

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI  
(AUTONOMOUS)**

**RE-ACCREDITED WITH B<sup>++</sup> GRADE BY NAAC**

**(Affiliated to Mother Teresa Women's University, Kodaikanal)**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**CURRICULUM FRAMEWORK AND SYLLABUS FOR  
OUTCOME BASED EDUCATION**

**IN**

**M.A., ENGLISH [SF] [PGENGs]**

**UNDER CHOICE BASED CREDIT SYSTEM**

**2022 - 2025**

**Preamble:**

The Department of English is one of the earliest to be established by Arulmigu Palaniandavar Arts College for Women in 1970. It has made its foray into Postgraduate education in 2006 and attained the status of Research Department by introducing the M.Phil., Degree Programme in 2007. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society. Every subsequent curriculum revision has been premised on the assumption that society requires students who will serve as its mind, heart and future. Further, one of the major objectives of every curriculum designed by the Department has been the employability of the students upon their successful completion of the programmes.

**Vision:**

The mainstay of the vision of the Department of English is to offer students adequate communication skills to prepare them for their professional needs in the globalized scenario prevalent today.

**Mission:**

Fostering knowledge and igniting love of literature and of language in the students is the prime mission of the department. To this end, a relevant and coherent curricular framework is provided. A variety of literary, analytical, pedagogical, theoretical as well as communication skills are taught. Encouraging learning, robust thinking and appreciation for liberal education is the ultimate responsibility of the teaching community of the institution.

**Bloom's Taxonomy in fixing the Learning Objectives:**

The curriculum of Part – II English, B.A., (Eng.Lit), M.A., (Eng.Lit) and M.Phil., (Eng.Lit) has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

**Bloom's Taxonomy Action Verbs:**

**K1 / Knowledge:** Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State

**K2 / Comprehension:** Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

**K3 / Application:** Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write

**K4 / Analysis:** Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test

**K5 / Evaluation:** Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize, Support, Value

**K6 / Synthesis:** Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write

**Mapping COs with POs:**

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

**Institutional Objectives:**

- Women Education
- Women Empowerment
- Self-reliance and
- Making Model Citizens.

**Programme Educational Objectives:**

The programmes B.A., M.A., and M.Phil., (Eng.Lit) are offered with certain

educational objectives.

- To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

#### **Programme Specific Objectives:**

- Providing theoretical and practical research experience in English to the scholars.
- Empowering them with domain specific capabilities and methodological competencies.
- Developing and enhancing their scientific approach to research, understanding of the methods and mechanics of writing.
- Introducing them to multidisciplinary approach to the study of literature through the exposure to the nuances of contemporary literary theory.

#### **Programme Specific Outcomes:**

Upon completion of the programme, certain outcomes that could be arrived at are -

- Gaining knowledge of modern literatures and technical aspects.
- Preparing research articles and writing creatively.
- Acquiring competency over the subject learnt.
- Scoring well in competitive and qualifying examinations.
- Imbibing human values and making model citizens.

#### **Mapping PEOs with IOs:**

<b>Programme Educational Objectives</b>	<b>Institutional Objectives</b>			
<b>B.A./M.A./M.Phil., (Eng. Lit)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PEO1:</b> To educate the students in both the artistry and utility of				

the English language through the study of literature and other contemporary forms of culture.	S			
<b>PEO2:</b> To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.		M		
<b>PEO3:</b> To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.			S	
<b>PEO4:</b> To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.				S

**Measuring: H – High; M – Medium; L – Low**

**M.A., (ENG.LIT)**

**COMMON ACADEMIC STRUCTURE / M.A., (Eng.Lit) / 2022 – 2025**

Sem	Title of the Courses	Hrs	Cre-dits	Marks		
				CIA	CE	Total
I	<b>Core – I:</b> Indian Writing in English	6	5	25	75	100
	<b>Core-II:</b> British Literature-Poetry and Drama	6	5	25	75	100
	<b>Core –III:</b> British Literature-Prose and Fiction	6	5	25	75	100
	<b>Core – IV:</b> Literature and Ecology	6	5	25	75	100
	<b>Major Elective – I:</b> <b>Option – I:</b> Business English Communication <b>Option – II:</b> Writing Skills	6	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>			<b>500</b>
II	<b>Core –V:</b> American Literature	6	5	25	75	100
	<b>Core – VI:</b> Women’s Writings	6	5	25	75	100
	<b>Core – VII:</b> South Asian Literature	6	5	25	75	100
	<b>Core-VIII:</b> Contemporary Literary Criticism	6	5	25	75	100
	<b>Major Elective – II:</b> <b>Option – I:</b> Pedagogy in Teaching English <b>Option – II:</b> Film and Literature	6	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>			<b>500</b>
III	<b>Core – IX:</b> Classics in World Literature	6	5	25	75	100
	<b>Core – X:</b> Diasporic Literature	6	5	25	75	100
	<b>Core – XI:</b> Research Methodology	6	5	25	75	100
	<b>Core – XII:</b> Post-colonial Literature	6	5	25	75	100
	<b>Major Elective – III:</b> <b>Option – I:</b> Creative Writing <b>Option – II:</b> English for Career Advancement	6	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>			<b>500</b>
IV	<b>Core – XIII:</b> African and Canadian Literature	6	5	25	75	100
	<b>Core – XIV:</b> European Fiction in Translation	6	5	25	75	100
	<b>Major Elective – IV:</b> <b>Option – I:</b> Intensive Study of an Author <b>Option – II:</b> Comparative Literature <b>Project:</b>	6	4	25	75	100
		12	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>18</b>			<b>400</b>
	<b>Grand Total</b>	<b>120</b>	<b>90</b>			<b>1900</b>

## **SEMESTER - I**



**SEMESTER - I**

<b>Course Code</b>		<b>Indian Writing in English</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – I Core - I			6	5	25	75

**Learning Objectives:**

The course aims to

- Recognize the selected literary texts from Renaissance to the present in terms of genre and the canon
- Understand the literary texts in different contexts
- Capable of differentiating the voices of author, narrator and characters
- Understand the insights, genres, conventions and experimentations associated with English Fiction and recognize the characterization in literary texts.
- Evaluate the development of the characters as the fiction unfolds

**COURSE CONTENT****Unit –I: Poetry**

Toru Dutt –The Casuarina Tree

K.N. Daruwala – Migrations

Nissim Ezekiel- In India

Vikram Seth – Eating Wheat

Sarojini Naidu – The Snake Charmer

Tagore – Gitanjali – Stanza 36

**Unit II: Prose**

M.K. Gandhi – The First Case (Chapter 28 My Experiments with the Truth)

S. Radhakrishnan – The Word Community

Amartya Sen – The Argumentative Indian

**Unit –III: Drama**

Mahesh Dattani – Dance like a Man

Girish Karnad- Yayati

**Unit –IV: Fiction**

Arundhati Roy – God of Small Things

Amitav Ghosh – The Hungry Tide

**Unit –V: Criticism**

A.K.Ramanujan – Is there an Indian Way of Thinking?

