

**M.A.,
ENGLISH**

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 - 2024**

Alagappa University

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1. Cognitive Domain

(Lowerlevels:K1:Remembering;K2:Understanding;K3:Applying;Higherlevels:K4:A

nalysing ; K5: Evaluating; K6: Creating)

2. Affective Domain

3. PsychomotorDomain

4. StructureofCourse

Course Code	Course Name		Credits
Lecture Hours:(L) Perweek	Tutorial Hours: (T) perweek	Lab Practice Hours: (P)per week	Total:(L+T+P) Perweek
Course Category :	Year&Semester:	AdmissionYear:	
Pre-requisite			
Links to otherCourses			
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)[Thisisdoneduring2Tutorialhours)			
Units	Contents		Required Hours
I			17
II			17
III			17
IV			17
V			17
ExtendedPr ofessionalC omponent(is a part ofinternalco mponent only,Notto	Questions related to the above topics, from variouscompetitiveexaminationsUPSC/TRB/NET/UG C– CSIR/GATE/TNPSC/otherstobesolved(Tob ediscussedduringtheTutorialhour)		

Be included in the External Examination question paper)		
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 Topicwise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

3.2 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

4. Tutorial Activities

Tutorial Count	Topic

5. Laboratory Activities

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

6. 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.

7. Assessment Activities

7.1 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.

7.2 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%

8. TEACHING METHODOLOGIES

8.1 Traditional Teaching method like Chalk and Board, Virtual Classroom, LCD projector, SmartClass, Video Conference, Guest Lectures.

8.2 Asking students to formulate a problem from a topic covered in a week's time

Assignment, Class Test, Slip test

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

Applications, Use of Language enhancement software.

8.4 Introducing students to applications before teaching the theory

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

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

8.5.2 Other university websites.

9. Faculty Course File Structure

1.

CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
Course Design (content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- g. Sample CO Assessment Tools.
- h. Faculty Course Assessment Report (FCAR)
- i. Course Evaluation Sheet
- j. Teaching Materials (PPT, OHP etc)
- k. Lecture Notes

- m. HomeAssignment Questions
- n. TutorialSheets
- o. RemedialClassRecord,ifany.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample HomeAssignmentAnswer Sheets
- u. Three best, threemiddlelevel
andthreeaverageAnswersheets
- v. ResultAnalysis (CO wise and whole class)
- w. Question Bank for Higher

studies

Preparation(GATE/Placement)

- x. List of mentees and their academic achievements

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 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 the theory part and two tests in the laboratory part. Choose one best from the theory part and the 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 2 mark
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

**M.A., ENGLISH
Programme Structure**

Sem.	Part	Course Code	Courses	List of Courses	T/P	Credit	Hours per week	Max. Marks		
								Int.	Ext.	Total
I		23MEN1C1	Core– I	English Poetry	T	5	6	25	75	100
		23MEN1C2	Core – II	English Drama	T	5	6	25	75	100
		23MEN1C3	Core – III	English Fiction	T	5	6	25	75	100
		23MEN1E1	Elective–I	Indian Writing in English	T	4	6	25	75	100
		23MEN1E2	Elective–II	Theatre Art	T	3	6	25	75	100
TOTAL					-	22	30	125	375	500
II		23MEN2C1	Core - IV	American Literature	T	4	6	25	75	100
		23MEN2C2	Core – V	Shakespeare Studies	T	4	6	25	75	100
		23MEN2C3	Core – VI	Post-colonial Theory and Literature	T	4	6	25	75	100
		23MEN2E1	Elective–III	Approaches To English Language Teaching	T	3	5	25	75	100
		23MEN2E2	Elective–IV	A Glimpse of Nobel Laureates	T	3	5	25	75	100
		23MEN2S1	SEC-I	Technology in Teaching English	T	2	2	25	75	100
TOTAL						20	30	150	450	600
III		23MEN3C1	Core - VII	Contemporary Literary Criticism	T	5	6	25	75	100
		23MEN3C2	Core - VIII	Canadian Studies	T	5	6	25	75	100
		23MEN3C3	Core - IX	Literature of the Marginalized in India	T	5	6	25	75	100
		23MEN3C4	Core - X	Film and Media Studies	T	5	5	25	75	100
		23MEN3E1	Elective - V	Translation Studies	T	4	5	25	75	100
		23MEN3S1	SEC-II	Functional English	T	2	2	25	75	100
TOTAL						26	30	150	450	600
IV		23MEN4C1	Core – XI	Twenty First Century Millennial Literature and Culture	T	5	6	25	75	100
		23MEN4C2	Core– XII	Subaltern Studies	T	5	6	25	75	100
		23MEN4E1	Elective–VI	English Literature for NTA, NET, SET & GATE	T	5	6	25	75	100
		23MEN4PR	Project	Project with VIVA VOCE Research Methodology & Project Writing		6	10	25	75	100
		23MEN4S1	SEC-III	English For Careers	T	2	2	25	75	100
	TOTAL						23	30	125	375
Grand Total						91	-	550	1650	2200

