



ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF ARTS

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES



M.A., ENGLISH

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES
M.A. ENGLISH

REGULATIONS AND SYLLABUS

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]



ALAGAPPA UNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and
Graded as Category-I University by MHRD-UGC)
Karaikudi -630003, Tamil Nadu.

THE PANEL OF MEMBERS-BROAD BASED BOARD OF STUDIES

| | |
|--|---|
| <p>Chairperson: Name : Dr. P. Madhan, Designation : Professor and Head, Department : English and Foreign Languages, University : Alagappa University, Teaching Experience: 15 years, Research Experience: 10 years, Area of Research:..Indian Writing in English, Indian Fiction in English</p> |  |
| <p>Foreign Expert: Name : Dr. Anitha Devi Pillai, Designation : Assistant Professor, Department : English Languages and Literature, Nanyang Technological University, Teaching Experience: 19 years, Research Experience: 19 years, Area of Research: Academic Writing, Genre Studies, Writing Pedagogy</p> |  |
| <p>Indian Expert: Name : Dr. Vinoth Balakrishnan , Designation : Professor, Department : English, University: National Institute of Technology, Teaching Experience: 25 years, Research Experience: 25 years, Area of Research:..Somaesthetics, Politics of Representation, Film Studies, Life Writing and Narratives about India</p> |  |
| <p>Members (All Department faculty) Name : Dr. S. Valliammai, Designation : Assistant Professor, Department : English and Foreign Languages, Alagappa University, Teaching Experience: 14 years, Research Experience: 09 years, Area of Research: English Language Teaching</p> |  |
| <p>Name :Dr. M. Natarajan, Designation : Assistant Professor, Department : English and Foreign Languages, Alagappa University, Teaching Experience: 08 years, Research Experience: 08 years, Area of Research: Indian Writing in English</p> |  |
| <p>Dr. SP. Kanimozhi, Designation : Assistant Professor, Department : English and Foreign Languages, Alagappa University, Teaching Experience: 08 years, Research Experience: 08 years, Area of Research: English Language Teaching</p> |  |
| <p>Dr. S. Sudha, Designation : Assistant Professor, Department : English and Foreign Languages, Alagappa University, Teaching Experience: 08 years, Research Experience: 08 years, Area of Research: English Language Teaching</p> |  |
| <p>Alumni : Name : Dr. G. Rajesh Kumar , Designation : Assistant Professor, Department : English, Madurai KamarajUniversity, Teaching Experience: 10 years, Research Experience: 09 years, Area of Research:..Indian Literature and English Language Teaching</p> |  |

ALAGAPPA UNIVERSITY
DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES
Karaikudi -630003, Tamil Nadu.

REGULATIONS AND SYLLABUS - (CBCS-University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department : English and Foreign Languages

Name of the Programme : M.A., English

Duration of the Programme : Full Time (Two Years)

Choice-Based Credit System

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

Programme

“Programme” means a course of study leading to the award of a degree in a discipline.

Courses

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory/seminar/project / practical training/report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

Credits

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorial/laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

Semesters

An Academic year is divided into two **Semesters**. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 days a week.

Medium of Instruction

English

Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

Programme Educational Objectives - (PEO)

| | |
|--------|--|
| PEO-1 | To make the students learn about the significance of history of English Literature |
| PEO-2 | To introduce the students to the birth of Modern English Literature |
| PEO-3 | To provide the students with a knowledge of social, political, cultural and religious climate of World Literature |
| PEO-4 | To guided the student to develop an understanding of English Language |
| PEO-5 | To intimate the learners to the different genre of Indian English Literature |
| PEO-6 | To train the students to use English without grammatical skills |
| PEO-7 | To make the students understand how grammatical structures are systematically related to meaning |
| PEO-8 | To Introduce students to a range of theoretical approaches relevant to the study of literature, such as feminist theory, postcolonial theory, and ecocriticism |
| PEO-9 | Equip students with the necessary tools and methodologies to conduct independent research in English literature and related fields |
| PEO-10 | To Develop advanced skills in literary analysis, including critical theory, close reading, and interpretation of diverse literary texts |

Programme Specific Objectives - (PSO)

| | |
|-------|--|
| PSO-1 | To impart knowledge to students about the socio, political and religious conditions of the world in general and England and America in particular. |
| PSO-2 | To make the learners well-versed in literature |
| PSO-3 | To enable the students to attain critical bent of mind |
| PSO-4 | To get them to understand literature is the manifestation of human life |
| PSO-5 | To make students develop creative ability and write poetry, short stories and essays |

Programme Outcome – (PO)

| Knowledge | |
|-----------|---|
| PO-1 | Acquired a knowledge of socio, political and religious conditions of England, America, and the rest of the world. They also become capable of analyzing literary works in relation to society, politics, and history. |
| PO-2 | Attained proficiency in rhetoric, critical thinking, soft skills, and language proficiency consistent with transitioning from new learners to perceptive learners. |
| PO-3 | Comprehended the themes and techniques employed in the representative and the most influential works of the Ages in English Literature. |
| PO-4 | Obtained a knowledge to analyze literary works by applying cultural and literary theories learnt. |
| Skills | |
| PO-5 | Exhibited competence in employability skills such as teaching, creative writing, content writing, script writing, soft skill training, serving in the publishing industry, print and electronic media, and other sectors. |
| PO-6 | Had a comprehension of the inseparable relationship existing between society and literature. |
| PO-7 | Emerged as budding poets, short story writers, and essayists and verbalized their original and creative ideas through their writings. |
| PO-8 | Acquired new and pertinent methodologies and approaches to be competent Teachers of English, Translators, and Comparative Linguists. |
| Attitude | |
| PO-9 | Imbided the ideas on research ethics and applied them while conducting research. |
| PO-10 | Developed a moral and ethical consciousness through the study of language and literature. |

Programme Specific Outcome – (PSO)

| Knowledge | |
|-----------|---|
| PSO-1 | Providing students with an in-depth understanding of literature and proficiency in communicative language skills that enable them to find employment in the private and public sectors. |
| PSO-2 | Offering extensive expertise in English studies to prepare students for competitive examinations such as UGC-NET, GATE, SET, UPSC, SPSC, etc.... |
| Skills | |
| PSO-3 | Enabling the students to attain a critical bent of mind. |
| PSO-4 | Imparting knowledge to students about the socio, political and religious conditions of the world in general and England and America in particular. |
| Attitude | |
| PSO-5 | Enlightening the students to be continuous learners by fostering an awareness of higher education and research choices. |

Eligibility for admission

B.A English Literature / B.A or B.Sc, with part I or II English.

Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

Components

A PG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

- A. Core courses (CC)- “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.
- B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.
- C. Non-Major Electives (NME)- Exposure beyond the discipline
 - Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).
 - A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
 - Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
 - Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University website).
- D. Self Learning Courses from MOOCs platforms.
 - MOOCs shall be on voluntary for the students.
 - Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester. The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits.
 - If the Self Learning Course (MOOCs) is without credit, 2 credits/course be given and transferred as extra credit. Otherwise 2 credits/course be given if the Self Learning Course (MOOCs) is without credit.
 - While selecting the MOOCs, preference shall be given to the course related to employability skills.
- E. Projects / Dissertation (Maximum Marks: 200)

The student shall undertake the dissertation work during the fourth semester.

➤ **Plan of work**

Project/Dissertation

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

| Chapter No | Title | Page number |
|------------|-----------------------|-------------|
| 1 | Introduction | |
| 2 | Aim and objectives | |
| 3 | Review of literature | |
| 4 | Materials and methods | |
| 5 | Result | |
| 6 | Discussion | |
| 7 | Summary | |
| 8 | References | |

➤ **Format of the title page**

Title of Dissertation/Project work

Dissertation/Project submitted in partial fulfilment of the requirement for the degree of Master of Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of -----

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi – 630003

(Year)

➤ **Format of certificates**

Certificate – Guide

This is to certify that the **Dissertation/Project** entitled “-----
-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the degree of
Master of Science in ----- by Mr/Mis -----(Reg No-----)
under my supervision. This is based on the results of studies carried out by him/her in the Department
of-----, Alagappa University, Karaikudi-630 003. This dissertation/Project or any part
of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other
similar titles or record of any University or Institution.

Place: Karaikudi

Date:_____

Research Supervisor

Certificate - (HOD)

This is to certify that the thesis entitled “-----”
submitted by Mr/Mis -----(Reg No: -----) to the Alagappa University, in partial
fulfilment for the award of the degree of Master of -----in ----- is a bonafide
record of research work done under the supervision of Dr.-----, Assistant Professor,
Department of -----, Alagappa University. This is to further certify
that the thesis or any part thereof has not formed the basis of the award to the student of any degree,
diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:_____

Head of the Department

Declaration (student)

I hereby declare that the dissertation entitled “-----”
submitted to the Alagappa University for the award of the degree of Master of ----- in -----
----- has been carried out by me under the guidance of Dr. -----, Assistant
Professor, Department of -----, Alagappa University, Karaikudi – 630 003.
This is my original and independent work and has not previously formed the basis of the award of any
degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:_____

(-----)

Teaching methods

In the present day world, English Language has emerged as a language of opportunity, prosperity, employability and knowledge transmission not just at national level but at global level. Besides, it serves as a Lingua Franca across the world. In this circumstance, the importance of teaching of English has grown multi-fold. There has come a paradigm change in the domain of English Language Teaching. In keeping with the pace of the fast travelling knowledge world, in the domain of Language instruction also several transformations have come. In addition to the conventional methods of Language Teaching, Innovative techniques and novel methods like Teaching through Multi-media have been developed to cater to the requirements of Language Learners. Incorporation of multi-media Technology in the teaching of language and Literature not only simplifies the comprehension process of students but also enhances the quality of teaching. When Language is taught by means of technological devices, it will have far reaching impact on the learners. Further, it will make the teaching learning process very interesting and lively as well. It will kindle enthusiasm in the learners to go for self learning as well. Too much dependence on teachers for the acquisition of language skills will not yield sound results. Teaching English by means of modern technological devices will make the learners independent and rely less on teachers.

Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

| Sl.No | Content | Marks |
|-------|--|-------|
| 1. | Average marks of two CIA test | 15 |
| 2. | Seminar/group discussion/quiz | 5 |
| 3. | Assignment/field trip report/case study report | 5 |
| | Total | 25 |

Project/Dissertation - 50Marks (assess by Guide/incharge/HOD/supervisor)

| | | |
|---|------------------------------|----------|
| 1 | Two presentations (mid-term) | 30 Marks |
| 2 | Progress report | 20 Marks |
| | Total | 50 Marks |

B. External Examination

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/ Dissertation Work / internship the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

C. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

| | | | |
|-----------|---|-------------------|---------------------------------------|
| Section A | 10 questions. All questions carry equal marks. (Objective type questions) | 10 x 1 = 10 Marks | 10 questions – 2 each from every unit |
| Section B | 5 questions Either / or type like 1.a (or) b. All questions carry equal marks | 5 x 5 = 25 | 5 questions – 1 each from every unit |
| Section C | 5 questions Either / or type like 1.a (or) b. All questions carry equal marks | 5 x 8 = 40 | 5 questions – 1 each from every unit |

Dissertation /Project report/Internship report Scheme of evaluation

| | |
|--|-----------|
| Dissertation /Project report/Internship report | 100 Marks |
| Vivo voce | 50 Marks |

Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

Passing minimum

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

| RANGE OF MARKS | GRADE POINTS | LETTER GRADE | DESCRIPTION |
|-----------------------|---------------------|---------------------|--------------------|
| 90 - 100 | 9.0 – 10.0 | O | Outstanding |
| 80 - 89 | 8.0 – 8.9 | D+ | Excellent |
| 75 - 79 | 7.5 – 7.9 | D | Distinction |
| 70 - 74 | 7.0 – 7.4 | A+ | Very Good |
| 60 - 69 | 6.0 – 6.9 | A | Good |
| 50 - 59 | 5.0 – 5.9 | B | Average |
| 00 - 49 | 0.0 | U | Re-appear |
| ABSENT | 0.0 | AAA | ABSENT |

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).

- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively **by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

$$\text{GPA} = \frac{\text{Sum of the multiplication of Grade Points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

Classification of the final result

| CGPA | Grade | Classification of Final Result |
|-----------------------------|------------|--------------------------------|
| 9.5 – 10.0 | O+ | First Class – Exemplary* |
| 9.0 and above but below 9.5 | O | |
| 8.5 and above but below 9.0 | D++ | First Class with Distinction* |
| 8.0 and above but below 8.5 | D+ | |
| 7.5 and above but below 8.0 | D | |
| 7.0 and above but below 7.5 | A++ | First Class |
| 6.5 and above but below 7.0 | A+ | |
| 6.0 and above but below 6.5 | A | |
| 5.5 and above but below 6.0 | B+ | Second Class |
| 5.0 and above but below 5.5 | B | |
| 0.0 and above but below 5.0 | U | Re-appear |

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.

- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- a) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

$$\text{CUMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} \cdot G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of Grade Points by the credits of the entire Programme}}{\text{Sum of the credits of the courses for the entire Programme}}$$

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: * The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

Maximum duration of the completion of the programme

The maximum period for completion of **M.A.**, in **English** shall not exceed eight semesters continuing from the first semester.

Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed there for (i.e. 90 credits). Programme).

Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme. 1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

M.A ENGLISH-PROGRAMME STRUCTURE

| S. No | Course Code | Title of the paper | | T/P | Credits | Hours/Week | Marks | | |
|-----------------------------------|-------------|--------------------------|--|-----|-----------|--------------|------------|-------------|-------------|
| | | | | | | | I | E | Total |
| I Semester | | | | | | | | | |
| 1 | 701101 | Core 1 | British Literature - I | T | 5 | 6 | 25 | 75 | 100 |
| 2 | 701102 | Core 2 | British Literature - II | T | 5 | 6 | 25 | 75 | 100 |
| 3 | 701103 | Core 3 | Indian English Literature | T | 5 | 6 | 25 | 75 | 100 |
| 4 | 701104 | Core 4 | Advanced English Grammar and Usage | T | 5 | 6 | 25 | 75 | 100 |
| 5 | 701501 | DSE1 | Journalism and Mass Communication | T | 4 | 5 | 25 | 75 | 100 |
| 6 | 701502 | | Introduction to Comparative Literature | | | | | | |
| Library / Yoga/ Seminar | | | | | | 1 | | | |
| | | | | | 24 | 30 | 125 | 375 | 500 |
| II Semester | | | | | | | | | |
| 7 | 701201 | Core 5 | British Literature – III | T | 5 | 7 | 25 | 75 | 100 |
| 8 | 701202 | Core 6 | Shakespeare | T | 5 | 7 | 25 | 75 | 100 |
| 9 | 701203 | Core 7 | Literary Criticism – I | T | 5 | 7 | 25 | 75 | 100 |
| 10 | 701503 | | New Literatures | T | | | | | |
| 11 | 701504 | | DSE-2 | | | | | | |
| 12 | NME | Non Major Elective- I | | | 2 | 3 | 25 | 75 | 100 |
| SLC – I* MOOCs | | | | | | Extra Credit | | | |
| Library, Yoga and Career Guidance | | | | | | 1 | | | |
| | | | | | 21 | 30 | 125 | 375 | 500 |
| III Semester | | | | | | | | | |
| 13 | 701301 | Core 8 | British Literature – IV | T | 5 | 7 | 25 | 75 | 100 |
| 14 | 701302 | Core 9 | World Classics in English Translation | T | 5 | 7 | 25 | 75 | 100 |
| 15 | 701303 | Core 10 | Research Methodology and Modern Rhetoric | T | 5 | 7 | 25 | 75 | 100 |
| 16 | 701505 | DSE-3 | Translation Studies | T | 4 | 5 | 25 | 75 | 100 |
| 17 | 701506 | | Postcolonial Literature | | | | | | |
| 18 | NME | (Non Major Elective- II) | | T | 2 | 3 | 25 | 75 | 100 |
| Self-Learning Course | | | | | | Extra Credit | | | |
| Library, Yoga and Career Guidance | | | | | | 1 | - | - | - |
| | | | | | 21 | 30 | 125 | 375 | 500 |
| IV Semester | | | | | | | | | |
| 19 | 701401 | Core 11 | Contemporary Literary Theory | T | 4 | 5 | 25 | 75 | 100 |
| 20 | 701402 | Core 12 | English Language Teaching | T | 4 | 5 | 25 | 75 | 100 |
| 21 | 701403 | Core 13 | Introduction to Linguistics | T | 4 | 5 | 25 | 75 | 100 |
| 22 | 701404 | Core 14 | American Literature | T | 4 | 5 | 25 | 75 | 100 |
| 23 | 701999 | Core 15 | Project and Viva-Voce | | 8 | 10 | 50 | 150 | 200 |
| | | | | | 24 | 30 | 150 | 450 | |
| Total | | | | | 90 | - | 525 | 1575 | 2100 |

CC: Core Course, EC: Elective Course, NME: Non Major Electives Course SLC: Self Learning Course (MOOCs)

* **DSE** – Students Choice and it may be conducted by parallel sections

****NME** – Student have to select courses offered by other (Faculty) departments

*****SLC** – Voluntary basis

******Dissertation / internship report** – Marks – Viva voce (50) + thesis (100) + internal (50) = 200

Credits earned through Self Learning Course (MOOCs) shall be transferred in the credit plan of the program as extra credits.

T-Theory P-Practical



| I SEMESTER | | | | | |
|---|---|-----------------------------|----------|-------------------|-----------------|
| Core 1 | Course Code 701101 | British Literature I | T | Credits: 5 | Hours: 6 |
| Unit I | | | | | |
| Objective 1 | To provide the students with a first-hand knowledge of the literary works of the period. i.e. from Chaucer to 1660. | | | | |
| Poetry :Geoffrey Chaucer: Prologue to the Canterbury Tales, (The first five portraits only – The Knight, The Squire, The Yeoman, The Prioress and The Monk)Edmund Spenser : Prothalamion and Epithalamion | | | | | |
| Outcome 1 | Students acquire a knowledge of social, political, religious and cultural conditions of 15th and 16th century England. | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To introduce the students to the political, economic, social and intellectual backgrounds of 15th and 16th centuries and make them study the representative works of this period. | | | | |
| Poetry :John Donne: A Valediction: Forbidding Mourning, Canonisation, Andrew Marvell – To His Coy Mistress, John Milton : Paradise Lost Book IX (Satan’s Temptation of Eve), (Lines from .. to..) George Herbert : The Pulley, Virtue | | | | | |
| Outcome 2 | Students understand the representative works of the Age | | | | K1 |
| Unit III | | | | | |
| Objective 3 | To make the students learn about the importance of Renaissance and its impact on Literature | | | | |
| Prose :Thomas More : Four last things: The supplication of souls The Bible (King James): Gospel According to St. Mark | | | | | |
| Outcome 3 | Learners fathom the significance of the Age of Chaucer. | | | | K4 |
| Unit IV | | | | | |
| Objective 4 | To make the students aware of the birth of Modern English Literature | | | | |
| Drama :Thomas Kyd : The Spanish Tragedy, Christopher Marlowe: Edward II | | | | | |
| Outcome 4 | Learners develop familiarity with the representative writers of the Age | | | | K6 |
| Unit V | | | | | |
| Objective 5 | To provide the students with a first-hand knowledge of the selected literary texts of the period from Chaucer to 1660 | | | | |
| Prose :Francis Bacon : Of Unity in religion, of Death, of Parents and Children, of Marriage and Single Life, and of Studies. | | | | | |
| Outcome 5 | Students learn the evolution of Modern English Literature. | | | | K2 |
| Suggested Readings:- Bush, Douglas. (1945).English Literature in the Earlier Seventeenth Century, 1600–1660. Collins, J. C., (1904) .ed. Sir Thomas More's Utopia. Oxford: Clarendon Press. G. M. Trevelyan. (1942). English Social History: A Survey of Six Centuries. London. Gardner, Helen. (1957).The Metaphysical Poets. London: Oxford University Press. Grierson, H.J.C. (1921). Metaphysical Lyrics and Poems of the Seventeenth Century. Oxford.. Oxford: Clarendon Press. Lewis. C. S. L. (1965).English Literature of the 16th Century. Clarendon Press. Poirier, M. (1951). Christopher Marlowe. London. Pollard, A. W. (1902).Canterbury Tales: Reprinted From The Globe. London: Macmillan. Reeves, James. (1952).Selected Poems of John Donne. London: Heineman. Sampson. (1970).Concise Cambridge History of English Literature. Cambridge: Cambridge University Press. Ward Adolphus William (2022), The Cambridge – History of English Literature (Vol - I) | | | | | |

Online Resources

| | | |
|---|---|---|
| Prothalamion | - | https://www.litcharts.com/poetry/edmund-spenser/prothalamion |
| Prologue to the Canterbury Tales | - | https://www.britannica.com/topic/The-Canterbury-Tales |
| Epithalamion | - | https://study.com/learn/lesson/epithalamion-edmund-spenser-summary-analysis.html |
| A Valediction: Forbidding Mourning | - | https://www.litcharts.com/poetry/john-donne/a-valediction-forbidding-mourning |
| Canonisation | - | https://www.sparknotes.com/poetry/donne/section2/ |
| To His Coy Mistress | - | https://www.litcharts.com/poetry/andrew-marvell/to-his-coy-mistress |
| The Pulley | - | https://www.litcharts.com/poetry/george-herbert/the-pulley |
| Virtue | - | https://thesmolt.com/virtue-poem-summary/ |
| Paradise Lost Book IX | - | https://www.cliffsnotes.com/literature/p/paradise-lost/summary-and-analysis/book-i |
| Four last things: The supplication of souls | - | https://www.youtube.com/watch?v=MZb-hzUth9w |
| Gospel According to St. Mark | - | https://www.youtube.com/watch?v=hZg55OzCayg |
| The Spanish Tragedy | - | https://www.sparknotes.com/drama/spanishtragedy/summary/ |
| Edward II | - | https://study.com/learn/lesson/edward-ii-christopher-marlowe-summary-themes-analysis.html |
| Of Unity in religion, of Death, of Parents and Children | - | http://www.literaturepage.com/read/francis-bacon-essays.html |

K1-Remember* *K2- Understand* *K3-Apply* *K4-Analyze* *K5-Evaluate* *K6-Create

Course Designed By : Dr. P. Madhan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | L(1) | S(3) | S(3) |
| CO2 | S(3) | S(3) | M(2) | M(2) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO3 | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | L(1) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO5 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2 | 2.4 | 2.6 | 2.2 | 3 | 2.6 | 1.8 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 3 | 3 | 3 | 2.4 |

S –Strong (3), M-Medium (2), L- Low (1)

| I SEMESTER | | | | | |
|---|--|-----------------------|---|------------|-----------|
| Core 2 | Course Code 701102 | British Literature II | T | Credits :5 | Hours:6 |
| Unit I | | | | | |
| Objective 1 | To offer the learners a first-hand knowledge of the works of the literary creators of the Restoration and Neo Classical Ages. | | | | |
| Poetry : Alexander Pope: An Epistle to Dr. Arbuthnot, John Dryden: Mac Flecknoe | | | | | |
| Outcome 1 | Students gain a knowledge of social, political, cultural and religious climates of the Neo-Classical Age. | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To acquaint them with the representative literary artists of the Restoration Age. | | | | |
| Poetry : Thomas Gray : Elegy Written in a Country Churchyard, William Collins: Ode to Evening Robert Burns : My Love is like a Red Rose | | | | | |
| Outcome 2 | Learners become knowledgeable about the predominant themes of Neo-Classical Age. | | | | K1 |
| Unit III | | | | | |
| Objective 3 | To provide the students with a knowledge of social, political, cultural and religious climates of the Neo-Classical Age | | | | |
| Drama : Congreve: Love for Love, Sheridan: The School for Scandal | | | | | |
| Outcome 3 | Students gain awareness about the nature and features of Restoration Age. | | | | K2 |
| Unit IV | | | | | |
| Objective 4 | To help the students learn about the predominant themes of Neo-Classical Age | | | | |
| Fiction :Samuel Richardson : Pamela : or Virtue Rewarded, Oliver Goldsmith: The Vicar of Wakefield | | | | | |
| Outcome 4 | Learners acquire a knowledge about the literary artists of the Age. | | | | K1 |
| Unit V | | | | | |
| Objective 5 | To guide the students to develop an understanding of the birth of Romanticism | | | | |
| Prose : Joseph Addison & Richard Steele: The Spectator's Account of Himself, The Coverley Household and Character of Will Wimble. Edmund Burke: Speech on conciliation with the American Colonies | | | | | |
| Outcome 5 | Students understand the appearance of Romanticism | | | | K2 |
| Suggested Readings:- Bateson, F.W. (1929). <i>English Comic Drama 1700-1750</i> . Oxford: Clarendon Press. Connely, Willard. (1934). <i>Sir Richard Steele</i> . London. Douglas Grant, James Thomson.(1951). <i>Poet of "The Seasons"</i> . London: The Cresset Press Ltd. Milburn, D. J. (1966). <i>The Age of Wit 1650-1750</i> . New York: Macmillan. Peter J. Stanlis.(1964). <i>The Relevance of Edmund Burke</i> . New York: P. J. Kennedy & Sons. Roper, Alan. (1965). <i>Dryden's Poetic Kingdoms</i> . London: Routledge&Kegan Paul. Sitwell, Edith. (1948). <i>Alexander Pope</i> . New Delhi: Penguin Books. Wardle, R M. (1957). <i>Oliver Goldsmith</i> . Lawrence: University of Kansas Press. | | | | | |

Online Resources

| | | |
|---|---|---|
| An Epistle to Dr. Arbuthnot | - | https://www.youtube.com/watch?v=cM0X_jP0ChU |
| Mac Flecknoe | - | https://www.britannica.com/topic/Mac-Flecknoe NIT -11 |
| Elegy Written in a Country Churchyard | - | https://www.litcharts.com/poetry/thomas-gray/elegy-written-in-a-country-churchyard |
| Ode to Evening | - | https://www.bachelorandmaster.com/britishandamericanpoetry/ode-to-evening-summary-analysis.html |
| My Love is like a Red Rose | - | https://www.litcharts.com/poetry/robert-burns/a-red-red-rose |
| Love for Love | - | https://thesmolt.com/love-for-love-summary/ |
| The School for Scandal | - | https://www.litcharts.com/lit/the-school-for-scandal/summary |
| Pamela : or Virtue Rewarded | - | https://www.gradesaver.com/pamela-or-virtue-rewarded/study-guide/summary |
| The Vicar of Wakefield | - | https://www.youtube.com/watch?v=Z7cxEbBnTvY |
| The Spectator's Account of Himself | - | https://goodstudy.org/the-spectator-summary/ |
| Character of Will Wimble | - | http://madhavessays.blogspot.com/2015/12/summary-of-richard-steeles-character-of.html |
| Speech on conciliation with the American Colonies | - | https://www.coursehero.com/lit/Speech-on-Conciliation-with-the-Colonies/plot-summary/ |

| | | | | | |
|--------------------|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1-Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
|--------------------|-----------------------|-----------------|-------------------|--------------------|------------------|

Course Designed By : Dr. S. Valliammai

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | L(1) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2.4 | 3 | 3 | 2 | 3 | 2.2 | 2.4 | 2.8 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | M(2) | M(2) | S(3) | M(2) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 2.8 | 3 | 2.4 |

S –Strong (3), M-Medium (2), L- Low (1)

| I SEMESTER | | | | | |
|--|--|------------------------------|---|-------------|----------|
| Core 3 | Course Code 701103 | Indian English Literature | T | Credits : 5 | Hours: 6 |
| Unit I | | | | | |
| Objective 1 | To initiate the learners to the varied genres of Indian English Literature as a distinct part of Indian Literature. | | | | |
| Prose Ananda Coomarasamy: The Dance of Shiva, Nirad C. Chaudhuri : Initiation into Scholarship* *(Chapter IV – The Autobiography of an Unknown Indian), S. Radhakrishnan: Our Heritage (The first two chapters only – Our Heritage and The Heritage of All Mankind) | | | | | |
| Outcome 1 | Learners understand the distinctive features of various genres in Indian English Literature. | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To inculcate in the learners the values enshrined in this two – hundred -year-old literature which has grown in volume, variety, scope, scholarship and depth | | | | |
| Poetry Toru Dutt – Our Casuarina Tree, Aurobindo: The Tiger and the Deer, Sarojini Naidu: In Bazaars of Hyderabad | | | | | |
| Outcome 2 | Learners assimilate the values of Indian Tradition and Culture as portrayed in Indian English Literature. | | | K2 | |
| Unit III | | | | | |
| Objective 3 | To make the learners learn about the ever growing significance of Indian English Literature | | | | |
| Poetry : Nissim Ezekiel: Night of the Scorpion, A.K. Ramanujan: Small Scale Reflections on a Great House R. Parthasarathy: River Once, Under Another Sky | | | | | |
| Outcome 3 | Learners comprehend the ever growing significance of Indian English Literature | | | K2 | |
| Unit IV | | | | | |
| Objective 4 | To afford a knowledge to the students about the central themes of Indian English Literature | | | | |
| Drama : GirishKarnad : Tughlag, Mahesh Dattani : Tara | | | | | |
| Outcome 4 | Learners learn about the central themes dealt with in Indian English Literature | | | K1 | |
| Unit V | | | | | |
| Objective 5 | To make the learners knowledgeable about the representative writers of Indian English Literature | | | | |
| Fiction : R.K. Narayan : The Man Eater of Malgudi, Kamaladevi Aravindan : Sembawang | | | | | |
| Outcome 5 | Students gain a knowledge about the representative writers. | | | K1 | |
| Suggested Readings:- AlphonsoKarkala, John. (1977). <i>Perspectives on Indian Dramain English</i> . Edited By M. K. Iyengar, KR. Srinivasa. (1985). <i>Indian Writing in English</i> . New Delhi: Sterling Publishers. Mukherjee, Meenakshi. (2018). <i>Twice Born Fiction</i> . New Delhi: Pencraft International. Naik. M.K. (1984). <i>Perspectives on Indian Prose in English</i> . New Delhi: Abhinav Publications. Naik. M.K.(1982). <i>A History of Indian English Literature</i> . New Delhi: SahityaAkademi. Naikand S. Mokashi-Punekar. Madras and New York: Oxford University Press. Narasimhaiah, C.D. (1969). <i>The Swan and the Eagle</i> . Shimla: Indian Institute of Advanced Studies. Peeradina, Saleem. (1972). <i>Contemporary Indian Poetry in English – An Assessment and Selection</i> . New Delhi: Orient Paperback. Verghese, C. Paul. (1971). <i>Problems of the Indian Creative Writer in English</i> , SomaiyaPublications Pvt Ltd, Bombay. | | | | | |

