

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (Cycle IV)  
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: THE RESEARCH CENTRE OF  
ENGLISH**

**NAME OF THE PROGRAMME : M.A ENGLISH**

**PROGRAMME CODE : PSEN**

**ACADEMIC YEAR : 2021-2022**



**VISION OF THE DEPARTMENT**

In its venture towards excellence, the Research Centre of English envisions to bolster the less - privileged young women with academic proficiency, research aptitude and life skills through the study of English language and literature.

**MISSION OF THE DEPARTMENT**

The research centre of English journeys with the mission

- To impart inclusive knowledge of world literatures that celebrate linguistic and cultural diversity
- To conscientize young women on studies pertaining to gender, ecology, ethnic marginalization and diaspora
- To facilitate learners understand and appreciate the classical and the contemporariness in the evolution of literary studies
- To chisel the academic, creative and critical skills of learners
- To make young women proactive and globally competent in meeting the demands of the world job market.

**PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and committed researchers who would be desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers who would deliver excellent professional service exhibiting progress, flexibility, transparency, accountability and in taking up initiatives in their professional work



<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
<b>PEO 4</b>	They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment.

### GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms



<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets



<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

### PROGRAMME OUTCOMES (PO)

The learners will be able to

<b>PO1</b>	gain in-depth knowledge to understand analyse and apply it to develop subject competency.
<b>PO2</b>	criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world.
<b>PO3</b>	enhance creative, critical, media, entrepreneurial and social skills consequently beaming socially responsible citizens.



<b>PO4</b>	acquire research skills and pursue higher studies and research.
<b>PO5</b>	foresee the historical, socio-cultural, economic and literary changes and challenges.
<b>PO6</b>	synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.
<b>PO7</b>	identify and assess societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions.

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

On completion of M.A. English programme, the graduates would be able to

<b>PSO 1</b>	compare and appraise classical and contemporary literary works across ages, cultures and nations
<b>PSO 2</b>	contextualise literary studies in the light of the evolving Socio- political, cultural and linguistic scenario
<b>PSO 3</b>	optimise hands-on experience in teaching and Field Projects in order to pursue research or make a career
<b>PSO 4</b>	critique social, gender and ecological issues
<b>PSO 5</b>	hone cognitive skills and involve in life-long learning



**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18****THE RESEARCH CENTRE OF ENGLISH***For those who joined in June 2019 onwards***MAJOR CORE – 70 CREDITS****PROGRAMME CODE: PSEN**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	<b>I</b>	19PG1L1	BRITISHLITERATURE	6	4	40	60	100
2.		19PG1L2	AMERICAN LITERATURE	6	4	40	60	100
3.		19PG1L3	SURVEY AND ASPECTS OF LITERATURE	6	4	40	60	100
4.		19PG1L4	REGIONAL LITERATURES OF INDIA	6	4	40	60	100
5.	<b>II</b>	19PG2L5	SHAKESPEARE-REVISITED	6	4	40	60	100
6.		19PG2L6	CONTEMPORARY BRITISH LITERATURE	6	4	40	60	100
7.		19PG2L7	LITERARY CRITICISM AND THEORY	6	4	40	60	100
8.		19PG2 L8	JOURNALISM AND MASS COMMUNICATION	6	4	40	60	100
9.	<b>III</b>	19PG3L9	POST COLONIAL LITERATURE	6	4	40	60	100
10.		19PG3L10	SUBALTERN STUDIES	6	4	40	60	100
11.		19PG3L11	LIFE WRITING	6	5	40	60	100
12.		19PG3L12	ENGLISH LANGUAGE TEACHING -THEORY & PRACTICE	4+2	5	40	60	100
13.	<b>IV</b>	19PG4L13	GENDER STUDIES	6	5	40	60	100



14.		19PG4L14	DIASPORIC LITERATURE	6	5	40	60	100
15.		19PG4L15	LANGUAGE & LINGUISTICS	6	5	40	60	100
16.		19PG4L16	AFRICAN LITERATURE	6	5	40	60	100
<b>Total</b>				<b>96</b>	<b>70</b>			

**MAJOR ELECTIVE / EXTRA DEPARTMENTAL COURSE / INTERNSHIP/  
PROJECT - 20 CREDITS**

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	19L1EDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
2.	II	19L2EDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
3.	III	19PG3LE1/ E2	RESEARCH WRITING/ TRANSLATION STUDIES	4	4	40	60	100
4.		19PG3LSI	Summer Internship	-	3	40	60	100
5.	IV	19PG4LE3/ E4	TEXT AND SCREEN/ TEXT AND PERFORMANCE	4	4	40	60	100
6.		19PG4L17	Project	-	3	40	60	100
TOTAL				14	20			

**EXTRA CREDIT COURSE**



COURSE CODE	COURSES	HR S.	CRE DITS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ES E MK S	TOTA L MAR KS
21PG2SLLM1	VERBAL AND NUMERICAL APTITUDE FOR NATIONAL EXAMINATIONS	-	2	II	40	60	100



**I M.A. English****SEMESTER –I*****For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSEN	19PG1L1	BRITISH LITERATURE	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “British Literature” presents the literary and historical perspectives and the different literary movements and writing styles of British Literature from the early period till the Twentieth Century.

**COURSE OBJECTIVES**

- The course is designed to get a purview of the prominent British Writers of all genres.
- It engages in a critical evaluation of the prescribed authors along with independent reading.

**UNITS****UNIT- I: POETRY****[20 HRS.]**

- |                        |   |  |
|------------------------|---|--|
| 1. Geoffrey Chaucer    | – | From “The Parson’s Tale”<br>(Introduction) |
| 2. Sir Thomas Wyatt    | – | “Farewell, Love” (SS)                      |
| 3. William Shakespeare | – | “Phoenix and the Turtle”                   |
| 4. John Donne          | – | “The Good Morrow”                          |
| 5. Robert Browning     | – | “My Last Duchess” (SS)                     |
| 6. W.B.Yeats           | – | “The Second Coming”                        |
| 7. Rupert Brooke       | – | “The Soldier”                              |
| 8. Philip Larkin       | – | “The Whitsun Wedding”                      |



**UNIT- II: PROSE****[20 HRS.]**

1. Thomas More – “More meets a returned traveller”  
(Utopia)
2. Francis Bacon – “Of Masques and Triumphs”
3. Robert Lynd – “The Goddess” (SS)
4. Virginia Woolf – “Shakespeare’s Sister” (From *A Room of one’s own*)

**UNIT- III: DRAMA****[15 HRS.]**

1. Bernard Shaw – *Arms and the Man*
2. James Barrie – *The Admirable Crichton*

**UNIT- IV: NOVEL****[15 HRS.]**

1. William Golding – *Lord of the Flies*

**UNIT- V: SHORT STORY****[20 HRS.]**

1. D. H. Lawrence – “The Rocking Horse Winner”
2. Ian Mc Ewan – “Solid Geometry” (SS)

**REFERENCES:****TEXT BOOKS:**

- Pieces from 1. *Norton Anthology of English Literature* Vol: 1 & 2
2. *Norton Anthology of English Literature*, 5<sup>th</sup> Ed. Vol:II
3. Mc Ewan, Ian. *First Love, Last Rites*. Vintage, 2010.

**REFERENCES:**

- Kettle, Arnold. *The Introduction to the English Novel, Vol I and Vol II*. London: Hutchinson & Co. Ltd, 1957.
- Quiller, Arthur. Ed. *Oxford Book of English Verse*. Oxford: Clarendon Press, 1939.
- Ricks, Christopher. *The Force of Poetry*. Oxford: Oxford UP, 1987.
- Scott, A.F. *The Craft of Prose* London: Macmillan & Co Ltd. 1963
- Stone, J.A. *Periodical Essays of the Eighteenth Century*. Oxford University Press, 1954
- Watson. G.J. *Drama: An Introduction*. Chennai: Macmillan, 1985.



