for the nation. CO 4: understand the unknown parts in the history of India. CO5: know the relation between literature and economics		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	AMERICAN LITERATURE		
Class	<u>I YEAR</u>	Semester	<u>I</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the learners to the dark side of life To help them know ancient parables To make the learners understand the role of literature in changing the society To assist them to understand the relation between ethics and wealth To help the students to understand America before the civil war 		
UNIT	Content		No. of Hours
I	Robert Frost Maya Angelou E.A.Poe	- West Running Brook - Maya Angelou - Raven	
II	Emily Dickinson Sylvia Plath Ezra Pound	- The Last Night that She Lived - Lady Lazarus - A Girl	
III	R.W.Emerson E.A. Poe	- The American Scholar - The Philosophy of Composition	
IV	Arthur Miller Edward Albee	- All my sons - Who is afraid of Virginia Woolf	
V	Nathaniel Hawthorne Tony Morrison	- The Scarlet Letter - Beloved	
Reference	<ul style="list-style-type: none"> Toni Morrison's <i>Beloved</i> (A Critical Study) Dr.BhagawatS.GoyalSurjeet publications 2010. Published by S.S. Chhabra. India Delhi Shelley printers. American Literature. An Anthology Edited, with an introduction by Dr. Egbert S. Oliver Eurasia publishing House (P.V.T) LTD. Ram Nagar, New Delhi 110055,2008. <i>American Poetry and Prose</i> edited by Norman Forster Fourth Edition Part Two from Walt Whitman to the present Houghton Mifflin Company. Boston USA, 1962. Hawthorne, Nathaniel. <i>The Scarlet Letter</i>. Boston: Thicknor, Reed &Fields, 1850; Bartleby.com,1999. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know the dark side of human life CO 2: know the parables of the past CO 3: understand the relation between literature and society CO 4: realize the need for ethics in a luxurious life CO5: understand the history of America before Lincoln		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	ADVANCED SKILLS FOR SPOKEN COMMUNICATION		
Class	<u>I YEAR</u>	Semester	<u>I</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To enable the students to know the types of communication .to help the learners to communicate shortly and effectively To make the students skilled to address a gathering To enable them to develop their personality To assist them to face interviews successfully 		
UNIT	Content		No. of Hours
I	Grammar -Communication-Definition- Types of Communication-Problems of Communication-Feedback		
II	Conversation in Select Contexts - Introductions, Permission, Request, Offer, Greetings, Sympathy, Apology, Suggestion, Persuasion, Telephonic Conversation, Complaint, Warning, Gratitude.		
III	Public Speaking - Welcome Speech – Introducing Guests – Vote of Thanks – Speech on current topics like use of cell phones, beauty contests, pollution etc.,		
IV	Personality Development - Soft Skills- Body Language- Goal Setting – Positive Attitude – Emotional Intelligence, Leadership Qualities _ Problem Solving.		
V	Communication for Career - Preparing a resume – Group Discussion – Interviews – Standard, Panel, Walk-in, Group, Stress, Mock Interviews (practice).		
Reference	<ul style="list-style-type: none"> Green, David. <i>A Contemporary English Grammar Structures and composition</i>. Macmillan Publishers. India Ltd 2010. Harimohan Prasad &Rajnish Mohan. <i>How to prepare for group discussion and interview</i> second edition Tata Mac Graw-Hill publishing company Ltd New Delhi.2009. Vijay Nicole's <i>Objective English for Competitive Examinations</i> Vijay Nicole Imprints private Ltd, Chennai 2005. <i>Objective English for Competitive Examinations</i> by Hari Mohan Prasad & Uma Ranisinha Tata Mc.Graw. Hill publishing Co Ltd, New Delhi. 2004. <i>Developing Communication Skills</i> by Krishna MunMeeraBanerji Macmillan Publishers India Ltd, Delhi. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know the types of communication CO 2: communicate shortly and effectively. CO 3: address a gathering more confidently. CO 4: develop their personality CO 5: face interviews successfully		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	BRITISH LITERATURE – III		