Online Resources

- A History of Indian Literature in English - <https://www.scribd.com/document/515413407/A-History-of-Indian-Literature-in-English#>
- Our Casuarina Tree - <https://poemanalysis.com/toru-dutt/our-casuarina-tree/>
- In Bazaars of Hyderabad - <https://www.youtube.com/watch?v=kLeFsTv-884>
- Night of the Scorpion - <https://allpoetry.com/Night-of-the-Scorpion>
- Small Scale Reflections on a Great House - <https://poemanalysis.com/a-k-ramanujan/small-scale-reflections-on-a-great-house/>
- Under Another Sky - <http://studyquestion.blogspot.com/2013/10/under-another-sky-by-r-parthasarathy.html>
- Tughlag - <https://www.youtube.com/watch?v=EOu3K2D8d3I>
- Tughlag - <https://www.arvindguptatoys.com/arvindgupta/tughlaq.pdf>
- The Man Eater of Malgudi - <https://englishsummary.com/lesson/man-eater-malgudi-narayan/>
- Sembawang - <https://books.google.co.in/books?id=OfMEEAAAQBAJ&printsec=copyright&redir>

| | | | | | |
|---|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By :Dr. M. Natarajan | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|----------|----------|------------|------------|----------|------------|------------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | M(2) | M(2) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO5 | S(3) | L(1) | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2 | 3 | 2.4 | 2.2 | 3 | 2.6 | 2.4 | 2.8 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|----------|------------|----------|------------|
| CO1 | S(3) | S(3) | M(2) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | L(1) | S(3) | M(2) |
| W.AV | 3 | 3 | 2.2 | 3 | 2.4 |

S –Strong (3), M-Medium (2), L- Low (1)

| I SEMESTER | | | | | |
|--|--|---------------------------------------|---|------------|-----------|
| Core 4 | Course Code 701104 | Advanced English Grammar and Usage | T | Credits: 5 | Hours: 6 |
| Unit I | | | | | |
| Objective 1 | To help the students understand how grammatical structures are systematically related to meaning. | | | | |
| Parts of speech , Noun Phrases, Adjective Phrases, Adverbial Phrases | | | | | |
| Outcome 1 | Students gain a knowledge about grammatical structures | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To give practice in clause analysis and enable the students to use correct English | | | | |
| Finite and Non Finite verbs, Tenses, Active and Passive Voice, Degrees of Comparison | | | | | |
| Outcome 2 | Students become well-versed in clause analysis | | | | K3 |
| Unit III | | | | | |
| Objective 3 | To train the students to use English without grammatical errors. | | | | |
| Prepositions-Concord-Idioms and Phrases-Spotting the errors | | | | | |
| Outcome 3 | Learners learn flawless language | | | | K3 |
| Unit IV | | | | | |
| Objective 4 | To motivate the students to enrich their grammatical skills | | | | |
| Simple, Compound and Complex Sentences, Noun Clause, Adjective clause, Adverbial Clause, Transformation of Sentences, Synthesis of sentences | | | | | |
| Outcome 4 | Learners enrich their grammatical skills | | | | K6 |
| Unit V | | | | | |
| Objective 5 | To make the students aware of the importance of Idioms and Phrases | | | | |
| Clause Analysis and Practice in writing general essays, Common Idioms and Phrases | | | | | |
| Outcome 5 | Learners learn to colour their language with idioms and phrases | | | | K6 |
| Suggested Readings:- | | | | | |
| Kierzek, John M. (1946). <i>The Macmillan Handbook of English</i> . New York: Macmillan. | | | | | |
| Krishnaswamy, N. (2008). <i>Modern English: A Book of Grammar Usage and Composition</i> . Hyderabad: McMillan India Limited. | | | | | |
| Palmer, H.M. (1976). <i>Semantics: A New Outline</i> , CUP : Cambridge. | | | | | |
| Wood, F.T. (1965). <i>Remedial English Grammar</i> . Calcutta: Macmillan. | | | | | |

Online Resources

| | | |
|--|---|---|
| Types of Phrases | - | https://www.studyandexam.com/types-of-phrase.html |
| Active voice and Passive voice | - | https://www.grammarly.com/blog/active-vs-passive-voice/#:~:text=The%20dog%20chases%20the%20ball,the%20ocus%20of%20the%20sentence |
| Degrees of Comparison | - | https://byjus.com/english/degrees-of-comparison/ |
| Tenses | - | https://leverageedu.com/blog/tenses-rule/ |
| Prepositions | - | https://www.gingersoftware.com/content/grammar-rules/preposition/ |
| Concord | - | https://www.vocabulary.com/dictionary/concord |
| Idioms and Phrases | - | https://www.careerpower.in/idioms-and-phrases.html |
| Spotting the errors | - | https://www.geeksforgeeks.org/tricks-to-solve-spotting-errors/ |
| Simple, Compound and Complex Sentences | - | https://webapps.towson.edu/ows/sentences.htm |
| Synthesis of sentences | - | https://www.youtube.com/watch?v=WevEWotQhNw |
| Common Idioms and Phrases | - | https://www.ieltspodcast.com/writing-task-2/extremely-useful-sentences/ |
| | - | https://www.vedantu.com/english/idiom-and-phrases |

| | | | | | |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|

Course Designed By : Dr. SP.M. Kanimozhi

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|----------|------------|----------|------------|----------|------------|------------|----------|------------|
| CO1 | L(1) | S(3) | L(1) | L(1) | S(3) | M(2) | M(2) | S(3) | S(3) | L(1) |
| CO2 | L(1) | S(3) | L(1) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | L(1) |
| CO3 | L(1) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) | S(3) | L(1) |
| CO4 | M(2) | S(3) | M(2) | M(2) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) |
| CO5 | L(1) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) |
| W.AV | 1.2 | 3 | 1.6 | 2 | 2.6 | 2 | 2.8 | 2.4 | 3 | 1.4 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|----------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | M(2) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.6 | 3 | 2.2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| I SEMESTER | | | | | |
|--|---|--------------------------------------|---|------------|---------|
| DSE 1 | Course Code 701501 | Journalism and Mass Communication | T | Credits :4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To acquaint the learners with the fundamentals of journalistic principles and ethics. | | | | |
| Communication-Definition-Various Types of Communication: Intrapersonal Communication, Interpersonal Communication, Group Communication, Mass Communication---- Communication Process and Its Main Elements--- Theories of Mass Communication: Authoritarian Theory, Libertarian Theory(Free Press Theory), Social Responsibility Theory, Communist Media Theory, Democratic-Participant Theory, Development Communication Theory. | | | | | |
| Outcome 1 | Students acquire a knowledge of the basics of journalistic principles | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To introduce the students to the basics of writing for mass media and to develop in them the skill required for writing for the mass media – the print, the radio, the T.V and the cinema. | | | | |
| Mass Media: Newspaper, Radio, Television, Cinema, Online Journalism--- Merits and Limitations: The Role of Mass Media and their Impact on Society. Code of Ethics and Social Responsibilities of the Press-Four-Fold Functions of Newspaper and other Mass Media---The Art of Interviewing | | | | | |
| Outcome 2 | Students attain eligibility to choose their career in mass media | | | K3 | |
| Unit III | | | | | |
| Objective 3 | To make the students aware of the importance of the fourth pillar of democracy | | | | |
| News: Definitions, Concept of News (News Elements)—News Writing: The Inverted Pyramid Style of News Writing—The Five W’s and One ‘H’---Various Types of Leads—Headline-Writing---News Reporting: Event Reporting, Crime News, Sports News---Writing Opinion Pieces: Editorials, Articles, Letters to the Editor, Features, Reviews: Book Review and Film Review. | | | | | |
| Outcome 3 | Students learn that the press is the fourth pillar of democracy | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To help the students to know about the impact of digital media | | | | |
| Introduction to Electronic Media—Radio Journalism: Compiling Radio News Bulletins—Presentation--- Radio Drama, Radio Talks and Music Programmes---Basics of Writing for TV—TV News: Writing, Planning and Production--- Event Reporting on TV. | | | | | |
| Outcome 4 | Students wake up to the importance of Digital Media | | | K4 | |
| Unit V | | | | | |
| Objective 5 | To train the students to produce a news magazine | | | | |
| Advertising—Purposes of Advertising—Designing an Advertisement—Various Types of Advertisements—Editing: Editing for Content Appropriacy, Language Accuracy and Mechanics of Writing—The Art of Proof Reading PRACTICAL WORK: Students are required to produce a news magazine. | | | | | |
| Outcome 5 | Students become capable of producing a news magazine | | | K6 | |
| Suggested Readings:- Ahuja, B.N.(2007). <i>Theory and Practise of Journalism in India</i> . New Delhi: Surjeet Bruce, Westley. (1975). <i>News Editing</i> . New Delhi: Oxford and IBH Publishing Company. Hohenberg, John. (1978). <i>The Professional Journalist</i> . New Delhi: Oxford and IBH Publishing Company. Kamath, M.V. (1980). <i>Professional Journalism</i> . Bombay: Vikas Publishing House. Keval, J Kumar. (2002). <i>Mass Communication in India</i> . Mumbai: Jaico Publishing House. Mehta, D.S. (2014). <i>Mass Communication and Journalism in India</i> . Bombay: Allied Publishers. Narasimha Reddy, C.V. (1976). <i>How to be good PRO</i> . Hyderabad: Sharada Publications. | | | | | |

Parthasarathy, Rangasamy. (2000). *Basic Journalism* Chennai: Macmillan. Publications.

Sethi, Patanjali. (1977). *Professional Journalism*. Orient Longman.

Srivatsava, KM. (2016). *Radio and TV Journalism*. New Delhi: Stosius Advent Books Division.

Online Resources

Communication-Definition-Variou Types of Communication -

https://socialsci.libretexts.org/Courses/De_Anza_College/COMM10%3A_Survey_of_Human_Communication/01%3A_Introduction_to_Communication_Studies/1.01%3A_Communication_-_History_and_Forms

Forms-of-communication - <https://www.communicationtheory.org/forms-of-communication/>

Mass Media - <https://www.britannica.com/topic/mass-media>

Code of Ethics - <https://www.betterteam.com/code-of-ethics>

The Art of Interviewing - <https://youtu.be/F6U2mMVQpn8>

Types of Leads - <https://newsroom.com/lead-writing-types-of-leads-writing-in-journalism-news-lead-examples-alternative-traditional-lead/>

News Definition and sources of news - <http://studylecturenotes.com/what-is-news-meaning-definition-and-sources-of-news/>

Reviews: Book Review and Film Review - <https://www.studocu.com/ph/document/sti-college/reading-and-writing/book-and-film-review/21898919>

Introduction to Electronic Media - <https://unacademy.com/content/bank-exam/study-material/general-awareness/an-explanation-of-electronic-media/>

Advertising - <https://courses.lumenlearning.com/clinton-marketing/chapter/reading-advertising/>

Types of Advertising - <https://www.wix.com/blog/amp/types-of-advertising>

K1- Remember

K2- Understand

K3-Apply

K4- Analyze

K5-Evaluate

K6-Create

Course Designed By : Dr. S. Sudha

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | L(1) | S(3) | M(2) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | L(1) |
| CO2 | - | S(3) | L(1) | M(2) | S(3) | S(3) | M(2) | M(2) | S(3) | - |
| CO3 | L(1) | S(3) | M(2) | M(2) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) |
| CO4 | L(1) | S(3) | M(2) | L(1) | S(3) | S(3) | S(3) | M(2) | M(2) | M(2) |
| CO5 | - | S(3) | M(2) | L(1) | S(3) | S(3) | S(3) | M(2) | S(3) | L(1) |
| W.AV | 1 | 3 | 1.8 | 1.4 | 3 | 2.8 | 2.8 | 2.2 | 2.8 | 1.5 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | M(2) | M(2) | S(3) |
| CO3 | M(2) | M(2) | M(2) | M(2) | S(3) |
| CO4 | M(2) | L(1) | M(2) | L(1) | S(3) |
| CO5 | M(2) | L(1) | S(3) | M(2) | S(3) |
| W.AV | 2.4 | 1.6 | 2.2 | 2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| I SEMESTER | | | | | |
|---|--|---|---|-----------|-----------|
| DSE 1 | Course Code 701502 | Introduction to Comparative Literature | T | Credits:4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To introduce students to the concept of Comparative Literature | | | | |
| National Literature (NL), General Literature (GL), World Literature (WL) & Comparative Literature (CL) Name, Nature and the various definitions of CL Scope and History French, American, German and Other Schools | | | | | |
| Outcome 1 | Learnt about the various Schools of Comparative Literature | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To make the learners familiar with various aspects of the world literature from Aristotle to 20th century | | | | |
| Reception, Literary Fortune and Communication Influence, Imitation and Analogy Inter-textuality | | | | | |
| Outcome 2 | Understood the nuances of World Literature | | | | K1 |
| Unit III | | | | | |
| Objective 3 | To motivate students to think critically about the world around them, to develop their powers of expression, and to help them gain a deeper awareness of the cultural and linguistic diversity of the world. | | | | |
| Thematology: Themes, Motifs and Types Structures Translation : Text (English & Tamil) Thirukkural (English and Tamil version) | | | | | |
| Outcome 3 | Attained the knowledge to critically evaluate various cultures of the world | | | | K4 |
| Unit IV | | | | | |
| Objective 4 | To impart knowledge of world literary traditions and the continuing influence of those traditions on world cultures, as well as identify emergent global literary trends | | | | |
| Literary History: Epoch, Period, Generation and Movement Literary Genres: Aristotle to Twentieth Century | | | | | |
| Outcome 4 | Obtained the knowledge of the literary traditions in alignment with various Schools of Comparative Criticism | | | | K6 |
| Unit V | | | | | |
| Objective 5 | To develop skills of learners in literary analysis and critical writing, and apply comparative methodologies and literary theory to evaluate literary texts and other cultural products | | | | |
| Literature and Other Areas of Knowledge like Arts (Music and Painting) Philosophy, Psychology and Sociology Comparative Literature in Indian Context | | | | | |
| Outcome 5 | Learnt to apply Comparative Methodologies and Theories for interpreting the texts prescribed. | | | | K2 |
| Suggested Readings:- Amiya Dev and Shivkumar Das Ed.: <i>Comparative Literature: Theory and Practice</i> . C.R. Visweswara Rao & R.K. Dhawan: <i>Comparative Indian Literature</i> . Chandra Mohan: <i>Aspects of Comparative Literature: Current Approaches</i> . Jan Brandt Corstice: <i>Introduction to the Comparative Study of Literature</i> . P. Newton Stallknech & M.M. Remak: <i>Comparative Literature: Methods and Perspectives</i> . Ulrich Weistein: <i>Comparative Literature and Literary Theory</i> . | | | | | |

