



SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2024 – 2025 onwards)

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M.A. ENGLISH

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	Students will acquire general knowledge of a range of historical fields that comprise an English Department, and a range of theories, methods, research protocols, and scholarly practices that are necessary for strong research, teaching, and service in our discipline.
PEO 2	Students will learn a number of strategies for analysing individual examples of literature and film, and for thinking synthetically about works that share a formal, generic, topical, or historical impulse.
PEO 3	Students become capable of interpreting and exploring relationships from the points of view of different people.
PEO 4	Students will gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
PEO 5	Students will learn literary terms and the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.

POSTGRADUATE (PG) PROGRAMME OUTCOMES (POs)

PO 1	Critical Thinking: Intellectual exploration of knowledge towards actions in clear and rational manner by understanding the logical connections between ideas and decisions.
PO 2	Problem Solving: Understanding the task/ problem followed by planning and narrow execution strategy that effectively provides the solution.
PO 3	Effective Communication: Knowledge dissemination by oral and verbal mechanisms to the various components of our society.
PO 4	Societal/ Citizenship/ Ethical Credibility: Realization of various value systems/ moral dimensions and demonstrate the empathetic social concern as well as equity in all the decisions, executions and actions.
PO 5	Environmental Concern and Sustainable Growth: Understanding the emerging environmental challenges and provide the possible contribution in sustainable development that integrates environment, economy and employment.
PO 6	Skill Development and Employable Abilities: Adequate training in relevant skill sector and creating employable abilities among the post graduates.



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PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of M.A. ENGLISH Programme, the students are expected/will be able to

PSO 1	approach a wide range of literary texts in English and recognize the ethical implications of reading literary texts
PSO 2	inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world
PSO 3	interpret literary texts within and beyond the theoretical frame work offered by various literary- critical theories
PSO 4	articulate form and structure, narrative techniques, devices and style in their assignments, translation works , and independent projects
PSO 5	acquaint the evolution of ever changing language in spite of human interventions. interact, promote and enhance digital literary skills
PSO 6	objectively assess relative merits, values and ways of life and traversal themes relating to gender, environment, equality and human rights, demonstrate, develop and determine the effective communication principles using technical writing

DISTRIBUTION OF CREDITS (PG PROGRAMME)

SEMESTER	COURSES	NO. OF COURSES	HOURS	CREDITS	TOTAL CREDITS
I-IV	CORE	14	5-6	4-5	60
IV	CORE PROJECT	1	6	6	6
I-IV	ELECTIVE	5	4-6	3-4	17
III	NME	1	6	4	4
III	INTERNSHIP	1	-	2	2
II-IV	SEC	2	5-6	2	4
IV	EXTENSION ACTIVITY	1	-	1	1
TOTAL					94

***Extra credits may be earned through SWAYAM Courses/other online courses**



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M.A. ENGLISH – I YEAR

COURSE STRUCTURE – I SEMESTER

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	24PEHC11	Core – 1: Chaucer and the Elizabethan Age	5	3	25	75	100	4
2.	24PEHC12	Core – 2: Shakespeare Studies	5	3	25	75	100	4
3.	24PEHC13	Core – 3: Indian Writing in English	5	3	25	75	100	4
4.	24PEHC14	Core – 4: Approaches to English Language Teaching	5	3	25	75	100	4
5.	24PEHC15	Core – 5: American Literature – I	5	3	25	75	100	4
6.	24PEHE11	Elective – 1: * English for Careers, Soft Skills and Employability Skills	5	3	25	75	100	4
	24PEHE12	Technical Writing						
	24PEHE13	Mass Communication and Journalism						
		TOTAL	30					24

*One elective course to be chosen from THREE courses

II – SEMESTER

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	24PEHC21	Core – 6: English Poetry	5	3	25	75	100	5
2.	24PEHC22	Core – 7: English Drama	5	3	25	75	100	5
3.	24PEHC23	Core – 8: English Fiction	5	3	25	75	100	4
4.	24PEHE21	Elective – 2: Theatre Art	5	3	25	75	100	3
5.	24PEHE22	Elective – 3: A Glimpse of Nobel Laureates	5	3	25	75	100	3
6.	24PEHS21	SEC: Employability Skills	5	3	25	75	100	2
		TOTAL	30				600	22



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M.A. ENGLISH – II YEAR

COURSE STRUCTURE – III – SEMESTER

S. No.	Course Code	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	24PEHC31	Core – 9 : Contemporary Literary Criticism	5	3	25	75	100	4
2	24PEHC32	Core – 10 : Canadian Studies	5	3	25	75	100	4
3	24PEHC33	Core – 11: Literature of the Marginalized in India	5	3	25	75	100	4
4	24PEHC34	Core – 12 : Film and Media Studies	5	3	25	75	100	4
5	24PEHE31	Elective – 4: Translation Studies	4	3	25	75	100	3
	24PEHE32	Cultural Studies						
6	24PEHN31	NME : English for Career Development	6	3	25	75	100	4
7	24PEHP31	Internship / Institutional Activity	-	-	-	-	100	2
		TOTAL	30				700	25

