



H.H.THE RAJAH'S COLLEGE (Autonomous)

Pudukkottai-622 001

PG & RESEARCH DEPARTMENT OF ENGLISH

**CHOICE BASED CREDIT SYSTEM
(CBCS)
SYLLABUS**

M.A ENGLISH

2023-2024

CONTENTS

1. Preamble
2. Structure of Course
3. Learning and Teaching Activities
4. Tutorial Activities
5. Laboratory Activities
6. Field Study Activities
7. Assessment Activities
 - 7.1 Assessment principles
 - 7.2 Assessment Details
8. Teaching methodologies
9. Faculty Course File
10. Template for PG Programme in English
11. Template for Semester
12. Methods of Assessment
13. Testing Pattern
14. Different Types of Courses
15. Model Syllabus

1. Cognitive Domain

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

2. Affective Domain

3. Psychomotor Domain

4. 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	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)		

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 Topic wise 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 Class room, LCD projector, Smart Class, 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

k. Teaching Materials (PPT, OHP etc)

CONTENTS

l. Lecture Notes

- 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 in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet

- 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 Answer sheets
- 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

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

Template for P.G., Programmes

[illegible]

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

PG - ENGLISH

Sem	Courses	Sub Code	Credit
I - SEMESTER			
1.1	Core 1 - English Poetry	23PEL1	5
1.2	Core 2 – English Drama	23PEL2	5
1.3	Core 3 – English Fiction	23PEL3	4
1.4	Elective 1 – Indian writing in English (OR) Elective 1 – Myth and Literature	23PELE1A 23PELE1B	3
1.5	Elective 2 - Theatre Art (OR) Elective 2 – Travel Writing	23PELE2A 23PELE2B	3
II - SEMESTER			
2.1	Core 4 – American Literature	23PEL4	5
2.2	Core 5 – Shakespeare Studies	23PEL5	5
2.3	Core 6 – Post-Colonial Theory and Literature	23PEL6	4
2.4	Elective 3 – Approaches to English Language Teaching (OR) Elective 3 – Continental Fiction	23PELE3A 23PELE3B	3
2.5	Elective 4 – A Glimpse to Nobel Laureates (OR) Elective 4 – Science Fiction	23PELE4A 23PELE4B	3
2.6	Skill Enhancement Course 1 – Technology in Teaching English	23PELSE1	2
III - SEMESTER			
3.1	Core 7 – Contemporary Literary Criticism	23PEL7	5
3.2	Core 8 – Canadian Studies	23PEL8	5
3.3	Core 9 – Literature of the Marginalized in India	23PEL9	5
3.4	Core 10 – Film and Media Studies	23PEL10	4
3.5	Elective 5 – Translation Studies (OR) Elective 5 – Functional English	23PELE5A 23PELE5B	3
3.6	Skill Enhancement Course 2 – English Literature for UGC/TRB/UPSC Examinations (Online objective)	23PELSE2	2
3.7	Internship / Industrial Activity (30 Hours)	23PIT	2
IV - SEMESTER			
4.1	Core 11 – Twenty-first Century Millennial Literature and Culture	23PEL11	5
4.2	Core 12 – Subaltern Studies	23PEL12	5
4.3	Project with Viva – Voce	23PEL13PW	7
4.4	Elective 6 – Entrepreneurship Development (OR) Elective 6 – Digital Literacy and Concepts	23PELE6A 23PELE6B	3
4.5	Skill Enhancement Course 3- English for Careers	23PELSE3	2
4.6	Extension Activity	23PEA	1
Total			91

Credit Distribution for MA ENGLISH
First Year
Semester I

Part	List of Courses	Sub Code	Credit	No. of Hours
	Core– I English Poetry	23PEL1	5	7
	Core – II English Drama	23PEL2	5	7
	Core – III English Fiction	23PEL3	4	6
	Elective – I Indian Writing in English (OR) Elective – I Myth and Literature	23PELE1A 23PELE1B	3	5
	Elective– II Theatre Art (OR) Elective II – Travel Writing	23PELE2A 23PELE2B	3	5
			20	30

