



SRI MANAKULA VINAYAGAR ENGINEERING COLLEGE

(An Autonomous Institution)

(Approved by AICTE, New Delhi and Affiliated to Pondicherry University)
(Accredited by NBA-AICTE, New Delhi and Accredited by NAAC with "A" Grade)
Madagadipet, Puducherry



SCHOOL OF ARTS AND SCIENCE

BACHELOR OF ARTS IN ENGLISH

**ACADEMIC REGULATIONS 2020
(R-2020)
CURRICULUM AND SYLLABI**

COLLEGE VISION AND MISSION

Vision

To be globally recognized for excellence in quality education, innovation and research for the transformation of lives to serve the society.

Mission

M1: Quality Education:

To provide comprehensive academic system that amalgamates the cutting edge technologies with best practices

M2: Research and Innovation:

To foster value based research and innovation in collaboration with industries and institutions globally for creating intellectuals with new avenues

M3: Employability and Entrepreneurship:

To inculcate the employability and entrepreneurial skills through value and skill based training

M4: Ethical Values:

To instill deep sense of human values by blending societal righteousness with academic professionalism for the growth of society

DEPARTMENT OF ENGLISH VISION AND MISSION

Vision

To envision the department as a center for literary studies, research, academic excellence and professional competency

Mission

M1: Analyzing Ability:

To indoctrinate the analyzing abilities in all forms of literary expression

M2: Research Development:

To create balance between tradition and innovation in literary studies for carrying out research in cultural diversity

M3: Pursuit of Academic Excellence:

Academic excellence is achieved by means of systematic literature studies to perform, achieve and excel scholastic activities

M4: Language Expertise:

To advance communication skills for flourishing in higher education and expertizing in career

STRUCTURE FOR UNDERGRADUATE PROGRAMME

Sl. No.	Course Category	Breakdown of Credits
1	Modern Indian Language(MIL)	6
2	English(ENG)	6
3	Discipline Specific Core Courses (DSC)	75
4	Discipline Specific Elective Courses (DSE)	16
5	Interdisciplinary Courses (IDC)	16
6	Skill Enhancement Courses (SEC)	12
7	Employability Enhancement Courses (EEC*)	-
8	Ability Enhancement Compulsory Courses (AECC)	04
9	Open Elective (OE)	06
10	Extension Activity (EA)	01
Total		142

SCHEME OF CREDIT DISTRIBUTION – SUMMARY

Sl.No.	Course Category	Credits per Semester						Total Credits
		I	II	III	IV	V	VI	
1	Modern Indian Language(MIL)	3	3	-	-	-	-	06
2	English (ENG)	3	3	-	-	-	-	06
3	Discipline Specific Core Courses (DSC)	8	8	12	12	16	19	75
4	Discipline Specific Elective Courses (DSE)	-	-	4	4	4	4	16
5	Interdisciplinary Courses (IDC)	4	4	4	4	-	-	16
6	Skill Enhancement Courses (SEC)	2	2	2	2	2	2	12
7	Employability Enhancement Courses (EEC*)	-	-	-	-	-	-	-
8	Ability Enhancement Compulsory Courses (AECC)	2	2	-	-	-	-	04
9	Open Elective (OE)	-	-	3	3	-	-	06
10	Extension Activity (EA)	-	1	-	-	-	-	01
Total		22	23	25	25	22	25	142

* EEC is not included for CGPA calculation.

SEMESTER I										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20TAT101	ஊழித்தரர் - I	MIL	3	0	0	3	25	75	100
1	A20FRT101	French - I *	MIL	3	0	0	3	25	75	100
2	A20GET101	General English -I	ENG	3	0	0	3	25	75	100
3	A20ENT101	Indian writing in English- I	DSC	3	1	0	4	25	75	100
4	A20ENT102	Background to the study of English Literature	DSC	3	1	0	4	25	75	100
5	A20END101	English Grammar and Usage	IDC	3	1	0	4	25	75	100
Skill Enhancement Course										
6	A20ENS101	Communication Skills Lab	SEC	0	0	4	2	100	0	100
Ability Enhancement Compulsory Course										
7	A20AET101	Environmental Studies	AECC	2	0	0	2	100	0	100
Employability Enhancement Course										
8	A20ENC101	Certification Course - I***	EEC	0	0	2	-	100	-	100
Total				17	3	6	22	425	375	800

***Certification courses are to be selected from the list given in Annexure III

* New Introduction Modern Indian Language Course from AY 2021-22

YEAR I / SEMESTER II										
Sl. No	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20TAT202	ஊழித்தரர் - II	MIL	3	0	0	3	25	75	100
1	A20FRT202	French - II *	MIL	3	0	0	3	25		
2	A20GET202	General English -II	ENG	3	0	0	3	25	75	100
3	A20ENT203	Indian Writing in English - II	DSC	3	1	0	4	25	75	100
4	A20ENT204	British Literature-I	DSC	3	1	0	4	25	75	100
5	A20END202	Literary Forms	IDC	3	1	0	4	25	75	100
Skill Enhancement Course										
6	A20ENS202	Soft Skills Lab	SEC	0	0	4	2	100	0	100
Ability Enhancement Compulsory Course										
7	A20AET202	Public Administration	AECC	0	0	4	2	100	0	100
Employability Enhancement Course										
8	A20ENC202	Certification Course – II***	EEC	0	0	2	-	100	-	100
Extension Activity										
9	A20EAL201	National Service Scheme	EA	0	0	2	1	100	-	100
Total				18	3	12	23	525	375	900

***Certification courses are to be selected from the list given in Annexure III

* New Introduction Modern Indian Language Course from AY 2021-22

YEAR II / SEMESTER III										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20ENT305	British Literature-II	DSC	3	1	0	4	25	75	100
2	A20ENT306	Introduction to Translation Studies	DSC	3	1	0	4	25	75	100
3	A20ENT307	Shakespearean Studies	DSC	3	1	0	4	25	75	100
4	A20ENE3XX	DSE- I*	DSE	3	1	0	4	25	75	100
5	A20XXO3XX	Open Elective-I**	OE	3	0	0	3	25	75	100
6	A20END303	Journalism and Mass Media	IDC	3	1	0	4	25	75	100
Skill Enhancement Course										
7	A20ENS303	Language and Linguistics Lab	SEC	0	0	4	2	100	0	100
Employability Enhancement Course										
8	A20ENC303	Certification Course- III***	EEC	2	0	0	-	100	-	100
Total				20	5	4	25	350	450	800

*Discipline Specific Electives are to be selected from the list given in Annexure I

**Open Electives are to be selected from the list given in Annexure II

***Certification courses are to be selected from the list given in Annexure III

YEAR II / SEMESTER IV										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20ENT408	American literature - I	DSC	3	1	0	4	25	75	100
2	A20ENT409	Aesthetic Experience in Literature	DSC	3	1	0	4	25	75	100
3	A20ENT410	English Literary Criticism- Classical to Victorian Age	DSC	3	1	0	4	25	75	100
4	A20ENE4XX	DSE- II*	DSE	3	1	0	4	25	75	100
5	A20XXO4XX	Open Elective-II**	OE	3	0	0	3	25	75	100
6	A20END404	Comparative Literature	IDC	3	1	0	4	25	75	100
Skill Enhancement Course										
7	A20ENS404	Basics of Computing	SEC	0	0	4	2	100	0	100
Employability Enhancement Course										
8	A20ENC404	Certification Course -IV***	EEC	0	0	2	-	100	-	100
Total				18	5	6	25	350	450	800

*Discipline Specific Electives are to be selected from the list given in Annexure I

**Open Electives are to be selected from the list given in Annexure II

***Certification courses are to be selected from the list given in Annexure III

YEAR III / SEMESTER V										
Sl. No	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20ENT511	American Literature - II	DSC	3	1	0	4	25	75	100
2	A20ENT512	Women's Studies	DSC	3	1	0	4	25	75	100
3	A20ENT513	Twentieth Century Criticism and Theory	DSC	3	1	0	4	25	75	100
4	A20ENT514	Indian Literature in English Translation	DSC	3	1	0	4	25	75	100
5	A20ENE5XX	DSE- III*	DSE	3	1	0	4	25	75	100
Skill Enhancement Course										
6	A20ENS505	Business English	SEC	0	0	4	2	100	0	100
Employability Enhancement Course										
7	A20ENC505	Certification Course - V***	EEC	0	0	2	-	100	-	100
Total				15	5	6	22	325	375	700

* *Discipline Specific Electives are to be selected from the list given in Annexure I*

****Certification courses are to be selected from the list given in Annexure III*

YEAR III / SEMESTER VI										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
Theory										
1	A20ENT615	Post - Colonial Literature	DSC	3	1	0	4	25	75	100
2	A20ENT616	World Literature	DSC	3	1	0	4	25	75	100
3	A20ENT617	Modern Literature	DSC	3	1	0	4	25	75	100
4	A20ENT618	Environmental Literature	DSC	3	1	0	4	25	75	100
5	A20ENE6XX	DSE- IV*	DSE	3	1	0	4	25	75	100
Project										
6	A20ENP601	Project	DSC	0	0	6	3	40	60	100
Skill Enhancement Course										
7	A20ENS606	Communication skill for Career Development	SEC	0	0	4	2	100	0	100
Employability Enhancement Course										
8	A20ENC606	Certification Course VI***	EEC	0	0	2	-	100	-	100
Total				15	5	12	25	365	435	800

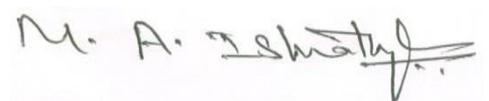
* *Discipline Specific Electives are to be selected from the list given in Annexure I*

****Certification courses are to be selected from the list given in Annexure III*

Annexure I

Discipline Specific Electives

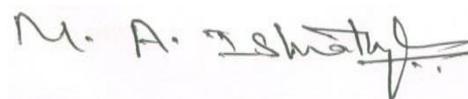
Discipline Specific Elective – I (Offered in Semester III)		
Sl. No.	Course Code	Course Title
1	A20ENE301	Linguistics
2	A20ENE302	Literature of Diaspora
3	A20ENE303	Creative Writing
Discipline Specific Elective – II (Offered in Semester IV)		
Sl. No.	Course Code	Course Title
1	A20ENE404	Rhetoric and Stylistics
2	A20ENE405	Partition Literature
3	A20ENE406	Life Writing
Discipline Specific Elective - III (Offered in Semester V)		
Sl. No.	Course Code	Course Title
1	A20ENE507	Dalit Literature
2	A20ENE508	Folklore and Cultural Studies
3	A20ENE509	Content Editing and Writing
Discipline Specific Elective – IV (Offered in Semester VI)		
Sl. No.	Course Code	Course Title
1	A20ENE610	African and Caribbean Literature
2	A20ENE611	Myth and Mythology
3	A20ENE612	Children Literature

Annexure – II

OPEN ELECTIVE COURSES

Open Elective – I (Offered in Semester III)				
Sl. No	Course Code	Course Title	Offering Department	Permitted Departments
1	A20BTO301	Boon and Bane of Microbes	Bioscience	Chemistry, Food Science, Physics
2	A20BTO302	Microbial Technology for Entrepreneurship	Bioscience	Chemistry, Food Science, Physics
3	A20BTO303	Origin of Life	Bioscience	Chemistry, Food Science, Physics
4	A20CHO304	Food Analysis (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
5	A20CHO305	Molecules of Life (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
6	A20CHO306	Water Analysis (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
7	A20CMO307	Fundamentals of Accounting and Finance	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
8	A20CMO308	Fundamentals of Management	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
9	A20CMO309	Fundamentals of Marketing	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
10	A20CPO310	Data Structures	Computational Studies	Mathematics
11	A20CPO311	Programming in C	Computational Studies	Commerce and Management, Mathematics, Media Studies

12	A20CPO312	Programming in Python	Computational Studies	Commerce and Management, Mathematics, Media Studies
13	A20ENO313	Conversational Skills	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
14	A20ENO314	Fine-tune your English	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
15	A20ENO315	Interpersonal Skills	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
16	A20MAO316	Mathematical Modelling	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
17	A20MAO317	Quantitative Aptitude - I	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
18	A20MAO318	Statistical Methods	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
19	A20VCO319	Event Management	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
20	A20VCO320	Graphic Design	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics



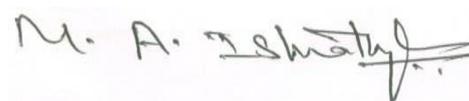
21	A20VCO321	Role of social media	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
22	A20NDO322	Basic Food Groups	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
23	A20NDO323	Life Style Management	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
24	A20NDO324	Nutritive Value of Foods	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
25	A20PHO325	Astrophysics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
26	A20PHO326	Basic of Modern Communication System	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
27	A20PHO327	Bio-Physics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
28	A20TMO328	அடிப்படைத்தமிழ்	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics



29	A20TMO329	வாழ்வியல் இலக்கணம்	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
30	A20TMO330	புதுக்கவிதைப் பாட்டறை	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

Open Elective – II (Offered in Semester IV)

Sl. No.	Course Code	Course Title	Offering Department	Permitted Departments
1	A20BTO401	Fermented Food	Bioscience	Chemistry, Food Science, Physics
2	A20BTO402	Herbal Technology	Bioscience	Chemistry, Food Science, Physics
3	A20BTO403	Self-Hygiene	Bioscience	Chemistry, Food Science, Physics
4	A20CHO404	C++ Programming and its Application to Chemistry	Chemistry	Computational Studies, Mathematics, Physics
5	A20CHO405	Computational Chemistry Practical	Chemistry	Computational Studies, Mathematics, Physics
6	A20CHO406	Instrumental Methods of Analysis	Chemistry	Computational Studies, Mathematics, Physics
7	A20CMO407	Essential Legal Awareness	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
8	A20CMO408	Essentials of Insurance	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

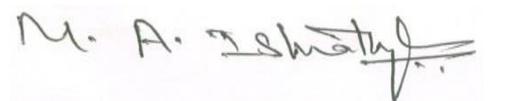
9	A20CMO409	Practical Banking	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
10	A20CPO410	Database Management Systems	Computational Studies	Commerce and Management, Media Studies, Mathematics
11	A20CPO411	Introduction to Data Science using Python	Computational Studies	Chemistry, Commerce and Management, English, Media Studies, Mathematics, Physics
12	A20CPO412	Web Development	Computational Studies	Commerce and Management, Media Studies, Mathematics
13	A20ENO413	English for Competitive Exam	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
14	A20ENO414	English Next-India	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
15	A20ENO415	Functional English	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
16	A20MAO416	Discrete mathematics	Mathematics	Chemistry, Computational Studies, Physics
17	A20MAO417	Operations Research	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
18	A20MAO418	Quantitative Aptitude - II	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
19	A20VCO419	Basics of News Reporting	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics



20	A20VCO420	Scripting for media	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
21	A20VCO421	Video Editing	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
22	A20NDO422	Food Labelling	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
23	A20NDO423	Hygiene and Sanitation	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
24	A20NDO424	Nutrition for Adolescent	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
25	A20PHO425	Digital Electronics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
26	A20PHO426	Geo-Physics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
27	A20PHO427	Space Science	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
28	A20TMO428	சிறுகதைப் பயிற்சி	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
29	A20TMO429	செய்தி வாசிப்பு பயிற்சி	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science,



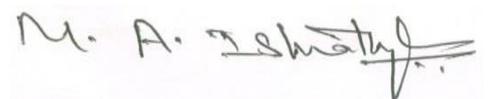
				Mathematics, Media Studies, Physics
30	A20TMO430	நிகழ்த்துக்கலை	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics



Annexure – III

EMPLOYABILITY ENHANCEMENT COURSES

Employability Enhancement (Offered in Semester I- VI)		
Sl. No	Course Code	Course Title
1	A20ENC101	MS Office
2	A20ENC202	STEP
3	A20ENC303	BEC- Vantage
4	A20ENC404	BEC- Higher
5	A20ENC505	Content Writing -Henry Harvin
6	A20ENC606	Creative Writing -Henry Harvin



A20TAT101

மொழித்தாள்

L T P C Hrs

தமிழ்-I

3 0 0 3 45

(B.A., B.Sc., B.Com., B.B.A., & B.C.A., பாட்பிரிவுகளுக்கான பொதுத்தாள்)

பாடத்திட்டத்தின் நோக்கம்

- இரண்டாயிரம் ஆண்டுகால தமிழின் தொன்மையையும் வரலாற்றையும் அதன் விழுமியங்களையும் பண்பாட்டையு எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- தமிழ் இலக்கியம் உள்ளடக்கத்திலும், வடிவத்திலும் பெற்ற மாற்றங்கள், அதன் சிந்தனைகள், அடையாளங்கள் ஆகிய வற்றைக் காலந்தோறும் எழுதப்பட்ட இலக்கியங்களின் வழியாகக் கற்றுக்கொடுக்கும் இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- மொழியின் கட்டமைப்பைப் புரிந்து கொள்வதாக இப்பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.
- வாழ்வியல் சிந்தனைகள், ஒழுக்கவியல் கோட்பாடுகள், சமத்துவம், சூழலியல் எனப் பல கருவிகளை மாணவர்களுக்கு எடுத்துரைக்கும் விதத்தில் இப்பாடத்திட்டம் உருவாக்கப்பட்டுள்ளது.
- சிந்தனை ஆற்றலைப் பெருக்குவதற்குத் தாய்மொழியின் பங்களிப்பினை உணர்த்த இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.

பாடத்திட்டத்தின் வெளிப்பாடுகள்

- CO1-இலக்கியங்கள் காட்டும் வாழ்வியல் நெறிமுறைகளைப் பேணிநடத்தல்.
- CO2-நமது எண்ணத்தை வெளிப்படுத்தும் கருவியாகத் தாய்மொழியைப் பயன்படுத்துதல்.
- CO3-தகவல் தொடர்புக்குத் தாய்மொழியின் முக்கியத்துவத்தை உணர்த்தல்.
- CO4-தாய்மொழியின் சிறப்பை அறிதல்.
- CO5-இலக்கிய இன்பங்களை நுகரும் திறன்களை வளர்த்தல்.

அலகு-1

(9 Hrs)

இக்காலக் கவிதைகள்-1

1. பாரதியார் - கண்ணன் என் சேவகன்
2. பாரதிதாசன் - தமிழ்ப்பேறு
3. அப்துல் ரகுமான் - அவதாரம்
4. மீரா - கனவுகள் + கற்பனைகள் = காகிதங்கள்
5. து.நரசிம்மன் - மன்னித்துவிடு மகனே

அலகு-2

(9 Hrs)

இக்காலக் கவிதைகள்-2

1. ராஜா சந்திரசேகர் - கைவிடப்பட்ட குழந்தை
2. அனார் - மேலும் சில இரத்தக் குறிப்புகள்
3. சுகிர்தராணி - அம்மா
4. நா.முத்துக்குமார் - தூர்

அலகு-3

(9 Hrs)

சிறுநிலக்கியங்கள்

1. கலிங்கத்துப் பரணி - பொருதலக்கை வாள் எங்கே... (பாடல்-485)
2. அழகர்கிள்ளைவிடு தூது - இதமாய் மனிதருடனே... (பாடல்-45)
3. நந்திக் கலம்பகம் - அம்வான்று வில்லொடிதெல்... (பாடல்-77)
4. முக்சுடற் பள்ளு - பாபும் மருதஞ் செழிக்கவே... (பாடல்-47)
5. குற்றாலக் குறவஞ்சி - ஓடக் காண்பதுமே... (பாடல்-9)

காப்பியங்கள்

1. மணிமேகலை-உலகறவி புக்க காதை- 'மாகஇல் வால்ஒளி! -இந்நாள் போலும் இளங்கொடி கெடுத்தனை'. (28-அடிகள்)

அலகு-4

(9 Hrs)

தமிழ் இலக்கிய வரலாறு

1. சிற்றிலக்கியம்- தோற்றமும் வளர்ச்சியும்
2. புதுக்கவிதை- தோற்றமும் வளர்ச்சியும்
3. சிறுகதை -தோற்றமும் வளர்ச்சியும்
4. புதினம் -தோற்றமும் வளர்ச்சியும்
5. உரைநடை - தோற்றமும் வளர்ச்சியும்

அலகு 5

(9 Hrs)

மொழிப்பயிற்சி

1. கலைச்சொல்லாக்கம்
2. அகரவரிசைப்படுத்துதல்
3. மரபுத்தொடர்/பழமொழி
4. கலை விமர்சனம்
5. நேர்காணல்

உரைநடைப் பகுதி

1. உ.வே.சாமிநாதையர் - சிவதருமோத்திரச் சுவடி பெற்ற வரலாறு.
2. தஞ்சாவூர் - சஜாவின் கோயம்.
3. இரா. பச்சியப்பன் - மாடல்ல மற்றையவை.

உரைநடை நூல்கள்

1. சக்திவேல், சு., தமிழ் மொழி வரலாறு, மாணிக்கவாசகர் பதிப்பகம், சிதம்பரம், 1988.
2. சிற்பி பாலசுப்ரமணியம் மற்றும் நீலபத்மநாபன், புதிய தமிழ் இலக்கிய வரலாறு, தொகுதி-1, 2, 3, சாகித்திய அகாட., புதுவடல்வி, 2013.
3. பாரதியார், பாரதியார் கவிதைகள், குமரன் பதிப்பகம், சென்னை, 2011.

பார்வை நூல்கள்

1. கைலாசபதி, சு., தமிழ் நாவல் இலக்கியம், குமரன் பதிப்பகம், வடபழனி, 1968.
2. சுந்தரராஜன், பே.கோ. சிவபாதசுந்தரம். சோ., தமிழில் சிறுகதை வரலாறும் வளர்ச்சியும், க்ரியா, சென்னை, 1989.
3. பரந்தாமனார், அ.கி., நல்ல தமிழ் எழுத வேண்டுமா, பாரி நிலையம், சென்னை, 1998.
4. பாக்கியமேரி, வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, என்.சி.எச். பதிப்பகம், சென்னை, 2011.
5. வல்லிக்கண்ணன், புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும், அன்னம், சிவகங்கை, 1992.