IV – SEMESTER

S. No.	Course Code	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	24PEHC41	Core – 13: Twenty First Century Millennial Literature and Culture	6	3	25	75	100	5
2	24PEHC42	Core – 14: Subaltern Studies	6	3	25	75	100	5
3	24PEHCV1	Core – 15: Project with Viva – Voce: Research Methodology & Project Writing	6	3	25	75	100	6
4	24PEHE41	Elective – 5: English Literature for NTA, NET, SET & GATE	6	3	25	75	100	4
	24PEHE42	Science Fiction, Fantasy and Detective Literature						
5	24PEHS41	SEC: Entrepreneurship Development	6	3	25	75	100	2
6	24PEHEA1	Extension Activity	-	-	-	-	-	1
		TOTAL	30					23

Credits: 24+22+25+23 = 94



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COURSE STRUCTURE – III SEMESTER

S. No.	Course Code	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	24PEHC31	Core – 9 : Contemporary Literary Criticism	5	3	25	75	100	4
2	24PEHC32	Core – 10 : Canadian Studies	5	3	25	75	100	4
3	24PEHC33	Core – 11: Literature of the Marginalized in India	5	3	25	75	100	4
4	24PEHC34	Core – 12 : Film and Media Studies	5	3	25	75	100	4
5	24PEHE31	Elective – 4: Translation Studies	4	3	25	75	100	3
	24PEHE32	Cultural Studies						
6	24PEHN31	NME : English for Career Development	6	3	25	75	100	4
7	24PEHP31	Internship / Institutional Activity	-	-	-	-	100	2
		TOTAL	30				700	25

CA – Class Assessment (Internal)

SE – Summative Examination

SEC – Skill Enhancement Course

NME – Non – Major Elective

T – Theory

P – Practical



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC31	CONTEMPORARY LITERARY CRITICISM	CORE – 9	5	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National		Local		Regional		Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

The focus is on critically and aesthetically evaluating a thorough understanding of the fundamental principles of criticism.

COURSE OBJECTIVES:

To provide knowledge about the various schools of contemporary literary criticism while emphasizing the interpretation of works by prominent literary critics.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand a literary text by applying various critical theories.	Upto K5
CO 2	develop the objective analysis of the subject matter	Upto K5
CO 3	analyze a literary text with reference to socio-political issues	Upto K5
CO 4	evaluate critically and aesthetically the prescribed texts.	Upto K5
CO 5	evaluate a text at emotional intellectual and aesthetic levels	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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CONTEMPORARY LITERARY CRITICISM

UNIT– I:

Derrida : Structure, Sign and Play in the Discourse of Human Sciences

UNIT– II:

M.H. Abrams : The Deconstructive Angel

UNIT– III:

Edward Said : Against Interpretation: Susan Sontag Crisis (In Orientalism)

UNIT– IV:

Cleanth Brooks : Irony as Principle of Structure

Sigmund Freud : Creative Writers and Day Dreaming

UNIT– V:

Roland Barthes : From Work to Text

Terry Eagleton : Capitalism, Modernism and Post Modernism

TEXT BOOK:

Eagleton, T. (2008). *Literary Theory: An Introduction*. U of Minnesota Press

REFERENCE BOOKS:

1. Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. TaylorandFrancis, 2014.
2. Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Routledge, 2016.

DIGITAL TOOLS:

1. <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>
2. <https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>
3. <https://fs.blog/susan-sontag-against-interpretation/>
4. <https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560>
5. <https://www.britannica.com/biography/Roland-Gerard-Barthes>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC32	CANADIAN STUDIES	CORE – 10	5	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National		Local		Regional		Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

It focuses on key aspects of understanding the Canadian society, including the multicultural and immigrant experience, as well as the influence of folklore on Canadian literature.

COURSE OBJECTIVES:

To introduce students the Canadian social, cultural, historical, and Aboriginal traditions while providing insights into various trends in Canadian studies.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand the Canadian Social, Cultural, Historical and Aboriginal traditions	Upto K5
CO 2	get knowledge about the different trends in Canadian studies	Upto K5
CO 3	focus on interpreting the prescribed works critically	Upto K5
CO 4	focus on important dimensions to understanding Canada including multicultural and immigrant experience.	Upto K5
CO 5	understand the folklore and its influence on Canadian Literature	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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CANADIAN STUDIES

UNIT-I: POETRY

Margaret Atwood	: Procedures for the Underground
A.J.M. Smith	: The Lonely Land
A.M. Klein	: The Cripples
P.K. Page	: Sisters

UNIT- II: DRAMA

George Ryga	: The Ecstasy of Rita Joe
Uma Parameshwaran	: Sita's Promise

UNIT- III: FICTION

Margaret Atwood	: Survival
Thomas King	: Truth and Bright water (1999)

UNIT- IV: SHORT STORY

Stephen Leacock	: Merry Christmas
Thomas King	: Totem
Beatrice Mosionier	: Spirit of the White Bison

UNIT- V: CRITICISM

Linda Hutcheon	: The Canadian Post-Modern
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TEXT BOOK:

Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)

REFERENCE BOOKS:

1. *Canadian Culture: An Introductory Reader*. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004)
2. *A Short History of Canada*, Desmond Morton, Edmonton: Hurtig 1983

DIGITAL TOOLS:

1. <https://www.britannica.com/biography/Margaret-Atwood>
2. <https://canadianliteraryfare.org/bibliography/drama/>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC33	LITERATURE OF THE MARGINALIZED IN INDIA	CORE – 11	5	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

This Course explores key dimensions of the political sphere, and examining a range of disciplines including history, sociology, ethnography, anthropology, and literature.