SUB CODE : 23PEL1

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CI	Ext	Total	
23PEL1	ENGLISH POETRY – From Chaucer to 20th Century	Core	Y	Y	-	-	5	7	25		75	100
IYEAR/ I SEM												
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

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

SUB CODE : 23PEL2

Course Code	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Mar ks		
									CIA	Extern al	Total
23PEL2	Drama I- Elizabethan Age to 20th Century	Core	Y	Y	-	-	5	7	25	75	100
I YEAR/ I SEM											
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 Playboy 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, 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/wmarev/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

SUB CODE : 23PEL3

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL3	ENGLISH FICTION	Core	Y	Y	-	-	4	6	25	75	100
I YEAR/ I SEM											
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 John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels UNIT II - 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 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, The Rhetoric of Fiction, 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 Book Stall, 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, 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 Pos	3.0	3.0	3.0	3.0	3.0

SUB CODE : 23PELE1A

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23PELE1A	Indian Writing in English	Core	Y	Y	-	-	3	5	25	75	100
I YEAR/ I SEMESTER											
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 - 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.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	K.R. SrinivasaIyengar, 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, 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.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

SEMESTER I
ELECTIVE I – MYTH AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23PELE1B	Elective	Y	Y	-	-	3	5	25	75	100

Learning Objectives

LO1	To help students at the origin and sources of myths in literature.
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
LO3	Get an In-depth study of the theoretical approaches
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
LO5	Help them to understand the definition of symbolism with its different types and dimensions.

UNIT	Details
------	---------

I	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas' (Poem) - Carol Ann Duffy
III	General idea of Vedic, Epic and Puranic Mythology
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths
V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8

Text Books (Latest Editions)	
1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
2.	Boas, Franz. An Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
2.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.
Web Resources	
1.	Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.

Mapping with Programme Outcomes:

	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

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

SEMESTER I

ELECTIVE II -THEATRE ART

SUB CODE : 23PELE2A

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23PELE2A	Theatre Art	Core	Y	Y	-	-	3	5	25	75	100
I YEAR/ I SEMESTER											
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.
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 I
ELECTIVE II– TRAVEL WRITING

23PELE2B

Subject Code	Category	L	T	P	S	Credit s	Inst. Hours	Marks		
								CIA	External	Total
23PELE2B	Elective	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Introduce students to a range of travel writingpractices and genres									
LO2	Develop students’ capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)									
LO3	Develop students’ awareness of the nexus between reading and writing works of travel writing									
LO4	Develop students’ ability to evaluate and apply critical material pertaining to travel writing									
LO5	Develop students’ ability to produce travel writing demonstrating a range of contemporary techniques and styles									
UNIT	Details									
I	The Court Of Muhammad Bin Tughlaq – Ibn Batuta City Improbable: Writings on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV, LXV & LXVI IN INDIA – AL Biruni									
II	Innocent Abroad Chapter VII, VIII, IX – Mark Twain The Motorcycle Diaries: A Journey Around S.America – Ernesto Che Guevara									
III	City of DJINN (Prologue, Chapters I & II) – William Darlymple From Volga To Ganga Section 1 & 2 – Rahul Sankritiyan									
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller									
V	Eat, Pray, Love – Elizabeth Gilbert									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers								PO1	
CO2	Share work in progress with peers, giving and receiving constructive criticism								PO1, PO2	
CO3	Gain awareness of the nexus between reading and writing works of travel writing								PO4, PO6	
CO4	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)								PO4, PO5, PO6	
CO5	Reflect upon their own work in the context of travel writing by established writers								PO3, PO8	

Text Books (Latest Editions)	
1.	Paul Theroux .The Tao of Travel (Hamish Hamilton 2011)
2.	Andrea Loselle.Translations of Orient paperbacks 2012
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey
4.	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Michael Caesar. Comparative Literature Vol.38 No. 1(Winter 1986, pp 106-108)
2.	James Gallant Utopian Studies, Vol.9, No 2(1998) pp-234-244
Web Resources	
1.	Issue16 - ShrutiDabhi.pdf

