

**DEPARTMENT OF ENGLISH LITERATURE**

**RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**

Rathinam Techzone, Pollachi Road, Eachanari, Coimbatore – 641021



Syllabus for

M.A English Literature

(For all Semesters)

2021-2022 Batch on-wards

### **Vision and Mission of the Institution:**

#### VISION

To emerge as a world renowned institution that is integrated with industry to impart Knowledge,Skills, Research Culture and Values in youth who can accelerate the overall development of India.

#### MISSION

To impart superior quality education at affordable cost,nuture academic and research excellence, maintain eco-friendly and future-ready infrastructure, and create a team of well qualified teaching professionals who can build global competency and employability.

#### CORE PURPOSE

Transform the youth into National Asset.

### **Vision and Mission of the Department:**

#### VISION

To enrich the *young* minds with great literary works and enhance the moral values of the students.

#### MISSION

To impart education *with the virtues* of ethical values, sense of equality and peace in young minds and enable them to reach intellectual maturity to become inspired leaders nationally and globally.

#### MOTTO

To train students to achieve Communicative Competency in English.

### **Program Educational Objectives (PEO)**

PEO1	:	Make an in depth study and analysis on the literary works through which a complete exposure to the nuances of literature will be acquired.
PEO2	:	Acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature and the different genres of literature leading to the comprehension of literary movements with the current trend
PEO3	:	Gain awareness on the role of literature in addressing contemporary issues such as environmental concern, and Gender issue.
PEO4	:	Develop a flair for the English Language and understand the various techniques and patterns employed in various literatures
PEO5	:	Explore how literary works were written leading to research thinking and exploration.

### Mapping of Institute Mission to PEO

Institute Mission	PEO's
To provide quality education at affordable cost.	PEO4
To maintain academic and research excellence with a keen focus.	PEO4, PEO5.
INDUSTRY-INTEGRATED RESEARCH AND EDUCATION.	PEO1, PEO2, PEO3.

### Mapping of Department Mission to PEO

Department Mission	PEO's
To impart education <i>with the virtues of</i> ethical values, sense of equality and peace in young minds.	PEO4.
To enable them to reach intellectual maturity to become inspired leaders nationally and globally.	PEO4, PEO5.

### Program Outcomes (PO):

<b>PO1</b>	:	Possess complete exposure to British Literature and World Literature.
<b>PO2</b>	:	Study and understand classical and modern literary theory for the practical application to literature.
<b>PO3</b>	:	Develop an aesthetic sense for English Language and literature
<b>PO4</b>	:	Acquire a thorough knowledge on the emerging trends of literary criticism and theories.
<b>PO5</b>	:	Comprehend and interpret linguistic analysis of literary work
<b>PO6</b>	:	Learn various concepts of English language and literature teaching.
<b>PO7</b>	:	Understand practical application of literary terms and figures of speech in their writing.
<b>PO8</b>	:	Gain an insight into research methodology.
<b>PO9</b>	:	Acquaint the life and culture of various nations through the works of art.

### Program Specific Outcomes (PSO)

<b>PSO1</b>	:	Acquire a thorough knowledge on the emerging trends of literary criticism and theories.
<b>PSO2</b>	:	Comprehend and interpret linguistic analysis of literary works
<b>PSO3</b>	:	Exhibit a definite mastery of English language skills.
<b>PSO4</b>	:	Develop analytical, research-oriented and organizational skills.

### Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4	PEO5
<b>PO1</b>	:				1	1
<b>PO2</b>	:		1	2	2	3
<b>PO3</b>	:		1		1	1
<b>PO4</b>	:	1	1			
<b>PO5</b>	:		3	3	2	1
<b>PO6</b>	:	2		2		
<b>PO7</b>	:	1	2			
<b>PO8</b>	:				2	1
<b>PO9</b>	:		2	1	2	1
<b>PSO1</b>	:	3	1			
<b>PSO2</b>	:	2		1		
<b>PSO3</b>	:		1		1	2
<b>PSO4</b>	:				1	2

### Components considered for Course Delivery is listed below:

1. Class room Lecture
2. Laboratory class and demo
3. Assignments
4. Mini Project

5. Project
6. Online Course
7. External Participation
8. Seminar
9. Internship

Program Outcomes	Course Delivery								
	1	2	3	4	5	6	7	8	9
PO1	1		1	3	1	1		1	1
PO2	1		2	3					
PO3	3					1			
PO4			1	2	1				
PO5	2	1	1			1	1	2	
PO6	1	1				2	2		
PO7				2	1				2
PO8	1	2	1			3	1	1	
PO9	2		3	1	2	3		1	1
PSO1	2		2	1	2	3			
PSO2			1	1	1			1	1
PSO3		3	1			3	1	1	
PSO4	1	2				1	2		

### Curriculum Structure - Regulation - 2021

S.No	Sem	Part	Sub Type	Sub Code	Subject	Credit	Hours	INT	EXT	Total
1	1	3	Theory		Core-I British Literature-I (From Chaucer to Milton)	4	5	50	50	100
2	1	3	Theory		Core-II American Literature	4	4	50	50	100
3	1	3	Theory		Core –III Shakespeare	4	4	50	50	100
4	1	3	Theory		Core –IV English Language teaching	4	4	50	50	100
5	1	3	Theory		Core –V Phonetics	4	4	50	50	100
1	2	3	Theory		Core-VI British Literature-II (Dryden to Romantic Age)	4	5	50	50	100
2	2	3	Theory		Core – VII Indian Writing in English	4	4	50	50	100
3	2	3	Theory		Core – VIII English Literature for Competitive Examinations - I	3	4	50	50	100
4	2	3	Theory		Core –IX New Literatures in English	4	4	50	50	100
5	2	3	Theory		Core – X A History of The English Language	4	4	50	50	100
6		3	Electiv e-II		Digital Marketing	4	4	50	50	100
		3			World Classics in translation			50	50	
		3			Translation Types, Views and Tools			50	50	
1	3	3	Theory		Core-XI British Literature- III (Victorian age to Modern Age)	4	5	50	50	100
2	3	3	Theory		Core –XII English Literatures for Competitive Examinations -II	3	4	50	50	100
3	3	3	Theory		Core – XIII Single Author Study- TS Eliot	4	4	50	50	100
4	3	3	Theory		Core –XIV Translation Studies	4	4	50	50	100
5	3	3	Theory		Core –XV Research Methodology & IPR	4	4	50	50	100
6		3	Electiv e-III		Literary Criticism	4	4	50	50	100
		3			Office Automation					

		3			Asian Literature					
1	4	3	Theory		Core –XVI Introduction to Women Studies	4	4	50	50	100
2	4	3	Theory		Mass Communication and Journalism	4	4	50	50	
3	4	3	Elective-IV		Post Colonial Literature-II	4	4	50	50	100
4	4	3			Young Adult Literature					
5	4	3			Grammar, Rhetoric and Writing					
6	4	3	Project		Core Project Work	8	10	100	100	200
					<b>Total credit</b>	<b>90</b>		<b>880</b>	<b>1320</b>	<b>2200</b>

**Semester : I**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core I British Literature (Chaucer to Milton)</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

Using standardized guidelines, the transactions are recorded, summarized, and presented in a financial report or financial statement such as an income statement or a balance sheet.

**Course focuses on: Research**

**Course Outcome**

CO1	:	Understand the basic terminology and practical elements of poetry.
CO2	:	Understand the common techniques underlying free verse and traditional forms of Poetry.
CO3	:	Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO4	:	Deepen the knowledge of contemporary world culture through literature.
CO5	:	Enhance the aesthetic sense and admiring the beauty of life and literature.

**Unit I Poetry**

**[12 Periods]**

Geoffrey Chaucer: The Prologue to the Canterbury Tales

Thomas Wyatt: I find no peace

Henry Howard Earl of Surrey: Love that doth Reign and Live within my thought

Poems are selected from the Norton Anthology of English Literature – Revised Volume – 1

**[12 Periods]**

**Unit II Poetry**

John Milton: Paradise Lost Book II

John Donne: The Canonization, Death be not Proud

(Poems are selected from the Norton Anthology of English Literature.)