COURSE OBJECTIVES:

To sensitize students to the history of anti-caste and anti-discrimination discourses while providing knowledge about Dalit uprisings in literary, social, and cultural spheres.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand the historical and political background of caste	Upto K5
CO 2	understanding the dimensions of discriminations	Upto K5
CO 3	analyze a literary text with reference to socio-political issues	Upto K5
CO 4	evaluating the prescribed texts critically.	Upto K5
CO 5	justify British poetry as an aesthetic record of the societies	Upto K5

K1-KNOWLEDGE (REMEMBERING), K2-UNDERSTANDING, K3-APPLY,
K4-ANALYSE, K5-EVALUATE



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LITERATURE OF THE MARGINALIZED IN INDIA

UNIT- I: STUDIES ON CASTE (COLONIAL/POSTCOLONIAL):

Lakshmi Narasu : Castes in India
Louis Dumont : Homo Hierarchicus

UNIT- II: THE INTERFACE BETWEEN CASTE AND GENDER GENDERING CASTE

Uma Chakravarti : Through a Feminist Lens
Anupama Rao : Caste and Gender

UNIT- III: HISTORY AND THEORY OF DALIT UPRISING

Gail Omvedt : Dalits and Democratic Revolution in India
Ravikumar : Power of Invisibility

UNIT- IV: CASE STUDY

M. Sukhadeo Thorat, Paul Attewell and Firdaus F. Rizvi : “The Legacy of Social Exclusion: A Correspondence Study of Job Description in India” Volume I, Number 01, IIDS and Princeton University, USA

UNIT- V:

Bama : Kisumbukaran
Mrinal Pande : Girls
Kalyan Rao : Untouchable Spring
Imayam : Aarumugam
Jayawant Dalvi : Chakra

TEXT BOOKS:

1. Dumont. L. *Homo Hierarchicus: Caste System and Its Implications* (Nature of Human Society). Revised edition. University of Chicago Press, 1989.
2. Rao. K.G. *Untouchable Spring*. First edition. Hyderabad: Orient Black Swan, 2010.
3. Risley, H. H. *The Tribes and Castes of Bengal*. Delhi: Gyan Publishing House, 2021

REFERENCE BOOKS:

1. Thurston, Edgar. *Castes and tribes of Southern India. Madras: Government Press*, 2019.
2. Nicholas B. Dirks . *Castes of Mind*, Princeton University Press, 2001.

DIGITAL TOOLS:

1. http://www.columbia.edu/itc/mealc/pritchett/00ambedkar/txt_ambekar_castes.html
2. <https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC34	FILM AND MEDIA STUDIES	CORE – 12	5	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

The Course helps to find the popular interest in films with technical and socio-cultural dimensions of film appreciation

COURSE OBJECTIVES:

Critical appreciation of films in the background of literary theories and trace the differentiation in films from different parts of the world.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	film review and appreciation becomes handy for the students	Upto K5
CO 2	connect nuances of film and literature effectively	Upto K5
CO 3	exposure to film techniques and genres	Upto K5
CO 4	critically appreciate the films	Upto K5
CO 5	analyse film forms effectively	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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FILM AND MEDIA STUDIES

UNIT– I:

Novel Carroll – Interpreting /Moving Image [OUP] William Rothman 1 - The 'I' of the Camera [OUP], John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies A Norton Reader - Film Analysis, An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]

UNIT– II:

Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication], Janet Wasko - How Hollywood Works [Sage Publication]

UNIT– III:

Geoffrey - Oxford History of World Cinema Novel – Smith [Ed] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]

UNIT– IV:

Erik Barnow and Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood and Postmodernism Wright [EUP]

UNIT– V:

Literature to Tamil Cinema: Linda Costanzo Cahir – Theory and Practical Approaches

Film Studies: John Hill - Critical Approaches - Film studies [OUP]

Movies for Appreciation: A Few Good Men - Legal Drama by Aaron Sorkin's 1989 Confessions of a Sophin Kinsella Shopaholic Elippathayam – A door Gopalakrishnan Bridge on River Kwai - Novel to Film

TEXT BOOKS:

1. Louis Giannetti. *Understanding Movies*. Prentice Hall, New Jersey. 1972.
2. Ed. S. Vasudevan. *Making Meaning in Indian Cinema*, OUP, New Delhi. 2000.

REFERENCES BOOKS

1. Ed. Bill Nichols, 1993, *Movies and Methods* Vol. I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, *Movies and Methods* Vol. II, Edition Seagull Books, Calcutta. Susan Hayward, 2004, *Key Concepts in Cinema Studies*, Routledge, London.