இணையத்தளங்கள்

1. <http://www.tamilkodal.com>
2. <http://www.languagelab.com>
3. <http://www.tamilweb.com>

A20FRT101

FRENCH - I

L T P C Hrs

(Common to B.A., B.Sc., B.Com., B.B.A. & B.C.A)

3 0 0 3 45

OBJECTIVES

- To enable the students read, understand, and write simple sentences.
- To grasp relevant grammar for communication
- To learn about the land, people and culture of France.

UNITÉ - 1

Leçon 1 : Je m'appelle Elise. Et Vous ?

Leçon 2 : Vous Dansez ? D'accord.

Leçon 3 : Monica, Yukiko et compagnie

Leçon 4 : Les Voisins de Sophie

UNITÉ - 2

Leçon 5 : Tu vas au Luxembourg ?

Leçon 6 : Nous Venons pour l'inscription

Leçon 7 : A Vélo, en train, en avion

Leçon 8 : Pardon, monsieur, le BHV s'il vous plait ?

UNITÉ - 3

Leçon 9 : Au marché

Leçon 10 : On déjeune ici ?

Leçon 11 : On va chez ma copine ?

Leçon 12 : Chez Susana

TextBook

Prescribed Textbook : *FESTIVAL 1* - Méthode de Français

Authors : Sylvie POISSON-QUINTON

Michèle MAHEO-LE COADIC

Anne VERGNE-SIRIEYS

Edition : CLE International, Nouvelle Édition révisée : 2009.

Portions : Unités : 1, 2, 3.

Reference Book : Festival 1

A20GET101

GENERAL ENGLISH I
(Common to B.A., B.Sc., and BCA)

L	T	P	C	Hrs
3	0	0	3	45

Course Objectives

- To recognize the rhythms, metrics and other aspects of Literature
- To read a variety of texts critically and proficiently
- To enable the students to enjoy the flair of literature through the work of great writer
- To make the students to know the functions of basic grammar and frame sentences without grammatical error
- To enable them understanding the intrinsic nuances of writing in English language

Course Outcomes

After completion of the course, the students will be able to

- CO1**-Comprehend and discuss the various facets of selected poems
CO2-Analyze and interpret texts written in English
CO3-Read drama with graduate-level interpretive and analytical proficiency
CO4-Improve the fluency and formation of grammatically correct sentence
CO5-Enhance the writing skills for specific purposes

UNIT I POETRY

(9 Hrs)

1. John Milton - On His Blindness
2. William Wordsworth - Daffodils
3. Percy Bysshe Shelly - Ozymandias
4. Emily Dickinson - Because I could not stop for Death
5. Sarojini Naidu - The Queen's Rival

UNIT II PROSE

(9 Hrs)

1. Francis Bacon - Of Love
2. Charles Lamb - A Dissertation upon Roast Pig

UNIT III DRAMA

(9 Hrs)

1. Oscar Wilde - Lady Windermere's Fan

UNIT IV GRAMMAR

(9 Hrs)

1. Parts of Speech
2. Tenses
3. Subject-Verb Agreement

UNIT V COMPOSITION

(9 Hrs)

1. Essay Writing
2. Email

Text Books

1. James Barrett, "Brookside Musings: A Selection of Poems and Short Stories", Orient Longman Publication, 1st Edition, 2009.
2. Wilde Oscar, "The Importance of Being Earnest and Other Plays", Penguin Publication, 1st Edition, 1940.
3. Wren & Martin, "High School English Grammar & Composition". Blackie ELT Books, 18th Edition, 2017.

Reference Books

1. LalithaNatarajan&SasikalaNatesan, "English for Excellence: Poetry", Anuradha Publications, 1st Edition, 2015.
2. Charles Lamb, "Selected Prose", Penguin Classics Publication, 2nd Edition, 2013.
3. UshaMahadevan, "Sunbeams: Empower with English", Emerald Publishers, 2nd Edition, Chennai. 201

Web References

1. <https://www.englishcharity.com/of-love-by-francis-bacon-explanation/>
2. https://www.poetry-archive.com/n/the_queens_rival.html
3. <https://www.gradesaver.com/lady-windermere-fan/study-guide/summary-act-i>
4. <https://www.english-grammar-revolution.com/parts-of-speech.html>
5. https://www.internationalstudent.com/essay_writing/essay_tips/



A20ENT101**INDIAN WRITING IN ENGLISH – I**

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To introduce the students to major writers of Indian Literature and their writing style in English
- To understand and explore the uniqueness in prose writing style of the writer
- To obtain knowledge on literary sensibility of the writer
- To make the students familiar with the techniques of fictional writing
- To acquire knowledge on human values and literary texts

Course Outcomes

After completion of the course, the students will be able to

CO1 - Identify the major writers of Indian literature and their writing style

CO2 - Explore the uniqueness in prose writing

CO3-Develop knowledge on literary sensibility in Indian Literature

CO4-Understand and appreciate the techniques in fictional writing

CO5-Understand the importance of human values and literary texts

UNIT I POETRY**(12 Hrs)**

1. Sarojini Naidu - "The Coromandel Fishers"
2. A.K. Ramanujam - "Of Mothers, among other things"
3. JayantaMahapatra - "Dawn At Puri"
4. Toru Dutt - "The Lotus"

UNIT II PROSE**(12 Hrs)**

1. Jawaharlal Nehru - The Discovery of India
2. Swami Vivekananda - Work and its Secret

UNIT III DRAMA**(12 Hrs)**

1. Rabindranath Tagore - The Post Office

UNIT IV FICTION**(12 Hrs)**

1. Mulk Raj Anand - Untouchable

UNIT V SHORT STORY**(12 Hrs)**

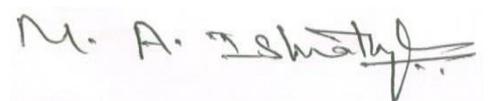
1. Khushwant Singh - Karma
2. Waman Hovel - The Storeyed House

Text Books

1. Indian Yarns, "An Anthology of Indian English Writing", Cambridge University Press, 1st Edition, 2013.
2. Jawaharlal Nehru, "The Discovery of India", Penguin Publication, 1st Edition, 2008.
3. Swami Vivekananda, "Work and its Secret", Amazon Publication, Kindle Edition, 1980.

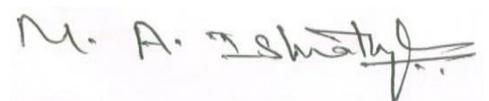
Reference Books

1. M.K.Naik, "A History of Indian English Literature", Sterling Publications, 2nd Edition Edition, 2019.
2. K.A. Agrawal, "Indian Writing in English: A Critical Study", Atlantic publisher, 1st Edition, January 2018.
3. Anand, Mulk Raj, "Untouchable", Unique Publication, Revised Edition, 2014.

Web References

1. http://famouspoetsandpoems.com/poets/sarojini_naidu/poems/4505
2. https://www.academia.edu/31873851/Voice_of_the_Unwanted_Girl_Child_Sujata_Bhatt_Analysis_by_Anushree_Thareja
3. <https://englishsummary.com/lesson/coromandel-fishers-summary/>
4. <https://www.gradesaver.com/untouchable>
5. http://merittajoy.blogspot.com/2016/03/the-issue-of-self-liberation-in-waman_18.html



A20ENT102	BACKGROUND TO THE STUDY OF ENGLISH LITERATURE	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To investigate and compare the literary forms of poetry
- To foster the knowledge of language and culture portray in prose
- To understand and interpret different forms of drama
- To inculcate the ability to read literature with its different perspectives
- To impart the knowledge of late Seventeenth and the Eighteenth centuries

Course Outcomes

After completion of the course, the students will be able to

- CO1**-Compare the literary forms of poetry
CO2-Obtain knowledge on language and culture portray in prose
CO3-Interpret different drama style
CO4-Understand literature in different perspectives
CO5-Acquire knowledge on late Seventeenth and the Eighteenth centuries

UNIT I POETRY A BRIEF INTRODUCTION TO THE LITERARY FORM (12 Hrs)

1. Subjective and Objective poetry
2. Pattern Poetry and Free Verse
3. The Chaucerian Stanza, The Ottava Rima and The Spenserian Stanza
4. The Heroic Couplet, The Terza Rima

UNIT II PROSE A BRIEF INTRODUCTION TO THE LITERARY FORM (12 Hrs)

1. The Essay and its types (Aphoristic, Periodic, Satirical, Critical)
2. The Short Story

UNIT III DRAMA- A BRIEF INTRODUCTION TO THE LITERARY FORM (12 Hrs)

1. Elizabethan Drama,
2. Shakespearean Drama
3. Theatre of the Absurd

UNIT IV THE RENAISSANCE PERIOD (1350 - 1660) (12 Hrs)

1. An Introduction to Bible Translation - Tyndale, Coverdale
2. The University Wits

UNIT V THE LATE SEVENTEENTH AND THE EIGHTEENTH CENTURIES (1660 - 1800) (12 Hrs)

1. Comedy of Manners
2. Neo-Classicism

Text Books

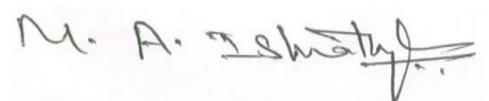
1. G. K. Chesterton, "The Victorian Age in Literature", House of Stratus Publication, 1st Edition, 2008.
2. Alexandra Köhler, "Social Class of the Mid-Victorian Period and Its Values", Grin Verlag Publication, 1st Edition, 2008.
3. R. J. Rees, "English Literature: An Introduction for Foreign Readers", Macmillan Publication, 1st Edition, 1973.

Reference Books

1. Alexander, Michael, "A History of English Literature", Macmillan Publications, 1st Edition, 2007.
2. Hudson, William Henry, "An Outline History of English Literature", B.I Publications, 1st Edition, 2000.
3. Alastair Fowler, "The History of English Literature", Harvard University Press, 1st Edition, 1989.

Web References

1. <http://www.victorianweb.org/painting/prb/1.html>
2. <https://www.slideshare.net/Jitendrasumra/victorian-poet-alfred-tennyson-and-robert-browning>
3. <https://www.poetryfoundation.org/poets/ezra-pound>
4. <https://sites.udel.edu/britlitwiki/the-theatre-of-the-absurd/>
5. <https://englishsummary.com/comedy-manners-genre/>



A20END101	ENGLISH GRAMMAR AND USAGE	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To inculcate the rules of grammar and its usage
- To make them familiarize and infer things
- To train the students to improve the fluency and formation of grammatically correct sentences
- To enhance the students to frame sentences in a meaningful manner
- To train the learners to form sentences without grammatical errors

Course Outcomes

After completion of the course, the students will be able to

- CO1-** Gain comprehensive knowledge of English grammar
CO2 - Obtain knowledge on the basic and essential knowledge of English Grammar
CO3 - Eradicate grammatical errors in speech and writing
CO4 - Make inferences and predictions based on information in the text
CO5 - Form sentences with clarity

UNIT I **(12 Hrs)**

1. Parts of speech
2. Articles
3. Preposition
4. Punctuation

UNIT II **(12 Hrs)**

1. Modal Verbs
2. Other Auxiliaries
3. Phrasal Verbs
4. Conditional Clauses

UNIT III **(12 Hrs)**

1. Tenses: Forms and Uses
2. Active Voice and Passive Voice
3. Infinitives
4. Participles and Gerunds

UNIT IV **(12 Hrs)**

1. Question Tags
2. Subject verb agreement

UNIT V **(12 Hrs)**

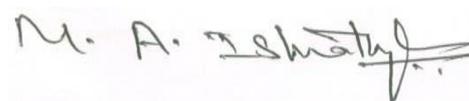
1. Degrees of Comparison
2. Simple, Compound and Complex Sentences

Text Books

1. Wood. F.T, "A Remedial English Grammar for Foreign Students", Macmillan Publication, 1st Edition, 2014.
2. Krishnaswamy.N, "Modern English – A book of Grammar Usage and Composition", Laxmi Publications, 1st Edition, 2009.
3. Shabnam Gupta, "English Grammar: Easier Way", Lotus Publication, 1st Edition, 2006.

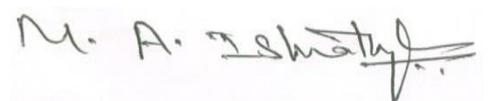
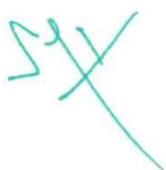
Reference Books

1. Martin & Wren, "High School English Grammar and Composition", Chand Publication, 18th Edition, 2017.
2. Subramanyam, J .V, "General English Grammar", Sura Publication, Latest Edition, 2011.
3. Huddleston, Geoffrey & Pullum Pandey, "A Student's Introduction to English Grammar", Cambridge University Press, 1st Edition, 2005.

Web References

1. <https://basicenglishspeaking.com/basic-english-grammar-rules/>
2. <https://www.grammarbook.com/grammar/subjectVerbAgree.asp>
3. <https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx>
4. <http://www.english-for-students.com/Degrees-of-Comparison.html>
5. https://www.englisch-hilfen.de/en/grammar/english_tenses.htm



A20ENS101	COMMUNICATION SKILLS LAB	L	T	P	C	Hrs
	(Common to all Branches except B.Sc. Mathematics)	0	0	4	2	30

Course Objectives

- To improve the skill of rapid reading and comprehending efficiently
- To decode the correspondence between sound and spelling in English
- To train students to organize, revise and edit ideas to write clearly and commendably
- To enhance the sense of social responsibility and accountability of the students
- To expound the significance of time and stress management

Course Outcomes

After completion of the course, the students will be able to

- CO1**-Understand the pattern to communicate effectively
- CO2**-Impart Speaking skills with self-confidence
- CO3**-Use writing strategies to improve their drafting skills and comprehending of articles
- CO4**-Demonstrate leadership qualities to Participate in Group Discussion and Interview efficiently
- CO5**-Expertise in Managerial skills

UNIT I COMMUNICATION SKILLS - SPEAKING (6 Hrs)

1. Aspects of speaking
2. Process and techniques of effective speech
3. Presentations
4. Topic to be given to students for short speech
5. Self-Introduction

UNIT II SELF-MANAGEMENT SKILLS (6 Hrs)

1. Time Management
2. Stress management
3. Perseverance
4. Resilience
5. Mind mapping
6. Self- confidence

UNIT III COMMUNICATION SKILLS - READING (6 Hrs)

1. Phonics
2. Vocabulary
3. Comprehension
4. Skimming and Scanning

UNIT IV SOCIAL SKILLS (6 Hrs)

1. Negotiation and Persuasion
2. Leadership
3. Teamwork
4. Problem solving
5. Empathy
6. Decision making

UNIT V COMMUNICATION SKILLS - WRITING (6 Hrs)

1. Descriptive
2. Narrative
3. Persuasive
4. Expository
5. Picture composition



Text Books

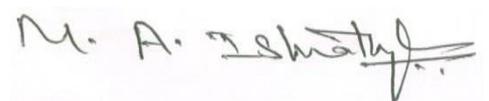
1. Syamala, V, "Effective English Communication for you", Chennai: Emerald Publishers, 1st Edition, 2002.
2. Balasubramanian, T, "A Textbook of English Phonetics for Indian Students", Trinity Press, 1st Edition, 1981.
3. Sardana, C.K., "The Challenge of Public Relations", New Delhi: HarAnand Publications, 1st Edition, 1995.

Reference Books

1. Murphy, John J, "Pulling Together: 10 Rules for High-Performance Teamwork", Simple Truth Publication, 1st Edition, 2010.
2. Sanjay Kumar & PusphLata. "Communication Skills", Oxford University Press, 2nd Edition, 2015.
3. Barun K. Mitra, "Personality Development and Soft skills", Oxford University Press, 2nd Edition, 2016.

Web References

1. <https://blog.dce.harvard.edu/professional-development/10-tips-improving-your-public-speaking-skills>
2. <https://corporatefinanceinstitute.com/resources/careers/soft-skills/management-skills/>
3. <https://zety.com/blog/how-to-introduce-yourself>
4. <https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764>
5. <https://positivepsychology.com/resilience-skills/>



A20AET101**ENVIRONMENTAL STUDIES**
(Common to all Branches)

L	T	P	C	Hrs
2	0	0	2	30

Course Objectives

- To gain knowledge on the importance of natural resources and energy
- To understand the structure and function of an ecosystem
- To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence
- To understand the causes of types of pollution and disaster management
- To observe and discover the surrounding environment through field work

Course Outcomes

After completion of the course, the students will be able to

CO1-Realize the importance of natural resources and various energy resources

CO2-Learn about the biodiversity

CO3-Learn the different types of pollution and to prevent the pollution

CO4-Know about the pollution Act and social issues

CO5-Understand Human related issued and environment

UNIT I INTRODUCTION TO NATURAL RESOURCES/ENERGY**(6 Hrs)**

Natural Resources – Definition – Scope and Importance – Need for Public Awareness

Renewable and Non-renewable Resources: Natural resources and associated problems. Forest resources and over-exploitation – Water resources and over- utilization – Mineral resource extraction and its effects - Food resources - food problems and Modern agriculture - Energy resources and its future.

UNIT II ECOSYSTEMS**(6 Hrs)**

Concept of an ecosystem-structure and function of an ecosystem-producers, consumers and decomposers-ecological succession- food chains(any 2 Examples)- food webs(any 2 Examples)-ecological pyramids.

UNIT III ENVIRONMENTAL POLLUTION /DISASTER MANAGEMENT**(6 Hrs)**

Definition-causes, effects and control measures of: Air, Water and Soil pollution- e- waste management- Disaster management: Natural and manmade- food/earthquake/cyclone, tsunami and landslides.

UNIT IV SOCIAL ISSUES AND THE ENVIRONMENT**(6 Hrs)**

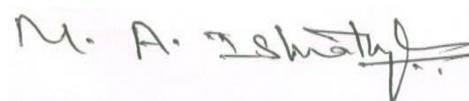
Sustainable development- Climate change: global warming, acid rain, ozone layer depletion and nuclear radiation- Environment Protection Act (any 2) air, water, wildlife and forest.

UNIT V HUMAN POPULATION AND THE ENVIRONMENT**(6 Hrs)**

Population growth, variation among nations - Population explosion-Family Welfare Programme - Environment and human health - Human rights - Value education - HIV/AIDS - Women and Child Welfare Role of Information Techno

Text Books

1. K. De, "Environmental chemistry" 9th Ed; New age international (P) Ltd, New Delhi, 2010.
2. K. RaghavanNambiar, "Text Book of Environmental Studies" 2nd Ed, Scitech Publications (India)Pvt Ltd, India, 2010.

3. G. S. Sodhi, "Fundamental concepts of environmental chemistry", I Ed, Alpha Science International Ltd, India, 2000.

Reference Books

1. B.K. Sharma, "Environmental chemistry", Krishna Prakashan Media (P) Ltd, Meerut, 11th Ed, 2009.
2. S.S.Dara, and D.D. Mishra "A text book of environmental chemistry and pollution control", S. Chand and Company Ltd, New Delhi, 5th Edition, 2012.
3. Richard T. Wright, "Environmental Science: Toward a Sustainable Future", 10th edition, PrenticeHall, 2008.

Web References

1. www.ifpri.org/topic/environment-and-natural-resources
2. <https://www.iucn.org/content/biodiversity>
3. <http://www.world.org/weo/pollution>
4. <https://www.iberdrola.com/environment/most-important-environmental-issues>
5. <https://www.science.org.au/curious/earth-environment/population-environment>

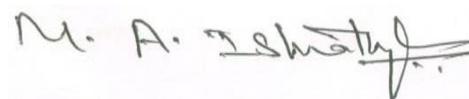
A20TAT202

மொழித்தரன்

L T P C Hrs



B.A English



(B.A., B.Sc., B.Com., B.B.A., & B.C.A., பாடப்பிரிவுகளுக்கான பொதுத்தான்)

பாடத்திட்டத்தின் நோக்கம்

- இரண்டாயிரம் ஆண்டுகால தமிழின் தொன்மையையும் வரலாற்றையும் அதன் விழுமியங்களையும் பண்பாட்டையும் எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- தமிழ் இலக்கியம் உள்ளடக்கத்திலும், வடிவத்திலும் பெற்ற மாற்றங்கள், அதன் சிந்தனைகள், அடையாளங்கள் ஆகியவற்றைக் காலந்தோறும் எழுதப்பட்ட இலக்கியங்களின் வழியாகக் கூறுவதற்கு இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- மொழியின் கட்டமைப்பை புரிந்து கொள்வதாகவும் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.
- வாழ்வியல் சிந்தனைகள், ஒழுக்கவியல் கோட்பாடுகள், சமத்துவம், சூழலியல் எனப் பல கூறுகளை மாணவர்களுக்கு எடுத்துரைக்கும் விதத்தில் இப்பாடத்திட்டம் உருவாக்கப்பட்டுள்ளது.
- சிந்தனை ஆற்றலைப் பெருக்குவதற்குத் தாய்மொழியின் பங்களிப்பினை உணர்த்த இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.