**Mapping with Programme
Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

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

Credit Distribution for MA ENGLISH**First Year****Semester-II**

Part	List of Courses	Sub Code	Credit	No. of Hours
	Core – IV American Literature	23PEL4	5	6
	Core – V Shakespeare Studies	23PEL5	5	6
	Core – VI Post-colonial Theory and Literature	23PEL6	4	6
	Elective Course – III Approaches to English Language Teaching (OR) Elective Course – III Continental Fiction	23PELE3A (OR) 23PELE3B	3	4
	Elective Course – IV A Glimpse of Nobel Laureates (OR) Elective Course – IV Science Fiction	23PELE4A (OR) 23PELE5B	3	4
	Skill Enhancement Course [SEC I] – Industry Training & Expectations Technology in Teaching English	23PELSE1	2	4
			22	30

SEMESTER-II
CORE- IV AMERICAN LITERATURE

23PEL4

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL4	American Literature	Core	Y	Y	-	-	5	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										

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 strictlyadhered 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

SEMESTER II
CORE- V SHAKESPEARE STUDIES

23PEL5

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL5	Shakespeare Studies	Core	Y	Y	-	-	5	6	25	75	100
I YEAR/ II SEMESTER											
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										

UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th 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, Twelfth Night.

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 Shakespearean Tragedy 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 Shakespearean Negotiations. New York: Oxford University Press, 1988

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.

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/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL6	Post-Colonial Theory and Literature	Core	Y	Y	-	-	4	6	25	75	100
I YEAR / II SEMESTER											
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. BapsiSidhwa : 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, PO10
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/E37B702EF39264C41C8CDB523DB74A_1A

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	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE3A	Approaches To English Language Teaching	Core	Y	Y	-	-	3	4	25	75	100
I YEAR/ II SEMESTER											
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
CO4	Analyse the steps of teaching prose, poetry, grammar, 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 III –CONTINENTAL FICTION							23PELE3B				
Course Code Year/semester	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE3B	Continental Fiction	Elective	Y	Y	-	-	3	4	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To expose the students to variegated masterpieces of Europe										
LO2	To make the students to learn of the themes of European writers										
LO3	To enable the students to imbibe the literary techniques employed by the writers										
LO4	To help the students to learn of the link between psychology and fiction										
LO5	To motivate the learners to examine the link between literature and society										
Details											
UNIT I - Miguel de Cervantes : <i>Don Quixote</i>											
UNIT II - Victor Hugo : <i>The Hunchback of Notre-Dame</i>											
UNIT III - Hermann Hesse : <i>Siddhartha</i>											
UNIT IV Umberto : <i>Echo</i>											
UNIT V - Knut Hamsun : <i>Hunger</i>											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Acquire an overview on European Literature	
CO2	Imbibe the narrative devices of the European Masters	
CO3	Learn the themes handled by the writers	
CO4	Analyze the social conditions which influenced the writings	
CO5	Trace the influence of psychology over the writings	

Mapping with Programme Outcomes

EC II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	6	9	9	6	6	9	9
CO3	3	9	6	3	3	6	9
CO4	9	9	9	9	9	9	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low;

ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE4A	A Glimpse Of Nobel Laureates	Core	Y	Y	-	-	3	4	25	75	100
I YEAR/ II SEMESTER											
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 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.
----	---

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	1 5	15	15	15	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	3.0	3.0

ELECTIVE IV – SCIENCE FICTION								23PELE4B			
Course Code Year/semester	Course Name	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE4B	Science Fiction	Elective	Y	Y	-	-	3	4	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To sensitize the students with the literary genre known as Science Fiction.										
LO2	To initiate the students to read novels that depict scientific world,										
LO3	To introduce students with conflicts between humans, aliens, and technology.										
LO4	To familiarize students with contemporary issues in Science Fiction, including dystopia vs. utopia, artificial intelligence, etc										
LO5	To develop in them a current theory concerning technology, cloning etc										
Details											
UNIT I - <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Jules Verne : <i>Around the World in Eighty Days</i> </div> UNIT II - <div style="display: flex; justify-content: space-between; margin-top: 10px;"> H.G.Wells : <i>The Time Machine</i> </div> UNIT III - <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Ray Bradbury : <i>Fahrenheit 451</i> </div> UNIT IV <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Amitav Ghosh : <i>The Calcutta Chromosome</i> </div> UNIT V - <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Jayant Narlikar : <i>The Return of Vaman</i> </div>											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	define 'science fiction'	
CO2	explain the characteristics of science fiction	
CO3	discuss and identify important authors and works of science fiction	
CO4	develop rational, scientific thinking	
CO5	read literature critically from scientific perspective	