**[12 Periods]**

**Unit III Drama**

Marlowe: Edward - II

John Webster: Duchess of Malfi



[12 Periods]

**Unit IV Prose**

Francis Bacon

Of Adversity

Of Love

Of Friendship

John Bunyan: The Pilgrims Progress

[12 Periods]

**Unit V Criticism**

Sydney: An Apology for Poetry

**References**

1. English Critical Tradition: An Anthology of English Literary Criticism – Vol-I  
by S.Ramaswami and V.Seturaman
2. Poems are selected from the Norton Anthology of English Literature – Revised Vol- I

**Mapping of Course Outcomes with Program Outcomes:**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3	1	3	1	1	1	3	2	1	1
CO2		1	3		1	1			1	2	1	1	3
CO3	3	1	1	3	3	1	1	1	1	2	1		
CO4	1		1	3	1	1	3	1	3		1	1	1
CO5	1	1	3	3	1		1	3	1	1	2	1	2

**Semester : I**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core - II – American Literature</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

This course aims to introduce representative models of English prose for students to critically examine a wide variety of prose styles. The essays compiled under Prose –I range from Francis Bacon to George Orwell. The selection includes different types of essays viz didactic, informative, imaginative and journalistic.

**Course focuses on: Research**

**Course Outcome**

CO1	:	To get familiarized with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17th and mid19th centuries.
CO2	:	to introduce some of the major literary genres and modes employed by writers of the period.
CO3	:	to provide an opportunity to examine some recurring themes in the literature of the period.
CO4	:	to help understand the relevance of the literature of past to the modern world.
CO5	:	Enable practice in analyzing, discussing, and writing about the literature.

**Unit-I Poetry**

**[12 Periods]**

Whitman: When Lilacs Last in the Dooryard Bloomed  
Emily Dickenson: Success is counted Sweetest  
Because I could not stop for Death  
Robert Frost: Mending Wall  
Sylvia Plath: Daddy (The New Poetry edited by Alvarez)  
Wallace Stevens: The Emperor of Ice Cream

**Unit II – Drama**

**[12 Periods]**

Eugene O’Neil: The Hairy Ape  
Tennessee Williams: Glass Menagerie

**Unit III -Prose**

**[12 Periods]**

Emerson: Oversoul  
Poe: The Philosophy of Composition

**Unit IV – Fiction**

**[12 Periods]**

Nathaniel Hawthorne: The Scarlet Letter  
Alice Walker: The color purple

## Unit V Criticism

[12 Periods]

Cleantb Brooks: The Language of Paradox  
Kenneth Burke: The Poetic Process

### References

1. Poems are from American Literature --An Anthology (1880-1965).
2. Essays are from Five Approaches to Literary Criticism by Wilber Scott Macmillan, 1963.
3. An Anthology of American Literature: 1980Eurasia Publishing House,New Delhi.
4. The American Literature of the Nineteenth century: An Anthology, Eurasia Publishing House, 1977.

### Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3	2	3	1	1	1	3	2	1	
CO2	1	1	3	1	1	1	1		1	2	1	1	3
CO3		1	1	3	2		3	1		2	1	1	3
CO4	1	3		2	1	1		1	3		1	1	
CO5	1	1	3	3	1	3	1	1	1	1	2	1	2

**Semester : I**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core - III – Shakespeare	4	4	0	0	Theory

**Introduction**

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater.

**Course focuses on: Research**

**Course Outcome**

CO1	:	To know the characters, plots, and themes of four representative Shakespearean plays.
CO2	:	To understand the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy, and history.
CO3	:	To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
CO4	:	To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's works.
CO5	:	To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.

[12Periods]

**Unit- I : Hamlet**

[12Periods]

**Unit- II : Much Ado About Nothing**

[12Periods]

**Unit- III : Richard III**

[12Periods]

**Unit- IV : Tempest**

[12Periods]

**Unit- V** : Shakespeare’s Stage, and the following sonnets.

Sonnet No :18 –Shall I compare thee...

Sonnet No :33 – Full many a glorious morning I \_ve seen...

Sonnet No :46--Mine eye and the heart are at mortal war ...

Sonnet No :76—why is my verse so barren of new pride ...

**Reference**

1. Shakespeare, William. Shakespeare’s Sonnets. Oxford: Oxford University Press, 2004.

**Mapping of Course Outcomes with Program Outcomes:**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	1	1	3	1	2	3	1	1	3	2
CO2	3			1	3	3	1	1	1	1	3		
CO3		3	1	1	3	3	2	1	3	1	1	3	2
CO4		3	3			2			1	3	1		1
CO5	1	2	3	2	1	1	1	1	1	1	3	3	1

## Semester: I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	English Language Teaching	4	4	0	0	Theory

### Introduction

‘Communication’ is one of the primary purposes behind language teaching which greatly influenced ELT. The English language has been one of the potent factors in the development of unity in the country. English is the only means of preventing our isolation from the world.

**Course focuses on: Research**

### Course Outcome

CO1	: Significant learning takes place when the subject matter is relevant to the personal interests of the student.
CO2	Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum.
CO3	Learning proceeds faster when the threat to the self is low.
CO4	: Self-initiated learning is the most lasting and pervasive.
CO5	: Important developments in ELT throughout history.

#### Unit I

[12Periods]

History of English Language Teaching; Theories of Language and Language-Learning Behaviorism, Cognitivism, Structural, Interactive.

#### Unit II

[12Periods]

Different Approaches and Methods in Language Teaching including Humanistic approaches; The Silent Way, Suggestopedia, Total Physical Response.

#### Unit III

[12Periods]

Curriculum and Syllabus: Difference between Curriculum and Syllabus; Different Types of syllabuses.

#### Unit IV

[12Periods]

Teaching of Language Skills; Listening, Speaking, Reading and Writing.

#### Unit V

[12Periods]

Testing and Evaluation; Types of Tests.

### Text Books

1. Penny UR, A Course in Language Teaching, 1996, New Delhi, Oxford University Press.
2. Keith Johnson, Language Teaching and skill Learning, 1966, Oxford: Blackwell Publishers.
3. Brumfit, C.J.K. Johnson (1994). The Communicative Approach to Language Teaching, New Delhi, Oxford: Oxford University Press.

### References

1. Richards, Jack C. Theodore S. Rodgers, 1995, Approaches and Methods in Language Teaching, NewDelhi, Cambridge University Press.
2. Nunan, D. 1988. The Learner-Centred Curriculum, New Delhi: Cambridge University Press.
3. Saraswathi, V, 2004. English Language Teaching, Principles and Practice. Chennai: Orient Longman.
4. Stem, H.H. 1983. Fundamental Concepts of Language Teaching, Oxford University Press.
5. Geetha Nagaraj, 1996, English Language Teaching: Approaches, Methods, Techniques, Hyderabad

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1				1	3	2	1	1
CO2	3	1	3	1	3	3	3	1	1	2		1	3
CO3			3	3	1	1			3	2	1	1	3
CO4	1	3	1	1	1			1	3	3	1	1	1
CO5	3	1	3	1	1	3	1	1	1			1	2

## Semester : I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core-V Phonetics	4	4	0	0	Theory

### Introduction

This course focuses on the Importance of the language and its purpose. Students are exposed to the intricacies of articulating English sounds, enabling them to speak good English. The course aims at offering students a set of basic tools and a framework which will enable them to understand the basic concepts in language and Linguistics. It also aims at introducing various branches of Applied Linguistics.

### Course Focuses on: Skill Development

### Course Outcome

CO1	:	To learn the chief theories of human speech.
CO2	:	To gain knowledge in various branches of sounds.
CO3	:	To recognize the acceptable system of sound and pronunciation.
CO4	:	To differentiate the patterns of sounds.
CO5	:	To understand the concepts of Phonetic Symbols.

