

SENGUNTHAR ARTS AND SCIENCE COLLEGE

(Autonomous)

**(Affiliated to Periyar University, Salem and Approved by AICTE, New Delhi)
An ISO9001:2015 Certified Institutions. Recognised under section 2
(f) and 12 (B) of the UGC Act, 1956 and Accredited by NAAC with A+
TIRUCHENGODE-637205, NAMAKKAL DT., TAMILNADU**

Website: www.senguarts.edu.in Email id: info@senguarts.co.in



SYLLABUS

MA ENGLISH

(CBCS-LOCF)

(With effect from the Academic Year 2024-25 onwards)

INTRODUCTION

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

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

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

Aim

The syllabus of this program is aimed at preparing the students with the latest developments and put them on the right track to fulfill the present requirements.

II) ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the affiliated colleges for a period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

PROGRAMME OUTCOMES

REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAME WORK (CBCS) FOR POST GRADUATE	
Programme	M.A ENGLISH
Programme Code	24PEN
Duration	PG –Two Years
Programme Outcomes (POs)	PO1: The graduates would be able to aesthetically appreciate English literature and language. PO2: The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong Learning. PO3: The graduates would effectively be able to use English in day-to-day life. PO4: The ability of the graduates would be enhanced to think and write critically and clearly. PO5: The graduates would be able to recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills. PO6: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective. PO7: To build essential skills of life including questioning, observing, testing, hypothesizing, analyzing and communicating. PO8: Confidently and effectively articulate their literary and textual experiences. PO9: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society. PO10: Engage in continuous learning for professional growth and development.

Programme Specific Outcomes (PSO)

Programme Specific Outcomes (PSOs)	PSO1: Enhancing knowledge of different literatures in English. PSO2: Understanding of values and culture inherited in literary texts. PSO3: Cultivating critical ability to explore literary texts from varied points of view. PSO4: Displaying expertise to pursue research in English. PSO5: Acquisition of life skills for wider employment avenues.
---	--

	POs										PSOs				
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	PS01	PS02	PS03	PS04	PS05
CLO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CLO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CLO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CLO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CLO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Level of Correlation between POs and PSOs (*Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix*);

1 – Low, 2 – Medium, 3 – High, 0 – No Correlation

I YEAR

S.No	Course Category	Course code	Title of the course	Hrs/Week			Credit Points	Max Marks		
				L	T	P		CIA	ESE	Total
	SEMESTER-I									
1	Core I	24S1PEN01	English Poetry	7	-	-	5	25	75	100
2	Core II	24S1PEN02	English Drama	7	-	-	5	25	75	100
3	Core III	24S1PEN03	English Fiction	6	-	-	4	25	75	100
4	Elective I	24S1PENE01	Indian Writing In English	5	-	-	3	25	75	100
5	Elective II	24S1PENE02	Theatre Art	5	-	-	3	25	75	100
Total				30	-	-	20			
	SEMESTER-II									
1	Core IV	24S2PEN04	American Literature	6	-	-	5	25	75	100
2	Core V	24S2PEN05	Shakespeare Studies	5	-	-	5	25	75	100
3	Core VI	24S2PEN06	Post- Colonial Theory and Literature	5	-	-	4	25	75	100
4	Elective III	24S2PENE03	Approaches to English Language Teaching	4	-	-	3	25	75	100
5	Elective IV	24S2PENE04	A Glimpse of Nobel Laureates	4	-	-	3	25	75	100
6	NME/ EDC-I	24S2PENED01	English for Competitive Examinations	4	-	-	2	25	75	100
7	Common Paper	24S2PHR01	Fundamentals of Human Rights	2	-	-	1	25	75	100
Total				30	-	-	23			

II YEAR

S.No	Course Category	Course code	Title of the course	Hrs/Week			Credit Points	Max Marks		
				L	T	P		CIA	ESE	Total
	SEMESTER–III									
1	Core VII	24S3PEN07	Contemporary Literary Criticism	6	-	-	5	25	75	100
2	Core VIII	24S3PEN08	Canadian Studies	6	-	-	5	25	75	100
3	Core IX	24S3PEN09	Phonetics & Transcription	6	-	-	5	25	75	100
4	Core X	24S3PEN10	Journalism And Mass Communication	6	-	-	4	25	75	100
5	Elective V	24S3PENE05	Translation Studies	3	-	-	3	25	75	100
6	NME/ EDC-II	24S3PENED02	Functional English	3			2	25	75	100
7	Internship	24S3PIT01	Internship/Industrial Activity	-	-	-	2	-	-	-
Total				30	-	-	26			
SEMESTER IV										
1	Core XI	24S4PEN11	Twenty First Century Millennial Literature and Culture	6	-	-	5	25	75	100
2	Core XII	24S4PEN12	Subaltern Studies	6	-	-	5	25	75	100
3	Elective VI	24S4PENE06	English Literature for NTA,NET, SET&GATE	4	-	-	3	25	75	100
4	Project with VIVAVOCE	24S4PENPR01	Research Methodology & Project Writing	10	-	-	7	25	75	100
5	Skill Enhancement Course	24S4PENS01	English for Careers	4	-	-	2	25	75	100
6		24S4PEX01	Extension Activity	-	-	-	1	-	-	-
			Total	30			23			
			TOTALCREDITS				92			

SEMESTER – I

FIRST YEAR - SEMESTER I**CORE-I ENGLISH POETRY**
(From Chaucer to 20th Century)

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S1PEN01	CORE-I	Theory	Y	Y	-	7	5

Learning Objective

- ❖ To familiarize students with English Poetry starting from Medieval England to 17th Century.
- ❖ To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- ❖ A good comprehension of History of English literature is enabled
- ❖ Differentiation among the various stages of English could be identified by students
- ❖ Critical approaches towards various literary forms can be learnt

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Students will gain ideas about the old English writing style.	PO1, PO2
CO2	The knowledge about various forms of poetry During different centuries can be well comprehended	PO5, PO6
CO3	Evaluate various poets as representatives of their periods	PO7
CO4	Trace the evolution of various literary movements	PO8
CO5	Justify British Poetry as an aesthetic record of the Societies concerned	PO9, PO10

Unit	Details	No. of Hours
I	Middle English Poetry Chaucer : "The General Prologue" Pardoner, The Nun Additional Reading: Doctor, Friar.	18
II	Elizabethan Poetry Spenser: "Epithalamion", Donne: "A Valediction: forbidding mourning", "The Canonization"	18
III	Seventeenth Century Poetry John Milton "Paradise Lost" Book IX, Marvell: "To His Coy Mistress"	18
IV	Eighteenth Century Poetry Dryden "Absalom and Achitophel" Lines 150 –476, Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Gold fishes", Burns "Holy	18
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" Self study Seamus Heaney: "Digging"	18
	Total	90

Text Book

- ❖ 1973, the Oxford Anthology of English Literature Vol. I.
- ❖ The Middle Ages Through the 18th century. OUP, London.
- ❖ Standard editions of texts

Reference Books

- ❖ T.S. Eliot, 1932, "The Metaphysical Poets" from Selected
- ❖ Essay; Faber and Faber limited, London.
- ❖ H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
- ❖ Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry,
Stratford-upon-Avon Studies Vol. II, Edward Arnold, London.
- ❖ William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern
Essays in Criticism, Oxford University Press, London.
- ❖ A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
- ❖ David Daiches, 1981, A Critical History of English Literature Vols. I & II.,
Secker & Warburg, London.