DIGITAL TOOLS:

<https://www.norton.com/books/9780393420531>

<https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>

https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema- because-of-its-closeness-to-everyday-life-anand-pandian-author- reel- world/amp_articles/51169927.cms

<https://guides.library.yale.edu/c.php?g=295800&p=1975065>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	3	3	3
CO2	2	2	1	3	3	3
CO3	2	2	1	3	3	3
CO4	2	2	1	3	3	3
CO5	2	2	1	3	3	3

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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE31	TRANSLATION STUDIES	ELECTIVE – 4	4	-	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

COURSE DESCRIPTION:

This Course explores significant dimensions of culture, enabling a deeper understanding of the nuances involved in translations. It provides valuable insights into regional languages through carefully selected representative works translated into English.

COURSE OBJECTIVES:

The aim is to provide students with a glimpse into the rich diversity of Indian culture and literature while equipping them with the skills and understanding of the politics involved in translation.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	analyze the understanding and dimension of language and its nuances essential for translation	Upto K5
CO 2	identify the socio-cultural-political-psychological changes and influences in their writings.	Upto K5
CO 3	indicate the significant contributions of the translators of Indian Writing in English	Upto K5
CO 4	interpret the problems in translating prose, poetry and drama and relate them by learning the prescribed translated literary texts	Upto K5
CO 5	recognize the similarities and contrasts between Source Language texts and Target Language texts.	Upto K5

K1-KNOWLEDGE (REMEMBERING), K2-UNDERSTANDING, K3-APPLY,
K4-ANALYSE, K5-EVALUATE



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TRANSLATION STUDIES

UNIT– I: POETRY

Balamani Amma	:	To My Daughter
A.K.Ramanujan	:	Highway Stripper
Akhtar-ul-Iman	:	Compromise
Popati Hiranandani	:	Husband
V. Indira Bhavani	:	Avatars
S. Usha	:	To Mother

UNIT– II: DRAMA

Indira Parthasarathy	:	The Legend of Nandan
Mahasweta Devi	:	Rudali
Harindranath Chattopadhyay	:	Siddharta: Man of Peace
Badal Sircar	:	Evam Indrajit

UNIT– III:

Lalithambika Antherjanam	:	Wooden Cradles
Kodavatiganti Kutumba Rao	:	Taatayya: My Grandpa
Ashokamitran	:	The Rat
Kum.Veerabhadrapa	:	A Sweet Dish

UNIT– IV:

Problems in Translation- Prose, Poetry and Drama

UNIT– V:

Practice in translating proverbs, poems and short passages- English into Tamil and vice versa.

TEXT BOOKS:

1. Dharwadkar, Vinay and A K Ramanujan. eds. *The Oxford Anthology of Modern Indian Poetry*. Delhi: Oxford University Press, 1994.
2. Srilata and Subashree Krishnaswamy. Ed. *Short Fiction from South India*. Delhi: Oxford University Press, 2011.
3. Tharu, Susie, and Lalita. *Introduction to Women Writing in India*. Oxford India Paperback, 1997.

REFERENCE BOOKS:

1. Azhagarasan R. & Ravikumar. *The (Oxford India) Anthology of Tamil Dalit Writing*. Delhi: Oxford University Press, 2012.
2. Bassnett, Susan and Harish Trivedi. eds. *Post-colonial Translation*. London: Routledge, 1999.
3. Choudhury, Amit. *The Picador Book of Modern Indian Literature*. London: Macmillan, 2001.



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DIGITAL TOOLS:

- <https://www.tandfonline.com/toc/rtrs20/current>
- <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- <https://www.lit-across-frontiers.org/about-translation-workshops/>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE32	CULTURAL STUDIES	ELECTIVE – 4	4	-	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		Entrepreneurship	
	National	✓	Local	Regional	✓	Global
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓
					Human Values	✓
					Other Values	

COURSE DESCRIPTION:

This course aims to introduce students to key critical approaches and debates within the field of Cultural Studies, fostering an understanding of how culture shapes and is shaped by social, political, and economic forces.

COURSE OBJECTIVES:

To familiarize students with essential terms and concepts in the discipline, while also demonstrating how cultural theory can be applied to contemporary issues and everyday experiences.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand critical approaches	Upto K5
CO 2	have deep insights the field of cultural studies	Upto K5
CO 3	explain terms related to cultural studies	Upto K5
CO 4	demonstrate the practicality of cultural studies theory to new situations	Upto K5
CO 5	analyse and evaluate contemporary critical debates in the study of culture.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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CULTURAL STUDIES

UNIT – I: ETHNICITY AND NATION

Contexts and Key Concepts

Thrust Areas in Cultural Studies : Ethnicity, Race, Multiculturalism, Gender, and Nationality

Raymond Williams : Culture is Ordinary

Stuart Hall : Ethnicity: Identity and Difference

Bell Hooks : A Revolution of Values - The Promise of Multicultural Change

Benedict Anderson : Imagined Communities

UNIT – II: GENDER

Judith Butler : Subjects of Sex /Gender /Desire

Adrienne Rich : Compulsory Heterosexuality and Lesbian Existence

James Baldwin : Giovanni's Room

UNIT – III: VIOLENCE, CONTROL, AND THE IDEA OF JUSTICE

Rene Girard : The Genesis of Violence in the Society

Michel Foucault : Discipline and Punish: The Birth of the Prison
(Excerpts)