[12Periods]

### Unit I

Types of Phonetics, Identification of English sounds.

[12Periods]

### Unit II

Active and Passive articulators.

[12Periods]

### Unit III

The resonating cavities, The description & classification of consonants sound.

[12Periods]

### Unit IV

Describing the place of articulation and manner of articulation.

[12Periods]



## Unit V

The vowels sound, Diphthongs and Triphthongs.

### Text Book

1. A text Book of English Phonetics for Indian Students -- Dr.T. Balasubramaniam(Macmillan).

### References

1. The Pronunciation of English, Daniel Jones.
2. An Introduction to The Pronunciation of English,Gimson,A.C.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1			1	1	3	3	1	1	3	2	1	1
CO2	3	1	3	1	3				1	2	1		3
CO3			3	3	1	1	3	1	3	2	1	1	3
CO4	1	3			1	1	3	1			1	1	1
CO5	3	3	3	1	1	3	3	3	1	1	2		

**Semester : I**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Elective-I Translation an Overview</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

**Course Outcome**

CO1	:	To enable students to engage in advanced study and research with scholars in the field of Translation Studies.
CO2	:	Understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	To foster original and scholarly research that contributes to this field.
CO4	:	To enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters.
CO5	:	Interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism.

[12Periods]

**Unit I:** Introduction to Translation - Terms and Definitions - History of Translation – Translation: Is it a Science or an Art – The Translator: Requirements and Responsibilities.

[12Periods]

**Unit II:** Kinds of Translation: Roman Jakobson, Dryden, Catford & Literal Translation – Methods of Translation: Author – Centered Translation, Text – Centered Translation & Reader – Centered Translation – Translations Procedures: Transliteration, Transference, Transcreation & Transposition

[12Periods]

**Unit III:** Equivalence : Principle of Equivalence, Equivalence and Adequacy, Popovic on Equivalence : Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence & Textual Equivalence – Susan Bassnett-McGuire on Equivalence – Catford on Equivalence – Eugene Nida on Equivalence – Adaptation.

[12Periods]

**Unit IV:** Machine Translation – Translation of Bible – Prose Translation: Problems

[12Periods]

**Unit V:** Poetry Translation: Problems – Dramatic Texts: Problems – Shakespeare in Translation – Translation of Scientific and Technological Texts.

### Text Book

1.Bassnett-McGuire, Susan. 1980. Translation Studies. London: Methuen.

### References

1.Belloc, Hilaire. 1931. On Translation. Oxford: the Clarendon Press.

2.Biguenet and Schultze. 1990. The Craft of Translation. Chicago: University Press.Lakshmi. 1993.  
Problems in Translation. Hyderabad.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3			1	1	1	1	3	3	3	1	1	1
CO2	1	3	3	1	1	1			1	3	3		1
CO3	3	1	1	3	3	3	1	3	1	3			3
CO4	3	3	3			3	3	1	3	1	1	1	2
CO5	1			3	3	3	1	1			1	3	1

## Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core –VI British Literature-II (Dryden to Romantic Age)	4	5	0	0	Theory

### Introduction

This paper enables the students to understand the ideas of the great masters of English Literature during the Augustan and Romantic period.

### Course Focuses on: Skill Development

### Course Outcome

CO1	:	Recognizes the significant features of the Romanticism.
CO2	:	Discusses the significance of the historical period on the poem by analyzing the effects of the major events in that period
CO3	:	Determines the importance of the poem in its historical and social context.
CO4	:	Analyze a variety of genres, including novels, poetry, drama
CO5	:	Recognizes both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture

### Unit – I Poetry [12Periods]

Wordsworth: Tintern Abbey Coleridge : Kubla Khan Shelley : Ode to the West Wind Keats : Ode on a Grecian Urn Oliver Goldsmith: The Deserted Village (1-250lines)

### Unit – II Drama [12Periods]

Dryden : All for Love Sheridan : The Rivals

### Unit – III Prose [12Periods]

Charles Lamb: The following essays from the Essays of Elia : Old China  
Dream Children: A Reverie  
In Praise of Chimney Sweepers  
Dissertation upon a Roast Pig  
Jonathan Swift: Gulliver's Travels I

### Unit IV Fiction [12Periods]

Scott: Kenilworth  
Jane Austen: Northanger Abbey

### Unit V Criticism [12Periods]

Wordsworth: Preface to Lyrical Ballads  
Johnson: Preface to Shakespeare

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1			3	1			1	1
CO2			3	1	3	3	3	1	1	3	3	1	1
CO3	3	3			1	1	3			3	1	2	3
CO4	1	3	1	1			3	1	2	1			2
CO5	3				1	1	3	3	1	2	1	3	1

## Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core-VII Indian Writing in English</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

### Introduction

This paper will help the students to appreciate the variety and diversity of Contemporary Indian Writing in English.

### Course Focuses on: Skill Development

#### Course Outcome

CO1	: To enable students to form an overview of literatures in Indian Literature in English.
CO2	: To enhance the aspects of the English at a common level.
CO3	: To help students capture the tenor and manner of expression in writings by non-native user of English.
CO4	: To install values and development of human concern.
CO5	: To Criticize the learners on Indian sensibility in the representative works.

#### Unit I : Poetry

[12Periods]

A. K. Ramanujan : Looking for a Cousin on a Swing  
Nissim Ezekiel : Poet, Lover, Bird Watcher  
Gieve Patel : On killing Tree  
Toru Dutt : “Our Casuarina Tree”  
Nissim Ezekiel : Night of the Scorpion  
A. K. Ramanujan : “Obituary

#### Unit II : Drama

[12Periods]

Mahesh Dattani : Brief Candle (Brief Candle: Three Plays : Penguin Books India, 2010)  
Karnad : Nagamandala

#### Unit III : Prose

[12Periods]

Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters) (Viking publications :2004)

#### Unit IV : Fiction

[12Periods]

Amish Tripathy : The Secret of Nagas  
Manju Kapoor : Custody

#### Unit V : Fiction

[12Periods]

Anita Desai : Bye Bye Black bird  
Shashi Deshpande : That Long Silence

### Textbooks

1. Prose Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters) (Viking publications :2004)
2. Mahesh Dattani : Brief Candle (Brief Candle: Three Plays : Penguin Books India, 2010 ) .

### Reference books

1. King, Bruce. Three Indian Poets: Nissim Ezekiel, A. K. Ramanujan, Dom Moraes. Madras: Oxford UP, 1991.
2. McLeod, A L, and R K. Narayan. R.K. Narayan: Critical Perspectives. New Delhi: Sterling Publishers Private Ltd, 1994.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1			3	1	1	3	3	1	1	3	1	1	1
CO2	3	3	3	2	1	1	3	1	2	3	3	1	1
CO3	3	3			1	1			2	3	1	2	3
CO4	3	3	3	3	3	2	2	1			1		
CO5	1	2	1		1	2			1	2	1	3	1

**Semester : II**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core-VIII English Literature for Competitive Examination-I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

To enable students to be through with the literary forms and theories of English Literature and to equip them to face the competitive examinations.

Course Focuses on: Employability

**Course Outcome**

CO1	: To provide greater exposure to students to the growth and development of English literature
CO2	: To provide deeper understanding of English literary genres other etc
CO3	: To train students for competitive examinations like net and set etc
CO4	: enlarge their vocabulary by keeping a vocabulary journal.
CO5	: strengthen their ability to write academic papers, essays and summaries using the process approach.

[12Periods]

**Unit I** : Literature of the Absurd to Burlesque

[12Periods]

**Unit II**: Cannons of Literature to Dream Vision

[12Periods]

**Unit III**: Edition to Great Chain of Being

[12Periods]

**Unit IV**: Haiku to Ivory Tower

[12Periods]

**Unit V**: Jeremiad to Myth

**Textbook**

1.A Glossary of Literary Terms, Abrams,M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd).

