



SRI SANKARA ARTS AND SCIENCE COLLEGE

(AUTONOMOUS)

Enathur, Kancheepuram

PG & Research Department of English

M.A., ENGLISH SYLLABUS

FROM THE ACADEMIC YEAR

2023 - 2024

Preamble

The Postgraduate programme MA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Literature, Language and its implementation in diverse fields. Moreover, the subjects in an MA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The M.A English subjects lists most significant and initial subject is the English Language. Initiating the two-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this M.A course English subject is added to the syllabus with the same intention. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

1. Cognitive Domain

(Lower levels: **K1: Remembering; K2: Understanding; K3: Applying; Higherlevels: K4: Analysing; K5: Evaluating; K6: Creating**)

2. Affective Domain

3. Psychomotor Domain

2. Structure of Course

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
Learning Objectives: (for teachers: what they have to do in the class/lab/field)			
Course Outcomes: (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours)			
Units	Contents	Required Hours	
I		17	
II		17	
III		17	
IV		17	
V		17	
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved(To be discussed during the Tutorial hour)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill		

Learning Resources: <ul style="list-style-type: none"> ● Recommended Texts ● Reference Books ● Web resources
Board of Studies Date:

3. Learning and Teaching Activities

3.1. Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

3.1 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
Total		90 periods

Tutorial Activities

Tutorial Count	Topic

4. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

5. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

6. Assessment Activities

6.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

6.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 rd week	2%	2%
Assignment 2	6 th Week	2%	4%
Cycle Test – I	7 th Week	6%	10%
Assignment 3	8 th Week	2%	12%
Assignment 4	11 th Week	2%	14%
Cycle Test – II	12 th Week	6%	20%
Assignment 5	14 th Week	2%	22%
Model Exam	15 th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 th Week	60%	100%

7. TEACHING METHODOLOGIES

7.1 Traditional Teaching method like Chalk and Board, Virtual Class room, LCD projector, SmartClass, Video Conference, Guest Lectures.

7.2 Asking students to formulate a problem from a topic covered in a week’s time

Assignment, Class Test, Slip test

7.3 Asking students to use state-of-the-art technologies/software to solve problems

Applications, Use of Language enhancement software.

7.4 Introducing students to applications before teaching the theory

7.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)

7.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

7.5.2 Other university websites.

8. Faculty Course File Structure

CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern interms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level and three average Answersheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher studies Preparation(GATE/Placement)
- x. List of mentees and their academic achievements

REGULATIONS

1. DURATION OF THE PROGRAM

1.1. Two years (four semesters)

1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year.

1.3. There shall be not less than 90 working 'days for each semester.

2. ELIGIBILITY FOR ADMISSION

Pass in any undergraduate degree program offered by any College or a University recognized by the UGC.

B.A. English or Any degree with Foundation course Part II English.

3. CREDIT REQUIREMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

3.1.A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in a College affiliated to the University for a period of not less than two academic years and passed the examinations of all the four Semesters prescribed earning a minimum of 91 credits as per the distribution given in Regulation 4 and also fulfilled such other conditions as have been prescribed thereof.

4. COURSE OF STUDY, CREDITS AND SCHEME OF EXAMINATION

4.1 The Course Components and Credit Distribution shall consist of the following (Minimum Number of Credits to be obtained):

COURSE COMPONENTS/ NAME OF THE COURSE	NUMBER OF COURSES	CREDITS	CREDITS ALLOTTED
Core subject including Project	15 Courses	4	60
Elective	5 Courses	3	15
Extra Disciplinary	2 Courses	3	6
Soft Skill	4 Courses	2	8
Internship	1 Course	2	2
Total Credits			91

4.2. Scheme of Examinations and Syllabus of each programme as given separately.

4.3. Inclusion of the Massive Open Online Courses (MOOCs) available on SWAYAM, NPTEL and other such portals approved by the University Authorities.

4.3.1. The Chairperson, Board of Studies (Both autonomous and non-autonomous colleges) consider the available MOOCs and choose the courses to be included under Core, Elective and Soft Skill category and also the number of credits for such courses based on the content and duration of course. The credit for such courses

shall be included as part of the Core, Elective and Soft Skill to award the Degree. The number of credit will be decide at the University level for such courses which are relevant to more than one department such as soft skills and elective courses.

5.REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTERS

5.1. Eligibility: Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefor by the Syndicate from time to time.

5.2. Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)

5.3. Condonation of shortage of attendance: If a Student fails to earn the minimum attendance (Percentage stipulated), the Principals shall condone the shortage of attendance upto a maximum limit of 10% (i.e. between 65% and above and less than 75%) after collecting the prescribed fee of Rs.250/-each for Theory/Practical examination separately, (Theory Rs.250/- Per semester/Per Student: Practical Rs.250/- Per semester/Per Student) towards the condonation of shortage of attendance. Such fees collected and should be remitted to the University.

5.4.Non-eligibility for condonation of shortage of attendance: Students who have secured less than 65 % but more than 50 % of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such Students will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year/next semester of the program and they may be permitted to take next University examination by paying the prescribed condonation fee of Rs.250/- each for Theory/Practical separately. Such fees shall be remitted to the University. Name of such Students should be forwarded to the University along with their attendance details in the prescribed format

mentioning the category (3 copies). Year wise/Branch wise/Semester wise together with the fees collected from them, so as to enable them to get permission from the University and to attend the Theory/Practical examination subsequently without any difficulty.

5.5.Detained students for want of attendance: Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by re-joining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.

5.6. Condonation of shortage of attendance for married women students: In respect of married women students undergoing PG programs, the minimum attendance for condonation (Theory/Practical) shall be relaxed and prescribed as 55% instead of 65% if they conceive during their academic career. Medical certificate from the Doctor (D.G.O) attached to the Government Hospital and the prescribed fee of Rs.250/-therefor together with the attendance details shall be forwarded to the university to consider the condonation of attendance mentioning the category.

5.7.Zero Percentage(0%) Attendance: The Students, who have earned 0% of

attendance, have to repeat the program (by rejoining) without proceeding to succeeding semester and they have to obtain prior permission from the University immediately to rejoin the program.

5.8. Transfer of Students and Credits: The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.

5.8.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature.

Provided there is a vacancy in the respective program of Study in the Institution where the transfer is requested.

Provided the Student should have passed all the courses in the Institution from where the transfer is requested.

5.8.2. The marks obtained in the courses will be converted and grades will be assigned as per the University norms.

5.8.3. The transfer students are eligible for classification.

5.8.4. The transfer students are not eligible for Ranking, Prizes and Medals.

5.8.5. Students who want to go to foreign Universities upto two semesters or Project Work with the prior approval of the Departmental/College Committee are allowed to get transfer of credits and marks which will be converted into Grades as per the University norms and are eligible to get CGPA and Classification; they are not eligible for Ranking, Prizes and Medals.

5.9. Students are exempted from attendance requirements for online courses of the University and MOOCs.

6. EXAMINATION AND EVALUATION

6.1. Students shall register their names for the First Semester Examination after the admission in PG programs.

6.2. Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their

failure in any of the Semester Examination and they should register for all the arrear courses of earlier semesters along with the current (subsequent) Semester courses.