**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT- I - POETRY</b>				
1.1	Geoffrey Chaucer – From “The Parson’s Tale” (Introduction)	3	Chalk & Talk	Black Board
1.2	Sir Thomas Wyatt – “Farewell, Love” (SS)	2	Group Discussion	Black Board
1.3	William Shakespeare – “Phoenix and the Turtle”	2	Chalk & Talk	Black Board
1.4	John Donne – “The Good Morrow”	3	Chalk & Talk	Smart Board
1.5	Robert Browning – “My Last Duchess” (SS)	3	Discussion	Black Board
1.6	W.B.Yeats – “The Second Coming”	2	Chalk & Talk	Google classroom
1.7	Rupert Brooke – “The Soldier”	2	Chalk & Talk	Black Board
1.8	Philip Larkin – “The Whitsun Wedding”	3	Chalk & Talk	I PAD
<b>UNIT – II- PROSE</b>				
2.1	Thomas More – “More meets a returned traveller” (Utopia)	7	Chalk & Talk	I PAD
2.2	Francis Bacon – “Of Masques and Triumphs”	5	Chalk & Talk	I PAD, PPT
2.3	Robert Lynd – “The Goddess” (SS)	2	Chalk & Talk	I PAD, PPT



2.4	Virginia Woolf - “Shakespeare’s Sister” (From <i>A Room of one’s own</i> )	6	Chalk & Talk	I PAD, PPT
<b>UNIT –III- DRAMA</b>				
3.1	Bernard Shaw - <i>Arms and the Man</i>	7	Chalk & Talk	I PAD, PPT
3.2	James Barrie - <i>The Admirable Crichton</i>	8	Chalk & Talk	I PAD, PPT
<b>UNIT- IV – NOVEL</b>				
4.1	William Golding – <i>Lord of the Flies</i>	8	Lecture	PPT
4.2	Themes, motives, symbols, plot construction	7	Group Discussion	Black Board
<b>UNIT – V- SHORT STORY</b>				
5.1	D. H. Lawrence – “The Rocking Horse Winner”	13	Chalk & Talk	I PAD, PPT
5.2	Ian Mc Ewan – “Solid Geometry” (SS)	7	Discussion	Black Board

**EVALUATION PATTERN**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	<b>20 %</b>



K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %



K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	explain the new techniques adopted by the poets especially the free style of writing poetry	K2, K4	PSO1
CO 2	outline the vocabulary in the language of the prose pieces and improve their writing style.	K2, K3	PSO1
CO 3	Estimate and analyse the multi-dimensional characters in the prescribed plays and thereby get a better understanding of the world around them	K3,K5	PSO2
CO 4	discover and analyse the new literary styles in the prescribed novel	K4	PSO3
CO 5	critique the literary contributions of the short story writers of the modern age	K5	PSO4 & PSO5



**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	3	2	1	1	1
CO3	2	3	1	1	1
CO4	2	2	3	1	1
CO5	2	2	1	3	3

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	1	1	1	1	2
CO2	3	2	2	1	1	1	2
CO3	2	1	1	1	1	1	2
CO4	3	2	1	1	1	1	2
CO5	2	2	1	1	1	1	2

**Note:**     $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated – 2

$\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

*Fernando Delishia*

**Dr. Fernando Delishia**

**Associate Professor**

**The Research Centre of English**

**Forwarded By**

*Roselin Mary*

**DR.A.ROSELIN MARY**

**HOD'S Signature & Name**



**I M.A ENGLISH****SEMESTER –I***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L2	AMERICAN LITERATURE	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course titled “American Literature” will outline the social, historical, cultural and critical contexts of American Literature.

**COURSE OBJECTIVES**

- To give a comprehensive historic view of American literature from the colonial period to the present context.
- To analyze the different trends in the different genres and link them with the individual authors/texts.

**UNITS****UNIT – I POETRY****[20 HRS.]**

1. Philip Freneau - “The Indian Burying Ground”
2. Walt Whitman - Give Me the Splendid silent Sun (Excerpt from “The Leaves of Grass”)
3. Emily Dickinson - “Success” -I’m Nobody! Who are you? (SS)
4. Edwin Arlington Robinson - “Richard Cory”
5. Robert Frost - “Two Tramps in Mud Time”
6. Langston Hughes - “Harlem”
7. William Carlos Williams - “Tract”
8. Rita Dove - “David Walker” (SS)

**UNIT- II PROSE****[20 HRS.]**

1. William Apess - An Indian’s Looking glass for the White Man
2. Ralph Waldo Emerson - The American Scholar (Part I & II)
3. Zitkala-Sa (Gertrude Simmons Bonnin) - Why I am a Pagan



4. James Baldwin - The Fire Next Time (My Dungeon Shook)

**UNIT – III DRAMA****[20 HRS.]**

1. Clifford Odets - *Waiting for Lefty (agitprop)*
2. David Henry Hwang - *Trying to Find Chinatown*

**UNIT-IV FICTION****[20 HRS.]**

1. Harper Lee - *To Kill a Mocking Bird*
2. John Steinbeck - *Of Mice and Men*

**UNIT-V SHORT FICTION****[10 HRS.]**

1. Anna Lee Walters - “Apparitions” (SS)
2. Nathaniel Hawthorne - “Young Goodman Brown”
3. Native American Tale - “How the World was Made” (SS)
4. O’ Henry - “Gift of the Magi” (SS)
5. Edgar Allan Poe - “Fall of the House of Usher”

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

1. Poetry Recitation (Walt Whitman & Robert Frost)
2. Creative writing task (O.Henry & Edgar Allan Poe)
3. Enactment of an Act (Clifford Odets)

**REFERENCES:**

1. *The Norton Anthology of American Literature-VOL-I & II*. W. W. Norton. 8<sup>th</sup> Edition, 2011.
2. Lee, Harper. *To Kill a Mocking Bird*. J.P.Lippincott, 1960
3. Steinbeck, John. *Of Mice and Men*. Covici Friede, 1937.

**DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. [http://shodhganga.inflibnet.ac.in/bitstream/10603/8045/7/07\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/8045/7/07_chapter%201.pdf)



2. <https://people.unica.it/fiorenzoiuliano/files/2016/04/A-Brief-History-of-American-Literature-Wiley-Blackwell-2011.pdf>
3. <https://study.com/academy/lesson/history-of-famous-american-poetry-poets.html>
4. <https://press.rebus.community/openamlit/chapter/zitkala-sa-1876-1938/>
5. <https://www.britannica.com/biography/Clifford-Odets>

### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	Philip Freneau-“The Indian Burying Ground”	3	Chalk & Talk	Black Board
1.2	Walt Whitman - Give Me the Splendid silent Sun (Excerpt from “The Leaves of Grass”)	3	Chalk & Talk	LCD
1.3	Emily Dickinson- “Success” - I’m Nobody! Who are you? <b>(SS)</b>	2	Lecture	PPT & White board
1.4	Edwin Arlington Robinson - “Richard Cory”	2	Lecture	Smart Board
1.5	Robert Frost - “Two Tramps in Mud Time”	3	Lecture	Black Board
1.6	Langston Hughes - “Harlem”	3	Discussion	Google classroom
1.7	William Carlos Williams - “Tract”	2	Discussion	Black Board



1.8	Rita Dove "David Walker" <b>(SS)</b>	-	2	Lecture & Discussion	Black Board PPT, LCD
<b>UNIT -II PROSE</b>					
2.1	William Apess Indian's Looking glass for the White Man	- An	5	Lecture & Discussion	Black Board PPT, LCD
2.2	Ralph Waldo Emerson The American Scholar (Part I & II)	-	5	Chalk & Talk & Lecture	White Board & Google Classroom
2.3	Zitkala-Sa (Gertrude Simmons Bonnin)	-Why I am a Pagan	5	Lecture & Discussion	Black Board PPT, LCD
2.4	James Baldwin The Fire Next Time (My Dungeon Shook)	-	5	Lecture & Discussion	Black Board PPT, LCD
<b>UNIT -III DRAMA</b>					
3.1	Clifford Odets	- <i>Waiting for Lefty (agitprop)</i>	10	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	David Henry Hwang	- <i>Trying to Find Chinatown</i>	10	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
<b>UNIT -IV FICTION</b>					



4.1	Harper Lee – <i>To Kill a Mocking Bird</i>	10	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
4.2	John Steinbeck – <i>Of Mice and Men</i>	10	Chalk & Talk, Lecture	Black Board, LCD & PPT
<b>UNIT -V SHORT FICTION</b>				
5.1	Anna Lee Walters – “Apparitions” <b>(SS)</b>	1	Chalk & Talk	Black Board
5.2	Nathaniel Hawthorne – “Young Goodman Brown”	1	Lecture	Google classroom & LCD
5.3	Native American Tale – “How the World was Made” <b>(SS)</b>	1	Discussion	PPT
5.4	O’ Henry – “Gift of the Magi” <b>(SS)</b>	1	Discussion	PPT
5.5	Edgar Allan Poe – “Fall of the House of Usher”	1	Lecture & Discussion	PPT & LCD

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %



K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %



K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify and compare the style of diverse groups of American poets	K2 & K5	PSO 1 & PSO2
CO 2	discover and determine the plurality of American literatures and cultures as represented in the prescribed prose texts	K3 & K4	PSO2
CO 3	evaluate the socio-political issues discussed in the plays	K5	PSO2 & PSO4
CO 4	analyze the themes and comprehend the ethnic divide as addressed in American fiction	K4	PSO3
CO 5	outline the recurring cultural themes and demonstrate the ability for the critical interpretational analysis of short stories in American Literature	K2 & K3	PSO2



**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	2	1	1	3	1
CO3	2	1	1	3	1
CO4	3	1	1	2	1
CO5	2	3	1	1	1

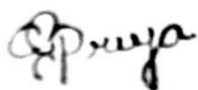
**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	1	2
CO2	1	2	3	1	1	1	2
CO3	2	1	3	1	1	1	2
CO4	1	3	2	1	1	1	2
CO5	1	1	2	3	1	1	2

**Note:**    ϕ Strongly Correlated – 3

ϕ Moderately Correlated – 2

ϕ Weakly Correlated -1

**COURSE DESIGNER:**

**Dr. G. Priya****Assistant Professor****The Research Centre of English****Forwarded by**

**DR.A.ROSELIN MARY****HOD'S Signature & Name**



**I M.A. English**  
**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L3	SURVEY AND ASPECTS OF LITERATURE	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Survey and Aspects of Literature” provides an overall view of the growth and development of British Literature down the ages and composite elements of the four main genres namely prose, poetry, drama and novel.