Online Resources

- <https://ivypanda.com/essays/subject/comparative-literature/>
- <https://essay.biz/blog/examples/what-is-comparative-literature/>
- <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3868-9-sample.pdf>
- <https://www.kibin.com/essay-examples/tag/comparative-literature-256>

| | | | | | |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|

Course Designed By :Dr. M. Natarajan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.2 | 3 | 2.6 | 2.6 | 2.8 | 2.2 | 2.6 | 3 | 3 |

S – Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 3 | 3 | 2.8 |

S –Strong (3), M-Medium (2), L- Low (1)

| II SEMESTER | | | | | |
|--|---|------------------------|---|------------|---------|
| Core 5 | Course Code 701201 | British Literature III | T | Credits :5 | Hours:7 |
| Unit I | | | | | |
| Objective 1 | To provide the students with a first-hand knowledge of the great literary works of the Romantic and Victorian Periods. | | | | |
| Poetry : William Wordsworth: Tintern Abbey S.T. Coleridge : Kubla Khan John Keats: Ode on a Grecian Urn P.B. Shelley: Ode to the West Wind | | | | | |
| Outcome 1 | Students acquire a knowledge of the great literary works of Romantic and Victorian Ages | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To acquaint the students with the Romantic Movement and also make them understand the background of the Victorian Age. | | | | |
| Poetry : Robert Browning : Grammarian's Funeral Dante Gabriel Rossetti: Remember , A Birthday Tennyson: Ulysses Arnold : The Scholar Gypsy | | | | | |
| Outcome 2 | Students learn about Pre-Raphaelite Poetry and Poets | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To guide the students to acquire a knowledge about the contribution of great romantics | | | | |
| Prose : Charles Lamb: Dream Children: A Reverie, A Dissertation Upon a Roasted Pig, Chimney Sweepers William Hazlitt : On poetry in General | | | | | |
| Outcome 3 | Learners become knowledgeable about Romanticism and its tenets | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To make the students well-informed about the novelists of Romantic Period | | | | |
| Fiction : Jane Austen: Sense and Sensibility Walter Scott: Ivanhoe | | | | | |
| Outcome 4 | Fictional themes of Romantic Novelists are made known to the students. | | | K4 | |
| Unit IV | | | | | |
| Objective 5 | To teach the students the central themes of Romantic Poetry and Fiction | | | | |
| Fiction : Dickens: Oliver Twist Thomas Hardy: Far From the Madding Crowd | | | | | |
| Outcome 5 | Students become well-versed in the areas of Victorian Fiction and Poetry | | | K5 | |
| Suggested Readings:- Blunden, Edmund. (1942). <i>Thomas Hardy</i> . London: Macmillan. Blunden, Edmund. (1965). <i>Selected Poems. Percy Bysshe Shelley</i> . London and Glasgow: Collins. Blunden, Edmund. (1967). <i>Charles Lamb and His Contemporaries</i> . Hamden: Archon Books. Bowra, C. M. (1961). <i>The Romantic Imagination</i> . 1950. Oxford: Oxford University Press. Cruikshank, R. J. (1949). <i>Charles Dickens and early Victorian England</i> . Pitman, London. Darbishire, Helen. (1950). <i>The Poet Wordsworth</i> . London: Oxford University Press. Elton, Oliver. (1920). <i>A Survey of English Literature 1830-1880</i> . London: Edward Arnold. Gittings, Robert. (1968). <i>John Keats</i> . London: Heinemann. | | | | | |

Hough, Graham. (1967). *The Romantic Poets*. Hutchinson, London. Penguin Books.
 Wright, Andrew H. (1962). *Jane Austen's Novels: A Study in Structure*. Harmondsworth:

Online Resources

- The Romantic period - <https://www.britannica.com/art/English-literature/The-Romantic-period>
- Tintern Abbey - <https://www.sparknotes.com/poetry/wordsworth/section>
- Ode on a Grecian Urn - <https://www.litcharts.com/poetry/john-keats/ode-on-a-grecian-urn>
- Ode to the West Wind - <https://www.britannica.com/art/ode-poetic-form>
- Grammarian's Funeral - <https://englishsummary.com/a-grammarians-funeral-stanza-wise-summary-by-robert-browning/>
- Remember, A Birthday - <https://www.litcharts.com/poetry/christina-rossetti/a-birthday>
- Ulysses - <https://www.britannica.com/topic/Ulysses-poem-by-Tennyson>
- The Scholar Gypsy - <https://www.britannica.com/biography/Matthew-Arnold/Arnold-as-critic>
- A Dissertation Upon a Roasted Pig - <https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-a-dissertation-upon-roast-pig>
- On poetry in General - <https://www.poetryfoundation.org/articles/69386/from-on-poetry-in-general>
- Sense and Sensibility - <https://www.britannica.com/topic/Sense-and-Sensibility>
- Sense and Sensibility - <https://www.britannica.com/topic/Sense-and-Sensibility>
- Ivanhoe - <https://www.cliffsnotes.com/literature/i/ivanhoe/book-summary>
- Oliver Twist - <https://www.sparknotes.com/lit/oliver/bibliography/>
- Far From the Madding Crowd - <http://www.literaturepage.com/read/far-from-the-madding-crowd.html>

K1- Remember K2- Understand K3-Apply K4-Analyze K5-Evaluate K6-Create

Course Designed By : Dr. P. Madhan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|----------|------------|------------|------------|------------|----------|----------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | M(2) | M(2) | L(1) | M(2) | S(3) | S(3) |
| CO3 | S(3) | L(1) | M(2) | M(2) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2 | 2.8 | 2.8 | 2.2 | 2.8 | 2 | 2 | 2.8 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|----------|----------|----------|------------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 3 | 3 | 3 | 2.6 |

S –Strong (3), M-Medium (2), L- Low (1)

| II SEMESTER | | | | | |
|--|---|-------------|---|------------|-----------|
| Core 6 | Course Code 701202 | Shakespeare | T | Credits :5 | Hours:7 |
| Unit I | | | | | |
| Objective 1 | To make the students imbibe a first-hand knowledge of the plays of Shakespeare and to create in them an awareness of the genius of Shakespeare as a playwright | | | | |
| Twelfth Night | | | | | |
| Outcome 1 | Students become knowledgeable about the genius of Shakespeare | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To help the students understand the distinctiveness of Shakespeare's plays with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftsmanship. | | | | |
| King Lear | | | | | |
| Outcome 2 | Learners learn about the delineations of various dimensions of humanity in Shakespeare's plays | | | | K1 |
| Unit III | | | | | |
| Objective 3 | To help the students to know well about the immortality of Shakespeare's plays | | | | |
| Julius Caesar | | | | | |
| Outcome 3 | Learners assimilate the immortal themes of Shakespeare's plays | | | | K2 |
| Unit IV | | | | | |
| Objective 4 | To enable the students to understand and analyse the historical plays, tragedies and comedies of Shakespeare | | | | |
| The Winter's Tale | | | | | |
| Outcome 4 | Students attain the ability to comprehend and critically analyse different categories of Shakespearean plays | | | | K3 |
| Unit IV | | | | | |
| Objective 5 | To teach the kernel themes of Shakespeare's Sonnets to students | | | | |
| Sonnets 18, 26, 29, 73 General Shakespeare: 1. Shakespearean Theatre 2. Fools and Clowns in Shakespeare 3. Women in Shakespeare 4. Supernatural Elements in Shakespeare 5. Soliloquies in Shakespeare | | | | | |
| Outcome 5 | Learners' acquaintance with the themes of Shakespearean Sonnets is ensured. | | | | K4 |
| Suggested Readings:- Bradley, AC. (1905). <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth</i> . London: Macmillan. Chambers, E. K. (1925). <i>Shakespeare: A Survey</i> . London: Sidgwick & Jackson. Granville, Barker. (1925). <i>Preface to Shakespeare</i> . New delhi; Atlantic Publishers. Knight, G. Wilson. (1949). <i>The Wheel of Fire: Interpretations of Shakespearean Tragedy with</i> Knight, G.W. (2002). <i>The Imperial Theme</i> . New York: Routledge. Lerner, Laurence. (1967). <i>Shakespeare's Comedies: An Anthology of Modern Criticism</i> . Middlesex: Penguin Books. | | | | | |

Shakespeare, William. (2009). *Sonnets*. London: Vintage Classic.
Three New Essays (4th. rev. and enlarged ed). London: Methuen.
 Tillyard, E. M. W. (2013). *Shakespeare's Last Plays*. London: Bloomsbury Academic.

Online Resources

- Twelfth Night - <https://youtu.be/J8Wvoa5MO9o>
- King Lear - <https://www.toppr.com/guides/english/english-literature/king-lear-by-william-shakespeare-plot-summary/>
- Julius Caesar - <https://www.sparknotes.com/shakespeare/juliuscaesar/summary/>
- The Winter's Tale - <https://www.britannica.com/biography/Robert-Greene>
- General Shakespeare - <https://www.britannica.com/biography/William-Shakespeare>
- Shakespearean Sonnets - <https://www.sparknotes.com/shakespeare/sonnets/section7/>

| | | | | | |
|---|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By : Dr. S. Valliammai | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|----------|----------|------------|----------|----------|----------|------------|----------|----------|
| CO1 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO4 | M(2) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO5 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | L(1) | S(3) | S(3) |
| W.AV | 2.8 | 2 | 3 | 2.8 | 2 | 3 | 3 | 1.8 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|----------|------------|------------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | M(2) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | S(3) | S(3) | M(2) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 3 | 2.6 | 2.6 |

S –Strong (3), M-Medium (2), L- Low (1)

| II SEMESTER | | | | | |
|--|---|------------------------|---|------------|---------|
| Core 7 | Course Code 701203 | Literary Criticism – I | T | Credits :5 | Hours:7 |
| Unit I | | | | | |
| Objective 1 | To provide the learners with a knowledge of critical theories and practice of literary criticism so as to enable them to appreciate the imaginative literature in a better light. | | | | |
| Aristotle | : Poetics(1 to 4 Chapters and Chapters 25 About Poetry) | | | | |
| Sidney | : Apology for Poetry | | | | |
| Outcome 1 | Students attain a first-hand knowledge of the evolution of literary criticism and western classical literary critics | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To offer the learners an aid to the process of understanding the classic values of masterpieces by a reading of the critical doctrines laid down by the ancient and modern critics | | | | |
| Dryden | : An Essay of Dramatic Poesy | | | | |
| Alexander Pope | : An Essay on Criticism | | | | |
| Outcome 2 | Learners learn to understand and scrutinize masterpieces of western critical landscape. | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To motivate the students to fathom the essentiality of literary criticism | | | | |
| Wordsworth | : Preface to Lyrical Ballads | | | | |
| Coleridge | : Biographia Literaria: Chapters XIV to XVII | | | | |
| Outcome 3 | Students fathom the essentiality of literary criticism . | | | K2 | |
| Unit IV | | | | | |
| Objective 4 | To get the students to learn about the critical views of the iconic English critics | | | | |
| Mathew Arnold | : The Study of Poetry | | | | |
| Shelley | : A Defence of Poetry | | | | |
| Outcome 4 | Learners become well-acquainted with the contemplations of literary critics | | | K3 | |
| Unit IV | | | | | |
| Objective 5 | To make the students understand the contemplations of the critics | | | | |
| Allen Tate | : Tension in Poetry | | | | |
| I. A. Richards | : Four Kinds of Meaning | | | | |
| Outcome 5 | Learners know well about different schools of criticism in the western literary world | | | K4 | |
| Suggested Readings:- | | | | | |
| Enright, D.J. and Ernst De Chickera. (2000). <i>English Critical Texts</i> . New Delhi: Macmillan Publications. | | | | | |
| Habib, Rafey. (2010). <i>A History of Literary Criticism and Theory</i> . New Delhi: Oxford Publishers. | | | | | |
| Lodge, David.(1984). <i>Twentieth Century Literary Criticism</i> . 1972. London, Longman. | | | | | |
| Ramaswamy, S., and V. S. Sethuraman. (1986). <i>The English Critical Tradition: An Anthology of English Literary Criticism</i> . Vol. 1. Bangalore, Macmillan India. | | | | | |

| Online Resources | | | | | |
|--|-----------------------|---|-------------------|--------------------|------------------|
| Poetics | - | https://www.litcharts.com/lit/poetics/summary | | | |
| Apology for Poetry | - | https://www.litcharts.com/lit/an-apology-for-poetry/summary | | | |
| An Essay of Dramatic Poesy | - | https://englishsummary.com/essay-dramatic-poesy-dryden-summary/ | | | |
| An Essay on Criticism | - | https://www.coursehero.com/lit/An-Essay-on-Criticism/plot-summary/ | | | |
| Preface to Lyrical Ballads | - | https://www.litcharts.com/lit/preface-to-the-lyrical-ballads/summary-and-analysis | | | |
| Biographia Literaria | - | https://youtu.be/g4B_RHljX1A | | | |
| The Study of Poetry | - | https://www.litcharts.com/lit/the-study-of-poetry/summary | | | |
| A Defence of Poetry | - | https://interestingliterature.com/2021/10/shelley-defence-of-poetry-summary-analysis/ | | | |
| Tension in Poetry | - | https://youtu.be/pofU-NYfyH0 | | | |
| Four Kinds of Meaning | - | https://www.litgalaxy2019.com/2022/04/the-four-kinds-of-meaning-ia-richards.html | | | |
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By : Dr. M. Natarajan | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) | S(3) | S(3) |
| CO4 | M(2) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 2.8 | 3 | 2.8 | 3 | 2.4 | 2.8 | 2.8 | 3 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 3 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| II SEMESTER | | | | | |
|--|---|-----------------|---|------------|-----------|
| DSE 2 | Course Code 701503 | New Literatures | T | Credits :4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To make the students knowledgeable about the recent literary creations of the writers of different nationalities. | | | | |
| Poetry Sylvia Plath : Mirror Judith Wright : Woman to Man Mayo Angelou : I know why the Caged Birds sings Still I Rise | | | | | |
| Outcome 1 | Students become aware of the latest literary creations in the broad spectrum of English Literature. | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To make the learners understand and analyse these literary creations against their socio-political and ethnic environments | | | | |
| Fiction Margaret Laurence : The Stone Angel Margaret Atwood : Surfacing Toni Morrison : The Bluest Eye | | | | | |
| Outcome 2 | Learners understand that Postcolonial Literature is a product of social, political and cultural factors | | | | K2 |
| Unit III | | | | | |
| Objective 3 | To sensitize the students about postcolonial writers and their themes | | | | |
| Drama Lorraine Hansberry : The Sign In Sidney Brustein's Window Wole Soyinka : The Lion and The Jewel | | | | | |
| Outcome 3 | Students become sensitised about the Postcolonial writers and their themes | | | | K1 |
| Unit IV | | | | | |
| Objective 4 | To guide the students to learn about the feminist literary voices | | | | |
| Prose Virginia Woolf : A Room of One's Own (First two chapters only) Kate Millet : Theory of Sexual Politics | | | | | |
| Outcome 4 | Learners figure out the echoes of feminism in New Literatures . | | | | K4 |
| Unit IV | | | | | |
| Objective 5 | To help the students learn about the prevailing social, political and cultural conditions in erstwhile colonies | | | | |
| Fiction Bapsi Sidwa : Ice Candy Man V.S. Naipaul : House for Mr. Biswas | | | | | |
| Outcome 5 | Students comprehend the prevailing social, political and cultural conditions in erstwhile European Colonies | | | | K3 |

Suggested Readings:-

African American Literature. London: Oxford University Press.