- ❖ ThomasN.Corns,ed.,1993,The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

Web Resources

- ❖ <http://www.english/.org.uk/chaucer/htm>
- ❖ <https://www.britannica.com/topic/The-Canonization>
- ❖ https://www.worldhistory.org/Elizabethan_Theatre
- ❖ <https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>
- ❖ <https://www.britannica.com/topic/Absalom-and-Achitophel>
- ❖ https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	2	1	1	2	1	2
CO2	3	3	1	2	2	2	1	3	2	2
CO3	3	3	1	3	2	3	2	3	3	2
CO4	3	3	1	3	3	3	2	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

CORE-II-ENGLISH DRAMA
(Elizabethan Age to 20th Century)

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S1PEN02	Core II	Y	Y	-	-	7	5

Learning Objective

- ❖ To acquaint the students with the origin of drama in Britain
- ❖ Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
- ❖ Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
- ❖ Evaluating different forms of drama from the historical background could be learnt.
- ❖ Understanding dramatic techniques implied by the pioneers of English drama.

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Appraise various aspects of drama and theatre,	PO1, PO2
CO2	Identify drama and performance as a cultural process and an artistic discourse,	PO3,PO5
CO3	Evaluate plot structure, characterization and dialogue,	PO4
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
CO5	Examine the sequential course dealing with Modern and Post modern British Drama	PO9,PO10

Unit	Details	No. of Hours
I	Beginnings of Drama– Miracle and Morality Plays-Everyman, The Senecan and Revenge Tragedy Thomas Kyd - The Spanish Tragedy.	18
II	Elizabethan Theatre – Theatres, Theatre groups, audience,, Tragedy And Comedy Christopher Marlowe : The Jew of Malta Ben Jonson - Volpone	18
III	Jacobean Drama - John Webster: The White Devil	18
IV	Restoration – William Congreve The Way of the World, Irish Dramatic Movement, J.M Synge - The Play boy of the Western World	18
V	Epic Theatre - Bertolt Brecht Mother Courage and her Children, Comedy of Menace, Harold Pinter : Birthday Party, Post-Modern Drama Self study Samuel Beckett – Happy Days	18
	Total	90

Text Book

- ❖ Bradbrook, M.C., 1955, the Growth and Structure and Elizabethan Comedy, London.
- ❖ Tillyard E.M.W., 1958, the Nature of Comedy& Shakespeare, London.

Reference Books

- ❖ UnaEllis-Fermor, 1965, the Jacobean Drama: An Interpretation, Methuen &Co., London.
- ❖ Allardyce Nicoll, 1973, British Drama, Harrap, London.
- ❖ Brad brook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing
- ❖ House Pvt., Ltd., (6th ed) New Delhi.
- ❖ Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Rutledge, London.
- ❖ Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.
- ❖ <https://www.britannica.com/art/epic-theatre>

Web Resources

- ❖ [http://www.questia.com\(online library for research\)](http://www.questia.com(online library for research))
- ❖ <http://www.clt.astate.edu/wmarey/asste%>
- ❖ <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
- ❖ <https://www.britannica.com/art/English-literature/The-Restoration>
- ❖ <https://www.britannica.com/art/epic-theatre>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	2	2	3	2	2
CO2	3	3	2	3	3	3	3	3	3	2
CO3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 toPOs	3.0	3.0	3.0	3.0	3.0

Course Coordinator

BOS Chairman

CORE-III-ENGLISH FICTION

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S1PEN03	CORE-III	Theory	Y	Y	-	6	4

Learning Objective

- ❖ To familiarize the students with the origin and development of the British Novel up to the 20th Century.
- ❖ The contents of the paper are meant to throw light on various concepts and theories of the novel.
- ❖ To understand the social background base on the prescribed novels.
- ❖ Identifying and differentiating various forms of novels.
- ❖ Trying hands in writing a piece of work on their own.

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
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

Unit	Details	No. of Hours
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	18
II	The New World Novel : Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe, Tristram Shandy.	18
III	Middle Class Novel of Manners : Jane Austen Emma	18
IV	Women's Issues : Charlotte Bronte, Jane Eyre	18
V	Liberal Humanism, Individual Environment and Class Issues. James Joyce: Portrait of the Artist as a Young Man Self study George Eliot - Middlemarch	18
	Total	90

Text Book (Latest Edition)

- ❖ Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
- ❖ F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.

Reference Books

- ❖ Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
- ❖ Frederick R. Karl, 1977, Reader's Guide to the Development of the English Novel Till the 18th Century, The Camelot Press Ltd. Southampton.
- ❖ Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
- ❖ Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
- ❖ Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

Web Resources

- ❖ http://en.wikipedia.org/wiki/English_literature
- ❖ <http://en.wikipedia.org/wiki/novel>
- ❖ <https://www.britannica.com/art/picaresque-novel>
- ❖ <https://www.britannica.com/art/novel-of-manners>
- ❖ <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	2	2	1	3	2	2
CO2	3	3	3	3	3	2	2	3	2	3
CO3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

ELECTIVE I - INDIAN WRITING IN ENGLISH

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S1PENE01	ELECTIVE I	Theory	Y	Y	-	5	3

Learning Objective

- ❖ Enabling the students to understand the evolution of Indian Writing in English.
- ❖ To enable the learners to get exposed to the historical movements of the Indian sub-continent.
- ❖ Comprehending different genres through the representation of different texts.
- ❖ To inculcate in the students the cultural significance of Indian English literature.
- ❖ To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
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

Unit	Details	No. of Hours
I	Aurobindo : Tiger and the Deer, Rose of God, Toru Dutt : The Lotus, The Casuarina Tree, Sarojini Naidu : Palanquin Bearers, Coromandel Fishers	15
II	Kamala Das : Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky, Nissim Ezekiel: Morning Prayer, Enterprise.	15
III	Girish Karnad : Nagamandala. Asif Currimb hoy: Inquilab.	15
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).	15
V	AnitaDesai : Where Shall we go this Summer? Shashi Desh pande : Roots and Shadows Self study Shashi Desh pande : That long silence	15
	Total	75

Text Book (Latest Edition)

- ❖ Ramamurti, K.S.(ed.).Twenty five Indian Poets in English Macmillan.1995.

Reference Books

- ❖ K.R.Srinivasa Iyengar, 1962,–History of Indian Writing in English, Sterlin Publishers, New Delhi.
- ❖ Herbert H.Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
- ❖ K.Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
- ❖ Amit Chandri, 2001, the Picador Book of Modern Indian Literature, Macmillan, London.
- ❖ Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels. OUP.