**Reference**

1.A Dictionary of Literary Terms ,Cuddon.A ( Penguin ) The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge).



### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3			1	1	1	3	1	2	3	1	1	1
CO2	3	3	2			3	3	1	1	3	3	1	1
CO3	3	3	1	1	3	3	1	2	1	3			3
CO4	3	3		3			2	1	1	1	1	1	2
CO5	1	2	1	2	1	2			1	2	1	3	1

## Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core-IX New Literature in English	4	4	0	0	Theory

### Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry. The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights.

Course Focuses on: Research

### Course Outcome

CO1	:	To introduce students to the emergent body of literature being produced by writers→ from the countries, that have emerged with the literature of their own.
CO2	:	To create an awareness about the various issues discussed by different writers with→ local and global social conditions.
CO3	:	To prepare the students to make an attempt to read the works comparatively, in→ relation to one another along with their literary and cultural traditions.
CO4	:	To introduce the students to different genres of the Post Colonial Literatures.
CO5	:	To make them understand that the Post Colonial Literatures can be interesting.

### Unit I

[12Periods]

Poetry Wilfred Campbell: The Winter Lakes (Canada) David Rubadiri : A Negro Labourer in Liverpool (Africa) Derek Walcott: Ruins of a Great House (The West Indies) Allen Curnow: Time (New Zealand) Song of the dream – Sarojini Naidu (India)  
(Poems are from an Anthology of Common Wealth poetry by C.D. Narasimhaiah)

### Unit II

[12Periods]

Prose Tagore: Sadhana Chapter I – III V.S Naipaul: Area of Darkness

### Unit III

[12Periods]

Drama Soyinka: The Road Tony Morrison: The Bluest Eye

### Unit IV

[12Periods]

Fiction Chinua Achebe: Things Fall Apart

### Unit V

[12Periods]

Criticism Margaret Atwood: Ice Women v. Earth Mothers: the Stone Angel and The Absent Venus. (from

"Readings in Commonwealth Literature Ed. William Walsh Clarendon Press, Oxford 1973,228-240 pp.)

**Textbook**

1.Stuart Hall: Cultural Identity and Diaspora (Essays form Readings in Commonwealth Literature Ed By Walsh).

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	1	1	3	3	1	1	1	3	3	1
CO2	1	1	3	1	1	1	1	1	3	1	1	3	1
CO3	3	1	1	3	3	1	1	2	1	1	1	1	2
CO4	1	3	2	1	1	3	1	2	1	3	2	2	1
CO5	1	1	3	2	1	2	1	1	1	1	2	1	1

## Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core-X A History of English Language</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

## Introduction

Students are exposed to the evolution of the English language at a deeper level.

Course Focuses on: Research

## Course Outcome

CO1	: To understand the Indian of Indian literature in English.
CO2	: To analyze the strengths and constraint of Indian English as a literary genre
CO3	: To introduce students to major movements and figures of Indian Literature in English
CO4	: To instill values and develop human concern in students
CO5	: To attain accessibility to regional and international literary forms.

[12Periods]

**Unit I:** English Present and Future, The Indo-European family of Languages.

[12Periods]

**Unit II:** Old English, Foreign Influences on Old English.

[12Periods]

**Unit III:** The Norman Conquest and the Subjection of English (1066-1200), The Reestablishment of English (1200-1500).

[12Periods]

**Unit IV:** Middle English, The Renaissance (1500-1650).

[12Periods]

**Unit V:** The Appeal to Authority (1650-1800), 19<sup>th</sup> & 20<sup>th</sup> centuries, The English Language in America.

## Textbook

1. A History of the English Language, Baugh, A.C. The Growth and Structure of English Language, Jespersen, Otto.

Approved in the BOS Meeting held on 20-04-2021

## References

1. A History of the English Language, Albert C. Baugh, 2001.
2. The history of the English Language, Edited by Richard Hogg & David Denison, 2008.

## Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3	1	3	3	1	1	1	3	3	1
CO2	1	1	3	1	1	1	1	1	3	1	1	3	1
CO3	3	1	1	3	3	1	1	1	1	1	1	1	2
CO4	1	3	2	1	1	1	2	3	1	3	2	2	1
CO5	1	1	2	3	2	1	2	1	2	1	2	1	1

**Semester : II**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Elective- II DIGITAL MARKETING</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

The Introduction to Digital Marketing module enables to understand the power of Digital Marketing as a core driver of the marketing strategy for organisations.

Course Focuses on: Digital Marketing

**Course Outcome**

CO1	:	To provide a basic understanding of digital marketing.
CO2	:	To understand principles of Digital Marketing.
CO3	:	To provide issues related to the external Environment and acquire knowledge of the Principles of Digital marketing.
CO4	:	To understand principles of Web Marketing.
CO5	:	To understand principles of online Advertising etc.

**UNIT I**

**[12Periods]**

Introduction to Digital Marketing – Digital Marketing Vs Traditional Marketing – Benefits of Digital Marketing – Introduction to Online Marketing Environment - Business in Modern Economy - Integrating E-Business to an Existing Business Model - Online Marketing Mix.

**UNIT II**

**[12Periods]**

Purchase Behavior of Consumers in Digital Marketing - Online Customer Expectations - Online B2C Buying Process - Online B2B Buying Behavior–Search Engines - Forms of Search Engines – Working of Search Engines - Revenue Models in Search Engine Positioning – Search Engine Optimization (SEO) - Display Advertising

**UNIT III**

**[12Periods]**

Product Attributes and Web Marketing Implications - Customizing the Offering - Dimensions of Branding Online - Internet Pricing Influences - Price and Customer Value - Online Pricing Strategies and Tactics – Time-based Online Pricing - Personalized Pricing - Bundle Pricing.

**UNIT IV**

**[12Periods]**

Internet Enabled Retailing - Turning Experience Goods into Search Goods -Personalization through Mass Customization - Choice Assistance - Personalized Messaging - Selling through Online Intermediaries - Direct to Customer Interaction - Online Channel Design for B2C and B2B Marketing.

**UNIT V**

**[12Periods]**

Online Advertising – Email Marketing - Viral Marketing - Affiliate Marketing –Mobile Marketing  
Participatory Communication Networks - Social Media Communities - Consumer Engagement - Co-  
Created Content Management-Interactive Digital Networks - Customer – Led Marketing Campaigns- Legal  
and Ethical aspects related to Digital Marketing.

### Text Book

1.Smith P R Chaffey Dave, E-Marketing Excellence: The Heart of E-Business, Butterworth Heinemann,  
USA 2. Strauss Judy, E-Marketing, Prentice Hall, India.

### References Book

1.Marketing Management.- Philip Kotler- Kevin Lane Kella - 14<sup>th</sup> edition.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	3	1	1	1	3	1	1	3	3	1
CO2	3	1	2	1	3	1	3	1	1	1	1	3	1
CO3	3	3	3	1	1	3	3	1	1	1	1	1	2
CO4	3	1	1	2	2	1	1	3	1	3	2	2	1
CO5	3	3	3	1	1	2	3	3	3	1	2	1	1

## Semester : II

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	World Classics in Translation	4	0	0	4	Theory

### Introduction

This course makes the students to know about the world literature. To familiarise the students with classics in translation drawn from world literature and to enable them to appreciate the universal dimensions and contemporary relevance of the texts.

Course Focuses on: Research

### Course Outcome

CO1	Acquiring conceptual knowledge and the fundamentals of the people around the world.
CO2	Understanding the concepts and standards underlying in the history of world literature.
CO3	Understanding the concepts and standards underlying in the world classics genres.
CO4	Develop interpretative skills of close reading.
CO5	Analysing the developments of the oppressed society through their writings. Interpreting the various aspects of world classics in translation.