George Orwell : 1984

UNIT – IV: POPULAR CULTURE

Michel de Certeau : The Practice of Everyday Life (trans. by Steven Rendall)
(Excerpts)

Meaghan Morris : Things to Do with Shopping Centres

UNIT – V: MOVIES

High Fidelity (Nick Hornby)

Margarita with a Straw/ Blue is the Warmest Colour

Malcolm X/ Remember the Titans

TEXT BOOK:

Cixous, Hélène. *The Laugh of the Medusa. The Routledge Language and Cultural Theory Reader*, Oxfordshire: Routledge, 2000, 161-166.

REFERENCE BOOKS:

1. Achebe, Chinua. *An Image of Africa: Racism in Conrad's Heart of Darkness. The Massachusetts Review*, Volume 57, Number 1, 2016.
2. Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste*. Oxfordshire: Routledge, Taylor & Francis Group, 2015.
3. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Oxfordshire: Routledge, 1989.



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DIGITAL TOOLS:

https://monoskop.org/images/2/2a/De_Certeau_Michel_The_Practice_of_Everyday_Life.

<https://pressbooks.claremont.edu/clas112pomonaValentine/chapter/butler-judith-1998-subjects-of-sex-gender-desire/>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHN31	ENGLISH FOR CAREER DEVELOPMENT	NME	6	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

COURSE DESCRIPTION:

Introduce key issues pertaining to Second Language Acquisition and provide a broad overview of English language learning, teaching and testing.

COURSE OBJECTIVES:

To give the students an understanding of the scope of English Language Teaching as a discipline

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	gain knowledge of the various modes of official correspondence and presentation	Upto K5
CO 2	comprehend the right use of English at official works	Upto K5
CO 3	apply the acquired styles of occupational skills and practicing them	Upto K5
CO 4	pick up the official behavior and becoming better doers	Upto K5
CO 5	market the skill business correspondence and fixing themselves in better jobs	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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ENGLISH FOR CAREER DEVELOPMENT

UNIT– I: EFFECTIVE WRITING

Features of Effective Writing

Business correspondence

E-Mail

Report writing Technical Writing

UNIT– II: ADMINISTRATIVE PROCESS

Agenda preparation

Preparing minutes

UNIT– III: COMMUNICATION

Presenting Data in Verbal modes Presenting Data in

Non- verbal modes

UNIT– IV: EFFECTIVE LECTURING

Preparing Lectures on Topics

Preparing Persuasion Talks

UNIT– V: TELEPHONE ETIQUETTE

Business Talks over Telephone

Discussion on Career Prospects and Advancements

TEXT BOOKS

1. V. Saraswathi & Maya K. Mudbhatkal: *English for Competitive Examinations*, Emerald Publishers, Chennai 2000
2. *English for Careers: Business, Professional, and Technical* Paperback by Leila R. Smith Emeritus

REFERENCE BOOK:

Oxford English for Careers Technology. Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning

DIGITAL TOOLS:

<https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true>
<https://www.nature.com/scitable/topicpage/effective-writing-13815989/>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	1	3	3	3
CO2	1	1	1	3	3	3
CO3	1	1	1	3	3	3
CO4	1	1	1	3	3	3
CO5	1	1	1	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHP31	INTERNSHIP / INSTITUTIONAL ACTIVITY	-	-	-	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	III	-	100	100

Curriculum Design and Development	Employability	✓	Skill Oriented			✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

To offer a hands-on-learning experience, that allows the learners to maximize the outcome and benefits of their theoretical knowledge through practical implementation.

COURSE OBJECTIVES:

To provide the learners an experience of the real corporate world and thus help them understand the expectations and requirements of the industry

Internship / Institutional Visit / Field Visit / Research – Knowledge Updation Activity.	Credits 2
- A report should be submitted at the beginning of III semester and evaluated by the external Examiner. Internship students should submit certificate of attendance from the authorities concerned along with the report.	



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COURSE STRUCTURE – IV SEMESTER

S. No.	Course Code	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	24PEHC41	Core – 13: Twenty First Century Millennial Literature and Culture	6	3	25	75	100	5
2	24PEHC42	Core – 14: Subaltern Studies	6	3	25	75	100	5
3	24PEHCV1	Core – 15: Project with Viva – Voce: Research Methodology & Project Writing	6	3	25	75	100	6
4	24PEHE41	Elective – 5: English Literature for NTA, NET, SET & GATE	6	3	25	75	100	4
	24PEHE42	Science Fiction, Fantasy and Detective Literature						
5	24PEHS41	SEC: Entrepreneurship Development	6	3	25	75	100	2
6	24PEHEA1	Extension Activity	-	-	-	-	-	1
		TOTAL	30					23

CA – Class Assessment (Internal)

SE – Summative Examination

SEC – Skill Enhancement Course

NME – Non – Major Elective

T – Theory

P – Practical



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC41	TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	CORE – 13	6	-	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented			✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

Aims to provide a comprehensive understanding of key ideas, cultural dimensions, and systems of thought that shape the diverse global landscape of the 21st century.