Web Resources

- ❖ http://en.wikipedia.org/wik/indian_wriTIng_in_english
- ❖ <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-English//article5226149.ece/amp/>
- ❖ <https://www.britannica.com/biography/Sri-Aurobindo>
- ❖ <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
- ❖ <https://www.britannica.com/biography/Anita-Desai>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	2	2	3	3	2
CO2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

ELECTIVE II - THEATRE ART

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S1PENE02	ELECTIVE II	Theory	Y	Y	-	5	3

Learning Objective

- ❖ To introduce the learners to the literary aspect of dramas.
- ❖ To familiarize theatre as an art form.
- ❖ To introduce the concepts of directing and stage management.
- ❖ To inculcate in the students the role of Theatre in society.
- ❖ To familiarize the students with the components of acting.

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Understand abroad 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

Unit	Details	No. of Hours
I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.	15
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.	15
III	Fundamentals of Play directing Concept, technique, physical balance, demonstration The director and the stage	15
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.	15
V	Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage-design in the modern world, Lighting in the modern world. Self Study Word versus spectacles.	15
	Total	75

Text Book (Latest Edition)

- ❖ Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P)Ltd.,2015.

Reference Books

- ❖ Balme, Christopher B.The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008.
- ❖ Leach, Robert. Theatre Studies: The Basics. Rout ledge, 2013.

Web Resources

- ❖ https://paradisevalley.libguides.com/the111/theatre_history_websites
- ❖ <https://www.britannica.com/place/England/Performing>
- ❖ https://www.worldhistory.org/Greek_Theatre/
- ❖ https://archive.org/details/fundamentalsofpl0000dean_y3x3
- ❖ <http://scriptclickcreate.weebly.com/acting.html>
- ❖ <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	2	2	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	2	3
CO5	3	3	3	3	3	2	3	3	3	3

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 Coordinator

BOS Chairman

SEMESTER – II

SEMESTER-II
CORE-IV-AMERICAN LITERATURE

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PEN04	CORE-IV	Theory	Y	Y	-	6	5

Learning Objective

- ❖ To introduce the learners to the development of American literature.
- ❖ To familiarize social and political events that have a bearing on American writing
- ❖ To introduce the concepts and emerging themes in American literature
- ❖ To inculcate the movements and trends that shaped American literature,
- ❖ To familiarize the students with the relation between aesthetics and racism in Fiction

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
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

Unit	Details	No. ofHours
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” Robert Lowell - “SkunkHour” Sylvia Plath - “Lady Lazarus”	18
II	Prose Victor Hernandez Cruz - “Today is a day of great joy” wendolyn Brooks - “Kitchenette Building”, Emerson - The American Scholar Amy Tan - Mother Tongue, Thoreau - Walden (Chapter “Pond”)	18
III	Drama Arthur Miller - Death of a Salesman Tennessee Williams - A Street Car Named Desire Marsha Norman - Night Mother.	18
IV	Fiction/Short Story Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartle by the Scrivener” N. Scott Momaday - The House Made of Dawn Toni Morrison - Beloved Kate Chopin - The Awakening	18
V	Autobiography - Excerpts from–Malcolm X, Hispanic Women Writing Cherrie Moraga - Getting Home Alive. ³⁰ Self Study Fredrick Douglass – Narrative Of The Life Of Fredrick Douglass	18
	Total	90

Text Book (Latest Edition)

❖ Willis Wagner: American Literature – A world View

Reference Books

- ❖ Marcus Cunliffe : Sphere History of Literature-American Literature to 1900.
- ❖ Boris Ford: The New Pelican Guide to English Literature-Vol.9.American Literature.

Web Resources

- ❖ <https://www.thoughtco.com/american-literary-periods-741872>
- ❖ <https://www.poetryfoundation.org/poets/walt-whitman>
- ❖ <https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>
- ❖ <https://www.britannica.com/art/American-literature>
- ❖ <https://ivypanada.com/essays/edgar-allan-poes-and-herman-melville-comparison/>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	2	3	3	3

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 Coordinator

BOS Chairman

CORE-V SHAKESPEARE STUDIES

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PEN05	CORE-V	Theory	Y	Y	-	5	5

Learning Objectives

- ❖ To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- ❖ Analyzing the context to Elizabethan England from the evolving contemporary perspective down the ages
- ❖ Undertake textual analysis of Shakespeare's Plays and Sonnets
- ❖ Appraise Shakespeare's contribution to English language and literature
- ❖ Critically understanding the appreciations by critics on Shakespeare

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
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 Shakespeare an criticism	PO7,PO10

Unit	Details	No. of Hours
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.	15
II	Sonnets –12, 65, 86,130, Comedies– As you like it, Winter’s Tale.	15
III	Tragedy -Othello	15
IV	History -Henry IV Part I	15
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 Shakespeare an Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992, Stephen Greenblatt- In-visible Bullets: Renaissance Authority and its Sub-version, Henry IV & Henry V, in Shakespeare an 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. Self study Granville Baker - From Prefaces to Shakespeare	15
	Total	75

Text Books

- ❖ Stephen Greenblatt,ed.,1997,The Norton Shakespeare,(Romances &Poems, Tragedies, Comedies), W.W. Norton & Co.,London.

Reference books

- ❖ Harrison, 1951, G.B.Shakespeare’s Tragedies, Routledge, London.
- ❖ Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare’s Sombre Tragedies, New York.
- ❖ Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare’s Final Plays, Oxford. Johnf. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner’s Sons.
- ❖ Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

Web Resources

- ❖ <http://www.shakespeare.bham.ac.uk/resources>
- ❖ <https://www.folger.edu/shakespeares-theater>
- ❖ <https://www.britannica.com/art/sonnet>
- ❖ <https://www.sparknotes.com/shakespeare/othello/genre/>
- ❖ https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Mapping with Programme Outcomes: 3 Strong, 2 – Medium, 1-Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	2	3	2	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

CORE VI-POST-COLONIAL THEORY AND LITERATURE

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PEN06	CORE VI	Theory	Y	Y	-	5	4

Learning Objectives

- ❖ To examine, understand current socio-political mood in 'third-world' countries through the study of their fiction and poetry.
- ❖ To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres
- ❖ 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
- ❖ Emphasis will be laid on tracing the development of post-colonial literatures and theory.
- ❖ Understanding the critical perspectives in Post colonial literatures.

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Critically understanding the political and social background of The third world nations	PO2
CO2	Understand the emerging trends in Post-Colonial Literature	PO1, PO3
CO3	Problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
CO5	Interpret the post colonial concepts found in different literary genres	PO7, PO8

Unit	Details	No. of Hours
I	Introduction to post colonial literature Fiction Joseph Conrad : Heart of Darkness.	15
II	Fiction Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children. E.M. Forster : A Passage to India.	15
III	Fiction & Drama Wole Soyinka : Lion and Jewel Bapsi Sidhwa : Ice Candy Man	15
IV	Poetry Arun Kolarkata: The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch A.K. Ramanujan : Returning, Death of Poem, No Fifth Man, Birthday, Farewells. Kofi Awoonor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.	15
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. Self study George Bowering : Grand Father	15
	Total	75

Text Books

- ❖ Macaulay's Minute of 1831/35.
- ❖ Post-Colonial Studies: eds. Ashcroft et al.