**COURSE OBJECTIVES**

The course enables the learners to gain an insight into the different literary movements and their influence on the growth of literature. The course provides a critical outlook to the literary works and helps them appreciate texts from all aspects.

**UNITS**

**UNIT – I 15<sup>TH</sup> -17<sup>TH</sup> CENTURY ( 18 HRS.)**

1. The Middle Ages
2. The Sixteenth Century
3. The Seventeenth Century

**UNIT -II 18<sup>TH</sup> -19<sup>TH</sup> CENTURY ( 18 HRS.)**

1. The Restoration & the Eighteenth Century
2. The Romantic Period
3. The Victorian age
4. Since 1890

**UNIT -III POETRY AND NOVELS (18 HRS.)**

1. Studying Poetry
2. Studying Novels

**UNIT -IV INTERPRETATION SKILLS (10 HRS.)**



1. Studying Drama
2. Reading, interpretation-(SS)
3. Effectiveness

**UNIT -V PRACTICE****(18 HRS.)****1. Critical evaluation of Poems**

2. Extracts from Novels
3. Extracts from drama

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)****( 8 HRS.)**Literature of 21<sup>st</sup> Century**REFERENCES:**

1. Boulton, Marjorie. *The Anatomy of Poetry*. London, Routledge Falmer, 1962.
2. Boulton, Marjorie. *The Anatomy of Drama*. London, Routledge Falmer, 1963.
3. Boulton, Marjorie. *The Anatomy of Novel*. London, Routledge & Kegan Paul, 1975.
4. Forster E.M. *Aspects of the Novel*. London, Edward Arnold, 1961.
5. Gill, Richard. *Mastering English Literature*. Delhi, Macmillan, 1995.
6. Kesall, Robert. *Studying Drama*.
7. *The Norton Anthology of English Literature Vols. I & II* New York, Norton and company, 1962.
8. Watson G.J. *Drama: An Introduction*. Chennai, Macmillan, 1985.

**COURSE CONTENT & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I 15<sup>TH</sup> -17<sup>TH</sup> CENTURY</b>				
1.1	The Middle Ages	6	Chalk & Talk Lecture	Black Board, PPT & White board



1.2	The Sixteenth Century	6	Chalk & Talk	LCD, PPT, Google Classroom
1.3	The Seventeenth Century	6	Chalk & Talk Lecture	LCD, PPT, Google Classroom
<b>UNIT -II 18<sup>TH</sup> -19<sup>TH</sup> CENTURY</b>				
2.1	The Restoration & the Eighteenth Century	6	Chalk & Talk Lecture	Black Board, PPT & White board
2.2	The Romantic Period	4	Chalk & Talk Lecture	LCD, PPT, Google Classroom
2.3	The Victorian age	4	Chalk & Talk Lecture	Black Board, PPT & White board
2.4	Since 1890	4	Chalk & Talk Lecture	LCD, PPT, Google Classroom, seminar
<b>UNIT -III POETRY AND NOVELS</b>				
3.1	Studying Poetry	9	Chalk & Talk Lecture	Black Board, PPT & White board
3.2	Studying Novels	9	Chalk & Talk Lecture	Black Board, PPT & White board
<b>UNIT -IV INTERPRETATION SKILLS</b>				



4.1	Studying Drama	4	Chalk & Talk Lecture	Black Board, PPT & White board
4.2	Reading, interpretation	3	Chalk & Talk Lecture	LCD, PPT, Google Classroom, seminar
4.3	Effectiveness	3	Chalk & Talk Lecture	LCD, PPT, Google Classroom, seminar
<b>UNIT –V PRACTICE</b>				
5.1	Critical evaluation of Poems	6	Chalk & Talk Lecture	Black Board, PPT & White board
5.2	Extracts from Novels	6	Chalk & Talk Lecture	Black Board, PPT & White board
5.3	Extracts from drama	6	Chalk & Talk Lecture	Black Board, PPT & White board
<b>UNIT –VI DYNAMISM</b>				
6.1	Literature of 21 <sup>st</sup> Century	8	Chalk & Talk Lecture	Black Board, PPT & White board



**EVALUATION PATTERN**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand and examine the early English Literature.	K2 & K4	PSO1
CO 2	explain and analyse the characteristics of the 18 <sup>th</sup> and 19 <sup>th</sup> century English Literature	K2 & K3	PSO2
CO 3	analyse and examine the varied elements of poetry and novels	K3 & K5	PSO2
CO 4	interpret English Drama	K4	PSO3
CO 5	critically evaluate poems, novels and the 21 <sup>st</sup> century literature	K5	PSO4

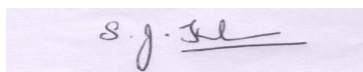


**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	1	1	2
CO2	2	3	1	1	1
CO3	2	3	1	1	1
CO4	2	2	3	1	2
CO5	2	2	1	3	2

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	2	3	1	2	2
CO2	2	3	2	3	2	2	2
CO3	3	3	3	2	2	2	2
CO4	1	1	1	1	1	2	2
CO5	3	3	3	2	3	2	2

**Note:**  $\phi$  Strongly Correlated – 3 $\phi$  Moderately Correlated – 2 $\phi$  Weakly Correlated -1**COURSE DESIGNER:**

**Dr. S. J. Kala****Associate Professor****The Research Centre of English****Forwarded by**

**DR.A.ROSELIN MARY****HOD'S Signature & Name**



**I M.A. English**  
**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L4	REGIONAL LITERATURES OF INDIA	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Regional Literatures of India” intends to highlight the cultural variety, literary merit and socio-political ethos peculiar to different regions of India, the sine qua non being Indianness, that connect the people of the nation.

**COURSE OBJECTIVES**

- The course, in its due execution, will make the students get an insight of the region specific traditional framework in the Indian soil; identify the social, political, cultural, and economic issues across India.
- To develop critical acumen to understand and appraise regional representations; classify the universal and cultural traits prevalent in the works of art; apply the theoretical knowledge pervading all genres to real life situations enabling humane outlook and create harmony with others and ‘self’.

**UNITS**

**UNIT- I POETRY**

**[21 HRS.]**

1. Rami - “Where Have You Gone?” (West Bengal)
2. Rabindranath Tagore - “Leave this Chanting and Singing” – 11  
(West Bengal)



3. Nissim Ezekiel - "Enterprise" (Maharashtra)
4. Keki Daruwalla - "Map Maker" (Uttar Pradesh)
5. Gopal Honnalgere - "Monsoon in Panchagani" (Karnataka)
6. K Satchidanandan - "Who Said" (Kerala)
7. Dilip Chitre - "Father Returning Home" (Gujarat)
8. K D Sethna - "Words" (Puduchery)
9. K L Chowdhury - "Journey into the Land of the Exiled" (Kashmir)

**UNIT- II PROSE****[21 HRS.]**

1. Nazar Sajjad Hyder - "Purdah" (Urdu)
2. Easterine Iralu - "Should Writers Stay in Prison" (Nagaland)
3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande - "A Toppling World View" (Karnataka)

**UNIT III DRAMA****[16 HRS.]**

1. Manjula Padmanabhan - *Harvest* (Delhi)

**UNIT -IV NOVEL****[16 HRS.]**

1. Indra Parthasarathy - *The River of Blood* (Tamil Nadu)
2. Arun Sarma - *On a Wing and a Prayer* (Assam) (SS)

**UNIT - V SHORT STORY****[16 HRS.]**

1. Madhurantakam Rajaram - "The Homing Pigeon" (Andhra Pradesh)
2. Manoj Das - "Farewell to a Ghost" (Odissa)
3. Khushwant Singh - "The Agnostic" (Punjab)
4. Anita Desai - "The Artist of Disappearance" (Uttarkand)



**UNIT - VI DYNAMISM****(SS)**

1. Appraisal of contemporary Award Winning Indian Literatures.

**TEXT BOOKS:**

1. Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
2. Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
3. Desai, Anita. *The Artist of Disappearance*. London: Random House Publishers India Private Limited, 2011.
4. Deshpande, Shashi. "A Toppling World View." *Writings from the Margin & Other Essays*, Penguin, 2003.
5. Honnalgere, Gopal. "Monsoon in Panchagani." *Critical Exposition of Gopal Honnalgere Poems*, Edited by Raghupathi, K.V. Authorspress, 2011, pp. 197-98.
6. Hyder, NazarSajjad. "Purdah." *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 392-93.
7. Iralu, Easterine. "Should Writers Stay in Prison?" *The Oxford Anthology of Writings from North-East India*, edited by Tolottoma Misra, Oxford University Press, 2011, pp. 272-75.
8. Padmanabhan, Manjula. *Harvest*. Aurora Metro Books, 2018.
9. Parthasarathy, Indira. *The River of Blood*. Translated by Ka.Naa.Subramanyan, SahityaAkademy, 2009
10. Rajaram, Madhurantakam. "The Homing Pigeon." *Moisture Trapped in a Stone: An Anthology of Modern Telugu Short Stories*, translated by K. N. Rao, Niyogi Books, 2017.
11. Rami. "Where Have You Gone?" Translated by Sumanta Banerjee, *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 85-87.
12. Sarma, Arun. *On a Wing and a Prayer*. Translated by Maitreyee Siddhanta Chakravarty, Rupa Publications India Pvt. Ltd., 2013.