பாடத்திட்டத்தின் வெளிப்பாடுகள்**CO1-**இலக்கியங்கள் காட்டும் வாழ்வியல் நெறிமுறைகளைப் பேணிநடத்தல்.**CO2-**நமது எண்ணத்தை வெளிப்படுத்தும் கருவியாகத் தாய்மொழியைப் பயன்படுத்துதல்.**CO3-**தகவல் தொடர்புக்குத் தாய்மொழியின் முக்கியத்துவத்தை உணர்தல்.**CO4-**தாய்மொழியின் சிறப்பை அறிதல்.**CO5-**இலக்கிய இன்பங்களை நுகரும் திறன்களை வளர்த்தல்.**அலகு-1****(9 Hrs)****எடுத்தொகை:**

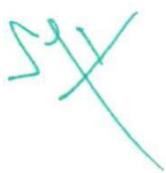
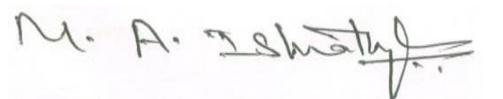
1. குறுந்தொகை (பாடல்-130).
2. நற்றிணை (பாடல்-27).
3. அகநானூறு (பாடல்-86)
4. ஐங்குறுநூறு (பாடல்-203)
5. கலித்தொகை- பாலைத்திணை (பாடல்-9)
6. புறநானூறு (பாடல்-235)

பத்துப்பாட்டு:

1. சிறுபாணாற்றுப்படை (அடிகள்-126-143)
2. முல்லைப்பாட்டு (6-21)

அலகு-2**(9 Hrs)****பதினெண் கீழ்க்கணக்கு:**

1. திருக்குறள்- வெகுளாமை (அதிகாரம்-31), காதல் சிறப்புரைத்தல் (அதிகாரம்-113)
2. நாலடியார் - நல்லார் எனத்தான் (221)
3. திரிகடுகம்- கோலஞ்சி வாழும் குடியும் (33)
4. இனியவை நாற்பது- குழவி தளர்நடை (14)
5. கார் நாற்பது- நலமிகு கார்த்திகை (26)
6. களவழி நாற்பது-கவளங்கொள் யானை (14)

அலகு-3**(9 Hrs)****சைவம்- பன்னிரு திருமுறைகள்**



1. திருஞானசம்பந்தர் - வேயறு தோளிபங்கன் (இரண்டாம் திருமுறை)
2. திருநாவுக்கரசர் - மனமெனும் தோணி (நான்காம் திருமுறை)
3. சுந்தரர் - ஏழிசையாய் இசைப்பயனாய் (ஏழாம் திருமுறை)
4. மாணிக்கவாசகர் - ஆதியும் அந்தமும் இல்லா (திருவெம்பாவை)
5. திருமூலர் - அன்பு சிவம் இரண்டு (திருமந்திரம்)

வைணவம் - நாலாயிரத் திவ்வியப் பிரபந்தம்

1. பேயாழ்வார் - திருக்கண்டேன் பொன்மேனி....
2. பெரியாழ்வார் - கருங்கண் தோகை மயிற் பீலி....
3. தொண்டரடிப்பொடிஆழ்வார் - பச்சைமாமலை போல்....
4. ஆண்டாள் - கருப்பூரம் நாறுமோ? கமலப்பு....
5. திருமங்கையாழ்வார் - வாடினேன் வாடி வருந்தினேன்....

இஸ்லாமியம்

சீறாப்பராணம்- பாடல் நின்ற நினை மாணுக்குப்...5 பாடல்கள் (பாடல் எண்கள் 61-65)

கிறித்தவம்

இரட்சணிய யாதீகம்- கடைதிறப்புப் படலம் -5 பாடல்கள் (பாடல் எண்கள்: 3,9,10,15,16)

அலகு - 4

(9 Hrs)

தமிழ் இலக்கிய வரலாறு

1. சங்க இலக்கியங்கள்
2. நீதி இலக்கியங்கள்
3. பக்தி இலக்கியங்கள்
4. காப்பியங்கள்

அலகு-5

(9 Hrs)

சிறுகதைகள்

1. புதுமைப்பித்தன் - அகலிகை
2. நா. பிச்சமூர்த்தி - வேப்பமரம்
3. அகிலன் - ஒரு வேளைச்சோறு
4. ஜி.நாகராஜன் - பச்சக் குதிரை
5. கி.ராஜநாராயணன் - கதவு
6. சா.கந்தசாமி - தக்கையின் மீது நான்கு கண்கள்
7. ஆண்டாள் பிரியதர்ஷினி - மாத்திரை
8. வண்ணதாசன் - ஒரு உல்லாசப் பயணம்
9. சு. தமிழ்ச்செல்வன் - வெயிலோடு போய்
10. பாரததேவி - மாப்பிள்ளை விருந்து

பார்வை நூல்கள் :

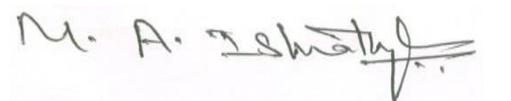
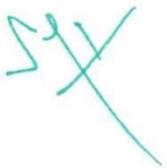
1. அரக, வீ., இருபதாம் நூற்றாண்டு சிறுகதைகள் நூறு, அடையாளம் பதிப்பகம், திருச்சி, 2013.
2. அருணாச்சலம், பா., பக்தி இலக்கியங்கள், பாரி நிலையம், சென்னை, 2010.
3. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2000.
4. பாக்கியமேரி, வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, என்.சி.பி.எச். பதிப்பகம், சென்னை, 2011.
5. பசுபதி, மா. வே., செம்மொழித் தமிழ் இலக்கண இலக்கியங்கள், தமிழ்ப் பல்கலைக்கழகம், 2010 .

உரைநடை நூல்கள் :

1. அன்பு, பா., மா.பொ.சி யின் ஒரு இலக்கிய நூல்கள் ஒரு மதிப்பீடு, உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், சென்னை, 1983.
2. பிள்ளை, கே.கே., தமிழக வரலாறும் மக்களும் பண்பாடும், உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், சென்னை, 2000.
3. ஜெயமோகன், நவீன இலக்கிய அறிமுகம், உயிர்மொய் பதிப்பகம், சென்னை, 1995.

இணையத்தளங்கள் :

1. <http://www.tamilkodal.com>
2. <http://www.languagelab.com>
3. <http://www.tamilweb.com>



A20FRT202

FRENCH – II

L	T	P	C	Hrs
3	0	0	3	45

(Common to B.A., B.Sc., B.Com., B.B.A. & B.C.A)

OBJECTIVES

- To enable the students read, understand, and write simple sentences.
- To grasp relevant grammar for communication
- To learn about the land, people and culture of France.

UNITÉ - 4

Leçon 13 : Qu'est -ce qu'on leur offre ?

Leçon 14 : On solde !

Leçon 15 : Découvrir Paris en bus avec l'open Tour

Leçon 16 : Si vous gagne vous ferez quoi

UNITÉ - 5

Leçon 17 : Parasol ou parapluie ?

Leçon 18 : Quand il est midi à Paris

Leçon 19 : Vous allez Vivre

Leçon 20 : L'avenir du Français

UNITÉ - 6

Leçon 21 : Souvenirs d'enfance

Leçon 22 : j'ai fait mes études à Lyon 2

Leçon 23 : Retour des Antilles

Leçon 24 : Au voleur ! Au voleur

TextBooks

Prescribed Textbook : *FESTIVAL 1* - Méthode de Français
Authors : Sylvie POISSON-QUINTON
Michèle MAHEO-LE COADIC
Anne VERGNE-SIRIEYS
Edition : CLE International, Nouvelle Édition révisée : 2009.

Reference Book

Festival 1

A20GET202

GENERAL ENGLISH- II
(Common to B.A, B.Sc. and BCA)

L	T	P	C	Hrs
3	0	0	3	45

Course Objectives

- To recognize poetry from a variety of cultures, languages and historic periods
- To develop the intensive study of language by critical reading
- To identify the various genres and analyze the works of writers in English
- To expand the basic understanding of targeted grammatical structures
- To understand the conventions of writing in English

Course Outcomes

After completion of the course, the students will be able to

CO1-Understand and appreciate poetry as a literary art form

CO2-Comprehend and recognize relationship between ideas, events and facts

CO3-Learn to explore characters and their conflicts, dilemmas and extend their response to stories

CO4-Apply grammatical structures meaningfully and appropriately in oral and written form

CO5-Write effectively and coherently

UNIT I POETRY

(9 Hrs)

1. Lord Byron - She Walks in Beauty
2. Robert Frost - Stopping by Woods on a Snowy Evening
3. Nissim Ezekiel - Night of the Scorpion
4. Rabindranath Tagore - Where the Mind is Without Fear

UNIT II PROSE

(9 Hrs)

1. Ernest Hemingway - A Day's Wait
2. Anton Chekhov - The Lottery Ticket

UNIT III FICTION

(9 Hrs)

1. Jane Austen - Pride and Prejudice

UNIT IV GRAMMAR

(9 Hrs)

1. Voice – Conditionals - Coherence

UNIT V COMPOSITION

(9 Hrs)

1. Letter Writing
2. Report Writing

Text Books

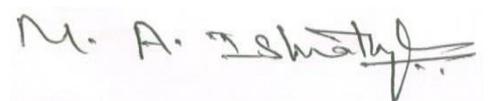
1. Sharma, O.C "The Approach to Life: A Selection of English Prose", Orient Longman Publication, 1st Edition, 2009.
2. DipankarPurkayastha&DipenduDas&JaydeepChakrabarty, "Brookside Musings: A Selection of Poems and Short Stories", Orient Longman Publication, 1st Edition, 2009.
3. Wren & Martin, "English Grammar and Composition", Chand Publication, 18th Edition, 2017.

Reference Books

1. LalithaNatarajan&SasikalaNatesan, "English for Excellence: Poetry", Anuradha Publications, 1st Edition, 2015.
2. Ernest Hemingway, "The Complete Short Stories of Earnest Hemingway", Simon and Schuster Publication, 1st Edition, 1998.
3. Jane Austen, "Pride and Prejudice", Amazon Digital Publication, 1st Edition, 2014.

Web References

1. <https://www.litcharts.com/poetry/lord-byron/she-walks-in-beauty>
2. <https://americanliterature.com/author/anton-chekhov/short-story/the-lottery-ticket>
3. <https://www.cliffsnotes.com/literature/p/pride-and-prejudice/book-summary>
4. <https://studydriver.com/the-lottery-ticket-by-anton-chekhov/>
5. <https://learnenglish.britishcouncil.org/english-grammar-reference/active-and-passive-voice>



A20ENT203**INDIAN WRITING IN ENGLISH - II**

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To make learners aware of the history and the growth of Indian Writing in English
- To introduce learners to the rich literary tradition in Indian Writing in English
- To enable learners to appreciate the changing trends in Indian literature in English from pre to post-Independence era
- To understand and appreciate different genres in literature
- To acquire knowledge on human values and literary texts

Course Outcomes

After completion of the course, the students will be able to

CO1-Explore the uniqueness of Indian literature in English

CO2-Literary sensibility and respond emotionally in genre

CO3-Effectively communicate ideas related to the literary works and understand the human values

CO4-Appreciate different genres in literature

CO5-Understand the importance of human values and literary texts

UNIT I PROSE**(12 Hrs)**

1. A. P. J. Abdul Kalam - The Power of Prayer
2. Nirad C. Chaudhuri – Our Behavior

UNIT II POETRY**(12 Hrs)**

1. Sri Aurobindo - Despair on the Staircase
2. Rabindranath Tagore - Gitanjali – Song 50
3. TemsulaAo - Soul-bird
4. R. Parthasarathy- Under Another Sky

UNIT III FICTION**(12 Hrs)**

1. Arundhati Roy - The God of Small Things
2. AmitavGhosh- Sea of Poppies

UNIT IV DRAMA**(12 Hrs)**

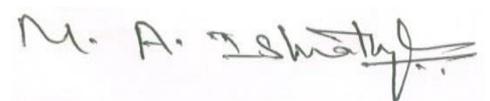
1. GirishKarnad- Nagamandala

UNIT V NOVELS**(12 Hrs)**

1. ChetanBhagat-The 3 Mistakes of My Life
2. R.K.Narayan- Malgudi Days

Text Books

1. ChetanBhagat, "The 3 Mistakes of My Life", Rupa Publications, 2nd Edition, 2014.
2. Bruce King, "Modern Indian Poetry in English", Oxford University Press, 2nd Edition, 2005.
3. Naik, M. K, "Indian English Literature 1980-2000 A Critical Survey",PencraftInternational Publication, 1st Edition, 2001.

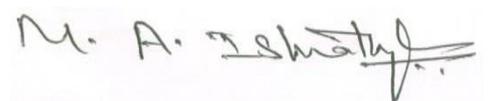



Reference Books

1. Srinivasalyengar, "Indian Writing in English", Sterling Publication, 2nd Edition, 2019.
2. AmitavGhosh, "Sea of Poppies ", Penguin Publication, 1st Edition, 2015.
3. Bhatnagar. M.K, "Indian Writing in English", Atlantic Publication, 1st Publication, 2000.

Web References

1. www.foundationforindiastudies.org
2. <https://www.poetryfoundation.org/poets/r-parthasarathy>
3. <https://statweb.stanford.edu/~naras/ncc-prev/>
4. <https://www.amitavghosh.com/seapoppies.html>
5. <https://cafedissensus.com/2017/06/14/pan-indian-and-cosmopolitan-concerns-in-temsula-aos-writing/>



A20ENT204**BRITISH LITERATURE - I**

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To acquaint students with the evolution of English prose from the Elizabethan Age to the contemporary era.
- To introduce British literature through its socio-cultural and political contexts.
- To enable students to identify poetic devices and strategies and interpret their effective use.
- To enable students to critically evaluate the nuances of British prose
- To encourage students to develop their unique style of story writing using the prescribed texts.

Course Outcomes

After completion of the course, the students will be able to

CO1-Demonstrate a thorough knowledge of the historical and cultural background of the literary works from the Elizabethan to the Romantic Age

CO2-Compare and contrast the different genres of writing

CO3-Demonstrate an understanding of how writers use language in different genres

CO4-Critically evaluate the literature (poetry, prose, novel and drama) of the period and assess its influence on its own age and subsequent ages

CO5-Write analytically about the literary works of the period

UNIT I INTRODUCTION**(12 Hrs)**

1. The Renaissance and its Impact on England
2. The Reformation – cause and effects
3. The Commonwealth of Nations
4. The Restoration
5. Coffee-houses and their social relevance

UNIT II PROSE**(12 Hrs)**

1. Francis Bacon - Of Travels
2. Charles Lamb - The South Sea-House
3. Arthur Conan Doyle - The Adventure of Blue Carbuncle
4. Somerset Maugham - The Verger

UNIT III POETRY**(12 Hrs)**

1. William Shakespeare - The seven ages of man
2. Wordsworth - Lucy
3. Tennyson - Ulysses
4. Vision of Judgment - Lord Byron

UNIT IV FICTION**(12 Hrs)**

1. William Golding - The Lord of the Flies

UNIT V DRAMA**(12 Hrs)**

1. Samuel Beckett - Waiting for Godot
2. Christopher Marlowe - Doctor Faustus

Text Books

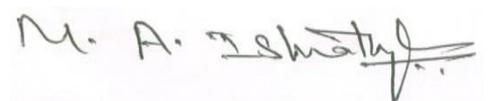
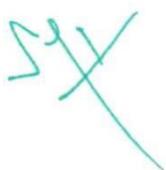
1. G M Trevelyan, "English Social History: A Survey of Six Centuries" England: Penguin, 1st Edition, 2000.
2. Christopher Marlowe, "Doctor Faustus", Penguin Publication, 2nd Edition, 2010.
3. William Golding, "Lord of the Flies", Penguin Publication, Deluxe Edition, 2016.

Reference Books

1. Damrosch.D, "Longman Anthology of British Literature", Longman Publication, 4th Edition, 2009.
2. Fred B. Miller, "Contemporary British Literature", Harper & Collins, 1st Edition, 2000.
3. John Wain, "The Oxford Anthology of English Poetry. Vol.II", Oxford Publication, 1st Edition, 1990.

Web References

1. <https://www.gradesaver.com/the-lucy-poems/study-guide/summary>
2. <https://www.britannica.com/topic/david-copperfield-novel>
3. <https://www.theguardian.com/culture/2009/mar/08/samuel-beckett-waiting-for-godot>
4. <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/lord-of-the-flies-at-a-glance>
5. <https://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/351/adventure-7-the-adventure-of-the-blue-carbuncle/>



A20END202

LITERARY FORMS

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To introduce students to the genetic classification of English Literature.
- To initiate learners into the study of various literary forms
- To familiarize the learner with variations and adaptations of different literary forms down the ages
- To train the learners to critically/creatively respond to literary works
- To introduce students to various types of Drama and Literary terms

Course Outcomes

After completion of the course, the students will be able to

CO1 - Understand and interpret the generic classification of English Literature

CO2 - Obtain knowledge on various genres in literature

CO3 - Understand the literary terms while analyzing and interpreting the works of literature

CO4 - Critically evaluate and respond to literary works

CO5- Read, interpret and analyze the various types of drama and literary terms

UNIT I PROSE

(12 Hrs)

1. Essay
2. Biography
3. Autobiography

UNIT II POETRY

(12 Hrs)

1. Ballad
2. Epic and Mock Epic
3. Dramatic Monologue
4. Lyric

UNIT III DRAMA

(12 Hrs)

1. The Origin and Growth of Drama in England
2. Tragedy and Comedy – Dramatic Design
3. Romantic Tragedy and Romantic Comedy – Tragicomedy
4. Chronicle Plays
5. Masque and Antimasque
6. Comedy of Humors – Comedy of Manners – Genteel Comedy – Sentimental Comedy
7. Farce – Melodrama – Expressionist Drama – Absurd Drama
8. One – Act Play

UNIT IV FICTION

(12 Hrs)

1. Short Story
2. Picaresque Novel
3. Historical, Sentimental and Gothic Novel
4. Science Fiction –Detective – Social and Proletarian – Stream-of-Consciousness Novel

UNIT V FIGURES OF SPEECH

(12 Hrs)

1. Imagery
2. Simile and Metaphor
3. Personification, Onomatopoeia
4. Alliteration, Oxymoron, Allegory

Text Books

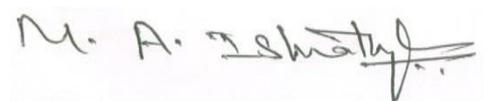
1. Ashok, Padmaja, "A Companion to Literary Forms", Orient Black Swan Publication, 1st Edition, 2015.
2. Abrams M.H & Harpham, "A Glossary of Literary Terms", Wadsworth Publication, 11th Edition, 2014.
3. Ramachandran Nair, "Literary Forms", Emerald Publication, 1st Edition, 2004.

Reference Books

1. Hudson, William Henry, "An Introduction to the Study of Literature", Rupa Publications, 6th Edition, 2015.
2. Iyengar. S.K.R & Kumar P.N, "An Introduction to the Study of English Literature", Oxford University Press, 1st Edition, 2000.
3. Prasad, "English Literary Forms: A Background to the Study of English Literature", Macmillan Publication, 1st Edition, 2000.

Web References

1. <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
2. <https://study.com/academy/lesson/gothic-fiction-definition-characteristics-authors.html>
3. <https://literaryterms.net/figures-of-speech/>
4. <https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html>
5. <http://knarf.english.upenn.edu/Articles/hume.html>



A20ENS202

SOFT SKILLS LAB
(Common to B.A English & Media Studies)

L	T	P	C	Hrs
0	0	4	2	30

Course Objectives

- To train students in soft skills in order to enable them to be professionally competent
- To facilitate the students for oral communication with confidence
- To enrich the sense of social responsibility and accountability of the students
- To help the students to train them for writing different types of resumes in keeping with the demands of the corporate world
- To train the students to work with team environment

Course Outcomes

After completion of the course, the students will be able to

CO1-Enhance the soft skills and compete professionally

CO2-Speak and present the ideas with confidence

CO3-Establish Interpersonal and leadership qualities

CO4-Draft different types of effective and impressive resume that highlight their potential and expectation

CO5-Demonstrate the quality of a team player to execute and manage things in professional and personal life

UNIT I SOFT SKILLS AND PERSONALITY DEVELOPMENT (6 Hrs)

1. Soft Skills: Meaning and Importance
2. Hard Skills versus Soft Skills
3. Power of Positive Attitude – Etiquette and Manners

UNIT II COMMUNICATION SKILLS (6 Hrs)

1. Oral Communication: Forms, Types of Speeches and Public Speaking
2. Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation
3. Non-verbal Communication: Body Language and Proxemics

UNIT III INTERPERSONAL SKILLS (6 Hrs)

1. Interpersonal Skills - Relationship Development and Maintenance and Transactional Analysis
2. Negotiation- Types, Stages and Skills
3. Counseling Skills

UNIT IV EMPLOYABILITY SKILLS (6 Hrs)

1. Goal Setting
2. Career Planning
3. Corporate Skills
4. Group Discussion
5. Interview Skills - Types of Interview
6. Job Application - Cover Letter
7. Resume Preparation

UNIT V PROFESSIONAL SKILLS (6 Hrs)

1. Decision Making Skills
2. Problem Solving
3. Team Building Skills
4. Team Spirit - Time Management



Text Books

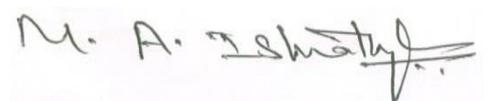
1. Sharma Prashant, "Soft Skills Personality Development for Life Success", BPB Publications, 1st Edition, 2018.
2. Robbins & Hunsaker, "Training in Interpersonal Skills", Pearson Publication, 6th Edition, 2015.
3. Vishnu P. Singh & C. Subhas & Kapil Dev, "Employability Skills", Asian Publication, 2nd Edition, 2014.

Reference Books

1. Ghosh, B.N, "Managing Soft Skills for Personality Development", Tata McGraw Education Publication, 1st Edition, 2012.
2. Neera Jain & Shoma Mukherji., "Effective Business Communication" New Delhi: Tata McGraw Hill Education Publication, 1st Edition, 2012.
3. Ashraf Rizwi.M, "Effective Technical Communication", Tata McGraw Hill Education Publication, 1st Edition, 2010.