Reference books

- ❖ Specific issues of Journal of Commonwealth Literature.
- ❖ Post-colonial Studies Reader. Eds. Ashcroft, Griffiths and Tiffin.
- ❖ Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
- ❖ Frantz Fanon: The Wretched of the Earth
- ❖ Ashish Nandy: The Fear of Nationalism

Web Resources

- ❖ https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
- ❖ <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
- ❖ <https://www.britannica.com/biography/Chinua-Achebe>

- ❖ <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.17132>
- ❖ <https://www.cambridge.org/core/books/abs/cambridge-history-of-post-colonial-literature/poetry-and-post-colonialism/E37B702EF39264C41C8CDB523DB74A1A>

Mapping with Programme Outcomes: 3 Strong, 2 – Medium, 1 – Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

ELECTIVE–III APPROACHES TO ENGLISH LANGUAGE TEACHING

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PENE03	ELECTIVE–III	Theory	Y	Y	-	4	3

Learning Objectives

- ❖ To enhance the learning and teaching skills of English
- ❖ To familiarize students about the basic concepts and theories related to English language teaching
- ❖ To focus on the problems and consequences on language teaching
- ❖ Emphasis will be laid on tracing the development of language teaching skills
- ❖ Understanding the teaching aspects

Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	Programme Outcomes
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

Unit	Details	No. of Hours
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.	12
II	Nature of approaches and methods in Language Teaching: Definition of Approach and method, Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching, The Silent Way, Community Language Learning, Suggestopedia Competency based Language teaching	12
III	Current Communicative Approaches, The Natural Approach, Cooperative language learning Content based instruction, Task-based language teaching.	12
IV	Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.	12
V	Use of Media in ELT The integration of elements in multi-media language learning systems BBC English by Radio and Television- about line history Using BBC English by Radio and Television in the classroom Self study ELF (English As A Lingua Franca Communication)	12
	Total	60

Text Books

- ❖ Richards, Jack C.,and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
- ❖ The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

Reference books

- ❖ Dr. Shaikh Mowla Methods of Teaching English.
- ❖ Dr. Gurav H.K Teaching Aspects of English Language.

Web Resources

- ❖ <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
- ❖ <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>

- ❖ <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
- ❖ https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

Mapping with Programme Outcomes: 3 Strong, 2 – Medium, 1 – Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	2	2	2	2	3
CO2	2	3	3	3	3	3	3	3	2	3
CO3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	2	3
CO5	2	3	3	3	3	2	3	3	2	3

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 Coordinator

BOS Chairman

ELECTIVE-IV A GLIMPSE OF NOBEL LAUREATES

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PENE04	ELECTIVE-IV	Theory	Y	Y	-	4	3

Learning Objectives

- ❖ To introduce the learners to the Nobel Laureates of various genres of Literature
- ❖ To familiarize students on various Nobel Laureates
- ❖ To focus on interpreting the works of various Nobel Laureates
- ❖ Focus on evaluate critically and aesthetically the prescribed texts
- ❖ Understanding the Nobel Laureates contribution to the society

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to human kind	PO1
CO2	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
CO3	Analyze 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

Unit	Details	No. of Hours
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 - SeamusHeaney	12
II	DETAILED PROSE Loot-Nadine Gordimer Disorder and Early Sorrow– Thomas Mann, He Comes Round the Corner- Charles Hanson Towne NON – DETAILED PROSE Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison	12
III	DETAILED DRAMA The Caretaker - Harold Pinter NON-DETAILED DRAMA Man and Superman - George Bernard Shaw	12
IV	SHORT STORIES Alice Munro –The Turkey Season Differently Runaway, The Bear Came Over the Mountain Boys and Girls	12
V	NOVELS The Pearl - John Steinbeck One Hundred Years of Solitude - Gabriel Garcia Marquez Self Study The grapes of wrath – john Steinbeck	12
	Total	60

Text Books

- ❖ Nine Nobel Laureates in English Literature. Omega Publications, 2012.

Reference books

- ❖ Nine Nobel Laureates in English Literature. Omega Publications, 2012.

Web Resources

- ❖ <https://www.britannica.com/biography/Pablo-Neruda>
- ❖ <https://www.britannica.com/topic/Nobel-Prize>
- ❖ <https://interestingliterature.com/2021/07/harold->

- <pinter-the-caretaker-summary-analysis/amp/>
- ❖ <https://www.britannica.com/biography/Alice-Munro>
 - ❖ https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature

Mapping with Programme Outcomes: 3 Strong, 2 – Medium, 1 – Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

EDC I - ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PENED01	EDC - I	Theory	Y	Y	-	4	2

Learning Objectives

- ❖ Build the knowledge of literary terms and theory strong in students.
- ❖ Develop the competency of students to face competitive examinations.
- ❖ Improve the learning skills of students through various modes of testing.
- ❖ The ability to succeed in competitive exams.
- ❖ An understanding of professional, ethical and social responsibilities.

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand The different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyze any given text thematically and technically	PO4, PO5,PO6
CO5	Interpret any literary piece of work	PO7, PO8

Unit	Details	No. of Hours
I	Literature of the Absurd to Burlesque	12
II	Canons of Literature to Dream Vision.	12
III	Edition to Great Chain of Being	12
IV	Haiku to Ivory Tower	12
V	Jeremiad to Myth Self study "Mac Flecknoe"- John Dryden	12
	Total	60

Text Books

- ❖ A Glossary of Literary Terms, Abrahams, M.H(Publishers: Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
- ❖ The Post –Colonial Studies.The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

Reference Books

- ❖ A Dictionary of Literary Terms, Cuddon. A(Penguin)
- ❖ The Post Colonial Studies.The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

Web Resources

- ❖ https://onlinecourses.nptel.ac.in/noc20_hs19/previEw
- ❖ <http://www.luminarium.org/>
- ❖ <https://poemanalysis.com/genre/absurd/>
- ❖ <https://www.bl.uk/medieval-literature/articles/dream-visions>
- ❖ <https://www.britannica.com/topic/Great-Chain-of-Being>

Mapping with Programme Outcomes: 3 Strong, 2 – Medium, 1 – Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	2	1	3	1	2
CO2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

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 Coordinator

BOS Chairman

COMPULSORY PAPER–FUNDAMENTALS OF HUMAN RIGHTS

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S2PHR01	Compulsory Paper	Theory	Y	Y	-	2	1

Learning Objectives

- ❖ To learn about Basic Facets of Human Rights.
- ❖ To understand the development of human rights in India.
- ❖ To know the various rights pertaining to marginalized and other disadvantaged people
- ❖ To help the students to know various human rights movements
- ❖ To make the students to be aware of human rights redressed mechanisms.