Drabble, Margaret. (1985). *The Oxford Companion to English Literature*. New York: Oxford

James D. Hart. (1966). *The Oxford Companion to American Literature*. New York: Oxford
Literature. London: Oxford University Press.

Rahman, Tariq. (2015). *A History of Pakistani Literature in English 1947–1988*. Oxford

Toye, William. (1983). *The Oxford Companion to Canadian Literature*. Toronto: Oxford
University Press.

William H. Wilde, Joy Hooton, Barry Andrews. (1994). *The Oxford Companion to Australian*

William L. Andrews, Frances Smith Foster, Trudier Harris. (1997). *The Oxford Companion to*

Online Resources

<https://www.britannica.com/art/English-literature>

<https://www.gradesaver.com/sylvia-plath-poems/study-guide/summary-mirror>

The Stone Angel - <https://www.litcharts.com/lit/the-stone-angel/summary>

The Bluest Eye - <https://www.supersummary.com/the-bluest-eye/summary/>

The Sign In Sidney Brustein's Window - <https://www.enotes.com/topics/sign-sidney-brusteins-window>

The Lion and The Jewel - <http://www.bookrags.com/studyguide-the-lion-and-the-jewel/#:~:text=Oxford%20University%20Press%2C%201962..meaning%20its%20senior%20authority%20figure>

A Room of One's Own - <https://www.sparknotes.com/lit/roomofonesown/section1/>

Theory of Sexual Politics - <https://fdslive.oup.com/www.oup.com/academic/pdf/13/9780199562541.pdf>

Ice Candy Man - <https://youtu.be/3nkmJ4N3XOs>

K1- Remember | **K2- Understand** | **K3-Apply** | **K4-Analyze** | **K5-Evaluate** | **K6-Create**

Course Designed By : Dr. SP. M. Kanimozhi

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | S(3) | 2 | M(2) | M(2) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.2 | 3 | 2.6 | 2.6 | 2.8 | 2.2 | 2.6 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 3 | 3 | 2.8 |

S –Strong (3), M-Medium (2), L- Low (1)

| II SEMESTER | | | | | |
|---|--|----------------------------------|---|-----------|---------|
| DSE 2 | Course Code 701504 | Literature and Gender Studies | T | Credits:4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To introduce the writings of major women writers | | | | |
| Adrienne Rich | : “Aunt Jennifer’s Tiger” | | | | |
| Kamala Das | : “The Old Play House” | | | | |
| Sylvia Path | : “Mirror” | | | | |
| Outcome 1 | Identify the challenges that are put forth to maintain a social balance | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To have an opportunity to learn the great works of women writers of different countries hitherto paid little attention | | | | |
| Elizabeth Barret Browning | : “A Musical Instrument” | | | | |
| Judith Wright | : “Woman to Man” | | | | |
| Gwendolon Brooks | : "The Negro Hero” | | | | |
| Outcome 2 | Examine the sociological conflicts in order to create a safe environment | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To gain insight into the foundations and variety of expressions of ideas about the world and human experience | | | | |
| Lorraine Hansberry: <i>A Raisin in the Sun</i> | | | | | |
| Outcome 3 | Explain the ways in which literature expresses the values that humans attached to their experiences | | | K4 | |
| Unit IV | | | | | |
| Objective 4 | To enhance critical thinking, oral communication and writing skills through literary Analysis | | | | |
| Virginia Woolf | : <i>A Room of One’s Own</i> | | | | |
| Kate Millet | : <i>Theory of Sexual Politics</i> | | | | |
| Outcome 4 | Articulate how literature both reflects, and helps in shaping culture, society and history | | | K6 | |
| Unit V | | | | | |
| Objective 5 | To inculcate interest in students towards various perceptions of women’s studies | | | | |
| Patrick White | : <i>Voss</i> | | | | |
| Margaret Lawrence | : <i>The Stone Angel</i> | | | | |
| Chinua Achebe | : <i>Things Fall Apart</i> | | | | |
| Outcome 5 | Learn the status of women in society, individual and collective actions of social language | | | K2 | |
| Suggested Readings:- | | | | | |
| Atwood , Margaret. <i>Edible Woman</i> . London: Anchor; Reissue edition. 1991. | | | | | |
| Browning, Elizabeth Barrot. <i>Poems by Elizabeth Barrett Browning</i> . Delhi: OUP, 1998. | | | | | |
| Das, Kamala. <i>Summer in Calcutta</i> . Kottaiyum: DC Publishers, 2001. | | | | | |
| Desai, Anita. <i>Where Shall We Go this Summer?</i> Delhi: Orient Paper Back, 2008. | | | | | |
| Hansberry , Lorraine . <i>A Raisin in the Sun</i> . New Delhi: Grapevine India, 2022., Virginia. <i>A Room of One’S Own</i> . New Delhi: Maple Press, 2018. | | | | | |
| Millet, Kate. <i>Sexual Politics</i> . USA: Columbia University Press, 2016 | | | | | |

Online Resources

- <https://www.studocu.com/in/document/parul-university/btech-cse/aunt-jennifers-tiger/45463912>
- <https://www.bartleby.com/essay/Critical-Analysis-Of-The-Old-Play-House-PJJDDPC93G>
- <https://allpoetry.com/poem/8498499-Mirror-by-Sylvia-Plath>
- <https://www.poetryfoundation.org/poems/43729/a-musical-instrument>
- <https://www.literpretation.com/post/woman-to-man-poem-summary>
- <https://core.ac.uk/reader/232563880>
- <https://www.sparknotes.com/lit/raisin/summary/>
- <https://www.sparknotes.com/lit/roomofonesown/>
- <https://www.supersummary.com/sexual-politics/summary/>
- <https://www.gradesaver.com/the-edible-woman>
- <https://www.literary-articles.com/2020/05/anita-desais-where-shall-we-go-this.html>

| | | | | | |
|--|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By :Dr. S. Valliammai | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|----------|----------|------------|------------|----------|------------|------------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | M(2) | M(2) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO5 | S(3) | L(1) | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2 | 3 | 2.4 | 2.2 | 3 | 2.6 | 2.4 | 2.8 | 3 |

S – Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|----------|------------|----------|------------|
| CO1 | S(3) | S(3) | M(2) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | L(1) | S(3) | M(2) |
| W.AV | 3 | 3 | 2.2 | 3 | 2.4 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|---|--|-------------------------|---|-------------|-----------|
| Core 8 | Course Code 701301 | British Literature – IV | T | Credits : 5 | Hours: 7 |
| Unit I | | | | | |
| Objective 1 | To give the students a first-hand knowledge of the literary works of the major 20th Century writers. | | | | |
| Poetry T.S. Eliot: The Waste Land W.B. Yeats: Sailing to Byzantium, Byzantium, Easter 1916, The Second Coming | | | | | |
| Outcome 1 | Students' getting acclimatized to the social, political and cultural conditions of 20th Century is ascertained | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To introduce the students to the main tendencies and complexities of the modern era by a selection of the works of literary representatives of this period. | | | | |
| Poetry Philip Larkin : This Be the verse Dylan Thomas: Poem in October W. H. Auden : Anthem for Doomed Youth | | | | | |
| Outcome 2 | Students' imbibing of the popular trends and tendencies of modernist literature is ensured | | | | K1 |
| Unit III | | | | | |
| Objective 3 | To make the students learn about Modernism in English Literature | | | | |
| Prose George Orwell: Bookshop Memories, Why I Write, Shooting an Elephant Robert Lynd : On Forgetting | | | | | |
| Outcome 3 | Students learn about the representative works of modernists | | | | K2 |
| Unit IV | | | | | |
| Objective 4 | To motivate the learners to know well about the contributions of modernists | | | | |
| Drama George Bernard Shaw: Arms and the Man Beckett : Waiting for Godot | | | | | |
| Outcome 4 | Students become well-versed in the pre occupations of modernist literature | | | | K3 |
| Unit V | | | | | |
| Objective 5 | To guide the students to figure out the central themes of twentieth-century literature. | | | | |
| Fiction D. H. Lawrence : The Rainbow William Golding : Lord of the Flies | | | | | |
| Outcome 5 | Learners comprehend the factors that paved the way for the birth of post modernism | | | | K1 |
| Suggested Readings:- Gardner, Helen. (1940). <i>The Art of T.S.Eliot</i> . London: The Cresset Press. Hugo, Leon. (1971). <i>Bernard Shaw: Playwright and Preacher</i> . London: Methuen. Jeffares, A. Norman. (1962). <i>W.B. Yeats: Man and Poet</i> . London: Routledge&Kegan Paul. Lamires, Harry. (1982). <i>Twentieth Century English Literature</i> . New Delhi: Macmillan Press Ltd. | | | | | |

| | | | | | |
|---|-----------------------|---|-------------------|--------------------|------------------|
| Strong, L A. G. (1951). <i>The Sacred River: An Approach to James Joyce</i> . New York: Pellegrini& Cudahy, | | | | | |
| Ward, A. C. (1986). <i>Twentieth - Century English Literature 1901-1960</i> . Bombay: B.I. Publications. | | | | | |
| Online Resources | | | | | |
| Twentieth century literature | - | https://en.m.wikipedia.org/wiki/Twentieth-century_English_literature | | | |
| The Waste Land | - | https://www.lboro.ac.uk/subjects/english/undergraduate/study-guides/the-waste-land/#:~:text=The%20Waste%20Land%20can%20be,%2C%20psychological%2C%20and%20emotional%20collapse | | | |
| Poem in October | - | https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj39MDuo7GAAxVvcGwGHUBwCE8QwqsBegQIFxAF&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9yqDL2GYukc&usg=AOvVaw0C31mqAnQqoks2debX_5Tt&opi=89978449 | | | |
| Poem in October | - | https://www.youtube.com/watch?v=BFZn6Oh08Ys | | | |
| George Orwell | - | https://www.openculture.com/2013/11/george-orwells-five-greatest-essays.html | | | |
| Arms and the Man | - | https://study.com/academy/lesson/arms-the-man-summary-characters-themes.html | | | |
| Waiting for Godot | - | https://interestingliterature.com/2021/06/beckett-waiting-for-godot-summary-analysis/ | | | |
| Lord of the Flies | - | https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiMiuDqsLuAAXUI-zgGHZogBT4QFnoECBUQAQ&url=https%3A%2F%2Fwww.cliffsnotes.com%2Fliterature%2F%2Flord-of-the-flies%2Flord-of-the-flies-at-a-glance&usg=AOvVaw0ZJZF7pVMyc0jbiwBl-3eb&opi=89978449 | | | |
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By :Dr. S. Sudha | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|------------|------------|------------|------------|------------|------------|------------|----------|----------|
| CO1 | S(3) | M(2) | M(2) | M(2) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | 3 | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | M(2) | M(2) | M(2) | M(2) | M(2) | S(3) | S(3) |
| CO5 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.2 | 2.8 | 2.4 | 2.2 | 2.8 | 2.2 | 2.2 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|------------|----------|------------|
| CO1 | S(3) | S(3) | M(2) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | M(2) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 2.6 | 3 | 2.6 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|---|---|--|---|-------------|-------------|
| Core 9 | Course Code 701302 | World Classics in English Translation | T | Credits : 5 | Hours: 7 |
| Unit I | | | | | |
| Objective 1 | To introduce the students to English translation of the world classics of great writers like Homer, Dante, Kalidasa etc. | | | | |
| Poetry Homer : Odyssey (Selected Passages) Virgil : Aenead | | | | | |
| Outcome 1 | Students' acquirement of a fair knowledge of world literature is ensured | | | | K1 |
| Unit II | | | | | |
| Objective 2 | To enable the young minds to peruse and benefit from the literary works of great writers of the world | | | | |
| Poetry A.K. Ramanujan : Sangam Poetry – Love and War (Selected Passages) Subramanya Bharathi : Kuil Paattu (From Sahitya Akademi Collection Edited by Sirpi Balasubramanian) | | | | | |
| Outcome 2 | Learners attain the eligibility and ability to critically analyse the literary works in world literature | | | | K2 |
| Unit III | | | | | |
| Objective 3 | To make the students understand that great minds think alike | | | | |
| Drama Kalidasa : Sakuntala Ibsen : A Doll's House | | | | | |
| Outcome 3 | Students' imbibing of the knowledge that great minds think alike and also one humanity one literature theory is ensured | | | | K1 |
| Unit IV | | | | | |
| Objective 4 | To guide the students to make sense of the dictum that great literature is immortal | | | | |
| Drama Sophocles: Oedipus Rex Bertolt Brecht: Mother Courage and Her Children | | | | | |
| Outcome 4 | Students understand the immortality of great literary works in world literature | | | | K2 |
| Unit V | | | | | |
| Objective 5 | To ensure the students' understanding of World Literature | | | | |
| Fiction Thakazhi Sivasankara Pillai: Chemmeeni (Anita Nair's Translation) Fyodor Dostoyevsky : Crime and Punishment | | | | | |
| Outcome 5 | Students develop enthusiasm in world literature. | | | | K6 |
| Suggested Readings:- Kalidasa.(2008). <i>Shakuntala and Other Works</i> . Forgotten Books. The Good Earth. (2004). | | | | | |