Web References

1. https://www.mindtools.com/pages/main/newMN_LDR.htm
2. <https://www.skillsyouneed.com/ips/negotiation.html>
3. <https://www.investopedia.com/terms/i/interpersonal-skills.asp>
4. <https://www.smemaxx.com/becorporateready>
5. <https://www.skillsyouneed.com/ips/interviewing-skills.html>



A20AET202	PUBLIC ADMINISTRATION (Common to all Branches)	L	T	P	C	Hrs
		0	0	4	2	30

(Compulsory Course designed as per the directions issued by Government of India, MHRD,
Department of Higher Education (Central University Bureau)
F.No.19-6.2014-Desk U Dated 19-05-2014)

Course Objectives

- To introduce the elements of public administration
- To help the students obtain a suitable conceptual perspective of public administration
- To introduce them the growth of institution devices to meet the need of changing times
- To instill and emphasize the need of ethical seriousness in contemporary Indian Public Administration

Course Outcomes

After completion of the course, the students will be able to

CO1-Understand the concepts and evolution of Public Administration

CO2-Be aware of what is happening in the Public Administration in the country

CO3-Explain the Territory Administration in the State and the Centre

CO4-Appreciate emerging issues in Indian Public Administration

UNIT I INTRODUCTION TO PUBLIC ADMINISTRATION

(7 Hrs)

Meaning, nature and Scope of Public Administration and its relationship with other disciplines- Evolution of Public Administration as a discipline – Woodrow Wilson, Henry Fayol , Max Weber and others - Evolution of Public Administration in India – Arthashastra – Colonial Administration upto 1947

UNIT II PUBLIC ADMINISTRATION IN INDIA

(8 Hrs)

Enactment of Indian Constitution - Union Government – The Cabinet – Central Secretariat – All India Services – Training of Civil Servants – UPSC – NitiAyog – Statutory Bodies: The Central Vigilance Commission – CBI - National Human Rights Commission – National Women’s Commission –CAG

UNIT III STATE AND UNION TERRITORY ADMINISTRATION

(8 Hrs)

Differential Administrative systems in Union Territories compared to States Organization of Secretariat: -Position of Chief Secretary, Functions and Structure of Departments, Directorates – Ministry of Home Affairs supervision of Union Territory Administration – Position of Lt. Governor in UT – Government of Union Territories Act 1963 – Changing trend in UT Administration in Puducherry and Andaman and Nicobar Island

UNIT IV EMERGING ISSUES IN INDIAN PUBLIC ADMINISTRATION

(7 Hrs)

Changing Role of District Collector – Civil Servants – Politicians relationship – Citizens Charter - Public Grievance Redressal mechanisms – The RTI Act 2005 – Social Auditing and Decentralization – Public Private Partnership.

Text Books

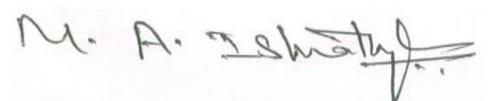
1. Avasthi and Maheswari, “Public Administration”, Lakshmi NarainAgarwal, 1st Edition, 2016.
2. Ramesh K.Arora, “Indian Public Administration: Institutions and Issues”, New Age International Publishers, 3rd Edition, 2012.
3. RumkiBasu, “Public Administration: Concept and Theories”, Sterling, 1st Edition, 2013.

Reference Books

1. SiuliSarkar, "Public Administration in India", Prentice Hall of India, 2nd Edition, 2018.
2. M. Laxmikanth, "Public Administration", McGraw Hill Education, 1st Edition, 2011.
3. R.B.Jain, "Public Administration in India, 21st Century Challenges for Good Governance", Deep and Deep Publications,2002.

Web References

1. <http://cic.gov.in/>
2. <http://www.mha.nic.in/>
3. <http://rti.gov.in/>
4. <http://www.cvc.nic.in/>
5. <https://upsconline.nic.in>



NATIONAL SERVICE SCHEME

(Common to all Branches)

A20EAL201

L	T	P	C	Hrs
0	0	2	1	30

Course Objectives

- To introduce about various activities carried out by national service scheme
- To gain life skills through community service
- To gain awareness about various service activities performed in higher educational institutions.
- To give exposure about the use of technology to uplift the living standards of rural community.
- To induce the feeling of oneness through harmony of self and society

Course Outcomes

After completion of the course, the students will be able to

CO1 - Recognize the importance of national service in community development.

CO2 - Convert existing skills into socially relevant life skills.

CO3 - Differentiate various schemes provided by the government for the social development

CO4 - Identify the relevant technology to solve the problems of rural community.

CO5 - Associate the importance harmony of nation with long term development

UNIT I INTRODUCTION TO NATIONAL SERVICE SCHEME**(6Hrs)**

History and objectives, NSS symbol, Regular activities, Special camping activities, Village adaptation programme, Days of National and International Importance, Hierarchy of NSS unit in college. Social survey method and Data Analysis. NSS awards and recognition. Importance of Awareness about Environment, Health, Safety, Gender issues, Government schemes for social development and inclusion policy etc.,

UNIT II LIFE SKILLS AND SERVICE LEARNING OF VOLUNTEER**(6Hrs)**

Communication and rapport building, problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, coping with stress and coping with emotions. Understanding the concept and application of core skills in social work practice, Team work, Leadership, Event organizing, resource planning and management, time management, gender equality, understanding rural community and channelizing the power of youth.

UNIT III EXTENSION ACTIVITIES FOR HIGHER EDUCATIONAL INSTITUTIONS**(6Hrs)**

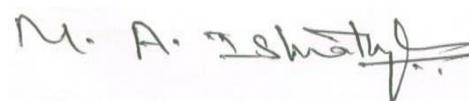
Objective and functions of Red Ribbon Club, SwatchhBharathAbhiyan, Unnat Bharat Abhiyan, JalShakthiAbhiyan, Road Safety Club, Environmental club and Electoral literacy club.

UNIT IV USE OF TECHNOLOGY IN SOLVING ISSUES OF RURAL INDIA**(6Hrs)**

Understanding community issues, economic development through technological development. Selection of appropriate technology, Understanding issues in agriculture, fishing, artisans, domestic animals, health and environment.

UNIT V NATIONAL INTEGRATION AND COMMUNAL HARMONY**(6Hrs)**

The role of Youth organizations in national integration, NGOs, Diversity of Indian Nation, Importance of National integration communal harmony for the development of nation, Indian Constitution, Building Ethical human Relationships, Universal Human Values, Harmony of self and Harmony of nation.

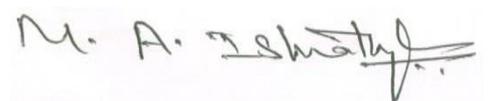



Reference Books

1. Joseph, Siby K and Mahodaya Bharat (Ed.), (2007), Essays on Conflict Resolution, Institute of Gandhian Studies, Wardha
2. Barman Prateeti and GoswamiTriveni (Ed.), (2009), Document on Peace Education, Akansha Publishing House, New Delhi
3. Sharma Anand, (2007), Gandhian Way, Academic Foundation, New DelhiMyersG.Davi (2007). Social Psychology. New Delhi: Tata Mc.Graw Hill.
4. Taylor E.Shelly et.al (2006), Social Psychology (12th Edn.), New Delhi, Pearson Prentice Hall Singh.
5. Madhu (2003), Understanding Life Skills, background paper prepared for education for all: The leap to equality, Government of India report, New Delhi.
6. Sandhan (2005), Life Skilss Education, Training Module, Society for education and development, Jaipur. Radakrishnan Nair and SunithaRajan (2012), Life Skill Education: Evidences form the field, RGNIYD publication, Sriperumbudur
7. National Service Scheme Manual (Revised) , Government of India, Ministry of Youth Affairs and Sports, New Delhi.
8. National Service Scheme in India: A Case study of Karnataka, M. B. Dishad, Trust Publications, 2001

Web References

1. <http://www.thebetterindia.com/140/national-service-scheme-nss/>
2. <http://en.wikipedia.org/wiki/national-service-scheme> 19=<http://nss.nic.in/adminstruct>
3. <http://nss.nic.in/propexpan>
4. <http://nss.nic.in>
5. <http://socialworknss.org/about.html>



A20ENT305

BRITISH LITERATURE - II
Eighteenth century - Twentieth century

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To help the students understand 18th century to 20th century as a system to critically interpret literary texts.
- To enable the students to comprehend the broad spectrum of thought that is covered
- To enhance their literary research and critical thinking
- To develop an imaginary aspects in Literary Drama and Poetry
- To picturize the social issues that takes place in society

Course Outcomes

After the completion of this course, the students will be able to

- CO1**-Understand 18th century to 20th century literary texts
CO2-Critically analysis Social events with texts
CO3-Understand Twentieth century with historical events and war
CO4-Critically evaluate the nuances of British Prose and Short Stories
CO5-Identify poetic device and strategies and interpret effectively

UNIT- 1 PROSE**(10 Hrs)**

1. Charles Lamb - Dream Children
2. Leigh Hunt - Getting upon the Cold Morning
3. John Ruskin - On Books and Reading

UNIT- 2 POETRY**(14 Hrs)**

1. S. T. Coleridge - Kubla Khan
2. William Wordsworth - The Solitary Reaper
3. P. B. Shelley - Ode to the West Wind
4. Robert Browning - My Last Duchess
5. Matthew Arnold - Dover Beach
6. Thomas Gray - Elegy Written on the Country Church Yard
7. Wilfred Owen - Dulce et Decorum Est

UNIT- 3 SHORT STORIES**(10 Hrs)**

1. George Eliot - Brother Jacob
2. C. Doyle - The Adventure of the Blue Carbuncle
3. Virginia Woolf - The Mark on the Wall

UNIT- 4 FICTION**(16 Hrs)**

1. Emily Bronte - Wuthering Heights
2. George Orwell - Animal Farm

UNIT- 5 DRAMA**(10 Hrs)**

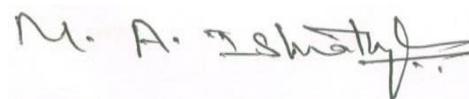
1. Samuel Beckett - Waiting for Godot

TEXT BOOKS

1. Becket, Samuel, "Waiting for Godot", Booksway Publication, 2016.
2. Bronte, Emily, "Wuthering Height", Om Book Publication, 2018.
3. Orwell, George, "Animal Farm", Penguin Publication, 4th Edition, 2011.

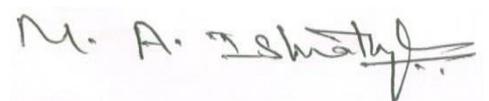
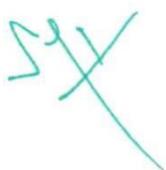
BOOKS REFERENCE

1. Fred B. Miller, "Contemporary British Literature", Harper & Collins, London. 2000.
2. Robert DeMaria Jr, "British Literature 1640-1789 - An Anthology", Backwell Publications, Australia. 1999.
3. Lamb, Charles, "Selected Prose". Penguin Classical Publication, 2013

WEB REFERENCE

1. <http://www.eastoftheweb.com/short-stories/UBooks/InviMan939.shtml>
2. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
3. <https://poets.org/poem/ode-west-wind>
4. https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar_eng_Dream_Children.pdf
5. <https://warburg.sas.ac.uk/pdf/cih1150b2210146v>



A20ENT306	INTRODUCTION TO TRANSLATION STUDIES	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To develop practical skills in Translation
- To promote an understanding of cultural difference and diversity
- To understand difficulties in Translation
- To understand barriers for translators and strategies for their solution
- To develop an understanding of difference in the text types

Course Outcomes

After the completion of this course, the students will be able to

CO1 - Identify different text types in literature

CO2 - Identity cultural difference with an impact on the target language

CO3 - Evaluate published translations with a view to improve their own translation practices

CO4 - Understand barriers and ways of dealing with such difficulties

CO5 - Finalize full-scale translations for a variety of diverse types

UNIT I INTRODUCTION

(12 Hrs)

1. Introduction to Translation Studies
2. Definition and Scope of Translation
3. Types of Translation
4. Translation and Culture

UNIT II THEORIES AND ISSUES

(12 Hrs)

1. A Brief History of Translation
2. Translation Theories
3. Decoding and Recording
4. Problem of Equivalence
5. Gender and Translation

UNIT III TRANSLATION WORKS-POEM

(12 Hrs)

1. Thiruvalluvar - Thirukkural (1-10) Translated by G U Pope and Rajaji
2. Kurunthokai - 68,74,95 (Translated by A. K. Ramanujan)
3. Kapilar - Natrinai - 1 KurinjiThinai - What the Heroine said to her friend (Translated by Vaidehi)
4. SeethailaiSatanar - Manimekalai - The Announcement of Festival 1-70 (Translated by Dr. Prem Kumar)

UNIT IV TRANSLATION WORKS-SHORT STORIES

(12Hrs)

1. Ambai - A Deer in the Forest (Translated by Lakshmi Holmstrom)
2. Puthumai Pithan - God and Kandasamy Pillai (Translated by Lakshmi Holmstrom)
3. A.K.Ramanujan - Outwitting Fate, Crossing a River, Losing a Self

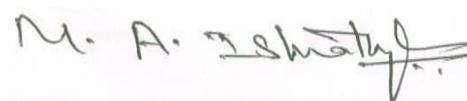
UNIT V TRANSLATION WORK - NOVELS

(12Hrs)

1. Jayakanthan - A Man A Home and A World (Translated by K. S. Subramaniyan)
2. Perumal Murugan - One Part Woman (Translated by Aniruddhan Vasudevan)

Textbooks

1. Ramanujan, A.K. Folktales from India- A selection of Oral Tales from Twenty-Two Languages. New Delhi: Penguin Book Ltd. 2009.
2. Munday, Jeremy. Introduction Translation Studies-Theories and Applications. London: Routledge. 2012.
3. Murugan, Perumal. One Part Woman. Grove Press Black Cat Publication. 2018

Books Reference

1. Bassnett, Susan. *Translation Studies*. Routledge Publishers .1980.
2. Kumar, Bijay. *A Handbook of Translation Studies*. Atlantic Publication.2019.
3. Sukanta, Chaudhuri. *Translation and Understanding*. Oxford University Press. 1999.

Web Reference

1. <https://feministwords.wordpress.com/2013/06/01/in-a-forest-a-deer/>
2. <https://kaveripak.com/2018/03/04/the-god-and-kandasamy-pillai-pudumaipithan/>
3. <https://madhuran.org/2015/04/21/a-man-a-home-and-a-world/>
4. <https://marielebert.wordpress.com/2016/11/02/translation/>
5. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>



A20ENT307

SHAKESPEAREAN STUDIES

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To introduce different styles and genres of Shakespearean Drama
- To inculcate a sense of appreciation of English Drama.
- To interpret poetic lines and dramatic techniques
- To enable students to critically appreciate poetic texts.
- To know about the Shakespearean techniques

Course Outcomes

After the end of this course students will be able to

CO1 - Understand the different styles and genres of Shakespearean Drama

CO2 - Appreciate the sense of appreciation of English Drama.

CO3 - Learn poetic lines and dramatic techniques

CO4 - Sense and critically appreciate poetic texts.

CO5 - Understand the Shakespearean techniques

UNIT I INTRODUCTION

(12 Hrs)

1. Theatre Conventions; Sources; Problems of Categorization
2. Shakespeare Trends in Shakespeare Studies up-to the nineteenth century
3. Shakespeare Sonnet and court politics
4. Theatre Criticism
5. Shakespeare into film and play production

UNIT II POETRY - SONNET

(12 Hrs)

1. Sonnet - 12, 18, 65, 127, 130

UNIT III DRAMA – TRAGEDY

(12 Hrs)

1. William Shakespeare – Hamlet

UNIT IV DRAMA - COMEDY

(12 Hrs)

1. William Shakespeare - A Midsummer Night's Dream

UNIT V CRITICISM

(12 Hrs)

1. T. S. Eliot - Hamlet and his Problems
2. Edward Dowden - Shakespeare (A Critical Introduction)
3. A. C. Bradley - Shakespearean Tragedy (Lecture on Hamlet)

TEXT BOOKS

1. Barker, Granville. Preface to Shakespeare. Oxford University Press, London, 1993.
2. Bradely A.C. The Tragedies of Shakespeare. Forth Edition. Macmillan Education. UK. London. 2006.
3. Shakespeare, William. A Midsummer Night's Dream. Fingerprint Publishing. 2019.

BOOKS REFERENCE

1. Shakespeare, William. Hamlet, Maple Publication, 2012.
2. Shakespeare, William, the Sonnets Pan Macmillan India Publication. 2016.
3. A.C Bradley, Shakespearean Tragedy, Atlantic Publication, 1st Edition, 2021.

WEB RESOURCES

1. <https://www.nosweatshakespeare.com/plays/types/problem/>
2. <https://www.the-american-interest.com/2016/06/17/shakespeares-civic-art-and-the-politics-of-poetry/>
3. <https://interestingliterature.com/2017/03/a-short-analysis-of-t-s-eliot-hamlet-and-his-problems/>
4. <https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>
5. <https://interestingliterature.com/2016/11/a-short-analysis-of-shakespeares-sonnet-12-when-i-do-count-the-clock/>

A20ENE301

LINGUISTICS

L	T	P	C	Hrs
3	1	0	4	60

Course Objective

- To enable students to achieve a scientific sense through Linguistics
- To complement the aesthetic sense from their study of literature.
- To enable them to learn about a language.
- To enable them to know the scientific systems and sub-systems in the language.
- To enable them to learn an acceptable system of sound and pronunciation.

Course Outcome

After the completion of this course, the students will be able to

- CO1** -Understand the scientific sense of linguistics
- CO2**- Prioritize in phonetics and language
- CO3**—Gain knowledge in the sub-systems of the language
- CO4** - Pronounce the word with proper articulation
- CO5** - Learn language and its origin

UNIT I OVERVIEW

(12 Hrs)

1. Definition and Scope
2. Linguistic systems
3. Difference between Linguistic and Literary Studies
4. Application

UNIT II PHONETICS & PHONOLOGY

(12 Hrs)

1. Speech
2. Pronunciation
3. Sounds (Syllables and Sound Description)
4. Practice

UNIT III LEXIS

(12 Hrs)

1. Lexical patterning
2. Lexical Choice
3. Rules and Patterns
4. Lexical phrases
5. Lexical fields

UNIT IV SYNTAX

(12 Hrs)

1. Phrase Structure Rules
2. Basic Verb Classes
3. Case Grammar
4. Rules and constraints

UNIT V SEMANTICS

(12 Hrs)

1. Communication and Message
2. Problems and solutions concerning Semantics
3. Psycho-Social Dimensions of Language
4. Change of Meaning
5. Kinds of Meaning

Text Books

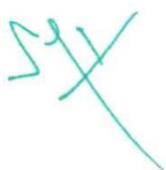
1. Carnie, Andrew. Syntax: A Generative Introduction, by Oxford: Blackwell Publishing. 2002.
2. Fromkin. V. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell. 2000.
3. Gimson, S.C. : An Introduction to the Pronunciation of English.

Books Reference

1. Leech, G. Semantics: The Study of Meaning. Penguin Book Publication. 1974.
2. Lewis, M. The Lexical Approach: the state of ELT and the way forward. Australia. Penguin Book Publication. 2002.
3. Radford, A. Transformational Grammar Cambridge: Cambridge University Press. 1998

Web Reference

1. <https://www.differencebetween.com/difference-between-linguistics-and-vs-literature/>
2. <https://linguist.com>
3. <https://www.igi-global.com/dictionary/lexical-pattern/51438>
4. <https://www.sltinfo.com/the-semantic-problem/>
5. http://linguistics.berkeley.edu/~levmichael/pubs/l_michael_soc_lang_chng_web.pdf



A20ENE302

LITERATURE OF DIASPORA

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To develop knowledge about 20th century social history
- To understand globalization and its impact
- To acquire knowledge about Diasporic characteristic element
- To enhance perceptiveness of nativity and foreign land
- To develop psychological feature of Human mind and its expectation

Course Outcomes

After the completion of this course, the students will be able to

CO1-Understand nativity, culture, and tradition

CO2-Critically read the text with diasporic elements and globalization

CO3-Read and understand writer's intention and identity crisis

CO4-Relate the diasporic characteristics with day-to-day life

CO5-Differentiate nativity and alienation with psychological features of Human mind

UNIT I DIASPORIC FICTION

(12 Hrs)

1. V. S. Naipaul : A House for Mr. Biswas

UNIT II: DIASPORIC FICTION

(12Hrs)

1. Kiran Desai - The Inheritance of Loss

UNIT III: DIASPORIC FICTION

(12Hrs)

1. Jhumpa Lahiri : Namesake

UNIT IV: DIASPORIC PROSE AND POETRY

(12Hrs)

1. Wislawa Szymborska - Three Oddest World, Utopia
2. Meena Alexander - Gold Horizon
3. Gwendolyn Brooks - To the Diaspora
4. Mahmoud Darwish - If I were Another
5. Chitra Banerjee - Tiger Mask Ritual

UNIT V: DIASPORIC CRITICISM AND THEORIES

(12 Hrs)

1. Engendering Diasporic Identities
2. Marianne Hundt - Zero articles in Indian English: A Comparison of Primary and Secondary Diaspora situation

Text Books

1. Ali, Agha Shahid. The Veiled Suite: the Collected Poems by Agha Shahid Ali. New York, Norton Publication. 2009.
2. Alexander, Meena. Indian Love Poems. Everyman's Library, Knopf Publication. 2005.
3. Blunt, Alison. Domicile and Diaspora: Anglo Indian Women and The Spatial Politics of Home. USA: Blackwell Publishing. 2005.

Book Reference

1. Chandra, Bipan and Mahajan, Sucheta. Eds. Composite Culture in a Multicultural Society. New Delhi, Oxford University Press. 2007.
2. Chandra, N.D.R. Contemporary Indian writing in English: Critical Perception. New Delhi: Sarup and Sons. 2005.
3. Dhawan, R.K. Indian Women Novelists. Set 1: Vol. 1. New Delhi: Prestige Books. 1991.