Class	<u>I YEAR</u>	Semester	<u>II</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To help the learners to understand the influence of nature over poets To assist them to know the value of true friendship To introduce them to Greek literature To help them to study early English female writers To make them familiar with normal adolescent life 		
UNIT	Content		No. of Hours
I	William Wordsworth S.T. Coleridge John Keats ii. La Belle Dame Sans Merci	- The World is too much with us - Christabel Part-I - i. Ode to Autumn	
II	P.B. Shelley D.G. Rossetti A.L. Tennyson	- Adonais - Blessed Damozel - In Memorium	
III	Lord Byron Robert Browning Mathew Arnold	- Prometheus - My Last Duchess - Dover Beach	
IV	Jane Austen Walter Scot	- Emma - Ivan hoe	
V	Emily Bronte Charles Dickens	- Wuthering Heights - Great Expectations	
Reference	<ul style="list-style-type: none"> Dicken, Charles. <i>Great Expectations</i>. Chapman and Hall Publishers, 1861. Austen, Jane. <i>Emma</i>. New York. St. Martin's Press, 1992. Scott, Walter. <i>Ivanhoe: a Romance</i>. New York: New American Library, 1983. Print. Bronte, Emily. <i>Wuthering Heights</i>. London: New York. Penguin Books, 2003. Print. 		
Course Outcomes	On completion of the course, students should be able to CO 1: understand the relation between nature and poets CO 2: understand the value of companionship. CO 3: know the early Greek literature. CO 4: know about early English female writers. CO5 : understand adolescent life		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	W	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	BRITISH LITERATURE – IV		
Class	<u>I YEAR</u>	Semester	<u>II</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To make the learners understand the need for religion To help them to realize the dangers of modern life To assist them to know the relation between religion and sacrifice To introduce them to human psychology To introduce them to the adventures of the English in Africa 		
UNIT	Content		No. of Hours
I	G.M. Hopkins- The Windhover W.B. Yeats- The Second Coming T.S.Eliot - The Waste Land		
II	W.H. Auden - In Memory of W.B. Yeats Dylan Thomas - Do not Go Gentle into that Good Night.		
III	G.B. Shaw - Caesar and Cleopatra T.S. Eliot - The Murder in the Cathedral		
IV	Thomas Hardy - The Mayor of Caster bridge D.H. Lawrence - Sons and Lovers		
V	Joseph Conrad - Lord Jim Virginia Woolf - Mrs.Dalloway		
Reference	<ul style="list-style-type: none"> Eliot T.S. (1963) <i>collected poems</i>, 1909-1962, New York. Harcourt, Brace and world. Eliot, T.S. <i>The Wasteland</i>, Edit. C.B. Cox, Arnold P. Hinchliffe. Hardy, Thomas <i>The Mayor of Caster bridge</i> UBSPD, 2012. Lawrence, D.H. <i>Sons and Lovers</i>, Rupca, 1010 Conrad Joseph, <i>Lord Jim</i>, 1999 Penguin Modern classics. Woolf, Virginia. <i>Mrs.Dalloway</i>.New York: Harcourt, Brace and Co, 1925. Print. 		
Course Outcomes	On completion of the course, students should be able to do CO 1: understand the need for religion for a healthy life CO 2: realize dangers in modern life CO 3: understand why people sacrifice everything for religion. CO 4: understand the basics of human psychology. CO5: know the English adventurous spirit		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	SHAKESPEARE		
Class	<u>I YEAR</u>	Semester	<u>II</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce them to romance of the past written by Shakespeare To introduce them to English chronicles handled by Shakespeare To make them understand Shakespeare’s views to vaulting ambition To help them know the role of disguise in literature To assist them understand the rustics of life 		
UNIT	Content	No. of Hours	
I	Romeo and Juliet		
II	Henry IV		
III	Macbeth		
IV	As You Like It		
V	The Winter’s Tale		
Reference	<ul style="list-style-type: none"> Bloom Harold (ed.), Harold Bloom’s <i>Shakespeare through the Ages</i>, A Mid-Summer Night’s Dream. 2010. Bloom Harold, (Ed.) Harold Bloom’s <i>Through the Ages Romeo and Juliet</i>. 2010. Shakespeare William, <i>A Mid- Summer Night’s Dream</i>, Macmillan 1984. Bloom Harold (Ed.), <i>Modern critical interpretations</i>, Macbeth, Macmillan, 1916. Shakespeare, William <i>Great works of Shakespeare</i> Jainco publication. Shakespeare, William, <i>The Winter’s Tale</i>, Surjeet5, 2009. Shakespeare, William, <i>As You Like It</i>, SwapanChakravorty (Ed.), Print, 2009. Shakespeare, William, <i>Romeo and Juliet</i>, Shahini, 2010. 		