13. Singh, Kushwant. "The Agnostic." Ed. *Best Indian Short Stories*, Vol-11, Harper Collins Publishers, 2004.
14. Tagore, Rabindranath. "Leave this Chanting and Singing." *Gitanjali*. Macmillan India Limited, 1998.

### REFERENCES:

1. Chandra, N.D.R. *Modern Indian Writing in English: Critical Perceptions*. Vol.-1&11. Sarup & Sons, 2004.
2. Das, Bijay Kumar. *Postmodern Indian English Literature*. Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Iyengar, Srinivasa K.R. *Indian Writing in English*. Revised and updated ed., Sterling Publishers Pvt.Ltd., 2003.
4. Kohli, Suresh. *Aspects of Indian Literature: The Changing Pattern*. Vikas Publishing House Pvt.Ltd., 1975.
5. Naik, M.K. *Dimensions of Indian English Literature*. Sterling Publishers Pvt.Ltd., 1984.
6. Walsh, William. Ed. *Readings in Commonwealth Literature*. Clarendon Press, 1973.
7. Williams, H.M. *Indo-Anglican Literature 1800-1970: A Survey*. Orient Longman, 1976.

### DIGITAL OPEN EDUCATIONAL RESOURCES:

1. Chitre, Dilip. "Father Returning Home." Poem Hunter. 29 March 2012.  
<https://www.poemhunter.com/poem/father-returning-home/>  
Accessed on 3 March 2019.
2. Chowdry, K.L. "Journey into the Land of the Exiled." Of Gods, Men & Militants. <http://www.ikashmir.net/godsmenmilitants/index.html>. Accessed on 4 March 2019.
3. Daruwalla, Keki. "Map Maker." The Map-Maker, Ravi Dayal Publisher, 2002, *Poetry International Web* <https://www.poetryinternationalweb.net/pi/site/poem/item/2892/auto/0/0/Keki-Daruwalla/MAP-MAKER>. Accessed on 3 March 2019.



4. Ezekiel, Nissim. 'Enterprise.' "Nissim Ezekiel and Kamala Das"  
<http://egyankosh.ac.in/bitstream/123456789/27473/1/Unit-25.pdf>.  
p.19. Accessed on 4 March 2019.
5. Satchidanandan, K. "Who Said?" *At Home in the World*, Full Circle, 2002, *Poetry International Web*.<https://www.poetryinternationalweb.Net/pi/site/poem/item/2865>. Accessed on 3 March 2019.
6. Sethna, K D. "Words." *The Light of the Supreme*. 1 July 2008.  
<http://savitri.in/blogs/light-of-supreme/the-word-two-poems-by-kd-sethna-amal-kiran-and-by-ry-deshpande>. Accessed on 4 March 2019.

### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I POETRY</b>				
1.1	"Where Have You Gone?" – Background and author introduction	1	Chalk & Talk	LCD
1.2	"Where Have You Gone?" – Analysis and Discussion	2	Lecture & Discussion	Black Board
1.3	"Leave this Chanting and Singing" - Background and author introduction	1	Chalk & Talk	LCD
1.4	"Leave this Chanting and Singing" – analysis	1	Lecture & Discussion	Black Board
1.5	"Enterprise" - Background and author introduction	1	Chalk & Talk	LCD
1.6	"Enterprise" – analysis	1	Lecture & Discussion	Black Board
1.7	"Map Maker" - Background and author introduction	1	Chalk & Talk	LCD



1.8	“Map Maker” – analysis	1	Lecture & Discussion	Black Board
1.9	“Monsoon in Panchagani” - Background and author introduction	1	Chalk & Talk	LCD
1.10	“Monsoon in Panchagani” – analysis	2	Lecture & Discussion	PPT
1.11	“Who Said” - Background and author introduction	1	Chalk & Talk	LCD
1.12	“Who Said” - analysis	1	Lecture & Discussion	Black Board
1.13	“Father Returning Home” - Background and author introduction	1	Chalk & Talk	LCD
1.14	“Father Returning Home” – analysis	1	Lecture & Discussion	Black Board
1.15	“Words” - Background and author introduction	1	Chalk & Talk	LCD
1.16	“Words” – analysis	1	Lecture & Discussion	Black Board
1.17	“Journey into the Land of the Exiled” - Background and author introduction	1	Chalk & Talk	LCD
1.18	“Journey into the Land of the Exiled” – analysis	2	Lecture & Discussion	Black Board
<b>UNIT -II PROSE</b>				
2.1	“Purdah” - Background and author introduction	1	Chalk & Talk	Black Board
2.2	“Purdah” – analysis	2	Lecture & Discussion	PPT



2.3	“Should Writers Stay in Prison” - Background and author introduction	1	Chalk & Talk	Black Board
2.4	“Should Writers Stay in Prison” – analysis	2	Lecture & Discussion	Black Board
2.5	“Memory” - Background and author introduction	1	Lecture	Black Board
2.6	“Memory” – analysis	7	Lecture & Discussion	Black Board & PPT
2.7	“A Toppling World View” - Background and author introduction	1	Chalk & Talk	Black Board
2.8	“A Toppling World View” – analysis	6	Lecture & Discussion	Black Board & PPT
<b>UNIT -III DRAMA</b>				
3.1	<i>Harvest</i> - Background and author introduction	1	Chalk & Talk	Black Board
3.2	<i>Harvest</i> – analysis	15	Lecture & Discussion	Black Board & PPT
<b>UNIT -IV NOVEL</b>				
4.1	<i>The River of Blood</i> - Background and author introduction	1	Chalk & Talk	Black Board
4.2	<i>The River of Blood</i> – analysis	12	Lecture & Discussion	Black Board & PPT
4.3	<i>On a Wing and a Prayer</i>	3	Discussion	Black Board & PPT
<b>UNIT -V SHORT STORY</b>				



5.1	“The Homing Pigeon” – Background and author introduction	1	Chalk & Talk	Black Board
5.2	“The Homing Pigeon” – analysis	4	Lecture & Discussion	Black Board & PPT
5.3	“Farewell to a Ghost” – Background and author introduction	1	Chalk & Talk	Black Board
5.4	“Farewell to a Ghost” – analysis	3	Lecture & Discussion	Black Board & PPT
5.5	“The Agnostic” – Background and author introduction	1	Chalk & Talk	Black Board
5.6	“The Agnostic” – analysis	4	Lecture & Discussion	Black Board & PPT
5.7	“The Artist of Disappearance”	2	Discussion	Black Board & PPT

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %



<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
<b>Total</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>60</b>	<b>100 %</b>



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	outline and appreciate the nuances of Indian poetry	K2, K3	PSO1& PSO2
CO 2	examine the social, gender and political issues as revealed in Indian prose writings	K1, K2,	PSO2 & PSO4
CO 3	critique Indian theatre with reference to artistic and contemporary issues	K1, K3& K4	PSO4 & PSO5
CO 4	infer the communal and class pattern pervading Indian society through fiction	K3, K4&	PSO2 & PSO5
CO 5	evaluate the literary strategies that explore Indianness with regard to short stories	K2 & K4	PSO1

### Mapping of COs with PSOs

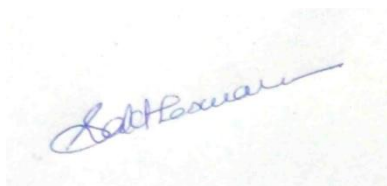
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	2	1	3	1
CO3	1	1	1	3	2
CO4	1	3	1	1	2
CO5	3	2	1	1	1



**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	1	1	2
CO2	1	1	3	1	2	1	2
CO3	1	2	1	1	3	1	2
CO4	1	1	3	1	2	1	2
CO5	2	1	1	1	3	1	2

**Note:**     $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated – **2**  
                   $\phi$  Weakly Correlated - **1**

**COURSE DESIGNER:**

**R. Saktheswari****Assistant Professor****The Research Centre of English****Forwarded By**

**Dr. A. Roselin Mary****HOD'S Signature & Name**



**I M.A. English**  
**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L5	SHAKESPEARE REVISITED	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Shakespeare Revisited” involves a thorough understanding of Shakespeare’s critically acclaimed plays from a twentieth century theoretical framework.

**COURSE OBJECTIVES**

The students get a comprehensive knowledge of Shakespeare’s tragedies, comedies and history plays. The students also learn to reread Shakespeare using a feminist, postcolonial and new historicist approach

**UNITS**

**UNIT –I** (21HRS.)

*Othello*

**UNIT –II** (6 HRS.)

*A Midsummer Night’s Dream* (SS)

**UNIT –III** (21 HRS.)

*Antony and Cleopatra*

**UNIT –IV** (21 HRS.)

1. Rene Girard: “To Entrap the Wisest: Sacrificial Ambivalence in *The Merchant of Venice*”
2. Louis Adrian Montrose: “‘Shaping Fantasies’: Figurations of Gender and Power in Elizabethan Culture”

**UNIT –V** (21 HRS.)

1. Linda Woodbridge: “Egyptian Queens and Male Reviewers: Sexist Attitudes in *Antony and Cleopatra* Criticism”



## 2. Ania Loomba: "Sexuality and Racial Difference"

**REFERENCES:**

1. Ackroyd, Peter. *Shakespeare: The Biography*. Anchor.2006.
- 2 . Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan, 1964.
- 3 . Greene, Nicholas. *Shakespeare's Tragic Imagination*. Macmillan, 1992.
4. Justman, Stewart. *Shakespeare : The Drama of Generations*. Macmillan, 2007
5. Quiller-Couch, Arthur. *Shakespeare's Workmanship*. CUP, 1951.
6. Wells, Stanley. *Shakespeare for All Time*. OUP, 2003.