6.3. Marks for Internal and End semester Examinations

Category	Theory	Practical
Internal Assessment	25	40
End semester (University) Examination	75	60

6.4 Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests (2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	TOTAL	25
Practical Papers	Attendance	05
	Test best 2 out of 3	30
	Record	05
	TOTAL	40
Project	Internal Marks (best 2 out of 3 presentations)	20
	Viva-Voce	20
	Project Report	60
	TOTAL	100

6.5: (i) Awarding Marks for Attendance (out of 5)

Attendance below 60%= 0 marks, 61 % to 75% = 3 marks, 76 % to 90% = 4 marks and above 91%= 5 marks

(ii) Conducting Practical and Project Viva-Voce Examination: By Internal and External Examiners.

6.5.1. Improvement of Internal Assessment Marks.

(h) Should have cleared end-semester University examination with more than 50% Marks in PG.

(i) Should have obtained less than 30% marks in the Internal Assessment

(j) Should be permitted to improve internal assessment within N+2 years where N is denoted for number of years of the programme.

(k) Chances for reassessment will be open only for 25% of all core courses in Colleges and only one chance per course will be given.

(l) The Principal will decide based on the request for reassessment and designate a faculty member of the department to conduct the examination and evaluation.

(m) The reassessment may be based on a written test / assignment or any other for the entire internal assessment marks.

(n) The candidate must register for examination in the on-line system along with prescribed examination fee for that course.

6.6. Question Paper Pattern for End Semester (University Examination).

PART A

(50 words): Answer 10 questions out of 12 Questions:

10 x 1 Marks = 10 marks

PART B

(200 words): Answer 5 questions out of 7 Questions:

5 x 5 Marks = 25 marks

PART C

(500 words): Answer 4 questions out of 6 Questions:

4 x 10 Marks = 40 marks

Total = 75 Marks

Maximum Marks : 75

PART A (5 X 2 = 10) Answer Any FIVE Questions

(Instruction to Question Paper Setter: Choose question/s from all the Units of the syllabus. There must NOT be more than Two questions from any one unit. Total number of questions is SIX)

PART B (5 X 5 = 25 Marks) Answer Any FIVE Questions

(Instruction to Question Paper Setter: Choose question/s from all the Units of the syllabus. Maximum number of questions in any Unit is Two. Total number of questions is SEVEN)

PART C (4 X 10 = 40 Marks) Answer Any FOUR Questions

(Instruction to Question paper setter: Choose question/s from all the Units of the syllabus. Total number of questions is FIVE. Out of Five questions one shall be a problem within the prescribed syllabus but not a worked out examples / Theorems, etc)

6.7. PASSING MINIMUM:

6.7.1. There shall be no Passing Minimum for Internal.

6.7.2. A Student who secures not less than 50 percent marks in the External Written Examination and the aggregate (i.e. Written Examination Marks and the Internal Assessment Marks put together) respectively of each paper shall be declared to have passed the examination in that subject. 6.7.3. A Student shall be declared to have passed Project Work and Viva-Voce respectively, if he/she secures a minimum 50 percent marks in the Project Work Evaluation and the Viva Voce each.

6.7.4. A Student failing in any subject will be permitted to appear for the examinations again on a subsequent occasion without putting in any additional attendance. 6.7.5. A Student who fails in either Project Work or Viva-Voce shall be permitted to redo the Project Work for evaluation and reappear for the Viva-Voce

on a subsequent occasion, if so recommended by the Examiners. 6.7.6. A Student who successfully completes the Programme and passes the examinations of all the FOUR Semesters prescribed as per Scheme of Examinations earning 91 CREDITS shall be declared to have qualified for the Degree.

6.8. INSTANT EXAMINATION:

Instant Examinations is conducted for the students who appeared in the final semester examinations of the PG degree courses. Eligible criteria for appearing in the Instant Examinations are as follows:

6.8.1. Eligibility: A Student who is having arrear only in one theory paper in the final semester examination of the PG Degree program is eligible to appear for the Instant Examinations.

6.8.2. Non eligibility for one Arrear Paper: A Student who is having more than one arrear paper in the current appearance of Fourth Semester for PG Examinations is not eligible for appearing for the Instant Examinations.

6.8.3. Non eligibility for Arrear in other semester: Student having arrear in any other semester is not eligible and a candidate who is absent in the current appearance is also not eligible for appearing in the Instant Examinations and those Students who have arrear in Practical/Project are not eligible for the Instant Examinations.

6.8.4. Non eligibility for those completed the programme: Students who have completed their Program duration but having arrears are not eligible to appear for Instant Examinations.

6.9. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPT

6.9.1 Retotalling: PG Students not eligible for applying retotalling of their answer script.

6.9.2 Revaluation: All current batch students who have appeared for their Semester Examinations are alone eligible for Revaluation of their answer scripts; Passed out students are not eligible for Revaluation.

6.9.3 Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

6.10. The examination and evaluation for MOOCs will be as per the requirements of the Courses and will be specified at the beginning of the Semester in which such courses are offered and will be notified by the University

7. CLASSIFICATION OF SUCCESSFUL STUDENTS

7.1 Students who secured not less than 60 % of aggregate marks (Internal + External) in the whole examination shall be declared to have passed the examination in the First Class. All other successful Students shall be declared to have passed in Second Class. Candidates who obtain 75% of the marks in the aggregate (Internal + External) shall be deemed to have passed the examination in First Class with

Distinction, provided they pass all the examinations (theory papers, practical, project and viva-voce) prescribed for the course in the First appearance.

8. GRADING SYSTEM

8.1. Minimum Credits to be earned: For TWO year Program: Best 91 Credits: 75 Credits (Core and Elective, 16 Credits (Soft skills and Internship, Non-major Electives and Extra Disciplinary) (Autonomous Colleges can prescribe more than the Minimum Credits).

8.2. Marks and Grades

8.2.1. The following table shows the marks, grade points, letter grades and classification to indicate the performance of the student:

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	4.0-4.9	U	Re-appear
ABSENT	0.0	AAA	ABSENT

8.2.2. GPA (Grade Point Average) for a Semester: $= \frac{\sum C_i G_i}{\sum C_i}$

Sum of the multiplication of grade points by the credits of the courses \div Sum of the credits of the courses in a semester

8.2.3. CGPA (Cumulative Grade Point Average) For the entire program: $= \frac{\sum \sum C_{ni} G_{ni}}{\sum \sum C_{ni}}$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme \div Sum of the credits of the courses of the entire programme

Where,

C_i = Credits earned for course i in any semester

G_i = Grade Point obtained for course i in any semester

n = Semester in which such courses were credited

8.3. Letter Grade and Class		
CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5-10.0	O +	First Class -
9.0 and above but below 9.5	O	Exemplary *
8.5 and above but below 9.0	D ++	First Class with Distinction *
8.0 and above but below 8.5	D +	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A ++	First Class
6.5 and above but below 7.0	A +	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B +	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	C +	Re-appear

* The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme (Major, Allied and Elective courses alone) are eligible.

9. RANKING

9.1. Students who pass all the examinations prescribed for the program in the first appearance itself are alone eligible for Ranking / Distinction, Provided in the case of candidates who pass all the examinations prescribed for the program with a break in the First Appearance due to the reasons as furnished in the Regulations under 5 are only eligible for Classification.