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Understand the basic facets of human rights	PO1
CO2	Comprehend the Constitutional provisions of human rights in India	PO1,PO2
CO3	Grasp the rights of them arginalized and other Disadvantaged people in India	PO4,PO6
CO4	Know the historical background of the various human rights movement in India.	PO4,PO5,PO6
CO5	Understand the redressal mechanism of the human rights violations	PO3,PO8

Unit	Details	No.of Hours
I	Introduction: Meaning and Definitions of Human Rights – Characteristics and Importance of Human Rights–Evolution of Human Rights–Formation, Structure and Functions of the UNO - Universal Declaration of Human Rights –International Covenants–Violations of Human Rights in the Contemporary Era	6
II	Human Rights in India: Development of Human Rights in India –Constituent Assembly and Indian Constitution Fundamental Rights and its Classification–Directive Principles of State Policy Fundamental Duties.	6
III	Rights of Marginalized and other Disadvantaged People: Rights of Women –Rights of Children–Rights of Differently Abled– Rights of Elderly–Rights of Scheduled Castes – Rights of Scheduled Tribes –Rights of Minorities – –Rights of Prisoners– Rights of Persons Living with HIVAIDS– Rights of LGBT.	6
IV	Human Rights Movements: Peasant Movements (Tebhaga and Telangana) –Scheduled Caste Movements (Mahar and Ad-Dharmi) – Scheduled Tribes Movements (SanthalandMunda)– Environmental Movements (Chipko and Narmada Bachao Andolan)– Social Reform Movements (Vaikom and Self Respect).	6
V	RedressalMechanisms: Protection of Human Rights Act, 1993 (Amendment2019)–Structure and Functions of National and State Human Rights Commissions – National Commission for SCs– National Commission for STs –NationalCommissionforWomen– NationalCommissionforMinorities–Characteristicsand Objectives of Human Rights Education	6
	Total	30

Text Books

- ❖ Dr. S. Mehartaj Begum, Human Rights in India: Issues and perspectives, APH PublishingCorporation,NewDelhi,2010
- ❖ AshaKiran,TheHistoryofHuman Rights,Mangalam Publications, Delhi,2011
- ❖ BaniBorgohain, Human Rights, Kanishka Publishers & Distributors, New Delhi-2, 2007
- ❖ JayantChudhary, A Textbook of Human Rights, Wisdom Press, New Delhi, 2011
- ❖ AnjuSoni, HumanRightsin India,Venus Publication, NewDelhi,2019.

Reference books

- ❖ Sudarshanam Gankidi, Human Rights in India: Prospective and Retrospective, Rawat Publications, Jaipur, 2019.
- ❖ Satvinder Juss, Human Rights in India, Routledge, NewDelhi, 2020.
- ❖ Namita Gupta, Social Justice and Human Rights in India, Rawat Publications, Jaipur,

2021

- ❖ MarkFrezo, The Sociology of Human Rights, John Willy & Sons,U.K.2014.
- ❖ Chiranjivi J. Nirmal, Human Rights in India: Historical, Socialand Political Perspectives, Oxford University Press, New York, 2000..

Web References:

- ❖ www.un.org/rights/HRToday
- ❖ www.amnesty.org
- ❖ www.hrweb.org
- ❖ <https://www.youtube.com/watch?v=vDizUvyQTuo>
- ❖ <https://www.youtube.com/watch?v=WJsUfck01Js>

Mapping with Programme Outcomes: 3-Strong, 2–Medium, 1–Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	2	3	3	3

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 Coordinator

BOS Chairman

SEMESTER– III

SECOND YEAR-SEMESTER III
Core VII
Contemporary Literary Criticism

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PEN07	CORE-VII	Theory	Y	Y	-	6	5

Learning Objective

- ❖ To enable the students to comprehend that criticism is not merely an understanding literary text but also a rapidly increasing body of knowledge.
- ❖ To provide knowledge about the different schools in contemporary literary Criticism
- ❖ To focus on interpreting the works of various literary critics
- ❖ Focus on evaluate critically and aesthetically the prescribed texts
- ❖ Understanding the principles of criticism

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop the objective analysis of the subject matter	PO4,PO6
CO3	Analyze a literary text with reference to socio-political Issues	PO5,PO6
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9,PO10

Unit	Details	No. of Hours
I	Jacques Derrida-Structure, Sign and Play in the Discourse of Human Sciences	18
II	M.H. Abrams- The Deconstructive Angel	18
III	Susan Sontag- Against Interpretation	18
IV	Cleanth Brooks- Irony as Principle of Structure Sigmund Freud–Creative Writers and Day Dreaming	18
V	Roland Barthes–From Work toText, Terry Eagleton-Capitalism, Modernism and Post Modernism Self Study Edward Said-Crisis(InOrientalism)	18
	Total	90

Text Book (LATEST EDITION)

- ❖ Eagleton,T.(2008).Literarytheory:Anintroduction.UofMinnesotaPress.

Reference Books

- ❖ Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis,2014.
- ❖ Lodge, David. Twentieth Century Literary Criticism: A Reader.Routledge,2016.

Web Resources

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

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS Chairman

**CORE VIII
CANADIAN STUDIES**

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PEN08	Core VIII	Theory	Y	Y	-	6	5

Learning Objective

- ❖ Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
- ❖ To provide knowledge about the different trends in Canadian studies
- ❖ To focus on interpreting the prescribed works critically
- ❖ Focus on important dimensions to understanding Canada including multicultural and Immigrant experience.
- ❖ Understanding the folklore and it's influence on Canadian Literature

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Understand the historical and political background of Canadian Literature	PO1, PO2
CO2	Understanding the folklore and its influence in Canadian Literature	PO3,PO5
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6,PO7,PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9,PO10

Unit	Details	No.of Hours
I	Poetry: Selections from C.D. Narasimiah's Anthology of Common wealth Poetry (P.K.Page,A.M.Klein,M.AtwoodandSmith) Selections from Native Literature in Canada, Ed. By Terry Goldie and others	18
II	Fiction: Survival-M. Atwood, Truth and Bright water(1999)-ThomasKing, No New Land-M.G.Vassanji.	18
III	Drama: The Ecstasy of RitaJoe – George Ryga, Dry Lips –Tom Highway, Selections from SACLITDRAMA plays from South Asian Canadian, Ed.By Uma Parameshwaran Bangalore: IBH Prakashana 1996.	18
IV	Short Story: Sun shine and Other Stories- Stephen Leacock, Life writings: In Search of April Rain tree- Beatrice Mosonior (Culleton)	18
V	Criticism: The Canadian Post – Modern – Linda Hutcheon, "GodzillavsPost-Colonial"- ThomasKing,SelectionsfromRobertKroetsch, Self Study By Roy Miki (Vancouver: Taronbooks, 1985) ,Polemical Essays: Selection from The Telling It Collective.	18
	Total	90

Text Book

- ❖ Media:Selections from Understanding Media: The extensions of Man Marshall McLuhan, London:Routledge,2002.