Anita Desai – Contemporary English Literature in India

### Books for Reference:

- ➡ Lal, Malashri. *The Law of the Threshold*. Shimla: Indian Institute of Advanced Study, 1995.
- ➡ Mukherjee, Meenakshi. *The Twice Born Fiction*. New Delhi: Arnold-Heinemann Publishers: 1971.
- ➡ Naik, M.K. *Twentieth Century Indian English Fiction*. Delhi: Pencraft International, 2004.
- ➡ Shirwadkar, K.R. *The Indian Novel in English and Social Change*. Bombay, Shalaka Prakashan: 1991.
- ➡ R.K. Dhawan, (ed.), *Indian Women Novelists*, vol. I – IV, New Delhi: Prestige Books, 1991.
- ➡ M.K. Naik, S.K. Desai, G.S. Amur (eds.), *Critical Essays on Indian Writing in English*. Delhi: Macmillan India, 1972.
- ➡ Sudhakar Pande, R. Raj Rao (eds.), *Image of India in the Indian Novel in English 1960 – 1985*. Bombay: Orient Longman, 1993
- ➡ Viney Kirpal (ed.) *The New Indian Novel in English: A Study of the 1980s*. Bombay: Allied Publishers Limited, 1990.
- ➡ C.D. Narasimhaiah (ed.). *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.

### E- Reference:

- ➡ <https://www.youtube.com/watch?v=ADRK-m82bGM>
- ➡ <https://www.youtube.com/watch?v=iDYqYIwdMNU>

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Recognize the selected literary texts from Renaissance to the present in terms of genre and the canon
CO2	Understand the literary texts in different contexts
CO3	Be capable of differentiating the voices of author, narrator and characters

CO4	Understand the insights, genres, conventions and experimentations associated with English Fiction and recognize the characterization in literary texts.
CO5	Evaluate the development of the characters as the fiction unfolds

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	S	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	S	S	S	S

**QUESTION PATTERN**

**Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		British Literature – Poetry and Drama	Hrs	Credits	CIA	CE
Sem – I Core - II			6	5	25	75

### Learning Objectives:

The course aims to

- Provide knowledge of poetry and drama from various historic periods and changing political and cultural patterns
- Understand and appreciate the particular genres of literature as literary arts and their various elements
- Analyze poetry and drama using appropriate theoretical, historical and cultural apparatus
- Evaluate the works of art as construction of gender, nation and race.
- Synchronize the human values and behavioural patterns learnt from literature in their lives.

### COURSE CONTENT

#### Unit – I: Poetry:

Geoffrey Chaucer – General Prologue

Edmund Spenser – Sonnet LXVII from *Amoretti*

John Donne – Valediction: A Forbidding Mourning

John Milton – Il Penseroso

Alexander Pope – Rape of the Lock – Canto – I

Thomas Gray – Elegy written in the Country Churchyard

William Blake – The Lamb, The Tyger

#### Unit – II: Poetry:

William Wordsworth – Ode on Intimations on Immortality

S. T. Coleridge – Dejection: An Ode

P. B. Shelley – Ozymandias

John Keats – Ode on a Grecian Urn

Robert Browning – Fra Lippo Lippi

Lord Tennyson – The Lady of Shalott

D.G. Rossetti – The Blessed Damozel

**Unit – III: Poetry:**

W. B. Yeats – A Prayer for my Daughter

G. M. Hopkins – The Windhover

T.S. Eliot – The Hollow Men

Rupert Brooke – The Soldier

Wilfred Owen – Strange Meeting

Ted Hughes – Work and Play

Philip Larkin – Wants

**Unit – IV: Drama:**

John Webster – Duchess of Malfi

John Dryden – All for Love

R.B. Sheridan – School for Scandal

**Unit – V: Drama:**

John Osborne – Look back in Anger

G.B. Shaw – Apple Cart

Samuel Beckett – Waiting for Godot

**Books for Reference:**

➡ David Greene. *The Winged Word*. Macmillan Publishers, 1974.

**Course Outcomes:**

**At the end of the course, the students will be able to:**

CO1	Gain knowledge of poetry and drama from various historic periods and changing political and cultural patterns
CO2	Understand and appreciate the particular genres of literature as literary arts and their various elements
CO3	Analyze poetry and drama using appropriate theoretical, historical and cultural apparatus
CO4	Evaluate the works of art as construction of gender, nation and race.
CO5	Synchronize the human values and behavioural patterns learnt from literature in their lives.

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	M	M	S	S	S	S	S
CO2	S	M	S	M	S	M	S	S	S	S	S	S

CO3	S	S	M	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	S	M	M	S	S	S	S	S
CO5	M	S	M	M	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		British Literature – Prose and Fiction	Hrs	Credits	CIA	CE
Sem – I Core - III			6	5	25	75

### Learning Objectives:

The course aims to

- recognize the selected literary texts from Renaissance to the present in terms of genre and the canon
- understand the literary texts in different contexts
- become capable of differentiating the voices of author, narrator and characters
- understand the insights, genres, conventions and experimentations associated with English Fiction and recognize the characterization in literary texts.
- evaluate the development of the characters as the fiction unfolds