**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I OTHELLO</b>				
1.1	Overview of the plot and themes	4	Chalk & Talk	Black Board
1.2	Traditional Criticism	4	Chalk & Talk	Black Board
1.3	New Criticism	4	Chalk & Talk	Black Board
1.4	Racial Overtones	3	LECTURE	PPT
1.5	Critique of select lines	6	LECTURE	PPT
<b>UNIT -II A MIDSUMMER NIGHT'S DREAM (SS)</b>				
2.1	Overview of the plot and themes	2	Chalk & Talk	Black Board



2.2	Structure of the play	2	Chalk & Talk	Black Board
2.3	Viewing the play	2	—	Net source
<b>UNIT -III ANTONY AND CLEOPATRA</b>				
3.1	Overview of the play and themes	3	Chalk & Talk	Black Board
3.2	Characterization	4	Chalk & Talk	Black Board
3.3	Traditional Criticism	4	Chalk & Talk	Black Board
3.4	New Criticism	4	Lecture	Black Board
3.5	Critique of select lines	6	Lecture	PPT
<b>UNIT -IV CRITICISM</b>				
4.1	Overview of <i>The Merchant of Venice</i>	2	Chalk & Talk	Black Board
4.2	Anti Semitism	2	Chalk & Talk	Video
4.3	Rene Girard	4	Chalk & Talk	Black Board
4.4	New Historicism	4	Chalk & Talk	Black Board
4.5	Adrain Montrose	4	Chalk & Talk	Black Board
4.6	Criticism New and Old	5	Lecture	PPT
<b>UNIT -V CRITICISM</b>				



5.1	Basic Concepts in Feminism and Gender	3	Lecture	E-content
5.2	Analysing stereotypes	2	Lecture	E-content
5.3	Linda Woodrige	4	Lecture	Black Board
5.4	Post Colonial issues and themes	3	Lecture	Black Board
5.5	Ama Loomba	4	Lecture	Black Board
5.6	Criticism New and Old	5	Lecture	PPT

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %



CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	gain knowledge of the art and craft of Shakespearean drama	K2	PSO1& PSO2
CO 2	develop skills in analysis and critical thinking, especially related to drama	K2&K3	PSO1& PSO2
CO 3	appreciate the world of Shakespearean language and imagery	K3& K4	PSO1&PSO2
CO 4	understand human relationships and socio-cultural issues embedded in Shakespeare's plays	K4	PSO1, PSO2 & PSO4
CO 5	Re-read Shakespeare from 20 <sup>th</sup> and 21 <sup>st</sup> century critical perspectives	K5	PSO1, PSO2 & PSO4



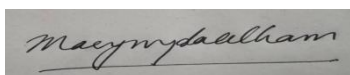
**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	3	3	3	1
CO2	1	3	2	3	1
CO3	1	3	2	3	1
CO4	1	2	1	3	2
CO5	1	2	1	3	2

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	3	3	2	2	2
CO2	1	2	3	3	2	2	2
CO3	1	2	3	3	2	2	2
CO4	-	2	3	3	3	2	2
CO5	-	2	3	3	3	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**


**Dr. Mary Magdalene Abraham**  
**Associate Professor**  
**The Research Centre of English**

**Forwarded by**



**Dr. A. Roselin Mary**  
**HOD'S Signature & Name**



**I M.A. English****SEMESTER –II***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L6	CONTEMPORARY BRITISH LITERATURE	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Contemporary British Literature” is designed to give an overall picture of the British writers whose works evince the revolutionary changes and innovations in contemporary British literature.

**COURSE OBJECTIVES**

The objective of the course is to introduce the literary texts of a galaxy of contemporary British writers who experimented with form and content in order to reflect the spirit of the Age.

**UNITS****UNIT –I POETRY****( 20 HRS.)**

1. Ted Hughes (1930-1998)
  - “The Thought Fox”.
  - “Thistles” (SS)
2. Carol Ann Duffy (1955-)
3. Tony Connor (1930-)
4. Henry Treece (1911-1966)
5. Alice Oswald (1966-)
  - “Warming her Pearls”
  - “Aftermath”
  - “The Waiting Watchers”
  - “Dunt: Poem for a dried up river”
6. Tom Raworth (1938-2017)
  - “You’ve ruined my evening”
7. J. H. Prynne (1936-)
  - “The Stranger, Instantly”
8. Basil Bunting (1900-)
9. Seamus Heaney (1939-2013)
  - Odes: 15 [“Nothing”]
  - “The Harvest Bow” (SS)



**UNIT –II PROSE****(15 HRS.)**

1. George Orwell - Freedom of the Park
2. E.M.Forster - My Woods
3. Aldous Huxley - Knowledge and Understanding
4. Zadie Smith - On Optimism and Despair from *Feel Free: Essays*

**UNIT –III DRAMA****(20 HRS.)**

1. Caryl Churchill - *Top Girls*

**UNIT –IV NOVEL****(20 HRS.)**

1. Ali Smith - *Hotel World*

**UNIT –V SHORT STORY****(15 HRS.)**

1. Gerard Woodward - The Family Whistle (from *Legoland* 23 pages) (SS)
2. Dorris Lessing - Through the Tunnel

**PRESCRIED TEXTS:**

1. Churchill, Caryl. *Top Girls*. Bloomsbury Publishing, 2017.
2. Smith, Ali. *Hotel World*. Penguin Group, 2002.

**OTHER PRESCRIED PIECES ARE AVAILABLE IN THE FOLLOWING:**

1. Smith, Zadie. *Feel Free*. Penguin Books, 2019.
2. Woodward, Gerard. *Legoland*. Pan Macmillan, 2016.

**DIGITAL OPEN EDUCATIONAL RESOURCES:****POETRY:**

1. <http://www.tnellen.com/cybereng/poetry/fox.html>
2. [http://famouspoetsandpoems.com/poets/ted\\_hughes/poems/13801](http://famouspoetsandpoems.com/poets/ted_hughes/poems/13801)
3. <https://www.poetryfoundation.org/poems/56715/warming-her-pearls>
4. <https://poets.org/poem/aftermath>
5. <https://rhymings.com/henry-treece/the-waiting-watchers/>
6. <https://www.poetryfoundation.org/poems/90863/dunt-a-poem-for-a-dried-up-river>
7. <https://www.poetryfoundation.org/poems/54604/youve-ruined-my-evening-youve-ruined-my-life>



8. <https://www.poetryfoundation.org/poems/47712/odes-15-nothing>

9. <http://brucespoems.blogspot.com/2011/08/harvest-bow-seamus-heaney.html>

### PROSE:

10. [https://orwell.ru/library/articles/park/english/e\\_fpark](https://orwell.ru/library/articles/park/english/e_fpark)

11. <http://rex.cloudz.pw/read?file=my+wood+e+m+forster+pdf>

12. <https://vedanta.org/2002/monthly-readings/knowledge-and-understanding-part-1/>

### SHORT STORY:

13. <https://docs.google.com/viewer?a=v&pid=sites&srcid=cGVubnJpZGdLLnVzfG1ycylzYW1zLS1hbWVyaWNhbi1saXRlcmF0dXJlfGd4OjZjZWVmZTBjNDZjYTAxNDM>

### REFERENCES:

1. Germana, Monica and Emily Horton. Ed. *Ali Smith: Contemporary Critical Perspectives*. Bloomsbury, 2013.
2. Gobert, R. Darren. *The Theatre of Caryl Churchill*. Bloomsbury, 2014.
3. Lewin Gerald. *Prose Models*. Harcourt Brace Jovanovich, 1964.
4. Scott, A.F. *The Craft of Prose*. Macmillan & Co Ltd., 1963.
5. Thorpe, Michael. Ed. *Modern Prose*. Oxford, 2002.
6. Whalen, Terry. *Philip Larkin & English Poetry*. Macmillan, RPT, 1990.

### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	"The Thought Fox" "Thistles" (SS)	3	Chalk & Talk	Black Board
1.2	"Warming her Pearls"	2	Chalk & Talk PPT	LCD



1.3	“Aftermath”	2	Lecture	Black board
1.4	“The Waiting Watchers”	2	PPT	LCD
1.5	“Dunt: Poem for a dried up river”	2	Chalk & Talk	Black Board
1.6	“You’ve ruined my evening”	3	PPT	LCD
1.7	“The Stranger, Instantly”	2	PPT	LCD
1.8	Odes: 15 ["Nothing"]	2	Lecture	Black board
1.9	“The Harvest Bow” <b>(SS)</b>	2	Lecture	Black board
<b>UNIT -II PROSE</b>				
2.1	Freedom of the Park	3	Lecture	Black board
2.2	My Woods	4	Chalk & Talk PPT	Black board & LCD
2.3	Knowledge and Understanding	4	Lecture	Black board
2.4	On Optimism and Despair from <i>Feel Free: Essays</i>	4	Lecture	Black board
<b>UNIT -III DRAMA</b>				
3.1	<i>Top Girls</i>	20	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV NOVEL</b>				
4.1	<i>Hotel World</i>	20	Chalk & Talk PPT	Black board & LCD
<b>UNIT -V SHORT STORY</b>				



5.1	The Family Whistle (from <i>Legoland</i> 23 pages)(SS)	7	Chalk & Talk	Black board & LCD
5.2	Through the Tunnel	8	Chalk & Talk	Black board & LCD

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5



	<b>40</b>
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### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
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CO 1	identify the 'newness' that characterize both form & content of the texts	K1	PSO1 & PSO4
CO 2	evaluate how literary trends evolved from various 'isms'	K2, K3	PSO2 & PSO4
CO 3	contextualise & Explain how literature reflected man's mentality to probe and question the established institutions	K2 & K3	PSO3 & PSO2
CO 4	discuss the primacy of scientific truths over age-old customs and beliefs	K1, K2, K3	PSO4 & PSO5
CO 5	analyze how literature critiques the socio-political and cultural spirit of the age	K2 & K4	PSO4 & PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	-	-	2	-
CO2	-	3	1	2	-
CO3	-	3	1	-	-
CO4	-	-	-	3	2
CO5	-	-	-	3	2

### Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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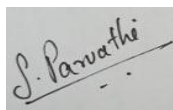
<b>C01</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>C02</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>C03</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>C04</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>C05</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>

**Note:**     $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr. S. Parvathi**

**Assistant Professor**

**The Research Centre of English**

**Forwarded By**



**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**I M.A. English**  
**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L7	LITERARY CRITICISM AND THEORY	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Literary Criticism and Theory” presents an overview of major trends in literary criticism and literary theory. It traces the key topics in recent theoretical trends and various approaches.

**COURSE OBJECTIVES**

The primary objective for the course will be a clear understanding of important texts in the history of theory and criticism. The course introduces students to literary theory and its applications and introduces students to a range of approaches to the study of texts. The course includes practice in writing commentary on literature.

**UNITS**

**UNIT- I :**

**[18 HRS.]**

1. William Wordsworth -“Preface to Lyrical Ballads” (SS)
2. Viktor Shklovsky’s -“Art as Technique”

**UNIT- II :**

**[18 HRS.]**

1. Cleanth Brooks -“The Language of Paradox”
2. Northrop Frye -“The Archetypes of Literature”
3. I.A. Richards -“Two Kinds of Language”(SS)

**UNIT- III :**

**[18 HRS.]**

1. Peter Barry’s - Literary theorising from Aristotle to Leavis –some key Moments: The transition to theory (pgs. (31-33)



2. Roland Barthes - "The Death of the Author"
3. Frantz Fanon - "Spontaneity: Its strength and Weakness"

**UNIT- IV :****[18 HRS.]**

1. Louise Montrose - "Professing the Renaissance: The Poetics and Politics of Culture" 1989- )
2. Max Horkheimer & Theodor Adorno - "The Culture Industry as Mass Deception"

**UNIT- V :****[18 HRS.]**

1. Jean Francis Lyotard - Note on the meaning of "Post".
2. Terry Gifford - Three kinds of pastoral

**REFERENCES:**

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. VIVA Books Private Ltd, 2010
2. Blamires, Harry. *Macmillan History of Literature. A History of Literary Criticism* Macmillan India Ltd. Rpt, 2000.
3. Castle, Gregory Ed. *Postcolonial Discourses: An Anthology*. Blackwell Publisher: 2001.
4. Enright D.J and Ernst De Chikera. Eds. *English Critical Texts: 16<sup>th</sup> Century to 20<sup>th</sup> Century*. Oxford UP, 1962.
5. Gifford, Terry. *Pastoral The new critical idiom*. Routledge 2009.
6. Lodge, David & Nigel Wood. Eds. *Modern Criticism and Theory : A Reader*. 2<sup>nd</sup> Edition. Pearson Education Pvt. Ltd., 2003.
7. Lodge, David. Ed. *20<sup>th</sup> Century Literary Criticism : A Reader*. Longman, 1972.
8. Ramaswami S.& V.S. Sethuraman. *The English Critical Tradition : An Anthology of English Literary Criticism*. Vol – 1 & 11. Macmillan India Ltd., 1986.
9. Rivikin, Julie & Michael Ryan. Eds. *Literary Theory : An Anthology*. Blackwell, 2002.
10. Wilfred L.Guerin et al. Eds. *A HandBook of Critical Approach to Literature*. 4<sup>th</sup> Edition. Oxford U P, 1992.



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I</b>				
1.1	William Wordsworth “Preface to Lyrical Ballads” (SS)”	7	Chalk & Talk	LCD
1.2	Viktor Shklovsky “Art as Technique”	11	Chalk & Talk	LCD
<b>UNIT -II</b>				
2.1	Cleanth Brooks “The Language of Paradox	6	Chalk & Talk	
2.2	Northrop Frye “The Archetypes of Literature”	6	Chalk & Talk	PPT
2.3	I.A. Richards “Two Kinds of Language	6	Chalk & Talk	PPT
<b>UNIT -III</b>				
3.1	Peter Barry’s Literary theorising from Aristotle to Leavis –some key Moments: The transition to theory (pgs. (31-33)	3	Chalk & Talk	PPT
3.2	Roland Barthes “The Death of the Author	7	Chalk & Talk	YOU TUBE SLIDESHARE PPT
3.3	Frantz Fanon “Spontaneity: Its strength and Weakness”	8	Chalk & Talk	PPT



UNIT -IV				
4.1	Louise Montrose “Professing the Renaissance: The Poetics and Politics of Culture”1989- )	9	Chalk & Talk	YOU TUBE SLIDESHARE PPT
4.2	Max Horkheimer & Theodor Adorno “The Culture Industry as Mass Deception”	9	Chalk & Talk	YOU TUBE SLIDESHARE PPT
UNIT -V				
5.1	Jean Francis Lyotard Note on the meaning of “Post”.	9	Chalk & Talk	YOU TUBE SLIDESHARE PPT
5.2	Terry Gifford Three kinds of pastoral	9	Chalk & Talk	YOU TUBE SLIDESHARE PPT

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %



Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	evaluate Literary pieces	K2 &K3	PSO2& PSO3
CO 2	utilize the post modern theories for higher studies and research	K2 &K3	PSO2& PSO3
CO 3	analyse literary works and other forms of art	K4 & K4	PSO2, PSO3& PSO4
CO 4	identify ecological issues	K4 & K5	PSO2& PSO4
CO 5	use their acumen of theories to appreciate works of art	K5	PSO4& PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	3	2	1
CO2	2	3	3	2	1
CO3	1	3	3	3	2
CO4	1	3	2	3	2
CO5	1	2	2	3	3



**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	2	3	1	2	2
CO2	2	3	2	3	2	2	2
CO3	3	3	3	2	2	2	2
CO4	1	1	1	1	1	2	2
CO5	3	3	3	2	3	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

P.V. Christi Shanthi

**Dr. P.V. Christi Shanthi**

**Associate Professor**

**The Research Centre of English**

**Forwarded By**

*Roselin Mary*

**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**I M.A. English**  
**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L8	JOURNALISM AND MASS COMMUNICATION	MAJOR CORE	6	4

### **COURSE DESCRIPTION**

The course “Journalism and Mass Communication” has a skill based content that can enable the students to take up a career in the field of Journalism and Mass Communication.

### **COURSE OBJECTIVES**

To introduce the learners to the field of Journalism and Mass Communication and help the learners to acquire the skills necessary to become a Journalist or take up any other career in the field of mass media like radio, television, films, or in advertising agencies.