### Unit I [12Periods]

**Poetry ( Detailed )** The Aeneid IV – Virgil (Transl- Dryden) - Dell edition  
**Non-Detailed** 1. The Rubaiyat of Omar khayyam- Edward Fitzgerald 2. The Odyssey (Book one to three) – Homer

### Unit II [12Periods]

**Detailed Essays** – Montaigne (5 Essays) 1. That our actions should be judged by our intentions  
2. On Idleness. 3. On Liars. 4. That one man’s profit is another’s loss. 5. On the custom of wearing clothes  
**Non – Detailed** The Prince – Machiavelli.

### Unit III [12Periods]

**Drama – Detailed** The Cherry Orchard – Chekhov  
**Non – Detailed** Mother courage and her children – Brech

### Unit IV [12Periods]

**Fiction** Chemmeen – Thakazhi Sivasankara Pillai.



[12Periods]

## Unit V

### Short Stories

Selections from “Great short stories of the World” – edited by Gerda Charles.

The Necklace – Maupassant

Love and Bread – Strindberg

The Bet – Anton Chekhov

### Text Books

1. Selections from “Great short stories of the World” – edited by Gerda Charles.
2. Chemmeen – Thakazhi Sivasankara Pillai. 2005.
3. The Aeneid IV – Virgil (Transl- Dryden) - Dell edition.

### Reference Books

1. Frank Kermode, The Classic, Faber and Faber, London, 1975.
2. An introduction to Homer and Virgil touching on The Iliad, The Odyssey and The Aeneid Dante-  
The Divine Comedy.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1	1	3	3	1	1	3	3	3
CO2	3	1	3	1	3	2	1	3	1	3	1	2	1
CO3	3	3	2	2	1	1	2	1	1	3	3	3	1
CO4	1	3	1	1	1	1	2	1	1	3	1	1	2
CO5	3	3	3	2	1	1	1	2	1	3	3	3	1

**Semester : II**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Elective- II Translation Types, Views and Tools</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

Course Focuses on: Employability

**Course Outcome**

CO1	:	To enable students to engage in advanced study and research with scholars in the field of Translation Studies.
CO2	:	Understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	To foster original and scholarly research that contributes to this field.
CO4	:	To enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters.
CO5	:	Interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism.

[12Periods]

**Unit I:** Translation studies and its various branches – Decoding and Encoding – Revision and Restructuring – Translated Literature – Translation and Linguistics – Limitations in Translation – Speech-Act Theory applied to translation–the translator-reader theory.

[12Periods]

**Unit II:** Evaluating a Translation: Three tests of a Translation – Accuracy, Intelligibility & Stylistic Equivalence.

[12Periods]

**Unit III:** Experts’ Views on Translation: Dryden, Matthew Arnold, Praver, Horst Frenz, Susan Bassnet McGuire, Eugene Nida, Peter New Mark, J.C.Catford, Theodore Savory & Hilaire Belloc.

[12Periods]

**Unit IV:** Process Approach and Product Approach – Loss and Gain in Translation –Translation: Procedure and Evaluation.

[12Periods]

**Unit V:** Tools for Translation-Introduction- Tools for Translation-Intellectual Tools- Knowledge of languages-Special talents and attributes-Knowledge of the subject- Experience- Colleagues and Peer-group-Mechanical Tools-Translating machines- Computerized dictionaries-Data-links-Typewriters-Dictating

machine or Dictaphones -Copying machines-Text display devices-Storage and retrieval systems-Telephone and other means of communication-Material Tools-Dictionaries, Glossaries and Terminology Services.

### Text Book

1.Lakshmi. 1993. Problems in Translation. Hyderabad: Book links.

### References

1.Bassnett-McGuire, Susan. 1980. Translation Studies. London: Methuen.

2.Belloc, Hilaire. 1931. On Translation. Oxford: the Clarendon Press.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1	1	3	3	1	1	3	3	3
CO2	3	2	1	1	2	2	1	3	3	3	1	2	1
CO3	3	3	3	3	1	1	2	1	1	3	3	3	1
CO4	1	3	1	1	1	3	2	1	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

### Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core-XI BRITISH LITERATURE – III (FROM THE VICTORIAN AGE TO THE MODERN AGE)</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

### Introduction

This paper enables the students to comprehend and appreciate the transition from the conservative Victorian era to the liberal modern period. The various new concepts and techniques can be apprehended by the students effectively.

Course Focuses on: Research

### Course Outcome

CO1	:	Understand and interpret key Victorian texts.
CO2	:	Explain key aspects of Victorian literary genres, including the novel and poetry.
CO3	:	Evaluate critical arguments about Victorian realism and incorporate into their own arguments.
CO4	:	Trends and movement in Victorian age, the study of the prose and poetry of the works.
CO5	:	Literary texts that reflect the literary characteristics of the Victorian period such as dramatic monologue, the love poem, pre Raphaelite experiment etc.

### Unit I Poetry

[12Periods]

Robert Browning : Rabbi Ben Ezra W.B.Yeats : Easter 1916 T.S.Eliot : Hollow Men Tennyson : Tithonus F.Thompson : The Hound of Heaven Thom Gunn : On the Move, The Wound Larkin : The Whitsun Wedding

### Unit II Prose

[12Periods]

N.G.Nayar, ed. Selected Essays of Orwell (Macmillan) The Following essays 1. Reflection of Gandhi 2. New Words 3. Bookshop Memories 4. Shooting an Elephant Lyton Strachey: The Eminent Victorians \_Florence Nightingale\_ Thomas Carlyle : Hero as Poet

### Unit III Drama

[12Periods]

Shaw : Caesar and Cleopatra Oscar Wilde : Lady Windermere's Fan

### Unit IV Fiction

[12Periods]

Somerset Maugham: The Razor's Edge CharLottee Bronte : Jane Eyre

### Unit V Criticism

[12Periods]

W.K.Wimsatt Jr & M.C.Beardsley : The Intentional Fallacy. Cleanth Brooks: Irony as a Principle of Structure

### Textbook

1.Essays are from English Critical Traditions ed. S.Ramaswamy & V.S.Sethuraman Vol. II, Macmillan)

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1	1	3	3	1	1	3	3	3
CO2	3	2	1	1	2	2	1	3	3	3	1	2	1
CO3	3	3	3	3	1	1	2	1	1	3	3	3	1
CO4	1	3	1	1	1	3	2	1	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

### Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core-XII ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS – II</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

#### Introduction

To enable students to be thorough with the literary forms and theories of English Literature and to equip them to face confidently the competitive examinations.

Course Focuses on: Employability

#### Course Outcome

CO1	:	Demonstrate the understanding of the feature of the major lecturing genres.
CO2	:	Discuss theoretical terms and concepts.
CO3	:	To train students for competitive examinations like net and set etc.
CO4	:	enlarge their vocabulary by keeping a vocabulary journal.
CO5	:	strengthen their ability to write academic papers, essays and summaries using the process approach.

**Unit I:** Grammar of Narratives to Oral Formulaic Poetry [12Periods]

**Unit II:** Palinode to Purple Patch [12Periods]

**Unit III:** Queen theory to Roman `a clef [12Periods]

**Unit IV:** Satire to Synaesthesia [12Periods]

**Unit V;** Tension to Wit, Humour and the Comic [12Periods]

#### Textbook

1. A Dictionary of Literary Terms , Cuddon.A ( Penguin ) The Post –Colonial Studies .The Key Concepts, Bill Ashcroft,Griffiths and Helen Tiffin ( Routledge).

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	1	1	1	3	1	2	1	3	3	3
CO2	3	3	2	1	3	3	1	1	3	3	1	2	1
CO3	3	3	1	1	3	3	2	1	2	3	3	3	1
CO4	1	2	2	1	3	2	1	1	3	3	1	3	1
CO5	3	1	1	2	3	3	2	1	2	2	3	2	1





Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	<b>Single Author study-TS</b>					
	<b>Eliot</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Theory</b>

### Introduction

The aim of this course is to introduce to acquaint the students about the literature. To introduce the students to one major author in World Literature. To discuss T.S.Eliot the major American Critic and Poet. To hone the skills in his contribution towards Drama, Poetry and Criticism.