Mapping with Programme Outcomes

EC IV	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	3	9	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low;

SEMESTER II

SEC I - TECHNOLOGY IN TEACHING ENGLISH

23PELSE1

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	I n s t r u c t o r s	Marks		
								C I A	E x t e r n a l	T o t a l
23PELSE1	TECHNOLOGY IN TEACHING ENGLISH	SEC	Y	Y	-	-	2	25	75	100
I YEAR/ II SEMESTER										
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									

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, MetaDataDevelopment. Content Writing, CreatingAds,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 andlanguage 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 LearningDallas TX: Academic Partnerships, 2013
2.	Batson, T., & Bass, R. Teaching and learning in the computerage. 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

Credit Distribution for MA ENGLISH

Second Year

Semester-III

Part	List of Courses	Sub Code	Credit	No. of Hours
	Core 7 – Contemporary Literary Criticism	23PEL7	5	6
	Core 8 – Canadian Studies	23PEL8	5	6
	Core 9 – Literature of the Marginalized in India	23PEL9	5	6
	Core 10 – Film and Media Studies	23PEL10	4	6
	Elective 5 – Translation Studies (OR)	23PELE5A	3	3
	Elective 5 – Functional English	23PELE5B		
	Skill Enhancement Course 2 – English Literature for UGC/TRB/UPSC Examinations	23PELSE2	2	3
	Internship / Industrial Activity (30 Hours)	23PIT	2	

SEMESTER –III CORE

VII -CONTEMPORARY LITERARY CRITICISM

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL7	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/ III SEMESTER											
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 adheredto)		
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor andFrancis, 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-englis h/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

SEMESTER –III CORE - VIII CANADIAN STUDIES

Course Code YEAR/ SEMESTER	Course Name	C at eg or y	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
								C I A	E x t e r n a l	T o t a l
23PEL8	Canadian Studies	Core	Y	-	-	5	6	25	75	100
II YEAR/ III SEMESTER										
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										
<p>UNIT I</p> <p>Poetry</p> <p>Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry</p> <p>P.K. Page's The After Rain</p> <p>A.M. Klein's Meditation Upon Survival,</p> <p>M. Atwood's A Sad Child</p> <p>UNIT II</p> <p>Fiction</p> <p>M. Atwood : Blind Assassin</p> <p>Thomas King : Truth and Brightwater (1999)</p> <p>M.G. Vassanji : No New Land</p> <p>UNIT III</p> <p>George Ryga : The Ecstasy of Rita Joe,.</p> <p>Uma Parameshwaran: Rootless But Green are the Boulevard Trees</p>										

UNIT IV

Short Story

Stephen Leacock : How to be a Doctor?

Alice Munro's Boys and Girls

Beatrice Mosonior (Culleton) : In Search of April Rain tree.

"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's Godzilla Vs Post-Colonial

Northrop Frye's The Bush Garden, (Conclusions to the Literary History of Canada)

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.	

<p style="text-align: center;">References Books (Latest editions, and the style as given below must be strictly adhered to)</p>
--

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

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL9	Literature of the Marginalized in India	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/ III SEMESTER											
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): Lakshmi Narasu : Study on Caste Ambedkar 's "Castes in India" and "Annihilation of Caste, Louis Dumont 's Homo Hierarchicus UNIT II The Interface between Caste and Gender Uma Chakravarti;Gendering Caste: Through a Feminist Lens Anupama Rao : Caste and Gender											

UNIT III

History and Theory of Dalit Uprising

Gail Omvedt: Dalits and Democratic Revolution in India

Ravikumar : “Power of Invisibility”