Reference Books

- ❖ RioutxMarcel1978QuebecinQuestionJamesBorke,Trans,Toronto:Lorimer
- ❖ MulticulturalisminCanadaed.ElspethCameron(TorontoCanadianScholarPress2004)
- ❖ 3. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: CanadianScholar in Press 2004)
- ❖ AshortHistoryofCanada,DesmondMorton,Edmonton:Hurtig1983

Web Resources

- ❖ www.india.gc.ca
- ❖ www.canada.justice.gc.ca
- ❖ www.thecanadianencyclopedia.com
- ❖ <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>
- ❖ <https://www.britannica.com/biography/Margaret-Atwood>
- ❖ <https://canadianliteraryfare.org/bibliography/drama/>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS Chairman

CORE IX
PHONETICS & TRANSCRIPTION

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PEN09	CORE-IX	Theory	Y	Y	-	6	5

Learning Objective

- ❖ To accurately represent and analyze the sounds of speech using a standardized system, and to understand the production, transmission, and perception of those sounds
- ❖ Phonetics aims to dissect the physical properties of speech sounds, exploring how they are produced, transmitted, and perceived
- ❖ To familiarize various analysis of language using phonetics

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Improve their own pronunciation, understand the pronunciation of others, and analyze the sound systems of various languages	PO1, PO10
CO2	Improving overall communication skills and accent.	PO2, PO3
CO3	Identifying phonological processes and rules.	PO4, PO5
CO4	Identifying and describing the acoustic properties of speech sounds.	PO4, PO5, PO6
CO5	Understanding the role of phonetics in language learning and teaching.	PO7, PO8, PO10

Unit	Details	No.of Hours
I	Speech Mechanism and Organs of Speech	18
II	Classification and Description of Vowel Sounds in English	18
III	Classification and Description of Consonant Sounds in English	18
IV	Word accent: Certain Guidelines	18
V	Transcription of Words (not exceeding three syllables)	18
	Total	90

Text Book (Latest Edition)

T. Balasubramanian : A Text book of English Phonetics for Indian Students, Macmillan

Reference Books

- ❖ The sounds of the worlds languages by peter ladefoged and lanmaddieson
- ❖ Phonetic transcription in use by r.l.trask
- ❖ A course of phonetics by peterladefoged.

Web Resources

- ❖ <https://www.internationalphoneticassociation.org/content/links-phonetics-resources>
- ❖ <https://mrenwick.franklinresearch.uga.edu/phonetics-phonology-resources>
- ❖ <https://speakwrite.com/blog/phonetic-transcription/>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

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 Coordinator

BOS Chairman

Core X

JOURNALISM AND MASS COMMUNICATION

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PEN10	CORE-X	Theory	Y	Y	-	6	4

Learning Objective

- ❖ To enable the students to understand the concept, scope and significance of mass communication and its techniques
- ❖ To familiarize the students with Media Studies by affording them an exposure to Contemporary media and to provide an opportunity to them to pursue their areas of interest

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Students will demonstrate knowledge and understanding of media industry with along with practical and theoretical concepts of Journalism & Mass Communication	PO1,PO2, PO5
CO2	Students will identify, define and investigate information and ideas related to issues and opportunities in Journalism & Mass Communication	PO1,PO2, PO7
CO3	Students will be able to explore information and use digital literacy in capturing information from various media sources and develop innovative solutions	PO4,PO5, PO6
CO4	Students will be able to think critically, creatively, and demonstrate curiosity to discover new horizons in Journalism & Mass Communication	PO4,PO5,PO6
CO5	Students will be able to speak proficiently, clearly & effectively while presenting the concepts and their diversifications in Journalism & Mass Communication	PO3,PO8

Unit	Details	No.ofHours
I	Communication and Journalism –Types of Communication – Mass Communication Nature of Media and Content.- History of Print and Broadcast media in general with particular reference to India- Role of communication in developing societies impact of media on specific audiences : Women, Children, etc	18
II	Modes of Mass Communication: Print Media; Newspaper, news-agencies, books, Magazines, leaflets and pamphlets –Electronic Media- Radio, television, video, Films computer based technologies – email, internet and on line journalism ; Outdoor Mass Media: Exhibitions and Fairs, Street Drama, Crowd Behaviour and Mob Mentality.	18
III	Language of Mass Communication: Language and writing skills – vocabulary and spellings, figure of speech, dialect, grammar, punctuation- Fundamentals of good writing – Writing for the Media – News Reporting – what is news, news value, sources of news, types of news –reporting –Principles of writing news stories, articles, opinion and editorial writing for different Print Media. Editing : Techniques of Editing, News Room organization and operation.	18
IV	Radio & TV and Video as Media of Communication – The Production Team – Role of Producer –Different Types of Programs –Writing for TV –Researching for Scripts –The Visual Language –Camera Movements –Basic Theories of Composition – Cues and Commands. – Formats for Radio –Television – News, Sitcoms, Features, Commercials, Operas, Documentaries, Cinema, Theatre, Drama. – Editing Theory and Practice –Sound Design, Microphones, Sets and Lighting – Satellite, Cable television Computers, Microchips.	18
V	The Ethical Dimensions of Advertising – manipulation, distortion, confusion and Exploitation. Practical Application – Making (could be computer- aided) story Boards for audio – visual advertising and caption writing etc.,	18
	Total	90

Text Book (Latest Edition)

- ❖ Rangasamy Parthasarathy : Basic Journalism, Macmillan.
- ❖ Ed.S.Vasudevan,2000,Making Meaning in Indian Cinema,OUP,NewDelhi.

Reference Books

- ❖ Mass Communication in India, KewelJ.KumarJaico, 2001
- ❖ Developing Communication Skills- Krishna Mohan and MeeraBanerji
- ❖ The Craft of copywriting; June. A Vailadaras, Responses Books Sage Publications News Reporting and Editing; Sterling Publishers 1987
- ❖ News Writing & Reporting for Today's Media by Bruce D.Itule& Douglas. A.Anderson.
- ❖ A Hand book of Modern Newspaper Editing & Production; F W Hodgson; Focal Press 1987 The Radio Handbook, Carole Fleming, Rutledge 2002. AIR Style Book, New Delhi, 1991

Web Resources

- ❖ <https://www.poynter.org/>
- ❖ <https://www.NiemanLab.org>
- ❖ <https://www.journalism.co.uk>
- ❖ <https://www.ijnet.org>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS Chairman

ELECTIVE V
TRANSLATION STUDIES

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PENE05	ELECTIVE V	Theory	Y	Y	-	3	3

Learning Objective

- ❖ To enable students to get a glimpse of the rich diversity of Indian culture and literature
- ❖ To provide knowledge about the regional languages through representative texts in English translation
- ❖ To equip the students in the skills as well as the politics of translation.
- ❖ Focus on important dimensions of culture through the prescribed texts
- ❖ Understanding the nuances of translations

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Understand the systematic study of translation	PO2
CO2	Understanding the dimensions of language and its nuances essential for translation	PO1, PO2
CO3	Exposure to effective translation	PO4, PO5
CO4	Equipped in the skills as well as the politics of translation.	PO4, PO5, PO6
CO5	Exposure to literature in the regional languages through representative texts in English translation	PO8

Unit	Details	No.of Hours
I	Introduction to Translation Studies Role of Translation Today Types of Translation and Techniques	15
II	Poetry: Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)	15
III	Drama: Indira Parthasarathy “The Legend of Nandan”(New Delhi,OUP,2003) Mahasweta Devi “Rudaali	15
IV	Fiction and Prose: Short Fiction from South India Ed. Sri lata and Subashree Krishnaswamy, Oxford University Press, 2007.	15
V	Translation English to Tamil Letter writing (complaint letter, leave letter) Thirukkural (athigaram 40 (kural 391-400) and proverbs	15
	Total	75

Text Book (Latest Edition)