10. CONCESSIONS FOR DIFFERENTLY-ABLED STUDENTS

10.1. Dyslexia students: For students who are mentally disabled, having disability and mental retardation, who are slow learners, who are mentally impaired having learning disorder and seizure disorder and students who are spastic and cerebral Palsy, the following concessions shall be granted, Provided the request is duly certified by the Medical Board of the Government Hospital/ General Hospital/ District headquarters Hospitals.:

- a. One-third of the time of paper as extra time in the examination
- b. Leniency in overlooking spelling
- c. Amanuensis for all PG programme provided the request is duly certified by the Medical Board of the Government Hospital/ General Hospital/ District headquarters Hospitals and they shall be declared qualified for the degree if they pass the other examinations prescribed for the degree.

10.2. Visually Challenged Students

- a. Exempted from paying examination fees.
- b. A scribe shall be arranged by the college and the scribe be paid as per the college decision.

11. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

11.1.A Student who for whatever reasons is not able to complete the programme within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of programme.)

11.2. In exceptional cases like major accidents and child birth, an extension of one year be considered beyond maximum span of time (Time Span = N + 2 + 1 years for the completion of programme).

11.3. Students qualifying during the extended period, shall not be eligible for RANKING.

Note: Autonomous Colleges have their freedom to modify any of the above regulations based on the UGC guidelines for Autonomous Colleges or guidelines of the Tamil Nadu State Council for Higher Education with the approval of the University.

Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4 Elective - VI (Industry/ Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			2.6 NME I	2	4	3.6 NME II	2	3	4.6 Extension ActiPvity	1	
						3.7 Internship/ Industrial Activity	2	-			
	20	30		22	30		26	30		23	30
Total Credit Points -91											

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for all Post – Graduate Courses including Lab Hours

First Year – Semester – I

Part	List of Courses	Credits	No. of Hours
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		20	30

Semester-II

Part	List of Courses	Credits	No. of Hours
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	4
	Skill Enhancement Course [SEC] - I	2	4
		22	30

Second Year – Semester – III

Part	List of Courses	Credits	No. of Hours
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core (Industry Module) – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - II	2	3
	Internship / Industrial Activity [Credits]	2	-
		26	30

Semester-IV

Part	List of Courses	Credits	No. of Hours
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – III / Professional Competency Skill	2	4
	Extension Activity	1	-
		23	30

Total 91 Credits for PG Courses

12. Methods of Assessment

Methods of Assessment	
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

13. Testing Pattern (25+75)

13.1 Internal Assessment

Theory Course: For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

Computer Laboratory Courses: For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

13.2 Written Examination : Theory Paper (Bloom’s Taxonomy based)

Question paper Model

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration : Three Hours
	Part –A (10x 2 = 20 Marks) Answer ALL questions Each Question carries 2mark
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	Question 1 to Question 10

	Part – B (5 x 5 = 25 Marks) Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	Either-or Type Both parts of each question from the same UNIT
	Question 11(a) or 11(b) To Question 15(a) or 15(b)
	Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

Each question should carry the course outcome and cognitive level. For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

14 Different Types of Courses

(i) Core Courses (Illustrative)

1. English Poetry
2. English Drama
3. English Fiction
4. American Literature
5. Shakespeare Studies
6. Post-Colonial Theory and Literature
7. Contemporary Literary Criticism
8. Canadian Studies
9. Subaltern Studies
10. British Literature

(ii) Elective Courses (ED within the Department Experts) (Illustrative)

1. Theatre Art
2. Approaches to English Language Teaching
3. A Glimpse of Nobel Laureates
4. Translation Studies
5. English Literature for NTA, NET, SET & GATE
6. Indian Writing in English

(iii) Skill Development Courses

1. Technical Writing
2. English for Competitive exams
3. Business English
4. Leadership Skills
5. Employability skills

Credit Distribution for MA ENGLISH

First Year Semester-I

Part	List of Courses	Credit	No. of Hours
	Core– I English Poetry	5	7
	Core – II English Drama	5	7
	Core – III English Fiction	4	6
	Elective – I Indian Writing in English	3	5
	Elective– II Theatre Art	3	5
		20	30

Semester-II

Part	List of Courses	Credit	No. of Hours
	Core – IV American Literature	5	6
	Core – V Shakespeare Studies	5	5
	Core Course – VI Post-colonial Theory and Literature	4	6
	Elective Course – III Approaches to English Language Teaching	3	4
	Elective Course – IV A Glimpse of Nobel Laureates	3	4
	Skill Enhancement Course [SEC I] – TECHNOLOGY IN TEACHING ENGLISH	2	2
		22	30

Second Year Semester-III

Part	List of Courses	Credit	No. of Hours
	Core – VII Contemporary Literary Criticism	5	6
	Core – VIII Canadian Studies	5	6
	Core – IX Literature of the Marginalized in India	5	6
	Core– X Film and Media Studies	4	6
	Elective – V Translation Studies	3	3
	Skill Enhancement Course – II Entrepreneurship Development	2	3
	Internship / Industrial Activity [Credits]	2	-
		26	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
	Core – XI Twenty First Century Millennial Literature and Culture	5	6
	Core– XII Subaltern Studies	5	6
	Elective– VI English Literature for NTA, NET, SET & GATE	3	4
	Project with VIVA VOCE Research Methodology &Project Writing	7	10
	Skill Enhancement Course III – English for Careers.	2	4
	Extension Activity	1	
		23	30

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks

SEMESTER I
CORE -1 ENGLISH POETRY

CourseCode YEAR/SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
IYEAR/ I SEM	ENGLISH POETRY – From Chaucer to 20th Century	Core	Y	Y	-	-	5	7	25	75	100
Learning Objective											
LO1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.										
LO3	A good comprehension of History of English literature is enabled										
LO4	Differentiation among the various stages of English could be identified by students.										
LO5	Critical approaches towards various literary forms can be learnt.										
Details											
UNIT I	Middle English and Sixteenth Century Poetry 1. Geoffrey Chaucer: "The General Prologue": Pardoner, The Nun 2. Edmund Spenser: "Prothalamion" 3. John Donne: "The Canonization"										
UNIT II	Seventeenth Century Poetry 4. John Milton: "Paradise Lost" Book IX (Lines from 494-833) 5. Andrew Marvell: "To His Coy Mistress" 6. John Dryden: "Absalom and Achitophel" Lines 150 - 227										
UNIT III	Eighteenth Century Poetry 7. Thomas Gray: "Elegy Written in a Country Churchyard" 8. Robert Burns: "Holy Willie's Prayer" 9. William Blake: "The Chimney Sweeper" (Innocence and Experience)										
UNIT IV	Nineteenth Century Poetry 10. William Wordsworth: "Ode: Intimations of Immortality from Recollections of Early Childhood" 11. S.T. Coleridge: "Dejection: An Ode" 12. John Keats: "Ode to a Nightingale" 13. Robert Browning: "Andrea Del Sarto"										

UNIT V	Twentieth Century Poetry 14. Rupert Brooke: "The Soldier" 15. Wilfred Owen: "Anthem for Doomed Youth" 16. W. H. Auden: "Elegy on the Death of W. B. Yeats" 17. Dylan Thomas: "Do Not Go Gentle Into That Good Night" 18. Philip Larkin: "Whitsun Weddings" 19. Ted Hughes: "Hawk Roosting" 20. Seamus Heaney: "Digging" 21. Carol Ann Duffy: "Standing Female Nude" 22. Eavan Boland: "Achilles Woman"	
Course Outcomes	On completion of this course, students will	
1	Students will gain ideas about the old English writing style.	PO1, PO2
2	The knowledge about various forms of poetry during different centuries can be wellcomprehended.	PO5, PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18 th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford – upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.	
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.	
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne toMarvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	http://www.english.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	