UNIT IV

Case Study: M. Sukhdeo 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

Kalyan Rao : Untouchable Spring

From i) An Anthology of Dalit Literature, ed by Zelliot

Short stories

Bama : Kisumbukaran

Imayam : Aarumugam

Jayawant Dalvi ; Chakra

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 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.jstor.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

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL10	Film and Media Studies	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/ IV SEMESTER											
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 1.Introduction to Film Studies from <i>The Oxford Guide to the Film Studies</i> . Edited by John Hill & Pamela Church Gibson 2.Film in the Age of Postmodernism from Novel Carroll's <i>Interpreting the Moving Image</i> .											
UNIT II 1. Introduction to New Wave , New Hollywood & The Great Shift in Hollywood Cinema from <i>New Wave New Hollywood Reassessment, Recovery & Legacy</i> Edited by Nathan Abrams & Gregory Frame 2. Production from Janet Wasko's <i>How Hollywood Works</i> [Sage Publication]											
UNIT III 1.General Introduction to World Cinema from <i>The Oxford History of World Cinema</i> Edited by Geoffrey Nowel – Smith [OUP] 2.South Asian Cinema from Shohini Chaudhuri's <i>Contemporary World Cinema</i> [EUP]											

UNIT IV			
1.Beginnings			
from Indian Film by Erik Barnow & S. Krishnaswamy			
2. Indian Cinema			
from Shohini Chaudhiri ‘s Contemporary World Cinema [EUP]			
UNIT V			
1.Literarture and Film			
2. Movies for Appreciation			
a. A Few Good Men - Legal Drama by Aaron Sorkin“s 1989			
b. Elippathayam - Adoor Gopalakrishnan			
c. Bridge on River Kwai - Novel to Film			
	Total	90	
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 adheredto)			
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 YEAR / SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE5A	Translation Studies	Core	Y	Y	-	-	3	3	25	75	100
II YEAR/ III SEMESTER											
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											
<p>UNIT I Poetry</p> <p>Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)</p> <p>UNIT II Drama</p> <p>Indira Parthasarathy “The Legend of Nandan” (New Delhi, OUP, 2003)</p> <p>Mahasweta Devi “Rudaali”</p> <p>UNIT III</p> <p>Jayamohan’s Elephant Doctor</p> <p>Imayam’s Vazhga Vazhga</p> <p>UNIT IV</p> <p>Fiction and Prose</p> <p>from Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.</p> <p>Ambai’s Squirrel, Asokamitran’s The Rat, Ki.Rajanarayan’s The Chair</p> <p>UNIT V</p> <p>Workshop in Translation (Translation of sentences, paragraphs and Poetry passages from Tamil to English & Vice versa)</p>											

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 adheredto)		
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

SEMESTER III – ELECTIVE – V FUNCTIONAL ENGLISH

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELE5B	FUNCTIONAL ENGLISH	Core	Y	Y	-	-	3	4	25	75	100
II YEAR/ III SEMESTER											
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 III-SEC II - English Literature for UGC /TRB /UPSC EXAMINATIONS

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PELSE2	English Literature for UGC /TRB	SEC	Y	Y	-	-	2	4	25	75	100
II YEAR / IV SEMESTER	/UPSC EXAMINATIONS										
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 Chaucer to Shakespeare Jacobean to Restoration UNIT II Romantic Period Victorian Period UNIT III Modern Period Contemporary Period											

UNIT IV

American Literature

New Literatures in English (Indian, Canadian, African, Australian)

English Language Teaching

Translation Studies

UNIT V

Classicism to New Criticism

Contemporary Theory

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)

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_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

Credit Distribution for MA ENGLISH

Second Year

Semester-IV

Part	List of Courses	Sub Code	Credit	No. of Hours
	Core 11 – Twenty-first Century Millennial Literature and Culture	23PEL11	5	6
	Core 12 – Subaltern Studies	23PEL12	5	6
	Project with Viva – Voce	23PEL13PW	7	10
	Elective 6 – Entrepreneurship Development (OR)	23PELE6A	3	4
	Elective 6 – Digital Literacy and Concepts	23PELE6B		
	Skill Enhancement Course 3- English for Careers	23PELSE3		3
	Extension Activity	23PEA	2	