- ❖ Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin

Reference Books

- ❖ Bassnett, Susan and Harish Trivedi. eds. 1999. Post-colonial Translation. London. Routledge
- ❖ Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
- ❖ R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)

Web Resources

- ❖ https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.
- ❖ <https://www.tandfonline.com/toc/rtrs20/current>
- ❖ <https://complit.fas.harvard.edu/translation-studies>
- ❖ <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- ❖ <https://www.lit-across-frontiers.org/about-translation-workshops/>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	3	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

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 Coordinator

BOS Chairman

EDC-II
FUNCTIONAL ENGLISH

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S3PENED02	EDC-II	Theory	Y	Y	-	3	2

Learning Objective

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

Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	Programme Outcomes
CO1	Define communicative skills	PO2
CO2	Utilize the nuances of English language in public speaking	PO1, PO2
CO3	Evaluate language skills in day today life	PO4,PO5
CO4	Develop different styles of occupational skills	PO4,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

Unit	Details	No.of Hours
I	Public Speaking: Characteristics of a good speaker, Methods of Speaking, Preparation and Delivery of Speech	9
II	Speech for Situations: Speech to inform, Speech to Persuade, Speeches for Special occasions.	9
III	Occupational Skills: Email, Resume, Official memo	9
IV	Interview Skills Prepare and practice for Interviews, Some General Questions in an Interview, Profile Writing for a Job, Presentation Skills	9
V	Interpersonal Skills: Team Development, Relationship and Communication, Negotiation	9
	Total	45

Text Book (Latest Edition)

- ❖ Mohan, Krishna, et al. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.
- ❖ Mitra, Barun K. Effective Technical Communication: a Guide for Scientists and Engineers. Oxford University Press, 2006.

Reference Books

- ❖ Sudha, S. Job Fair Keys, Jayalakshmi Publications, 2017.
- ❖ Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)

Web Resources

- ❖ Team Development-<https://blog.vantagecircle.com/team-development/5.Relationship andCommunication-https://2012books.lardbucket.org/books/a-primer-oncommunication>
- ❖ Negotiation-<https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-isnegotiation/>
- ❖ <https://in.indeed.com/career-advice/interviewing/interviewing-skills>
- ❖ <https://careerwise.minnstate.edu/careers/occupational-skills.html>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS chairman

SEMESTER – IV

SEMESTER-IV**Core XI****Twenty First Century Millennial Literature and Culture**

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PEN11	CORE-XI	Theory	Y	Y	-	6	5

Learning Objective

- ❖ To sensitize the students to various aspects of new studies in twenty first century millennial literature.
- ❖ Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
- ❖ Identify the possibilities for multidisciplinary analysis of literary texts.
- ❖ Analyze literary texts by employing appropriate interdisciplinary theories.
- ❖ Evaluate the ability of interdisciplinary analyses of literary and cultural forms.

Course Outcomes		
Course Outcomes	On completion of this course, students will	Programme Outcomes
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	PO2
CO2	The social responsibility of the students towards the society can be groomed in an effective way.	PO1,PO3
CO3	Exposure to the emerging trends in twenty first century millennial literature.	PO4,PO5
CO4	Equipped in the interdisciplinary theories.	PO4,PO5,PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO8,PO10

Unit	Details	No.ofHours
I	Blue Studies: The Hungry Tide - Amitav Ghosh The Life of Pi -Yann Martel	18
II	Animal Studies Margo De Mello-“Human Animal Studies ”from Animals and Society: An Introduction to Human – Animal Studies by Margo De Mellopp. 3-18.Del Toro – The Shape Of Water	18
III	Medical Humanities Thomas R. Coleetal.“Introducing Medical Humanities”from medical Humanities: An Introduction Dan Millman - Way of the Peaceful Warrior, Out Break – Robin Cook	18
IV	Climate Studies Introduction to Climate Change and Studies Barbara Kingsolver Flight behavior, The day after tomorrow- Soylent Green.	18
V	Disability Studies Lennard J. Davis “Introduction:Disability,PowerandCulture”From The Disability Studies Reader. Michel Foucault – The Birth of The Clinic Self Study Clarke Barker and Stuart Murray“Introduction:On Reading Disability in Literature” from The Cambridge Companion to Disability Studies.	18
	Total	90

Text Book (Latest Edition)

- ❖ Bates, Victoria ,etal. Medicine, Health and the Arts: Approaches to the Medical Humanities.
1st ed., Routledge, 2015.

Reference Books

- ❖ Bleakley,Alan.MedicalHumanitiesandMedicalEducation:HowtheMedical Humanities Can Shape Better Doctors. Routledge, 2016.
- ❖ DeMello,Margo.BodyStudies:AnIntroduction.1sted.,Routledge,2013
- ❖ NocellaIII,Anthony.,Sorenson,John.Socha,Kim.,andAtsukoMatsuoka.
- ❖ DefiningCriticalAnimalStudies:AnIntersectionalSocialJusticeApproachforLiberation. Peter Lang Publishing Inc., 2014.

Web Resources

- ❖ <http://www.critical-animal-studies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
- ❖ <http://www.jstor.org/stable/25614299>.
- ❖ <https://www.times-higher-education.com/student/student-services/blue-studies-i-international>
- ❖ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>

Mapping with Programme Outcomes: 3 Strong, 2 Medium, 1 Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS chairman

CORE XII - SUBALTERN STUDIES

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PEN12	CORE-XII	Theory	Y	Y	-	6	5

Learning Objectives

- ❖ To train and prepare students for enhancing their skills to understand the issues Related to socially excluded and marginalized groups
- ❖ Develop strategies to deal with these issues successfully.
- ❖ Analysis of literary texts in Subalternlens
- ❖ To examine the defined role of social constructions that affecting the space of the marginalized
- ❖ Critically analyzing subaltern writing.

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Remember the diverse concepts that address issues of subalterns.	PO1
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3
CO3	Analyse various subaltern texts	PO4,PO5
CO4	Determine the sources and structures of social in equalities.	PO6
CO5	Develop strategies to deal with Maginalized issues successfully.	PO7,PO10

Unit	Details	No.of Hours
I	POETRY–DETAILED Imayam- You and I The Rattle and the Cow that Changed Heads (From Indian Literature– Facets of Dalit Life, Sahitya Akademi) Bapurao Jagtap– This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle) Langston Hughes- Dinner Guest Me (From commentaries on Common wealth Poetry and Drama Published by Prestige Books, Delhi)	18
II	PROSE–DETAILED Martin Luther King(Jr)–I Have a Dream NON-DETAILED Gayatri C.Spivak-Can the Subaltern Speak?	18
III	DRAMA–DETAILED C.T.Indra (Translation)–Nandan NON-DETAILED Vijay Tendulkar–Kanyadan	18
IV	FICTION Bama – Karukku	18
V	FICTION Chinua Achebe– Things Fall Apart Self Study Rokade, L.S.–To Be or Not to Be Born	18
Total		90

Text Books

- ❖ Guha, R.S. of P.S.R. (1988). Selected subaltern studies. Oxford University Press.