Course Outcomes	On completion of the course, students should be able to CO 1: study the early romantic works of Shakespeare CO 2: know English chronicles CO 3: understand Shakespeare’s views to vaulting ambition. CO 4: understand disguise in literature. CO5: understand the rustic life of Europe		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	NON FICTIONAL PROSE		
Class	<u>I YEAR</u>	Semester	<u>II</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims to <ul style="list-style-type: none"> To introduce the learners to ancient wisdom To help them to study biography properly To assist them to understand the relation between ancient and modern knowledge To introduce them to modern prose To help them to read prose pieces comprehensively 		
UNIT	Content		No. of Hours
I	Francis Bacon -1. Of Friendship 2.Of Envy 3. Of Truth 4.Of Ambition Addison &Steele - Character of Will Wimble Visit to West Minister Abbey		
II	The Bible - Book of Job Samuel Johnson - Life of Milton		
III	Charles Lamb - Essays of Elia-1.Christs Hospital 2.Dream Children- A Reverie Jonathan Swift - Battle of the Books		
IV	G.K. Chesterton - On Running after One’s Hat Thomas Carlyle - The Hero as a Poet (from on Heroes and Hero-Worship)		
V	John Ruskin - Lilies: of Queen’s Garden (Sesame andLilies) William Hazlitt - Going on a Journey E.M. Foster - What I Believe		
Reference	<ul style="list-style-type: none"> Johnson, Samuel. <i>Life of Milton</i>, P.V. Rama Chandran, 1981. <i>The Holy Bible</i> (NKJV), Gideon International, (1984). Charles Lamb, <i>The Essays of Elia and Eliana</i>, Barry Cornwall, ed., London, George Bell & Sons, 1890 Swift, Jonathan.<i>A Tale of a Tub and Other Works</i>. Marcus Walsh, editor. Cambridge: Cambridge University Press, 2010. Heard, Franklin Fiske. "Bacon's Essays, with annotations by Richard Whately and notes and a glossarial index". Making of America Books.Retrieved 13 May 2012. 		
Course Outcomes	On completion of the course, students should be able to CO 1: appreciate ancient wisdom CO 2:study biography completely and objectively CO 3: understand the bond between ancient and the modern knowledge CO 4: introduce to modern prose CO 5: read a prose piece comprehensively		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	APPLIED LINGUISTICS		
Class	<u>I YEAR</u>	Semester	<u>II</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the students to various theories of language studies To introduce them to linguistics To introduce them to different approaches to linguistics To make them familiar with transformation of structures To introduce them to language learning and behavior of the learners 		
UNIT	Content		No. of Hours
I	Theories of origin of Language- Language families- Indo European and proto European. Evaluation of English and Standardization-Foreign Elements, Back Formation and Changes of meaning in English – Language Variety.		
II	What is Linguistics?-What is Applied Linguistics-First Language Acquisition-Second Language Acquisition-Bilingualism-Multilingualism-Methods of Applied Linguistics-Issues in Applied Linguistics		
III	Nature and Scope of Applied Linguistics 1. Traditional Approach 2. Structural Approach		
IV	1. Transformational - Generative Approach 2. Systemic and Functional Approach		
V	1. Behaviorist Theories : Pavlov and Skinner 2. Cognitive Theories : Gestalt, Chomsky, Lenneberg, Piaget		
Reference	<ul style="list-style-type: none"> Frank Palmer, <i>Grammar</i>, Penguin, 1971. Crystal David, <i>Linguistics</i>, Pelican, 1971. Lyons J., Chomsky, Fontana, 1970 Corder S. P., <i>Introducing Applied Linguistics</i>, Penguin, 1973 Richards J.(ed.), <i>Error Analysis</i>, Longman, 1974 Kress Gunther, Halliday : <i>Structure and Function in Languages</i>, Oxford,1985 S. Pit Corder, <i>Error Analysis and Interlanguage</i>, Macmillan, 1986. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know different language theories CO 2: know the basics of linguistics. CO 3: understand the different theories of linguistics. CO 4: study different structures more efficiently. CO5: understand the behavior of the language learners		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