Online Resources

| | | |
|---------------------------------------|---|---|
| World Classics in English Translation | - | https://study.com/learn/lesson/world-literature-overview-famous-works.html#:~:text=World%20literature%20can%20be%20defined,akuntala%20to%20name%20a%20few |
| Odyssey | - | https://www.gutenberg.org/ebooks/1727 |
| Sangam Poetry-Love and War | - | https://www.tamil literature.in/sangam-poetry-translated-k-ramanujan/ |
| A Doll's House | - | https://www.thoughtco.com/a-dolls-house-plot-summary-2713482 |
| Oedipus Rex | - | https://www.litcharts.com/lit/oedipus-rex/summary |
| Mother Courage and Her Children | - | https://www.britannica.com/topic/Mother-Courage-and-Her-Children |
| Crime and Punishment | - | https://www.britannica.com/topic/Crime-and-Punishment-novel |
| Chemmeen | - | https://press.uchicago.edu/ucp/books/book/distributed/C/bo2517152.html |

| | | | | | |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|

Course Designed By :Dr. P. Madhan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|------------|----------|------------|------------|----------|------------|------------|------------|------------|
| CO1 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) |
| CO5 | M(2) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | S(3) | S(3) | M(2) |
| W.AV | 2.8 | 2.4 | 3 | 2.6 | 2.2 | 3 | 2.2 | 2.4 | 2.8 | 2.8 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|------------|------------|------------|
| CO1 | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | M(2) | S(3) | S(3) |
| CO3 | S(3) | L(1) | M(2) | M(2) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.2 | 2.4 | 2.8 | 2.8 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|---|---|---|----------|-------------------|-----------------|
| Core 10 | Course Code 701303 | Research Methodology and Modern Rhetoric | T | Credits :5 | Hours: 7 |
| Unit I | | | | | |
| Objective 1 | To create an awareness among the learners about the importance of research and introduce them to the steps in research writing | | | | |
| Research Methodology Definition of Research – Types of Research – Literary Research Selection of Topic – Preparing a Thesis Statement Collection of Sources: Library and Electronic Medium etc Organization of Material – Primary and Secondary Sources – Reference Works Review of Previous Works | | | | | |
| Outcome 1 | Students get educated about the importance of research | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To expose them to the rhetorical strategies to equip them to write and speak effectively. | | | | |
| Style of Thesis Writing Style Sheet Conventions – Thesis Format – Note-Taking – Documentation: Parenthetical Citation, Bibliography – Work Cited - Abbreviations – Typographic Conventions: Space, Margin, Quotation Punctuation: Period, Comma, Colon, Semicolon, Dash, Hyphen, Parenthesis, Square Bracket, etc | | | | | |
| Outcome 2 | Learners become educated enough about mechanics of writing | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To help the students know the principles of research methodology | | | | |
| Thesis Layout Structure of a Thesis- Preliminary- Text of the Thesis-Reference Materials | | | | | |
| Outcome 3 | Students' acquisition of skills with regard to the principles of research methodology is ensured | | | K2 | |
| Unit IV | | | | | |
| Objective 4 | To train the students in the area of mechanics of writing a thesis | | | | |
| Rhetoric -Reasoning – Inductive and Deductive Reasoning – Fallacies. Discourse: Forms of Discourse and Style of Discourse-Types of Exposition. | | | | | |
| Outcome 4 | Students become knowledgeable to write good research articles and dissertations | | | K1 | |
| Unit V | | | | | |
| Objective 5 | To educate the students to write good research articles and dissertations | | | | |
| Slang, Archaism, Wordiness, Repetition, Vagueness, Specific and Concrete words, Connotation, Denotation, Figurative Language, Jargon, Pejorative Language, Euphemism, Metaphor, Tone, Irony. | | | | | |
| Outcome 5 | Students become aware of the different terminologies used in research methodology and modern rhetoric | | | K1 | |
| Suggested Readings:- Brooks, Cleanth. <i>Modern Rhetoric</i> . Np. Editions. New Delhi: East-West Press Private Limited. Gibaldi, Joseph. (2004). <i>MLA Handbook for Writers of Research Papers. Seventh and Eighth</i> Kothari, C. R. (2000). <i>Research Methodology</i> . New Delhi: New Age International (P) Limited Publishers. Sinha, M. P. (2004). <i>Research Methods in English</i> . New Delhi: Atlantic Publishers. Troyka, Lynn Q, and Douglas D. Hesse. (2018). <i>Simon & Schuster Handbook for Writers</i> . | | | | | |

| Online Resources | | | | | |
|--|-----------------------|---|-------------------|--------------------|------------------|
| Research – Types of Research | - | https://onlinecourses.swayam2.ac.in/cec20_hs17/preview | | | |
| Definition of Research | - | https://ddceutkal.ac.in/Syllabus/MA_English/Paper_26.pdf | | | |
| Selection of Topic | - | https://wayscholar.com/?gclid=EAIaIQobChMIyoCr766xgAMVwZJmAh1aAwX5EAAYAAEgJoAPD_BwE | | | |
| Documentation | - | https://en.wikipedia.org/wiki/Documentation | | | |
| Thesis Layout | - | https://www.lib.sfu.ca/help/publish/thesis/format/layout | | | |
| Structure of a Thesis | - | https://paperpile.com/g/thesis-structure/ | | | |
| Modern Rhetoric | - | https://ocw.mit.edu/courses/21w-747-classical-rhetoric-and-modern-political-discourse-fall-2009/pages/lecture-notes | | | |
| A glossary of literary terms | - | https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf | | | |
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By :Dr. S. Valliammai | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|----------|----------|------------|----------|------------|------------|------------|----------|------------|
| CO1 | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | M(2) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO3 | L(1) | S(3) | M(2) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) |
| CO4 | L(1) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | S(3) | M(2) |
| CO5 | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | M(2) | S(3) | S(3) | M(2) |
| W.AV | 1.8 | 3 | 2 | 2.8 | 3 | 2.4 | 2.6 | 2.8 | 3 | 2.2 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|------------|------------|----------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | S(3) | S(3) |
| CO2 | S(3) | L(1) | S(3) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | M(2) | S(3) |
| CO4 | S(3) | L(1) | S(3) | S(3) | S(3) |
| CO5 | M(2) | L(1) | S(3) | S(3) | S(3) |
| W.AV | 2.8 | 1.4 | 3 | 2.8 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|---|---|---------------------|---|------------|----------|
| DSE 3 | Course Code 701505 | Translation Studies | T | Credits :4 | Hours: 5 |
| Unit I | | | | | |
| Objective 1 | To introduce the students to different theories and kinds of translation and translation procedures. | | | | |
| Introduction – Terms and Definitions-History of Translation – The Bible Translation – Machine Translation-Translation – Is it a Science or an Art? Translation – Is it Imitative or Creative? (Horst Frenz) | | | | | |
| Outcome 1 | Students become educated enough about various theories of Translation | | | K4 | |
| Unit II | | | | | |
| Objective 2 | To expose them to the problems encountered in the translation of literary and sacred texts. | | | | |
| Kinds of Translation: a)Roman Jakobson: Intra Lingual Translation Inter Lingual Translation, Inter Semiotic Translation b)Dryden: Metaphase – Paraphrase and Imitation c)Catford: Full Translation x Partial Translation Total Translation x Restricted Translation Rank-Bound x Unbounded Translation d)Peter New Mark: Semantic Translation x Communicative Translation | | | | | |
| Outcome 2 | Students attain the skills to handle the problems of Translation | | | K3 | |
| Unit III | | | | | |
| Objective 3 | To educate the students about the evolution of the field of translation | | | | |
| Translation Procedures: Literal Translation – Transliteration – Transference – Trans creation – Adaptation. | | | | | |
| Outcome 3 | Students’ acquaintance with the evolution of the field of Translation is ensured | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To arouse the students’ enthusiasm in different methods of translation | | | | |
| Translation Theories on Equivalence: Eugene Nida: Formal Equivalence & Dynamic Equivalence-Popovic: Lexical Equivalence-Paradigmatic Equivalence-Stylistic Equivalence-Syntagmatic Equivalence Catford: Textual Translational Equivalence Formal Correspondence. | | | | | |
| Outcome 4 | Students become knowledgeable about different methods of Translation | | | K1 | |
| Unit V | | | | | |
| Objective 5 | To make the students learn about the important theorists in translation and their contributions | | | | |
| Problems in Translation: Linguistic, Stylistic and Cultural – Translating – Poetry – Prose – Dramatic Texts – Scientific Texts – Sacred Texts. Shakespeare in Translation : Practice in Translation of select English Passages into Tamil and vice versa | | | | | |
| Outcome 5 | Students’ knowledge of important theorists of Translation and their contribution is ascertained | | | K1 | |
| Suggested Readings:- Bassnett-McGuire, Susan. (2005). <i>Translation Studies</i> . London: Routledge. Catford, J.C.A. (2005). <i>Linguistic Theory of Translation</i> . London: OUP. Duff, Alan. (1989). <i>Translation</i> . Oxford: OUP. E.J. Brill. Horst, Frenz. (1961). <i>Art of Translation in Stallknecht</i> , NP and Frenz, H. (Eds.), <i>Comparative Literature: Method and Perspective</i> . Carbondale: South Illinois University Press. | | | | | |

Nida, Eugene A, and Charles R. Taber. (1969). *The Theory and Practice of Translation*. Leiden:
 Nida, Eugene. (1988). *Towards a Science of Translation*. Oxford: Pergamon Press.
 Savory, Theodore. (1959). *The Art of Translation*. London: Jonathan Cape.
 Steiner, T.R.(1975). *English Translation Theory, 1650-1800*. Assen Amsterdam: Van r Gorcum.

Online Resources

- Theories and of translation - <https://www.cambridge.org/core/books/cambridge-handbook-of-translation/theories-oftranslation/11EF4D52CDD9C2D736E49E02>
- Translation – Is it a Science or an Art? - <https://welanguages.com/posts/2018/8/21/is-translation-an-art-or-a>
- Kinds of Translation - <https://www.studocu.com/row/document/lahore-university-of-managesciences/english-literature/types-of-translation/10371681>
- Translation Procedures - <http://lisnadewi89.blogspot.com/2013/06/translation-procedures.htm>
- Translation Theories on Equivalence - <https://www.cjck.com/translation-theories-eugene-nida-and-dynamic-equivalence/#:~:text=Eugene%20A.,word%2Dfor%2Dword%20tra>
- Problems in Translation - <https://youtu.be/EfjwKPIx480>

| | | | | | |
|----------------------------|------------------------------|------------------------|--------------------------|---------------------------|-------------------------|
| <i>K1- Remember</i> | <i>K2- Understand</i> | <i>K3-Apply</i> | <i>K4-Analyze</i> | <i>K5-Evaluate</i> | <i>K6-Create</i> |
|----------------------------|------------------------------|------------------------|--------------------------|---------------------------|-------------------------|

Course Designed By : Dr. M. Natarajan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|----------|
| CO1 | M(2) | M(2) | M(2) | L(1) | S(3) | L(1) | S(3) | S(3) | S(3) | M(2) |
| CO2 | L(1) | S(3) | M(2) | L(1) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | L(1) | M(2) | L(1) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO4 | M(2) | M(2) | M(2) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO5 | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| W.AV | 1.6 | 2.4 | 1.8 | 1.4 | 3 | 2 | 3 | 3 | 3 | 2 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|------------|-------------|------------|------------|----------|
| CO1 | S(3) | L(1) | M(2) | M(2) | S(3) |
| CO2 | M(2) | - | S(3) | M(2) | S(3) |
| CO3 | M(2) | L(1) | S(3) | L(1) | S(3) |
| CO4 | M(2) | M(2) | S(3) | L(1) | S(3) |
| CO5 | M(2) | L(1) | S(3) | L(1) | S(3) |
| W.AV | 2.2 | 1.25 | 2.8 | 1.4 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|---|---|-------------------------|---|------------|----------|
| DSE 3 | Course Code 701506 | Postcolonial Literature | T | Credits: 4 | Hours: 5 |
| Unit I | | | | | |
| Objective 1 | To explore recent literary fiction, within the context of local histories, politics, and cultural patterns, and their relations and reactions to colonial and neo-colonial forces | | | | |
| A.D.Hope | : “Australia” | | | | |
| Judith Wright | : “The Harp and the King” | | | | |
| Margaret Atwood | : “Journey to the Interior” | | | | |
| AJM Smith | : “Like an Old Proud King in a Parable” | | | | |
| Gabriel Okara | : “Piano and Drums” | | | | |
| Wole Soyinka | : “Telephone Conversation” | | | | |
| Outcome 1 | Learners identified key questions relating to authors and literary forms in postcolonial literature | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To introduce recent theoretical approaches to understand postcoloniality | | | | |
| Wole Soyinka | : <i>The Lion and the Jewel</i> | | | | |
| George Ryga | : <i>The Ecstasy of Rita Joe</i> | | | | |
| Outcome 2 | Understood the value of these texts in relation to postcolonial theory | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To make the learners aware of its cultural delineations and its ideological aspects | | | | |
| Leopold Senghor | : <i>Negritude and Marxism</i> | | | | |
| Northrop Frye | : “ <i>Conclusion to A Literary History of Canada</i> ” | | | | |
| Outcome 3 | Situate these works in their larger cultural contexts | | | K4 | |
| Unit IV | | | | | |
| Objective 4 | To compare various cultural aspects and draw intercultural parallelisms, differentiate and question the intercultural concepts and their reflections on the literary works. | | | | |
| Alice Munro | : “Simon’s Luck” | | | | |
| Katherine Mansfield | : “The Garden Party” | | | | |
| Bessie Head | : “The Deep River” | | | | |
| Outcome 4 | Develop interpretative skills of close reading | | | K6 | |
| Unit V | | | | | |
| Objective 5 | To use the elements of literature and culture in the prescribed works and to apply the historical and cultural information to the prescribed works | | | | |
| Patrick White | : <i>Voss</i> | | | | |
| Margaret Lawrence | : <i>The Stone Angel</i> | | | | |
| Chinua Achebe | : <i>Things Fall Apart</i> | | | | |
| Outcome 5 | Understand nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays | | | K2 | |
| Suggested Readings:- | | | | | |
| Cesaire, Aimé. <i>Notebook of a Return to the Native Land</i> . Canada: Wesleyan University Press; First Edition, 2021. | | | | | |
| Fanon, Frantz. <i>A Dying Colonialism</i> . Grove Press / Atlantic Monthly Press; 1994. | | | | | |
| Morris, Rosalind. <i>Can the Subaltern Speak?: Reflections on the History of an Idea</i> . Columbia University Press, 2010. | | | | | |
| Nayar, K. Promod. <i>Postcolonial Literature: An Introduction</i> . New Delhi: Pearson India; 1st edition, 2008. | | | | | |

Sati, Someswar. *A Warble of Postcolonial Voices (Poems) Vol II*. New Delhi: Worldview Critical Editions, 2016.