### **UNITS**

#### **UNIT –I INTRODUCTION TO JOURNALISM**

**(15 HRS.)**

1. Introduction to Journalism – (*Mass Communication in India*, 61-64)
  - i. Definition (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century*, 72)
  - ii. The Journalistic Process (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century*, 72 - 74)
2. **History of Indian Media (SS)**
  - i. **Print Media** (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century* 160 – 171)
  - ii. **Radio & Television** (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century* 176-181)
  - iii. **Cinema & Theatre** (*Journalism and Mass Communication – Naqvi – 122-132, 139-144*)
3. Press Laws (*Mass Communication in India*, 237--241) **(SS)**



4. Media Ethics (*Handbook of Communication and Media*, 196 – 201)

**UNIT –II INTRODUCTION TO MASS COMMUNICATION (15 HRS.)**

1. Communication & Mass Communication (*Journalism and Mass Communication* – Naqvi – 74-84)
2. Socialization & Mass Communication (Development of Mass Communication: Futuristic Approach – p. 172-183)
3. Channels of Mass Communication (SS)
4. Influences of Mass Communication (SS)
5. Social Learning from Mass Communication

**UNIT –III JOURNALISTIC WRITING, INTERVIEWING & ADVERTISING (20 HRS.)**

1. News Report
  - i. News Story ((*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century* (69 – 74)
  - ii. News gathering & Reporting (*Journalism and Mass Communication* – Naqvi -36-48)
2. Feature Article (*Mass Communication and Journalism in India*, 119 – 121,128 – 138)
3. Review, Opinion Pieces
4. Interviewing
  - i. Art of Interviewing (*Print and Broadcast Journalism*,248-262)
  - ii. Personal Interview (*Fundamentals of Reporting and Editing* – p. 133-141)
  - iii. Asking questions – (*Multimedia Journalism: A Practical Guide*– p. 230 - 232)
  - iv. Difficult Interviews – (*Multimedia Journalism: A Practical Guide* - p. 232 – 234)

**UNIT –IV VIDEO NEWS STORY & FILM MAKING (15 HRS.)**

1. Video Journalism (*Convergent Journalism: An Introduction* 79 – 87. 97 – 98, 128 – 134)
2. TV Newscasts – (*Convergent Journalism: An Introduction* -128-134)
3. Film-making Techniques

**UNIT –V ADVERTISING (15 HRS.)**

1. Introduction to Advertising – (Fundamentals of Advertising: Basic Theory & Concepts - 3-11)
2. Advertising – Objectives, Functions & Benefits (12-28)
3. Advertising Media – Types – Advantages & Disadvantages (59-81)

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (10 HRS.)**



1. Presenting a report on Headlines of current newspapers
2. Creating a scrapbook of interesting and popular current print advertisements
3. Participating in Mock Interviews – Role play - Interviewing contemporary political leaders and other famous personalities

## REFERENCES

1. Arens, Williams F. *Contemporary Advertising*. New Delhi: Tata McGraw Publishing Co., 2006.
2. Aufderheide, Patricia. *Documentary Film: A Very Short Introduction*. Delhi: Oxford University Press, 2008.
3. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001.
4. Lee, Monte. *Principles of Advertising: A Global Perspective*. New Delhi: Viva Books Ltd., 2007.
5. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
6. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
7. Shamsi, Nayyar. *Journalism: The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
8. Whitaker W et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.

## DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <http://www.bbc.co.uk/academy/journalism/skills/digital-journalism>
2. <https://www.ndsu.edu/pubweb/~rcollins/242photojournalism/historyofphotography.html>
3. [http://learn.org/articles/What\\_is\\_Sports\\_Journalism.html](http://learn.org/articles/What_is_Sports_Journalism.html)
4. [http://www.newworldencyclopedia.org/entry/Sports\\_journalism](http://www.newworldencyclopedia.org/entry/Sports_journalism)
5. <http://www.nctj.com/journalism-qualifications/diploma-in-journalism/Business-and-Finance-Journalism>
6. [http://sand-kas-ten.org/ijm/Chapter\\_1.pdf](http://sand-kas-ten.org/ijm/Chapter_1.pdf)
7. <http://www.berkeleybeacon.com/opinion/2013/10/2/in-defense-of-entertainment-journalism>



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I INTRODUCTION TO JOURNALISM</b>				
1.1	Topic 1 - Introduction to Journalism			
1.2	• Definition	2	Lecture	Black Board
1.3	• The Journalistic Process	2	Lecture	PPT
1.4	Topic 2 - History of Indian Media( <b>SS</b> )			
1.5	• Print Media	2	Discussion	Google classroom
1.6	• Radio & Television	2	Discussion	Google classroom
1.7	• Cinema & Theatre	2	Discussion	Film Clippings
1.8	Topic 3 - Press Laws( <b>SS</b> )	2	Discussion	Google classroom
1.9	Topic 4 - Media Ethics	3	Lecture	PPT
<b>UNIT -II INTRODUCTION TO MASS COMMUNICATION</b>				
2.1	Communication & Mass Communication	4	Lecture	Black Board
2.2	Socialization & Mass Communication	4	Lecture	Black Board
2.3	Channels of Mass Communication ( <b>SS</b> )	2	Discussion	Google classroom



2.4	Influences of Mass Communication(SS)	2	Debate – For and against	Cue Cards
2.5	Social Learning from Mass Communication	3	Lecture	Black Board
<b>UNIT III – JOURNALISTIC WRITING, INTERVIEWING &amp; ADVERTISING</b>				
3.1	News Report			
3.2	• News Story	2	Lecture	PPT
3.2	• News gathering & Reporting	3	Lecture	PPT
3.4	Feature Article	2	Lecture & Class Assignment	News Paper Clippings
3.5	Review, Opinion Pieces	3	Lecture & Class Assignment	News Paper Clippings
3.6	Interviewing			
3.7	• Art of Interviewing	2	Group Discussion	Audio & Video clippings
3.8	• Personal Interview	3	Demonstration	Magazine articles based on Interview
3.9	• Asking questions	2	Demonstration Oral presentations	Magazine articles based on Interview
3.10	• Difficult Interviews	3	Demonstration	PPT
<b>UNIT IV– VIDEO NEWS STORY &amp; FILM MAKING</b>				
4.1	Video Journalism	5	Group Discussion	Video clippings
4.2	TV Newscasts	5	Lecture	Video clippings



4.3	Film-making Techniques	5	Lecture	Films
<b>UNIT V – ADVERTISING</b>				
5.1	Introduction to Advertising	5	Lecture	Newspaper Clippings
5.2	Advertising	5	Lecture	Newspaper/Audio / Video Clippings
5.3	Advertising Media – Types – Advantages & Disadvantages	5	Discussion	GoogleClassroom
<b>UNIT VI: DYNAMISM</b>				
6.1	Presenting a report on Headlines of current newspapers	3	Assignment	Charts
6.2	Creating a scrap book of interesting and popular current print advertisements	3	Lecture	Scrap book
6.3	Participating in Mock Interviews – Role play - Interviewing contemporary political leaders and other famous personalities	4	Lecture	Video Clippings



**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assignment  5 Mks	OBT/PPT  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>



**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	outline the Nature, Scope and History of Journalism	K1	PSO3, PSO4 & PSO5



CO 2	discuss the role of Mass Communication and analyze the various approaches to it	K1 & K2	PSO3, PSO4 & PSO5
CO 3	write Reports, Editorials, News stories, Feature Articles; Design Newspaper Layouts and - Plan and conduct Interviews	K2 & K3	PSO3, PSO4 & PSO5
CO 4	make Short/Documentary Films	K2, K3 & K4	PSO3, PSO4 & PSO5
CO 5	write advertisement copies and design layout for them	K2 & K3	PSO3, PSO4 & PSO5
CO6	apply the knowledge and skill acquired in discussion of current affairs and display them in classroom activities	K3 & K4	PSO3, PSO4 & PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	-	-	2	3	2
CO2	-	-	2	3	2
CO3	-	-	2	3	2
CO4	2	2	3	3	2
CO5	-	-	-	-	2
CO6	2	2	2	3	2

### Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	2	3	2	2
CO2	3	3	2	-	3	2	2
CO3	3	2	2	2	3	2	2



<b>C04</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>C05</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>C06</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>

**Note:**    ϕ Strongly Correlated – **3**

                 ϕ Moderately Correlated – **2**

                 ϕ Weakly Correlated -**1**

**COURSE DESIGNER:**

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**Associate Professor**

**The Research Centre of English**

**Forwarded By**

*Roselin Mary*

**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**SEMESTER –III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3L9	POSTCOLONIAL LITERATURE	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Postcolonial Literature” focuses on geographical and cultural experiences of representative authors of Postcolonial Literature.

**COURSE OBJECTIVES**

The course intends to introduce a wide variety of writers who take up issues of identity, nationhood and cultural heritage.

**UNITS****UNIT –I POETRY****( 17HRS.)**

1. Yasmin Gooneratne - “ This Language This Woman” (Sri Lanka)
2. Henry Kendall - “The Last of His Tribe” (Australia)
3. Pablo Nerud - “Tonight I Can Write the Saddest Lines”  
(Chile) **(SS)**
4. Mamang Dai - “Small Towns and the River” (India) **(SS)**
5. Louise Bennett - Coverly - “Colonization in Reverse” (Jamaica)
6. Wilfred Campbell - “The Winter Lakes” (Canada)
7. Gordon Challis - “The Post man” (New Zealand)

**UNIT –II PROSE****( 21 HRS.)**

1. Benedict Anderson - “The Origins of National Consciousness” From *The Imagined Communities* (p-37-47)
2. Edward Said - Excerpts from Chapter-I- *Orientalism*
3. Frantz Fanon - Chapter-5- “The fact of Blackness”  
in *Black Skin and White Masks*



**UNIT –III DRAMA****( 21HRS.)**

1. Athol Fugard - *The Island* (South Africa)
2. Derek Walcott - *Dream on Monkey Mountain*  
(Trinidad)

**UNIT –IV FICTION****(21 HRS.)**

1. Zoe Wicomb - *Playing in the light* (South Africa)
2. Witi Ihimaera - *The Whale Rider* (New Zealand)

**UNIT –V SHORT STORY****( 10HRS.)**

1. Grace Ogot - “The Green Leaves” (Kenya)
2. Rohinton Mistry - “On Auspicious Occasion”  
(India) **(SS)**

**REFERENCES:**

1. Agarwalla, Shyam S. *The African Poetry & Drama*. New Delhi; Prestige, 2000.
2. Chrisman, Laura & Benita Parry. ed. *Post colonial Theory & Criticism*. Cambridge :The English Association,2000.
3. Cook, David. *African Literature*. London: Longman Group Ltd., 1980.
4. Edward, Justin D. *Post colonial Literature*. New Delhi: Macmillan, 2008.
5. Gandhi,Leela. *Post – Colonial Theory: A Critical Introduction*. London: Oxford UP,2006.
6. Loomba, Ania. *Colonialism / Post Colonialism*. London: Routledge, 1998.
7. Parry, Benita. *Post colonial Studies: A Materialistic Critique*. New York: Routledge,2004.
8. Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*. New York: Basil Blackwell,2002.