Course Focuses on: Research

### Course Outcome

	Gaining ideas on the aspects of civilization and culture with reference to Eliot's Work.
CO2	: Understanding Eliot's works and his narrative techniques.
CO3	: Analysing a variety of critical approaches to perceive the paradigm shift through the critical texts.
CO4	: Interpreting literature – poetry, drama and criticism through one author.
CO5	: Understanding the interpretations, articulate coherent arguments, and develop research skills through your written essays.

**Unit I Drama** [12Periods]

Murder in the Cathedral

**Unit II Drama** [12Periods]

The Cocktail Party

**Unit III Drama** [12Periods]

The Family Reunion

**Unit IV Poetry** [12Periods]

The Waste Land Journey of the Magi \*\*

**Unit V Criticism** [12Periods]

Tradition and the Individual Talent

### Text Books

- 1.D.J. Enright and Ernest De Chickera, English Critical Texts. London: Macmillian, 1982. Print.
2. Eliot, T.S. Murder in the Cathedral.Faber and Faber, London: 1974. Print.
- 3 Eliot, T.S., The Cocktail Party, ed. Nevill Coghill Faber and Faber, London, 1974. Print.
4. Eliot, T.S. The Family Reunion.: Harcourt, Brace and Company. New York.1939. Print.

### Reference Books

1. Miller, James Edwin, jr., T.S. Eliot : the Making of an American Poet, 1888–1922. – University Park, Pennsylvania State University Press, 2005.Print.
2. Raine, Craig, T.S. Eliot. – Oxford ; New York : Oxford University Press, 2006.Print.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	1	1	3	1	1	2	1	3	3	3
CO2	2	1	1	1	1	2	3	3	3	3	1	2	1
CO3	2	2	2	1	1	3	3	3	1	3	3	3	1
CO4	1	1	2	2	2	1	3	3	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

**Semester : III**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Core-XIV Translation Studies</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

To introduce to students the general principles of the process of translation that can be determined and categorized.

Course Focuses on: Skill Development

**Course Outcome**

CO1	:	To enable students engage in advanced study and research with scholars in the field of Translation Studies.
CO2	:	Understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	To foster original and scholarly research that contributes to this field.
CO4	:	To enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters.
CO5	:	Interact productively with people from diverse backgrounds both as leaders and team members with integrity and high degree of professionalism.

**Unit I :** Language and Culture to Problems of Equivalence **[12Periods]**

**Unit II:** Loss and Gain to Science or Secondary Activity **[12Periods]**

**Unit III:** History of translation theory to the twentieth century **[12Periods]**

**Unit IV:** Specific problems of literary translation to Poetry and translation Translating prose to conclusion **[12Periods]**

**Unit V:** Passages for Translation from Tamil to English and general topics related to translation and Practices **[12Periods]**

### Reference

1. A Linguistic theory of translation , Catford,J.C. ( OUP ) Translation and Translating :Theory and Practice, Bell,Roger( Longman).

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	1	1	3	1	1	2	1	3	3	3
CO2	2	1	1	1	1	2	3	3	3	3	1	2	1
CO3	2	2	2	1	1	3	3	3	1	3	3	3	1
CO4	1	1	2	2	2	1	3	3	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

### Semester : III

#### Subject Code

Subject Title	Credit	Lecture	Tutorial	Practical	Type
Core-XV Research Methodology	4	4	0	0	Theory

#### Introduction

This paper has been introduced to initiate the post graduate students to learn the fundamentals of writing research papers and dissertations.

Course Focuses on: Research

#### Course Outcome

CO1	: understand the significance of theory in literary interpretation.
CO2	: understand the factors that contributed to the transious that happened in literary studies
CO3	: understand about the functioning of various method and sources of Literary Criticism
CO4	: analyseLiterary works employing the evolving traditions of criticism
CO5	: To comprehend the full breath of English life and society.

#### Unit I

[12Periods]

Writing at the tertiary level  
Planning the assignment

#### Unit II

[12Periods]

Planning the thesis  
Scholarly writing: A case study

#### Unit III

[12Periods]

Format of a Research Paper

#### Unit IV

[12Periods]

Page and chapter format  
The use of quotations

#### Unit V

[12Periods]

Documentation  
References

### Text Book

1. Research Methodology, D K Bhattacharyya, 2009.

### Reference

1. Research Methodology, R. PANNEERSELVAM, 2004.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3	1	3	1	1	1	1	3	3	3
CO2	1	1	2	3	1	1	1	2	1	3	1	2	1
CO3	3	2	1	2	1	3	1	1	2	3	3	3	1
CO4	1	3	1	3	1	2	1	2	1	3	1	1	2
CO5	1	1	3	3	1	1	3	1	1	3	3	3	1

**Semester : III**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Elective-III LITERARY CRITICISM</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

This course aims at familiarizing students with literary criticism helping them to identify a prescriptive grammar for literary works based on the expressed opinions of author-critics starting from Plato up to T.S. Eliot. This course further deals with some critical approaches and their application to literary texts.

Course Focuses on: Skill Development

**Course Outcome**

CO1	:	Critically view literary artefacts' with the help of concepts offered by Classical and Renaissance thinkers.
CO2	:	Acknowledge restraint as a virtue under Neoclassicism and reason giving way to emotion under Romanticism.
CO3	:	Apply 'high seriousness' and disinterestedness as guiding principles in appreciating literature as during Victorian and Modern periods.
CO4	:	Analyse psychologically works of art through Freud's theories.
CO5	:	Appreciate myths and archetypes while reading literary works through Jungian principles.

**Unit I**

**[12 Periods]**

Classical & Renaissance Criticism – Plato, Aristotle, Sidney, Ben Johnson

**Unit II**

**[12 Periods]**

Neoclassical and Romantic Criticism – John Dryden, Samuel Johnson, William wordsworth and S.T. Coleridge

**Unit III**

**[12 Periods]**

Victorian & Modern Criticism – Mathew Arnold & T.S. Eliot

**Unit IV**

**[12 Periods]**

Psychological Approach – Uses, abuses and misunderstandings of the psychological approach and Freud's theories (Application: The Oedipus Complex: Id vs. Super Ego)

**[12 Periods]**

**Unit V**

Touchstone Method, Objective Correlative, Archetypal Approach.

### Textbook

1. Enright, D.J. and Ernst De Chickera, (eds.). English Critical Texts, Delhi: OUP, 2005.

### Reference

1. Bloom, Herold. *The Western Canon: The Books and School of the Ages*, London: Papermac, 1995.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1	1	3	3	2	1	3	3	3
CO2	3	1	3	1	3	3	3	1	1	3	1	2	1
CO3	3	3	3	3	2	1	1	1	3	3	3	3	1
CO4	1	2	3	1	2	1	1	1	1	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1



**Semester: IV**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Elective - Office Automation</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Practical</b>

**Introduction**

To know the fundamentals of Microsoft Word, MS Excel and MS PowerPoint for their office automation.

Course Focuses on: Employability

**Course Outcome**

CO1	: Ability to understand basic level knowledge in MS Word.
CO2	: To gain basic documentation works in MS Word.
CO3	: Able to working real time documentation process.
CO4	: Shall to identify and analyze worksheet in MS Excel.
CO5	: Ability to understand diagnostic procedures and troubleshooting techniques to office automation.

**UNIT –I**

**[ 12 periods ]**

MS word: Create a new document - Open, save and print a document - Edit and format text -Change the page layout, background and borders - Insert headers and footers - Insert and edit tables - Insert clip art and pictures to documents - Perform a mail merge - Share and review shared document files. Outline: Word Basics - Work with Text - Format Documents.

**UNIT – II**

**[ 12 periods ]**

MS Excel: Create, open and view a workbook - Save and print workbooks - Enter and edit data - Modify a worksheet and workbook - Work with cell references - Learn to use functions and formulas - Create and edit charts and graphics - Filter and sort table data.