Chairperson details: Dr.V.Gurudevrajan, Arumugam Pillai Seethai Ammal College, Tirupattur. Mobile No: 9865031563

SEMESTER I
CORE-1ENGLISH POETRY

Course Code 23MEN1C1 YEAR/SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
IYEAR/ I SEM	ENGLISH POETRY – From Chaucer to 20 th Century	Core	Y	Y	-	-	5	6	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 Poetry- Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading: Doctor, Friar											
UNIT II	Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization"											
UNIT III	Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"											
UNIT IV	Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 - 476 Gray "Elegy" / "The Bard" / "On a Favourite Cat Drowned in a tub of Goldfishes" Burns "Holy Willie's Prayer" "Auld Lang Syne"											
UNIT V	Modern Poetry - Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H.Auden: "Elegy on the Death of W.B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"											
Course Outcomes								Programme Outcomes				
CO	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 well comprehended.							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 18th 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 to Marvell, 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

MappingwithProgrammeSpecificOutcomes

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
Weightedper centage ofCourseCon tributionto Pos	3.0	3.0	3.0	2.8	3.0

CORE- II - ENGLISH DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23MEN1C2											
YEAR/ SEMESTER											
IYEAR/ I SEM	Drama I- Elizabethan Age to 20 th Century	Core	Y	Y	-	-	5	6	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 - Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy Thomas Kyd-The Spanish Tragedy										
UNIT II	Elizabethan Theatre -Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy, Christopher Marlowe: The Jew of Malta Ben Jonson Volpone										
UNIT III	Jacobean Drama - John Webster: The White Devil										
UNIT IV	Restoration - William Congreve The Way of the World, Irish Dramatic Movement, J.M.Synge The Play boy of the Western World										
UNIT V	Epic Theatre Bertolt Brecht Mother Courage and her Children Comedy of Menace, Harold Pinter : Birthday Party Post-Modern Drama Samuel Beckett :Waiting for Godot										
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								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 Post modern British Drama								PO9, PO10		
Text Book											
1	Brad brook, 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 23MEN1C3	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
IYEAR/ISEM	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 upto 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 based 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 John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels
UNIT III	The New World Novel: Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.
UNIT III	Middle Class Novel of Manners :Jane Austen Emma
UNIT IV	Women’s Issues: Charlotte Bronte, Jane Eyre
UNIT V	Liberal Humanism, Individual Environment and Class Issues. Lawrence : The Rainbow Quest, James Joyce- Portrait of the Artist as a Young Man

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 the 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, <i>The Great Tradition</i> , Chatto & Windus, London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, <i>Rise of the English Novel</i> , Chatto & Windus, London.
2.	Frederick R. Karl, 1977, <i>Reader's Guide to the Development of the English Novel till the 18th Century</i> , The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, <i>An Introduction to English Novel Vol. II</i> , Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, <i>The English Novel: From Dickens to Lawrence</i> , Chatto & Windus, London.
5.	Ian Milligan, 1983, <i>The Novel in English: An Introduction</i> , Macmillan, Hong Kong
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 Pops	3.0	3.0	3.0	3.0	3.0

ELECTIVE-I INDIAN WRITING IN ENGLISH

Course Code 23MEN1E1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
Year/ semester											
IYEAR/ I SEMESTER	Indian Writing in English	DSE	Y	Y	-	-	3	5	25	75	100