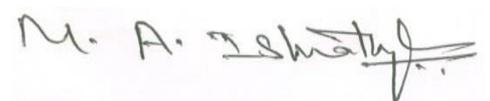
B.A English

Web Reference

1. <https://www.cliffsnotes.com/literature/n/the-namesake/book-summary>
2. <https://www.litcharts.com/lit/the-inheritance-of-loss/summary>
3. <https://www.bloomsbury.com/uk/a-thousand-splendid-suns-9780747582793/>
4. <https://www.gradesaver.com/brick-lane/study-guide/summary>
5. <https://www.theguardian.com/books/2016/feb/12/teju-cole-vs-naipaul-a-house-for-mr-biswas-trinidad-novel>



B.A English



A20ENE303

CREATIVE WRITING

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To teach the fundamentals of good writing
- To help the students aware of the basic conventions of fiction writing
- To provide the students the tools for self - expression in this medium
- To enhance the creative thinking and critical thinking
- To develop their imagination into words

Course Outcomes

After the completion of this course, the students will be able to

- CO1**-Understand the basic characteristics of effective writing
- CO2**-Write fictional story and creative poetry
- CO3**-Express their views about society and nature through their words
- CO4**-Think creatively with incorporating styles and literary terms
- CO5**-Identify the literary devices and diction

UNIT I BASIC CONSIDERATION

(12 Hrs)

1. Various kinds of writing
2. Creative impulse, creative ability
3. Rules, tools and techniques
4. Creative writing, imaginative writing
5. Genius, talent
6. Qualities & attitudes of creative writers
7. Writer's domain

UNIT II MECHANICS

(12 Hrs)

1. Sketching the plot
2. Story structure – conflict, climax, resolution
3. Character sketch

UNIT III WRITING

(12 Hrs)

1. Writing with specific details
2. Action descriptions
3. Point of view
4. Dialogue

UNIT IV SETTING

(12 Hrs)

1. Setting and atmosphere
2. Rhythm & Style
3. Content & character
4. Contrast – in characters, settings, feelings
5. Description, narration

UNIT V PROJECT

(12 Hrs)

1. Theatre improvisation exercise/Poetry project/Writing for media:
2. Students' Project

Text Books

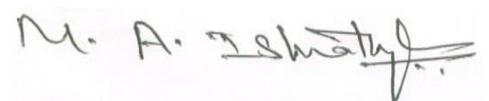
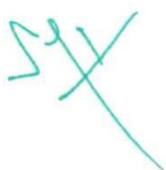
1. Victor Jones, "Creative Writing". Kent Holder and stoughton, 1974.
2. Isabelle Siegler, "Creative Writing", New York: Barnes and Novel, 1968.
3. Julian Birkett, 'Word Power: A guide to Creating Writing', London: A & C Block, 1983.
4. Aristotle, 'Poetics' & Aristotle, Horace, Longinus: 'Classical Literary Criticism'. Ed. T.S.
5. Dorseh. Harmondsworth:Penguin Books, 1965.

Book Reference

1. Abram, M.H., 'A Glossary of Literary Terms. Madras: Macmillan. 1978.
2. Shakespeare, William. Hamlet. Fingerprint Publication.2018
3. Morley. The Cambridge Companion to Creative Writing South Asian. Cambridge University Press. 2012.
4. Pinker, Steven. The Sense of Style: The Thinking Person's Guide to Writing in the 21stCentury. Penguin Publication. 2015.
5. Peter, Ray. Writing Tools:50 Essential Strategies for Every Writer. Little, Brownspark Publication. Reprint edition, 2008.

Web Reference

1. <https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>
2. <https://www.theguardian.com/books/2012/oct/19/how-to-write-preliminary-outline-day-three>
3. <https://www.hurleywrite.com/Blog/212010/Make-your-writing-instantly-more-impactful-with-specificity>
4. <https://www.britannica.com/art/rhythm-music>
5. <https://thewritepractice.com/plot/>



A20ENO313

CONVERSATIONAL SKILLS

L	T	P	C	Hrs
3	0	0	3	45

Course Objectives

- To improve students' command over language needed in different situations
- To develop their sensitivity to degrees of acceptability in their use of English
- To attain and enhance competence in the four modes of literacy
- To understand Meta communication
- To develop their ability as good speakers

Course Outcomes

CO1-Pertain to use their skill in an academic setting

CO2-Develop their degree of competencies

CO3-Practice in the four modes of literacy

CO4-Review their blending of verbal and non-verbal communications

CO5-Present large audience

UNIT – I INTRODUCTION

(12 Hrs)

Conversational Skills – Importance – Rules – Types – Supporting Skills: Language – Attitude – Listening - Interpersonal Communication - Grammar – Vocabulary - Phonetics

UNIT –II COMMUNICATION COMPETENCIES

(12 Hrs)

Language Competence – Socio - Linguistic competence and Pragmatic competence.

UNIT III DEVELOPING CONVERSATIONAL ABILITY

(12 Hrs)

Formal Interviews - Making enquiries - Making requests and seeking permissions - Expressing gratitude and apologizing - Complaining - Expressing sympathy and offering condolences - Congratulating people and responding to congratulations

UNIT – IV BASIC COMMUNICATION

(12 Hrs)

Telling stories - Reading Dialogues - Making short speeches - Telephonic Communication – Telephone Etiquette - Public Speaking – Introducing – Developing – Extending – Maintaining

UNIT- V META COMMUNICATION

(12 Hrs)

Concept- Definition – Types – Verbal & Non-Verbal Communication – Role of Meta Communication in workplace – Intra personal communication – Extra personal Communication

Text Books

1. Hargie, Owen.Ed. The Handbook of Communication Skills. New York: Routledge, 2006.
2. Riggio, Ronald E. Applications of Nonverbal Communication.
3. Barker, Alan. Improve Your Communication Skills. London: Kogan Page, 2013.

Reference Books

1. Baker, Joanna and Heather Westrup. Essential Speaking Skills. London: VSO Books, 2003.
2. Bygate, Martin. Speaking. New York: OUP, 2003.
3. Mehrabian, Albert. Non Verbal Communication. University of Michigan Press, 1972.

Web Reference

1. <https://amity.edu> › gurugram › naac › communica.
2. <https://www.coursera.org> › learn › conversational-engl
3. <https://ocw.mit.edu> › courses › global-languages › s
4. <https://www.freerangelawyers.com> › what-is-metacomm.
5. <https://psychcentral.com> › lib › meta-communication-w

A20ENO314	FINE-TUNE YOUR ENGLISH	L	T	P	C	Hrs
		3	0	0	3	45

Course Objectives

- To strengthen the grammatical competence of students
- To train the students in conversational and soft skills which are specifically necessary for the BPOs.
- To familiarize the necessary technical language skills
- To develop the necessary language skills for them to pursue teaching careers
- To fine-tune their English Language

Course Outcomes

- CO1**-Revisit certain rudimentary concepts in English Grammar
CO2-Manage the voice process and various other jobs in the corporate sector.
CO3-Facilitate themselves in pursuit of careers as professionals in the field of electronic media.
CO4-Develop their abilities to teach the language
CO5-Refine their communication

UNIT – I REMEDIAL GRAMMAR (12 Hrs)

Parts of Speech – A quick overview; Word Classes [Open and closed]; nouns –kinds, gender, pronouns – persons - Articles and Prepositions - Verbs – Auxiliaries & Modals, Kinds [regular & irregular], Tenses, aspects: Conjugation tables; Voices [Transformations and uses] - Direct & Indirect [Reported] speech - Active and Passive voice - Conjunctions, linkers - Phrases & clauses, Words often confused - Common errors – SV concord, degrees of comparison: adjectives & adverbs; idioms - Transformation of sentences: simple, compound and complex

UNIT - II ENGLISH FOR BPO (12 Hrs)

Types of BPOs - Functions of a BPO - Outbound/Inbound Centre - Scope of BPO Industry - Voice and Accent - Developing Fluency - Pronunciation of Consonants and Vowels - Articulation and Diction - Accent Naturalization – Elimination of Mother Tongue Influence - Cultural Variations: Basics of American and British Accent

UNIT – III ENGLISH FOR ELECTRONIC MEDIA (12 Hrs)

Fundamentals of Electronic Media - Introduction to Electronic Media - Introduction to the Internet – Social Media - Blog - Design and Production - Vlogs and Podcasts - Design and Production - Content Creation - Prepare and present news for radio and television - Fundamentals of TV & Radio-Writing Scripts for TV and Radio Programmer/Radio Jockey - Copyediting - Proofreading

UNIT- IV ENGLISH FOR TEACHERS (12 Hrs)

The Making of an English Teacher •Diverse Roles of an English Teacher - English Teachers as curriculum developers & Evaluators - English Teachers as Material Developers - English Teachers as Researchers - Collaborative Action Research, Reflective Practices - The English Teacher’s professional competence - Being a Better English Teacher

UNIT –V EVERYDAY ENGLISH (12 Hrs)

Redundancies – Intensifiers – Euphemisms – Ellipsis – Nuances – Coherences – Collocations – Connotation – Quantifiers – Qualifiers – Paralinguistic Sounds

Text Book

1. Hewings, “Advance English Grammar”, Cambridge University Press, 1st Edition, 1999
English Language Teaching Today-Theory and Practice
2. Day, “Teaching English”, Pearson Publication, 1st Edition, 2012.
3. Murphy, Raymond, “English Grammar in Use Book with Answers: A Self-Study Reference and Practice. Book for Intermediate” Cambridge University Press, 1st Edition, 2012

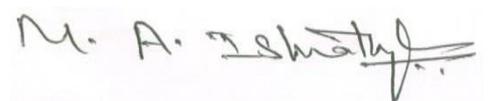


Reference Books

1. Dr. Sumanjari. S, "Activity-oriented English Language Teaching in BPO",
Notion Publication, 1st Edition, 2021.8.1
2. Information Technology Outsourcing Transactions
3. Call Center Optimization by G.M. Koole

Web Reference

1. <https://bookauthority.org> › ... › Learning English
2. <https://digitalcommons.usu.edu> › oer_textbooks
3. [English for everyone.org](https://www.englishforeveryone.org)
4. <https://jainbookdepot.com> › servlet › jbsubjdisp › subn.
5. <https://www.fusionbposervices.com> › blog › 6-custome



A20ENO315

INTERPERSONAL SKILLS

L	T	P	C	Hrs
3	0	0	3	45

Course Objectives

- To equip students with the English language skills required for the successful academic
- To provide guidance and practice in basic general and classroom conversation
- To improve general and academic listening skills
- To understand feedback and correction
- To make effective presentations.

Course Outcomes

At the end of the course Learners will be able to

CO1-Listen and respond appropriately.

CO2-Participate in group discussions

CO3-Make effective use of chunks

CO4-Participate and act according to the feedback

CO5-Participate confidently and appropriately in conversations both formal and informal

UNIT I LISTENING

(12 Hrs)

Listening as a key skill- its importance- speaking – give personal information – ask for Personal information – Express ability – Enquire about ability – Ask for clarification Improving pronunciation – Pronunciation basics taking lecture notes – Preparing to listen to a lecture – Articulate a complete idea as opposed to producing fragmented utterances.

UNIT - II SPEAKING

(12 Hrs)

Process information- give information, as part of a simple explanation – Conversation starters: Small talk – Stressing Syllables and Speaking clearly – Intonation patterns – Compare and Contrast information and ideas from multiple sources- Converse with reasonable accuracy over a wide range of everyday topics.

UNIT III LEXICAL CHUNKS

(12 Hrs)

Lexical chunking for accuracy and fluency- Factors influence fluency, deliver a five-Minute Informal talk – Greet – Respond to greetings – Describe Health and Symptoms – Invite and Offer – Accept – Decline – Take leave – listen for and follow the gist- Listen for detail

UNIT IV PARTICIPATION AND FEEDBACK

(12 Hrs)

Being an active Listener: Verbal and Non-Verbal feedback – Participating in a Group Discussion – Summarizing Academic readings and lectures conversational speech listening to and participating in conversations – Persuade.

UNIT V PRESENTATION

(12 Hrs)

Formal and Informal talk – Listen to follow and respond to explanations, directions and instructions in academic and business contexts – Strategies for presentations and interactive communication – Group/pair presentations – Negotiate Disagreement in group work.

Text Books

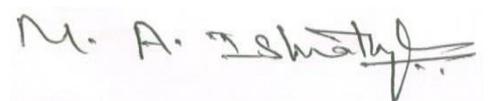
1. Brooks, Margret. Skills for Success. Listening and Speaking. Level 4 Oxford University Press, Oxford: 2011.
2. Richards, C. Jack. & David Bholke. Speak Now Level 3. Oxford University Press, Oxford: 2010.
3. Bhatnagar, Nitin and Mamta Bhatnagar. Communicative English for Engineers and Professionals. Pearson: New Delhi, 2010.

Reference Books

1. Hughes, Glyn and Josephine Moate. Practical English Classroom. Oxford University Press: Oxford, 2014.
2. Vargo, Mari. Speak Now Level 4. Oxford University Press: Oxford, 2013.
3. Richards C. Jack. Person to Person (Starter). Oxford University Press: Oxford, 2006.

Web Reference

1. <https://Padeepz.Net> › Hs8381- Interpersonal-Skill.
2. <http://osou.ac.in> › pdf › CERTIFICATE_IN_COM.
3. <https://eapps.austincc.edu> › faculty › syllabus
4. <http://communication.cofc.edu> › syllabi



A20ENT408

AMERICAN LITERATURE – I

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To understand the roots of American Literature in the American experience
- To compare the social life with literature
- To locate American Literature in the Universal literary context
- To be aware of the resonance and diverse perspective
- To read a selection of well-known writing in prose, poetry, and drama

Course Outcomes

After the completion of this course, the students will be able to

- CO1** - Gain knowledge about the American literature
- CO2** - Perceptions based on inequality and compare the social life
- CO3** - Know the societal relationship and Race discrimination
- CO4** - Ability to overcome and face the hardships in literary works
- CO5** - Follow the beauty of language and literature

UNIT I INTRODUCTION

(12 Hrs)

1. Concepts and Movements: Beginnings of American Literature
2. Transcendentalism and Individualism
3. The Frontier - Counter – Culture
4. Harlem Renaissance - Rise of Black Culture and Literature
5. Multiculturalism

UNIT II PROSE

(12 Hrs)

1. William Bradford - The Mayflower Compact
2. Thomas Paine - The American Crisis

UNIT III POETRY

(12 Hrs)

1. Emerson – Brahma
2. Walt Whitman - I Sit and Look Out
3. Robert Frost - Birches
4. Emily Dickinson - A Bird came down the walk
5. Edger Allan Poe - The Raven

UNIT IV DRAMA

(12 Hrs)

1. Eugene O’ Neil - Emperor Jones
2. Tennessee Williams - The Glass Menagerie

UNIT V SHORT STORIES

(12 Hrs)

1. Edger Allan Poe - The cask of Amantillado
2. Henry James - The Real Thing
3. Edgar Allan Poe – Eleonora

Text Books

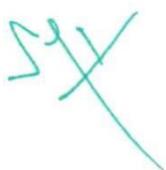
1. Lawrence, D H. Studies in Classic American Literature. Martino Fine Publishing. 2019.
2. O’Neil, Eugene. The Emperor Jones. Booksway Publication. 2009.
3. Sengupta, Krishna. A Short History of American Literature. Orient Blackswan Publishing. 2017.

Books Reference

1. Williams, Tennessee. The Glass Menagerie. Bloombury Publishing. 2014.
2. Allan Poe, Edgar. Greatest Works of Edgar Allan Poe. Fingerprint Publishing. 2018.
3. American Poetry. 101 Great American Poems. Dover Publication. 1998.

Web Resources

1. <https://literariness.org/2020/09/28/critical-analysis-of-eugene-oneills-the-emperor-jones/>
2. <https://www.telelib.com/authors/P/PoeEdgarAllan/Verse/raven.html>
3. <https://poemanalysis.com/emily-dickinson/a-bird-came-down-the-walk/>
4. <https://www.ushistory.org/paine/crisis/>
5. <https://www.britannica.com/event/Harlem-Renaissance-American-literature-and-art/Black-heritage-and-American->



A20ENT409

AESTHETIC EXPERIENCE LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To understand the aesthetics in literature
- To compare the routine life with aesthetics in literature
- To have comprehend knowledge on Aesthetic criticisms
- To enhance their knowledge about the comparative aspects
- To read a selection of well-known writing in prose, poetry, and novel

Course Outcomes

After the completion of this course, the students will be able to

- CO1**-Understand the aesthetics in literature
- CO2**-Compare the routine life with aesthetics in literature
- CO3**-Comprehend knowledge on Aesthetic criticisms
- CO4**-Enhance their knowledge about the comparative aspects
- CO5**-Read a selection of well-known writing in prose, poetry, and novel

UNIT I INTRODUCTION

(12 Hrs)

1. Introduction - Aesthetics and modernity
2. Introduction - Aesthetics and 'postmodernity'
3. Kant - Modern philosophy and the emergence of aesthetic theory (Chapter 1)
(Andrew Bowie - Aesthetics and subjectivity: from Kant to Nietzsche)

UNIT II PROSE

(12 Hrs)

1. Art, Beauty, and Aesthetic Appreciation (Chapter – 5)
2. Art and Morals (Chapter – 9)
(Anne Sheppard - Asthetics: An Introduction to the Philosophy of Art)

UNIT III POETRY

(12 Hrs)

1. George Herbert – Love(I)
2. John Donne – The Flea
3. Robert Burns – To a Mouse
4. Emily Bronte – Life
5. Edger Allan Poe – Alone
6. Langston Hughes – I, Too

UNIT IV DRAMA

(12 Hrs)

1. Vijay Tendulkar – Kamala
2. Oscar Wilde – A Woman of No Importance

UNIT V SHORT STORIES

(12 Hrs)

1. Oscar Wilde – The Model Millionaire
2. R.K.Narayan - The Gateman's Gift
3. K.A. Abbas - The Sparrow

Text Books

1. Bowie, Andrew. Aesthetics and subjectivity: from Kant to Nietzsche. Manchester University Press. 2nd edition.2003.
2. Sheppard, Anne. Asthetics: An Introduction to the Philosophy of Art. Oxford University Press.1987.
3. Tendulkar, Vijay. Collected Plays in Translation. Oxford University Press. 2004.

Books Reference

1. Wilde, Oscar. Oscar Wilde Collection Vol 2: A Woman of No Importance, Lady Windermere's Fan, Salome. A Tragedy in one Act. Createspace Independent Publication. 2017.
2. Ricks, Christopher. Metaphysical Poetry. Penguin Classical Publication. 2006.
3. Wilde, Oscar. The Complete Works of Oscar Wilde: Stories, Plays, Poem & Essays. Harper Perennial Modern Publication. 2008.

Web Resources

1. <https://www.poetryfoundation.org/poems/44365/love-i>
2. <https://www.bookishsanta.com/blogs/booklings-world/sparrows-by-k-a-abbas>
3. <https://poets.org/poem/i-too>
4. <https://www.ushistory.org/paine/aesthetic/>
5. <https://www.britannica.com/event/Harlem-Renaissance-American-literature-and-art-aesthetic/Black-heritage-and-American-cultu>



A20ENT410	ENGLISH LITERARY CRITICISM CLASSICAL TO VICTORIAN AGE	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To impart the basics about criticism
- To make them familiar with classical criticism
- To enhance in the Elizabethan age criticism
- To know the backdrop of Literary criticism
- To understand criticism and literary works

Course Outcomes

After the completion of the course the student will be able to

- CO1**-Incorporate critical understanding of text
- CO2**-Understand classical criticism and its ideology
- CO3**-Develop critical analysis on text
- CO4**-Be a critic and develop their critical thinking
- CO5**-Understand famous critics and their ideologies

UNIT- I CLASSICAL CRITICISM (12 Hrs)

1. Definitions of Literary Criticism
2. Aristotle - Taxonomy of Tragedy, Three Unities
3. Longinus - Theory of the Sublime

UNIT- II LITERARY CRITICISM FROM RENAISSANCE TO ELIZABETHAN AGE (12 Hrs)

1. Sir Thomas More and Ascham – Tragedy, Tragi-comedy and dramatic principles
2. Ben Jonson – Theory of Comedy

UNIT- III NEO - CLASSICAL CRITICISM (12 Hrs)

1. John Dryden - Essay on Dramatic Poesy
2. Alexander Pope - Essay on Criticism
3. Dr. Johnson - Preface to Shakespeare

UNIT- IV ROMANTIC AGE CRITICISM (12 Hrs)

1. William Wordsworth - Preface to the Lyrical Ballads (Introduction)
2. Coleridge - Theory of Imagination – from Biographia Literaria
3. P. B Shelley - A Defense of Poetry

UNIT-V VICTORIAN CRITICISM (12 Hrs)

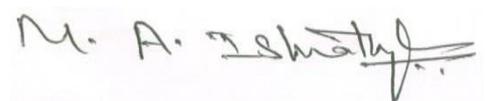
1. Matthew Arnold - The Study of Poetry

Text Books

1. Abrams M.H and Harpham. A Glossary of Literary Terms. Boston: Cengage Learning, 2011. Print.
2. T. Dorsch, Penelope Murray. Classical Literary Criticism. Penguin Publication. 2000.
3. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press. 2008.

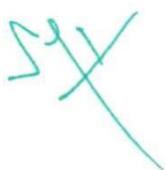
Reference Books

1. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms. New York: Routledge Publication. 2006.
2. Barry, Peter. Beginning Theory. Viva Books Publication. 2018
3. Cuddon J.A and Habib. M.A. R. The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition. Penguin Publication. 2015.