- Strongly Correlating(S) - 3 marks
Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

Course Code & Title	LITERARY CRITICISM – I		
Class	<u>I YEAR</u>	Semester	<u>III</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the learners to the basics of logical and critical thinking To make them understand the relation among great epics To help them understand how to analyze a text To assist them to realize the importance of literature to life To make them understand the relation between a text and its author 		
UNIT	Content		No. of Hours
I	Plato - The Republic Aristotle - Poetics.		
II	Sidney - Apology for Poetry Dryden - Preface to the Fables		
III	Samuel Johnson - Preface to Shakespeare S.T. Coleridge - Biographia Literaria (chapter 14)		
IV	Shelley - Defense of Poetry Arnold - The Study of Poetry		
V	T.S. Eliot - Traditional and the Individual Talent I.A Richards - The Four kinds of Meaning		
Reference	<ul style="list-style-type: none"> Aristotle. <i>Poetics</i>. Penguin Classics.1997. Johnson, Samuel. <i>Preface to Shakespeare</i>. A Public Domain book (Kindle Edition).2012. Coleridge, Samuel Taylor. <i>Biographia Literaria</i>. The Collected Works of Samuel Taylor Coleridge. Edt. by James Engell& W. Jackson bute. PrincetonUniversity Press. New Jersey. 198 Dryden, John. <i>The Preface to the Fables</i>. Kessinger Publishing. LLC 		
Course Outcomes	On completion of the course, students should be able to do CO 1: know the basics logical and critical thinking CO 2: understand how the great epics are connected with each other CO 3: approach a text for analysis CO 4: Evaluate the significance of literature to individual and social life. CO5: the mutual influence of the writer and his text		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	RESEARCH METHODOLOGY		
Class	<u>I YEAR</u>	Semester	<u>III</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the students to the kinds of discourse and its methodology. To introduce them to the fundamentals of research To train them in data collection To help them to arrange data To help them to write a thesis 		
UNIT	Content	No. of Hours	
I	Rhetoric: 1. Definition and Description 2. Characteristics of Composition: i) Unity, ii) Coherence, iii) Emphasis 3. Composition of a Paragraph 4. Four kinds of Discourse : a. Expository b. Argumentative c. Descriptive d. Narrative		
II	Research Methodology - The Fundamentals of Research		
III	<ul style="list-style-type: none"> Data Collection Primary & Secondary Sources Use of Quotations 		
IV	Collection of Material - i. Formatii.Style		
V	<ul style="list-style-type: none"> Punctuation Parenthetical Documentation First draft and Final draft Proof Correction Bibliography 		
Reference	<ul style="list-style-type: none"> Anderson, J. etal.<i>Thesis and Assignment Writing</i> (Wiley). John Wiley& Son Inc. 1997. Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. 8th ed. (Affiliated East-West). New Delhi.2009. Brooks & Warren <i>Modern Rhetoric</i>. Harcourt Brace Publishing. 1979. Parsons, C.J. <i>Thesis and Project work</i>. A Guide to Research and Writing. Allen &Unwin. 1973. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know the kinds of discourse CO 2: Cultivate the knowledge of the fundamentals of research CO 3: know how to collect and arrange data. CO 4: Formulate hypothesis. CO 5:wirte a good thesis		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