### COURSE CONTENT

#### Unit – I: Prose:

Francis Bacon – Of Love

Of Friendship

Of Revenge

Joseph Addison – Sir Roger at Theatre

Sir Roger at Church

Richard Steele – Sir Roger and the Widow

Oliver Goldsmith – The Men in Black

Charles Lamb – Dream Children

William Hazlitt – On Disagreeable People

#### Unit – II: Prose:

A.G. Gardiner – The Fellow Traveller

Robert Lynd – The Money Box

A.J. Cronin – The Best Investment ever made

G. K. Chesterton – The Worship of the Wealthy

Dr. Johnson – Life of Milton

William Wordsworth – Preface of Lyrical Ballads

#### Unit – III: Fiction:

Jane Austen – Emma

Walter Scott – Kenilworth

**Unit – IV: Fiction:**

Thomas Hardy – Jude the Obscure

Charles Dickens – Pickwick Papers

**Unit – V: Fiction:**

H. G. Wells – Time Machine

J. K. Rowling – Harry Potter and the Philosopher's Stone

**Books for Reference:**

- ➡ David Greene. *The Winged Word*. Macmillan Publishers, 1974.
- ➡ B. Radha Krishna Murthy. *The Glee*. Indian Open University Books, 1995.
- ➡ S. Mythili & V. Kadambari. *Plumes of Many Colours*. Blackie Books, 1994.

**Course Outcomes:**

At the end of the course, the students will be able to:

CO1	Recognize the selected literary texts from the age of Renaissance to the present in terms of the genre Prose
CO2	Understand the literary texts in different contexts
CO3	Become capable of differentiating the voices of author, narrator and characters in the novels prescribed
CO4	Understand the insights, genres, conventions and experimentations associated with English Fiction and recognize the characterization in literary texts.
CO5	Evaluate the development of the characters as the fiction unfolds

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	M	M	S	S	M	M	S
CO2	S	M	S	M	S	M	S	S	S	M	S	S
CO3	S	S	M	S	M	M	M	S	S	M	M	S
CO4	M	S	S	S	S	M	M	S	S	M	M	S
CO5	M	S	M	M	S	S	S	S	S	S	S	S



## QUESTION PATTERN

### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Literature and Ecology	Hrs	Credits	CIA	CE
Sem – I Core - IV			6	5	25	75

### Learning Objectives:

The course aims to

- Gain knowledge of the interdisciplinary nature of the course
- Be exposed to the relevant literature in the eco-critical realm
- Offer a historical perspective to the challenges faced by ecology
- Be sensitized on the grave ecological concerns.
- Become aware of the upcoming ecological issues in the world

### COURSE CONTENT

#### Unit – I: Poetry

Emerson - Hamatreya

James Dickey - The Heaven of Animals

Sarojini Naidu- A Song in Spring

William Wordsworth- Nutting

Dylan Thomas – The Force that through The Green Fuse Drives The Flower

#### Unit - II: Prose

Ramond Williams – The Green Language

Cherryl Glotfelty- Reflections on Nature and Culture

Jack London- The Law of Life

#### Unit - III: Drama

John Heywood- The Play of the Weather

Rabindranath Tagore- Muktha Dhara

#### Unit - IV: Fiction

Amitav Ghosh- The Hungry Tide

**Karen Joy Fowler** - *We are all completely beside Ourselves*

#### Unit – V: Criticism

Rachel Carson- Chapter I: 'A Fable for Tomorrow' from "The Silent Spring"

William Howarth- Ecocriticism in Context

Karren. J. Warren- What are the Ecofeminists saying?

### Books for Reference:

- ➡ Glotfelty, Cherryl & Harold Fromm. *The Ecocriticism Reader*. Athens: The U of

Georgia P, 1996. Print.

- Baten. Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 2013. Print.
- Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Salt Lake City, Utah: Peregrine Smith, 1985.
- Garrard, Greg. *Ecocriticism: New Critical Idiom Series*. London: Routledge, 2004. Print.
- Carson, Rachel. *The Silent Spring*. Houghton Mifflin, New York. 1962.

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Gain knowledge of the interdisciplinary nature of the course
CO2	Be exposed to the relevant literature in the eco-critical realm
CO3	Offer a historical perspective to the challenges faced by ecology
CO4	Be sensitized on the grave ecological concerns.
CO5	Become aware of the upcoming ecological issues in the world

### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	M	M	S	S	M	M	S
CO2	S	M	S	M	S	M	S	S	S	M	S	S
CO3	S	S	M	S	M	M	M	S	S	M	M	S
CO4	M	S	S	S	S	M	M	S	S	M	M	S
CO5	M	S	M	M	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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<b>Course Code</b>		<b>Business English Communication</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – I Major Elective – I Option - I			6	4	25	75

### **Learning Objectives:**

The course aims to

- introduce students the Business English Communication.
- orient the students to develop the communication skills.
- prepare the students for Competitive Exams.
- enable the students speak and write in English fluently on various topics.

### **COURSE CONTENT**

#### **UNIT I**

Communication: Meaning, Relevance and Practice

Information Flow: Communication and Organization Structure

Directions of Information Flow- Downward, Upward, Diagonal, Lateral, Horizontal, Multi-dimensional

#### **UNIT II**

Oral and Aural Communication

Conversation, Change of date for an Appointment, Advantage and limitations of Oral Communication

#### **UNIT III**

Reading and Writing skills for Business communication

Importance of Writing skills, Sub- Skills for Reading Comprehension

Principles of Effective Writing Choice of Form and Style

#### **UNIT IV**

Process of Writing and Effective Use of Language for Clear Writing

Persuasive Business messages, Parts and Layout of Business Letter

#### **UNIT V**

Business Correspondence

Internal Communication- Memos and Memos Letters

External Communication- E-Mail

**Reference Text**

- ➡ Francis Soundararaj- Speaking and Writing for effective Business Communication  
Chennai; Macmillan, 2007.