Learning Objectives

LO1	Enabling the student to understand the evolution of Indian Writing in English.
LO2	To enable the learner 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 student 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	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers
UNIT II	Kamala Das: Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.
UNIT III	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.
UNIT IV	Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry') Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).
UNIT V	Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows

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.
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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.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	TabishKhair, 2001, BabuFictions: Alienation in Contemporary Indian English Novels., OUP.
WebResources	
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.literaryladiesguide.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 23MEN1E2	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	Theatre Art	DSE	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 the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue										
UNIT III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage										
UNIT IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.										
UNIT V	Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design 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 facets of 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 acting and 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.
Websources	
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/fundamentalsopl0000dean_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 Pops	3.0	3.0	3.0	3.0	3.0

SEMESTER-II
CORE- IV AMERICAN LITERATURE

Course Code 23MEN2C1 YEAR/ SEMESTER	Course Name	Cate g o r y	L	T	P	C r e d i t s	Inst. Hour s	Marks			
								CI A	Extern al	To ta l	
	American Literature	Core	Y	Y	-	-	4	6	25	75	100
I YEAR/ II SEMESTER											
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 Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society” Robert Frost “After Apple Picking” E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Denis Levertor “Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die” Adrienne Rich “Snapshots of a Daughter-in-law”										
Unit II	Victor Hernandez Cruz “Today is a day of great joy”, Amiri Baraka “An Agony as Now’ in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks “Kitchenette Building”, Joy Harjo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66 Prose - Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter “Pond”)										
Unit III	Drama - Arthur Miller - Death of a Salesman, Tennessee Williams - A Street Car Named Desire Marsha Norman - Night Mother, Ntozake Shange – For Colored Girls.										
Unit IV	Fiction/Short Story - Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Momaday - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening										
Unit V	Autobiography - Excerpts from – Malcolm X, Hispanic Women Writing, 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 23MEN2C2	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
YEAR/ SEMESTER												
I YEAR/ II SEMESTER	Shakespeare Studies	Core	Y	Y	-	-	4	6	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	<p>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 Shakespearean Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992.</p> <p>Granville Baker - From Prefaces to Shakespeare</p> <p>Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988</p> <p>Also in Political Shakespeare: New Essays in Cultural Materialism. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.</p>											
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 23MEN2C3 YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Ins Hours	Marks		
									CI	Ext ernal	Total
I YEAR / II SEMESTER	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 Joseph Conrad : Heart of Darkness. E.M. Forster : A Passage to India.										
UNIT II	Fiction Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children. Thomas King : The One About Coyote Going West										
UNIT III	Fiction - Samuel Selvon : The Lonely Londoners. Bapsi Sidhwa : Ice Candy Man										
UNIT IV	Poetry Arun Kolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch A.K. Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells. Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.										
UNIT V	Poetry Leopold Senghor. : In Memoriam, Night of Sine, All Day Long. 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. James Reaney : Maps 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 adheredto)		
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/E37B702EF39264C41C8CDB523DB74A1A	

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 23MEN2E1 YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
I YEAR/ II SEMESTER	Approaches To English Language Teaching	Elective	Y	Y	-	-	3	5	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 teaching skills											
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 in the nineteenth century											
UNIT II	Nature of approaches and methods in Language Teaching 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: <ul style="list-style-type: none"> • 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 Teaching Grammar, Teaching of Non-Detailed Text.											
UNIT V	Use of Media in ELT The integration of elements in multi-media language learning systems BBC 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				
	Analyse the steps of teaching prose, poetry, grammar,											

CO4	non- detailed text etc and develop it.	PO3, PO7
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 A GLIMPSE OF NOBEL LAUREATES