Reference books

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

Web Resources

- ❖ <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.>
- ❖ <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
- ❖ <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>
- ❖ https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

Mapping with Programme Outcomes: 3Strong,2–Medium,1-Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS chairman

ELECTIVEVI – English Literature for NTA, NET, SET & GATE

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PENE06	ELECTIVE VI	Theory	Y	Y	-	4	3

Learning Objectives

- ❖ Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
- ❖ Evaluating the knowledge of literature.
- ❖ Repeated practice to attend MCQs
- ❖ Profound understanding about the various movements in English Literature
- ❖ Tracing the growth of English literature and literary forms

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2
CO2	Effectively attempting MCQs	PO1, PO3
CO3	Profound understanding about the various movements in English Literature	PO4, PO5
CO4	Understanding the nuances of competitive exams	PO6,P10
CO5	Expertise in literature	PO7, PO8

Unit	Details	No. of Hours
I	Teaching and Research Aptitude	12
II	History of English Literature: The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Post modernism) /Contemporary Period	12
III	American and Non-British Literatures: Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe	12
IV	Literary Theory and Criticism: Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir.	12
V	Literary Forms: Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms.	12
	Total	60

Text Books

- ❖ Harpreet Kaur.Oxford NTA–UGC Paper I FOR NET/SET/JRF:Teaching and Research Aptitude.Oxford,2020
- ❖ Ronald Carter and John McRae.The Routledge History of English Literature: Britain and Ireland.Routledge
- ❖ A Background To The Study Of English Literature (Rev. Ed.) (2 Edition) Book by Birjadesh Prasad and Haripriya Ramadoss
- ❖ English literature for competitive examinations vol. I - for upsc - ias, ifs & ugc-net, slet; trb-tgt&pgt paperback – 1 january 2007 By k . T. Dilli

Reference books

- ❖ SrinivasaIyengar, KodaganallurRamaswami.Indian Writing in English. Sterling Publ., 2019
- ❖ MaryemmaGrahamandJerryWashingtonWard.TheCambridgeHistoryofAfrican American Literature. Cambridge University Press,2015.
- ❖ HenryBeersA.BriefHistoryofEnglishandAmericanLiterature.OUTLOOKVERLAG,2020.
- ❖ PeterBarey.AnIntroductiontoLiteraryandCulturalTheorybyPeterBarry.
- ❖ M.H.Abrams–AGlossaryofLiteraryTerms.

Web Resources

- ❖ <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
- ❖ <https://byjusexamprep.com/ugc-net-english-books-i>
- ❖ <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
- ❖ https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms
- ❖ <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

Mapping with Programme Outcomes: 3Strong,2–Medium,1–Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS Chairman

SEC I – ENGLISH FOR CAREERS

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PENS01	Skill Enhancement Course - I	Theory	Y	Y	-	4	2

Learning Objectives

- ❖ Give the students an understanding of the scope of English Language Teaching as a discipline.
- ❖ Introduce key issues pertaining to Second Language Acquisition.
- ❖ Provide abroad overview of English language learning, teaching and testing.
- ❖ Make the students aware of the specific challenges of teaching English in India.
- ❖ Build job-related vocabulary

Course Outcomes		
Course Outcomes	On completion of this course, students will able to	Programme Outcomes
CO1	Gain knowledge of the various modes of official Correspondence and presentation	PO3
CO2	Comprehend the right use of English at official works	PO1, PO2
CO3	Apply the acquired styles of occupational skills and Practicing them	PO4, PO5
CO4	Pickup the official behavior and becoming betterdoers	PO3, PO7
CO5	Market the skill business correspondence and fixing themselves in better jobs	PO8, PO9

Unit	Details	No.of Hours
I	Effective Writing: Features of Effective Writing, Business correspondence, E-Mail, Report writing Technical Writing	12
II	Administrative Process: Agenda preparation, Preparing minutes.	12
III	Communication: Presenting Data in Verbal modes Presenting Data in, Non-verbal modes.	12
IV	Effective lecturing: Preparing Lectures on Topics, Preparing Persuasion Talks	12
V	Telephone Etiquette: Business Talks over Telephone, Discussion on Career Prospects and Advancements	12
	Total	60

Text Books

- ❖ V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
- ❖ English for Careers: Business, Professional, and Technical Paper back by Leila R. Smith Emeritus

Reference books

- ❖ Oxford English for Careers Technology 1 Student Book Paper back– Student Edition, 28 June 2007 by Eric Glendinning
- ❖ English for Careers: Business, Professional, and Technical

Web Resources

- ❖ <https://www.worldcat.org/formatseditions/864901969?referer=di&editionsView=true>
- ❖ https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
- ❖ <https://www.nature.com/scitable/topicpage/effective-writing-13815989/>
- ❖ <https://libraryguides.mdc.edu/c.php?g=988097&p=7290942>

Mapping with Programme Outcomes: 3 Strong,2 –Medium,1–Low

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	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

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 Coordinator

BOS Chairman

RESEARCH METHODOLOGY & PROJECT WRITING

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PENPR01	Project with VIVA VOCE	Project	-	Y	Y	10	7

“Project Work” has been prescribed as part of the M.A. English syllabus to enable students to understand and apply systematic and scholarly methods of research in the field of English Language, Literature and related areas. The project provides students with an opportunity to identify a relevant topic, undertake an in-depth study of the selected subject, collect and analyze appropriate materials, and present their findings in a clear and organized manner.

The candidate shall undertake the project under the guidance of a faculty member and submit a Project Report on completion of the project for evaluation. The project may focus on areas such as English Literature, Literary Criticism, Linguistics, Language Studies, Comparative Literature, Cultural Studies, Translation Studies, or other relevant areas of English Studies.

Candidates will be subjected to a comprehensive oral examination (viva voce) based on the Project Report submitted by them. The viva voce will assess the candidate’s understanding of the selected topic, research methodology, interpretation and analysis of the material, and ability to present and defend the findings of the study.

A Panel of Examiners consisting of the Head of the Department, the faculty member concerned, and an external examiner will jointly evaluate the Project Report and the candidate’s performance in the oral examination and award the marks accordingly.

Course Coordinator

BOS Chairman

EXTENSION ACTIVITY

Subject Code	Subject	Category	L	T	P	Hours	Credit
24S4PEX01	Extension Activity	Theory	-	-	-	-	1

It includes

- ❖ NSS/NCC/YRC/Physical Education (PYE)/ Eco Club (ECC)/ Red Ribbon
- ❖ Club(RRC)Women Empowerment Cell(WEC)
- ❖ Other Extra-curricular activities

The student's performance shall be examined by the staff in-charge of extension activities along with the Head of the respective department and a senior member of the Department on the following parameters. The marks shall be sent to the Controller of Examinations before the commencement of these mester examinations.

- ❖ 20% of marks for Regularity of attendance.
- ❖ 60% of marks for Active Participation in Classes/Camps/Games/special Camps/ programmes in the college/District/State/University activities.
- ❖ 10% of marks for Employer wards/Certificates/Prizes.
- ❖ 10% of marks for Other Social components such as Blood Donations, Fine Arts,etc.

The above activities shall be conducted outside the regular working hours of the college. The mark sheet shall carry the gradation relevant to the marks awarded to the candidates.

Course Coordinator

BOS Chairman