COURSE OBJECTIVES:

To acquaint students with various aspects of emerging studies in 21st-century millennial literature.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	sensitize the students to various aspects of new studies in twenty first century millennial literature	Upto K5
CO 2	understand the important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level	Upto K5
CO 3	identify the possibilities for multidisciplinary analysis of literary texts	Upto K5
CO 4	analyze literary texts by employing appropriate interdisciplinary theories	Upto K5
CO 5	evaluate the viability of interdisciplinary analyses of literary and cultural forms.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

UNIT– I: BLUE STUDIES

Amitav Ghosh : The Hungry Tide

Yann Martel : The Life of Pi

UNIT– II: ANIMAL STUDIES

Margo De Mello : Human-Animal Studies (from Animals and Society: An Introduction to Human-Animal Studies Pg no: 3 - 18)

Mario Ortiz Robles : “What is it like to be a trope?” (from Literature and Animal Studies)

UNIT– III: MEDICAL HUMANITIES

Thomas R. Cole et al. : Introducing Medical Humanities (from Medical Humanities: An Introduction)

Dan Millman : Way of the Peaceful Warrior

UNIT– IV: CLIMATE STUDIES

Introduction to Climate Change and Studies through Barbara Kingsolver’s Flight behavior

UNIT– V: DISABILITY STUDIES

Lennard J. Davis : Introduction: Disability, Power and Culture (From the Disability Studies Reader)

Clarke Barker and Stuart Murray: Introduction: On Reading Disability in Literature

TEXT BOOKS:

1. Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.
2. Ghosh, Amitav. *The Hungry Tide*. Oxford University Press, New Delhi. 2004.
3. Martel, Yann. *The Life of Pi*. Oxford University Press, New Delhi. 2001.
- Davis, Lennard J. *Introduction: Disability, Power and Culture*. The Disability Studies Reader. Edited by Lennard J. Davis, Routledge, 2017.
4. Barker, Clarke, and Stuart Murray. *Introduction: On Reading Disability in Literature*.
5. *Literature and Animal Studies*. Edited by Christopher Schodt, Routledge, 2005.

REFERENCE BOOKS:

1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.
2. Donaldson, Susan and Will Kymlicka. *Zoopolis: A Political Theory of Animal Rights*. Oxford University Press, 2013.
3. Nadasen, Alex. *Animals in Human History*. Reaktion Books, 2010.

DIGITAL TOOLS:

<http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>

<http://www.jstor.org/stable/25614299>.

<https://www.timeshighereducation.com/student/student-services/blue-studies-international>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHC42	SUBALTERN STUDIES	CORE – 14	6	-	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local	✓	Regional	✓	Global		✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values

COURSE DESCRIPTION:

This course focuses on understanding the challenges faced by socially excluded and marginalized groups, exploring strategies to address these issues effectively.

COURSE OBJECTIVES:

To emphasize analyzes of literary texts through a subaltern perspective, fostering critical insights into the experiences and voices of the marginalized.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	remember the diverse concepts that address issues of subalterns	Upto K5
CO 2	comprehend the meaning and nature of the subaltern history.	Upto K5
CO 3	analyze various subaltern texts.	Upto K5
CO 4	determine the sources and structures of social inequalities	Upto K5
CO 5	develop strategies to deal with marginalized issues successfully.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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SUBALTERN STUDIES

UNIT– I: POETRY

- Imayam : You and I The Rattle and the Cow that Changed Heads
(From Indian Literature–Facets of Dalit life, Sahitya Akademi)
- Rokade, L.S. : To Be or Not to Be Born
- Jagtap, Bapurao : This Country is Broken
(From No Entry for the New Son Translations from Modern Marathi Dalit Poetry (ed.) Arjun Dangle)
- Claude McKay : If we Must Die
- Langston Hughes : Dinner Guest: Me
(From commentaries on Commonwealth Poetry, Drama Published by Prestige Books, Delhi)

UNIT– II: PROSE

DETAILED (MCQ and Paragraph only)

Martin Luther King Jr. : I Have a Dream

NON-DETAILED (Essay Questions only)

Gayatri C. Spivak : Can the Subaltern Speak?

UNIT– III: DRAMA

DETAILED (MCQ and Paragraph only)

C.T. Indra (Translation) : Nandan

Rita Dove : The Darker Face of the Earth

NON – DETAILED (Essay Questions only)

Vijay Tendulkar : Kanyadan

UNIT– IV: FICTION AUTOBIOGRAPHIES

Malala Yousafzai with Christina Lamb: I am Malala

Bama : Karukku

UNIT– V: FICTION

Chinua Achebe : Things Fall Apart

Arundhati Roy : The God of Small Things

TEXT BOOKS

Guha, R. S. of P. S. R. (1988). *Selected Subaltern Studies*. Oxford University Press.

REFERENCE BOOKS:

Ludden, David, *Reading Subaltern Studies: Critical History*. Orient Blackswan Pvt Ltd, 2003.