Course Code 23MEN2E2	Course Name	Cate g p r y	L	T	P	O	Cre di t. s	Ins Ho urs	Marks			
									CI A	Exte rnal	Total	
YEAR/ SEMESTER												
I YEAR/ II SEMESTER	A Glimpse Of Nobel Laureates	Elect ive	Y	Y	-	-	3	5	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											
UNIT I	DETAILED POETRY Pablo Neruda If You Forget A Song of Despair Ode to the Onion Your Laughter NON-DETAILED POETRY As One Listens to the Rain - Octavio Paz The Street - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney											
UNIT II	DETAILED PROSE Loot - Nadine Gordimer Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner NON – DETAILED PROSE Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison											
UNIT III	DETAILED DRAMA The Caretaker - Harold Pinter NON – DETAILED DRAMA Man and Superman - George Bernard Shaw											
UNIT IV	SHORT STORIES Alice Munro The Turkey Season Differently Runaway The Bear Came Over the Mountain Boys and Girls											
UNIT V	NOVELS The Pearl - John Steinbeck 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.
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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.
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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 percent age of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

SEC I - TECHNOLOGY IN TEACHING ENGLISH

Course Code 23MEN2S1	Course Name	Category	L	T	P	C	Inst. Hours	Marks		
								CI	Ext	Total
YEAR/ SEMESTER										
I YEAR/ II SEMESTER	TECHNOLOGY IN TEACHING ENGLISH	SEC	Y	Y	-	2	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 Web Tools Effective Web Tools in Teaching 5.Classroom Tools.
UNIT II	Webpage Development: How to develop a webpage, Hosting A Web page, MetaData 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 23MEN3C1	Course Name	Category	L	T	P	O	Credits	Ins. Hours	Marks			
									CI	Ext	Total	
YEAR/ SEMESTER												
II YEAR/ III SEMESTER	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	Structure, Sign and Play in the Discourse of Human Sciences : Derrida											
Unit II	The Deconstructive Angel : M.H. Abrams											
Unit III	Against Interpretation : Susan Sontag Crisis (In Orientalism) : Edward Said											
Unit IV	Irony as Principle of Structure : Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud											
Unit V	From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton											
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 and aesthetic levels							PO9, PO10				
Text Books(Latest Editions)												
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.											
References Books (Latest editions, and the style as given below must be strictly adhered to)												
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.											

2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.
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 23MEN3C2	Course Name	Category	T	P	O	Credits	Ins Hours	Marks		
								CI A	Ext ernal	Total
II YEAR/ III SEMESTER	Canadian Studies	Core	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(P.K. Page, A.M. Klein, M. Atwood and Smith). Selections from Native Literature in Canada, Ed. By Terry Goldie and others									
UNIT II	Fiction Survival, M. Atwood Truth and Brightwater (1999), Thomas King. No New Land, M.G. Vassanji Toronto: Mc Clelland& Stewart, 1997									
UNIT III	The Ecstasy of Rita Joe, George Ryga. Dry Lips, Tom Highway. Selections from SACLIT DRAMA plays from SouthAsian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996									
UNIT IV	Short Story Sunshine and Other Stories. Stephen Leacock. Selections from Thomas King Autobiography/Autoethnography/Lifewritings: In Search of April Rain tree. Beatrice Mosonior(Culleton) "This is my own: Letters to wes and other writings on Japanese canadians 1941- 1948" byHuriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taronbooks, 1985) Polemical Essays: Selection from The Telling It Collective.									
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	
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)	
3. 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 23MEN3C3	Course Name	Category	L	T	P	O	Credits	Ins Hours	Marks			
									CI A	Ext ernal	Total	
YEAR/ SEMESTER												
II YEAR/ III SEMESTER	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. Sukhdeo Thorat, Paul Attewell and Firdaus 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 Aarumugamby 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
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References Books (Latest editions, and the style as given below must be strictly adhered to)	
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/fpsyg.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

CORE XII - FILM AND MEDIA STUDIES

Course Code 23MEN3C4 YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Ins Hours	Marks			
									CI A	Exte rnal	Total	
II YEAR/ III SEMESTER	Film and Media Studies	Core	Y	Y	-	-	5	5	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] 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 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 <ol style="list-style-type: none"> 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

ELECTIVE - V TRANSLATION STUDIES

Course Code 23MEN3E1	Course Name	Category	L	T	P	O	Credits	Ins. Hours	Marks			
									CI	Ext	Total	
YEAR / SEMESTER												
II YEAR/ III SEMESTER	Translation Studies	Elective	Y	Y	-	-	4	5	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	Poetry Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)											
UNIT I	Drama Indira Parthasarathy "The Legend of Nandan" (New Delhi, OUP, 2003) Mahasweta Devi "Rudaali"											
UNIT III	Fiction and Prose Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.											
UNIT IV	Workshops on Translation											
UNIT V												
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.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3	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%20support%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