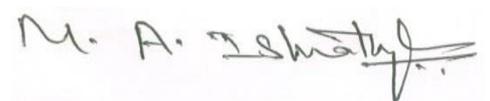



Web Resources

1. <https://core.ac.uk/download/pdf/142051372.pdf>
2. <https://www.britannica.com/art/tragicomedy>
3. <https://shakespearebrasileiro.org/en/preface-to-shakespeare-1725-alexander-pope/>
4. <https://www.literaturemini.com/2018/10/comment-on-arnolds-touchstone-method.html>
5. <https://sites.udel.edu/britlitwiki/preface-to-lyrical-ba>



B.A English



A20END404

COMPARATIVE LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To make the students acquaint with Comparative literature
- To introduce students to the style and content in comparative study
- To make them aware of the critical thinking
- To enhance their knowledge about the comparative aspects
- To gather and make a comparison of works

Course Outcomes

After the completion of the course the student will be able to

CO1 - Understand the basic traits of Comparative Literature

CO2 - Read, interpret and analyse the works of representative writers of Literature

CO3 - Demonstrate a comparative knowledge of the aesthetic and societal norms

CO4 - Obtain knowledge on comparative ideals and concepts and its impact on Literature

CO5 - Appreciate different cultures and polemics about human relationship

UNIT I INTRODUCTION TO COMPARATIVE LITERATURE

(12 Hrs)

1. Comparative Literature - Definition and Scope
2. Origin and History
3. Theories and Approaches
4. Motif, Myths and archetypes

UNIT II INTRODUCTION TO TRANSLATION STUDIES

(12 Hrs)

1. Translation Studies - Definition and Scope
2. Origin and History
3. Theories and Approaches

UNIT III COMPARATIVE LITERATURE - POETRY

(12 Hrs)

1. P.B. Shelly - Ode to Skylark and Freedom and Bharathiyar - The Sparrow
2. Confucius - The Analects and Thiruvalluvar - Thirukkural
3. Iliad and Ramayana

UNIT IV COMPARATIVE LITERATURE – DRAMA

(12 Hrs)

1. William Shakespeare - The Tempest and Kalidasa - Shakuntala

UNIT V COMPARATIVE CONTEXT OF INDIAN LITERATURE

(12 Hrs)

1. Folk Tradition
2. Western Tradition and Indian Tradition
3. Post - Colonial tradition and Thinking of Third world Identity

Text Books

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford UK: Blackwell Publishers. 1993.
2. Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. OUP Oxford publication. 2018.
3. Bassnett, Susan and Harish Trivedi. *Post-Colonial Transition: Theory and practice*. London: Routledge.1999.

Academic Curriculum and Syllabi R-2020

Books Reference

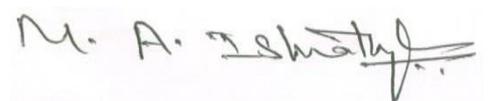
1. George. K.M. Comparative Indian Literature. Volume I and II. Kerala SahityaAkademi. 1984.
2. Munday, Jeremy. Introduction Translation Studies-Theories and Applications. London: Routledge. 2012.
3. Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. London: Indian University Press.1974.

Web Resources

1. <https://www.litcharts.com/lit/shakuntala/summary>
2. <https://www.britannica.com/art/folk-literature>
3. <https://www.litcharts.com/poetry/percy-bysshe-shelley/to-a-skylark>
4. <https://www.tamilliterature.in/liberation-little-sparrow-by-bharathiyar/>
5. <https://www.britannica.com/topic/Confucianism/The-Analects-as-the-embodiment-of-Confucian- id>



B.A English



A20ENE404

RHETORIC AND STYLISTICS

L	T	P	C	Hrs
3	1	0	4	60

COURSE OBJECTIVES

- To acquaint the learners with the theoretical aspects of Rhetoric and Stylistics
- To develop capacity for independent reading and analysis of literary texts
- To enable them to stylistically analyse, interpret and infer meanings from literary texts
- To develop critical and analytical abilities and improve language and organization skills
- To enrich Rhetoric and Stylistic in English literary text

COURSE OUTCOMES

After the completion of this course, the students will be able to

CO1-Excel in Rhetoric and stylistics

CO2-Analyse stylistically and interpret the literary text

CO3-Identify hidden meaning of literary lines

CO4-Effectively analyse the literary works

CO5-Develop their reading and understand critically

UNIT 1 RHETORIC

(12 Hrs)

1. Meaning of Rhetoric
2. Definition of Rhetoric
3. Scope of Rhetoric
4. Rhetorical Devices
5. Rhetorical Approach
6. Rhetorical Analysis
7. Persuasive Communication -Definition and Characteristics

UNIT II BRIEF HISTORY OF RHETORIC

(12 Hrs)

1. Classical Rhetoric
2. Plato
3. Aristotle
4. Cicero
5. Quintilian
6. Modern Rhetoric

UNIT III ARISTOTLE'S RHETORIE THEORY

(12 Hrs)

1. Types of Rhetorical Proof
2. Ethos
3. Pathos
4. In Logos
5. Five Cannons of Rhetoric

UNIT IV STYLISTICS

(12 Hrs)

1. Definition of stylistics
2. Qualities of good style
3. Perspicuity
4. Precision
5. Figurative Language / Figures of Speech
6. Types of Style
7. Stylistics as a bridge between Linguistics and Literature

UNIT V RHETORICAL ASPECTS OF DISCOURSE IN PRESENT-DAY SOCIETY

(12 Hrs)

1. Rhetoric in Political Discourse
 - Political Campaigns
 - Political Addresses
 - Public Debates
2. Rhetoric in Journalistic Discourse
 - Rhetoric in Media Discourse
 - Rhetoric in News Coverage
3. Rhetoric in Organisational Discourse
 - Corporate Discourse
 - Job Ads as Corporate Branding
 - Stylistic analysis and appreciation of short stories, poems and essays of prominent writers

Text Reference

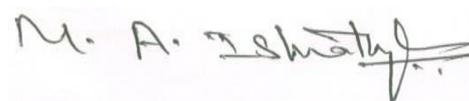
1. Crystal, D. and Davy, D. Investigating English Style. London: Longman Publication. 1969
2. Cumming & Simmons. Language of Literature. 1985
3. Eugene Garver, Aristotle's Rhetoric An Art of Character, University of Chicago Press. 1994.

Book Reference

1. Jordan, P. Michael. Rhetoric of Everyday English Texts. London: George Allen &Unwin. 1984.
2. Leech, Geoffrey and Short, Michael. Style in Fiction London: Longman. 1986
3. Lisa Jardine, Francis Bacon. Discovery and the Art of Discourse, Cambridge University Press. 1975

Web Reference

1. <https://www.degruyter.com/document/doi/10.1515/9783110198980.3.243/html>
2. https://www.nordicom.gu.se/sites/default/files/kapitel-pdf/134_103-110.pdf
3. <https://plato.stanford.edu/entries/aristotle-rhetoric/>
4. <https://www.artofmanliness.com/articles/history-of-rhetoric/>
5. <https://www.thoughtco.com/stylistics-language-studies-16920>



A20ENE405

PARTITION LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To develop knowledge about Partition
- To understand the reason and reality of Partition
- To develop a critical vision on Partition text
- To interpret history and textual information
- To acquire knowledge about India in Partition

Course Outcomes

After the completion of this course, the students will be able to

CO1 - Critically view historical content and textual reality (K5)

CO2 - Read behind the lines of the literary text

CO3 - Understand the Partition and its consequence

CO4 - Acquire knowledge about Indian Politics during Partition

CO5 - Read and understand the Partition literary text

UNIT I INTRODUCTION

(12 Hrs)

1. Introduction to Partition
2. Political and Religion Background
3. Independence Impact
4. Land Divisions and Agreement
5. Impact of Partition

UNIT II NOVELS INDIAN PARTITION NOVEL

(12 Hrs)

1. Bapsi Sidhwa - Ice Candy Man
2. Qurratulain Hyder - River of Fire

UNIT II SHORT STORIES

(12 Hrs)

1. S.H. Manto - Black Margins
2. Intizar Husain - The Boat
3. Salil Chaudhury - The Dressing Table

UNIT III POEMS

(12 Hrs)

1. Keki N. Daruwalla - Partition Ghazal
2. Rajee Seth - Wait, Intizar Husai
3. Surjit Sarna - Distance to Lahore
4. Achintyo Kumar Sengupta - Uprooted

UNIT IV: REFLECTION ON PARTITION

(12 Hrs)

1. Urvashi Butalia : Excerpts from The Other Side of Silence
2. Krishna Sobti : Excerpts from Zinadaginama

Text Reference

1. Sidhwa, Bapsi. Ice Candy Man. Penguin Publication. 2000.
2. Hyder, Qurratulain. River of Fire. Women Unlimited Publication. 2003.
3. Butalia, Urvashi. The Other Side of Silence: Voice from the Partition of India. Penguin Publication. 2017

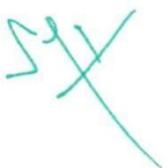
Academic Curriculum and Syllabi R-2020

Book Reference

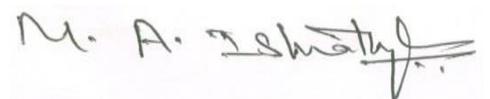
1. Bandyopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Penguin Publication. 2004.
2. Bandyopadhyay, Manabendra. BhedBibhed. (Bangla) Kolkata: Deys Publishing House. 1995.
3. Bhalla, Alok. Partition Dialogues: Memories of a Lost Home. New Delhi. Oxford. 2006.
4. Bose, Pradip Kr. "Partition: Memory Begins Where History Ends," in Reflections on Partition in the East edited by Samaddar New Delhi: Vikas Publishing House. 1997.
5. Butalia, Urvashi. The Other Side of Silence: Voices from the Partition of India. New Delhi: Penguin.1998.

Web Reference

1. <https://www.thehindu.com/entertainment/theatre/in-manto-we-trust/article26006629.ece>
2. http://www.columbia.edu/itc/mealac/pritchett/00litlinks/basti/txt_intizar_asif_2005.pdf
3. <https://www.firstpost.com/living/keki-daruwalla-on-poetry-growing-up-in-pre-partition-india-and-the-perils-of-intolerance-4216573.html>
4. <https://www.jstor.org/stable/23344738?seq=1>
5. <https://www.asymptotejournal.com/blog/writer/achintya-kumar-sengupt>



B.A English



A20ENE405

LIFE WRITING

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To expose the students to the features and variety of Life Writing
- To approach it as a literary genre
- To examine the philosophical problems involved in the construction
- To analyze the epidemiological issues in the construction
- To make learners familiar with the life and achievement of great personalities

Course Outcomes

After the completion of this course, the students will be able to

- CO1**-Familiar with life writing and its content
CO2-Understand the reality and meaning of life
CO3-Acquainted with the great personalities' words and works
CO4-Find clarity and perfection in life
CO5-Interpret the life and lifelessness

UNIT I INTRODUCING CONTEMPORARY GENRES OF LIFE WRITING

(12 Hrs)

1. Life Writing
2. Memoir
3. Diary
4. Biography
5. Autobiography

UNIT II LETTERS

(12 Hrs)

1. Jawaharlal Nehru - Letters from A Father to His Daughter - First 10 letters
2. Martin Luther King - Letter from Birmingham City Jail and The Negro is Your Brother

UNIT III AUTO-BIOGRAPHY

(12 Hrs)

1. Helen Keller - Story of My Life
2. Mahatma Gandhi - An Autobiography: The Story of My Experiments with Truth - First 10 chapters

UNIT IV NOVEL

(12 Hrs)

1. Paul Theroux - The Great Railway: Bazaar - By Train Through Asia

UNIT - V PROSE

(12 Hrs)

1. Alice Walker - In Search of Our Mothers' Gardens
2. Ali Cobby Eckerman - Too Afraid to Cry

Text Reference

1. Gandhi, MK. An Autobiography: The Story of My Experiments with Truth. Rupa Publication. 2011.
2. Keller, Hele. Story of My Life. RHUS Publication.1990.
3. Das Gupta, Uma. Rabindranath Tagore. A Biography. Oxford University Press. 2004

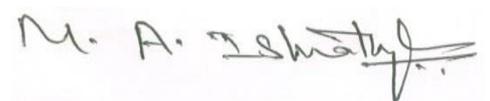
Academic Curriculum and Syllabi R-2020

Book Reference

1. Theroux, Paul. The Great Railway Bazaar: By Train Through Asia. Houghton Mifflin. 1975.
2. Pico Iyer. Falling Off the Map. Vintage. 1994.
3. Cockshut, AJ. The Art of Autobiography. London: Yale University Press. 1984.

Web Reference

1. <https://oxlifewriting.wordpress.com/what-is-life-writing/>
2. <https://oxford.universitypressscholarship.com/view/10.1093/acprof:osobl/9780199826902.001.0001/acprof-9780199826902-chapter-2>
3. <https://www.britannica.com/art/diary-literature>
4. <https://www.britannica.com/art/biography-narrative-genre>
5. <https://www.britannica.com/art/au>



A20ENO413	FUNCTIONAL ENGLISH	L	T	P	C	Hrs
		3	0	0	3	45

Course Objectives

- Functional English as a multi-focal discipline
- Acquisition of skills required to use current English in a variety of contexts
- To help the students gain an insight into the language reading
- To acquaint the students with the role of literary skills in communication
- To understand language in advertisement

Course Outcomes

After the completion of this course, the students will be able to

CO1-Heighten their awareness of correct usage of language in context

CO2-Improve their speaking ability in English both in terms of fluency and comprehensibility

CO3-Increase their reading speed and comprehension of academic articles

CO4-Enlarge their literary skills by keeping a regular touch with Figures of Speech

CO5-Strengthen their ability to write advertisement and summaries using the process approach

UNIT - FUNCTIONAL ENGLISH

(12 Hrs)

Definition and Purpose – Difference between English and Functional English – Scope – Importance- 12 Types
- Michael Halliday's concept of Functionalism- 8 Functional Languages

UNIT- II DEVELOPING CONVERSATIONAL ABILITY

(12 Hrs)

Greetings and Introduction - Participating in small talks- At the office, At the railway station, At the airport, At the travel agency, At the bank, At the doctor's clinic, At the hospital – Telephone conversation

UNIT III FUNCTIONAL READING

(12 Hrs)

Reading official Letters and Profiles - Reading News Reports/Newspapers - Reading Online Content -Reading Comprehension, Description and Narration (Objects, Places and People)

UNIT IV LANGUAGE AND LITERARY SKILLS

(12 Hrs)

Figures of speech: Simile, Metaphor, Irony, Personification, Hyperbole, Alliteration.(Identifying the same in a given passage) - Idioms and Phrases - One word substitution

UNIT V COPY WRITING

(12 Hrs)

Language of advertisements - Classified and Commercial advertisement - Reading advertisements

Text Books

1. Crystal, David. English as a Global Language. Cambridge: CUP, 1997.
2. Halliday MAK. An Introduction to Functional Grammar. London: Arnold, 1994

Academic Curriculum and Syllabi R-2020

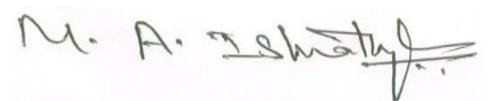
3. Halliday MAK. Spoken and Written Language. London: OUPP, 1989 Longman Department of Studies & Research.

Reference Books

1. Functional English Grammar Through direct approach with illustrations by A. Rajamurthy
2. Functional Skills English-CG Publications
3. Functional English by Balwanth Kumar

Web References

1. <https://www.amazon.in> › Functional-English-Grammar-...
2. <https://www.nagpuruniversity.ac.in> › F..
3. <https://www.researchgate.net> › publication › 342869636_..
4. <https://www.skillsworkshop.org> › English
5. <https://global.oup.com> › education › subjects › vocational



A20ENO414

ENGLISH NEXT – INDIA

L	T	P	C	Hrs
3	0	0	3	45

Course Objectives

- To understand the status of English in India
- To know the three main drivers in India towards greater use of English
- To understand the wider process of economic and social changes
- To recognize the present curriculum and teaching methods towards developing spoken English
- To identify the policy implications which aspires language education

Course Outcomes

After the completion of this course, the students will be able to

CO1-Develop mother tongue competence and then develop English at a later point in time to have better English and faster learning of English

CO2-Cognizant towards the transition of English in current society

CO3-Aware about languages in India

CO4-See the key ingredients which allows the human and economic developments

CO5-Acquaint diversified development of English in India

UNIT – I ENGLISH IN INDIA

(12 Hrs)

The story of English in India – English in India is growing –Number of people speaks English

UNIT –II INDIA IN TRANSITION

(12 Hrs)

Indian Society – The divided society – The Urbanization Puzzle - Social Trends and Issues - An Economy in Transition – The employment puzzle – The Domestic economy - Trends and Issues - Communications – The IT, BPO revolution - Media – Road, Rail and Air – IT and social change – Trends and Issues

UNIT – III THE LANGUAGES OF INDIA

(12 Hrs)

Multilingualism – The European Experiences – Languages trends and issues

UNIT – IV ENGLISH IN INDIAN EDUCATION

(12 Hrs)

Schools – Towards Universal education – Improving Quality – The great language divide – The privatizing of Indian Education – Ever more English – The first generation learners – The global Picture – The danger of English - Beyond School – English in the universities – Employability skills – Beyond Schools Trends and issues

UNIT – V POLICY IMPLICATIONS

(12 Hrs)

English in a development context – English and the economy – English in Indian Education – English multilingual contexts – English and social aspirations

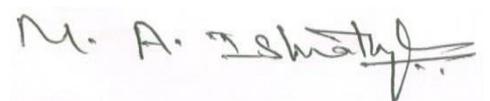
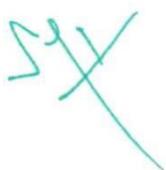
Academic Curriculum and Syllabi R-2020

References

1. Annual State of Education Report
2. Data from CENSUS of INDIA
3. Department of Official Languages
4. Detailed data about primary schools. Maintained by the NUEPA for the MHRD
5. Reference manual published by Ministry of Information and Broadcasting
6. The ministry responsible for education

Web References

1. www.censusindia.gov.in/
2. www.rajbhasha.gov.in/
3. www.dise.in/www.schoolreportcards.in/
4. www.publicationsdivision.nic.in/others/india_2009.pdf
5. www.education.nic.in/



A20ENO415	ENGLISH FOR COMPETITIVE EXAMS	L	T	P	C	Hrs
		3	0	0	3	45

Course Objectives

- To prepare the students for competitive examinations such as UGC-NET, SLET, UPSC-Civil Services Examination etc.
- To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.
- To enable students to prepare for the competitive exams of various kinds especially meant for testing Descriptive writing in English.
- To encourage students to appear and prepare for the competitive exams without any mistakes.
- To encourage the students to use correct sentence.

Course Outcomes

After the completion of this course, the students will be able to

CO1-Overcome the fear about English as a compulsory subject in various competitive exams.

CO2-Enrich and Enhance Vocabulary needed for Competitive exams

CO3-Write structural paragraphs with all its strategies

CO4-Find the corrections with themselves

CO5-Explore ideas in correct sentences

UNIT - I BASIC GRAMMAR

(12 Hrs)

Correct usage of Articles - Correct usage of Preposition - Correct usage of Adverbs - Correct usage of Adjectives - Subject Verb –Agreement - Sequence of Tenses - Active Voice and Passive Voice - Direct / Indirect Sentences

UNIT - II VOCABULARY

(12 Hrs)

Word Formation - Use of Synonyms & Antonyms - Use of simple Idioms & Phrases - Words, which are commonly getting confused - One word substitution – Word Association

UNIT-III PASSAGE WRITING

(12 Hrs)

Passages - Unseen Passages - Passage Completion - Theme detection - Drawing of Inferences - Comprehension and its correct usage – Précis Writing

UNIT-IV ERROR CORRECTION

(12 Hrs)

Punctuation - Spelling Correction - Spotting the error - Correction of sentences – Multiple Meanings

UNIT – V SENTENCES

(12 Hrs)

Sentence Arrangement - Sentence Completion - Sentence Structure - Sentence Patterns – Para Jumbles

Text Books

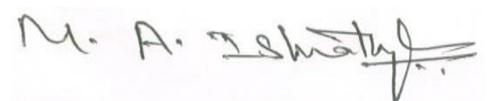
1. English Grammar – Wren and Martin
2. Objective General English by SP Bakshi
3. Thrope & Thorpe. English for Competitive Examinations. 2012, Pearson

Reference Books

1. NCERT English Textbooks till Class 10th
2. Perfect English Grammar – Pawan Soni
3. Instant Vocabulary – Ida Ehrlich

Web Reference

1. <https://byjus.com> › ... › Government Exam Articles
2. <https://leverageedu.com> › blog › English-for-competition
3. <https://www.schools360.in> › IBPS
4. <https://udemy.com>>learn anything>online courses
5. <https://sscstudy.com> › General English PDF



A20ENT511

AMERICAN LITERATURE - II

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To Identify key ideas, representative authors and works,
- To recognize author's significant historical and cultural events
- To analyse literary works as expressions of individual or communal values
- To demonstrate knowledge of forms and styles of historical periods in different regions
- To understand twentieth century themes and theories

Course Outcomes

After completion of the course, the students will be able to

CO1-understand themes and theories of twentieth century

CO2-analyse literary works of authors and communal values

CO3-recognize American historical and cultural events

CO4-identify American writers' key ideas

CO5-understand forms and styles in different periods

UNIT I PROSE

(12 Hrs)

1. Emerson - The American Scholar
2. Henry David Thoreau - Walden (Chap - Pond)

UNIT II POETRY

(12 Hrs)

1. Walt Whitman - Out of The Cradle Endlessly Rocking
2. E.E. Cummings - Cambridge Ladies
3. Robert Frost – After Apple-Picking
4. Anne Sexton - Wanting to Die
5. Wallace Stevens - Anecdote of The Jar
6. T.S. Eliot - Journey of the Magi

UNIT III SHORT STORIES

(12 Hrs)

1. Frank R. Stockton - The Lady, Or the Tiger?
2. W.W. Jacobs - The Monkey's Paw
3. Ambrose Bierce - An Occurrence at Owl Creek Bridge

UNIT IV DRAMA

(12 Hrs)

1. Arthur Miller - Death of Salesman
2. Tennessee Williams - A Streetcar Named Desire (or) T.S. Eliot – Murder in the Cathedral

UNIT V NOVEL

(12 Hrs)

1. Herman Melville - Moby-Dick
2. Ernest Hemingway - The Old Man and The Sea

Text Books

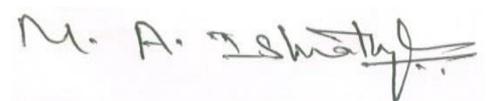
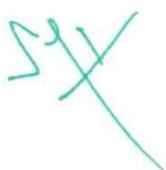
1. Miller, Arthur. *Death of a Salesman*. Penguin UK Edition.2011
2. David, Henry. *Walden*. Maple Press. 2013
3. Melville, Herman. *Moby Dick*. Maple Press. 2018