**UNIT- III**

**[ 12 periods ]**

MS power point: Create a new presentation - Modify presentation themes - Add and edit text to slides - Add new slides to a presentation - Insert clipart images and shapes to slides - Insert and modify tables and charts - Add sound and video to a slide presentation - Insert and edit animations and slide transitions - Display a speaker-lead and self-running presentation –

**Unit - IV**

**[ 12 periods ]**

Outline: PowerPoint Basics - Create Presentations - Insert and Modify Text - Work with Graphics and Media - Final Preparations -Deliver a Presentation.

**Unit - V**

**[ 12 periods ]**

Creating tables in a desktop database: Exploring the access 2013 desktop database interface - designing tables in a desktop database - modifying your tables design.

### Text Books

1. Joyce Cox and Joan Preperneau, " Step by Step , Microsoft Office Work 2007", Microsoft Press, 2007.

### Reference Book

1. Pradeep K Sinha and Priti Sinha , "Computer Fundamentals ", BPB Publications, 2004.
2. Curtis D. Frye, "Step by Step , Microsoft Excel 2010", Microsoft Press, 2010.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	1	1	1	3	3	1	3	2	1	1
CO2	3	1	3	1	3	3	3	1	1	2	1	1	3
CO3	3	3	3	3	1	1	3	1	3	2	1	1	3
CO4	1	3	1	1	1	1	3	1	3	3	1	1	1
CO5	3	1	3	1	1	3	1	1	1	1	2	1	2

**Semester : IV**

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Asian Literature in English	4	0	0	4	Theory

**Introduction**

This course relies on critical engagement with the texts we examine, whether discussing them in class or writing about them for assignments. All evaluation is based on the depth and clarity of student engagement with the texts and ideas presented in the course, as demonstrated by a student’s ability to create and defend a critical argument.

Course Focuses on: Skill Development

**Course Outcome**

<b>CO1</b>	: understand the historical and literary development of Asian literature since the eighteenth century, using representative samples of both critical/theoretical approaches and literary texts.
<b>CO2</b>	: understand the international development of the folk and fairy tale in relation to asian literature.
<b>CO3</b>	: understand the cultural concept of the Asian countries.
<b>CO4</b>	: Analyse literary works via the complex dynamics between text and illustration.
<b>CO5</b>	: discuss literary representations of identity, gender, class, age, race, colonialism, survival and disability in a wide swathe of Asian literature.

**Unit I Poetry**

**[12Periods]**

Bei Dao (Chinese) : “Moon Festival” Balkrishna Sama (Nepali) : “The Song” Faiz Ahmed Faiz (Pakistani) : “When Autumn Came”

**Unit II Prose**

**[12Periods]**

Lafcadio Hearn (Japanese) : “Mosquitoes”  
J. Vijayatunga (Sri Lankan) : “Village Goes Town”

**[12Periods]**

### **Unit III Drama**

Frank Chin (Chinese) : The Year of Dragon

Zeami Motokiyo (Japanese) : Hogoromo [The Feather Mantle]

### **Unit IV Short Story**

**[12Periods]**

Sunethra Rajakarunanayake (Sri Lankan) :

“SMS” Lu Hsun (Chinese) :

“A Little Incident” Zawgyi (Myanmar) : “His Spouse”

**[12Periods]**

### **Unit V Fiction**

Kamila Shamsie (Pakistani)

Kartography Kyung-sook Shin (Korean) : Please Look After Mom

### **Text Books**

1. Azim, Firdous, and Niaz Zaman. Galpa: Short Stories by Women from Bangladesh. Dhaka: Rachana, Writers.ink, 2006.
2. Ganesan.S. Asian Voices: An Anthology of Asian Writings in English. Chennai: New Century Book House, 2015.

### **Reference Books**

1. Shamsie, Muneza. And the World Changed: Contemporary Stories by Pakistani Women. N.p., 2008. Tyler, Royall. Ed. & Trans.
2. Japanese No Dramas. London: Penguin Books, 2004.

## Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	3	1	1	1	1	3	1	1	3	2	1	1
CO2	1	3	3	1	1	1	3	1	1	2	1	1	3
CO3	1	3	1	2	3	1	1	3	3	2	1	1	3
CO4	3	1	1	1	2	3	1	2	3	3	1	1	1
CO5	1	2	1	3	1	1	1	2	1	1	2	1	2

## Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core-XVI Introduction to Women Studies	4	4	0	0	Theory

### Introduction

Students are exposed to basic concepts theories relating to women studies.

Course Focuses on: Research

### Course Outcome

CO1	:	Identify major influences within key historic feminist movements. These influences may include activists, authors and/or writings, or legislation.
CO2	:	Articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study
CO3	:	Evaluate, compare, and critique gender and feminist theories and methodologies. Connect theory with practice through a service learning or internship experience.
CO4	:	Identify and employ legitimate sources of information covering social inequalities and injustices
CO5	:	Connect theory with practice through a service learning or internship experience.

### Unit I Poetry

[12Periods]

Sylvia Plath: Daddy  
Imitiaz Dharker Another Woman  
Kamala Das: An Introduction  
Spoiling the Name  
Adrienne Rich: Snapshots of a Daughter-in-law  
Sarojini Naidu: Coromandel Fishers

### Unit II Prose

[12Periods]

Maya Angelou: I Know Why the Caged Bird sings  
Virginia Woolf: A Room of One's Own

### Unit III Drama

[12Periods]

Lorraine Hansberry: A Raisin in the Sun  
Mahashweta Devi: Mother of 1084

### Unit IV Fiction

[12Periods]

Bapsi Sidhwa : The Pakistani Bride  
Gita Haraharan Thousand Faces of Night

### Unit V Criticism

[12Periods]

Elaine Showalter: Towards a Feminist Poetics

### Text books

- 1.Bapsi Sidhwa : The Pakistani Bride, Penguin books, 1983.
- 2.Mahashweta Devi : Mother of 1084, Seagull books, 2011.

### Reference

- 1.Code, Lorraine, ed. Encyclopedia of Feminist Theories.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3	1	3	3	1	1	1	3	3	3
CO2	1	1	3	1	3	1	2	1	1	3	1	2	1
CO3	3	1	1	3	3	1	1	1	1	3	3	3	1
CO4	1	3	2	1	1	3	1	3	1	3	1	1	2
CO5	1	1	3	3	1	3	1	1	1	3	3	3	1

**Semester : IV**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Mass Communication and Journalism</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction**

Students are introduced principles and practices in Mass Communication and Journalism.  
Course Focuses on: Employability

**Course Outcome**

CO1	:	To increase students' knowledge and understanding of the mass communication process and the mass media industries.
CO2	:	To increase students' awareness of how they interact with those industries and with media content to create meaning.
CO3	:	To help students become more skilled and knowledgeable consumers of media content.
CO4	:	Have skills necessary in communicating in the print media with emphasis on writing, interviewing, observing, reporting, reacting and synthesizing.
CO5	:	To understand the legal, moral and ethical responsibilities inherent in a free press.

**Unit I Introduction to Communications [12Periods]**

Definition – Meaning – Process of communications

Functions and Theories of Mass Media

Role and effects of Mass Media in Social campaigns (Literacy, anti-poverty, family planning, National integration, secularism and environment issues)

Emerging trends and development in information and communication Technologies

**Unit II Introduction to Journalism [12Periods]**

Role of Press in India – English and Vernacular Press

Ethics and Principles of Journalism

Freedom of the Press

Press Council and Press Regulations in India

**Unit III Print Media [12Periods]**

The Making of a Newspaper

Principles of Reporting – Feature writing, Interviews, Reviews and cartoons  
the Role of Editors

Press and Public Opinion



**Unit IV Television and Radio**

**[12Periods]**

The growth and development of Television in India  
Television Production and Formats of TV Programmes  
Radio genres, Ownership, Control and Broadcasting Policy  
Impact of TV and Radio on society.