4.	https://www.britannica.com/topic/Absalom-and-Achitophel
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm

Mapping with Programme Outcomes

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

Mapping with Programme Specific Outcomes

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

CORE- II - ENGLISH DRAMA

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Drama - I Elizabethan Age to 20th Century	Core / Elective	Y	Y	-	-	5	7	25	75	100
Learning Objective											
LO1	To acquaint the students with the origin of drama in Britain										
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.										
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.										
LO4	Evaluating different forms of drama from the historical background could be learnt.										
LO5	Understanding dramatic techniques implied by the pioneers of English drama										
Details											
UNIT I	Beginnings of Drama – 1. Miracle and Morality Plays - <i>Everyman</i> 2. The Senecan and Revenge Tragedy Thomas Kyd - <i>The Spanish Tragedy</i>										
UNIT II	Elizabethan Theatre - Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy 3. Christopher Marlowe: <i>The Jew of Malta</i> 4. Ben Jonson: <i>Volpone</i>										
UNIT III	Jacobean Drama 5. John Webster: <i>The White Devil</i>										
UNIT IV	Restoration 6. William Congreve <i>The Way of the World</i> , Irish Dramatic Movement 7. J.M Synge <i>The Playboy of the Western World</i>										
UNIT V	Epic Theatre 8. Bertolt Brecht <i>Mother Courage and her Children</i> Comedy of Menace 9. Harold Pinter: <i>Birthday Party</i> Post-Modern Drama 10. Samuel Beckett: <i>Waiting for Godot</i>										
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Appraise various aspects of drama and theatre,									PO1, PO2	
2	Identify drama and performance as a cultural process and an artistic discourse, iii.									PO3, PO5	
3	Evaluate plot structure, characterization and dialogue,									PO4	
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,									PO6, PO7, PO8	
5	Examine the sequential course dealing with Modern and Postmodern British Drama									PO9, PO10	

Text Book	
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
Reference Books	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre
Web Resources	
1.	http://www.questia.com (online library for research)
2.	http://www.clt.astate.edu/wmarey/asste%
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4.	https://www.britannica.com/art/English-literature/The-Restoration
5.	https://www.britannica.com/art/epic-theatre

Mapping with Programme Outcomes:

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

Mapping with Programme Specific outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

CORE III - ENGLISH FICTION

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	ENGLISH FICTION	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.										
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.										
LO3	To understand the social background base on the prescribed novels.										
LO4	Identifying and differentiating various forms of novels.										
LO5	Trying hands in writing a piece of work on their own.										
Details											
UNIT I	Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire 1 . John Bunyan: <i>The Pilgrim's Progress</i> 2 . Jonathan Swift: <i>Gulliver's Travels</i>										
UNIT II	The New World Novel: Picaresque Novel: 3 Daniel Defoe: <i>Robinson Crusoe</i> 4. Laurence Stern: <i>Tristram Shandy</i>										
UNIT III	Middle Class Novel of Manners: 5. Jane Austen : <i>Emma</i>										
UNIT IV	Women's Issues: 6. Charlotte Bronte: <i>Jane Eyre</i>										
UNIT V	Liberal Humanism, Individual Environment and Class Issues. 7. D.H. Lawrence: <i>The Rainbow</i> 8. James Joyce: <i>Portrait of the Artist as a Young Man</i>										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	A wide knowledge about different types of novels can be mastered by the students.									PO1, PO10	
CO2	Students can learn the art of writing different forms of novel with the learned notions.									PO2, PO3	
CO3	Evaluate Social, domestic and gothic novels.									PO4, PO5	
CO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.									PO4, PO5, PO6	
CO5	Infer themes relating to the turn of the century events through close reading of text.									PO7, PO8, PO10	
Text Books (Latest Editions)											
1.	Wayne C. Booth, 1961, <i>The Rhetoric of Fiction</i> , Chicago University Press,										

	London.
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal BookStall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, HongKong.
Web Resources	
1.	http://en.wikipedia.org/wiki/English_literature
2.	http://en.wikipedia.org/wiki/novel
3.	https://www.britannica.com/art/picaresque-novel
4.	https://www.britannica.com/art/novel-of-manners
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

Mapping with Programme Outcomes:

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

Mapping with Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

ELECTIVE- I INDIAN WRITING IN ENGLISH

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Indian Writing in English	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	Enabling the students to understand the evolution of Indian Writing in English.										
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.										
LO3	Comprehending different genres through the representation of different texts.										
LO4	To inculcate in the students the cultural significance of Indian English literature.										
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.										
Details											
UNIT I	1. Aurobindo: <i>Tiger and the Deer, Rose of God</i> 2. Toru Dutt: <i>The Lotus, The Casuarina Tree</i> 3. Sarojini Naidu: <i>Palanquin Bearers, Coromandel Fishers</i>										
UNIT II	4. Kamala Das: <i>Looking Glass, An Introduction</i> 5. Parthasarathy: <i>A River Once, Under the Sky</i> 6. Nissim Ezekiel: <i>Morning Prayer, Enterprise.</i>										
UNIT III	7. Girish Karnad: <i>Nagamandala.</i> 8. Asif Currimbhoy: <i>Inquilab.</i>										
UNIT IV	9. Sri Aurobindo: <i>The Essence of poetry, Style and Substance</i> (from 'The Future Poetry') 10. Dr. S. Radhakrishnan: <i>Emerging World Society,</i> 11. Dr. A. P. J. Abdul Kalam: <i>Orientation (Wings of Fire).</i>										
UNIT V	12. Anita Desai: <i>Where Shall we go this, Summer?</i> 13. Shashi Deshpande: <i>Roots and Shadows</i>										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand the themes of Indian Writing in English									PO1	
CO2	Identify the major trends in Indian Writing in English									PO1, PO2	
CO3	Examine the background and settings of the prescribed texts									PO4, PO6	
CO4	Evaluate the cultural significance of Indian English Literature									PO4, PO5, PO6	
CO5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.									PO3, PO8	

Text Books (Latest Editions)	
1.	Ramamurti, K.S. (ed.). Twenty-five Indian Poets in English Macmillan. 1995.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4.	Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
Web Resources	
1.	http://en.wikipedia.org/wik/indian_wriTing_in_english
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
3.	https://www.britannica.com/biography/Sri-Aurobindo
4.	https://www.literarvladiesguide.com/author-biography/kamala-das-indian-poet/
5.	https://www.britannica.com/biography/Anita-Desai

Mapping with Programme Outcomes:

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

Mapping Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

ELECTIVE II -THEATRE ART

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	THEATRE ART	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	To introduce the learners to the literary aspect of dramas.										
LO2	To familiarize Theatre as an art form.										
LO3	To introduce the concepts of directing and stage management.										
LO4	To inculcate in the students the role of Theatre in society.										
LO5	To familiarize the students with the components of acting.										
Details											
UNIT I	Drama as a performing art, Relation between drama and theatre - The role of theatre - The need for permanent theatres.										
UNIT II	Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and thenon- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.										
UNIT III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration Thedirector and the stage.										
UNIT IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles inacting as an art form, violence in the theatre, need for censorship, managing time and space.										
UNIT V	Characteristic features of modern drama - Expressionism and dramatic symbolism, Stagedesign in the modern world, Lighting in the modern world, Word versus spectacles.										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand a broad range of theatrical disciplines and Experiences									PO2	
CO2	Identify the diversity of theatrical experiences and the role of theatre in society									PO1, PO2	
CO3	Discover the relationships among the various facetsof Theatre									PO4, PO5	
CO4	Estimate drama as a performing art and the aspects of Stagecraft									PO4, PO5, PO6	
CO5	The exposure to diverse components of actingand techniques									PO8, PO9	
Text Books (Latest Editions)											
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century										

	Book House (P) Ltd.,2015.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Web sources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

SEMESTER – II CORE- IV AMERICAN LITERATURE

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	AMERICAN LITERATURE	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	To introduce the learners to the development of American literature.										
LO2	To familiarize social and political events that have a bearing on American writing										
LO3	To introduce the concepts and emerging themes in American literature										
LO4	To inculcate the movements and trends that shaped American literature,										
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction										
Details											
UNIT I	Poetry <ol style="list-style-type: none"> 1. Walt Whitman “Out of the Cradle Endlessly Rocking” 2. Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society” 3. Robert Frost “After Apple Picking” 4. E. E. Cummings “Cambridge Ladies” 5. Wallace Stevens “Anecdote of the Jar” 6. Denis Levertor “Scenario”, “Thinking of EL Salvador” 7. Robert Lowell “Skunk Hour” 8. Sylvia Plath “Lady Lazarus” 9. Anne Sexton “Wanting to Die” 10. Adrienne Rich “Snapshots of a Daughter-in-law” 										
UNIT II	<ol style="list-style-type: none"> 1. Victor Herandez Cruz “Today is a day of great joy”, 2. Amiri Baraka “An Agony as Now’ in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996), 3. Gwendolyn Brooks “Kitchenette Building”, 4. Joy Harijo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66 Prose <ol style="list-style-type: none"> 1. Emerson - The American Scholar 2. Amy Tan- Mother Tongue, 3. Thoreau - Walden (Chapter“Pond”) 										
UNIT III	Drama <ol style="list-style-type: none"> 1. Arthur Miller - Death of a Salesman, 2. Tennessee Williams - A Street Car Named Desire 3. Marsha Norman - Night Mother, 4. NtozakeShange – For Colored Girls. 										
UNIT IV	Short Story <ol style="list-style-type: none"> 1. Edgar Allan Poe - “The Cask of Amontillado” 2. Herman Melville - “Bartleby the Scrivener”, 3. N. Scott Moma day - The House Made of Dawn 										

	Fiction 1. Toni Morrison - Beloved 2. Kate Chopin - The Awakening
UNIT V	Autobiography 1. Excerpts from – Malcolm X, Hispanic Women Writing, 2. Cherrie Moraga - Getting Home Alive

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	The exposure to the different literary genres and its evolution in American Literature	PO8, PO10
Text Books(Latest Editions)		
1.	Willis Wagner : American Literature - A World View	
References Books		
(Latest editions, and the style as given below must be strictly adhered to)		
1.	Marcus Cunliffe: Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford: The New Pelican Guide to English Literature - Vol.9. American Literature.	
Web Sources		
1.	https://www.thoughtco.com/american-literary-periods-741872	
2.	https://www.poetryfoundation.org/poets/walt-whitman	
3.	https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/	
4.	https://www.britannica.com/art/American-literature	
5.	https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

CORE- V SHAKESPEARE STUDIES

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	SHAKESPEARE STUDIES	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.										
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets										
CO4	Appraise Shakespeare's contribution to English language and literature										
CO5	Critically understanding the appreciations by critics on Shakespeare										
Details											
UNIT I	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19 th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.										
UNIT II	Sonnets – 12, 65, 86, 130, Comedies -Much Ado About Nothing, Winter's Tale.										
UNIT III	Tragedy Othello										
UNIT IV	History Henry IV Part I										
UNIT V	Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist; A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in <i>Shakespearean Tragedy</i> by A.C. Bradley, London, Macmillan, Third Edition, 1992. Granville Baker - From Prefaces to Shakespeare Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in <i>Shakespearean Negotiations</i> . New York: Oxford University Press, 1988 Also in <i>Political Shakespeare: New Essays in Cultural Materialism</i> . Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994. Ania Loomba- <i>Sexuality and Racial Difference in Gender, Race, And Renaissance Drama</i> , Manchester UP, 1989.										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Critically understanding the appreciations by critics on Shakespeare								PO1		
CO2	Understand Elizabethan theatre and the theatre's development.								PO3		
CO3	Critical perspectives on Shakespeare's Plays and Sonnets								PO4, PO5		
CO4	Understand the trends in Shakespeare studies								PO6		
CO5	Modern Approaches in Shakespearean criticism								PO7, PO10		

Text Books (Latest Editions)	
1	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
Web sources	
1	http://www.shakespeare.bham.ac.uk/resources
2.	https://www.folger.edu/shakespeares-theater
3.	https://www.britannica.com/art/sonnet
4.	https://www.sparknotes.com/shakespeare/othello/genre/
5.	https://www.historytoday.com/archive/british-english-monarchs/henry-iv

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

CORE VI - POST-COLONIAL THEORY AND LITERATURE

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	Post-Colonial Theory and Literature	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
LO1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.										
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres										
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people										
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.										
LO5	Understanding the critical perspectives in Postcolonial literatures.										
Details											
UNIT I Fiction	1. Joseph Conrad: Heart of Darkness. 2. E.M. Forster: A Passage to India.										
UNIT II Fiction	1. Chinua Achebe : Things Fall Apart 2. Salman Rushdie: Midnight's Children. 3. Thomas King : The One About Coyote Going West										
UNIT III Fiction	1. Samuel Selvon : The Lonely Londoners. 2. Bapsi Sidhwa : Ice Candy Man										
UNIT IV Poetry	1. Arun Kolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch 2. A.K.Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells. 3. Kofi Awonoor: Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.										
UNIT V Poetry	1. Leopold Senghor : In Memoriam, Night of Sine, All Day Long. 2. Grace Nichols :In My Name, Of course when they ask for poems about the 'realities' of black women, Praise Song for my Mother, Caribbean Women Prayer. 3. James Reaney :Maps 4. George Bowering : Grand Father										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Critically understanding the political and social background of the third world nations									PO2	
CO2	Understand the emerging trends in Post- Colonial Literature									PO1, PO3	
CO3	Problems and consequences of the decolonization of a country,									PO4, PO5	
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature									PO6,P10	

CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8
Text Books (Latest Editions)		
1.	Macaulay's Minute of 1831/35.	
2.	Post-Colonial Studies: eds. Ashcroft et.al.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Specific issues of Journal of Commonwealth Literature.	
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.	
3.	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.	
4.	Frantz Fanon : The Wretched of the Earth.	
5.	Ashish Nandy : The Fear of Nationalism.	
Web Sources		
1	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature	
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/	
3.	https://www.britannica.com/biography/Chinua-Achebe	
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532	
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and_postcolonialism/E37B702EF39264C41C8_CDB523DB74A1A	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	Approaches To English Language Teaching	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems and consequences on language teaching										
LO4	Emphasis will be laid on tracing the development of language teachingskills										
LO5	Understanding the teaching aspects										
Details											
UNIT I	A Brief history of Language Teaching The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century										
UNIT II	Nature of approaches and methods in Language Teaching Definition of Approach and method Objectives, Syllabus, learning activities, roles of learners, teachers and materials of thefollowing approaches: Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia Competency based Language teaching										
UNIT III	Current Communicative Approaches, The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching										
UNIT IV	Teaching Aspects - Teaching Prose, Teaching Poetry, TeachingGrammar, Teaching of Non-Detailed Text.										
UNIT V	Use of Media in ELT The integration of elements in multi- media language learning systemsBBC English by Radio and Television - an outline history Using BBC English by Radio and Television in the classroom										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Know the brief history of language teaching methods									PO3	
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching									PO1, PO2	
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching									PO4, PO5	
CO4	Analyse the steps of teaching prose, poetry, grammar,non-									PO3, PO7	

	detailed text etc and develop it.	
CO5	Perceive the use of radio and television in language learning	PO8, PO9
Text Books(Latest Editions)		
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.	
2.	The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dr. Shaikh Mowla Methods of Teaching English.	
2.	Dr. Gurav H.K Teaching Aspects of English Language.	
Web Resources		
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/	
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/	
3.	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/	
4.	https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17	
5.	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ELECTIVE - IV

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEMESTER	A Glimpse Of Nobel Laureates	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives											
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature										
LO2	To familiarize students on various Nobel Laureates										
LO3	To focus on interpreting the works of various Nobel Laureates										
LO4	Focus on evaluate critically and aesthetically the prescribed texts										
LO5	Understanding the Nobel Laureates contribution to the society										
Details											
UNIT I -	DETAILED POETRY Pablo Neruda 1. If You Forget 2. A Song of Despair Ode to the Onion Your Laughter NON-DETAILED POETRY 1. As One Listens to the Rain - Octavio Paz 2. The Street - Octavio Paz 3. The Power of the Dog - Rudyard Kipling 4. Oracle - Seamus Heaney										
UNIT II	DETAILED PROSE 1. Loot - Nadine Gordimer 2. Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner NON – DETAILED PROSE 1. Excerpts from Disgrace - J.M.Coetzee 2. Excerpt from Sula - Toni Morrison										
UNIT III	DETAILED DRAMA 1. The Caretaker - Harold Pinter NON – DETAILED DRAMA 2. Man and Superman - George Bernard Shaw										
UNIT IV	SHORT STORIES 1. Alice Munro - The Turkey Season Differently Runaway 2. The Bear Came Over the Mountain Boys and Girls										
UNIT V	NOVELS 1. The Pearl - John Steinbeck 2. One Hundred Years of Solitude - Gabriel Garcia Marquez										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind									PO1	
CO2	Interpret the works of various Nobel Laureates									PO1, PO2, PO3	

CO3	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
CO4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
CO5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10
Text Books(Latest Editions)		
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
Web Resources		
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature	
2	https://www.britannica.com/biography/Pablo-Neruda	
3	https://www.britannica.com/topic/Nobel-Prize	
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/	
5	https://www.britannica.com/biography/Alice-Munro	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	3.0	3.0

SEC I - TECHNOLOGY IN TEACHING ENGLISH

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	TECHNOLOGY IN TEACHING ENGLISH	Core	Y	Y	-	-		2	25	75	100
Learning Objectives											
LO1	Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.										
LO2	Integrate these tools into their English language teaching.										
LO3	Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.										
LO4	Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.										
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions, Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building										
Details											
UNIT I	Definition -Virtual- Learning Environment: 1. Meaning- Web-Based Learning Environment 2. Virtual- Learning Environment 3. Web Tools 4. Effective Web Tools in Teaching 5. Classroom Tools.										
UNIT II	Webpage Development: How to develop a webpage, Hosting A Web page, Meta Data Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.										
UNIT III	Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech (TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.										
UNIT IV	Lexicography Introduction to Lexicography, Dictionary Development (e-Dictionary), WorldNet, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.										
UNIT V	E-Learning Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions. Application: Machine Translation.										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the digital system, its organization and architecture	PO2, PO3
CO2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	PO1, PO4
CO3	Discuss how technology affects language learning and teaching today	PO5, PO6
CO4	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
CO5	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10
Text Books (Latest Editions)		
1.	Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.	
2.	Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013	
2.	Batson, T., & Bass, R. Teaching and learning in the computer age Change, Mar-Apr., 1996.	
Web sources		
1.	https://englishpost.org/tools-teach-english-technology/	
2.	https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series	
3.	https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1	
4.	https://en.m.wikipedia.org/wiki/Web_development	
5.	https://plato.stanford.edu/entries/computational-linguistics/	
6.	https://en.m.wikipedia.org/wiki/Lexicography	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SEMESTER –III CORE VII -CONTEMPORARY LITERARY CRITICISM

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge										
LO2	To provide knowledge about the different schools in contemporary literary Criticism										
LO3	To focus on interpreting the works of various literary critics										
LO4	Focus on evaluate critically and aesthetically the prescribed texts										
LO5	Understanding the principles of criticism										
Details											
UNIT I	Ferdinand de Saussure - The Object of Study Jacques Derrida - Structure, Sign and Play in the Discourse of HumanSciences										
UNIT II	Paul de Man - The Resistance to Theory M.H. Abrams - The Deconstructive Angel										
UNIT III	Cleanth Brooks - Irony as Principle of Structure Against Interpretation: Susan Sontag Sigmund Freud - Creative Writers and Day Dreaming										
UNIT IV	Edward Said - Crisis (In Orientalism) Gayatri Chakravorty Spivak – Feminism and Critical Theory										
UNIT V	Roland Barthes - From Work to Text Terry Eagleton - Capitalism, Modernism and Post Modernism										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand a literary text by applying various critical theories.									PO2, PO3	
CO2	Develop the objective analysis of the subject matter									PO4	
CO3	Analyze a literary text with reference to socio-political Issues									PO5	
CO4	Evaluate critically and aesthetically the prescribed Texts.									PO6, PO8	
CO5	Evaluate a text at emotional, intellectual andaesthetic Levels									PO9, PO10	
Text Books(Latest Editions)											
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.										
2.	Lodge, David. <i>Modern Critical Theories</i> . New Delhi: Pearson, 2014.										
3.	Ryan, Michael and Julie Rivkin. <i>Literary Theory: An Anthology</i> . Wiley-Blackwell, 2004										
References Books (Latest editions, and the style as given below must be strictly adheredto)											
1.	Wood, Nigel, and David Lodge. <i>Modern Criticism and Theory</i> . Taylorand Francis, 2014.										