SEMESTER –IV

CORE XI - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL11	Twenty first Century Millennial	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/ IV SEMESTER	Literature and Culture										
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 *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18

Mario Ortiz Robles

“What is it like to be a trope?” from *Literature and Animal Studies*

UNIT III

Medical Humanities

Thomas R. Cole et al. “Introducing Medical Humanities”
from *Medical Humanities: An Introduction*

Dan Millman Way of the Peaceful Warrior

UNIT IV

Climate Studies

Introduction to Climate Change and Studies 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	Exposuure to the emerging tends in twenty first century millennial literature.	PO4. PO5
CO4	Equiped 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. Medicine, Health and the Arts: Approaches to the Medical Humanities.1st ed., Routledge, 2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016.	

2.	DeMello, Margo. Body Studies: An Introduction. 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

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23PEL12	Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/ IV SEMESTER											
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											
<hr/> <p>UNIT I</p> <p>POETRY – DETAILED</p> <p>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) Arjun Dangle)</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
PROSE – DETAILED

Martin Luther King (Jr) – I Have a Dream

NON-DETAILED

GayatriC.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 adhered to)	
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

SEMESTER – IV Elective VI- ENTREPRENEURSHIP DEVELOPMENT

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	S		In st · H o u r s	Marks		
										Ext ern al	T ot al
23PELE6A	ENTREPRENEURSHIP DEVELOPMENT	Elective	Y	Y	-	-			25	75	100
IIYEAR/ IV SEMESTER											
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 of taking 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											
<p>UNIT I Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship-Psychological factors-Social factors- Economic factors-Environmental factors.</p> <p>UNIT II Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.</p> <p>UNIT III Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.</p> <p>UNIT IV Motivation-Maslow’s theory, Herzberg’s theory, McGregor’s theory- Culture and society-Risk taking behavior.</p> <p>UNIT V Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.</p>											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
CO2	Analyse 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 basic performance 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 School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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-entrepreneurship	
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h ealth-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

ELECTIVE – VI - DIGITAL LITERACY AND CONCEPTS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23PELE6B	ELECTIVE	Y	Y	-	-	3	5	25	75	100

Learning Objectives

LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy interms of information , identity and labelling
LO4	To discuss teacher's engagement in digital literacy
LO5	To analyze socio- economic factors in digital literacy

Details

UNIT	
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.
III	Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labelling the Digital Generations.
IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1, PO2
CO3	Acquire skills in information digital literacy.	PO4, PO6
CO4	Build confidence in using digital literacy.	PO4, PO5, PO6
CO5	Aware of the various types socio- economic factors indigital literacy.	PO3, PO8

Text Books (Latest Editions)

1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood – J.Marsh
3	Digital Literacy: Different Cultures, Different Understandings – E.Helsper.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1.	Implementing Media Literacy: Empowerment, Participation and Responsibility – S.Livingston.
2.	Literacy: Reading the word and the word – P.Freire and P.Macedo.

3.	Media Literacy in Schools: Practice, Production and Progression –A.Burn andJ.Durran.
4.	Digital Literacy for Learning – A.Martin and D.Madigan Changing Literacies – C.Lankshear.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

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

Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks			
									C I A	E x t e r n a l	T o t a l	
												23PELSE3
II YEAR/ IV SEMESTER												
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
<p>UNIT I</p> <p>Effective Writing</p> <p>1.Features of Effective Writing 2.Business correspondence</p> <p>3.E-Mail</p> <p>4.Report writing Technical Writing</p> <p>UNIT II</p> <p>Administrative Process 1.Agenda preparation 2.Preparing minutes</p> <p>UNIT III</p> <p>Communication</p> <p>1.Presenting Data in Verbal modes Presenting Data in 2.Non- verbal modes</p> <p>UNIT IV</p> <p>Effective lecturing</p> <p>Preparing Lectures on Topics 2.Preparing Persuasion Talks</p> <p>UNIT V</p> <p>Telephone Etiquette</p> <p>1. Business Talks over Telephone</p> <p>Discussion on Career Prospects and Advancements</p>
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