Online Resources

<https://www.yushanth.org.tw/templates/cache/26459/images/562cdb88a72fa.pdf>

https://assets.cambridge.org/97805215/17492/frontmatter/9780521517492_frontmatter.pdf

https://icmotrospaises.files.wordpress.com/2016/07/john_mcleod_beginning_postcolonialism_beginningbookzz-org.pdf

K1- Remember

K2- Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course Designed By :Dr. P. Madhan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|------------|----------|----------|----------|----------|------------|------------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | L(1) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2.4 | 3 | 3 | 2 | 3 | 2.2 | 2.4 | 2.8 | 3 |

S – Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|------------|----------|------------|
| CO1 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | M(2) | M(2) | S(3) | M(2) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.8 | 2.8 | 3 | 2.4 |

S –Strong (3), M-Medium (2), L- Low (1)

| IV SEMESTER | | | | | |
|--|---|---------------------------------|---|------------|----------|
| Core 11 | Course Code 701401 | Contemporary Literary Theory | T | Credits :4 | Hours: 5 |
| Unit I | | | | | |
| Objective 1 | To provide the students of post-graduation with a brief historical survey of the state of criticism of the present time. | | | | |
| Liberal Humanities / Modernism | | | | | |
| Outcome 1 | Students' acquirement of an understanding of the evolution of literary criticism is ensured | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To make them familiar with the significant texts illustrating the different theoretical approaches | | | | |
| Structuralism Post – Structuralism | | | | | |
| Outcome 2 | Students' assimilation of the knowledge of different tendencies in twentieth century literary criticism is ascertained | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To enlighten the students about the important theorists of twentieth century literary criticism | | | | |
| Colonialism Post colonialism Feminism | | | | | |
| Outcome 3 | Students' become well informed about the important theorists of the 20th century literary criticism. | | | K3 | |
| Unit IV | | | | | |
| Objective 4 | To educate the learners about the predominant tendencies of twentieth century literary criticism | | | | |
| Psychoanalytic Criticism Marxist Criticism | | | | | |
| Outcome 4 | Learners fathom the predominant tendencies in 20th-century literary criticism | | | K1 | |
| Unit IV | | | | | |
| Objective 5 | To make the students learn about the important schools of thought in 20th century literary criticism | | | | |
| New Historicism Eco criticism | | | | | |
| Outcome 5 | Learners become well aware of the important schools of thought like Modernism, Post Modernism Structuralism, Post Structuralism, Colonialism, Post Colonialism, Eco-criticism, New Historicism and so on | | | K4 | |
| Suggested Readings:- | | | | | |
| Nayar ,Pramod K. – <i>Postcolonial Literature- An Introduction</i> | | | | | |
| Hutcheon ,Linda – <i>A Poetics of Postmodernism- History, Theory, Fiction</i> | | | | | |
| Hicks , R.C.Stephen– <i>Explaining Postmodernism -Skepticism and Socialism from Rousseau to Foucault</i> | | | | | |
| Butler , Christopher – <i>Postmodernism A very Short Introduction</i> | | | | | |
| Guerin, Wilfred L., et.al- <i>A Handbook of Critical Approaches to Literature</i> | | | | | |
| Lyotard, Jean-Francois – <i>The Postmodernism Condition: A Report on Knowledge</i> | | | | | |
| Barry, Peter- <i>Beginning Theory An Introduction to Literary and Cultural Theory</i> | | | | | |
| MC Leod, John- <i>Beginning Postcolonialism</i> | | | | | |

Powell, Jim illustrated by Van Howell – *Derrida for Beginners*

Online Resources

- 20th century criticism - <https://youtu.be/KVxzOmOk13s>
- Modernism - <https://www.britannica.com/art/Modernism-art>
- Post – Structuralism - <https://www.britannica.com/art/poststructuralism>
- Feminism - <https://www.coe.int/en/web/gender-matters/feminism-and-women-s-rights-movements>
- Marxist Criticism - <https://englishsummary.com/lesson/introduction-to-marxism/>
- Eco criticism - <https://www.studysmarter.co.uk/explanations/english-literature/literary-criticism-and-theory/eco-criticism/>

K1- Remember

K2- Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course Designed By : Dr. SP. M. Kanimozhi

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|------------|------------|----------|----------|------------|------------|----------|----------|------------|
| CO1 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) | S(3) | S(3) | M(2) |
| CO2 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | M(2) | S(3) | S(3) | L(1) |
| CO3 | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) | S(3) | M(2) |
| CO4 | S(3) | M(2) | M(2) | S(3) | M(2) | M(2) | M(2) | S(3) | S(3) | M(2) |
| CO5 | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | S(3) | M(2) |
| W.AV | 3 | 2.4 | 2.4 | 3 | 2 | 2.6 | 2.2 | 3 | 3 | 1.8 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|------------|------------|----------|----------|----------|
| CO1 | S(3) | M(2) | S(3) | M(2) | S(3) |
| CO2 | M(2) | S(3) | S(3) | M(2) | S(3) |
| CO3 | S(3) | M(2) | S(3) | M(2) | S(3) |
| CO4 | M(2) | S(3) | S(3) | M(2) | S(3) |
| CO5 | S(3) | M(2) | S(3) | M(2) | S(3) |
| W.AV | 2.6 | 2.4 | 3 | 2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| IV SEMESTER | | | | | |
|--|---|------------------------------|---|------------|---------|
| Core 12 | Course Code 701402 | English Language Teaching | T | Credits :4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To make the students understand the importance of teaching English. | | | | |
| ELT in India - The Role of English in India – Medium of Instruction – English as a Library Language – Values of Learning English – Relevance of Psychological Schools to Languages Teaching – Behaviourist School of Psychology – Cognitive School of Psychology – Mother Tongue Interference. | | | | | |
| Outcome 1 | Students grow well aware of the importance of English Language. | | | K2 | |
| Unit II | | | | | |
| Objective 2 | To train the learners to grasp various methods of teaching English. | | | | |
| Methods of Teaching English - Methods of Teaching English – Grammar Translation Method – Oral Approach – Situational Language Teaching – Audio Lingual Method – Communicative Language Teaching Materials. Materials for Accuracy and Fluency. Suggestopaedia | | | | | |
| Outcome 2 | Students learn about various methods of English Language Teaching | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To enable the students to understand the application of ICT in English Language Teaching. | | | | |
| Teaching of Reading and Writing - Theoretical Approaches and Basic Concepts. Reading Strategies and Types. Designing Reading Tasks and Evaluation. Forms and Functions of Writing. Writing as Communication. The Structuring of Texts. Planning, Drafting, Revision. Classroom Writing Situations and Writing Tasks. | | | | | |
| Outcome 3 | Students become skilful in using ICT | | | K3 | |
| Unit IV | | | | | |
| Objective 4 | To help the students acquire LSRW skills (Listening, Speaking, Reading and Writing) | | | | |
| Teaching Practice - Teaching the Four Language Skills (LSRW), Teaching Prose, Poetry, Drama and Extensive Reading | | | | | |
| Outcome 4 | Students become strong in Listening, Speaking, Reading and Writing Skills (LSRW skills) | | | K3 | |
| Unit IV | | | | | |
| Objective 5 | To ensure the English fluency of the learners | | | | |
| Grammar, Communication Technology and Testing in ELT - Role of Grammar in Language Pedagogy Application of Communicative Language Teaching ICT in ELT Testing – Types of Question and Object(s) of Testing. Evaluation Techniques. | | | | | |
| Outcome 5 | Students become aware of the latest methods in English Language Teaching and become fluent speakers of English | | | K6 | |
| Suggested Readings:- Gimson,A.L.(1965). <i>An Introduction to the Pronunciation of English</i> , London: Oxford University Press. Jones, Daniel. (1946). <i>The Pronunciation of English</i> , London: OUP. Palmer, Harold. E. 1964. <i>The Principles of Language Study</i> . London: Oxford University Press. Richards, Jack C., and Theodore S. Rodgers. (2001). <i>Approaches and Methods in Language Teaching</i> . 2nd edition. Cambridge,UK: CUP. | | | | | |

Online Resources

| | |
|---|---|
| ELT in India | - https://egyankosh.ac.in/bitstream/123456789/46834/1/144B1E.pdf |
| Methods of Teaching English | - https://englishpost.org/approaches-and-methods-in-language-teaching/ |
| Teaching of Reading and Writing | - https://pce.sandiego.edu/how-to-teach-reading-in-the-classroom-10-strategies/ |
| Teaching the Four Language Skills (LSRW) | - https://acumentoday.in/lsw-way-of-language-learning-listening-speaking-reading-writing/ |
| Application of Communicative Language Teaching ICT in ELT Testing | - https://www.acharyar.com.np/2022/01/use-of-ict-tools-english-language_28.html?m=1 |

| | | | | | |
|---------------------------|------------------------------|------------------------|--------------------------|---------------------------|-------------------------|
| <i>K1-Remember</i> | <i>K2- Understand</i> | <i>K3-Apply</i> | <i>K4-Analyze</i> | <i>K5-Evaluate</i> | <i>K6-Create</i> |
|---------------------------|------------------------------|------------------------|--------------------------|---------------------------|-------------------------|

Course Designed By : Dr. S. Sudha

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|
| CO1 | S(3) | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO2 | S(3) | S(3) | L(1) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO3 | S(3) | S(3) | - | L(1) | S(3) | - | S(3) | S(3) | S(3) | M(2) |
| CO4 | S(3) | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO5 | S(3) | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| W.AV | 3 | 3 | 1 | 1.2 | 3 | 2 | 3 | 3 | 3 | 2 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|----------|------------|----------|----------|
| CO1 | S(3) | S(3) | M(2) | M(2) | S(3) |
| CO2 | S(3) | S(3) | M(2) | M(2) | S(3) |
| CO3 | S(3) | S(3) | M(2) | M(2) | S(3) |
| CO4 | S(3) | S(3) | S(3) | M(2) | S(3) |
| CO5 | S(3) | S(3) | S(3) | M(2) | S(3) |
| W.AV | 3 | 3 | 2.4 | 2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| IV SEMESTER | | | | | |
|--|---|--------------------------------|---|------------|---------|
| Core 13 | Course Code 701403 | Introduction To Linguistics | T | Credits :4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To introduce the learners to linguistics as a science and expose them to the levels and flows and branches of linguistics. | | | | |
| Linguistics – What is Linguistics? – Uses of Linguistics in Language Teaching – Structural Phonology – Structural Morphophonemics – Difference Between Animal Communication and Human Language – Dialect – Idiolect – Register – Psycho Linguistics – Socio Linguistics – Contrastive Analysis | | | | | |
| Outcome 1 | Students understand the scientific nature of Linguistics | | | K2 | |
| Unit II | | | | | |
| Objective 2 | To acquaint them with phonology and morphology and to train them in phonological and morphological analysis | | | | |
| English Phonetics – Cardinal Vowels – The English Vowels, Diphthongs and Consonants – Transcription – Accent, Rhythm and Intonation – Assimilation – Elision – Received Pronunciation | | | | | |
| Outcome 2 | Students become knowledgeable about phonology | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To train students in the area of discourse analysis | | | | |
| System and Norm Deep Structure and Surface Structure | | | | | |
| Outcome 3 | Students become aware of the History of English Language | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To educate them about the History of English Language | | | | |
| Traditional Grammar – Basic Sentence Patterns – Structuralist View of Grammar and IC Analysis – P.S. Grammar – T.G. Grammar – Theories of Semantics – Semantics, Pragmatics and Discourse. | | | | | |
| Outcome 4 | Students learn about various branches of Linguistics - syntax, semantics phonology and morphology. | | | K6 | |
| Unit IV | | | | | |
| Objective 5 | To make the students know different branches of Linguistics – syntax, semantics, phonology and morphology | | | | |
| History of English Language – Place of English in Indo-European Family of Languages. Word Making in English – Changes in the Meaning of Words – History of English Spelling and Spelling Reform – Standard English – American English | | | | | |
| Outcome 5 | Students acquire a fair knowledge of traditional English grammar. | | | K1 | |
| Suggested Readings:- | | | | | |
| Balasubramanian, T. A. (1981). <i>Textbook of English Phonetics for Indian Students</i> . India: New Calif: Stanford University Press. | | | | | |
| Chomsky, Noam. (1975). <i>Knowledge of Language</i> . New York. Pantheon. Chomsky, Noam. | | | | | |
| Crystal, David. (2010). <i>The Cambridge Encyclopedia of Language</i> . Cambridge: Cambridge | | | | | |
| Das, Shyamal. (2009). <i>Essays in Linguistics: Studies in Phonology, Syntax and Sociolinguistics</i> . Delhi. Macmillan India. | | | | | |
| India: New Delhi. Akansha Publishing House. | | | | | |
| Pinker, Steven. (1994). <i>The Language Instinct</i> . W. Morrow and Company. | | | | | |
| Ruhlen, Merritt. (1994). <i>On the Origin of Languages: Studies in Linguistic Taxonomy</i> . Stanford, University Press. | | | | | |

Online Resources

| | | |
|--------------------------------------|---|---|
| Socio Linguistics | - | https://www.thoughtco.com/sociolinguistics-3026278 |
| English Phonetics | - | https://www.studysmarter.co.uk/explanations/english/phonetics/ |
| Deep Structure and Surface Structure | - | https://www.lancaster.ac.uk/fas/psych/glossary/deep_andsurface_structure_-_linguistics/ |
| Semantics | - | https://www.vocabulary.com/dictionary/semantics |
| History of English Language | - | https://www.britannica.com/topic/English-language |
| Standard English | - | https://www.thoughtco.com/standard-english-1692137 |

| | | | | | |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
|---------------------|-----------------------|-----------------|-------------------|--------------------|------------------|