2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.
3	Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory, New Delhi: Viva Books, 2006.
4	Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford: OUP, 1997.
5	Waugh, Patricia. Literary Theory and Criticism. New Delhi: OUP, 2006.
Web Resources	
1	https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/
2	https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences
3	https://fs.blog/susan-sontag-against-interpretation/
4	https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560
5	https://www.britannica.com/biography/Roland-Gerard-Barthes

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

CORE - VIII CANADIAN STUDIES

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	Canadian Studies	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions										
LO2	To provide knowledge about the different trends in Canadian studies										
LO3	To focus on interpreting the prescribed works critically										
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.										
LO5	Understanding the folklore and its influence on Canadian Literature										
Details											
UNIT I	Poetry Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry Margaret Atwood : <i>Journey to the Interior</i> A.M. Klein <i>Indian Reservation: Caughnawaga</i> A.J.M. Smith, <i>Ode on the Death of William Butler Yeats</i>										
UNIT II	Fiction Survival : A Thematic Guide to Canadian Literature- Margaret Atwood Truth and Bright water- Thomas King. No New Land - M.G. Vassanji										
UNIT III	Drama The Ecstasy of Rita Joe - George Ryga. Dry Lips - Tom Highway. (Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996)										
UNIT IV	Short Story Sunshine and Other Stories - Stephen Leacock. Selections from Thomas King Autobiography/Auto ethnography/Life writings: In Search of April Rain tree. Beatrice Mosonior (Culleton) "This is my own: Letters to wes and other writings on Japanese Canadians 1941- 1948" by Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taronbooks, 1985)										
UNIT V	Criticism The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King Selections from Robert Kroetsch Last Essay from The Bush Garden, Northrop Frye.										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10
(Text Books in Latest Edition)		
1	Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1	Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer	
2	Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)	
3	Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004)	
4	A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983	
Web sources		
1	www.india.gc.ca	
2	www.canada.justice.gc.ca	
3	www.thecanadianencyclopedia.com	
4	https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html	
5	https://www.britannica.com/biography/Margaret-Atwood	
6	https://canadianliteraryfare.org/bibliography/drama/	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	Literature of the Marginalized in India	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses										
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.										
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.										
LO4	Focus on important dimensions to understanding political spheres in India										
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.										
Details											
UNIT I	Studies on Caste (colonial/postcolonial): Study on Caste by Lakshmi Narasu "Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" by Ambedkar) Homo Hierarchicus by Louis Dumont										
UNIT II	The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti; Caste and Gender by Anupama Rao										
UNIT III	History and Theory of Dalit Uprising Dalits and Democratic Revolution in India by Gail Omvedt "Power of Invisibility" by Ravikumar										
UNIT IV	Case Study: M. Sukhadeo Thorat, Paul Attewell and Firdaus F. Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India", Volume I, Number 01, IIDS and Princeton University, USA.										
UNIT V	Untouchable Spring by Kalyan Rao From i) An Anthology of Dalit Literature, ed by Zelliott and Mulk Raj Anand ii) special issue on dalit literature in the journal, Indian Literature Short stories from Kisumbukaran by Bama Aarumugam by Imayam Chakra by Jayawant Dalvi										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand the historical and political background of Caste									PO1	
CO2	Understanding the dimensions of discriminations									PO2	
CO3	Analyze a literary text with reference to socio-political Issues									PO3, PO4	
CO4	Evaluating the prescribed texts critically.									PO6, PO8	
CO5	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.									PO9	

Text Books(Latest Editions)	
1.	Caste and Tribes by Risley
References Books (Latest editions, and the style as given below must be strictly adheredto)	
1.	Caste and Tribes by Edgar Thurston
2.	Castes of Mind by Nicholas B Dirks
3	Nationalism without a Nation in India by G.Aloysius
Web sources	
1	www.ambedkar.org
2	www.saxakali.org
3	https://www.frontiersin.org/articles/10.3389/fpsvg.2017.00487/full
4	https://www.istor.org/stable/2053672
5	https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ELECTIVE - V TRANSLATION STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI A	External	Total
II YEAR/ III SEM	Translation Studies	Core	Y	Y	-	-	3	3	25	75	100
Learning Objectives											
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature										
LO2	To provide knowledge about the regional languages through representative texts in English translation										
LO3	To equip the students in the skills as well as the politics of translation.										
LO4	Focus on important dimensions of culture through the prescribed texts										
LO5	Understanding the nuances of translations										
Details											
UNIT I	Types of translation – Translation theories: Ancient and Modern – Nida’s three base models of translation – Transfer and Restructuring – Linguistics of translation										
UNIT II	Poetry Balamani Amma To My Daughter(The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)										
UNIT III	Drama Indira Parthasarathy “The Legend of Nandan “(New Delhi, OUP, 2003) Mahasweta Devi “Rudaali”										
UNIT IV	Fiction and Prose Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.										
UNIT V	Workshops on Translation										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand the systematic study of translation									PO1, PO3	
CO2	Understanding the dimensions of language and its nuances essential for translation									PO2, PO5	
CO3	Exposure to effective translation									PO4	
CO4	Equipped in the skills as well as the politics of translation.									PO6, PO8	
CO5	Exposure to literature in the regional languages through representative texts in English translation									PO9	

Text Books(Latest Editions)	
1.	Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge
2.	Nida, Eugene A. 1975. Language structure and Translation. Stanford University Press, Stanford, California.
3	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
4	R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)
Web sources	
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.
2	https://www.tandfonline.com/toc/rtrs20/current
3	https://complit.fas.harvard.edu/translation-studies
4	https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/
5	https://www.lit-across-frontiers.org/about-translation-workshops/

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

SEC II - ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEM	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
IIYEAR/ IIIEM	ENTREPRENEURSHIP DEVELOPMENT	Core	Y	Y	-	-			25	75	100
Learning Objectives											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.										
LO3	To aid them in analysing various aspects of entrepreneurship – especially oftaking over the risk, and the specificities as well as the pattern of entrepreneurship development										
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.										
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.										
Details											
UNIT I	Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’- Factors influencingEntrepreneurship-Psychological factors-Social factors- Economic factors-Environmental factors.										
UNIT II	Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation,growth, stages- New generations of entrepreneurship vs social entrepreneurship.										
UNIT III	Entrepreneurship -health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriersto entrepreneurship.										
UNIT IV	Motivation-Maslow’s theory, Herjburg’s theory, McGragor’s theory- Culture and society-Risk taking behavior.										
UNIT V	Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving-assistance to an entrepreneur-Incentives and facilities-New ventures.										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Define basic terms and understand basic concepts inthe area of entrepreneurship									PO1	
CO2	Analyze the business environment in order to identify business opportunities									PO1, PO2	
CO3	Identify the elements of success of entrepreneurial ventures									PO4, PO6	
CO4	Consider the legal and financial conditions for starting a business venture									PO4, PO5, PO6	
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basicperformance indicators of entrepreneurial activity									PO3, PO8	

Text Books (Latest Editions)	
1	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business SchoolPublishing (1 October 2016)
3	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020
(Latest editions, and the style as given below must be strictly adhered to)	
References Books	
1	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021
Web Resources	
1	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2	https://byjus.com/commerce/what-is-entrepreneurship/
3	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SEMESTER –IV
CORE X - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEM	Twenty first Century Millennial Literature and Culture	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
CO1	To sensitize the students to various aspects of new studies in twenty first century Millennial literature.										
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level.										
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.										
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.										
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.										
Details											
UNIT I	Blue Studies The Hungry Tide - Amitav Ghosh The Life of Pi - Yann Martel										
UNIT II	Animal Studies Margo DeMello “Human Animal Studies” from <i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 3-18 Mario Ortiz Robles “What is it like to be a trope?” from <i>Literature and Animal Studies</i>										
UNIT III	Medical Humanities Thomas R. Cole et al. “Introducing Medical Humanities” from <i>Medical Humanities: An Introduction</i> Dan Millman Way of the Peaceful Warrior										
UNIT IV	Climate Studies Introduction to Climate Change and Studies Barbara Kingsolver Flight behavior										
UNIT V	Disability Studies Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability Studies Reader. Clarke Barker and Stuart Murray “Introduction: On Reading Disability in Literature” from The Cambridge Companion to Disability Studies										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.									PO3	