Reference Books

1. Ashok Sengupta Krishna Sen. *A short History of American Literature*. The Orient Black Swan Publication. 2017.
2. Mondal, Avik. *American Literature Poetry*. Stories.Novel.Drama.Book Valley Publication.2019.
3. Hemingway, Ernest. *The Old Man and the Sea*. RHUK Publication. 1994

Web References

1. <https://www.poetryfoundation.org/poems/44272/After-Apple-Picking>
2. <https://www.poetryfoundation.org/poetrymagazine/poems/14575/anecdote-of-the-jar>
3. <https://www.gradesaver.com/the-lady-or-the-tiger/study-guide/summary>
4. <https://www.sparknotes.com/lit/salesman/summary/>
5. <https://www.britannica.com/topic/Moby-Dick-novel>



A20ENT512

WOMEN'S STUDIES

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To understand systematic manner of women situation in different environment
- To identify women in the literary texts, the media and the arts
- To analyse images and social attitudes towards women
- To recognize women's experience in an unbiased manner
- To perceive the social, cultural, and biological experience of both men and women in all societies

Course Outcome

After completion of the course, the students will be able to

CO1-understand societal culture and biological experience of men and women

CO2-analyse systematic manner of women situation in diverse environment

CO3-recognize women's experience in unbiased manner

CO4-perceive literary text, media and arts in women's writing

CO5-identify social attitudes towards women

UNIT - I INTRODUCTION

(12 Hrs)

1. Introduction to Women's Studies
2. Waves of Feminism
3. Contemporary Theories (Radical Feminism, Liberal / Cultural Feminism, Marxism, Socialism, Psychoanalytic approach to feminism, Postcolonial Feminism, Eco-Feminism, Hip-Hop Feminism)

UNIT - II PROSE

(12 Hrs)

1. Virginia Woolf - A Room of One's Own (Chapter -1)
2. Simone de Beauvoir - The Second Sex (Chapter - 1)
3. Ashis Nandy - Woman versus Womanliness in India

UNIT - III POETRY

(12 Hrs)

1. Kamala Das - An Introduction
2. Sylvia Plath - Lady Lazarus
3. Maya Angelou - Caged Bird
4. Judith Wright - Request to a Year
5. Sujata Bhatt - Straight Through the Heart
6. Adrienne Rich - Aunt Jennifer's Tigers

UNIT IV SHORT STORIES

(12 Hrs)

1. Mahasweta Devi - Draupathi
2. Katherine Mansfield – Bliss
3. Anitha Desai's - The Accompanist
4. Bharati Mukherjee – A Wife's Story

UNIT V NOVEL

(12 Hrs)

1. Beatrice Mosionier - In Search of April Raintree
2. Anita Nair – Ladies Coupe

Text Books

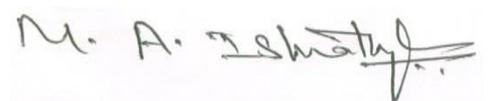
1. Woolf, Virginia. *A Room of One's Own*. Albatross Publication. 2015.
2. Pramod K. Nayar. *Contemporary Literary and Cultural Theory*. Pearson Publication. 2021.
3. Nair, Anita. *Ladies Coupe*. Penguin Publication. 2015.

Reference Books

1. Desai, Anita. *Collected Stories: Including Diamond Dust and Games at Twilight*. RHI Publication. 2020.
2. Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.
3. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

Web References

1. <https://www.kzoo.edu/praxis/files/2012/12/s-studies.pdf>
2. <https://www.litcharts.com/lit/a-room-of-one-s-own/summary>
3. <https://keytopoetry.com/judith-wright/analyses/request-to-a-year/>
4. <http://essaycemetery.blogspot.com/2014/03/a-wifes-story-by-bharati-mukherjee.html>
5. <https://www.britannica.com/topic/The-Color-Purple>



A20ENT513	TWENTIETH CENTURY CRITICISM AND THEORY	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To have an in-depth understanding of Twentieth century criticism and theory
- To identify uniqueness in Formalism and New Criticism
- To understand author's work by summarizing, interpreting, and exploring its value.
- To demonstrate knowledge of close reading, and implicit meaning
- To understand ecology, history, race and culture

Course Outcomes

After completion of the course, the students will be able to

CO1-understand contemporary criticism and theory

CO2-unique characteristics of Formalism and New Criticism

CO3-interpret author's work in modernistic and post-modernistic approach

CO4-comprehend close reading, implicit and explicit reading

CO5-compare ecology, history, race and culture with literary works

UNIT I - RUSSIAN FORMALISM

(12 Hrs)

1. Introduction to Russian Formalism
2. Roman Jakobson - Linguistics and Poetry
3. Victor Shklovsky - Art as Techniques

UNIT II NEW CRITICISM

(12 Hrs)

1. Introduction to New Criticism
2. T. S. Eliot - Tradition and Individual Talent
3. I. A. Richards - Four Kinds of Meaning
4. Cleanth Brooks - Irony as a Principle of Structure

UNIT III MODERNISM

(12 Hrs)

1. Introduction to Modernism
2. D. H. Lawrence - Why Novel Matters
3. Northrop Frye - The Archetypes of Literature

UNIT IV STRUCTURALISM

(12 Hrs)

1. Introduction to Structuralism
2. Ferdinand de Saussure and Roland Barthes (M. A. R. Habib - A History of Literary Criticism from Plato to the Present)
3. Psychoanalysis after Freud Josiane - Paccaud-Huguet (An Oxford Guide – Literary Theory and Criticism – Patricial)
4. Deconstruction - Alex Thomson (An Oxford Guide – Literary Theory and Criticism – Patricial)

UNIT V CONTEMPORARY CRITICISM

(12 Hrs)

1. New Historicism and Cultural Materialism
2. Critical Race Studies
3. Ecocriticism (Pramod K. Nayar - Contemporary Literary and Cultural Theory)

Text Books

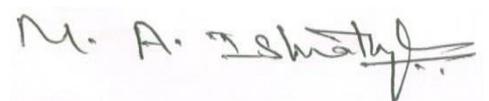
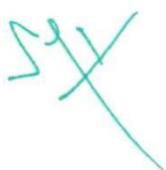
1. Pramod K. Nayar. *Contemporary Literary and Cultural Theory*. Pearson Publication. 2021.
2. Goulimari, Pelagia. *Literary Criticism and Theory*. Routledge Publication. 2017.
3. Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.

Reference Books

1. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press. 2006.
2. M.A.R. Habib. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Blackwell Publication. 2011.
3. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

Web References

1. <https://englishnotes07.wordpress.com/2019/09/04/notes-on-russian-formalism/>
2. <https://www.enotes.com/topics/tradition-individual-talent#:~:text=In%20%E2%80%9CTradition%20and%20the%20Individual,in%20which%20one%20is%20writing.>
3. <https://ncert.nic.in/textbook/pdf/lek124.pdf>
4. http://www.cvs.edu.in/upload/Introduction%20to%20Structuralism_%20Part%20One.pdf
5. <https://www.sjsu.edu/english/docs/ma-exam/Literary%20Theory.pdf>



A20ENT514	INDIAN LITERATURE IN ENGLISH TRANSLATION	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To understand the Importance of English Translation from Indian Languages
- To recognize the Cultural importance in India
- To comprehend Translation and Modern India
- To understand History, Growth, and Role of Translation in India
- To identify and to have comparative understanding of IWE and ILET

Course Outcomes

After completion of the course, the students will be able to

CO1-understand history and growth of Translation in India

CO2-recognize the culture of English in India

CO3-follow the Importance of English Translation from Indian Languages

CO4-interpret culture and identity of English in India

CO5-understand IWE and ILET

UNIT I PROSE

(12 Hrs)

1. P. Sivakami - Land: Woman's Breath and Speech
2. Lisa Lau - Positioning Indian Women's writing in English
3. Sujit Mukherjee - Translation as Discovery (Chap: Translation as New Writing)

UNIT II POETRY

(12 Hrs)

1. Damodar More (Priya Adakar) - Poetry Reading (Marathi)
2. Agha Shahid Ali —Postcard from Kashmir (Kashmir)
3. ONV Kurup (K. Sreedharan Nair) - Earthen Pots (Malayalam)
4. Nissim Ezekiel - The Patriot (Marathi)
5. Kabilar (A. K. Ramanujan) - Farewell to Pari's Hill (Tamil)
6. Chandrakant Sheth – Selling the Sky (Gujarati)

UNIT III SHORT STORIES

(12 Hrs)

1. Pudumaipittan (Trans: Seethalakshmi Viswanath) - Teaching (Tamil)
2. Cho. Dharuman (Trans: Malini Seshadri) - Wetness (Tamil)
3. Ismat Chughtai (Trans: Syeda Hameed) - The Quilt (Uruthu)

UNIT IV DRAMA

(12 Hrs)

1. Girish Karnad: Fire and the Rain (Kannada)

UNIT V NOVEL

(12 Hrs)

1. Thakazhi Sivasankara Pillai - Chemmeen (Kerala)
2. Uday Prakash – The Walls of Delhi (Hindi)

Academic Curriculum and Syllabi R-2020

Text Books

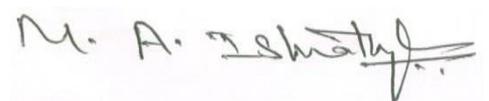
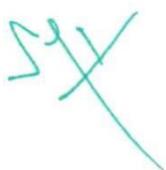
1. Karnad, Girish. *The Fire and the Rain*. Oxford University Press. 1998.
2. Nair, Anita Pillai. *Chemmeen*. Harper Perennial Publication. 2011.
3. Prakash, Uday. *The Walls of Delhi*. Hachette India Publication. 2013.

Reference Books

1. Mukherjee, Sujit. *Translation as Discovery and other Essays: On Indian Literature in English Translation*. Orient BlackSwan Publication. 1994.
2. Lau, Lisa. *Indian Writing in English and Issues of Visual Representation: Judging More Than a Book by Its Cover*. Palgrave Macmillan Publication. 2015.
3. Lau, Lisa. *Indian Writing in English and the Global Literary Market*. Palgrave Macmillan Publication. 2015.

Web References

1. <http://professorgarrettraja.blogspot.com/2018/03/land-womens-breath-and-speech-summary.html>
2. <https://indianpoetry.wordpress.com/2007/07/22/selling-the-sky-by-chandrakant-sheth/>
3. <https://medium.com/@literatureguide/review-summary-and-analysis-of-quilt-by-ismat-chughtai-16ec2293521e>
4. <https://www.ipl.org/essay/Summary-Of-The-Fire-And-The-Rain-FKDMSCFHESJP6>
5. <https://www.scribd.com/document/370319899/Chemmeen-Summary-and-Themes>



A20ENE507

DALIT LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To understand dalit movements in India
- To explore dalit voice through literary texts
- To identify dalit's issues and solutions
- To compare dalit problems with world literary texts
- To understand dalit complications in India

Course Outcomes

After completion of the course, the students will be able to

CO1-understand dalit movements in India

CO2-comprehend voice of voiceless people

CO3-identity issues and solutions of dalits

CO4-understand dalit complication in India

CO5-compare dalit's text with world literature

UNIT I INTRODUCTION AND CRITICISM

(12 Hrs)

1. Introduction to Dalit Literature
2. N.M. Aston - Dalit Literature and African – American Literature (Ch: Dalit's Literature: Historical Background)
3. D.R.Nagaraj - The Flaming Feet (Ch: Two Imaginary Soliloquies: Ambedkar and Gandhi)
4. Joshil K. Abraham and Judith Misrahi-Barak – Dalit Literature in India (Dalit Literature in India: in, out and beyond)

UNIT II PROSE

(12 Hrs)

1. Sunaina Arya – Dalit Feminist Theory (Introduction)
2. Gail Omvedt – Dalits and the Democratic Revolution (Chapter 1)

UNIT III POETRY

(12 Hrs)

1. Yashvant Vaghela – Identity (Marathi)
2. Mathivannan (Trans by Vasantha Surya) - Honey-Smeared (Tamil)
3. Sukiratharani (Trans by N. Kalyan Raman) - The Flag of Freedom (Tamil)
4. K.K. Govindan - The Killing Field (Kerala)
5. Tejwant. S. Gill - The Wound of the Thorn (Punjabi)
6. Jayaprabha - Stares (Telugu)

UNIT IV NOVELLA AND SHORT STORIES

(12 Hrs)

1. Imayam – Pethavan The Begetter
2. Yogesh Maitreya - Flowers on the Grave of Caste (Story : Life is Beautiful, Graveyard)

UNIT V NOVEL

(12 Hrs)

1. Bama - Karukku
2. Mulk Raj Anand – Coolie

Text Books

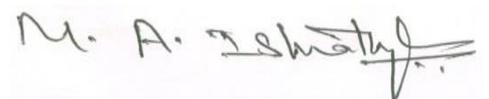
1. Pethavan. *The Begetter*. Oxford Publication. 2016.
2. Bama. *Karukku*. Oxford Publication. 2014.
3. Anand, Mulk Raj. *Coolie*. Penguin Publication. 2000.

Reference Books

1. Aston.N.M. *Dalit Literature and Africa-American Literature*. Prestige Publication. 2003.
2. Nagaraj.D.R. *The Flaming Feet and Other Essays: The Dalit Movement In India*. Orient Blackswan. 2012.
3. Judith Misrahi, Joshil Abraham. *Dalit Literature in India*. Routledge Publication. 2012.

Web References

1. <https://shodhgangotri.inflibnet.ac.in/jspui/bitstream/123456789/1197/2/02%20introduction.pdf>
2. <https://www.routledge.com/Dalit-Feminist-Theory-A-Reader/Arya-Rathore/p/book/9780367278250>
3. <https://www.theguardian.com/film/2009/mar/11/the-killing-fields-reel-history#:~:text=The%20Killing%20Fields%20follows%20the,where%20homes%20used%20to%20be.>
4. <https://feminisminindia.com/2017/10/12/pethavan-imayam-book-review/>
5. <https://feminisminindia.com/2017/02/20/karukku-bama-book-review/>



A20ENE508	FOLKLORE AND CULTURAL STUDIES	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To understand importance of culture and folklore literature
- To trace the history of culture and folklore in Indian literature
- To read the theories and criticism of cultural studies
- To introduce folklore based literary works
- To have a comprehend reading of world literature through cultural ideology

Course Outcomes

After completion of the course, the students will be able to

CO1-read and understand history of culture and folklore

CO2-understand importance of culture and folklore literature

CO3-acknowledge folklore based literary texts

CO4-appreciate cultural theories and criticism

CO5-recognize world literature through cultural ideology

UNIT I INTRODUCTION TO FOLKLORE

(12 Hrs)

1. A.K.Ramanujan - Folktales from India (Introduction)
2. Lisa Gabbit - Folk Drama
3. Tania Franco Carvalhal - Cultures and Context

UNIT II INTRODUCTION TO CULTURAL STUDIES

(12 Hrs)

1. Chris Barker – The Sage Dictionary of Cultural Studies (Introduction)
2. Robert S. Wyer, Chi-yue Chiu, and Ying-yi Hong – Understanding Culture (Chapter 1)

UNIT III FOLKLORE – SHORT STORIES

(12 Hrs)

1. A.K.Ramanujan - The Clever Daughter-in-law (Kannada)
2. A.K.Ramanujan - Why the Fish Laughed (Kashmiri)
3. A.K.Ramanujan - The Magic Bowls (Tamil)
4. Anand Neelakantan – Bhoomija Sita
5. Rudyard Kipling – Just So Stories (The Elephant's Child, How the Alphabet was made)

UNIT IV CULTURAL STUDIES – NOVEL

(12 Hrs)

1. Tayeb Salih – Season of Migration to the North
2. Amulya Malladi – Serving Crazy with Curry

UNIT V CRITICISM

(12 Hrs)

1. A.K. Ramanujan – The Relevance of South Asian Folklore
2. Clifford Geertz - Interpretation of Culture (Religion as a Cultural System)

Academic Curriculum and Syllabi R-2020

3. Robert S. Wyer, Chi-yue Chiu, and Ying-yi Hong – Understanding Culture (Culture as a Vehicle for Studying Individual Differences)

Text Books

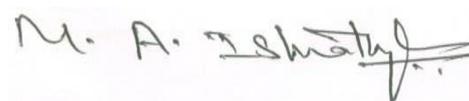
1. Salih, Tayeb. *Season of Migration to the North*. New York Book Classics Publication. 2009.
2. Malladi, Amulya. *Serving Crazy with Curry*. And then She said Publication. 2018.
3. Ramanujan. A.K. *Folklores from India*. Modern Classics Penguin Publication. 2009.

Reference Books

1. Wyer, Robert.S. *Understanding Culture: Theory, Research, and Application*. Psychology. Publication. 2009.
2. Geertz, Clifford. *The Interpretation of Cultures*. Basics Publication. 2017
3. Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage Publication. 2004.

Web References

1. <https://egyankosh.ac.in/bitstream/123456789/48584/1/Unit-13.pdf>
2. <https://www.kobo.com/us/en/ebook/the-sage-dictionary-of-cultural-studies>
3. https://nideffer.net/classes/GCT_RPI_S14/readings/Geertz_Religion_as_a_Cultural_System_.pdf
4. <https://psycnet.apa.org/record/2008-17689-005>
5. <https://www.taylorfrancis.com/books/edit/10.4324/9781441605054/understanding-culture-robert-wyer-chi-yue-chiu-ying-yi-hong>



A20ENE509	CONTENT EDITING AND WRITING	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To introduce learners to the basic concepts of Content Writing
- To sensitize them to the various styles and techniques of writing and editing
- To nourish their creativity and develop their language skills
- To increase employability of the students
- To create industry-academia interface through institutional support

Course Outcomes

After the end of this course students will be able to

CO1-understand basic concepts of Content Writing

CO2-comprehend their knowledge of various styles and techniques of writing and editing

CO3-develop their creative and language skills

CO4-strengthen their employability

CO5-enhance industry-academia interface through institutional support

UNIT I Freelance Editing & Writing

(12 Hrs)

1. Introduction to Copy Editing and Content Writing
2. Functions of Copy Editing and Content Writing
3. In-house Style guides
4. Standard Style Guides
5. Scope of Job Opportunities in editing and writing

UNIT II The Art of Proof reading

(12 Hrs)

1. Editing for style: Elements of style including spelling, capitalization, abbreviations, and numbers
2. Punctuation for professionals: Commas, colons, quotation marks, ellipses, and dashes
3. Proofreading symbols
4. Types of Proofreading: Standard and Comparison
5. Software tools in Proofreading

Unit III Copy Editing

(12 Hrs)

1. Types of copy editing: Basic editing, substantive editing, technical editing
2. Copy editing vs. proof reading.
3. Preparing style sheets
4. Referencing styles in APA, Chicago, Harvard, MLA, and Vancouver
5. Ten keys to success as a copyeditor

Unit IV Content Writing

(12 Hrs)

1. Process and Principles of Content Writing
2. Types of content writing
3. Guidelines and tips for content writing
4. Creative writing vs. Content Writing
5. Introduction to software tools in content writing

Unit V SEO – Content Writing

(12 Hrs)

1. Introduction to Common Terms for SEO Based Writing
2. Searching Relevant Keywords with Google Ad Words Tool
3. Incorporating Keywords in Content
4. Writing SEO Optimized Content
5. Introduction to Plagiarism Checking Tool and Importance of Unique Content

Text Books

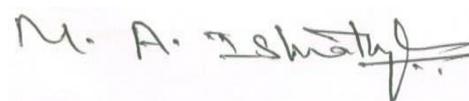
1. Gupta, Kounal. The only content writing handbook you'll ever need. Henry Harvin Publication. 2020.
2. Richa, Sharma. SP Bakshi. Descriptive English. Arihant Publication. 2017.
3. Anjana Neira, Anuradha, Swati Pal. Creative Writing: A Beginner's Manual. Pearson Publication. 2008.

Book References

1. Petit, Zachary. The Essential Guide to Freelance Writing: How to Write, Work, and Thrive on Your Own Terms. Readers Digest Publication. 2015.
2. Gopalan, R. A Handbook of Copy-editing. Buuks Publication. 2019.
3. Blundell, E. William. The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide. Plume Publication. 1988.

Web References

1. <https://www.masterclass.com/articles/how-to-become-a-freelance-editor>
2. <https://www.writeraccess.com/blog/the-art-of-proofreading/>
3. <https://www.masterclass.com/articles/a-guide-to-copy-editing-everything>
4. <https://www.entrepreneur.com/article/247908>
5. <https://www.brafton.com/blog/creation/what-is-seo-writing-the-complete-guide-to-writing-for-search/>



A20ENT615	POST-COLONIAL LITERATURE	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To understand new socio-cultural voices in literature in English
- To study, through representative texts, the idea of colonized ideology and other thematic concern
- To analyse the influences of the socio-political and Western dominance of the time on literary expression
- To identify the psychology of colonized countries through their literary text
- To interpret the literary texts of post-colonial writers

Course Outcomes

After completion of the course, the students will be able to

CO1-interpret and understand texts of post-colonial writers

CO2-understand socio-culture in literature

CO3-analyse western dominance on literary expression

CO4-comprehend the psychology and their past of colonized countries

CO5-apprehend the idea of colonized ideology and other thematic concern

UNIT I INTRODUCTION

(12 Hrs)

1. Definition and Significance of the terms - Postcolonial, Post - Colonial
2. Types of Colonization
3. Introduction to Neo- Colonization, Imperialism and Decolonization
4. Post- Colonial Introduction

UNIT II PROSE

(12 Hrs)

1. Thomas King - Godzilla vs post-colonial
2. G.N. Derry - The Post - Colonial Period
3. Edward Said - Latent and Manifest Orientalism

UNIT III POEM

(12 Hrs)

1. E. Pauline Johnson - The Cattle Thief (Canadian)
2. Les Murray - The Immigrant Voyage (Australian)
3. Wole Soyinka - Telephone Conversation (Nigerian)
4. T. Tsundue - When it Rains in Dharamshala (Tibet)
5. Kofi Awonoor - The Weaver Bird (Ghanaian)
6. A.K. Ramanujan - Prayers to Lord Murugan (Indian)

UNIT IV DRAMA

(12 Hrs)

1. Girish Karnad - Hayavadana (Indian)

UNIT V NOVEL

(12 Hrs)

1. Joseph Conrad - Heart of Darkness (British)
2. Chinua Achebe - Things Fall Apart (African)

Text Books

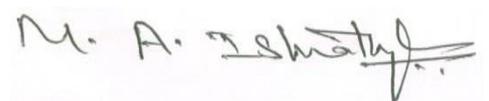
1. Karnad, Girish. *Hayavadana*. Oxford University Press. 1997.
2. Conrad, Joseph. *Heart of Darkness*. Altantic Publication. 2019.
3. Achebe, Chinua. *Things Fall Apart*. Penguin Modern Classics Publication. 2001

Reference Books

1. Nayar. *Postcolonial Literature: An Introduction*. Pearson Education Publication. 2008.
2. Goulimari, Pelagia. *Literary Criticism and Theory*. Routledge Publication. 2017.
3. Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.