Course Designed By : Dr. P. Madhan

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|----------|------------|------------|----------|----------|----------|----------|----------|------------|
| CO1 | S(3) | S(3) | M(2) | L(1) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO2 | L(1) | S(3) | L(1) | M(2) | S(3) | S(3) | S(3) | S(3) | S(3) | M(2) |
| CO3 | L(1) | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | L(1) |
| CO4 | L(1) | S(3) | L(1) | L(1) | S(3) | L(1) | S(3) | S(3) | S(3) | M(2) |
| CO5 | L(1) | S(3) | L(1) | M(2) | S(3) | L(1) | S(3) | S(3) | S(3) | M(2) |
| W.AV | 1.4 | 3 | 1.2 | 1.4 | 3 | 2 | 3 | 3 | 3 | 1.8 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|----------|------------|----------|
| CO1 | S(3) | S(3) | S(3) | M(2) | S(3) |
| CO2 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO3 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO4 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO5 | S(3) | M(2) | S(3) | L(1) | S(3) |
| W.AV | 3 | 2.2 | 3 | 1.2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| IV SEMESTER | | | | | |
|---|---|---------------------|---|-------------|---------|
| Core 14 | Course Code 701404 | American Literature | T | Credits : 4 | Hours:5 |
| Unit I | | | | | |
| Objective 1 | To introduce the students to the literary works of the major American writers of the 19th and 20th centuries so as to enable them to understand the American life and culture against the background of American history. | | | | |
| Poetry - Edgar Allan Poe: The Raven Walt Whitman: When Lilacs Last in the Dooryard Bloomed Emily Dickinson: I felt a funeral in my Brain, I Taste Liquor Never Brewed Wallace Stevens : Emperor of Ice-cream Robert Fros : Mending Wall, Stopping By Woods on a Snowy Evening | | | | | |
| Outcome 1 | Learners acquire a fair knowledge of American Freedom struggle, Racial Issues and Emancipation of Slaves and also American Literary Movements | | | K1 | |
| Unit II | | | | | |
| Objective 2 | To provide the learners with a knowledge of different aspects of American Literature, the stimulus and inspiration it has received from the literature of England and the literary forms, conventions and traditions it has inherited from the past literatures of England and Europe. | | | | |
| Prose - Emerson : The American Scholar Edgar Allan Poe: The Philosophy of Composition Thoreau : Walden | | | | | |
| Outcome 2 | Students become aware of the importance of American War of Independence and its impact on American Literature | | | K2 | |
| Unit III | | | | | |
| Objective 3 | To enlighten the students about the American War of Independence and its impact on literature | | | | |
| Fiction - Mark Twain : Adventures of Tom Sawyer Hemingway : Farewell To Arms | | | | | |
| Outcome 3 | Students become knowledgeable about the richness of American Literature | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To educate the students about the richness of American Literature | | | | |
| Fiction - Toni Morrison : Sula-Bernard Malamud: The Assistant Beloved, Edith Wharton : Ethan Frome | | | | | |
| Outcome 4 | Students grow well-versed in the themes of American Literature | | | K4 | |
| Unit IV | | | | | |
| Objective 5 | To get learners to learn about significant American literary artists and their contribution to literature | | | | |
| Drama - Arthur Miller : Death of a Salesman-O' Neill: The Emperor Jones | | | | | |
| Outcome 5 | Learners learn to compare and contrast American literature with other literatures | | | K5 | |
| Suggested Readings:- Amerind Publishing Co. Pvt. Ltd. Anthology. NewDelhi:Eurasia Publishing House. Baker, Carlos. Ernest Hemingway. (1963)<i>The Writer as Artist. Princeton: Princeton UP.</i> Bellamy, Gladys C. Mark Twain. (1950).<i>As a Literary Artist. Norman: University of Oklahoma</i> | | | | | |

Carpenter F.I. (1953). *Emerson Handbook*. New York: Hendricks House.

Chase, Richard. (1951). *Emily Dickinson. Connecticut*. Westport: Green Wood Press Publishers.

Cox, James M, ed. (1962). *Robert Frost: A Collection of Critical Essays*. New Jersey: Prentice

Edward H Davidson. (1957). *Poe: A Critical Study*. Cambridge: Belknap Press of Harvard University Press.

Egbert, S. Oliver. (1967). *American Literature: 1890-1965; An anthology*. New Delhi : Eurasia Publishing House.

Fisher, William J. and et al. (eds.). (1965). *American Literature of Nineteenth Century: An Hall.*

Spiller, E. Robert, et al. (1972). *Literary History of the United States: History*. New Delhi: Wertfordshire: Cumberland House.

Whitman, Walt. (1955). *The Works of Walt Whitman*. Edn. Wordsworth Poetry Library.

Online Resources

| | | |
|--------------------------------|---|---|
| Periods of American literature | - | https://www.britannica.com/list/periods-of-american-literature |
| The Raven | - | https://www.litcharts.com/lit/the-raven/summary |
| Mending Wall | - | https://www.sparknotes.com/poetry/frost/section3/ |
| The American Scholar | - | https://www.cliffsnotes.com/literature/e/emersons-essays/summary-and-analysis-of-the-american-scholar/about-the-american-scholar |
| Walden | - | https://www.gradesaver.com/walden/study-guide/summary |
| Adventures of Tom Sawyer | - | https://www.sparknotes.com/lit/tomsawyer/summary/ |
| Sula | - | https://www.supersummary.com/sula/summary/ |
| The Emperor Jones | - | https://www.englishliterature.info/2022/07/the-emperor-jones-summary-analysis.html |

K1-Remember **K2- Understand** **K3-Apply** **K4-Analyze** **K5-Evaluate** **K6-Create**

Course Designed By : Dr. S. Valliammai

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO2 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO3 | S(3) | M(2) | S(3) | S(3) | L(1) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO4 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| CO5 | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) | M(2) | S(3) | S(3) |
| W.AV | 3 | 2.2 | 3 | 3 | 1.8 | 3 | 3 | 2 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|------|------|------|------|------|
| CO1 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO2 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 3 | 3 | 3 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| IV SEMESTER | | | | |
|-------------|-----------------------|-----------------------|--|-------------------------|
| Core 15 | Course Code 701999 | Project and Viva Voce | | Credits : 8 Hours:10 |



| II SEMESTER | | | | | |
|---|---|--|---|-------------|---------|
| NME | Course Code -- | Effective Communication and Soft Skills | T | Credits : 2 | Hours:3 |
| Unit I | | | | | |
| Objective 1 | To expose the students to the channels and levels of communication. | | | | |
| Communication vs. Effective Communication) - (Importance and Significance of Communication) Principles of Effective Communication, The Flow of Communication, The Levels of Communication, Types of Communication-Verbal & Non-verbal, Barriers to Effective Communication – How to Get Rid of Them | | | | | |
| Outcome 1 | Students develop exposure to the channels and levels of communication | | | K6 | |
| Unit II | | | | | |
| Objective 2 | To acquaint them with the strategies in planning, preparing and presenting a speech with focus on nuances of delivery; to train them in the writing of memos and resumes and to train them how the leader should conduct himself in moments of conflict. | | | | |
| Conversation Skills & Basic Etiquettes) - Modes of Greeting, Requesting, Thanking, Writing, Introducing, Congratulating, Giving Opinion and Granting Permission, Expression of Agreement, Disagreement, Giving Orders, Advice, Suggestion, Apology, Warning and Gratitude etc. Telephone Conversation – Dos and Don'ts (Specific dialogues to be given to enable the students understand and use the expressions in conversations) | | | | | |
| Outcome 2 | Learners develop a fair understanding of the methods of preparation of public speeches | | | K1 | |
| Unit III | | | | | |
| Objective 3 | To help the students fine-tune their language by avoiding slang, informal expressions and faulty usages. | | | | |
| Presentation Skills) - Preparing, Planning and Presenting a Talk. Preparing for the Introduction, Body and Conclusion of Presentation Structure, Language and Delivery of the Presentation How to Make an Impressive Presentation? Analyzing Audience and Locale The Use of Audio-Visual Aids | | | | | |
| Outcome 3 | Students imbibe knowledge about the difference between formal and informal languages | | | K1 | |
| Unit IV | | | | | |
| Objective 4 | To enable the students no write letters, articles, representations etc | | | | |
| (Group Communication) - Behaviour Pattern-Peer Group-Cooperation-Analysis of the Given Topic. Arguments and Force of Expressions - Avoiding Interference and Rudeness of Language – Guiding the Group Members at points of dullness – Leadership Qualities – Summing Up. | | | | | |
| Outcome 4 | Students attain competence to excel well in Group Discussions | | | K2 | |
| Unit IV | | | | | |
| Objective 5 | To make the students adepts in communication skills | | | | |
| (Writing Skills) - Writing Letters, The Essentials of Letters, Writing Job Applications, Preparing a Resume and Resume Types, Types and Uses of Memos and Circulars, Advantage and Disadvantage of E-mail, Advantage and Disadvantage of Advertisements. | | | | | |
| Outcome 5 | Students can understand the difference between formal and informal communications and also can write letters, resume | | | K2 | |

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|---|---|
| and job applications | |
| Suggested Readings:- | |
| Bill, R. Swetmon. (2006). <i>Communication Skills for the 21st Century</i> , Chennai: Eswari Press, First South Asian Edition. | |
| Dutt, Kiranmai&GeethaRajeevan. (2006). <i>Basic Communication Skills</i> . Rev. Ed. Foundation books Pvt. Ltd, New Delhi: Cambridge House | |
| Glass, Lillian. (1987). <i>Talk to Win</i> . New York: Perigee Books. | |
| Pillai, G. Radhakrishna&Rajeevan. K.(1987). <i>Spoken English for You</i> . Emerald Publishers, Chennai. | |
| Online Resources | |
| Importance and Significance of Communication | - https://www.skillsyouneed.com/ips/what-is-communication.html |
| Speaking skills | - https://www.britishcouncil.in/blog/seven-simple-ways-improve-your-speaking-skills |
| Presentation Skills | - https://www.coursera.org/articles/presentation-skills |
| Group Communication | - https://getuplearn.com/blog/group-communication/ |
| Writing Skills | - https://www.skillsyouneed.com/writing-skills.html |
| K1- Remember | K2- Understand |
| K3-Apply | K4-Analyze |
| K5-Evaluate | K6-Create |
| Course Designed By : Dr. M. Natarajan | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|----------|----------|------------|----------|----------|------------|----------|----------|----------|------------|
| CO1 | M(2) | S(3) | M(2) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | L(1) |
| CO2 | M(2) | S(3) | L(1) | - | S(3) | L(1) | S(3) | S(3) | S(3) | M(2) |
| CO3 | M(2) | S(3) | - | - | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO4 | M(2) | S(3) | - | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| CO5 | M(2) | S(3) | L(1) | L(1) | S(3) | M(2) | S(3) | S(3) | S(3) | M(2) |
| W.AV | 2 | 3 | 1.3 | 1 | 3 | 1.8 | 3 | 3 | 3 | 1.8 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|----------|----------|----------|
| CO1 | S(3) | S(3) | S(3) | - | S(3) |
| CO2 | S(3) | L(1) | S(3) | - | S(3) |
| CO3 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO4 | S(3) | L(1) | S(3) | - | S(3) |
| CO5 | S(3) | L(1) | S(3) | L(1) | S(3) |
| W.AV | 3 | 1.6 | 3 | 1 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)

| III SEMESTER | | | | | |
|--|---|--------------------------------------|---|-------------|---------|
| NME | Course Code | English for Competitive Examinations | T | Credits : 2 | Hours:3 |
| Unit I | | | | | |
| Objective 1 | To help the students understand how grammatical structures are systematically related to meaning. | | | | |
| Parts of speech Noun Phrases Adjective Phrases Adverbial Phrases | | | | | |
| Outcome 1 | Students become well-versed in understanding and using various sentence patterns | | | K2 | |
| Unit II | | | | | |
| Objective 2 | To give practice to the students in clause analysis | | | | |
| Prepositions Concord | | | | | |
| Outcome 2 | Students grow skilful in analysing clauses | | | K6 | |
| Unit III | | | | | |
| Objective 3 | To enable the students write correct English | | | | |
| Tenses Active and Passive Voice Degrees of Comparison | | | | | |
| Outcome 3 | Learners grasp the importance of correct English | | | K2 | |
| Unit IV | | | | | |
| Objective 4 | To help the students standardise their English language skills | | | | |
| Noun Clause, Adjective clause, Adverbial I Clause Simple, Complex and Compound Sentences Transformation of Sentences Synthesis of sentences | | | | | |
| Outcome 4 | Students' fine performance in English Language based competitive examinations is ascertained | | | K5 | |
| Unit IV | | | | | |
| Objective 5 | To equip the students to perform well in competitive examinations | | | | |
| Idioms and Phrases Spotting the Errors English vocabulary | | | | | |
| Outcome 5 | Learners become capable of delivering public speeches | | | K3 | |
| Suggested Readings:- Hyderabad: McMillan India Limited. Kierzek, John M. (1946). <i>The Macmillan Handbook of English</i> . New York: Macmillan. 1946 Krishnaswamy, N. (2008). <i>Modern English: A Book of Grammar Usage and Composition</i> . Palmer, H.M. (1976). <i>Semantics: A New Outline</i> , CUP: Cambridge. Wood, F.T. (1965). <i>Remedial English Grammar</i> . Calcutta: Macmillan. | | | | | |
| Online Resources | | | | | |
| Types of Phrases | - https://www.studyandexam.com/types-of-phrase.html | | | | |
| Prepositions | - https://www.gingersoftware.com/content/grammar-rules/preposition/ | | | | |
| Concord | - https://www.vocabulary.com/dictionary/concord | | | | |
| Active and Passive Voice | - https://www.grammarly.com/blog/active-vs-passive-voice/#:~:text=The%20dog%20chases%20the%20ball,the%20focus%20of%20the%20sentence | | | | |

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|--|-----------------------|---|-------------------|--------------------|------------------|
| Degrees of Comparison | - | https://byjus.com/english/degrees-of-comparison/ | | | |
| Tenses | - | https://leverageedu.com/blog/tenses-rule/ | | | |
| Types of Sentences | - | https://webapps.towson.edu/ows/sentences.htm | | | |
| Synthesis of sentences | - | https://www.youtube.com/watch?v=WevEWotQhNw | | | |
| Idioms and Phrases | - | https://www.vedantu.com/english/idiom-and-phrases | | | |
| Spotting the Errors | - | https://www.geeksforgeeks.org/tricks-to-solve-spotting-errors/ | | | |
| K1- Remember | K2- Understand | K3-Apply | K4-Analyze | K5-Evaluate | K6-Create |
| Course Designed By : Dr. SP. M. Kanimozhi | | | | | |

Course Outcome Vs Programme Outcomes

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------------|------------|----------|------------|----------|------------|----------|------------|------------|----------|------------|
| CO1 | L(1) | S(3) | L(1) | L(1) | S(3) | M(2) | M(2) | S(3) | S(3) | L(1) |
| CO2 | L(1) | S(3) | L(1) | M(2) | S(3) | M(2) | S(3) | S(3) | S(3) | L(1) |
| CO3 | L(1) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) | S(3) | L(1) |
| CO4 | M(2) | S(3) | M(2) | M(2) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) |
| CO5 | L(1) | S(3) | M(2) | S(3) | M(2) | M(2) | S(3) | M(2) | S(3) | M(2) |
| W.AV | 1.2 | 3 | 1.6 | 2 | 2.6 | 2 | 2.8 | 2.4 | 3 | 1.4 |

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome Vs Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------------|----------|------------|----------|------------|----------|
| CO1 | S(3) | M(2) | S(3) | L(1) | S(3) |
| CO2 | S(3) | M(2) | S(3) | M(2) | S(3) |
| CO3 | S(3) | S(3) | S(3) | S(3) | S(3) |
| CO4 | S(3) | S(3) | S(3) | M(2) | S(3) |
| CO5 | S(3) | S(3) | S(3) | S(3) | S(3) |
| W.AV | 3 | 2.6 | 3 | 2.2 | 3 |

S –Strong (3), M-Medium (2), L- Low (1)



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