CO2	The social responsibility of the students towards the society can be groomed in an effective way.	PO2, PO6
CO3	Exposure to the emerging trends in twenty first century millennial literature.	PO4, PO5
CO4	Equipped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10
Text Books (Latest Editions)		
1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 1st ed., Routledge, 2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bleakley, Alan. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.	
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 st ed., Routledge, 2013	
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.	
Web Resources		
1	http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/	
2	http://www.jstor.org/stable/25614299 .	
3	https://www.timeshighereducation.com/student/student-services/blue-studies-international	
4	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/	
5	https://en.m.wikipedia.org/wiki/Medical_humanities	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

CORE XI - SUBALTERN STUDIES

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst.. Hours	Marks		
									CIA	External	Total
II YEAR/ IVSEM	Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups										
LO2	Develop strategies to deal with these issues successfully.										
LO3	Analysis of literary texts in Subalten lens										
LO4	To examine the defined role of social constructions that affecting the space of the marginalized										
LO5	Critically analyzing subaltern writing.										
Details											
Unit I	POETRY – DETAILED Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi) Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) ArjunDangle) Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations) Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)										
Unit II	PROSE – DETAILED Martin Luther King (Jr) – I Have a Dream NON-DETAILED Gayatri C.Spivak - Can the Subaltern Speak?										
Unit III	DRAMA – DETAILED C.T. Indra (Translation) - Nandan DRAMA – NON - DETAILED Vijay Tendulkar – Kanyadan										
Unit IV	FICTION MalalaYousafzai with Christina Lamb - I am Malala Bama – Karukku										
Unit V	FICTION Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the diverse concepts that address issues of subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
CO3	Analyse various subaltern texts	PO1, PO2, PO5
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9
Text Books(Latest Editions)		
1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.	
References Books (Latest editions, and the style as given below must be strictly adheredto)		
1.	Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.	
Web sources		
1	https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.	
2.	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/	
3.	http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf	
4.	https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted Percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

CORE XII - FILM AND MEDIA STUDIES

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IVSEM	Film and Media Studies	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.										
LO2	Understanding the bond between the films and literature.										
LO3	Analyzing the literary texts in comparison with the films.										
LO4	Critical appreciation of films in the background of literary theories.										
LO5	Tracing the differentiation in films from different parts of the world.										
Details											
Unit I	Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 - The 'I' of the Camera [OUP] John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies A Norton Reader - Film Analysis An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]										
Unit II	Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication] Janet Wasko - How Hollywood Works [Sage Publication]										
Unit III	Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]										
Unit IV	Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood & Postmodernism Wright [EUP] V										
Unit V	Lit. to Tamil Cinema Linda Costanzo Cahir - Ory & Practical Approaches Film Studies John Hill - Critical Approaches - Film studies [OUP] Movies for Appreciation 1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989 2. Confessions of a - Sophin Kinsella Shopaholic 3. Elippathayam - Adoor Gopalakrishan Bridge on River Kwai - Novel to Film										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Film Review and appreciation becomes handy for the Students									PO1, PO2	
CO2	Connecting film and literature nuances effectively									PO3, PO4	

CO3	Exposure to film techniques and genres	PO7
CO4	Critical appreciation of films	PO6,PO8
CO5	Analysing film forms effectively	PO10
Text Books (Latest Editions)		
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.	
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.	
3.	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.	
Web Resources		
1.	www.academicinfo.net/film.html	
2.	https://wnorton.com/books/9780393420531	
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko	
4.	https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms	
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065	

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Project

Objectives:

The Project aims at equipping the students with the efficient way of presenting their research work and finding in a methodological fashion.

To provide students with practical exposure and training in research writing

To develop a logically sound, critical and original body of work

Requirements

A research paper based on analysis / argument, supported by elaboration and documentation of data.

The dissertation should follow the MLA (latest edition) style sheet.

Length:

50 pages in Times New Roman font 12 in Size.

Double line spacing.

Organised in 5 chapters.

Scope:

Research topics could include – Analysis of texts, Literary theories, Trends in culture and historiography, media content.

Submissions

Abstract

Outline

First, subsequent and final drafts

Works Cited

Appendices

Dissertation.

Viva-voce

The research work must be strictly an individual sincere work, the result of ardent study and pursuit of excellence. The work should not exceed 10,000 words and there will be viva- voce by an external examiner.

ELECTIVE VI - English Literature for NTA, NET, SET & GATE

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IVSEM	English Literature for NTANET, SET & GATE	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives											
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
Details											
Unit I	Teaching and Research Aptitude										
Unit II	History of English Literature The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period										
Unit III	American and Non-British Literatures Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe										
Unit IV	Literary Theory and Criticism Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir										
Unit V	Literary Forms Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.									PO2,PO3	
CO2	Effectively attempting MCQs									PO1	
CO3	Profound understanding about the various movements in English Literature									PO6	
CO4	Understanding the nuances of competitive exams									PO7	
CO5	Expertise in literature									PO6, PO10	

Text Books (Latest Editions)	
1.	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2.	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	SrinivasAiyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4.	Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5.	M.H. Abrams – A Glossary of Literary Terms.
Web Resources	
1.	https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/
2.	https://byjusexamprep.com/ugc-net-english-books-i
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko
4.	https://m.economicstimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

SEC III- ENGLISH FOR CAREERS

Course Code YEAR/ SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C IA	External	Total
II YEAR/ IVSEM	ENGLISH FOR CAREERS	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives											
LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO2	Introduce key issues pertaining to Second Language Acquisition.										
LO3	Provide a broad overview of English language learning, teaching and testing.										
LO4	Make the students aware of the specific challenges of teaching English in India.										
LO5	Build job-related vocabulary										
Details											
Unit I	Effective Writing 1.Features of Effective Writing 2.Business correspondence3.E-Mail 4.Report writing 5. Technical Writing										
Unit II	Administrative Process 1.Agenda preparation 2.Preparing minutes										
Unit III	Communication 1.Presenting Data in Verbal modes Presenting Data in 2.Non- verbal modes										
Unit IV	Effective lecturing 1. Preparing Lectures on Topics 2.Preparing Persuasion Talks										
Unit V	Telephone Etiquette 1. Business Talks over Telephone 2. Discussion on Career Prospects and Advancements										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Gain knowledge of the various modes of official correspondence and presentation									PO2	
CO2	Comprehend the right use of English at official works									PO1, PO3	
CO3	Apply the acquired styles of occupational skills and practicing them									PO4, PO5	
CO4	Pick up the official behavior and becoming better doers									PO6, PO7	
CO5	Market the skill business correspondence and fixing themselves in better jobs									PO8	
Text Books (Latest Editions)											
1.	V.Saraswathi & Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000										
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus										
References Books (Latest editions, and the style as given below must be strictly adhered to)											
1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning										
2.	English for Careers: Business, Professional, and Technical										

Web sources	
1.	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0