Web References

1. <https://literariness.org/2016/04/06/postcolonialism/>
2. https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/postcolonial/franz_fa_non_on_na
3. <https://www.poetryfoundation.org/poems/57146/the-weaver-bird>
4. <https://www.litcharts.com/lit/hayavadana/summary>
5. <https://www.britannica.com/topic/Things-Fall-Apart>



A20ENT616

WORLD LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To provide knowledge of the characteristics of various literary genres.
- To develop analytical skills and critical thinking through reading, and discussion
- To broaden a student's intercultural reading experience.
- To deepen a student's awareness of the universal human concerns that are the basis for literary works.
- To understand culture, environment, human identity through world literary text

Course Outcomes

After completion of the course, the students will be able to

CO1-understand the characteristics of various literary genres

CO2-comprehend the analytical skills, creative thinking and critical thinking

CO3-developed intercultural reading experience

CO4-perceived the awareness of the universal human concerns

CO5-apprehend culture, environment, human identity

UNIT I PROSE

(12 Hrs)

1. Theo D'haen - The Routledge Concise History of World Literature (Chap: Naming World Literature)
2. David Damrosch - World Literature in Theory (Chap: World Literature 1907 - Tagore)
3. Theo D'haen - The Routledge Companion to World Literature (Chap: World Literature and National Literature – Jing Tsu)

UNIT II POETRY

(12 Hrs)

1. Robert Lowell - Skunk Hour (American)
2. David Eggleton – Drowned Volcano (NewZealand)
3. Mahmoud Darwish – Passport (Afnj)
4. John Donne – Holy Sonnet 10: Death, Be Not Proud (British)
5. Homer – Iliad (1 – 30 lines)
6. Valmiki (Trans – T.H. Griffith - Ramayana (Canto C. Rávan In the Field) (Indian)
7. Nizim Hikmet – Lion in an Iron Cage (Turkish)

UNIT III SHORT STORIES

(12 Hrs)

1. Judah Waten – Mother (Australia)
2. Fyodor Dostoevsky - The Beggar Boy at Christ's Christmas Tree (Russia)
3. O Henry – The Last Leaf (America)

UNIT IV DRAMA

(12 Hrs)

1. Henrik Ibsen - A Doll's House (Norwegian)
2. Sophocles - Antigone (Greek)

UNIT V NOVEL

(12 Hrs)

1. Hermann Hesse - Siddhartha (German-Swiss)
2. Yann Martel - Life of Pie (Canadian)

Text Books

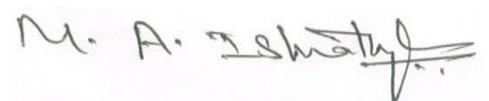
1. Ibsen, Henrik. *A Doll's House*. Fingerprint Publication. 2021.
2. Hesse, Hermann. *Siddhartha*. First Publication. 2012.
3. Sophocles. *Antigone*. Simon & Brown Publication. 2018.

Reference Books

1. Dhaen, Theo. *The Routledge Companion to World Literature*. Routledge Publication. 2013.
2. Damrosch, David. *World Literature in Theory*. Wiley Blackwell Publication. 2014.
3. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press. 2006.

Web References

1. <https://www.harvardmagazine.com/2019/09/david-damrosch#:~:text=He%20is%20best%20known%20for,literature%20ever%20created%3A%20some%20s tays>
2. http://www.eliteskills.com/analysis_poetry/Lion_In_An_Iron_Cage_by_Nazim_Hikmet_analysis.php
3. <https://www.supersummary.com/the-last-leaf/summary/>
4. <https://www.gradesaver.com/antigone/study-guide/summary>
5. <https://www.britannica.com/topic/Siddhartha#:~:text=It%20was%20inspired%20by%20the,India>



A20ENT617

MODERN LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To introduce students to major movements related to Poetry, Prose, Drama and Novel through the study of selected texts
- To create literary sensibility in students and expose them to artistic and innovative use of language by writers
- To introduce Modern literary theories through the selected text
- Students should be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts
- To understand the ideas, values, themes, culture and society, both now and in the past

Course Outcomes

After completion of the course, the students will be able to

CO1-understand major movements through the selected texts

CO2-comprehend artistic and innovative use of language by writers

CO3-perceive Modern literary theories

CO4-identify analyse, interpret and describe the critical ideas, values, and themes

CO5-understand the ideas, values, themes inform, culture and society

UNIT I PROSE

(12 Hrs)

1. Introduction to Modern Literature
2. Michael Levenson - The Cambridge Companion to Modernism (Introduction)
3. David Ayers – Modernism – A Short Introduction (Introduction)

UNIT II POETRY

(12 Hrs)

1. Eavan Boland - Achilles Woman (British)
2. Keki N Daruwalla - Hawk (Indian)
3. Pablo Neruda - Enigmas (Chilean)
4. Carol Ann Duffy - Warming Her Petals
5. T. S. Eliot - The Hollow Men
6. William Carlos Williams - This Is Just To Say, The Red Wheelbarrow
7. Mary Oliver - Hummingbirds

UNIT III SHORT STORIES

(12 Hrs)

1. Herman Melville - Bartleby the Scrivener (American)
2. Virginia Woolf - A Haunted House
3. Nathaniel Hawthorne - The Boston Massacre
4. Anton Chekhov - The Death of a Government Clerk

UNIT IV DRAMA

(12 Hrs)

1. Ann-Marie MacDonald - Goodnight Desdemona (Good Morning Juliet)
2. Samuel Beckett - Happy Days

UNIT V NOVEL

(12 Hrs)

1. Jean Rhys - Wide Sargasso Sea

Text Books

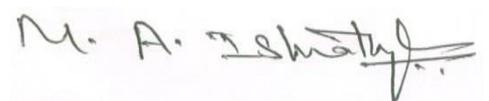
1. MacDonald, Ann-Marie. *Goodnight Desdemona (Good Morning Juliet)*. Avalon Travel Publication. 1998.
2. Beckett, Samuel. *Happy Days*. Faber & Faber Publication. 2010.
3. Rhys, Jean. *Wide Sargasso Sea*. Penguin Modern Classics Publication. 2000.

Reference Books

1. Ayers, David. *Modernism: A Short Introduction*. Generic Publication. 2015.
2. Levenson, Michael. *The Cambridge Companion to Modernism*. Cambridge University Press. 2011.
3. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

Web References

1. <https://www.cambridge.org/core/books/cambridge-companion-to-modernism/7380B05CD6E359C3938F4C855D3C79CD>
2. <https://sandiegofreepress.org/2014/04/poem-of-the-day-enigmas-by-pablo-neruda/>
3. <https://www.coursehero.com/lit/Selected-Stories-of-Virginia-Woolf/a-haunted-house-summary/>
4. <https://www.sparknotes.com/drama/happydays/summary/>
5. <https://www.sparknotes.com/lit/sargasso/summary/>



A20ENT618

ENVIROMENTAL LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To understand environmental issues through literary texts
- To explore modern literary criticism and theories
- To introduce ecology-based novels and poems
- To have a comparative reading of ecology and human characteristics
- To develop critical awareness about importance of ecology

Course Outcomes

After completion of the course, the students will be able to

CO1-explore environmental issues

CO2-understand modern literary criticism and theories

CO3-have a comprehend knowledge of eco-based literary texts

CO4-read ecology and human comparatively

CO5-understand critical awareness about importance of ecology

UNIT I INTRODUCTION

(12 Hrs)

1. Introduction to Ecocriticism, Eco-Feminism, post-colonial ecocriticism
2. Patricia Waugh – Literary Theory and Criticism (Chap: Environmentalism and ecocriticism)

UNIT II PROSE

(12 Hrs)

1. Timothy Clark – Literature and the Environment (Introduction - The Challenge)
2. Timothy Clark – Literature and the Environment (Chapter – 11 - Eco- Feminism)

UNIT III POEM

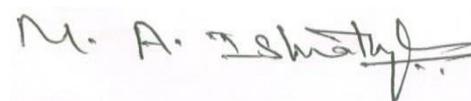
(12 Hrs)

1. Oliver Goldsmith - The Deserted Village
2. William Wordsworth - Tintern Abbey
3. P.B. Shelley - Hymn to Intellectual Beauty
4. George Crabbe - The Village: Book I
5. William Shakespeare – Sonnet 130
6. John Keats – To Autumn

UNIT IV NOVEL

(12 Hrs)

1. Ruskin Bond – Andry Tide
2. Kamala Markandaya - Nectar In A Sieve (or) Jim Corbett - The Temple Tiger and More Man-Eaters of Kumaon



UNIT V THEORIES AND CRITICISM

(12 Hrs)

1. The Ecological Turn
2. Nature in Western Thought
3. Marxist Environmentalism
4. Apocalypticism
5. Third World Environmentalism
6. Eco Feminism
7. Gender and Nature
8. Materialist/Socialist Ecofeminism
9. Ecofeminism Spirituality

(Pramod K. Nayar – Contemporary Literary and Cultural Theory)

Text Books

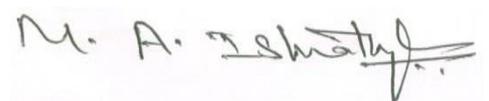
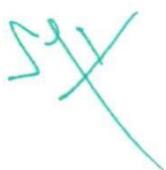
1. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press. 2006.
2. Markandaya, Kamala. *Nectar in a Sieve*. Penguin Publication. 2009.
3. Corbett, Jim. *The Temple Tiger and More Man-Eaters of Kumaon*. Rubpa Publication. 2016.

Reference Books

1. Pramod K. Nayar. *Contemporary Literary and Cultural Theory*. Pearson Publication. 2021.
2. Goulimari, Pelagia. *Literary Criticism and Theory*. Routledge Publication. 2017.
3. Clark, Timothy. *Literature and Environment*. Cambridge University Press. 2011.

Web References

1. https://www.researchgate.net/publication/318350741_Ecocriticism_A_Study_of_Environmental_Issues_in_Literature
2. <https://www.annualreviews.org/doi/10.1146/annurev-environ-111109->
3. <https://www.coursehero.com/lit/The-Deserted-Village/plot-summary/>
4. <https://englishsummary.com/lesson/angry-river-ruskin-bond/>
5. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.6673&rep=rep1&type=pdf>



A20ENE610	AFRICAN AND CARIBBEAN LITERATURE	L	T	P	C	Hrs
		3	1	0	4	60

Course Objectives

- To introduce the vast wealth of African and Nigerian Literature
- To understand the tradition and history of African Literature
- To learn literary analysis by genre of poetry, fiction and drama including African literary criticism
- To appreciate the social contexts in African Literature from the different regions of East Africa, West Africa and South Africa
- To apprehend colonial and post-colonial aspects and theories that has shaped the literature

Course Outcomes

After completion of the course, the students will be able to

CO1-understand the African and Nigerian literature

CO2-analysis and comprehend the literary tradition of African and Caribbean

CO3-read and analyse poetry, fiction and drama including African literary criticism

CO4-appreciate the social contexts in African Literature from the different regions of Africa

CO5-apprehend colonial and post-colonial aspects of literature and theories

Unit - I Introduction

(12 Hrs)

1. F.Abiola Irele and Simon Gikandi – The Cambridge History of African and Caribbean Literature (Chapter – 2 - Kwesi Yankah - The folktale and its extensions)
2. F. Abiola Irele – The Cambridge Companion to the African Novel (Introduction: perspectives on the African novel – F. Abiola Irele)

Unit - II Poetry

(12 Hrs)

1. Countee Cullen - Heritage
2. Wayne Visser - Women of Africa
3. Gabriel Okara - You Laughed and Laughed and Laughed
4. Derek Walcott - A Far Cry from Africa
5. David Diop - Africa, My Africa
6. John Gardiner Calkins Brainard - The Dog-Watch

Unit - III Short Stories

(12 Hrs)

1. Luis Bernardo Honwana, Dorothy Guedes - We Killed Mangy-Dog & other stories (Story : Papa, snake I, The hands of the Blacks)
2. Richard Rive – Resurrection
3. Yoti Lane – African Folk Tales (The Quest for the Ivory Horn, Why Sheep says Maa-a)

Unit - IV Fiction

(12 Hrs)

1. J.M. Coetzee - Disgrace
2. Chinua Achebe - Arrow of God

Unit-V Drama

(12 Hrs)

1. Wole Soyinka - The Lion and the Jewel (or) Athol Fugard - My Children My Africa

Text Books

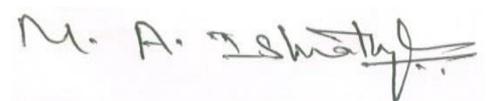
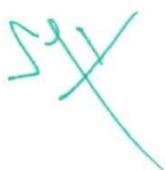
1. Honwana, L.B. We Killed Mangy-dog and other Stories. Pearson Publication. 1969.
2. Coetzee, J.M. Disgrace. Vintage Publication. 2000.
3. Shakti Batra. Wole Soyinka: The Lion and the Jewel. Surjeet Publication. 2018

Reference Books

1. Derek Walcott and Edward Baugh. Selected Poems. Farrar, Straus and Giroux. 2014.
2. Lane, Yoti. African Folk Tales. Dover Publication. 2015.
3. Irele, Abiola. The Cambridge Companion to the African Novel. Cambridge Publication. 2009.

Web References

1. <https://poets.org/poem/heritage-0>
2. <https://www.poemhunter.com/poem/the-dog-watch/>
3. <https://folukeafrica.com/africa-my-africa-by-david-diop/>
4. <https://www.litcharts.com/poetry/derek-walcott/a-far-cry-from-africa>
5. <https://www.cambridge.org/core/books/abs/cambridge-history-of-african-and-caribbean-literature/folktale-and-its-extensions/7C335FC17392D4F963575C9478FE103A>



A20ENE611

MYTH AND MYTHOLOGY

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To introduce the concept of comparative myth and mythology
- To acquaint students with myth and mythological concepts of various cultures
- To enable students to understand the operation and application in ancient texts and modern mythological literature
- To develop a deep comprehend of mythology and mythological stories
- To know about the stories in mythology that are embedded in our everyday experiences

Course Outcomes

After the end of this course students will be able to

CO1-understand the concept of myth and mythology of various cultures

CO2-develop a deep understanding of mythology and mythological stories

CO3-analyse the conceptual aspects of mythology in the past and the present

CO4-develop a keen sense of appreciation for mythological stories and tales across cultures

CO5-understand how mythology has shaped humankind through generations

UNIT I Introduction

(12 Hrs)

1. Eva M. Thury and Margaret K. Devinney – Introduction to Myth (Chapter 1 - Introduction to studying Myth)
2. Eva M. Thury and Margaret K. Devinney – Introduction to Myth (Introduction - Literature and Myth)
3. The Origin and elements of Myth

UNIT II Poetry

(12 Hrs)

1. Edward Alan Bartholomew - For Zeus (Some Say Poseidon)
2. Sophocles - Agamemnon's Vengeance
3. W. H. Auden - Musee des Beaux Arts
4. Sylvia Plath - Medusa
5. William Shakespeare – Orpheus
6. Charles Jensen - Complaint of Achilles' Heel

UNIT III Drama

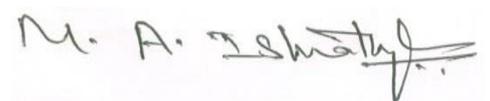
(12 Hrs)

1. Sophocles – Oedipus Rex
2. Kalidasa – Shakuntala

UNIT IV Mythological Criticism

(12 Hrs)

1. Critical approaches of comparative mythology: Linguistic, structural, psychological
2. Gender and Myth in ancient Greece and India
3. Role of Myth in Contemporary Literature



UNIT V Protagonists and Antagonists in Mythology

(12 Hrs)

1. Greek characters: Hercules-Icarus, Medea-Helen of Troy
2. Sisyphus-Orpheus & Prometheus
3. Three couples from the Roman pantheon: Jupiter (Zeus)-Juno (Hera), Apollo (Apollo)-Diana (Artemis), Mercury (Hermes)-Ceres (Demeter)
4. Indian characters: Rama-Ravana, Sita-Soorapanaka, Karnan - Drapaudi

Text Books

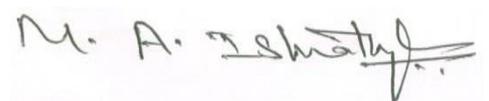
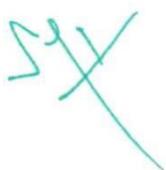
1. Eva M. Thury, Margaret K. Devinney. *Introduction to Mythology: Contemporary Approaches to Classical and World Myths*. Oxford University Press. Edition IV.2017.
2. Doniger, Wendy, *Splitting the Difference: Gender and Myth in Ancient Greece and India* 1999. Chicago: University of Chicago Press
3. Ryder, Arthur W. *Kalidasa :Translations of Shakuntala and other works*. London.2011.

Reference Books

1. Sophocles, *Oedipus Rex*, Dover Publications Inc;Unabridged edition,1991.
2. Seagal, A Robert. *Myth : A Very short Introduction*, Oxford University Press, 2004.
3. Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes*. Hachette Book Group Publication. 2011.

Web References

1. http://www.blackcatpoems.com/m/mythological_poems.html
2. <https://www.britannica.com/topic/myth/Approaches-to-the-study-of-myth-and-mythology>
3. <https://literariness.org/2016/03/24/modernist-use-of-myth/>
4. <https://www.infoplease.com/culture-entertainment/mythology-folklore/greek-and-roman-mythology>
5. https://go.gale.com/ps/i.doid=GALE%7CA64389094&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=13590987&p=AONE&sw=w&userGroupName=tel_oweb&isGeoAuthType=true



A20ENE612

CHILDREN LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

Course Objectives

- To develop knowledge of the historical background of children Literature
- To understand Timeline and definition of Children Literature
- To Learn Traditional Storytelling motifs, symbols and narration techniques
- To share and teach strategies for using children's literature in the classroom to promote creative writing, lateral thinking
- To introduce Graphic, illustrated fictions and the difficulties associated with reading, teaching, and writing children's literature

Course Outcomes

After the end of this course students will be able to

CO1-ability to discuss the historical background and develop knowledge of the definition of children Literature with timeline

CO2-understand traditional storytelling motifs, symbols and narration techniques

CO3-comprehend strategies for using children's literature

CO4-apprehend Graphic, illustrated fictions through texts

CO5-understand uniqueness and nuances of children literature

Unit I Introduction

(12 Hrs)

1. Kimberley Reynolds - Children Literature a very short introduction (Introduction: what is children's literature?)
2. Origin and history of Children Literature
3. Structure and features of Children Literature
4. The role of movies in Children Literature

Unit II Poetry

(12 Hrs)

1. Laura Elizabeth Richards - Eletelephony
2. Eloise Greenfield - By Myself
3. Knoxville, Tennessee" Nikki Giovanni
4. Robert Louis Stevenson - My Shadow, Windy Night
5. Paul Fleischman – Whirligig Beetle
6. Ted Hughes – Hawk Roosting, The Thought Fox

Unit III Short Stories

(12 Hrs)

1. Flora Annie Steel - The Three Little pigs, Goldilocks and the three bears
2. Aesop - The milk maid and her pail, The Owl & the Grasshopper
3. Paulo Coelho – Stories for Parents, Children and Grandchildren (True Skill, A story by Kahlil Gibran, Choosing One's fate)
4. Oscar Wilde - The Selfish Giant, The Happy Prince

Unit IV Novel

(12 Hrs)

1. Hugh Lofting - The Story of Doctor Dolittle
2. Megan McDonald – Judy Moody Gets Famous

Unit V Graphic and Illustrated Fiction

(12 Hrs)

1. Herge - The Adventures of Tintin (Prisoners of the Sun)
2. Roald Dahl – Fantastic Mr. Fox
3. Chris Van Allsburg – Jumanji

Text Books

1. Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. Oxford Publication. 2011.
2. Lofting, Hugh. *The Story of Doctor Dolittle*. Dover Publication.2005.
3. McDonald, Megan. *Judy Moody Gets Famous*. Walker Publication.2021.

Book References

1. Lerer, Seth. *Children's Literature – A Reader's History from Aesop to Harry Potter*. University of Chicago Publication. 2009.
2. Herge. *Tintin: Prisoners of the Sun*. Egmont Publication.2013
3. Dahl, Roald. *Fantastic Mr Fox*. Puffin Publication. 2016

Web References

1. <https://poetryarchive.org/poem/thought-fox/>
2. <https://www.gutenberg.org/files/902/902-h/902-h.htm>
3. Robert Louis Stevenson - My Shadow, Windy Night
4. http://www.eggplant.org/pdf/poetry/by_myself_greenfield.pdf
5. <https://blogs.slj.com/afuse8production/2015/01/26/the-role-of-childrens-literature-in-contemporary-cinema/>