**QUESTION PATTERN****Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Writing Skills	Hrs	Credits	CIA	CE
Sem – I Major Elective – I Option - II			6	4	25	75

### Learning Objectives:

The course aims to

- to introduce the students to the structure, mechanics, vocabulary and different modes of writing.
- to master the structure of the language
- to prepare the students for Competitive Examinations.
- to enable them write error free English on various topics

### COURSE CONTENT

#### UNIT I      **Sentence Structure**

Kinds of Sentence Structure

Prepositional Phrase

Verbs and Verbal Phases

#### UNIT II      **Signal Words**

Conjunction and Preposition

Giving Reasons: as, because of, etc.,

#### UNIT III      **Mechanics of Writing**

Punctuation

#### UNIT IV      **Vocabulary**

Commonly misspelt words

#### UNIT V      **Writing**

Prewriting

Identifying the purpose of writing

Organizing information

Writing the first draft

Editing

### Reference Books:

- ➡ Warneir. John E. English Composition and Grammae (I Course) Chicago: Harcourt Brace Jovanovich Publishers, 1998.
- ➡ Hewings, Martin. A Remedial Grammar for Advanced Students, New Delhi: CVP, 2004.

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Know about the structure, mechanics, vocabulary and different modes of writing.
CO2	Master the structure of the language
CO3	Prepare themselves for Competitive Examinations.
CO4	Become capable of writing error free English on various topics
CO5	Speak and write in English fluently on various topics

### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	M	M	S	M	M	M	S	S	M	M	S
CO2	S	M	S	S	S	M	S	S	S	M	S	S
CO3	S	M	M	S	M	M	M	S	S	M	M	S
CO4	S	M	M	S	S	M	M	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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## **SEMESTER – II**

Course Code		American Literature	Hrs	Credits	CIA	CE
Sem – II Core - V			6	5	25	75

### Learning Objectives:

The course aims to

- provide knowledge of a range of American writing in its historical and cultural contexts
- recognize the universality of human experiences reflected in these works
- appreciate and evaluate the literary merits of American literature

### COURSE CONTENT

#### Unit –I: Poetry

H.W. Long fellow - Nature

Anne Bradstreet - A Letter to Her Husband, Absent upon Public Employment

R.W. Emerson - Brahma

Walt Whitman - Out of the Cradle Endlessly Rocking

Emily Dickenson - There's a Certain Slant of Light

#### Unit –II: Prose

R.W. Emerson – Self-Reliance (An extract)

H.D. Thoreau - Where I Lived, and What I Lived For from *Walden*

Abraham Lincoln - Gettysburg Address

#### Unit –III: Short Stories

Edgar Allan Poe - The Cask of Amontillado

Hermann Melville - Bartleby, the Scrivener

O Henry - Let me Feel your Pulse

John Updike - Pigeon Feathers

#### Unit – IV- Drama

Eugene O' Neill- The Hairy Ape

Edward Albee – The Zoo Story

#### Unit – V: Fiction

Nathaniel Hawthorne - The Scarlet Letter

### E- References:

<https://www.youtube.com/watch?v=wdqw8VUMETg>

<https://youtu.be/6roYCQ1S2aU>

<https://youtu.be/JJL9S0J8-4k>

<https://youtu.be/-ygSHW6i2r8>

<https://youtu.be/unen92KjCSsg>

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Understand American literary works and culture in the given text
CO2	Analyze the features and context of American Literature
CO3	Apply critical theories to American Literature
CO4	Appreciate the flavor and ethos of American Literature
CO5	Evaluate the works from researcher's perspective

### Mapping of Cos with Pos & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

\*\*\*\*\*

Course Code		Women's writings	Hrs	Credits	CIA	CE
Sem – II Core - VI			6	5	25	75

### Learning Objectives:

The course aims to

- Provide knowledge of the nuances of women's writings in English
- Explore the ideologies of women writers across cultures
- Comprehend the issues and challenges faced by the womenfolk
- Analyze the problems faced by women across the nations

### COURSE CONTENT

#### Unit –I: Poetry

Maya Angelou – Phenomenal Woman

Judith Wright – Woman to Man

Kishwar Naheed – I am not that Woman

Sylvia Plath- Lady Lazarus

#### Unit –II: Prose

Jean Rhys – The Day they burned the Books

Virginia Woolf- Shakespeare's Sister

Katherine Mansfield – A Cup of Tea

Nadine Gardiner – A Correspondence Course

Katherine Mansfield – An Ideal Family

Alice Munroe – The Photographer

#### Unit III- Fiction

Meena Alexander – Nampally Road

#### Unit IV- Drama

Suzan – Lori Packs – Topdog / Underdog

#### Unit V- Criticism

Elaine Showalter – Towards a Feminist Poetics

Simone De Beauvoir - The Second Sex

Kate Millet – Sexual Politics (Chapter – II) from *The Theory of Sexual Politics*

### Books for Reference:

- ➡ Women's Writing: Anthology. Mainspring Publishers. Chennai- 600042.

- ➡ The Arnold Anthology of Post- Colonial Literatures. Ed. John Thieme. Arnold Pub. New York.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the literary texts across genres, historical periods and cultural contexts.
CO2	Understanding the range of feminist perspectives, towards the gender issues.
CO3	Analyzing the common and particular challenges that women face.
CO4	Evaluating the standards of the society and the result of them on the womenfolk.
CO5	Becoming creative writers and voicing out their views.

### Mapping of Cos with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

\*\*\*\*\*

Course Code		South Asian Literature	Hrs	Credits	CIA	CE
Sem – II Core - VII			6	5	25	75

### Learning Objectives:

The course aims to

- Learn the complexities of the region through its literature.
- Comprehend the South Asia's social, historical, local, and global contexts.
- Learn to read texts critically in order to analyse the distinctive literary strategies and devices deployed in these texts.

### COURSE CONTENT

#### Unit I: Poetry

Edwin Thumboo - Gods Can Die

Kamala Wijeratne - On Seeing A White Flag Across A By- Road

Maki Kureshi - The Kittens

Razia Khan - The Monstrous Biped

Shirley Lim - Words For Father

Yasmine Gooneratne : This Language, This Woman

Imtiaz Dharkar : Minority

Alamgir Hashmi : So What if I Live in a House made by Idiots

#### Unit II: Prose

Natantara Sahgal - Martland

Jamil Ahmed - "The Sins of the Mother" from *The Wandering Falcon*

Mahadevi Varma-The Art Of Living

V.S Naipaul-The Child of Exile

#### Unit III: Short Stories

Hanif Kureshi - The Assault

Jackie Kabir - Silent Noise

Gita Hariharan - The Remains of the Feast

Chitra Banerjee - Clothes

Ismat Chughtai - The Veil

#### Unit IV: Fiction

Khaled Hossain - A Thousand Splendid Sun

Philip Jeyaretnam- Abraham's Promise

**Unit V: Drama**

Mahesh Dattani- Thirty Days in September

**Text Prescribed:**

➡ *South Asian Literature in English*, Mainsprings Publishers, Chennai- 600042.