- Strongly Correlating(S) - 3 marks
Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

Course Code & Title	CANADIAN LITERATURE		
Class	<u>I YEAR</u>	Semester	<u>III</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce students to the works of eminent Canadian writers To help them to appreciate nature in Canadian literature To assist them to know native Canadian themes To help them know the different native themes of Canada To introduce them to the basic recurring patterns in literature 		
UNIT	Content		No. of Hours
I	F.R.Scott - Resurrection Archibald Lampman - A January Morning Margaret Atwood - Journey to the Interior Duncan Campbell Scott - The Harvest Leonard Cohen - Sisters of Mercy		
II	Margaret Atwood - Nature as Monster (from Survival) Louis Dudek - Poetry in English		
III	Michael Ondaatje - The English Patient Margaret Lawrence - A Jest of God		
IV	Ann –Marie Macdonald - Goodnight Desdemona Sharon Pollock - Blood Relations		
V	Northrop Frye - “Archetypal criticism: Theory of Myths (From Anatomy of Criticism) LinidaHutcheon - Post Modernism		
Reference	<ul style="list-style-type: none"> Edt. Hildebrand, Gerald. Louis Deduk: <i>Essays on his works</i>. Guernica Editions Inc. 2001. Atwood, Margaret. <i>Survival: A Thematic Guide to Canadian Literature</i>. House of Anansi Press Inc. 1972. Laurence, Margaret. <i>A Jest of God</i>. (Phhoneix Fiction). The University of Chicago Press. Chicago. 1966. Edt by John. <i>The Canadian Short Plays</i> Laurel Publisher. 1975. Pallock, Sharon. <i>Blood Relations and Other Plays</i> (Priarie Play). Nevest Publishers. 1981. Hutcheon, Linda. <i>A Poetics of Post modernism</i>. History, Theory, Fiction. Routledge.USA. 1988. 		
Course Outcomes	On completion of the course, students should be able to CO 1: know eminent Canadian writers CO 2: enjoy and appreciate unique features of nature in Canadian literature CO 3: understand native Canadian themes CO 4: Know Canadian ethnic minority studies. CO 5: understand the uniformity in structure in literature		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	POST COLONIAL LITERATURE		
Class	<u>I YEAR</u>	Semester	<u>III</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the students to different genres of the Post-Colonial literatures. To help them understand the problems of the settlers during post colonial situation To assist them to know the problems of the black natives To help them know the outlaws of the colonial period To introduce them to the complex problems of post colonial era 		
UNIT	Content	No. of Hours	
I	Chinua Achebe- Refugee, Mother and Child P.K. Page -First Neighbours David Diop- Africa Derek Walcott - Ruin of a Great House Judith Wright - Fire at Murdering Hut		
II	Shaw Neilson- To a Blue Flower Derek Walcott - A Far Cry From Africa Mervyn Morris - Judas FaizAhamedFaiz - Nowhere, No Trace Can I Discover A.D. Hope - The Wandering Islands		
III	Richard Wright - Blue Print for Negro Writing AnandaCoomaraswami - The Dance of Shiva		
IV	Douglas Stewart - Ned Kelly Wole Soyinka - Kongi's Harvest		
V	Amitav Gosh - The Glass Palace ChimamandaNgoziadiche -Half of a Yellow Sun		
Reference	<ul style="list-style-type: none"> Gosh,Amitav.<i>The Glass Palace</i>.United Kingdom. Harper Collins Publishers, 2000.Print. Adichie, Chimamanda N. <i>Half of a Yellow Sun</i>. London: Fourth Estate, 2006. Stewart, Douglas. <i>Ned Kelley</i>. Angus and Robertson Publisher . 1964. Koomaraswamy,Ananda.k. <i>The Dance of Shiva: Essays on Indian Art and Culture</i>. Dover Publications. 2011. 		
Course Outcomes	On completion of the course, students should be able to CO 1: Acquire a historical perspective of the post-colonial nations. CO 2: Collect consciousness over imperial effects in the present. CO 3: get a wider knowledge of the problems of the blacks CO 4: Learn the qualities of liberal citizens. CO 5: know about the complex problems of the liberated countries		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	SOFT SKILLS		
Class	<u>I YEAR</u>	Semester	<u>III</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims to <ul style="list-style-type: none"> Understand the aspects of soft skills. Expose to the actualities of the various skills grouped under the rubric ‘Soft Skills’. Motivate through this paper, to empower themselves with the expected skills for suitable employment. To help them use body language more efficiently recognize and locate the role of soft skills in real life situations. 		
UNIT	Content	No. of Hours	
I	INTRAPERSONAL Self-management, self-esteem, self-awareness, self-regulation, self-critique		
II	EMPATHY Honesty, cultural diversity, ability to take other’s point of view, integrating cognitive and affective skills		
III	INTERPERSONAL Team work, persuasion, negotiation, conflict resolution, reading social situations, learning to say no, active listening		
IV	COMMUNICATION Body language, facial expression, humour, eye contact, tone of voice, etiquette		
V	LEADERSHIP Critical, lateral, strategic thinking; delegation; taking responsibility; giving praise and appreciation; giving and receiving feedback; ability to motivate; problem solving		
Reference	<ul style="list-style-type: none"> Coleman, Daniel. <i>Working with Emotional Intelligence</i>. Bloomsbury Publishing. 2009. Carnegie, Dale. <i>How to Develop Self Confidence and Influence People by Public Speaking</i>. 1926. rpt. 1956. Pocket Books. James o’ Loghin. Umm. . . . <i>A Complete Guide to Public Speaking</i>. Allen & Unwin. Australia. 2007. J.k. Gangal. <i>A Practical Course in Spoken English</i>. PHI Learning Private Ltd. New Delhi. 2010. Rizvi, Ashraf.M. <i>Resumes and Interviews. The Art of winning</i>. Tata McGraw Hill Education Private Ltd. New Delhi. 2010. 		