**Unit V Advertisement**

**[12Periods]**

Types of Advertising and Advertising Media  
Techniques in effective advertisements.  
Code of Ethics for advertising  
Advertising and Marketing.

**Text Book**

1.D'souza Y.K Handbook of Journalism and Mass Communication New Delhi Indian Publishers.

**References**

- 1.Kamath M.V Professional Journalism Delhi Vikas Publishing House PVT Ltd.
2. Srivastava K.M.Radio and TV Journalism New Delhi Sterling.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	1	2	1	1	3	3	1	1	3	3	3
CO2	3	1	3	1	1	3	3	3	1	3	1	2	1
CO3	3	3	2	2	1	1	1	1	3	3	3	3	1
CO4	1	3	2	1	1	2	1	3	3	3	1	1	2
CO5	3	3	3	1	1	1	3	1	1	3	3	3	1

**Semester : IV**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Credit</b>	<b>Type</b>
	<b>YOUNG ADULT LITERATURE</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Theory</b>

**Introduction**

This course will enable the students to understand and analyse the different perspectives offered by children's literature. The students will be able to explore different forms, techniques and writing styles of great authors. Focuses on the exploration of children's literature and its role in Early Childhood classrooms from a global perspective. Current theories and methods about integrating literature into all curriculum areas will be discussed and demonstrated.

Course Focuses on: Skill Development

**Course Outcome**

CO1 :	Appreciate the value of multicultural and international children's literature in developing an understanding of and appreciation for other cultures through literary genres.
CO2 :	Appreciate how children's literature help children gain respect and understanding of diversity from multiple perspectives.
CO3 :	Applies technology to organize and integrate assessment information.
CO4 :	analyse picture books via the complex dynamics between text and illustration.
CO5 :	Appreciate how promote positive attitude toward literary experiences.

**[12Periods]**

**Unit I**

Harry Potter by J. K. Rowling,

**Unit II**

**[12Periods]**

The Golden Compass by Philip Pullman

[12Periods]

**Unit III**

Fallen Angels by Walter Dean Myers

**Unit IV**

[12Periods]

Twilight saga-Stephenie Meyer

**Unit V**

[12Periods]

Perks of being a wallflower-Stephen Chbosky

**Text Books**

- 1.Harry Potter by J. K. Rowling ,Bloomsbury Publishing 1986.
- 2.Perks of being a wallflower-Stephen Chbosky,pocket books, 1999.
- 3.Twilight saga-Stephenie Meyer,October 2005.

**Reference Books**

- 1.An Anthology of young adult novels penguin books 2000.
- 2.Introduction to novel of juvenile literature pocket books1998.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	1	1	3	1	1	2	1	3	3	3
CO2	2	1	1	1	1	2	3	3	3	3	1	2	1
CO3	2	2	2	1	1	3	3	3	1	3	3	3	1
CO4	1	1	2	2	2	1	3	3	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

**Semester : IV**

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
	Postcolonial Literature-II	4	0	0	4	Theory

**Introduction**

The aim of this course is to introduce what is colonization and what are its impacts on the colonized countries across the globe. The course also aims to acquaint the students about the literature written in different countries during the period of colonization and also after the post colonial period when these countries were liberated from the foreign yoke. It aims to introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.

Course Focuses on: Research

**Course Outcome**

CO1 :	Identify key questions, authors, and literary forms in postcolonial literature.
CO2 :	Think critically about these texts in relation to postcolonial theory.
CO3 :	Situate these works in their larger cultural contexts.
CO4 :	Develop interpretative skills of close reading.
CO5 :	Understanding the interpretations, articulate coherent arguments, and develop research skills through your written essays.

**Unit I** [12Periods]

George Lamming : The Occasion for Speaking

**Unit II** [12Periods]

Grace Nichols One Continent To Another ,Micheal Gilkes,- , From Prospero Island ,Kamau Brathwaite – Bread ,Peter Porter - Sidney Cove , A.D.Hope – Australia ,L. Purdy- Lament For the Dorsets

**Unit III** [12Periods]

Wole Soyinka- The Road, Ray Lawler- Summer of the Seventeenth Doll

**Unit IV**

[12Periods]

Patrick White The Tree of Man , Nuruddin Farah – Maps ,Jean Rhys Wide Sargasso Sea ,Ben Okri- The Famished Road

**Unit V**

[12Periods]

Nadine Gordimer Once upon a time ,Henry Lawson The Drover’s Wife

**Text Books**

- 1.Colonial and Postcolonial Literature (Oxford: Oxford University Press, 1995).
- 2..Boehmer Elleke, Empire Writing : An Anthology of colonial Literature, 1870-1918. (Oxford : Oxford University Press, 1999).
3. Postcolonial Reader Postcolonialism:4. V. S. Naipaul-The Mimic men published by Andre Deutsch in 1967.

**Reference Books**

1. Ahmad, Aijaz, In theory : Classes, Nations, Literatures (Delhi: Oxford University Press,1994).
2. Ashcraft, Bill, et al, The Empire Writes Back (London:Routledge,1989).

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	1	1	3	1	1	2	1	3	3	3
CO2	2	1	1	1	1	2	3	3	3	3	1	2	1
CO3	2	2	2	1	1	3	3	3	1	3	3	3	1
CO4	1	1	2	2	2	1	3	3	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

**Semester : IV**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Credit</b>	<b>Type</b>
	<b>Grammar, Rhetoric and Writing</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Theory</b>

**Introduction**

This course enables the basic sentence grammar, sentence combining and major errors in construction and the basic elements of composition, paragraphing and selection and organization of evidence.

Course Focuses on: Skill Development

**Course Outcome**

CO1	:	To enable learners to understand the basics of grammar.
CO2	:	To provide learners with the basics of rhetoric.
CO3	:	To help learners write effective paragraphs and essays.
CO4	:	To expose learners to various forms of discourse.
CO5	:	To learn the techniques of effective writing.

**Unit I**

**[12Periods]**

Phrases – Clauses – Kinds of Sentences – Patterns of Sentences – Transformation of Sentences – Vocabulary – Punctuation

**Unit II**

**[12Periods]**

Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative – Rhetorical Situation: Grammar, Logic, Aesthetics and Ethics – 5 Canons of Rhetoric: Inventive, Arrangement, Style, Memory and Delivery – Art of Discourse

**Unit III**

**[12Periods]**

Topic Sentence, Paragraph Unity: Coherence and Flow, Methods of Developing Paragraphs, Discourse Markers

**Unit IV** **[12Periods]**

Structure of an Essay: Beginning, Middle and Closing, Tight and Loose Organization

**Unit V** **[12Periods]**

Four Kinds of Discourse: Exposition, Argumentation, Description, Narration

**Text Books**

1. Boulton, Marjorie. The Anatomy of Prose. London: Routledge & Paul, 1954.
2. Miriam, Joseph, and Marguerite McGlinn. The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language. N.p., 2002.

**References**

1. Weston, Anthony. A Rulebook for Arguments. Indianapolis: Hackett Pub, 2009.
2. Yáñez -Bouza, Nuria. Grammar, Rhetoric and Usage in English: Preposition Placement, 1500-1900. Cambridge: Cambridge UP, 2015.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	1	1	3	1	1	2	1	3	3	3
CO2	2	1	1	1	1	2	3	3	3	3	1	2	1
CO3	2	2	2	1	1	3	3	3	1	3	3	3	1
CO4	1	1	2	2	2	1	3	3	2	3	1	1	2
CO5	3	3	3	1	1	3	3	3	1	3	3	3	1

**Semester : IV**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Core Project Work</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>-</b>

**Description**

This course provides a venue for Students to work independently and apply in an integrated manner the concepts and skills they will have acquired from the previous semesters. Students will be required to analyze and produce a research work of about 10000 words

**Project work:** 50 marks

**Viva-voce:** 50 marks