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners:

CO1	Learn the complexities of the region through its literature.
CO2	Comprehend the South Asia's social, historical, local, and global contexts.
CO3	Learn to read texts critically in order to analyse the distinctive literary strategies and devices deployed in these texts.
CO4	Analyzing the versatility of the writers
CO5	Analyzing the differences in the perspectives of the writers.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN****Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

\*\*\*\*\*

Course Code		Contemporary Literary Criticism	Hrs	Credits	CIA	CE
Sem – II Core - VIII			6	5	25	75

### Learning Objectives:

The course aims to

- Gain knowledge of the various aspects of literary theory
- Understand and sharpening the critical acumen based on theory
- Apply the modern literary theories on literary texts
- Become competent to evolve methodological framework

### COURSE CONTENT

#### Unit – I

New criticism

Formalism

#### Unit –II

Structuralism

Post – structuralism

Deconstruction

#### Unit – III

Psycho – Analytic Criticism

New Historicism

#### Unit – IV

Feminist Criticism

Reader Response Theory

Eco – Criticism

#### Unit – V

Postcolonial Criticism

Orientalism

Cultural Studies

### Books for Reference:

- ➡ Lodge , David. 20th Century Literary Criticism: A Reader. London : Longman, 1986. Print.
- Sethuraman, V.S. Contemporary Criticism: An Anthology. S.G. Wasani for Macmillan India Limited, 1989. Print.



- Leitch, Vincent B. The Norton Anthology of Theory and Criticism. W. W. Norton & Company, 2001. Print
- Hans Bertens: Literary Theory: The Basics Foundation Books, 2010.
- Wilber Scott: Five Approaches to Literature.
- S .Ramasamy & V.S. Sethuraman: English Critical Tradition, Vol I & II.
- Peter Barry: Beginning Theory: An Introduction to literary and Cultural Theory, II Ed, 2002.
- Philip Rice and Patricia Waugh: Ed, Modern Literary Theory; A Reader : IV Ed, Oxford University Press.
- N . Krishnaswamy, John Varghese & Sunitha Mishra: Cotemporary Literary Theory: A Students Companion, Macmillan, 2001.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the basic critical concepts and the evolution of Criticism
CO2	Applying the critical theories to works of literature and testify their standards
CO4	Analyzing the various forms of literature with the perspective of a literary critic
CO3	Gaining the ability to discriminate the different standards of literature
CO5	Being motivated to know about the forth-coming critical theories and approaches

### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

## QUESTION PATTERN

### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Pedagogy in Teaching English	Hrs	Credits	CIA	CE
Sem – II Major Elective – II Option - I			5	4	25	75

### Learning Objectives:

The course aims to

- Gain knowledge of the various available methods of teaching English to the learners.
- Comprehend the difference among the different approaches given to the methods of teaching English in India
- Analyze the tools and aids used to drive home English in the easiest manner
- Evaluate and generate innovative methods in teaching English

### COURSE CONTENT

#### Unit I

Methods and Approaches in English Language Teaching

#### Unit II

The Direct Method

The Reading Method

The Army Method

#### Unit III

The Oral Approach

Situational Language Teaching

Structural Approach

Total Physical Response

The Silent Way

#### Unit IV

Community Language Teaching

Use of Video in ELT

#### Unit V

Modern Applied Linguistics

Approaches to Language Teaching

**Books for Reference:**

- ➡ Kripa K. Gautam, *English Language Teaching: A Critical Study of Methods and Approaches*. New Delhi: Harman Publishing House, 1988.
- ➡ Harold B Allen. *Teaching English as a Second Language*. Bombay: Tata Mc Graw Hill Publishing Company, 1965.

**Course Outcomes:**

At the end of the course, the students will be able to:

CO1	Gain knowledge of the various available methods of teaching English to the learners.
CO2	Comprehend the difference among the different approaches given to the methods of teaching English in India.
CO3	Analyze the tools and aids used to drive home English in the easiest manner.
CO4	Evaluate and generate innovative methods in teaching English.
CO5	Become the best teachers of English.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN****Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

\*\*\*\*\*

Course Code		Film and Literature	Hrs	Credits	CIA	CE
Sem – II Major Elective – II Option - II			5	4	25	75

### Learning Objectives:

The course aims to

- Observe with knowledge and reflect upon the articulation of film's content, form and structure
- Identify and define the formal and stylistic elements of film. Develop an understanding of film language and terminology, and analyze the ways in which that this language constructs meaning and ideology
- Gain a basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts
- Demonstrate familiarity with diverse forms of the moving images, including for example, the feature film, experimental and avant- grade cinema , video art and moving image installation, television and digital media.
- Understand the relationship between film form and its historical and cultural contexts. Describe how a film offers a setoff social, political and cultural ideas and questions through form and content.

### COURSE CONTENT

#### Unit – I: Introduction

The Concept of Film Form: genre - sub – genre (narrative film, avant – garde film noir, documentary), Themes tropes- cue –suspense – themes – functions – motif- parallelism- development – unity / disunity

Film Narrative : Title – story – Plot – Narration (Restricted and Omniscient)- duration- motivation – motif- parallelism – character traits – cause and effects – exposition- climax – point of view.

#### Unit II: Adaptation of Contemporary Indian English Fiction

Danny Boyle's "Slum Dog Millionaire" (2008)

#### Unit III: Adaptation of Fantasy/ Science Fiction

Steven Spielberg's War of the Worlds(2005)

#### Unit IV: Adaptation of British Literature in Films

Ang Lee's Sense and Sensibility (1995)

Rajiv Menon's Kandukondain Kandukondain (2000) (Tamil)

### Unit V: Components of a Film Review

Plot, Genre, Role of Actors, Background information, condensed synopsis, argument/analysis, evaluation, recommendation, option.

#### Prescribed Text:

- ➡ A Theory of Adaptation by Linda Hutcheon: Chapter I. "Beginning to Theorize Adaptation".

#### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Observe with knowledge and reflect upon the articulation of film's content
CO2	Identify and define the formal and stylistic elements of film. Develop an understanding of film language and terminology
CO4	Gain a basic understanding of film theory and global film history
CO5	Demonstrate familiarity with diverse forms of the moving images
CO3	Understand the relationship between film form and its historical and cultural contexts. Describe how a film offers a setoff social

#### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	M	S	S	S	S	M	S	S	M	S	S
CO2	M	S	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	M
CO4	S	M	S	S	S	S	S	S	S	M	S	S
CO5	M	S	S	S	S	M	S	S	M	S	S	S

#### QUESTION PATTERN

##### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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## **SEMESTER – III**



Course Code		Classics in World Literature	Hrs	Credits	CIA	CE
Sem – III Core - IX			6	5	25	75

### Learning Objectives:

The course aims to

- Gain knowledge of a number of classical texts of international significance
- Get familiarized with the major aspects of world literature
- Analyze the texts written by foreign- language authors in English translation

### COURSE CONTENT

#### Unit I –Poetry

Khalil Gibran – Your Children are not Your Children

Gothe – The Reunion

Pablo Neruda- If You Forget Me

#### Unit –II- Prose

Walter Benjamin - Unpacking My Library: A talk about Book Collecting

Michel de Montaigne- Of Friendship

#### Unit –III- Short Story

Anton Chekov- Vanka

Gabriel Garcia Marquez- A very Old with Enormous wings

Ivan S. Turgenev – The District Doctor

#### Unit IV-Drama

Kalidasa – Shakuntala

#### Unit V- Fiction

Hermann – Siddhartha

#### Reference Text:

➡ *World Literature in Translation*, Angel Publishers, Chennai-8.

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Gain knowledge of a number of classical texts of international significance
CO2	Get familiarized with the major aspects of world literature
CO4	Analyze the texts written by foreign- language authors in English translation

CO5	Demonstrate the existing patterns in relation with the traditional Aristotelian theories
CO3	Understand the relationship between the traditional genres and that of the Classical works of art and their glory

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	M	S	S	S	S	M	S	S	M	S	S
CO2	M	S	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	M
CO4	S	M	S	S	S	S	S	S	S	M	S	S
CO5	M	S	S	S	S	M	S	S	M	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Diasporic Literature	Hrs	Credits	CIA	CE
Sem – III Core - X			6	5	25	75

**Learning Objectives:**

The course aims to

- familiarize the students with the literary classics written and translated from different parts of the world.
- acquaint the students with the global literary and cultural sensibilities prevalent in other parts of the globe.

**COURSE CONTENT****Unit – I: Poetry**

Alice Munro – House and Land

R. Parthasarathy – Home Coming

Syed Amanudin- Don't call me Anglo- Indian

Yasmine Goonaratne – There was a country

Vikram Seth- Homeless

**Unit –II: Prose**

Anita Desai- Games at Twilight

Salman Rushdie- The Imaginary Homelands

Meena Alexander – Migrant Poetries

D.J. Enright – In a Free state

W.H. New – The Disappointed Decade

**Unit III- Drama**

Uma Parameswaran – Sons must Die

**Unit IV- Fiction**

Bharathi Mukherjee – Wife

**Unit V- Criticism**

Vijay Mishra- The Diasporic Imaginary and the Indian Diapora

Homi K.Bhaba – The Location of Culture

**Books for Reference:**

- ➡ The Diaspora, Nostalgia, New Medium Alienation
- ➡ “Introduction: The Diasporic Imaginary” in Mishra, V. (2008). Literature of the Indian Diaspora. London: Routledge.
- ➡ “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005).

- ➡ *Diaspora & hybridity*. London: Sage Publications.
- ➡ “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge of the importance of diasporic experiences collected from various writers
CO2	Comprehending the different cultures and narrative techniques of the writer of diasporic literature
CO3	Understanding the changes and development of culture.
CO4	Analyzing the autobiographical element and write an autobiographical essay of their own
CO5	Analyzing the challenges met by the diasporic writers

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

Course Code		Research Methodology	Hrs	Credits	CIA	CE
Sem – III Core - XI			6	5	25	75

### Learning Objectives:

The course aims to

- provide knowledge in applying critical tools and research methodology
- become well versed in the mechanics of thesis writing.
- comprehend the language of research

### COURSE CONTENT

#### Unit –I: Research and Writing

Research Paper as a Form of Exploration

Selecting a Topic

Conducting Research

Evaluating Sources

Taking Notes

Outlining and Writing Drafts

#### Unit –II: The Mechanics of Writing

Spelling

Punctuation

Italics

Names of Persons, Numbers

Title of Works in the Research Paper

Quotations

#### Unit –III: Format of the Research Paper

Margins

Text Formatting

Heading and Title

Page Numbers

Tables and Illustrations

Paper and Printing

Corrections and Insertions

Binding

Electronic Submission

### **Unit –IV: Documentation**

Preparing the list of Work Cited

Documenting Sources

MLA Style

The List of Works Cited

Citing Periodical print publication

Citing Web Publication

Citing additional common sources

Citing Sources in the Text

Parenthetical Documentation and the List of Works Cited

Readability

Using Notes with Parenthetical Documentation

### **Unit –V: Plagiarism and Academic Integrity**

Definition of Plagiarism

Consequences of Plagiarism

When Documentation is not Needed

Reusing a Research Paper

Copyright Infringement

### **Books for Reference:**

- ➡ Ralph Berry. The Research Project; How to Write It, London: Routledge and Hegean Paul, 1995.
- ➡ Bateson , F. W. The Scholar Critic. Abandon : Routledge & Kegan Paul Books: 1972.
- ➡ Tracy Bowell and Gary Kemp Critical Thinking: A Concise Guide
- ➡ Thorpe, J. Aims and Methods of Scholarship in Modern Languages and Literature. New York: MLA of America, 1963.
- ➡ William Campbell. Form and Style in Thesis Writing. New York. Houghton Mifflin Company, 1978. 7. Williamson, Karp & Others. The Research Craft: An Introduction to Social Research Methods, Glenview, III: Scott, Foresman, 1982.

### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Provide knowledge in applying critical tools and research methodology
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CO2	Become well versed in the mechanics of thesis writing.
CO3	Comprehend the language of research
CO4	Try to evaluate a research with all the needed methodological techniques
CO5	Make an attempt to carry out the detailed research work

### Mapping of Cos with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Postcolonial Literature	Hrs	Credits	CIA	CE
Sem – III Core - XII			6	5	25	75

### Learning Objectives:

The course aims to—

- introduce the Postcolonial Literature, colonizer and colonized countries.
- study the theme adopted by the native speakers.

### COURSE CONTENT

#### Unit I : Poetry

A.D. Hope – Australia

Derek Walcott – A Far Cry from Africa

Catherine Mansfield – The Man with the Wooden Leg

Margaret Atwood – Journey to the Interior

#### Unit II: Prose

Nadine Gordimer – Writing and Being

Stephen Leacock – The Aborigines of Canada (The Dawn of Canadian History)

#### Unit III : Novels

Margaret Lawrence – The Stone Angel

#### Unit IV: Drama

Sharon Pollock – Blood Relations

#### Unit V: Short Story

Doris Lessing – The Story of a Non- Marrying Man

Alice Munro – Silence

### Reference Book:

- ➡ John McLeod, Beginning Postcolonialism, II Edition, (MUP, 2010)
- ➡ Contemporary Post-Colonial Theory: A Reader Padmini Mongia, Oxford University Press, 2000.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge of the composition of countries under Postcolonial inference
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CO2	Understand the Postcolonial Literature, colonizer and colonised countries.
CO3	Study the theme adopted by the native speakers.
CO4	Prepare the students for arriving at the Research area for Project.
CO5	Enable the students to be familiar with postcolonial techniques and trends

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	M	S	S	M	S	M	S	S	S	S	S
CO2	M	M	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	M	M	M	S	S	S	S	S	S	S	S	S
CO5	M	S	S	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Creative Writing	Hrs	Credits	CIA	CE
Sem – III Major Elective – III Option - I			6	4	25	75

### Learning Objectives:

The course aims to

- provide knowledge of the various forms of the art of creative writing
- Comprehend the ability of creativity and the styles and techniques of writing
- master the skill of writing through practice

### COURSE CONTENT

#### Unit –I:

Transcoding Dialogue into Prose

Transcoding Prose into Dialogue

#### Unit – II

Narrative Essays

Argumentative Essays

#### Unit –III

Writing News Items

Persuasive Writing

#### Unit – IV

Poem Composition

Appreciation of a Poem

#### Unit – V

Translating from English to Tamil

Translating from Tamil to English

### Reference Books:

- ➡ Route to Creative Writing – for Aspiring Writers and Poets, Dowerah Bornali Nath, Nation Press.
- ➡ Creative writing –Abeginner’s Manuvel, Personal India (1 January 2008)

- ➡ The Cambridge Companion to Creative Writing, South Asian Edition Morely David,  
Cambridge University Press.

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Provide knowledge of the various forms of the art of creative writing
CO2	Comprehend the ability of creativity and the styles and techniques of writing
CO3	Master the skill of writing through practice
CO4	Enable the students speak and write in English fluently on various topics.
CO5	Become aware of the upcoming competition and enhance themselves

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	M	S	S	M	S	M	S	S	S	S	S
CO2	M	M	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	M	M	M	S	S	S	S	S	S	S	S	S
CO5	M	S	S	S	S	M	S	S	S	S	S	S

## QUESTION PATTERN

### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		English for Career Advancement	Hrs	Credits	CIA	CE
Sem – III Major Elective – III Option - II			6	4	25	75

### Learning Objectives:

The course aims to–

- provide knowledge of the various modes of official correspondence and presentation
- comprehend the right use of English at official works
- apply the acquired styles of occupational skills and practicing them

### COURSE CONTENT

#### Unit –I:

Business correspondence

Report writing

#### Unit -II:

Agenda preparation

Preparing minutes

#### Unit –III:

Presenting Data in Verbal modes

Presenting Data in Non – verbal modes

#### Unit –IV:

Preparing Lectures on Topics

Preparing Persuasion Talks

#### Unit –V:

Business Talks over Telephone

Discussion on Career Prospects and Advancements

### Books for Reference:

- ➡ Dr.S. Kanitha. Ed., English for Employability. New Century Book House, Chennai.
- ➡ V.Saraswathi & Maya.K. Mudbhatkal: English for Competitive Examinaton, Emerald publishers, Chennai 2000.

**Course Outcomes:**

At the end of the course, the students will be able to:

CO1	excite to the contents of the course through gaining knowledge.
CO2	acquire self-interest to practice.
CO3	be better by changed behavioural mechanisms in them.
CO4	perform well in academics professional and personal lives.
CO5	have gained with the acquisition of the job oriented skills.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

**QUESTION PATTERN****Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

## **SEMESTER IV**

Course Code		African and Canadian Literature	Hrs	Credits	CIA	CE
Sem – IV Core - XIII			6	5	25	75

### Learning Objectives:

The course aims to–

- Acquire knowledge of the writer chosen for detailed research study
- Comprehend the common themes handled by him/her in his/ her writing
- Analyze the works of the writer in the socio, political and religious background.

### COURSE CONTENT

#### Unit – I: Poetry

Mazisi Kunene - A Note to all Surviving Africans – (African)

Wole Soyinka - Telephone Conversation (African)

Margaret Atwood - Journey to the Interior (Canadian)

Wilfred Campbell - The Winter Lakes (Canadian)

A.J.M. Smith - Live as old proud king in Parable (Canadian)

#### Unit II: Prose

Alice Munro- Red Dress (Canadian)

Alistair MacLeod – As Birds Bring Forth the Sun (Canadian)

Assia Djebar – My Father Writes to My Mother (African)

#### Unit III: Drama

Wole Soyinka – Lion and the Jewel

George Ryga \_ Ecstasy of Rita Joe

#### Unit IV: Fiction (Canadian)

Michael Ondaatjee- The English Patient

#### Unit V- Fiction (African)

Chimamanda Ngozi Adichie – Half a Yellow Sun

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Elicit the contents of the course by gaining knowledge.
CO2	Gain knowledge about the African and Canadian nations and the literature produced by the natives.
CO3	Comprehend the role played by the different types of literary genres of various

	countries.
CO4	Evaluate the literary works according to the attributes of human diversity and beliefs of the prescribed nations' culture.
CO5	Analyze the presentation of versatile race, class, gender, history and identity.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

#### Section – B: (4x10=40)

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		European Fiction in Translation	Hrs	Credits	CIA	CE
Sem – IV	Core - XIV		6	5	25	75

### Learning Objectives:

The course aims to

- introduce the students to the Literatures of various countries.
- gain knowledge of the innovative writings of the world.