Course Outcomes	<p>On completion of the course, students should be able to</p> <p>CO 1: know the basics of softskills.</p> <p>CO2 : function as team</p> <p>CO 3: Make appropriate and responsible decisions to become employed.</p> <p>CO 4: Improve Communication skills.</p> <p>CO 5: Get training to acquire personality development.</p>
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Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

- Strongly Correlating(S) - 3 marks
- Moderately Correlating (M) - 2 marks
- Weakly Correlating (W) - 1 mark
- No Correlation (N) - 0 mark

Course Code & Title	LITERARY CRITICISM II		
Class	<u>I YEAR</u>	Semester	<u>IV</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To provide students with information on the current literary theories. To familiarize the students with the works of significant modern critics To help them understand different schools in criticism To assist them to approach text objectively To help them know the difference between western and eastern ways of studying a text 		
UNIT	Content		No. of Hours
I	<ul style="list-style-type: none"> Structuralism Post Structuralism Deconstruction Modernism Post Modernism Post Colonialism 		
II	Jacobson - Linguistics and Poetic Jacques Derrida -Structure, Sign and Play in the Discourse of Human Sciences.		
III	Edmund Wilson - Marxism and Literature Lionell Trilling - Sense of the Past		
IV	Roland Barthes - Death of the Author Stanely fish - Is there a text in the class?		
V	Edward Said - Crisis (in Orientalism) G. C. Spivak - Can the Subaltern Speak?		
Reference	<ul style="list-style-type: none"> Barry, Peter “<i>Beginning Theory “An Introduction to Literary and Cultural Theory.</i> Viva Books Private Limited, 2008. Balmires, Harry “History of Literary Criticism”. Macmillan Publishers India, Ltd., 2008. Habib, M.A.R. “A History of Literary Criticism and Theory”. Black Well Publishing Wiley India Pvt. Ltd., 2005. Ashcroft, Bill and Griffiths, Gareth and Tiffin, Helen “The Post Colonial Studies Reader” Routledge Taylor and Francis Group, London, 1995. Nagarajan, MS. “English Literary Criticism and Theory”. An Introduction History, Orient Black Swan P.V.T.Ltd., 2006. 		

Course Outcomes	<p>On completion of the course, students should be able to</p> <p>CO 1: Receive extensive knowledge of literary theories.</p> <p>CO 2: know about great critics.</p> <p>CO 3: Have specialized insight into the field of current literary approaches.</p> <p>CO 4: Evaluate genres of writing without any bias.</p> <p>CO 5: know the difference between the western and eastern schools of criticism</p>
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Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	DIASPORIC LITERATURE		
Class	<u>I YEAR</u>	Semester	<u>IV</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To introduce the students Diaspora Literatures. To make them understand the Diasporic Literature of India To help them the structure of a diasporic literary piece. To assist them to learn how a native theme can be globalized To help them understand the problems of the immigrants 		
UNIT	Content	No. of Hours	
I	Introduction –Defining Diaspora-Enforced and Shared diasporas- Scope & Parameters of Diaspora writing-Origin of Diaspora writing- Historical Perspective-Multiple Heritage -Victims and Beneficiaries of transnational displacement-Major themes in Diasporic Literature		
II	A.K.Ramanujam - Small Scale Reflecons on a Great House Allen Currow- House and Land Meena Alexander - Muse		
III	W.H. New - The Disappointed Decade D.J. Enright - In a Free State		
IV	Uma Parameswaran - Sita's Promise		
V	Bharathi Mukerjee - Jasmine Jumpa Lahari - Name Sake Salman Rushdie - Midnight's Children		
Reference	<ul style="list-style-type: none"> Lahari, Jumpa "Name Sake". Harper Collins Publishers, 2003. Rushdie Salman "Midnight's Children". Vintage Books, 1981 		
Course Outcomes	On completion of the course, students should be able to CO 1: know what diasporic literature is CO 2: understand native Indian diasporic works CO 3: study the standard structure of a diasporic work CO 4: Discuss on major themes such as searching for identity, nostalgia that are universal CO 5: understand the unique problems of the settlers		

Mapping of Cos with PSOs &Pos:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	M	M	M	S	S	M	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	W	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	PROJECT		
Class	<u>I YEAR</u>	Semester	<u>IV</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
	Guidelines for the Project:		
	<ul style="list-style-type: none"> • Students can choose any relevant current topic of their interest 		
	<ul style="list-style-type: none"> • The Project should contain minimum 25 pages 		
	<ul style="list-style-type: none"> • Duration of the research will be of 6 months. 		
	<ul style="list-style-type: none"> • MLA Handbook of the latest edition should be followed for guidelines. 		
	<ul style="list-style-type: none"> • Plagiarism will not be encouraged. 		