DIGITAL TOOLS:

- <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
- https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHCV1	PROJECT WITH VIVA – VOCE: RESEARCH METHODOLOGY & PROJECT WRITING	CORE – 15 PROJECT	6	-	6

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented			✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

COURSE DESCRIPTION:

This course aims to equip students with the skills to select a research topic, identify relevant documents, use appropriate language for research, distinguish literary research from other types of research, and gain an understanding of the mechanics and methodologies involved in writing a literary project or thesis.

COURSE OBJECTIVES:

To learn the concepts of research and the terminology associated with research activity and to recommend research writing aptitude among students

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	use the sources and the documents effectively.	Upto K5
CO 2	read several articles to form an original opinion on a topic.	Upto K5
CO 3	make connections between several articles and form thesis statements from their critical reading.	Upto K5
CO 4	plan and write a more advanced and argumentative paper.	Upto K5
CO 5	identify Plagiarism and devise the ways to prevent it.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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PROJECT WITH VIVA – VOCE:

RESEARCH METHODOLOGY & PROJECT WRITING

UNIT – I: MEANING AND DEFINITION OF RESEARCH

Types of Research, Quantitative and Qualitative and other approaches, Review of Literature, Identifying Research Gaps -Thesis Statement -Formulating Research Topic.

UNIT – II: THE MECHANICS OF RESEARCH

Organizing the Thesis, Data collection – Primary and Secondary Sources, Different Kinds of Bibliography, Works Cited Mechanics of Thesis Writing, Modes of Thesis Writing–Expository, Argumentative, Persuasive, narrative and descriptive etc.

UNIT – III: DOCUMENTATION

Documentation of Various Sources, Citing Sources like Books, Periodical & Non-Periodical Publications, Non-Print Sources, Electronic Publications, Sources in the Text, Format of the Works Cited, Format of the Arrangement of Entries, Citing sources in the Text, Abbreviations, Notes, Footnotes, Biographic Notes, Tables and Figures.

UNIT – IV: ORGANISING THE THESIS

Introduction, Purpose and Significance of the Study, Formulation of Hypotheses, Procedure for Data Collection, Findings of the data interpretation, Validation of hypotheses Conclusions and Recommendations.

UNIT – V: RESEARCH ETHICS

Credentials of the Researcher Scope for further study, Principles of concept and confidentiality Plagiarism and Academic Integrity Tools for identifying Plagiarism

TEXT BOOKS:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers* Seventh Edition), New Delhi: EWP, 2009.
2. Gibaldi, Joseph. *MLA Handbook* (Eighth Edition), New York: The Modern Language Association of America, 2016

REFERENCE BOOKS:

1. Axelrod, Rise B., Charles R. Cooper. *The St. Martin's Guide to Writing*, 5th Ed., New York: St.Martin's Press, 1997.
2. Berr, Ralph. *The Research Project: How to Write it.*, London: Routledge, 1994.
3. Corbett, Edward P.J. *Classical Rhetoric for the Modern Student*, New York: OUP, 1971. (Page No. 33-42)
4. Oliver, Paul. *Writing Your Thesis*, New Delhi: Vistaar Publications, 2004.
5. Ranjit Kumar. *Research Methodology – A Step by Step Guide for Beginners*. 5th Ed., New Delhi: SAGE Publications, 2019.
6. Winkler C. Anthony., Jo Ray Methuell, *Writing the Research Paper: A Hand book*. 8th Ed., USA: Wadsworth, Cengage Learning, 2011.

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE41	ENGLISH LITERATURE FOR NTA, NET, SET & GATE	ELECTIVE – 5	6	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented			✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

COURSE DESCRIPTION:

The course explains the nuances and question pattern to get through NET, SET and Gate Exams.

COURSE OBJECTIVES:

Evaluates the knowledge of literature

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.	Upto K5
CO 2	effectively attempt MCQs	Upto K5
CO 3	understand about the various movements in English Literature	Upto K5
CO 4	understand the value and importance of competitive exams	Upto K5
CO 5	get expertise in literature	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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ENGLISH LITERATURE FOR NTA, NET, SET & GATE

UNIT– I:

Teaching and Research Aptitude

UNIT– II: HISTORY OF ENGLISH LITERATURE

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

UNIT– III: AMERICAN AND NON-BRITISH LITERATURES

Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe

UNIT– IV: LITERARY THEORY AND CRITICISM

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Matthew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

UNIT– V: LITERARY FORMS

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

TEXT BOOK:

Harpreet Kaur. *Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude*. Oxford, 2020

REFERENCE BOOKS:

1. Henry Beers A. *Brief History of English and American Literature*. OUTLOOK VERLAG, 2020.
2. Maryemma Graham and Jerry Washington Ward. *The Cambridge History of African American Literature*. Cambridge University Press, 2015.

DIGITAL TOOLS:

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://guides.library.vale.edu/c.php?g=295800&p=1975065>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE42	SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE	ELECTIVE – 5	6	-	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented			Entrepreneurship		
	National	✓	Local		Regional	✓	Global		✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values

COURSE DESCRIPTION:

This course offers an engaging introduction to three major genres of popular literature: Science Fiction, Fantasy, and Detective Fiction. It will explore the origins, evolution, and defining characteristics of each genre through the study of key texts and authors.

COURSE OBJECTIVES:

The objective of this course is to introduce students to the major genres of Science Fiction, Fantasy, and Detective Fiction by exploring their key themes, structures, and conventions. It aims to develop students' ability to critically analyze texts from each genre, recognize their unique and shared characteristics, and appreciate their cultural and literary significance.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand different forms of Science Fiction, Fantasy and Detective Fiction	Upto K5
CO 2	identify the basic Structure and themes of Science Fiction	Upto K5
CO 3	appreciate the fundamental features in fantasy fiction	Upto K5
CO 4	identify the basic Structure and themes of Science and detective fiction	Upto K5
CO 5	have a close reading important representative texts	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,
K4–ANALYSE, K5–EVALUATE



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SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

UNIT – I: BACKGROUND STUDIES

Science Fiction and Fantasy, Cyberpunk (From M.H. Abrams)

Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction, Gothic Science Fiction,

Crime Fiction, Mystery Novels, Thriller (From M.H. Abrams)

UNIT – II: DETECTIVE FICTION

Arthur Conan Doyle : The Hound of Baskervilles

Agatha Christie : Murder on the Orient Express

UNIT – III: SCIENCE FICTION

Wilkie Collins : The Woman in White

H.G.Wells : The Time Machine

UNIT – IV: FANTASY FICTION

Peter Straub : Shadowland

Gabriel García Márquez : One Hundred Years of Solitude

UNIT – V: SHORT STORIES

Edgar Allan Poe : The Murders in the Rue Morgues

E.M. Forster : The Machine Stops

Isaac Asimov : The Last Question

TEXT BOOK:

1. Christie, Agatha. *Murder on the Orient Express*. 1934. New York: HarperCollins, 2011.
2. Poe, Edgar Allan. *The First Detective: The Complete Auguste Dupin Stories*. Leonaur, 2009.
3. Wilkie Collins. *The Woman in White*. New York: Harper and Brothers, 1893.

REFERENCE BOOKS:

1. Frank, Lawrence. *Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle*. New York: Palgrave Macmillan, 2009.
2. Zembo, James. *The Detective Novels of Agatha Christie: A Reader's Guide*. Jefferson, NC: McFarland, 2008.
3. James, P. D. *Talking About Detective Fiction*. London: Faber & Faber, 2010.

DIGITAL TOOLS:

<https://archive.org/details/EncyclopediaOfScienceFiction>

<https://www.britannica.com/art/science-fiction>

https://archive.org/details/mammothencyclope0000unse_m8s5

<https://www.britannica.com/art/detective-story-narrative-genre>

<https://archive.org/details/isaac-asimov-the-last-question>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHS41	ENTREPRENEURSHIP DEVELOPMENT	SEC	6	-	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
II	IV	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

COURSE DESCRIPTION:

The Course develops the ability of analysing and understanding business situations in which entrepreneurs act.

COURSE OBJECTIVES:

The Course help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.	Upto K5
CO 2	develop the ability of analysing and understanding business situations in which entrepreneurs act.	Upto K5
CO 3	analyse various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development	Upto K5
CO 4	contribute to their entrepreneurial and managerial potentials.	Upto K5
CO 5	master the knowledge necessary to plan entrepreneurial activities.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY, K4–ANALYSE, K5–EVALUATE



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ENTREPRENEURSHIP DEVELOPMENT

UNIT – I:

Introduction - Meaning and Importance - Evolution of term 'Entrepreneurship' - Factors influencing Entrepreneurship - Psychological factors - Social factors - Economic factors - Environmental factors.

UNIT – II:

Characteristics of an entrepreneur -Types of entrepreneur: business, use of technology, motivation, growth, stages - New generations of entrepreneurship vs social entrepreneurship.

UNIT – III:

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship - barriers to entrepreneurship.

UNIT – IV:

Motivation -Maslow's theory, Herjburg's theory, McGragor's theory- Culture and society- Risk takingbehavior.

UNIT – V:

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving - assistance to an entrepreneur-SWOT-5P's -New ventures.

TEXT BOOK:

E. Gordan, K. Natarajan. *Entrepreneurship Development*. Himalaya Publishing house, 8th Revision Edition.

REFERENCE BOOKS:

1. P. Saravana vel & S. Sumathi. *Entrepreneurial Development*, Margham Publication.
2. Jayasree Suresh. *Entrepreneurial Development*, Margham Publication.

DIGITAL TOOLS:

<https://www.econlib.org/library/Enc/Entrepreneurship.html#:~:text=Entrepreneurship%20is%20the%20process%20of,the%20entrepreneur%20makes%20a%20profit.>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	3	3	3
CO2	1	2	1	3	3	3
CO3	1	2	1	3	3	3
CO4	1	2	1	3	3	3
CO5	1	2	1	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDIT
24PEHEA1	EXTENSION ACTIVITY	-	-	-	1

EXTENSION ACTIVITY

A Visit to Special School/Orphanage/Blind School, Old Age Home, Adopted Villages etc.)	Credit 1
A report should be submitted at the end of IV semester and evaluated by the external Examiner.	