### COURSE CONTENT

#### Unit – I:

Don Quixote - Cervantes

Madame Bovary - Gustave Flaubert

#### Unit – II:

Anna Karenina - Leo Tolstoy

The Trial - Franz Kafka

#### Unit – III:

Zorba, the Greek - Nikos Kazantzakis

The Tin Drum - Gunter Grass

#### Unit – IV:

The Joke - Milan Kundera

Snow - Orhan Pamuk

#### Unit – V:

Blindness - Jose Saramago

If on a Winter's Night a Traveller - Italo Calvino

### Books for References:

- ➡ Bell, Michael. *The Sentiment of Reality: Truth of Feeling in the European Novel*. G. Allen & Unwin, 1983.
- ➡ Curtius, Ernst Robert. *European Literature and the Latin Middle Ages*. Princeton University Press, 1990.
- ➡ Dunn, Peter N. *Spanish Picaresque Fiction: a New Literary History*. Cornell University Press, 1993.
- ➡ Gutiérrez, Helen Turner. *The Reception of the Picaresque in the French, English, and German Traditions*. Peter Lang, 1995.
- ➡ Jensen, Katherine Ann. *Writing Love: Letters, Women, and the Novel in*

*France, 1605-1776.* Southern Illinois University Press, 1995.

- ➡ Kay, Sarah, Terence Cave, and Malcolm Bowie. *A Short History of French Literature.* Oxford University Press, 2003.
- ➡ Mander, Jenny, ed. *Remapping the Rise of the European Novel.* Voltaire Foundation, 2007.
- ➡ Moretti, Franco. *Atlas of the European Novel, 1800- 1900.* Verso, 1998.
- ➡ Williams, Ioan. *The Idea of the Novel in Europe.* New York University Press, 1979.
- ➡ “Biographies.” *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., [www.britannica.com/biographies](http://www.britannica.com/biographies).

### Course Outcomes:

At the end of the course, the students will be able to:

CO1	Elicit the contents of the course by gaining knowledge.
CO2	Gain knowledge about the African and Canadian nations and the literature produced by the natives.
CO3	Comprehend the role played by the different types of literary genres of various countries.
CO4	Evaluate the literary works according to the attributes of human diversity and beliefs of the prescribed nations’ culture.
CO5	Analyze the presentation of versatile race, class, gender, history and identity.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Intensive Study of an Author	Hrs	Credits	CIA	CE
Sem – IV Major Elective – IV Option - I			6	5	25	75

### Learning Objectives:

The course aims to

- Acquire knowledge of the writer chosen for detailed research study
- Comprehend the common themes handled by him/her in his/ her writing
- Analyze the works of the writer in the social, political and religious background.

### COURSE CONTENT

#### Unit –I:

A Study of the Social, Economic, Political and Religious Background of the author

Life and Works of the author

The Essence of his / her writings

#### Unit – II:

A Brief Survey of the works

#### Unit –III:

A Study of the characters in the works

#### Unit – IV:

Various themes and issues in the works

#### Unit –V:

Narrative Techniques

Style of Writing

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Acquiring knowledge of the writer chosen for detailed research study.
CO2	Comprehending the common themes handled by him/her in his/her writings.
CO3	Analyzing the works of the writer in the socio, political and religious background.
CO4	Evaluating the merits and messages conveyed by the writer and assessing him/her as a literary personalities.
CO5	Carrying out the detailed research work on the chosen works of the writer.

**Mapping of Cos with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN****Section – A: (5x7=35)**

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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Course Code		Comparative Literature	Hrs	Credits	CIA	CE
Sem – IV Major Elective – IV Option - II			6	4	25	75

### Learning Objectives:

The course aims to–

- provide knowledge of the basic critical concepts and the evolution of comparative literature
- apply the critical theories to works of literature and testify their standard
- analyze the various forms of literature with the perspective of a critic of comparative studies

### COURSE CONTENT

#### Unit –I:

The Definition and scope of Comparative Literature National, Comparative.

General and World Literature

Various Schools of Comparativism

#### Unit – II:

The Study of Themes

The Study of Genres

#### Unit –III:

The Study of Influence

Reception Study

Analogy / Parallel Study

#### Unit -IV:

Literature and Other Disciplines

#### Unit –V:

Theories of Translation

Problems of Translation

Techniques of Translation

Comparative Literature and Translation

### Prescribed Reading:

- Dr. N. Subramanian. Ed, Introduction to the Study of Comparative Literature – Theory and Practice: TEESI Publication, Madurai, 1997
- Rene Wellek and Austin Warren, Theory of Literature
- Nida: Language, Structure and Translation
- Prof . Sachithanandham: Oppilakkiam

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.



CO1	Acquiring knowledge of the writer chosen for detailed research study.
CO2	Comprehending the common themes handled by him/her in his/her writings.
CO3	Provide knowledge of the basic critical concepts and the evolution of comparative literature
CO4	Apply the critical theories to works of literature and testify their standard
CO5	Analyze the various forms of literature with the perspective of a critic of comparative studies

### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (5x7=35)

Five questions are to be given in the Internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No. – 1 (A and B) from Unit – I

Q. No. – 2 (A and B) from Unit – II

Q. No. 3 (A and B) from Unit – III

Q. No. 4 (A and B) from Unit – IV

Q. No. 5 (A and B) from Unit – V

**Section – B: (4x10=40)**

Six questions are to be given, testing K4 and K5. Four questions are to be answered.

Questions must be taken from all units. Each question carries ten marks.

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<b>Course Code</b>		<b>Project</b>	<b>Hrs</b>	<b>Credits</b>	<b>Project Work</b>	<b>Viva-Voce</b>
Sem – IV			12	4	75	25