EXTRA DISCIPLINARY COURSE: FUNCTIONAL ENGLISH

Course Code 23MEN3S1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	Ext	Total
YEAR/ SEMESTER											
II YEAR/ III SEMESTER	FUNCTIONAL ENGLISH		Y	Y	-	-	2	2	25	75	100

Learning Objectives

LO1	To expose the learners towards the organizing and delivery of speech
LO2	To train the learners in various language skill in Public Speaking
LO3	Creating awareness about using language according to the situation
LO4	Helping learners overcome common problems of Indian speakers of English
LO5	Introducing major features of spoken English

Details

Unit I	Public Speaking 1.Characteristics of a good speaker 2.Methods of Speaking 3.Preparation and Delivery of Speech
Unit II	Speech for Situations 1.Speech to inform 2.Speech to Persuade 3.Speeches for Special occasions
Unit III	Occupational Skills 1.Email 2.Resume 3.Official memo
Unit IV	Interview Skills 1.Prepare and practice for Interviews 2.Some General Questions in an Interview 3.Profile Writing for a Job 4.Presentation Skills
Unit V	Interpersonal Skills 1.Team Development 2.Relationship and Communication 3.Negotiation

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Define communicative skills	PO2
CO2	Utilize the nuances of English language in public speaking	PO1, PO2
CO3	Evaluate language skills in day to day life	PO3, PO4
CO4	Develop different styles of occupational skills	PO5, PO6
CO5	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8

Text Books
(Latest Editions)

1.	Mohan, Krishna, et al. <i>Developing Communication Skills</i> . Macmillan Publishers India Ltd., 2009.
2.	Mitra, Barun K. <i>Effective Technical Communication: a Guide for Scientists and Engineers</i> . Oxford University Press, 2006.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Sudha,S. <i>Job Fair Keys</i> , Jayalakshmi Publications, 2017.
2.	Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)
Web sources	
1.	Team Development- https://blog.vantagecircle.com/team-development/5 . Relationship and Communication- https://2012books.lardbucket.org/books/a-primer-on-communication-
2.	Negotiation- https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is negotiation/
3.	https://in.indeed.com/career-advice/interviewing/interviewing-skills
4.	https://careerwise.minnstate.edu/careers/occupational-skills.html

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 23MEN4C1	Course Name	Category	L	T	P	O	Credits	Ins. Hours	Marks			
									CIA	External	Total	
YEAR/ SEMESTER												
II YEAR/ IV SEMESTER	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 <i>The Cambridge Companion to Disability Studies</i>											
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 sources		
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 23MEN4C2	Course Name	Category	L	T	P	O	Credits	Ins Hours	Marks		
									CI A	Ext ernal	Total
II YEAR/ IV SEMESTER	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	<p>POETRY – DETAILED Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)</p> <p>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)</p> <p>Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)</p> <p>Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)</p>										
UNIT II	<p>PROSE – DETAILED Martin Luther King (Jr) – I Have a Dream</p> <p>NON-DETAILED GayatriC.Spivak - Can the Subaltern Speak ?</p>										
UNIT III	<p>DRAMA – DETAILED C.T. Indra (Translation) - Nandan</p> <p>DRAMA – NON - DETAILED Vijay Tendulkar – Kanyadan</p>										
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.
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**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.
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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

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

Course Code 23MEN4E1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CI	Extrenal	Total	
YEAR/ SEMESTER												
II YEAR / IV SEMESTER	English Literature for NTA NET, SET & GATE	Elective	Y	Y	-	-	5	6	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											
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	Practise 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.	Srinivasalyengar, 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.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms
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 23MEN4S1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CI	External	Total	
YEAR/ SEMESTER												
II YEAR/IV SEMESTER	ENGLISH FOR CAREERS	SEC	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 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 Preparing Lectures on Topics 2.Preparing Persuasion Talks											
UNIT V	Telephone Etiquette 1. Business Talks over Telephone Discussion on Career Prospects and Advancements											
Course Outcomes												
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 adheredto)												
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