Course Code & Title	FEMINIST WRITING IN ENGLISH		
Class	<u>I YEAR</u>	Semester	<u>IV</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To help the students acquire the knowledge of feminist writing in general To help them to study the role woman in literary history To assist them understand the rebel feminist writings To expose them to the unique themes of the feminist writers To help them know the different view points of the feminist writers towards life 		
UNIT	Content		No. of Hours
I	Kamala Das - An Introduction Adrienne Rich - Living in Sin Toru Dutt - Sita Anne Bradstreet - The Prologue		
II	Dale Spender - Women and Literary History Toril Moi - Feminist ,Feminine ,Female		
III	MahaSweta Devi - After Kurukshetra Virginia Woolf - The New Dress		
IV	Aphra Behn - The Rover Caryl Churchill - Top Girls		
V	Githa Hariharan - Thousand Faces of Night Shashi Deshpande - That Long Silence		
Reference	<ul style="list-style-type: none"> 1. Hariharan, Githa "Thousand Faces of Night". Penguin Books, 1992. 2. Deshpande, Shashi "That Long Silence". Penguin Books, 1989. 		
Course Outcomes	On completion of the course, students should be able to CO 1: Identify common literary trends in feminism. CO 2: Read Current social inequalities as seen by female writers. CO 3: study the liberal views of feminist writings CO 4: Recognize the uncommon themes in feminist literature. CO 5: the novel approaches of the feminist writers to common life		

Mapping of Cos with PSOs &Pos:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	S	M	M	M	S	S	M	M	S
CO2	S	M	M	M	M	S	M	S	M	M	M
CO3	S	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	M	M	S	M	S	M	M	M
CO5	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Code & Title	FILM REVIEWS AND PRESENTATIONS		
Class	<u>I YEAR</u>	Semester	<u>IV</u>
Cognitive Level	K – 1 Acquire K – 2 Understand K – 3 Apply K – 4 Evaluate K – 5 Analyze		
Course Objectives	The Course aims <ul style="list-style-type: none"> To make students aware of the history of world cinema. To enable them to know the different film genres To train the students to appreciate life as a whole To help them face the problems in survival To help them in reviewing a film 		
UNIT	Content		No. of Hours
I	<ul style="list-style-type: none"> The Origins and Development of Cinema A Brief History of World Cinema Major Landmarks in the History of Indian Cinema. 		
II	<ul style="list-style-type: none"> Tamil Cinema and the Struggle for Indian Independence. Film Language Film Genres. 		
III	<ul style="list-style-type: none"> The Jungle Book (film) 		
IV	<ul style="list-style-type: none"> Life of Pi (film) 		
V	<ul style="list-style-type: none"> Seminar : Preparation and Presentation on a Movie- Cine Review in Magazines and Newspapers 		
Reference	<ul style="list-style-type: none"> Kumar Keval. J “Mass Communication in India”. Jaico Publishing House, 1994. Vilanilam, J.V. “Mass Communication in India”. Sage Publishing India Pvt. Ltd., 2005. Bikhchandani, Sanjeev and Motiharsurabhi “Talking Group Discussions”. Harper Collins Publishers India, 1998. 		
Course Outcomes	On completion of the course, students should be able to CO 1: Develop a broad approach to film appreciation CO 2: Enrich knowledge of different genres of film CO 3: To approach life in its whole CO 4: know the survival technics CO 5: write good reviews		

Mapping of COs with PSOs &POs:

CO/PO	PO					PSO					
	1	2	3	4	5	1	2	3	4	5	6
CO1	S	M	M	M	M	S	M	S	M	M	M
CO2	S	M	S	W	M	M	S	S	W	M	S
CO3	S	M	M	M	M	S	M	S	M	M	M
CO4	S	M	S	M	M	M	S	S	M	M	S
CO5	S	M	M	M	M	S	M	S	M	M	M

Strongly Correlating(S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark