



திருவள்ளுவர் பல்கலைக்கழகம்
THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE - 632 115

ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I **Paper type: Core**

Paper code: **Name of the Paper: British Poetry** **Credit: 4**

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To identify the elements and the key components of British Literature
2. To familiarize the students with the characteristics of various literary genres
3. To understand literature as an expression of human values within a historical and social context
4. To understand and appreciate poetry as a literary art form
5. To apply the principles of literary criticism to the analysis of poetry

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to read and discuss select poems identifying variety of forms and genres of poetry.
2. The student will be able to apply the principles of literary criticism to the analysis of poetry and develop the critical thinking of the students.
3. The student will be able to identify various elements of poetry such as diction, tone, form, imagery, figures of speech, symbolism, theme etc. and help the students to appreciate poetry as a literary art form.
4. The student will be able to broaden the vocabularies, understanding the connotations and denotations in poetry.
5. The student will be able to develop the aesthetic sense and to create love for English poems.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Chaucer, The Sixteenth Century, The Metaphysical Poets.			Teaching Hours: 5/Week
	GeoffreyChaucer	-	The Prologue to Canterbury Tales
	John Donne	-	The Ecstasy
	Andrew Marvell	-	To His Coy Mistress

UNIT-II:The Sixteenth Century, The Restoration.			Teaching Hours: 5/Week
	John Milton	-	Paradise Lost Book IX
	Alexander Pope	-	The Rape of the Lock

UNIT-III: The Romantic.			Teaching Hours: 5/Week
	William Wordsworth	-	Resolution and Independence
	Samuel Taylor Coleridge	-	Dejection : An Ode
	John Keats	-	Ode to Psyche
	Lord Byron	-	She Walks in Beauty
	P.B. Shelley	-	Ode to the West Wind

UNIT-IV: The Victorian.			Teaching Hours: 5/Week
	Alfred Lord Tennyson	-	Tithonus
	Robert Browning	-	My Last Duchess
	Mathew Arnold	-	The Scholar - Gipsy
	Dante Gabriel Rossetti	-	The Blessed Damozel
	G.M.Hopkins	-	The Windhover

UNIT-V: Modern.			Teaching Hours: 5/Week
	W.B. Yeats	-	A Prayer for my Daughter
	Robert Bridges	-	The Evening Darkens Over
	Stephen Spender	-	As I Sit Staring
	T.S. Eliot	-	The Waste Land
	W. H. Auden	-	Stop all the clocks

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Chaucer, Geoffrey. *The Canterbury Tales*., Penguin Classics, 2003.
- Palgrave, Francis T. *A Golden Treasury of English Verse*. New York: Illustrated editions Co, 1935. Print.
- Milton, John, 1608-1674. *Paradise Lost*. London ; New York :Penguin Books, 2000
- Pope, Alexander, and Cynthia Wall. *The Rape of the Lock*. Boston: Bedford Books, 1998. Print.
- Hayward, John, ed. *The Faber book of English verse*. Faber & Faber, 1963.
- Yeats, William Butler. "Modern Poetry." *Essays and Introductions*. Palgrave Macmillan, London, 1961. 491-508.
- Thomas, C. T, editors. *Chaucer to Housman*. Vol. 1. B.I Publications, New Delhi, 1987.
- Thomas, C. T, editors. *Chaucer to Housman*. Vol. 2. B.I Publications, New Delhi, 1987.

Reference Book:

- Barber, Charles. *Poetry in English: An Introduction* . London. Macmillan, 1988.
- Prasad, Birjadish. *A Short History of English Poetry*. New Delhi. Macmillan, 2001.
- Abrams, Meyer Howard, and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage learning, 2014.
- Mullik, B. R. *English Poetry: Its Background and Development*. New Delhi. S. Chand & Co, 1964.
- Basu, Tapan Kumar, editor. *T.S.Eliot: An Anthology of Recent Criticism*. New Delhi: Pencraft International. 1993.
- Perrine, Laurence, Thomas R. and Greg Johnson. *Perrine's Sound and Sense: An Introduction to Poetry*. Wadsworth Cengage Learning, 1956.
- Murphy, M. J. *Understanding unseen: An introduction to English poetry and the English novel for overseas students*. ISBN-13 : 978-0044280293

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org>
- <https://www.poemhunter.com>

E-Books:

- <http://www.englishliteratureebooks.com/memorable-poems.pdf>
- <http://www.englishliteratureebooks.com/classicpoetryebooks.html>
- <https://www.gutenberg.org/files/19221/19221-h/19221-h.htm>

E-Journals:

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcomeS – Strong , M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I

Paper type: Core

Paper code:

Name of the Paper: British Prose

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives:(five outcomes for each unit should be mentioned)

1. To introduce the students the topics such as the use of language, religion, humour, history (which are not the same) in British Prose.
2. To teach the representative English prose from different background and periods.
3. Familiarize with major figures and works and discuss the prose works.
- 4.To identify the characteristics of various literary genres.
- 5.To understand literature as an expression of human values within a historical and social context.

Course Out Comes:

- 1.The student will be able to exemplify the values of life and how studying is helpful for better understanding and provides knowledge that develops experience as well as moral character that make one to be humane.
2. The student will be able to inculcating the doctrines of divine qualities, great statesmanship, and philosophical values of human lives.
3. The student will be able to Implanting the overall development of an individual for the development of the society.
4. The student will be able to Understanding the oppressive influences and how the imperialist regimes uphold the image of their impenetrable empire.
- 5.The student will be able to Sensitizing British women's agendas through their modern writing to emancipate women from subjugation and instilling a sense of equality in them.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Renaissance, The sixteenth and The seventeenth century			Teaching Hours: 5/Week
	Francis Bacon	-	Of Friendship & Of Studies
	Joseph Addison	-	Sir Roger at Theatre
	Richard Steele	-	Sir Roger at Church

UNIT-II: Freud's Theory and Romantic essayist			Teaching Hours: 5/Week
	Charles Lamb	-	Dream Children: A Reverie
	William Hazlitt	-	On Great and Little Things

UNIT-III: The Nineteenth Century Essayists			Teaching Hours: 5/Week
	J.S. Mill	-	Of Individuality (From on Liberty)
	Thomas Carlyle	-	Dante and Shakespeare
		-	The Hero as poet

UNIT-IV: Colonialism and Feminism			Teaching Hours: 5/Week
	George Orwell	-	Shooting an Elephant
	John Ruskin	-	"Of Queens' Gardens" from "Sesame and Lilies"

UNIT-V: Modernism, Mid 20 th Century and The Nineteenth century			Teaching Hours: 5/Week
	Steele	-	The Spectator Club
	Aldous Huxley	-	English Snobbery
	Bernard Shaw	-	How I Became a Public Speaker

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- M.G Nayar, ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*, Macmillan, 2012
- Robb Cuthbert W. *English Essays: A representative anthology*, Blackie and Son, 1945.
- Charles Lamb. *Essays of Elia*, Macmillan, 2004
- William Hazlitt. *Selected essays of William Hazlet*, Macmillan, 1982
- Joseph, Steele, Coverley. *Papers from the Spectator*, Kessinger publishing Co, 2004

Reference Book:

- Huxley, Aldous. *Complete Essays*, Ivan R Dee, Inc, 2001.
- Orwell, Ruskin. *Golden Leaves*, Editorial Board. Macmillan, 2012.

Course Material: website links, e-Books and e-journals**Website Links:**

- <https://litpriest.com/essays/of-friendship-summary-analysis-francis-bacon/>
- https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar_eng_Dream_Children.pdf
- <https://thesmolt.com/dante-and-shakespeare/>

E-Books:

- <https://gutenberg.net.au/ebooks02/0200141h.html>
- <https://www.worldcat.org/title/of-queens-gardens/oclc/906422266>

E-Journals:

- <http://www.clt.astate.edu/wmarey/asste%>
- <http://www.questia.com>
- <http://eb.com>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

ANNEXURE – III

For question paper setting – British Prose

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: I

Paper type: Core

Paper code:

Name of the Paper: British Drama

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. They will demonstrate proficiency in specific skills like: acting, directing, choreography, play writing or dramaturgy.
2. They will be able to analyze, interpret and evaluate the dramatic literature and theatrical productions.
3. Students in drama and theatre arts will learn the importance of responsibility to their community
4. The course will demonstrate the proficiency in oral communication.
5. The students will also acquire and develop histrionic skills.

Course Out Comes

1. Apply discipline – specific skills to the creation of performance.
2. Draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
3. They will demonstrate proficiency in specific skills like: acting, directing, choreography, play-writing or dramaturgy.
4. They will be able to analyze, interpret and evaluate the dramatic literature and theatrical Productions
5. The students would have improved their acquisition of communication skills

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:	Teaching Hours: 5/Week
<i>The Spanish Tragedy</i> by Thomas Kyd	

UNIT-II:	Teaching Hours: 5/Week
<i>Dr. Faustus</i> by Christopher Marlowe	

UNIT-III:	Teaching Hours: 5/Week
<i>Pygmalion</i> by G.B. Shaw	

UNIT-IV:	Teaching Hours: 5/Week
<i>Look Back in Anger</i> by John Osborne	

UNIT-V:	Teaching Hours: 5/Week
<i>Birthday Party</i> by Harold Pinter	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Kyd, Thomas. *The Spanish Tragedy*. Good P, 2019.
- Marlowe, Christopher. *Doctor Faustus: A Play*. Open Road Media, 2020.
- Osborne, John. *Look Back in Anger*. Faber & Faber, 2013.
- Pinter, Harold. *The Birthday Party, and The Room: Two Plays*. Grove P, 1961.
- Shaw, George B. *Pygmalion*. Courier Corporation, 2012.

Reference Book:

- Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
- Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.
- Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.

- John Russell Brown and Bernard Harris,eds., Elizabethan Theatre, Stratford upon–Avon Studies Vol9.,EdwardArnold,London.
- Allardyce Nicoll,1973,British Drama,Harrap,London.
- Bradbrook,M.C.,1979,Themes and Conventions of Elizabethan Tragedy,VikasPublishingHousePvt.,Ltd.,(6th ed)New Delhi.
- MichaelHathaway,1982 ,Elizabethan Popular Theatre:Playsin Performance,Routledge, London.
- Kinney,Arthur.F.,2004,A Companion to Renaissance Drama,Oxford: BlackwellPublishing.
- Website,e-learning resources <http://www.clt.astate.edu/wmarey/asste%>
- <http://eb.com>(Encyclopaedia Britannica–restricted site)
<http://en.wikipedia.org/wiki>(qualified search resultson Elizabethan Theatre,RestorationDrama,Comedy of
- Manners,realism,naturalism,AbbeyTheatre,GaelicRevival,ModernCelts,EpicTheatre,PoliticalTheatre,ExperimentalTheatre,etc.and on individual authors.)
<http://www.questia.com> (online library for research)

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: I

Paper type: Core

Paper code:

Name of the Paper: British Fiction

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To enable the students to examine literature and fiction using selected historical, and cultural theories and to learn human values and the social disposition from great works of art.
2. This course provides a survey of modern British fiction from its development early in the twentieth century, to its current achievements and trends.
3. The course focuses on the work of six representative novelists and examines the way these writers perceive the world around them and how they construct their fiction.
4. A close critical reading of ten novels allows students to understand each work on its own terms, to place it in the context of each writer's full body of work, and, finally, to see in it reflections of the major themes of modern British fiction.
5. The Course provides holistic view of British fiction to the students,

Course Out Comes (five outcomes for each unit should be mentioned)

1. It enables the students to analyse literature and fiction using appropriate theoretical, historical, and cultural apparatus.
2. Students get to know various cultures and construction of gender, nation and race throughout the history.
3. The prescribed fiction helps the students to learn human values and the behavioural patterns from great works of art, and develops the ability to understand human race.
4. The students can easily understand the appropriate Fiction as a kind of literary form
5. They are enabled to apply critical theories in the prescribed Fictions

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 5/Week
	Daniel Defoe	-	Robinson Crusoe
	Samuel Richardson	-	Clarissa

UNIT-II:			Teaching Hours: 5/Week
	Jane Austen	-	Persuasion
	Sir Walter Scott	-	The Talisman

UNIT-III:			Teaching Hours: 5/Week
	Charlotte Bronte	-	Jane Eyre
	Charles Dickens	-	Bleak House

UNIT-IV:			Teaching Hours: 5/Week
	Thomas Hardy -	-	Tess of D' Urbervilles
	Joseph Conrad -	-	Heart of Darkness

UNIT-V:			Teaching Hours: 5/Week
	James Joyce -	-	A Portrait of the Artist as a Young Man
	Zadie Smith -	-	White Teeth

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Defoe, Daniel. Robinson Crusoe. Oxford: Oxford UP, 2007. Print.
- Richardson, Samuel. Clarissa, or the History of a Young Lady. Penguin Classics, 1985. Print.
- Austen, Jane. 1818. Persuasion. London: Penguin. 1994.
- Scott, Walter. *The Talisman*. 1825. Harmondsworth: Penguin, 1980. Print.
- Bronte, Charlotte. Jane Eyre. Beijing: Foreign Language Press.2002. Print.
- Dickens, Charles. Bleak House. Penguin Classics Edn. Ed. Nicola Bradbury. Penguin Books. 2003. Print.

- Hardy, Thomas. *Tess of the D'urbervilles*. New York: Modern Library, 1919
- Conrad, Joseph. *The Secret Agent: A Simple Tale*. Oxford: Oxford University Press, 2004. Print.
- Joyce, James. *A Portrait of the Artist As a Young Man*. London: Penguin, 1992. Print.
- Smith, Zadie. *White Teeth*. London: Penguin Books. 2000. Print.

Reference Book:

- Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
- F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.
- Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
- Frederick R. Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
- Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.youtube.com/watch?v=OsRSZhQubHc>
- <https://www.youtube.com/watch?v=WfN1o1iAiFk>
- <https://www.youtube.com/watch?v=OcKNHF6OJOk>
- https://www.youtube.com/watch?v=8CmE1-_ATaE
- <https://www.youtube.com/watch?v=YiDLdOUDE2Q>
- <https://www.youtube.com/watch?v=f88B3arI4RY>

E-Books:

- https://books.google.com/books?hl=en&lr=&id=DB4OkoatInAC&oi=fnd&pg=PT5&dq=daniel+defoe+robinson+crusoe&ots=gDB9pkDELu&sig=-ccj6-Mp_KsTc5o-2TUc-GeU7Ks
- <https://books.google.com/books?hl=en&lr=&id=ZXpGEAAAQBAJ&oi=fnd&pg=PA7&dq=samuel+richardson+clarissa+analysis&ots=hXBoKeHcGo&sig=8jiEyZGOQfpI836sJq3BySMZ43E>
- <https://www.globalgreyebooks.com/clarissa-or-the-history-of-a-young-lady-ebook.html>
- <https://books.google.com/books?hl=en&lr=&id=YACCAwAAQBAJ&oi=fnd&pg=P1&dq=jane+austen+persuasion&ots=EZCWxLYWTG&sig=mWITlixxwQC8JfzmJV6cATbkEiw>
- https://books.google.com/books?hl=en&lr=&id=PMLzy4dgPHQC&oi=fnd&pg=PA1&dq=sir+walter+scott+talisman+&ots=ddwnWzz_e2&sig=RHzhTAzlik7TPw-25YQoC1qNDuQ
- <https://books.google.com/books?hl=en&lr=&id=xSFHEAAAQBAJ&oi=fnd&pg=PR1&dq=charlotte+bronte+jane+eyre&ots=7U8FQvL2IR&sig=TbxeN4OBRKUNm38IzSVU8rRPM6o>
- <https://books.google.com/books?hl=en&lr=&id=wWIVAAAAQAAJ&oi=fnd&pg=PA1&dq=bleak+house+charles+dickens+&ots=m-MloxHoXk&sig=Tr9ILQGd-FX-AchtQq2C5jIMNxg>
- <https://www.gutenberg.org/files/110/110-h/110-h.htm>

- https://books.google.com/books?hl=en&lr=&id=kp9uRMboUDMC&oi=fnd&pg=PR10&dq=joseph+conrad+the+secret+agent+analysis&ots=0lkH8kR5aF&sig=IHFwtez-6_MNXkrLTVO0z5bxvHM
- https://books.google.com/books?hl=en&lr=&id=rBBwU90E0bUC&oi=fnd&pg=PA1&dq=joseph+conrad+the+secret+agent+analysis&ots=tocJd4nthi&sig=66X8uDXUfGv_jJYo_ik6lUskjTI
- <https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9780203054277&type=googlepdf>
- https://books.google.com/books?hl=en&lr=&id=cga-I40AdQ4C&oi=fnd&pg=PA7&dq=zadie+smith+white+teeth+analysis&ots=TI-HI_9v4t&sig=SQRROIAGTO8Y6hAqxT7aeu0tNbw

E-Journals:

- https://www.academia.edu/download/55794597/Robinson_Crusoe_Individualism.pdf
- <http://www.openaccess.hacettepe.edu.tr:8080/xmlui/handle/11655/1268>
- <https://www.jstor.org/stable/378572>
- https://icame.info/icame_static/ij30/ij30-page87-104.pdf
- <https://www.tandfonline.com/doi/abs/10.1080/10509585.2017.1289927>
- <https://archives.palarch.nl/index.php/jae/article/view/7463>
- <https://www.jstor.org/stable/30032028>
- https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=tess+of+the+d%27urbervilles&oq=#d=gs_qabs&t=1657621866043&u=%23p%3DeicfSG7Q3wf
- <https://www.jstor.org/stable/10.13110/criticism.56.1.0089>
- https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/ancnbt2013§ion=55
- <http://eprints.unpam.ac.id/4805/>
- <http://www.rjelal.com/6.1.18/83-87%20JAYA%20KUMAR%20ANDRU.pdf>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: I

Paper type: Core Elective

Paper code:

Name of the Paper: A. Short Stories

Credit: 3

Total Hours per Week: 3 Lecture Hours:2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. Identify key points in stories.
2. Summarize the events of a story in a concise manner.
3. Organize key points of stories into chronological action categories.
4. Develop an original narrative in a collaborative manner.
5. Compare the plot structures of multiple stories.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to recognize the history of short stories and how they evolved and were used by different cultures across the globe.- identifying when, where and how the form evolved in different cultural spaces.
2. The student will be able to recognize the didactic issues underlying the author's work- his or her insights into the principles that govern human behavior.
3. The student will be able to identify and analyze psychological issues raised by the stories under consideration
4. The student will be able to familiarise them with the convention of diverse textual genres of Short stories.
5. The student will be able to the advancement of their acquaintance with fiction and non-fiction of writers from the Jacobean period to the 20th Century, and learn the relevant literary terms through exposure to various texts from across the literary ages.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 2/Week
	Edgar Allan Poe	-	The Premature Burial
	Alice Walker	-	Everyday Use
	Kate Chopin	-	A Respectable Woman

UNIT-II			Teaching Hours: 2/Week
	A J Cronin	-	Two Gentlemen of Verona
	Oscar Wilde	-	The Happy Prince
	D H Lawrence	-	The Fox

UNIT-III			Teaching Hours: 2/Week
	Gabriel Garcia Marquez	-	Death Constant Beyond Love
	Alice Munro	-	To Reach Japan
	Stephen Leacock	-	The Man in Asbestos

UNIT-IV			Teaching Hours: 2/Week
	Fyodor Dostoevsky	-	The Dream of a Ridiculous Man
	Alexander Pushkin	-	The Shot
	Ambai	-	Vahanam

UNIT-V			Teaching Hours: 2/Week
	Hendry Lawson	-	The Drover's Wife
	Barbara Baynton	-	The Chosen Vessel
	Nadine Gordimer	-	Once Upon a Time

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Poe, Edgar Allan. The premature burial. Read Books Ltd, 2015.
- Walker, Alice. Everyday use. Recording for the Blind & Dyslexic, 2004.
- Chopin, Kate. A respectable woman. Dreamscape Media, 2017.
- Leacock, Stephen. The Man in Asbestos: An Allegory of the Future. Vol. 1. Library of Alexandria, 1990.
- Dostoevsky, Fyodor. The dream of a ridiculous man. Lindhardt og Ringhof, 2022.
- Slight, Camille Wells. "The Two Gentlemen of Verona" and the Courtesy Book Tradition." Shakespeare Studies 16, 1983.

Reference Book

- Goodman, Roger. B, editor. *75 Short Masterpieces: Stories from the world literature*, New York: Bantom Books, 1983.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://americanliterature.com/short-stories>
- <https://library.oopen.org/handle/20.500.12657/30760>

E-Books:

- <https://www.gutenberg.org/ebooks/902>

E-Journals:

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: I **Paper type: Core Elective**

Paper code: **Name of the Paper: B. Literary Terms & Movements** **Credit: 3**

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To inculcate the students to comprehend the important literary terms and literary movements in English literature.
- 2.To enhance vibrant knowledge in literary terms among the students.
- 3.This course enhances the learning critical terms of literary theory pertaining to English Literature.
- 4.This course will enable the students to identify the important terms of literary theory and movements.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to enable the students to recognize the important literary terms and key movements in English literature.
2. The student will be able to develop the perception of the students on the essential elements of literary theory and movements.
3. The student will be able to stimulate the students to distinguish the literary terms and the progression of English Literature.
4. The student will be able to examine literary terms and the central points of a selection of literary theory.
5. The student will be able to instil the literary values and develop the theoretical concern in students.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I		Teaching Hours: 2/Week
	Allegory – Allusion – Apostrophe – Assonance – Bathos – Blank Verse – Ceasura – Consonance – Conceit – Dactyl – Diacope – Elegy – Enjambment – Envoi – Euphemism – Foot – Galleys – Haiku – Hexameter – Hyperbole – Iamb – Litotes – Lyric – Meter – Metaphor – Ode – Octave – Onomatopoeia – Personification – Quatrain – Quintain – Refrain – Rhyme – Septet – Synecdoche – Stanza – Strophe – Tercet – Tetrameter – Transferred Epithet – Zeugma.	

UNIT-II		Teaching Hours: 2/Week
	Autobiography–Biography–Characterization–Diction–Dramatic Irony - Emotive Prose– Epigram–Fable - Flashback–Foil–Foreshadowing–In Media Res– An Implied Theme– Mood - Narrative Prose–Narrative Technique–Parody – Paragraph - Parallelism– Roman á clef - Reliable Narrator–A Stated Theme–Vignette.	

UNIT-III		Teaching Hours: 2/Week
	Bildungsroman - Character–Chivalric Romance – Climate Fiction - Dystopian – Epistolary Novel - Plot–Magic Realism - Meta Fiction—Foreshadowing–Dramatic Point of View– Mood–Conflict–Epiphany–Fable–Flat Character–Novel of Manners–Parable–First Person Narrator–Second Person Narrator–Third Person (Omniscient) Narrator–Round Character– Situational Irony–Flash Back.	

UNIT-IV		Teaching Hours: 2/Week
	Absurd - Anagnorisis/Recognition–Aside– Tragedy– Catharsis - Comedy– Comedy of Manners– Comedy of Humour–Denouement - Dramatic Monologue–Freitag's Pyramid– Soliloquy–Dramatic Irony–Farce–Parody–Protagonist–Antagonist–Role-Playing–Setting– Catastrophe–Catharsis–Chorus–Dialogue - Dramatic Personae–Hamartia (Tragic Flaw)– Pantomimi - Tragic Hero–Unities,–Proscenium Stage–Peripeteia/Reversal–Satire– Tragicomedy–Miracle and Mystery Play–Interlude – Symbolism.	

UNIT-V		Teaching Hours: 2/Week
	Scottish Chaucerians – University Wits – Metaphysical Poets – Graveyard Poets- Dark Romantics –Transcendentalism–Enlightenment–Stream of Consciousness–Aesthetic Movement– Black Arts Movement– Beat Generation–Harlem Renaissance–Confessional Poetry –The Lost Generation–New Apocalypics – Southern Agrarians – Agitprop - Liberalism–Cavalier Poets - Dark Romanticism – Verismo – Magical Realism – Decadent Movement – Expressionism – Absurdism – Surrealism.	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Abrams, Meyer Howard, and Geoffrey Harpham. A glossary of literary terms. Cengage learning, 2014.
- Guerin, Wilfred L. A Handbook of Critical Approaches to literature 4th ed. Oxford University Press, 1999.

Reference Book:

- Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin Books, 1958.
- Wainwright, Jeffrey. *Poetry: The Basics*. London: Routledge, 2004.
- Fowler, Roger, editor. *A Dictionary of Modern Critical Terms*. New York: Routledge, 2005.

Course Material: website links, e-Books and e-journals**Website Links:**

- <https://literaryterms.net>

E-Books:

- <https://www.worldcat.org/title/glossary-of-literary-terms/oclc/573059640>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: I **Paper type: Value Added Course**

Paper code: **Name of the Paper: Effective Workplace Communication Credit: 2**

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To effectuate learners' understanding on communication in workplace
2. To train the learners to inculcate workplace ethics and etiquettes in a hybrid mode (Online and Offline)
3. To enable the students to work in a multicultural and gender inclusive environment
4. To enlighten the students on the importance of interpersonal and group communication
5. To impart essential knowledge on written communication

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will identify and classify the significance of workplace communication and its dynamics
2. Students will exemplify the real life instances with regard to workplace communication
3. Students will compare the dynamics of workplace culture across the globe
4. Students will evaluate the merits and demerits of communication in workplace by analysing various aspects of it
5. Students will express their views on communication taking place in workplace and sensitise their understanding towards it.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Communication Etiquettes - Entry Level	Teaching Hours: 2/Week
Verbal and nonverbal communication, Grooming, Dressing etiquettes, Interview skills, group discussion, online communication, covering letter, resume, video resume	
Activity: Mock interview and Small group discussion	

UNIT-II: Conversation Skills in Social Media	Teaching Hours: 2/Week
Email etiquette, Telephone etiquette, WhatsApp and other online tools, cyber hygiene, cyber security	
Activity: Drafting a business email	

UNIT-III: Dynamics Of Meeting In Workplace	Teaching Hours: 2/Week
Preparing for a meeting, Agenda, Minutes, Offline meeting etiquettes, Virtual meeting etiquettes	
Activity: Preparation of Agenda and minutes	

UNIT-IV: Presentation Skills And Writing Skills	Teaching Hours: 2/Week
Powerpoint/google slides preparation, report(trip report,annual report) preparation and presentation, Editing a document (punctuation, capitalization etc)	
Activity: video resume, slides preparation, report writing	

UNIT-V: Workplace Dynamics	Teaching Hours: 2/Week
Professional behavior, confidentiality, work ethics, team work and team skills, gender sensitivity and inclusivity, punctuality, business dinner and team outing etiquettes, group dynamics, cross cultural understanding	
Activity: group presentation on team skills, demonstrating cross cultural context in workplace	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Mizrahi, Janet. *Writing for the Workplace : Business Communication for Professionals*. New York, Business Expert Press, 2015.

- Andrewartha, Graham. *Be Understood or Be Overlooked : Mastering Communication in the Workplace*. Crows Nest, N.S.W., Allen & Unwin, 2002.
- Quintanilla, Kelly M, and Shawn T Wahl. *Business and Professional Communication Keys for Workplace Excellence*. 4th ed., Los Angeles Sage, 2020.
- Gurak, Laura J, and John M Lannon. *Strategies for Technical Communication in the Workplace*. New York, Ny, Pearson, 2019.
- Picardi, Richard P, and IncEbrary. *Skills of Workplace Communication : A Handbook for T&D*
- *Specialists and Their Organizations*. Westport, Conn., Quorum Books, 2001.

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3		2				Nil
7.	CO4			2			Nil
8.	CO4				2		Nil
9.	CO5					2	Nil
10.	CO5	2					Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1		5				
11. B.	CO1			5			
12. A.	CO2				5		
12. B.	CO2					5	
13. A.	CO3	5					
13. B.	CO3		5				
14. A.	CO4			5			
14. B.	CO4				5		
15. A.	CO5					5	
15. B.	CO5	5					
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil	10				
18.	CO3	Nil		10			
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Core

Paper code:

Name of the Paper: American Literature Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

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Course Objectives:

1. To teach students about American Literature.
2. To make the students to understand about different American literary eras, movements and authors.
3. To acquaint the students to understand the unique American identity.
4. To introduce students the American Dream as reflected in the literary works.
5. To make students to analyze the philosophic principles in the works.

Course Out Comes:

1. The student will be able to Analyse and discuss works of American literature from a range of genres (e.g., Movements and Concepts, poetry, prose, Drama and Fiction).
2. The student will be able to Identify relationships between moments in American history, colonialism, Racism and culture and their representation in works of American literature.
3. The student will be able to Demonstrate understanding of the social and artistic movements that have shaped American Theatre.
4. Enables the students to analyze literature and fiction using appropriate theoretical, historical, and cultural apparatus.
5. The student will be able to Produce a mix of critical, creative, and/or reflective works about American literature.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-V: Concepts and Movements			Teaching Hours: 5/Week
	Beginnings Of American Literature	-	Transcendentalism
	Individualism	-	The American South
	The Frontier	-	Counter-Culture
	Harlem Renaissance	-	Rise Of Black Culture And Literature

UNIT-II:POETRY: Nineteenth Century Poets			Teaching Hours: 5/Week
	Walt Whitman	-	When Lilacs Last in the Dooryard Bloom'd Emily
	Emily Dickinson	-	Success is Counted Sweetest Because I Could not Stop for Death
	Robert Frost	-	The Death of the Hired Man
	Wallace Stevens	-	Anecdote of the Jar
	e.e. Cummings	-	Buffalo Bill's
	Langston Hughes	-	Dream Deferred

UNIT-III: PROSE: Harlem Renaissance Poets and Transcendentalists			Teaching Hours: 5/Week
	R.W. Emerson	-	Self Reliance
	Thoreau	-	Civil Disobedience
	Martin Luther King	-	I Have a Dream

UNIT-IV: DRAMA: Family Drama			Teaching Hours: 5/Week
	Eugene O' Neil	-	Long Day's Journey into the Night
	Edward Albee	-	Who's afraid of Virginia Woolf?
	Amiri Baraka	-	Dutchman and the Slave

UNIT-V: FICTION: Afro-American and Black Literature.			Teaching Hours: 5/Week
	Ernest Hemingway	-	The Old man and the Sea
	Alice Walker	-	The Color Purple
	Joseph Conrad	-	Heart of Darkness

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- Egbert S. Olivered., *an Anthology: American Literature*, 1890-1965, Eurasia Publishing House (Pvt) Ltd., New Delhi.
- Mohan Ramanan. *four centuries of American Literature*, Macmillan India Ltd., Chennai. 1996

Reference Book:

- John Russell Brown and Bernard Harris, *American Theatre*, Edward Arnold. 1967
- Daniel Hoffman, *Harvard Guide to Contemporary American Writing*, Oxford University Press, 1979
- Owen Thomas *Walden and Civil Disobedience: Norton Critical Editioned*. Prentice-Hall & Indian. 1986
- E.E. Spiller. *A History of the Literature of the United States*. Macmillan, 1975
- C.P. Hill, *A Short History of the United States*. Edward Arnold and Co. 1942

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org/poems/45480/when-lilacs-last-in-the-dooryard-bloomd>
- <https://positivepsychology.com/self-reliance/>

E-Books:

- <https://www.ebooksread.com/authors-eng/martin-luther-king/i-have-a-dream-martin-luther-king-01m.shtml>
- <https://www.kobo.com/in/en/ebook/edward-albee-s-who-s-afraid-of-virginia-woolf>

E-Journals:

- https://www.researchgate.net/publication/281104494_An_ecocritical_reading_of_flo wers_in_Alice_Walker's_The_Color_Purple
- <https://www.arvindguptatoys.com/arvindgupta/oldmansea.pdf>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	S	S	S	M	S	S	S
CO2	S	S	M	S	S	M	M	S	S	M
CO3	M	S	M	M	M	M	S	S	M	S
CO4	S	M	M	M	S	M	S	S	S	M
CO5	M	S	M	S	S	S	S	M	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3			2			Nil
6.	CO3					2	Nil
7.	CO4	2					Nil
8.	CO4				2		Nil
9.	CO5		2				Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1						5
12. A.	CO2			5			
12. B.	CO2		5				
13. A.	CO3				5		
13. B.	CO3					5	
14. A.	CO4	5					
14. B.	CO4		5				
15. A.	CO5			5			
15. B.	CO5				5		
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil					10
17.	CO2	Nil	10				
18.	CO3	Nil				10	
19.	CO4	Nil			10		
20.	CO5	Nil		10			
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II Paper type: Core

Paper code: Name of the Paper: Indian Writing in English Credit:4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.The aim of this course in to familiarize students with major writers from the first wave and second wave and current Indian writings.
- 2.Students would be expected to acquaint themselves with the subject of Indian writings in English and learn to appreciate the regional and linguistic and cultural differences in this literature.
- 3.Poetry from Different Period after independence to the present will introduce them to an holistic understanding.
- 4.Enhances the students to develop knowledge about Indian Philosophy, Indian History and Conservation of Nature.
- 5.Drama from writers belonging to three different periods will help them to trace the development in the field

Course Out Comes (five outcomes for each unit should be mentioned)

- 1.The students are firmly equipped with various tools, techniques and strategies of interpretation.
- 2.The varied literary themes in the Indian scenario is brought out in drama and fiction and short stories
- 3.The students will develop an overall view on Indian English writings.
4. The students can understand the myriad cultural and linguistic details
5. They will learn the varieties available in Indian Writing

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 5 hrs/ week
	Nissim Ezekiel	-	Background Casually
	Sri Aurobindo	-	Surreal Science
	Sarojini Naidu	-	Indian Weavers
	Jayanth Mahapatra	-	Dawn at Puri
	Arun Kolatkar	-	An Old Woman
	Toru Dutt	-	Our Casurina tree
	Sugirtharani	-	I Speak Up Bluntly

UNIT-II: Prose			Teaching Hours: 5 hrs/ week
	A K Rmanujam	-	Is There an Indian Way of Thinking?
	Jawaharlal Nehru	-	Chapter 3 (Discovery of India)
	Vandhana Shiva	-	Who Made Nature Our Enemy?(Ecofeminism)

UNIT-III: Drama			Teaching Hours: 5 hrs/ week
	Rabindranath Tagore	-	Chandalika
	Girish Karnad	-	Tughlaq
	Mahasweta Devi	-	Rudali

UNIT-IV:Fiction			Teaching Hours: 5 hrs/ week
	Chitra Banerjee	-	Mistress of Spices
	Arundhati Roy	-	A God of Small Things
	Amitav Gosh	-	The Hungry Tide

UNIT-V: Short Stories			Teaching Hours: 5 hrs/ week
	R K Narayan	-	An Astrologer's Day
	Kushwant Singh	-	Karma
	Sudha Murthy	-	"How I Taught My Grandmother to Read"

Text

- Tagore, Rabindranath. Chandalika.. Kindle edition
- Karnad, Girish. Tuglaq Paperback edition
- <https://archive.org/details/in.ernet.dli.2015.454348>
- <https://profcohen.net/reli113/uploads/texts/ramanujan.pdf>
- Nehru. The Discovery of India. Paperback Edition
- Shiva, Vandhana. "Who made Nature Our enemy?" *Ecofeminism*. Rawat Pub. 2010

E-Journal

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

**For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Core

Paper code: Name of the Paper: English Language Teaching Credit:4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To enhance the teaching principles and methods, lesson planning, teaching aids and model building, teaching evaluation, and implement and evaluates curriculums under the guidance and enable the students to understand Teaching English as a second language and the principles of language testing besides social psychology.
- 2.To enable the students comprehend the spoken form
- 3.To develop students' ability to use English in day-to-day life and real-life situation
- 4.To understand the written text and able to use skimming, scanning skills
- 5.To write simple English to express ideas etc

Course Out Comes (five outcomes for each unit should be mentioned)

1. Enhances the teaching principles and methods, lessonplanning, teaching aids and model building, teaching evaluation, andimplement and evaluates curriculums under the guidance.
2. Enables the student to understand Classroom Techniques such as Team Teaching and Teaching Large Classes using Teaching Aids.
3. Enables the study of new linguistic varieties in English language teaching, approaches, methods, and techniques act as guide and develop learner's responsibility.
4. The student will be skilful in learning of instructional materials,approaches, and methods.
5. The students are enabled to understand Teaching English as asecond language and the principles of language testing besides socialpsychology.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:	Teaching Hours: 4/Week
History of Language Teaching - English in India- Past, Present, future. Theories of Language Learning; Cognitive theory, Behaviorist Theory - First Language Acquisition - Second Language Acquisition.	

UNIT-II:	Teaching Hours: 4/Week
Methods of English Language Teaching- Grammar Translation Method - Direct Method - Bilingual Method - Audio Lingual Method - The Structural Approach – Suggestopedia - Total Physical Response - Communicative Language Teaching (CLT) The Silent Way	

UNIT-III:	Teaching Hours: 4/Week
Approach, Method, Technique (Structural Approach, communicative Language Teaching, Contemporary Based Language Teaching and Current Trends – Blended Learning – Learning through ICT and Multimedia – Computer Assisted Language Learning (CALL)	

UNIT-IV:	Teaching Hours: 4/Week
Teaching of Prose, Teaching of Poetry, Teaching of Grammar and Composition – Teaching of Short Stories -Teaching of Novel – Teaching of Drama - Teaching Language Skills	

UNIT-V:	Teaching Hours: 4/Week
Testing and Evaluation - Kinds of evaluation - Types of Evaluation - Tools of evaluation - Values of evaluation - Curriculum and Syllabus design, Teaching Aids.	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Bright . Mc. Gregor : Teaching English as a second language (Longman)
- David Nunan, Language Teaching Methodology, Prentice Hall, 1991
- Krishna Swamy.N and Lalitha Krishna Swamy. Methods of Teaching English. Haryana: Macmillan Publishers, 2013
- Richards. J and Rodgers, S. Approaches and Methods in Language Teaching. London:

- Cambridge University press, 2002
- Howall A.P.R. A History of English Language Teaching, Oup, 1984.
- Nagaraj, Geetha. English Language Teaching. Delhi, Orient Blackswan Private Limited, 2010

Reference Book:

- Saraswathi. V. English Language Teaching, Principles and Practice. Chennai, Orient Longman, 2004.
- Leonard, David. Learning Theories, A to Z. Westport, Conn: Oryx Press, 2002.
- Richards, Jack C. 1972. An Introduction to Error Analysis. London: Longman.
- Stren, H.H. 1983. Fundamental Concepts of Language Teaching. Oxford University Press.
- Yalden, Janice. 1987. Principles of Course Design for Language Teaching. Cambridge University Press.
- Willis, Jane. Teaching English Through English. Hong Kong, Sing Cheong Printing co. Ltd, 1984.
- Ellis, R. Understanding Second Language Acquisition, London, OUP, 1985.
- Yalden, J. The Communicative Syllabus: Evolution Design & Implementations. Penguin, 1983.
- Oller J.W.Jr. Language Tests at School, London, Longman, 1979.
- Mowla, Shaik. *Techniques of Teaching English*. New Delhi: Neelkamal, 2009.
- Aslam, Mohamed. *Teaching of English*. New Delhi: Foundation Books, 2003.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.youtube.com/watch?v=ksPAkvAXFSM>
- <https://www.youtube.com/watch?v=3kRT-rsKxn4>
- <https://www.youtube.com/watch?v=ww6BaNW4xmA>
- <https://www.youtube.com/watch?v=IXTdPKScsSg>
- <https://www.youtube.com/watch?v=Gtk7DlhJCE0>
- <https://www.youtube.com/watch?v=cKm7Z9Eb16A>
- <https://www.youtube.com/watch?v=EDpusuEiP9c>
- <https://www.youtube.com/watch?v=CrKYvggXZGU>

E-Books:

- <http://www.gutenberg.org/ebooks/53094>
- https://archive.org/details/ilhem_20150321_1903
- http://thuvien.thanglong.edu.vn:8080/dspace/bitstream/TLU-123456789/1622/1/TVS.000803-%20The_Practice_of_English_Language_Teaching%204th%20edition_1.pdf
- https://books.google.co.in/books?hl=en&lr=&id=HrhkAwAAQBAJ&oi=fnd&pg=PR1&dq=Richards.+J+and+Rodgers,+S.+Approaches+and+Methods+in+Language+Teaching.+London:+Cambridge+University+press,+2002&ots=_MfEzo7gm9&sig=JJnn4VyleTSjzo1vUp7ZTm7ICDA
- <https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-Teaching-by-Principles.pdf>
- <https://www.taylorfrancis.com/books/mono/10.4324/9781315883113/second-language-learning-language-teaching-vivian-cook>

- https://books.google.co.in/books?hl=en&lr=&id=37LVTZiqC0oC&oi=fnd&pg=PR7&ots=rSKD_TZ-7F&sig=fOF5Mru5XBsF8JMfSbfTq3o6H40

E-Journals:

- <https://www.academypublication.com/issues/past/jltr/vol01/06/jltr0106.pdf#page=11>
- <https://academic.oup.com/eltj/article-abstract/67/4/468/486830>
- https://www.researchgate.net/profile/Wendy-Hiew/publication/266871519_ENGLISH_LANGUAGE_TEACHING_AND_LEARNING_ISSUES_IN_MALAYSIA_LEARNERS%27_PERCEPTIONS_VIA_FACEBOOK_DIALOGUE_JOURNAL/links/591d004d0f7e9b642814c495/ENGLISH-LANGUAGE-TEACHING-AND-LEARNING-ISSUES-IN-MALAYSIA-LEARNERS-PERCEPTIONS-VIA-FACEBOOK-DIALOGUE-JOURNAL.pdf
- <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.2009.00829.x>
- <https://ajet.org.au/index.php/AJET/article/view/908>
- <https://hrcak.srce.hr/128204>
- <https://www.eajournals.org/journals/international-journal-of-english-language-teaching-ijelt/>
- <https://journals.sagepub.com/home/ltr>
- https://www.researchgate.net/publication/305709182_Modern_Approaches_and_Methods_in_Teaching_English_Language
- <https://www.sciedupress.com/journal/index.php/ijelt>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Core

Paper code:

Name of the Paper: Shakespearean Studies

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To create an awareness of Elizabethan Age.
- 2.To make the students understand and appreciate the uniqueness and greatness of Shakespeare .
- 3.To acquaint the students with the style of Shakespearean works.
- 4.To identify qualities of Shakespeare’s writings and Language to the students.
- 5.To analyze the text of Shakespeare’s purpose, historical and cultural perspective in dramatic strategy.

Course Out Comes (five outcomes for each units should be mentioned)

- 1.The student will be able to explicate the relationship between the written and the spoken words in the context of drama; students tend to learn how to present the characters and context both verbally and physically.
- 2.The student will be able to explore the nature of story and narrative, students will understand the culture, history and politics of Elizabethan England.
- 3.The student will be able to analyze the relationship of Shakespearean literature to society.
- 4.The student will be able to evaluate Shakespeare’s work critically, understanding the themes, techniques and language.
- 5.The student will be able to identify the major literary characters in the works of Shakespeare and bring out their experiences, issues and accomplishments.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 5/Week
	Detail	-	The Merchant of Venice
	Non-Detail	-	The Merchant by Arnold Wesker

UNIT-II			Teaching Hours: 5/Week
	Detail	-	King Lear
	Non-Detail	-	Lear by Edward Bond

UNIT-III			Teaching Hours: 5/Week
	Detail	-	Hamlet
	Non-Detail	-	Rosencrantz and Guildenstern Are Dead by Tom Stoppard

UNIT-IV			Teaching Hours: 5/Week
	Select Sonnets	-	18, 24,27,29, 33,104, 114,116, 129, 130,134,138,144,147,153.

UNIT-V			Teaching Hours: 5/Week
	Shakespearean Criticism	-	Critical pieces for the above prescribed plays and poetry.

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Shakespeare, William, 1564-1616. The Merchant of Venice. Harlow, Essex, England :Longman, 1994.
- Shakespeare, William, 1564-1616. King Lear. Oxford :Clarendon Press, 1877
- Shakespeare, William. Hamlet. Oxford: Oxford University Press, 1994.
- Shakespeare, William, and Katherine Duncan-Jones. Shakespeare's Sonnets. London: Arden Shakespeare, 2001.
- McDonald, Russ. Shakespeare: An anthology of criticism and theory, 1945-2000. Wiley- Blackwell, 2003.

Reference Book:

- Watson, G. J. Drama : An Introduction. London: Macmillan, 1983.
- Boulton, Marjorie. The Anatomy of Drama. New Delhi: Kalyani Publishers, 1979.
- Griffiths, Stuart. How Plays are Made. Oxford: Heinemann Educational Books, 1982.
- Harrison, G. B. Introducing Shakespeare, England: Penguin Books, 1939.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.shakespeare.org/>
- <https://www.bardweb.net/>
- https://www.barnesandnoble.com/b/no-fear-shakespeare-series/_/N-2lwq
- <https://www.opensourceshakespeare.org/>

E-Books:

- <https://www.gutenberg.org/ebooks/100>
- <https://www.routledge.com/Shakespearean-Criticism/arious/p/book/9781138849556>

E-Journals:

- <https://www.tandfonline.com/journals/rshk20>
- <https://sites.bu.edu/shakespearestudies/>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Core Elective

Paper code:

Name of the Paper: A. Children's Literature

Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. The learners will be able to understand the history, development, and context of children's literature, from oral tradition to modern novels
2. The learners will be able to analyze and understand a range of forms, genres, and sub-genres in children's literature, identifying major and minor ideas in the works.
3. The learners will be able to analyse the various critical viewpoints of children's literature.
4. The learners will be able to understand how children's books support children's development.
5. The learners will be able to understand how to integrate children's literature across the curriculum including multicultural components.
6. The learners will be able to apply different media of children's literature creatively and critically and to understand the politics behind young adult writings.

Course Out Comes

1. The learners will comprehend some of the main issues in children's literature, such as the representation of gender, generation, ethnicity and nature.
2. Write a research essay combining existing information with original thought and analysis.
3. Create and present a children's story of their own.
4. Professionally use children's literature in teaching.
5. Judge the literary and artistic quality of books for young children.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry		Teaching Hours: 2/Week
	“Stopping by woods on a snowy evening” by Robert Frost	
	“The Children’s Hour”- H.W. Longfellow	
	“ ‘Hope’ is the thing with feather” by Emily Dickinson	
	“A Red, Red Rose”- Robert Burns	
	“The Queen's Rival” – Sarojini Naidu	

UNIT-II: Short Story & Fairy Tales		Teaching Hours: 2/Week
	“The Paper Bag Princess” by Robert Munsch	
	“Thumbelina” by Hans Christian Anderson	
	“The Fisherman and his Wife” by Jacob Grimm	
	“The Ransom of Red Chief” by O.Henry	
	“The Nose” by Nikolai Gogol	

UNIT-III: Fiction		Teaching Hours: 2/Week
	<i>To Kill a Mocking Bird</i> by Harper Lee	
	<i>A Child in Prison Camp</i> by Shizuye Takashima	
	<i>Number the Stars</i> by Lois Lowry	
	<i>The Conch Bearer</i> by Chitra Banerjee Divakaruni	
	<i>The Daughter from a Wishing Tree</i> by SudhaMurty	

UNIT-IV: Graphic Fiction	Teaching Hours: 2/Week
<i>The Breadwinner: A graphic novel</i> by Deborah Ellis	
<i>Louis Undercover</i> by Fanny Britt and Isabelle Arsenault	
<i>The Unwanted: Stories of the Syrian Refugees</i> by Don Brown	

UNIT-V: Non-Fiction	Teaching Hours: 2/Week
<i>Little Leaders</i> by Vashti Harrison	
<i>The Diary of a Young Girl</i> by Anne Frank	
<i>I am Malala: The Girl who stood up for education... by Yousafzai Malala</i>	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Brown, Don. *The Unwanted: Stories of the Syrian Refugees*. HarperCollins, 2018.
- Fanny & Arsenault Britt Fanny & Arsenault; Isabelle. *Louis Undercover*. 2019.
- Frank, Anne, and Mark Falstein. *Anne Frank: The Diary of a Young Girl*. Turtleback Books, 1995.
- Harrison, Vashti. *Little Leaders: Bold Women in Black History*. Penguin UK, 2018.
- Lee, Harper. *To Kill a Mockingbird*. HarperCollins, 2014.
- Lowry, Lois. *Number the Stars*. Perfection Learning, 1990.
- Takashima, Shizuye. *A Child in Prison Camp*. Tundra Books, 2013.
- *The Breadwinner: A Graphic Novel: A Graphic Novel*. Groundwood Books, 2018.
- Yousafzai, Malala. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little Brown & Company, 2013.

Reference Book:

- Dasgupta, Amit. *Telling Tales - Children's Literature in India*. Indian Council for Cultural Relations & New Age International Publishers, 1995
- Hintz, Carrie. *Children's Literature*. Taylor & Francis Group, 2019.
- Hahn, Daniel and Michael Morpugno. *The Oxford Companion to Children's Literature*. Oxford University Press, 2015.
- Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. OUP, 2011.

- Reynolds, Kimberley. Modern Children's Literature: An Introduction. Palgrave Macmillan, 2014.
- Grenby, Matthew Orville. Children's Literature. Edinburgh University Press, 2008.
- McCulloch, Fiona. Children's Literature in Context. Bloomsbury Publishing, 2011
- Hunt, Peter. An Introduction to Children's Literature. Oxford University Press, 1994
- Hunt, Peter. Understanding Children's Literature: Key Essays from the International Companion Encyclopedia of Children's Literature. Routledge, 1999

Website Links:

- <https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening>
- <https://www.poetryfoundation.org/poems/44628/the-childrens-hour-56d223ca55069>
- <https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>
- <https://www.poetryfoundation.org/poems/43812/a-red-red-rose>
- https://www.poetry-archive.com/n/the_queens_rival.html

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE - III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1					2	Nil
2.	CO1				2		Nil
3.	CO2			2			Nil
4.	CO2		2				Nil
5.	CO3	2					Nil
6.	CO3		2				Nil
7.	CO4			2			Nil
8.	CO4				2		Nil
9.	CO5					2	Nil
10.	CO5	2					Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3				5		
14. A.	CO4			5			
14. B.	CO4		5				
15. A.	CO5	5					
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil		10			
17.	CO2	Nil			10		
18.	CO3	Nil				10	
19.	CO4	Nil					10
20.	CO5	Nil	10				
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II **Paper type: Core Elective**

Paper code: **Name of the Paper: B. Journalism** **Credit: 3**

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media & Entertainment Industry-ready professionals.
3. To empower learners by communication, professional and life skills.
4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.
5. To imbibe the culture of research, innovation, entrepreneurship and incubation.

Course Out Comes (five outcomes for each unit should be mentioned)

1. The students will acquire fundamental knowledge of Mass communication & Journalism and related study area.
2. The student shall acquire the knowledge related to media and its impact.
3. The student shall be competent enough to undertake professional job as per demands and requirements of M & E Industry.
4. The student shall empower themselves by communication, professional and life skills.
5. The student shall be able to enhance the ability of leadership.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:		Teaching Hours: 2/Week
	A brief history of the Press in India - Major newspaper and magazine organizations: An analysis of major publications- Becoming a journalist—Newspapers—Magazines—Television and Radio—News Websites.	

UNIT-II:		Teaching Hours: 2/Week
	Reporters—Reporting—Writing News and Features—Style - Structure of a news report: Types of leads: inverted pyramid style, hour glass style and nut Graph.	

UNIT-III:		Teaching Hours: 2/Week
	Newsroom hierarchy and organization: Roles and responsibilities of the sub-editor, chief sub-editor, Need and purpose, Editors—Editing and Headline Writing.	

UNIT-IV:		Teaching Hours: 2/Week
	Visual Journalists—Graphics Journalism—Photojournalism—Publication and Website Design—Broadcast Journalism—Writing for Broadcast, Becoming a blogger and Youtuber	

UNIT-V:		Teaching Hours: 2/Week
	Mini Project: In-house production of Magazine/Web Feature/Broadcast, Visit to Media and Television Studio	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Parthasarathy, Rangasamy. Basic Journalism, Macmillan publications, 1984.

Reference Book:

- Tony Harcup, Journalism: Principles and Practice, London: Sage Publications, 2008.
- David A.Craig, Excellence in Online Journalism, New Delhi: Sage Publications, 2011.
- Jane Chapman and Mary Kinsey, Broadcast Journalism: A Critical Introduction, London: Routledge & Kegan Paul, 2008.
- Peter Cole and Tony Harcup, Newspaper Journalism, New Delhi: Sage Publications, 2009.

- Stovall, James Glen. Journalism: Who, What, When, Where, Why and How. New Delhi:
- PHI Learning Pvt. Ltd. 2011.
- Journalism Theory and Practice: B.N. Ahuja, Sultan Chand Pub, New Delhi
- Mass Communication in India: Keval K. Kumar, Jaico Publishing House

Course Material: website links, e-Books and e-journals

Website Links:

E-Books:

- <https://www.pdfFiller.com/435640417--professional-journalism-mv-kamath-pdf->
- <http://www.crazynutcracker.com/basic-journalism-by-rangaswami-parthasarathy-pdf>
- <https://hostnezt.com/cssfiles/journalism/Introduction%20to%20Journalism%20By%20Richard%20Rudin.pdf>
- <http://keralamediaacademy.org/wp-content/uploads/2015/02/Handbook-of-Journalism-Studies.pdf>

E-Journals:

- <https://www.owlgen.in/discuss-different-types-of-reporting-in-journalism/>
- https://www.academia.edu/38813261/AN_INTRODUCTION_TO_JOURNALISM
- https://www.researchgate.net/publication/320874033_Journalism_and_Mass_Communication_Textbook_Representations_of_Verbal_Media_Skills_Implications_for_Students_with_Speech_Disabilities

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code:

Name of the Paper: English for Competitive Exams Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

Course Objectives:

1. To enable students to prepare for the competitive exams of various kinds especially meant for testing ability in English language.
2. To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.
3. To encourage students to appear and prepare for the competitive exams.
4. To develop understanding of literature and reading skill of the students through literature.
5. To introduce the students with the idea of English literature to acquaint the students with the broader genres of literature in general

Course Out Comes:

- 1.The student will be able to the papers of skill and ability enhancement are framed not only to orient the students in the use of language but how to use the language creatively and professionally
2. The student will be able to The Paper of Compulsory English is specifically framed from the viewpoint of value education which is the basis of quality life.
- 3.The student will be able to The special papers will open up traditional job opportunities for the students
- 4.The student will be able to the paper of Project writing will inculcate the skills of explanation, interpretation and visualization in the students.
- 5.The student will be able to Selection of contents in all the courses will help the students to comprehend the worldly wisdom and commercial perception which will ultimately lead them to be successful.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT I: Rules			Teaching Hours: 2/Week
	Rules for Tenses	-	Rules For Prepositions
	List of Prepositions	-	Rules and list of conjunctions.

UNIT II:			Teaching Hours: 2/Week
	List of One Word Substitutions	-	List of Homophones/Homonyms List of Synonyms and Antonyms

UNIT III:			Teaching Hours: 2/Week
	Idioms and Phrases	-	Spotting the Error
	Reading Comprehension	-	Cloze Test

UNIT IV:			Teaching Hours: 2/Week
	Letter Writing Format	-	Precis Writing
	Sentence Correction Questions	-	Adjective Degree of Comparison Rules

UNIT V:			Teaching Hours: 2/Week
	Article Rules	-	Direct & Indirect Speech Rules
	Sentence rearrangement	-	Para jumbles

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text Book:

1. Dr.V.Ayothi&Dr.R.Vedavalli -English for Competitive Examinations -New CenturyBook House -2011
2. Dianne Bates How to Self-Edit (To Improve Writing Skills) Emerald Publishers-2002
3. Mira Balachandran Proverbs(Explained through Stories) EmeraldPublishers-2002

Reference Book:

1. Liz Hamp Lyons &Heasley.*Study Writing: A Course inWriting Skills for AcademicPurposes*.CambridgeUniversity Press,2008.
2. Michael McCarthy &O' Dell, *Felicity English Vocabulary in Use* Cambridge University Press.2009.
3. Radhakrishna Pillai G. *English for Success*.EmeraldPublishers.1995

Course Material: website links, e-Books and e-journals

Website Links:

- <https://leverageedu.com/blog/rules-for-prepositions/>
- <https://www.vedantu.com/english/sequence-of-tenses>

E-Books:

- <https://www.pdfdrive.com/idioms-books.html>
- [https://www.academia.edu/40458771/THE ADJECTIVE THE DEGREES OF COMPARISON RULES AND USES](https://www.academia.edu/40458771/THE_ADJECTIVE_THE_DEGREES_OF_COMPARISON_RULES_AND_USES)

E-Journals:

- <https://www.cambridge.org/core/journals/journal-of-linguistics/article/abs/direct-and-indirect-speech-in-mambila/0BD64464CE1A132FF160039E6F3D81D5>
- <https://englishlive.ef.com/blog/english-in-the-real-world/english-grammar-help-use-articles/>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	S	S
CO2	M	S	S	S	S	S	S	S	M	S
CO3	S	M	M	M	M	M	M	M	S	M
CO4	M	M	S	M	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	M	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code:

Name of the Paper: B. Soft Skills

Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

.....

Course Objectives:

1. Intrapersonal development aspects are introduced.
2. Personality development, both psychological and cognitive aspects are exposed.
3. Emphasis on team work and conflict resolution.
4. Body language and etiquette in social behavior are discussed.
5. Explores Leadership qualities, motivating talks, receiving feedbacks, taking responsibilities with the positive attitude.

Course Out Comes:

- 1.The student will be able to communicate effectively.
2. The student will be able to develop effective presentation skills.
- 3.The student will become self-confident individuals by mastering inter-personal skills, team management skills, and leadership skills.
4. The student will be able to evaluate the employment market, identify the organizations to get good placement, match the job requirements and skill sets.
- 5.The student will take part effectively in various selection procedures adopted by the recruiters.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT I

Teaching Hours: 2/Week

Self-management, self-esteem, self-awareness, self-regulation, self- critique.

UNIT II

Teaching Hours: 2/Week

Honesty, culture diversity, ability to take other's point of view, integrating cognitive and effective skills.

UNIT III

Teaching Hours: 2/Week

Team work, persuasion, negotiation conflict resolution, reading social situations, learning to say no, activity listening.

UNIT IV

Teaching Hours: 2/Week

Body language, facial expression, humour, eye contact, tone of voice, etiquette.

UNIT V

Teaching Hours: 2/Week

Critical, lateral, strategic thinking; delegation; taking responsibility; giving praise and appreciation; giving and receiving feedback; ability to motivate; problem solving.

Recommended reading

- Harris, Thomas A. I'm Ok, You're Ok: A practical guide to Transactional Analysis. Random House, 2013
- Carnegie, Dale. How To Win Friends and Influence People. Simon & Schuster, 2010.
- Carnegie, Dale. Public Speaking for Success. Penguin, 2006.
- Carnegie, Dale. The Leader in You. Diamond Pocket Books Pvt, 2020.
- Pease, Allan. Body Language. Manjul publishing house, 2014.
- Khera, Shiv. You Can Win. Bloomsbury Publishing, 2018.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	S	S
CO2	M	S	S	S	S	S	S	S	M	S
CO3	S	M	M	M	M	M	M	M	S	M
CO4	M	M	S	M	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	M	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Open Elective

Paper code: Name of the Paper: C. Eco-Literature

Credit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

.....

Course Objectives:

1. . To master the core concepts and methods from the economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and intuitions.
2. To appreciate the ethical, cross culture, and historical context of environmental issues and the links between human and natural systems.
3. To demonstrate knowledge of the history and culture.
4. To introduce a background knowledge about environmental policies and sustainable developmental goals.
5. To develop the competence in applying and evaluating ecological knowledge in relation to technological and societal developments

Course Out Comes:

1. The student will be able to define and evaluate kinds of environmental literature.
- 2.The student will be able to identify and analyse the strategies which poets, novelists, essayists, and other writers have used to address environmental questions.
- 3.The student will identify the changing trends in environmental types and concerns by using the methods of literary analysis and literary history.
- 4.The student will be able to apply an understanding of environmental literature to explain the inter connected environmental effects of everyday decision we make as individual and a culture.
- 5.The student will adapt the skills of literary analysis and ecocriticism to gain richer insights into the relationship between the environment and the society.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	No	No
3	Yes	No	No	Yes	Yes	Yes
4	Yes	Yes	Yes	No	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT –I:

Teaching Hours: 2/Week

Symbiosis, mutualism, Interdependency, Ecotopia, Deep Ecology, Eco Marxism, Eco Feminism, Eco Linguistics, Ecology, Ecosystem, Commensalism, Parasilism, Bioregionalism, Anthropocentrism, Ecocentrism, Biocentrism, Okiopoeties.

Unit-II:**Teaching Hours: 2/Week**

Judith Wright – Northern River

Hendry Kendall – The last of his tribe

Earle Birney – The Bear in the Delhi Road

UNIT- III:**Teaching Hours: 2/Week**

Amitav Gosh – The Hungry ride

Chinua Achebe – Things fall apart

Rudiy Wiebe – A Discovery of Strangers

UNIT- IV:**Teaching Hours: 2/Week**

Avatar

Frozen II

Moana

UNIT V:**Teaching Hours: 2/Week**

Mies and Shiva's Eco feminism: a new testament? Maxine Molyneux and Deborah Lynn Steinberg. Empowering Women – Vandana Shiva

The Maturalist Conception Nature|| Ley John Foster Marx's Ecology: Materialism and Nature

Reference

- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.poemhunter.com/i/ebooks/pdf/judith_wright_2004_9.pdf&ved=2ahUKEwionoSets3vAhVHbSsKHUh-B40QFjACegQIFhAC&usg=AOvVaw3hyJbr4da5vEqz1CRJ90m2
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://espace.library.uq.edu.au/view/UQ:213038/s00855804_1966_1967_8_2_388.pdf&ved=2ahUKEwj50YiKt83vAhXOR30KHfCSCmoQFjAEegQIExAC&usg=AOvVaw3H2G4KogllBn-uxTZi9nyb
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://canpoetry.library.u-toronto.ca/birney/poem4.htm&ved=2ahUKEwiquK6t83vAhUFb30KHQSSBACQFjABegQIFBAC&usg=AOvVaw0OonoZwuc3QUV_bjW9lTU9&cshid=1616743680069
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/305008014_Mies_and_Shiva%27s_Ecofeminism_A_New_Testament&ved=2ahUKEwjK5I7st83vAhWLWisKHeM_Dj0QFjAWegQIQxAC&usg=AOvVaw35KxUxHi2bH3H82n8gpzXX&cshid=1616743825915
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://zajednicko.org/mreznabibliografija/wp-content/uploads/sites/2/2018/04/John-Bellamy-Foster-Marxs-Ecology_-Materialism-and-Nature-Monthly-Review-Press-2000.pdf&ved=2ahUKEwj2pIPSuM3vAhUGdCsKHcXYBnwQFjADegQIDhAC&usg=AOvVaw11YFIQy4FFNNXmBDUdTb_W&cshid=1616744021781

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	S	S
CO2	M	S	S	S	S	S	S	S	M	S
CO3	S	M	M	M	M	M	M	M	S	M
CO4	M	M	S	M	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	M	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: II

Paper type: Compulsory Paper

Paper code: Name of the Paper: Human Rights

ExamsCredit: 2

Total Hours

Per Week: 2

Lecture Hours: 2

Tutorial Hours:0

Practical Hours:0

COMPULSORY PAPER HUMAN RIGHTS

UNIT – I

Teaching Hours:2/Week

Definition of Human Rights—Nature, Content, Legitimacy and Priority Theories on Human Rights—Historical Development of Human Rights

UNIT II

Teaching Hours:2/Week

International Human Rights—Prescription and Enforcement up to World war II—Human Rights and the UNO—Universal Declaration of Human Rights— International Covenant On Civil and Political Rights—International Covenant on Economic, Social and Cultural Rights Optional Protocol.

UNIT III

Teaching Hours:2/Week

Human Rights Declarations—UN Human Rights Declaration—Un Human Rights Commissioner

UNIT IV

Teaching Hours:2/Week

Amnesty International—Human Rights and Helsinki Process—Regional Developments—European Human Rights System—African Human

Rights System—

International Human Rights in Domestic Courts

UNIT V

Teaching Hours:2/Week

Contemporary Issues on Human Rights: Children's Rights—Women's Rights—Dalit's Rights—Bonded Labour and Wages—Refugees—Capital Punishment

Fundamental Rights in the Indian Constitution—Directive Principles of State Policy—Fundamental Duties—National Human Rights Commission

Books for Reference

- International Bill of Human Rights, Amnesty International Publication, 1988
- Human Rights, Question and Answers, UNESCO, 1982
- Mausice Cranston What is Human Rights
- Desai, AR Violation of Democratic Rights in India
- Pandey Constitutional Law
- Timm, RW Working for Justice and Human Rights
- Johari JC Human Rights and New World Order
- Bajwa GS Human Rights in India
- Amnesty India Human Rights in India
- Devasia VV Human Rights and Victimology

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	S	S
CO2	M	S	S	S	S	S	S	S	M	S
CO3	S	M	M	M	M	M	M	M	S	M
CO4	M	M	S	M	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	M	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III

Paper type: CORE

Paper code:

Name of the Paper: New Trends in Literary Studies

Credit: 4

Total Hours per Week: 6 Lecture Hours: 5 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To introduce the learners New Avenues of Literature
2. To enable their understanding on various research
3. research possibility in English Literature
4. To interest the learners in various Interdisciplinarity of literary learning to develop in them an awareness about the evolving trends.
5. To enhance the learners' understanding on new avenues of Literature

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will identify and classify the significant thrust areas in new avenues of research in English Literature
2. Students will exemplify the texts prescribed in the syllabus by understanding their nuances
3. Students will compare the artifice of interdisciplinary research
4. Students will examine the dynamics of new areas of research by analysing the texts, prescribed
5. Students will express their ideas in respect with literature in new millennium

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Disability Studies& Digital Humanities		Teaching Hours: 5/Week
1.	<i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey	
2.	<i>Alone Together</i> by Sherry Turkle	

UNIT-II: Animal Studies & Literature of the Human Body		Teaching Hours: 5/Week
1.	<i>Animal Farm</i> by George Orwell	
2.	<i>Hunger</i> by Roxane Gay	

UNIT-III: Trauma & Pandemic Studies		Teaching Hours: 5/Week
1.	<i>The Boy in Striped Pyjamas</i> by John Boyne	
2.	<i>Beauty Salon</i> by Mario Bellatin	

UNIT-IV: Cli-fi & Travel Fiction		Teaching Hours: 5/Week
1.	<i>The Road</i> by Cormac Mc Carthy	
2.	<i>Don Quixote</i> by Miguel de Cervantes	

UNIT-V: Food Studies& Chick lit		Teaching Hours: 5/Week
1.	<i>The Edible Woman</i> by Margaret Atwood	
2.	<i>For Matrimonial Purposes</i> by Kavita Daswani	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Atwood, Margaret. *The Edible Woman*. Popular Library, 1976.
- Bellatin, Mario. *Beauty Salon*. City Lights Publishers, 2009.
- Boyne, John. *The Boy in the Striped Pyjamas*. Random House, 2016.
- Daswani, Kavita. *For Matrimonial Purposes*. HarperCollins, 2016.
- Gay, Roxane. *Hunger: A Memoir of (My) Body*. HarperCollins, 2017.
- Kesey, Ken. *One Flew Over the Cuckoo's Nest*. 2010.
- McCarthy, Cormac. *The Road*. Pan Macmillan, 2009.

- Orwell, George. *Animal Farm*. Pan Macmillan, 2021.
- Saavedra, Miguel D. *Don Quixote*. Penguin, 2018.
- Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*. Hachette UK, 2017.

Reference Book:

- Brock, Bill. *Wondrously Wounded: Theology, Disability, and the Body of Christ*. Routledge. 2019
- Hans, Brown & Nancy. *The Routledge History of Disability*. Routledge. 2017
- Foucault, Michael. *History of Madness*. Routledge. 2006
- Eghigian, Greg. *The Routledge History of Madness and Mental Health*. 2017
- Gary, Marvin. *Routledge Handbook of Human-Animal Studies*. Routledge. 2014
- Calarco, Matthew. *Animal Studies: The Key Concepts*. Routledge. 2020
- Wann, Marilyn. *The Fat Studies Reader*. Routledge. 2009
- Pausé, Cat & Taylor, Renee. *The Routledge International Handbook of Fat Studies*. Routledge. 2021.
- Bergson, Henry. *Matter and Memory*. Routledge. 2011
- Morisson, Tony. *The Sight of Memory*. Penguin. 2010
- Marzillier, John. *The Trauma Therapies*. Penguin. 2014
- Gibbs, Alan. *Contemporary American Trauma Narratives*. Penguin. 2014
- Ammons & Roy. *Sharing the Earth*. IMP. 2021
- Ray, Sarah. *A Field Guide to Climate Anxiety*. Routledge. 2021
- Burton, Stacy. *Travel Narratives and the End of Modernity*. Routledge. 2013
- Polo, Marco. *Travel Stories*. Routledge. 2002
- Unsworth, John. *A Companion to Digital Humanities*. Routledge. 2017
- Warwick, Clare. *Digital Humanities in Practice*. Pearson. 2012
- Cole, Thomas. *Medical Humanities: An Introduction*. CUP. 2015

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting

ANNEXURE - III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1			2			Nil
2.	CO1				2		Nil
3.	CO2					2	Nil
4.	CO2	2					Nil
5.	CO3		2				Nil
6.	CO3			2			Nil
7.	CO4				2		Nil
8.	CO4					2	Nil
9.	CO5	2					Nil
10.	CO5		2				Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1					5	
11. B.	CO1				5		
12. A.	CO2			5			
12. B.	CO2		5				
13. A.	CO3	5					
13. B.	CO3		5				
14. A.	CO4			5			
14. B.	CO4				5		
15. A.	CO5					5	
15. B.	CO5	5					
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *			24	24	24	24	24



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core
Paper code: Name of the Paper: Literary Theory and Criticism -I
Credit: 4

Total Hours
Per Week: 6 Lecture Hours: 5 Tutorial Hours:1 Practical Hours:0

Course Objectives:

- 1.To help the students understand literary theory as a system to critically interpret literary texts.
2. To enable the students to understand the broad spectrum of thought that is covered by literary theory.
3. Enhances the students to develop critical skills, analysis and many other communication skills-oral and written.
4. The students are finally equipped with various tools, techniques and strategies of interpretation
5. To enhance their literary research

Course Out Comes:

- 1.The student will be able to reinforces the student's literary competence.
- 2.The student will be able the students will develop an independent critical persona.
- 3.The student will be able to understand the various types of theories.
- 4.The student will be able to know theories of and after 20th century is learned
- 5.The student will be able to learn to apply theory to literary texts.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	No	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	No
4	Yes	Yes	No	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 5 hrs/ week
	T.S. Eliot- “Religion and Literature”	-	The Moral Approach
	Simon O. Lesser “The Image of the Father”	-	The Psychological Approach

UNIT-II:			Teaching Hours: 5 hrs/ week
	Joseph Wood – “The Tragic Fallacy”	-	The Sociological Approach
	Cleanth Brooks – “Keats’ Sylvan Historian: History without Footnotes”		The Formalistic Approach

UNIT-III:			Teaching Hours: 5 hrs/ week
	Gilbert Murray “Hamlet and Orestes”		The Archetypal Approach
	Raymond Williams		Marxism and Literature (Ideology chapter 4)

UNIT-IV:			Teaching Hours: 5 hrs/ week
	George Luckas		Ideology of Modernism
	Hirsch E D		Three Dimensions of Hermeneutics

UNIT-V:			Teaching Hours: 5 hrs/ week
	Helen Garner		The Sceptre and the Torch
	Wolfgang Iser		The Reading Process: A Phenomenological Approach

Text Book:

- Scott, Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan, 1962.
- Lodge, David. *Twentieth Century Literary Criticism*. Longman Pub, 1989
- Das, Bijay Kumar. *Twentieth Century Literary Criticism*. Atlantic pub.2018.

References

- <https://www.studocu.com/in/document/banaras-hindu-university/literary-criticism/critical-analysis-of-ts-eliot's-essay-religion-and-literature/27638128>
- [THE MYTH IN JANE AUSTEN](#) (pp. 197-204) Geoffrey Gorer
- <https://www.jstor.org/stable/26300891>
- <https://www.enotes.com/topics/joseph-wood-krutch/critical-essays/charles-glicksberg>
- <https://critical267.files.wordpress.com/2013/08/cleanth-brooks-keats-sylvan-history.pdf>
- <https://ia600309.us.archive.org/11/items/hamletorestesstu00murr/hamletorestesstu00murr.pdf>
- http://lehc.ucsd.edu/MCA/Mail/xmcamail.2012_11.dir/pdfm9zBHIJ6w8.pdf
- <http://albertsliterature.blogspot.com/2012/02/northrop-frye-archetypes-of-literature.html?m=1>
- <https://www.enotes.com/topics/george-lucas>
- https://www.etsjets.org/files/JETS-PDFs/44/44-2/44-2-PP253-270_JETS.pdf
- <https://www.writersworkshopindia.com/the-torch-not-the-sceptre/>

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



Course Structure

Course Objectives:

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 5/Week
	A D Hope	-	Australia
	Kofi Awonoor	-	Weaver Bird
	F.R.Scott	-	The Canadian Authors Meet
	Jessie Mckay	-	The Noosing of the Sun God
	Wole Soyinka	-	Telephonic conversation

UNIT-II: Prose			Teaching Hours: 5/Week
	Gayathri Spivak	-	“The Burden of English” (<i>An Aesthetic Education in the Era of Globalization</i> P 35-56)
	Ania Loomba	-	“Sexuality and Racial difference” from Gender, Race, Renaissance drama

UNIT-III: Drama			Teaching Hours: 5/Week
	Wole Soyinka	-	The Lion and the Jewel
	George Ryga	-	The Ecstasy of Rita Joe
	Jane Harrison	-	Stolen

UNIT-IV: Fiction			Teaching Hours: 5/Week
	Chinua Achebe	-	Things Fall Apart
	Kate Grenville	-	The Secret River
	Rudy Wiebe	-	The Temptations of Big Bear

UNIT-V: Criticism			Teaching Hours: 5/Week
	Homi K Bhabha	-	Of Mimicry and Man: The Ambivalence of Colonial Discourse (The Location of Culture)-
	Ngugi Wa Thiong’O	-	“The Language of African Literature” from Decolonizing the Mind
	Helen Tiffin, Gareth Griffith and Bill Ashcroft	-	Cutting the Ground from The Empire Writes Back

Text E Books

- <https://academictrap.files.wohttps://www.yumpu.com/en/document/view/64444402/e-book-read-the-ecstasy-of-rita-joe-any-format-author-george-ryga>
- <https://www.scribd.com/doc/296828841/Wole-Soyinka-s-the-Lion-and-the-Jewel>
- <https://docplayer.net/27162934-Stolen-by-jane-harrison.html>
- <rdpress.com/2015/03/gayatri-chakravorty-spivak-an-aesthetic-education-in-the-era-of-globalization.pdf>
- https://books.google.com/books/about/Shakespeare_Race_and_Colonialism.html?id=zg-wV7I3iXIC

TEXT

- Helen Tiffin, Gareth Griffith and Bill Ashcroft , *The Empire Writes Back*. Routledge London

E-Journal

- <https://poetryarchive.org>
- <https://poetrytherapy.org>

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core

Paper code:

Name of the Paper: Dalit Literature

Credit: 4

Total Hours

Per Week: 6

Lecture Hours: 5

Tutorial Hours:1

Practical Hours:

Course Objectives:

- 1.To teach the students the new perspectives of study of Dalit literature
- 2.To make the students to understand histories of struggles for human dignity.
- 3.To acquaint the student the caste discrimination and political activism.
- 4.To make aware the students trying to restore dignity to community that has been wronged for ages.
- 5.To teach the students about the Liberation of Dalits.

Course Out Comes:

1. The student will be able to Visualize Dr. Ambedkar's dream of equality in the students and in turn they preach and educate.
2. The student will be able to make them to be enlightened through the literatures not to practice the so-called heinous acts such as shame, anger, injustices, and atrocities in the name of caste rather nurturing indomitable hope in them.
3. The student will be able to get an exposure of Dalits' existential predicaments such as pain, agony, frustration and psychological torments in the castiest society.
4. The student will be able to Making them distinguish between Dalit autobiographies in particular and Autobiographies in general. And also, to understand their lived experiences, and struggles described in the form of genre to emancipate lower caste from the injustices.
- 5.The student will be able to Analyze trauma and pain of the Dalits and how they are socially, economically, marginalized and exploited. Knowing how Dalit writers are socially committed to represent and expose the cruelties meted out to Dalits in the name of caste.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	No	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	No
4	Yes	Yes	No	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:		Teaching Hours: 5/Week
B.R. Ambedkar	-	Annihilation of Caste(4,5,6)
Arun Dangle	-	Dalit Literature: Past, Present and Future
ShanrankumarLimbale	-	Towards an Aesthetic of Dalit Literature (4,5,8)

UNIT-II:		Teaching Hours: 5/Week
Waman kardak	-	Send my boy to School
Arun kamble	-	Which Language Should I Speak
Arjun dangle	-	I will belong to it
Indran	-	Wall Posters
Sukirtharani	-	Portrait of my Village
Kabilan	-	Born to who-knows

UNIT-III:		Teaching Hours: 5/Week
Rettaimalaisrinivsan	-	A Brief history of my life
Vasanth Moon	-	Growing up Untouchable in India
K A Guneseakaran	-	Scar

UNIT-IV:		Teaching Hours: 5/Week
Omprakash Valmiki	-	Joothan
Sivakami	-	The Grip of Change
Sharan Kumar Limbale	-	Akkarmashi

UNIT-V:		Teaching Hours: 5/Week
Bama	-	Annachi
Azhagia Periyavan	-	Eardrum
Ravikumar	-	On Knowing the Truth

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- Arjun Dangle. *The Poisoned Bread*, Longman.1994.
- Ravi kumar and Azhagarasan. *Anthology of Tamil Dalit Writing*. Oxford University Press. 2012.
- Tagore Rabindranath, *Collected Poems of Rabindranath Tagore*, Macmillan.1962
- Sivagami. *The Grip of Change*, Longman. 2006
- Bama. *Karukku*. OUP.2006
- SharankumarLimbale. *Akkarmashi*, Vani Prakashan,2009.

Reference Book:

- Anand, Mulk Raj and Eleanor Zelliot, *An Anthology of Dalit Literature*. Gyan Publishing.1992
- Omvedt, Gail. *Dalit Visions*. Orient Blackswan, 2010.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonials*, Zubaan.1999
- Charavarthi, Uma. *Gendering Caste: Through a Feminist Lens*. 2013
- Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Blackswan.2010

Course Material: website links, e-Books and e-journals

Website Links:

- <https://augustinestenza.wordpress.com/2021/08/02/dalit-literature-past-present-and-future-by-arjun-dangle-a-summary/>
- <http://www.sahityasetu.co.in/issue17/bijender.php>

E-Books:

- <https://rowman.com/ISBN/9780585394060/Growing-up-Untouchable-in-India-A-Dalit-Autobiography>
- <https://ncjindalps.com/pdf/HUMANITIES/A%20brief%20History%20of%20Modern%20India%20-%20Rajiv%20Ahir.pdf>

E-Journals:

- <https://indianculturalforum.in/2021/05/01/ichi-tree-monkey-book-excerpt-annachi-bama/>
- https://www.researchgate.net/publication/276141585_Revalorising_Paraiyar_Ethnic_Entity_through_Literary_Writings

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	S	S	M	M	S	S	M
CO2	M	S	S	S	S	S	M	M	M	M
CO3	M	S	S	M	M	S	S	M	M	S
CO4	S	M	M	M	S	S	M	S	S	M
CO5	M	S	S	S	M	S	S	S	M	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III Paper type: Core Elective

Paper code: Name of the Paper: Modernism And Post Modernism Credit: 3

Total Hours per Week: 4 Lecture Hours: 3 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To enable the students to comprehend the theories of Modernism and Post-Modernism studies to understand the impact of Modernist and Post-Modernist Philosophy.
2. To explain what postmodernism is and how it differs from modernism
3. To name some postmodern authors and their works
4. To recap some of the literary techniques inherent in postmodernism
5. To examine how the idea of "the modern" develops at the end of the 18th century in European philosophy and literature.

Course Out Comes (five outcomes for each unit should be mentioned)

1. It focuses on the historical movement and the theory related to it.
2. This course will enable the students to comprehend the theoretical terms and concepts that characterize Modernism and Post-Modernism studies.
3. It is conceivable that the students could appreciate the elements of Modernism.
4. Student would explore and understand ways in which literary theory applies to their prescribed literary works of Modernism and Post Modernism.
5. Students can understand the impact of Modernist and Post-Modernist Philosophy.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 3/Week
	T S Eliot –	-	The Waste Land
	Yeats -	-	Easter 1916
	Walt Whitman	-	Leaves of Grass
	Langston Hughes –		The Weary Blues

UNIT-II:			Teaching Hours: 3/Week
	George Lukacs -	-	The Ideology of Modernism
	Malcolm Bradbury and James McFarlane	-	Modernism: 1890-1930

UNIT-III:			Teaching Hours: 3/Week
	Eugene O'Neill	-	The Hairy Ape
	Harold Pinter	-	The Caretaker

UNIT-IV:			Teaching Hours: 3/Week
	William Faulkner	-	The Sound and the Fury
	D.H. Lawrence	-	Women in Love
	James Joyce	-	Ulysses

UNIT-V:			Teaching Hours: 3/Week
	Sanford Schwartz – Thought	-	The Matrix of Modernism: Pound, Eliot, and Early Twentieth-Century
	Michael H. Levenson,	-	A Genealogy of Modernism: A Study of English Literary Doctrine

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Faulkner, William. *As I Lay Dying*. New York, NY: Vintage Books. 1900. Print.
- Lawrence, D. H. *Women in Love*. New York: Grosset & Dunlap, 1922. Print.
- Joyce, James. *Ulysses*. London: Bodley Head, 1969. Print.
- Eugene O'Neill's *Long Day's Journey into Night*. New York: Chelsea House, 1987. Print.

- Pinter, Harold, and Harold Pinter. *The Caretaker: And the Dumb Waiter: Two Plays.*, 1961. Print.

Reference Book:

- John Powell, Post modernism.
- Republic of Plato: Translated by Cornford, F.M., London, OUP.
- Seldon, Raman: A Reader's Guide to Contemporary Literary Theory.
- Williams, Raymond: Marxism and Literature.
- Culler, Jonathan: Structuralist Poetics: Structuralism Linguistics and the Study of Literature.
- Hutcheon, Linda: A Poetics of Postmodernism.
- Bloom, H.; et.al: Deconstruction and Criticism.
- Young, Robert (ed.): Untying the Text: A Post-structuralism Reader.
- Showalter, Elaine: Literature of Their Own: British Novelists from Bronte to Lering.
- Hawkes, T.: Structuralism and Semiotics.

Course Material: website links, e-Books and e-journals

Website Links:

- <https://www.poetryfoundation.org/poems/47311/the-waste-land>
- <https://www.sparknotes.com/poetry/eliot/section2/>
- <https://www.poetryfoundation.org/poems/43289/easter-1916>
- <https://whitmanarchive.org/published/LG/1891/poems/27>

E-Books:

- <https://web.itu.edu.tr/inceogl4/modernism/Ulysses.pdf>
- http://www.planetpublish.com/wp-content/uploads/2011/11/Women_in_Love_NT.pdf
- http://shiraz.fars.pnu.ac.ir/portal/file/?970459/%20Pinter_Harold%20_-_Plays_3_Faber_1991_.pdf
- https://archive.org/stream/in.ernet.dli.2015.182217/2015.182217.Long-Days-Journey-Into-Night_djvu.txt

E-Journals:

- <https://www.gradesaver.com/long-days-journey-into-night/study-guide/bibliography>
- <https://www.gradesaver.com/women-in-love/study-guide/summary>
- <https://www.britannica.com/topic/Ulysses-novel-by-Joyce>
- <https://www.gradesaver.com/as-i-lay-dying/study-guide/summary>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

ANNEXURE – III
For question paper setting

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3	5					
13. B.	CO3					5	
14. A.	CO4		5				
14. B.	CO4				5		
15. A.	CO5			5			
15. B.	CO5						5
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil	10				
17.	CO2	Nil		10			
18.	CO3	Nil			10		
19.	CO4	Nil				10	
20.	CO5	Nil					10
Total Marks *		14	24	24	24	19	15



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester:III

Paper type: Core Elective

Paper code:

Name of the Paper: B. Theatre Arts

Credit: 3

Total Hours per Week: 4 Lecture Hours:3 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. The learners will be able to remember and understand the comprehensive history of theatre, breaking the boundaries of the nation of its origin
2. The learners will be able to understand the forms and literary devices and evaluate contemporary theatre.
3. The learners will be able to analyse the essential aspects of theatre and acting and apply the techniques of acting.
4. The learners will be able to understand the production process of a play and analyse the step by step process of a playwright
5. The learners will be able to understand the concept of myth and critically evaluate how they have influenced classical plays.

Course Out Comes: The students will know

1. The students will know to list the diverse nature of theatres in different nation
2. The students will know to summarise and interpret the different kinds of theatre along with its characteristics.
3. The students will know to compare and contrast the nuances in acting theory and technique.
4. The students will know to demonstrate and illustrate a play of their own by following the process involved.
5. The students will know to relate and show the new theatrical elements for the prescribed classical plays

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: History of Theatre	Teaching Hours: 3/Week
Greek Theatre, Roman Theatre English Theatre. Tamil Drama, Sanskrit Theatre.	
Extra Reading/Key Words: American Theatre and Russian Theatre	

UNIT-II: Literary Devices and Modern Theatre	Teaching Hours: 3/Week
Literary devices of Drama - elements, genres, forms, features. 21st Century Modern Theatre – Realistic, Political, Post Modern, Global and Popular Theatres, Street Theatre, Sports Theatre, Immersion Theatre.	
Extra Reading/Key Words: Musical Theatre and Mobile Theatre.	

UNIT-III: Essentials of Theatre and Acting	Teaching Hours: 3/Week
The Essentials of Theatre – Costume, Setting, make –up, lighting, sound, direction, wings, green room, limelight, curtain call. Acting theory and technique- Constantin Stanislavsky and Bertolt Brecht. Rasa Theory of Indian Aesthetics by Bharata Muni	
Extra Reading/Key Words: <i>Stenography and Meisner Acting Technique</i>	

UNIT-IV: Production Process of a Play	Teaching Hours: 3/Week
Material, Tools and Process of playwrights Structure of a play	
Extra Reading/Key Words: Direction and production of a play	

UNIT-V: Transformation of Classical Mythical Tales into Modern Plays	Teaching Hours: 3/Week
Greek –King Midas Roman - Pandoras box	
Extra Reading/Key Words: Indian- Ramayana, English – Pygmalion	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Allian, Paul and Ten Harvie. The Routledge Companion to Theatre and Performance, New York, Routledge: 2006.
- *A Rasa Reader: Classical Indian Aesthetics*. Sheldon Pollock. (2016). Columbia University Press

Reference Book:

- Brown, John Russel ed. Drama and the Theatre with Radio, Film and Television – An Outline for the student, London: Routledge and Kegan Paul, 1971. Print.
- Hodge, Francis. Play Directing. Analysis, Communication and Style Fourth Edition. Allyn and Bacon Boston, 1994. Print.
- Greenwald, Michael. L ed. Longman Anthology of Drama and Theatre A Global Perspective, London: Longman, 1945. Print.
- Stratford – Upon – Avon studies 10- American theatre – Edward Arnold 1967, Great Britain. Print
- British Drama: An Historical survey from the beginnings to the present – Allardyce Niccole – Great Britain, 1925. Print.

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	Cos	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III

Paper type: Open Elective

Paper code:

Name of the Paper: Academic Writing

Credit: 2

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

1. To train the students gather, interpret, analyze and synthesize data or information.
2. To provide guidelines on writing with clarity and precision in the academic context.
3. To examine the features of academic writing at the postgraduate level.
4. To introduce the essential characteristics, major trends and techniques in research through reading and writing.
5. To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will remember and recall the essential characteristics, major trends and techniques in academic writing
2. Students will exemplify the real life instances with regard to academic writing
3. Students will analyse the features of academic writing from various genres
4. Students will evaluate the essential characteristics, major trends and techniques in research through reading and writing.
5. Students will write, rewrite, document, edit, publish and present papers

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Basics of Academic writing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> The purpose of academic writing (to report on a piece of research, answer a question, discuss a subject of common interest, collate/ synthesize research done by others, etc.) 	
<ul style="list-style-type: none"> Avoiding plagiarism and maintaining academic integrity 	
<ul style="list-style-type: none"> Features of academic writing (objectivity, criticality, formal /English, clear focus, effective structure) - Common types of academic writing (Report, Essay, Project, Thesis/Dissertation, Research Paper) 	
<ul style="list-style-type: none"> The format of short and long writing tasks (Introduction, Main body, Literature review, Case study/data analysis, Discussion, Conclusion) 	
<ul style="list-style-type: none"> The components of academic writing (words/phrase, sentence, Paragraph, heading, subtitle, title, citation, abbreviation, italics, etc.) 	
<ul style="list-style-type: none"> Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-II: Organizing sentences, paragraphs and essays	Teaching Hours: 2/Week
<ul style="list-style-type: none"> Vocabulary, synonyms <ul style="list-style-type: none"> Simple and longer sentences Paragraph structure Cohesion and coherence Introducing paragraphs and linking them together Argument and Discussion, language of discussion, Counter-arguments, Providing evidence Cause and Effect, language of cause and effect, Comparison, Comparison structures, Forms of comparison, Using superlatives Definitions, Simple definitions, Category words, Complex definitions, Examples Using examples, Phrases to introduce examples, Restatement Generalizations. Using generalizations, Structure, Building on generalizations Problems and Solutions, Alternative structure 	
<ul style="list-style-type: none"> Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-III: Academic Style	Teaching Hours: 2/Week
<ul style="list-style-type: none"> Clarity-concise and precise <ul style="list-style-type: none"> Language and conventions Free-writing and generative writing Common features of academic / scientific texts Language and conventions Hedging 	

<ul style="list-style-type: none"> · Impersonal style · Neutral / formal tone · Careful Punctuations · References · Rewriting and Proofreading
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above

UNIT-IV: Collection of Source & Summarizing and Paraphrasing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> · Pre-writing techniques · Stages of Summarizing · Techniques of paraphrasing 	
<ul style="list-style-type: none"> • Practice: Identity writing texts to be analyzed in terms of the above 	

UNIT-V: Writing and Reviewing Academic Essays	Teaching Hours: 2/Week
<p>Writing Academic Essays</p> <ul style="list-style-type: none"> · Writing the abstract · Formulating the title · Following IMRDC Pattern · Finalizing the draft · Revising the draft · Checking the reference · Reviewing the draft · Reviewing Articles in peer-reviewed journals · Submission of manuscripts online for publication 	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge, 2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
- Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
- Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
- Kennedy x. J et al. The Bedford Guide for College Writers with Reader, Research Manual and Handbook Tenth Edition. Bedford, 2014
- Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
- Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
- Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.

Website Links:

- The Chicago Manual of Style Online (fifteenth edition) –
- www.chicagomanualofstyle.org
- Purdue University: Purdue Online Writing Lab-
- https://owl.purdue.edu/owl/general_writing/academic_writing/index.html
- Writing for Academic and Professional Success (for BA/ B.Sc/ B.Com-SDE)http://sdeuoc.ac.in/sites/default/files/sde_videos/Writing%20for%20Academic%20-%20SLM%202019%20Admn..pdf
- Writing for Success- Intro to Academic Writing (BC Campus, Canada)<https://opentextbc.ca/writingforsuccess/chapter/introduction-to-academic-writing/>
- A Practical Guide to Academic Writing for International Students (Routledge)
- https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-FINAL_VERSION_.pdf

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	Cos	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: III

Paper type: Open Elective

Paper code:

Name of the Paper: B.Gender Studies

Credit: 2

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

- 1.To enable the students to comprehend the developments, themes, and narrative strategies of women writing and to analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.
- 2.To Disseminate knowledge about the Origin and Growth of Feminist Literature, Works of Feminist Writers in India and Abroad.
- 3.To Help them to realise the impact of Feminist Terminologies in the Literary Works, Women Portrayal in Feminist Literature and Feminist Literary Criticism.
- 4.To Raise consciousness among the learners through literature in the Feministic Perspective.
5. To gain a clear understanding of the major movements of feminist thought and related areas of the body of knowledge making up the field of Gender, Sexuality & Feminist Studies.

Course Out Comes (five outcomes for each unit should be mentioned)

1. This course enables the students to comprehend the developments, themes, and narrative strategies of women writing.
2. This course offers basic understanding of concepts like, Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon; Gyno-criticism with reference to the appropriate texts.
3. Students will study a selection of novels and/or short stories that focus on women's lives and reflect on what it means to be a woman and feminist from various sexual, racial, class, and national perspectives.
4. Student can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.
5. Student would appreciate the artistic and innovative use of language employed by the woman writers to instil the values and develop woman concern in students through exposure to literary texts.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 2/Week
	Sylvia Plath	-	The Bell Jar
	Virginia Woolf	-	A Room of one's own
	Elaine Showalter	-	Towards Feminist Poetics

UNIT-II:			Teaching Hours: 2/Week
	Sylvia Plath	-	Daddy
	Judith Wright	-	From Man to Woman
	Kamala das	-	Introduction
	Maya Angelou	-	Still I Rise
	Audre Lorde	-	A Woman Speaks

UNIT-III:			Teaching Hours: 2/Week
	Sarah Treem	-	The how and the why
	Hendrick Ibsen	-	A Doll's house
	Vijay Tendulkar	-	Silence! The court is in Session

UNIT-IV:			Teaching Hours: 2/Week
	Toni Morrison	-	The Bluest Eye
	Buchi Emecheta	-	Joys of Motherhood
	Margaret Atwood	-	Surfacing

UNIT-V:			Teaching Hours: 2/Week
	Betty Friedan	-	The Feminine Mystique
	Simone de Beauvoir	-	The Second Sex
	Judith Butler	-	Gender Trouble: Feminism and the Subversion of Identity

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Plath, Sylvia. *The Bell Jar*, 1 New York: Harper. 1971. Print.
- Woolf, Virginia. *A Room of One's Own*. Penguin Books, 2004. Print.
- Showalter, Elaine. 'Toward a Feminist Poetics'. *The New Feminist Criticism: Essays on Women, Literature and Theory*. Ed. Elaine Showalter. London: Virago, 1986. 125- 14. Print.
- Ibsen, Henrik. *A Doll's House*. Dover ed. New York: Dover Publications, 1996. Print.
- Atwood, Margaret. *Surfacing*. Toronto: M & S, 1999. Print.
- Emecheta, Buchi. *The Joys of Motherhood*, Oxford: Heinemann. 1994. Print.
- Morrison, Toni. *The Bluest Eye*, New York: Washington Square. 1970. Print.
- Friedan, Betty. *The Feminine Mystique*. New York: Norton, 1963. Print.
- Beauvoir, Simone de. *The Second Sex*. Vintage Classics, 2015. Print.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1999. Print.

Reference Book:

- Sandra M. Gilbert and Susan Gubar, ed., 1985, *The Norton Anthology of Literature by Women*, New York.
- Rajani P., V. Rajagopalan, and Nirmal Selvamony, who says my hand a needle better fits: *An Anthology of American Women Writing*, Dept. of English, Madras Christian College, Tambaram. Standarded of texts.
- Lisa Tuttle, 1986, *Encyclopedia of Feminism*, Facts on File Publications, New York.
- Catherine Belsey & Jane Moore, eds., 1977, *The Feminist Reader*, Iled., Macmillan London.
- KathyJ. Wilson, 2004, *Encyclopedia of Feminist Literature*, Greenwood Press, Westport.
- Kate Millett: *Sexual Politics*.
- Michael Barrett: *Women's Oppression Today: Problems in Marxist Feminist analysis*.
- Spack: *The Female Imagination*.
- Showalter Elaine: *Literature of Their Own: British Novelists from Bronteto Lessing*, 1977. 43
- Showalter Elaine: *The New Feminist Criticism: Essays on Women Literature and Theory*.
- Mills, S.: *Feminist Readings: Feminists Reading*.
- Ruthven K.K.: *Feminist Literary Studies*.
- Moi Toril: *French Feminist Thought- a Reader*.
- Donovan Josephine (ed.): *Feminist Literary Criticism: Explorations in Theory*.

Course Material: website links, e-Books and e-journals**Website Links:**

- <https://youtu.be/iGRyg5wvAks>
- <https://youtu.be/C58iMbIqCPk>
- <https://youtu.be/pNQXLzMfgxc>
- <https://youtu.be/tzP2B0zJ0os>

- <https://youtu.be/85mw6bqZJow>

E-Books:

- <https://www.gutenberg.ca/ebooks/plaths-belljar/plaths-belljar-00-h.html>
- <https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-h.html>
- https://historiacultural.mpbnet.com.br/feminismo/Toward_a_Feminist_Poetics.html
- <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>
- <https://www.lyrikline.org/en/poems/woman-man-1239>
- <https://www.poemhunter.com/poem/an-introduction-2/>
- <https://www.poetryfoundation.org> › ...Still I Rise by Maya Angelou | Poetry Foundation
- <https://www.poetryfoundation.org/poems/42583/a-woman-speaks>
- <https://www.dramatists.com/previews/4522.pdf>
- <https://www.gutenberg.org/files/2442/2542-h/2542/-h.htm>
- <https://www2.hf.uio.no/polyglotta/public/media/libraries/file/10/A%20Dolls%20House-%20Henrik%20Ibsen.pdf>
- <https://csu-jaipur.edu.in/uploads/SLM/Shastri/the%20court%20is%20in%20session.pdf>
- <https://www.kobo.com/ww/en/ebook/the-bluest-eye>
- https://books.google.com/books?hl=en&lr=&id=ORruCsIcOjEC&oi=fnd&pg=PA7&dq=:+Joys+of+Motherhood&ots=9bD9CdwFSK&sig=2KUmmTFgwlnMQMpsLFhwJev_uVw
- https://books.google.com/books?hl=en&lr=&id=JNwcy-HHCcMC&oi=fnd&pg=PR4&dq=Toni+Morrison+-+The+Bluest+Eye&ots=ip4_T2ukpX&sig=6kKvWCIB2uK4-NOE8Ns7wMujE0U
- <https://www.kobo.com/in/en/ebook/the-feminine-mystique-3>
- <https://www.worldcat.org/oclc/794979537&ved=2ahUKEwi74b7cyvP4AhXe8zgGHZYtBhAQFnoECC0QAQ&usg=AOvVaw3UYB2YBKZ-0JX5pBUabsyb>
- <https://www.yumpu.com/en/document/view/63637964/ebook-pdf-gender-trouble-feminism-and-the-subversion-of-identity-routledge-classics-full-pages&ved=2ahUKEwj198j3yvP4AhWn9zgGHUZ0DTEQFnoECCgQAQ&usg=AOvVaw32y--XulhQ0x2xMel6krjk>

E-Journals:

- <https://www.tandfonline.com/doi/abs/10.1080/00497878.1990.9978819>
- <https://www.tandfonline.com/doi/full/10.1080/00497870490272812>
- <https://www.proquest.com/scholarly-journals/literary-allusion-as-feminist-criticism-room-ones/docview/1290984836/se-2>
- <https://dergipark.org.tr/tr/download/article-file/356890>
- https://link.springer.com/chapter/10.1007/978-1-349-25934-2_43
- http://blogs.warwick.ac.uk/zoebrigley/entry/towards_a_feminist/
- <http://www.interacttheatre.org/talkingwithsarahtreem.htm>
- https://www.academia.edu/download/55531359/Oct._20171.pdf#page=155
- <https://www.jstor.org/stable/468206>
- <https://www.tandfonline.com/doi/abs/10.1080/00111610209602179>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	M	S
CO2	M	M	S	M	S	S	M	M	M	S
CO3	S	M	S	S	M	M	S	S	M	S
CO4	M	S	M	M	S	M	S	S	S	M
CO5	S	S	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I
Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: III **Paper type: Open Elective**

Paper code: **Name of the Paper: C. Film Studies** **Credit: 2**

Total Hours per Week: 2 Lecture Hours: 2 Tutorial Hours: 0 Practical Hours: 0

Course Objectives

1. To identify and explore the key terms and concepts used in film studies
2. To analyze the formal elements of film used in the storytelling process
3. To introduce the various film movements to help understand the evolution of cinema
4. To aid the learner to interpret films through the lens of gender, class and sexuality
5. To examine the importance of scripts in the making of films by providing an overview of the script writing process.

Course Out Comes (five outcomes for each units should be mentioned)

1. The students will understand the terms and techniques associated with film studies.
2. The students will apply the theories and movements to interpret films representing different genres.
3. The students will analyze various themes and compare the characteristics of movies from different regions.
4. The students will evaluate the current trends in film industry and deliberate on the latest technologies.
5. The students will create short scripts for films, documentaries and the like.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Introduction to Film Studies	Teaching Hours: 2/Week
History and Scope of Film Studies Evolution of Cinema Indian and World Film Festivals Over the Top platforms Career Prospects in Indian Cinema	

UNIT-II: Filmmaking- Terms and Techniques	Teaching Hours: 2/Week
The Language of Cinema Cinematography Editing - Space and Time Sound- Diegetic and non diegetic	

UNIT-III: Film -Theories and Movements	Teaching Hours: 2/Week
Schools of world Cinema- German Expressionism, Russian Formalism, Italian Neorealism, Classical, French and Iranian New Wave Film Theories-Semiotics,Post-modernism, Auteur,Apparatus,Narrative,Feminist,Queer, Marxist and Psychoanalytic Indian new Waves - Indian Cinema and Liberalization, Parallel cinema	

UNIT-IV: Film - Culture and Ideology	Teaching Hours: 2/Week
Western Film Genres, Indian Film Genres, Critique of genre Film Culture Star Studies Audience and Fandom Evolution of Censorship Exhibition and Distribution of films.	

UNIT-V: Script writing	Teaching Hours: 2/Week
What is a script? - Thinking process Theatre Directions Creating a script- Developing a script- Adapting a script Character spin off- Creating a sequel- Characterization Qualities of a scriptwriter- Themes and Social Obligations Case studies	

Internal Assessment Methods: Quiz, Test, Assignment and Seminar

Reference:

Films

- Bergman, Ingmar, director. *Persona*. AB SvenskFilmindustri, 1966.
- Godard, Jean-Luc, director. *Breathless*. Les Films Impéria, 1960.
- Mahendran, director. *Uthiripookkal*. Dimple Creations, 1979.
- Murnau, Friedrich Wilhelm, director. *Nosferatu*. Prana Film, 1922.
- Ray, Satyajit, director. *PatherPanchali*. Government of West Bengal, 1955.
- Sciamma, Céline, director. *Portrait of a Lady on Fire*. Pyramide Films, 2019.
- Sica, Vittorio De, director. *Bicycle Thieves*. Produzioni De Sica, 1948.
- Tarkovsky, Andrei, director. *Stalker*. Mosfilm, 1979.
- Truffaut, Francois, director. *The 400 Blows*. Les Films Du Carrosse, 1959.
- Welles, Orson, director. *Citizen Kane*. 1941.

Books

- Butler, Andrew M. *Film Studies. Pocket Essentials*, 2008.
- Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2020.
- Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta Trade Paperbacks, 2005.
- Gaffney, Freddie, and John White. *As Film Studies: The Essential Introduction*. Taylor & Francis, 2009.
- Hayward, Susan. *Cinema Studies: The Key Concepts*, Routledge, Abingdon, Oxon, 2006.
- Metz, Christian, and Michael Taylor. *Film Language a Semiotics of the Cinema*. Univ. of Chicago Press, 2007.
- Piper, Jim. *The Film Appreciation Book: The Film Course You Always Wanted to Take*. Allworth Press, 2014.
- Vasudevan, Ravi. *Making Meaning in Indian Cinema*, Oxford University Press, New Delhi, 2009.
- Villarejo, Amy. *Film Studies: The Basics*. Routledge, 2022.

Website Links:

- <https://theconversation.com/from-tarantino-to-squid-game-why-do-so-many-people-enjoy-violence-170251>

- <https://theconversation.com/netflixs-big-bet-on-foreign-content-and-international-viewers-could-upend-the-global-mediascape-and-change-how-people-see-the-world-156629>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Elective

Paper code: Name of the Paper: Literary Theory & Criticism-II

Credit:5

Total Hours

Per Week: 6

Lecture Hours: 5

Tutorial Hours:1

Practical Hours:0

.....

Course Objectives:

- 1The aim of this course in to familiarize students with major trends in twentieth century literary Theory..
- 2.In order to explore ongoing debates in literary criticism and their application in critical practice.
- 3Students would be expected to acquaint themselves with the principles of Literary criticism.
- 4.Hypotheses and reading strategies of the following schools to see how each critical practice includes and excludes issues relevant to other practices.
- 5.Enhances the students to develop critical skills, analysis and many other communication skills, oral and written.

Course Out Comes:

1. The student will be able to reinforces the student's literary competence.
2. The student will be able todevelop an independent critical persona.
3. The student will be able to understand the various types of theories
4. The student will be able to know thetheories after the 20th century are learned.
5. The student will be able to firmly equipped with various tools, techniques and strategies of interpretation.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	No	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	No	Yes	No
3	Yes	No	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	No	Yes
5	Yes	Yes	No	Yes	Yes	Yes

SYLLABUS

UNIT-I:			Teaching Hours: 5 / Week
Stanley Fish	-	Is there a text in the class?	
Ferdinand Sussure	-	Nature of the Linguistic Sign	
UNIT-II			Teaching Hours: 5 / Week
Jacque Derrida	-	Structure, Sign and Play in the discourse of the Human Science	
Gerard Genette	-	Structuralism and Literary Criticism	

UNIT-III:			Teaching Hours: 5 / Week
Juliet Mitchell	-	Feminity, Narrative and Psycholoanalysis	
Jacques Lacan	-	Mirror Stage	

UNIT-IV:			Teaching Hours: 5 / Week
Steven Geenblatt		Towards a Poetics of Culture	
Stuart Hall		Cultural Identity and Diaspora	

UNIT-V:		Teaching Hours: 5 hrs/ week	
Linda Hutcheon		Modelling the Postmodern: parody and politics (from A Poetics of Postmodernism)	
Judith Butler		Critically Queer (chp 4 from Bodies That Matter)	

- Bijay Kumar Das. *Twentieth Century Literary Criticism*, Atlantic pub, 2018.
- Lodge, David. *Twentieth century Literary Criticism*. Longman Pub, 1989

E-Reference

- <http://www.blogs.hss.ed.ac.uk/crag/files/2015/03/2sawqvmpgbko.pdf>
- <https://sites.middlebury.edu/nydiasporaworkshop/files/2011/04/D-OA-HallStuart-CulturalIdentityandDiaspora.pdf>
- <https://www.jstor.org/stable/1354361>
- <http://985queer.queergeektheory.org/wp-content/uploads/2013/04/Critically-Queer.pdf>
- <https://olivia-moy.squarespace.com/s/FISH-Is-There-a-Text-In-This-Class.pdf>
- https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/first/en122/lecturelist2019-20/course_in_general_linguistics_naturelinguisticsign.pdf
- <http://www2.csudh.edu/ccauthen/576f13/drrdassp.pdf>
- <https://rufusononline.blogspot.com/2016/10/structuralism-and-literary-criticism.html>
- <https://literariness.org/2016/04/22/lacans-concept-of-mirror-stage/amp/>

- **For question paper setting**

- **ANNEXURE – III**

- **BLOOM TAXONOMY**

- **QUESTION PAPER SETTING CHECK LIST**

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Core

Paper code: Name of the Paper: Writing Skills and Research Methodology

Credit:4

Total Hours

Per Week: 5

Lecture Hours: 4

Tutorial Hours:1

Practical Hours:0

Course Objectives:

- 1.To introduce students about effective writing skills and Research methodology.
- 2.To make aware the students to develop vocabulary, sentence structure and Grammar Skills.
3. To teach the students writing has a methodology to write projects.
- 4.The performance statement describes what the learner will know or be able to do in specific, measurable terms.
- 5.To understand Research help students, narrow in on the focus of your research and key variables.

Course Out Comes:

1. The student will be able to Introduced to four kinds of discourses.
2. The student will be able to Understanding paragraph writing, sentence writing, and use of diction, denotation, and connotation.
3. The student will be able to Introduces plagiarism and its aftermath.
4. The student will be able to the importance of Mechanics of writing in good thesis formation is taught with adequate examples.
- 5.The student will be able to Documentation as an indispensable part of thesis writing is introduced.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	No	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	No	Yes	No
3	Yes	No	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	No	Yes
5	Yes	Yes	No	Yes	Yes	Yes

SYLLABUS

UNIT-I:

Teaching Hours: 4/Week

The Motivation of the Writer	-The Relationship between Reader and Writer
Fusion of Medium: Subject, Occasion	Coherence
Emphasis	Four Kinds of Discourse

UNIT-II:

Teaching Hours: 4/Week

The Paragraph as a unit of thought	The structure of the paragraph
Some typical structural principals	linking paragraphs together
Principals of sentence structure	- diction- denotation- connotation

UNIT-III:

Teaching Hours: 4/Week

Research paper as a form of exploration and form of communication	selecting a topic- conducting research
— compiling a working bibliography	Evaluating sources.
Taking Notes	Outlining –Writing drafts- Plagiarism

UNIT-IV:

Teaching Hours: 4/Week

Mechanics of Writing	Spelling – Punctuation – Italics – Names of persons- Numbers-
Titles of works in the Research	Quotations
Format of the Research paper	Capitalization and Personal names in Languages

UNIT-V:

Teaching Hours: 4/Week

Documentation	Preparing the list of works cited
citing sources in the text	Other systems of documentation.

Internal Assessment Methods: Test / Quiz / Assignment / Seminars

Text book:

- John Langan, College Writing Skills, New York: Mc Graw Hill, 1985. (Covers Unit I)
- Joseph Gibaldi, MLA Handbook for Writers of Research Papers, New Delhi: Affiliated East-West Press Pvt. Ltd., 2003. (Covers Units II to V)

Reference Book:

- Marjorie Boulton, The Anatomy of Poetry, London: Routledge & Kegan Paul, 1982.
- Marjorie Boulton, The Anatomy of Prose, London: Routledge & Kegan Paul, 1952.
- Cleanth Brooks, Fundamentals of Good Writing: A Handbook of Modern Rhetoric, New York: Read Books, 2008.

- R.A. Lanham, A Hand list of Rhetorical Terms, California: University of California Press, 1991.
- James Mc Crimmon, Writing with a Purpose, Boston: Mifflin Company, 1963.
- Donald M. Murray, Write to Learn, New York: Holt, Rinehart and Winston, Inc., 1987

Course Material: website links, e-Books and e-journals

Website Links:

- <https://research-methodology.net/>
- <https://library.ncu.edu/methods>

E-Books:

- https://www.vrsiddhartha.ac.in/wp-content/uploads/2019/12/VR17_ME_1-4Years.pdf
- https://libguides.up.edu/mla/common/books_and_ebooks

E-Journals:

- <https://caliber.inflibnet.ac.in/caliber2009/CaliberPDF/59.pdf>
- <https://www.ipinnovative.com/journal-article-file/3531>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	M	S	S	M	M	M	S
CO2	S	S	S	S	S	S	S	S	M	M
CO3	S	M	S	S	M	M	M	S	S	S
CO4	M	S	M	M	S	S	M	S	S	M
CO5	M	M	M	S	M	S	M	M	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong, M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Core

Paper code:

Name of the Paper: World Classics in Translation

Credit: 4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. Analyze literary texts in English or English translation in terms of their main stylistic and thematic features.
2. Discuss the literary, historical, social and cultural backgrounds of these texts.
3. Identify some of the main theoretical and methodological issues involved in reading World Literature.
4. Communicate findings clearly and engagingly.

Course Out Comes (five outcomes for each units should be mentioned)

1. The student will be able to understand and appreciate the aesthetic, moral and cultural trends of literatures in Translation.
2. The student will be able to comprehend the unique aspects of the diverse literatures of the world, especially that is available in English translation.
3. The student will be able to demonstrate an understanding of the Classics in historical and cultural context and establish a familiarity with the variety of Classical literary texts.
4. The student will be able to appreciate the Classics for the literary values, cultural importance, philosophical and socio – political background and facilitate the development of cross – cultural perspectives.
5. The student will be able to stimulate further reading so as to obtain a fuller understanding of the literary forms and movements across the globe.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I			Teaching Hours: 4/Week
	Homer's Illiad	-	Book III
	Thiruvalluvar	-	From Thirukkural
			Division I Righteousness/ Virute
			Chapter 4 The Power of Righteousness Chapter 30 Truthfulness.
			Division II The Material world / Wealth
			Chapter 79 Friendship Chapter 104 Farming
			Division III Love
			Chapter 118 Eyes consumed with grief Chapter 130 expostulation with oneself

UNIT-II			Teaching Hours: 4/Week
	Bhāsa	-	Svapnavasavadattam
	Aeschylus	-	Prometheus Bound
	Anton Chekhov	-	The Cherry Orchard

UNIT-III			Teaching Hours: 4/Week
	Hermann Hesse	-	Siddhartha
	Franz Kafka	-	The Metamorphosis
	Albert Camus	-	The Myth of Sisyphus

UNIT-IV			Teaching Hours: 4/Week
	Nikos Kazantzakis	-	Zorba the Greek
	Fyodor Dostoevsky	-	Crime and Punishment
	Thomas Mann	-	Death in Venice

UNIT-V			Teaching Hours: 4/Week
	Antoine de Saint Exupéry	-	The Little Prince
	Paulo Coelho	-	The Alchemist
	Orhan Pamuk	-	My Name Red

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Text book:

- Silk, Michael Stephen. Homer: The Iliad. Cambridge University Press, 2004.
- Translated by Shuddhananda Bharati. Thirukkural, with English Couplets. Madras :South India Saiva Siddhanta Works Pub. Society, Tinnevely, 1968.
- Bhāsa. Svapnavasavadattam: Hindi anuvada, Samskrta tika, visadavyakhyaeavamanyaupayogisamagrisahita. MotilalaBanarasidasa, 1991.

- Ruffell, Ian. Aeschylus: Prometheus Bound. A&C Black, 2012.
- Chekhov, Anton Pavlovich, and Nikolai Nikolaevich Sergievsky. The cherry orchard. Ginn, 1964.
- Hesse, Hermann, and Stanley Appelbaum. Siddhartha. Courier Corporation, 1998.
- Kafka, Franz. The metamorphosis. Schocken Books, 1948.
- Camus, Albert. The myth of Sisyphus. Penguin UK, 2013.
- Kazantzakis, Nikos. Zorba the greek. Simon and Schuster, 1996.
- Dostoyevsky, Fyodor. Crime and punishment. Oxford University Press, 2017.
- Mann, Thomas. Death in Venice. Simon and Schuster, 2021.
- de Saint-Exupéry, Antoine. The Little Prince: And Letter to a Hostage. Penguin UK, 2021.
- Pamuk, Orhan. My name is Red. Vol. 331. Everyman's Library, 2010.

Reference Book:

- World Literature Reader: A Reader - edited by Theo D'haen, César Domínguez, Mads Rosendahl Thomsen.
- Reading World Literature: Theory, History, Practice - edited by Sarah Lawall.

Course Material: website links, e-Books and e-journals

Website Links:

- https://www.ancient-literature.com/greece_homer_iliad.html
- <https://www.gutenberg.org/ebooks/2554>
- <https://www.orhanpamuk.net/books.aspx>

E-Books:

- <https://thirukkural133.wordpress.com/contents/>
- <https://www.gutenberg.org/ebooks/6130>
- <https://americanliterature.com/author/anton-chekhov/play/the-cherry-orchard/summary>

E-Journals:

- <https://brill.com/view/journals/jwl/jwl-overview.xml>
- <https://www.worldliteraturetoday.org/>

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low (may be avoided)

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115

(Name of the Programme) – 2022-2023 onwards

Semester: IV

Paper type: Core

Paper code:

Name of the Paper: Feminist Studies

Credit: 4

Total Hours per Week: 5 Lecture Hours: 4 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To make students familiarize themselves with different writings from both female and male, demonstrate logical reasoning regarding the perception of the female sex as different from the male world view.
2. A lecture which emphasizes the need for a woman to own a room and money to be able to write. Brings about an insight into women's plight in the male dominated society.
3. Women's struggle to succeed amidst the stereotypes, especially that of Virginia Woolf whilst suffering from man's dominance.
4. A rewriting the stereotyped myths about women's role. Revisiting such myth and presenting them through the feminist eyes.
5. A symbolic representation of women trapped in a male body to portray the real.

Course Out Comes (five outcomes for each units should be mentioned)

- 1.Despite class, race, caste affiliations Women all through the Globe receives a secondary grade treatment.
- 2.Learn the plight of women who are physically harassed to keep them under the control of men. However they are revisited in recorded history to stand against men, despite their physical indifference,
- 3.Learn the importance and the role of myth in the control of women throughout history while also learning a need to rewrite the changes in the myth.
- 4.Learn the struggles of transgender so as to face problems from within and also from the society to find their own identity, an identity crisis marred constantly due to the bias in society towards the classification of sex.
- 5.The female roles future and the present – a cultural reshaping

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 4 /Week
	Christina Rossetti	-	Goblin Market
	Grace Nicols	-	Of Course when They Ask for Poems
	Meena Kandasamy	-	Mascara
	Sylvia Plath	-	Daddy

UNIT-II: Prose			Teaching Hours: 4/Week
	Gayathri C. Spivak	-	Can the Subaltern Speak?
	Virginia Woolf	-	A Room of One's Own

UNIT-III: Drama			Teaching Hours: 4/Week
	Henrik Ibsen	-	A Doll's House
	Susan Glaspell	-	Triles
	Lorraine Hansberry	-	A Raisin in the Sun

UNIT-IV: Fiction			Teaching Hours: 4/Week
	Margaret Atwood	-	The Handmaid's Tale
	Toni Morrison	-	The Bluest Eye

UNIT-V: Criticism			Teaching Hours: 4 /week
	Bell Hooks	-	"Beauty within and without" from Feminism is for Everybody (chapter 6 from feminism is...)
	Chimamanda Adiche	-	We should All Be Feminist

Text E Books

https://www.academia.edu/37477893/can_the_subaltern_speak_Gayathri

<https://www2.hf.uio.no/polyglotta/public/media/libraries/file/10/A%20Dolls%20House-%20Henrik%20Ibsen.pdf>

https://www.uobabylon.edu.iq/eprints/publication_3_10984_471.pdf

<https://www.doanestuart.org/wp-content/uploads/2015/09/Trifles.pdf>

<http://ameforeignpolicy.files.wordpress.com/2018/02/we-should-all-be-feminist.pdf>

E-Journal

<https://poetryarchive.org>

<https://poetrytherapy.org>

For question paper setting

ANNEXURE – III

BLOOM TAXONOMY

QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I
Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: IV **Paper type: Core Elective**

Paper code: **Name of the Paper: Subaltern Studies** **Credit: 3**

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

1. To introduce students to that literature that has been sidelined down the ages.
2. To familiarize the students with the theme of the Subaltern.
3. To pictures the painful feelings of the oppressed.
4. Experience of the Socially, Politically, economically neglected people can be understood.
5. Modern Subaltern culture will be exposed.

Course Out Comes (five outcomes for each units should be mentioned)

1. The learner can re-explore the political, social and economic role in literature.
2. Can understand the feelings of the exploited.
3. The analysis of political role in the subaltern literature can be done.
4. Critical Analysis of the text and theme can be undertaken by the learner
5. Identification of Gender discrimination in the given works.

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Poetry			Teaching Hours: 2/ Week
	John Benjamin	-	A Subaltern's Love Song
	Yasmine Gooneratne	-	There was a Country
	Langston Hughes	-	The Negro Speaks of River
	Syed Amanuddin	-	Don't Call Me Indo- Anglian
	Mervyn Morris	-	Judas

UNIT-II: Prose			Teaching Hours: 2/ Week
	Homi K Bhaba	-	The Location of Culture
	Dipesh Chakrabarty	-	A Small History of Subaltern Studies:2000 from Habitation of modernity Essays in the wake of subaltern studies pp(3-19)
	Salman Rushdie	-	Imaginary Homelands Chapter- I

UNIT-III: Drama			Teaching Hours: 2 / Week
	Dolores Prida	-	Beautiful
	Mahesh Dattani	-	Seven Steps Around the Fire

UNIT-IV: Fiction			Teaching Hours: 2 / Week
	Benjamin	-	Jasmine Days(translated by Shanaz Habi)
	Freidone Sahebjam	-	The Stoning of Soraya

UNIT-V: Criticism			Teaching Hours: 2 / week
	K. Nirupa Rani	-	Gender and Imagination in Bapsi Sidhwa's Fiction

	Mulkraj Anand	-	The Source of Protest in My Novels (from "Creating Theory" ed. Jasbir Jain)
	Gyan Prakash	-	Subaltern Studies as Postcolonial Criticism

References:

1. Dipesh Chakrabarty, A Small history of Subaltern studies: 2000. Habitation of modernity:
2. Essays in the wake of subaltern studies. Chicago: el of Chicago p, 2002.
3. Ranajit Guha : On Some Aspects of the Historiography of colonial India. 1982.
4. Mapping Subaltern studies & the post colonial Ed. Vinayak Chatuoudi London:2000
5. Spivak, Gayatri Chakravarty. "Subaltern Studies: Deconstructing Historiography." Ed.
6. Ranajith Guha, "Writings on South Asian History and Society Vol IV. OUP, 1985.
7. Gramsci, Antonio. "History of the Subaltern Classes, Prison Notebooks Vol.II, (ED.&Tr.)
8. Joseph A. Buttigieg, Columbia UP, 1966.
9. Fanon, Frantz. Black Skin, White Masks, Grove, !967.

E-Journal

<https://poetryarchive.org>

<https://poetrytherapy.org>

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	



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ANNEXURE - I

Course Structure

THIRUVALLUVAR UNIVERSITY, VELLORE – 632 115
(Name of the Programme) – 2022-2023 onwards

Semester: Paper type: Core Elective

Paper code: Name of the Paper: Academic Writing Credit: 3

Total Hours per Week: 3 Lecture Hours: 2 Tutorial Hours: 1 Practical Hours: 0

Course Objectives

- 1.To train the students gather, interpret, analyze and synthesize data or information.
2. To provide guidelines on writing with clarity and precision in the academic context
- 3.To examine the features of academic writing at the postgraduate level
4. To introduce the essential characteristics, major trends and techniques in research through reading and writing.
5. To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

Course Out Comes (five outcomes for each units should be mentioned)

1. Students will remember and recall the essential characteristics, major trends and techniques in academic writing
2. Students will exemplify the real life instances with regard to academic writing
3. Students will analyse the features of academic writing from various genres
4. Students will evaluate the essential characteristics, major trends and techniques in research through reading and writing
5. Students will write, rewrite, document, edit, publish and present papers

Matching Table (Put Yes / No in the appropriate box)

Unit	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes

SYLLABUS

UNIT-I: Basics of Academic writing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> The purpose of academic writing (to report on a piece of research, answer a question, discuss a subject of common interest, collate/ synthesize research done by others, etc.) 	
<ul style="list-style-type: none"> Avoiding plagiarism and maintaining academic integrity 	
<ul style="list-style-type: none"> Features of academic writing (objectivity, criticality, formal /English, clear focus, effective structure) - Common types of academic writing (Report, Essay, Project, Thesis/Dissertation, Research Paper) 	
<ul style="list-style-type: none"> The format of short and long writing tasks (Introduction, Main body, Literature review, Case study/data analysis, Discussion, Conclusion) 	
<ul style="list-style-type: none"> The components of academic writing (words/phrase, sentence, Paragraph, heading, subtitle, title, citation, abbreviation, italics, etc.) 	
<ul style="list-style-type: none"> Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-II: Organizing sentences, paragraphs and essays	Teaching Hours: 2/Week
<ul style="list-style-type: none"> Vocabulary, synonyms <ul style="list-style-type: none"> Simple and longer sentences Paragraph structure Cohesion and coherence Introducing paragraphs and linking them together Argument and Discussion, language of discussion, Counter-arguments, Providing evidence Cause and Effect, language of cause and effect, Comparison, Comparison structures, Forms of comparison, Using superlatives Definitions, Simple definitions, Category words, Complex definitions, Examples Using examples, Phrases to introduce examples, Restatement Generalizations. Using generalizations, Structure, Building on generalizations Problems and Solutions, Alternative structure 	

<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above

UNIT-III: Academic Style	Teaching Hours: 2/Week
<ul style="list-style-type: none"> • Clarity-concise and precise <ul style="list-style-type: none"> · Language and conventions · Free-writing and generative writing · Common features of academic / scientific texts · Language and conventions · Hedging · Impersonal style · Neutral / formal tone · Careful Punctuations · References · Rewriting and Proofreading 	
<ul style="list-style-type: none"> • Practice: Identify writing texts to be analyzed in terms of the above 	

UNIT-IV: Collection of Source & Summarizing and Paraphrasing	Teaching Hours: 2/Week
<ul style="list-style-type: none"> · Pre-writing techniques · Stages of Summarizing · Techniques of paraphrasing 	
<ul style="list-style-type: none"> • Practice: Identity writing texts to be analyzed in terms of the above 	

UNIT-V: Writing and Reviewing Academic Essays	Teaching Hours: 2/Week
Writing Academic Essays <ul style="list-style-type: none"> · Writing the abstract · Formulating the title · Following IMRDC Pattern · Finalizing the draft · Revising the draft 	

- Checking the reference
- Reviewing the draft
- Reviewing Articles in peer-reviewed journals
- Submission of manuscripts online for publication

Internal Assessment Methods: Quiz, Test, Assignment and Seminar.

Reference Book:

- Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge, 2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
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Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S

PO – Programme Outcome, CO – Course outcome

S – Strong , M – Medium, L – Low

For question paper setting
ANNEXURE – III
BLOOM TAXONOMY
QUESTION PAPER SETTING CHECK LIST

Q. No.	COs	i. Remembering	ii. Understanding	iii. Applying	iv. Analyzing	v. Evaluating	vi. Creating
PART – A (Two questions from each category except vi. Creating)							
1.	CO1	2					Nil
2.	CO1		2				Nil
3.	CO2			2			Nil
4.	CO2				2		Nil
5.	CO3					2	Nil
6.	CO3	2					Nil
7.	CO4		2				Nil
8.	CO4			2			Nil
9.	CO5				2		Nil
10.	CO5					2	Nil
PART – B (At the least one question from each category not more than two questions from one category)							
11. A.	CO1	5					
11. B.	CO1		5				
12. A.	CO2			5			
12. B.	CO2				5		
13. A.	CO3					5	
13. B.	CO3	5					
14. A.	CO4		5				
14. B.	CO4			5			
15. A.	CO5				5		
15. B.	CO5					5	
PART – C (One question from each category except i. Remembering)							
16.	CO1	Nil			10		
17.	CO2	Nil				10	
18.	CO3	Nil		10			
19.	CO4	Nil	10				
20.	CO5	Nil			10		
Total Marks *		14	24	24	34	24	