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I POETRY</b>				
1.1	Yasmin Gooneratne - “ This Language This Woman” (Sri Lanka)	2	Chalk & Talk	PPT
1.2	Henry Kendal - “The Last of His Tribe” (Australia)	2	Chalk & Talk	PPT
1.3	Pablo Neruda -“Tonight I Can Write the Saddest Lines(Chile) <b>(SS)</b>	2	Group Discussion	_____
1.4	Mamang Dai- “Small Towns and the River”(India) <b>(SS)</b>	2	Group Discussion	_____
1.5	Louise Bennett - Coverly - “Colonization in Reverse” (Jamaica)	3	Chalk & Talk	I PAD
1.6	Wilfred Campbell - “The Winter Lakes” (Canada)	3	Chalk & Talk	I PAD
1.7	Gordon Challis - “The Postman” (New Zealand)	3	Chalk & Talk	I PAD
<b>UNIT -II PROSE</b>				
2.1	Benedict Anderson- “The Origins of National Consciousness” From <i>The Imagined Communities</i> (p- 37-47)	7	Chalk & Talk	Black Board PPT
2.2	Edward Said - Excerpts from Chapter-I- <i>Orientalism</i>	8	Chalk & Talk	Black Board PPT
2.3	Frantz Fanon - Chapter-5- “The fact of Blackness” in <i>Black Skin And White Masks</i>	6	Chalk & Talk	Black Board LCD
<b>UNIT -III DRAMA</b>				



<b>3.1</b>	Athol Fugard - <i>The Island</i> (South Africa)	10	Chalk & Talk	I PAD LCD Google Classroom
<b>3.2</b>	Derek Walcott - <i>Dream on Monkey Mountain</i> (Trinidad)	11	Chalk & Talk	I PAD LCD Google Classroom
<b>UNIT -IV FICTION</b>				
4.1	Zoe Wicomb - <i>Playing in the light</i> (South Africa)	10	Chalk & Talk	I PAD LCD
4.2	Witi Ihimaera - <i>The Whale Rider</i> (New Zealand)	11	Chalk & Talk	I PAD LCD
<b>UNIT -V SHORT STORY</b>				
5.1	Grace Ogot - "The Green Leaves" (Kenya)	6	Chalk & Talk	I PAD LCD PPT
5.2	RohintonMistry - "On Auspicious Occasion" (India) <b>(SS)</b>	4	Chalk & Talk	Seminar Group Discussion PPT Google classroom



**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assignment  5 Mks	OBT/PPT  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>



**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	explain the continuum of colonial experiences in the postcolonial scenario as reflected in the poetry of postcolonial writers.	K2 &K4	PSO1& PSO2



CO 2	identify how the indigenous cultures dismantle the monocultural assumptions as revealed by postcolonial theorists.	K3	PSO1& PSO2
CO 3	examine how the English language is altered and represented in the postcolonial discourse of playwrights.	K2& K4	PSO1& PSO2
CO 4	justify the works that evince multi-culturalism as seen in postcolonial fiction.	K5	PSO1& PSO2
CO 5	assess the conflict between tradition and modernity reflected in the short stories.	K3&K5	PSO1& PSO2

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	2	1
CO2	3	3	2	2	2
CO3	3	3	2	2	2
CO4	3	2	2	2	2
CO5	3	2	2	2	1

### Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	2	2
CO2	3	3	3	3	2	2	2
CO3	3	3	2	2	2	2	2



<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:**     $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**

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**Dr. Fernando Delishia**

**Associate Professor**

**Forwarded By**

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**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**II M.A. English****SEMESTER –III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3L10	SUBALTERN STUDIES	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course “Subaltern Studies ” presents the Literature of the Subalterns as a weapon, a tool, a methodology to voice the - social groups excluded from dominant power structures, be these (Neo)Colonial, Socio-Economic, patriarchal, linguistic, cultural and/or racial grounds.

**COURSE OBJECTIVES**

The course presents the varied socio-cultural identities and marginalities of various peoples and their dimensions through literary works across the Nation.

**UNITS****UNIT –I POETRY****( 20 HRS.)**

- 1.Syed Amanuddin - “Don't call me Indo-Anglian”
- 2.C.P. Ravikumar - “The Game Of Statues”
3. Praseen Joshi - “Undoubtedly Something Has Gone Wrong”
- 4.B.R. Laxmana Rao - “Personal”
- 5.Shalabh Sriram Singh - “Delhis”
6. Sonawane Waharu - “Stage”
- 7.Aruna Gogulamanda - “She was told”
8. Virila Chirappad - “Wasteland”
9. Meena Kandaswamy - “TOUCH”
- 10 Anonymous:((Tribal songs): “Daughters”



**UNIT –II PROSE****( 20 HRS.)**

1. Sharankumar Limbale - Dalit Literature: Form and Purpose(23-40)
2. Saba Sharma - To See and Be Seen (Pg 189 - 199)
3. P.E.Sonkamble - This too shall pass (Pg 136 - 143)
4. Felix Padel - Mining and Cultural Genocide (Pg 331 - 339)
5. Hulibandi, M .Ashok - A Brief History of Indian Dalit and Tribal Literature (Pg1-21)

**UNIT –III DRAMA****( 15HRS.)**

1. Mahasweta Devi - Urvashi O Johnny (SS)
2. Girish Karnard - Tale'- Danda

**UNIT –IV FICTION****( 20 HRS.)**

1. Perumal Murugan - Seasons of the Palm (SS)
2. Narayanan - Kocharethi

**UNIT –V SHORT STORY****( 15HRS.)**

1. Kishori Charan Das - "Night Dogs" (Pg 45-61) (SS)
2. Urmila Pawar - "Chauthi Bhint"\* (The Fourth Wall) Translated by Gail Omvedt
3. Dahyabhai Vadhu - "Juvan and Kansari" (SS)
4. Tribal Tale - "The Story of Kurup Community"(Pg208-209)

**UNIT VI - DYNAMISM/CURRENT AFFAIRS**

Case studies and field visits to survey the subalternity in our immediate vicinity can be allocated to quick learners.

**TEXT BOOKS**

1. Dangle, Arjun. ed by *Poisoned Bread* Orient Longman, 1992.pp45-61, pp136-143, pp189-199
2. Hulibandi,Ashok M. *Indian Dalit & Tribal Autobiographies: A New Perspective* Sarup Book Publishers (P) Limited, 2016, pp 1-21.
3. Parulkar, Ashwin & et al *Dispossessed- Stories from India's Margins.* Speaking Tiger Publishing Pvt. Ltd., 2017. pp189-199.



4. Murugan, Perumal. *Seasons of the Palm*. Translated by V.Geetha. Tara publishing Ltd., 2004.
5. Karnard, Girish. *Tale Dande'*. RAVI DAYAL Publisher, 1993.
6. Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature* Bombay: Orient Longman, 1992. pp23-39
7. Narayan. *Kocharethi*. Translated by Catherine Thankamma. Oxford University Press, 2011.
8. Padel Felix. *Sacrificing People: Invasions of a Tribal Landscape*. Orient Black Swan, 2009. pp331-339

#### REFERENCES:

1. B.R. Ambedkar. "Annihilation of Caste." *Dr. Babasaheb Ambedkar: Writings and Speeches*. Vol. 1. Maharashtra: Education Department, Government of Maharashtra, 1979. Chapters: 4, 6, and 14. Print.
2. Bharathi, Thummapudi. Ed. *Telugu Dalit Poetry Today*. New Delhi: Sahitya Akademi, 2016.
3. Chaturvedi, Vinayak, ed., *Mapping Subaltern Studies and the Postcolonial*. London and New York 2000.
4. Cronin, Stephanie, ed., *"Subalterns and Social Protest: History from Below in the Middle East and North Africa"*. Routledge, 2008. US & Canada.
5. Dipesh Chakraborthy from *A Companion to Postcolonial Studies* edited by Henry Schwarz, Sangeeta Ray Blackwell Publishing , oxford 2005
6. Karkuzhali , P & Elmo Raj, Prayer .P. *Subalternity and Literature* . Authorspress January 2017
7. Ludden, David, ed., *Reading Subaltern Studies*. Critical History, Contested Meaning and the Globalization of South Asia, London 2001
8. Navaria, Ajay. *Unclaimed Terrain*. New Delhi: Navayana, 2013.
9. Ra Ga Jadhav. "Dalit Feelings and Aesthetic Detachment" (283-290). *The Writer as Critic*. By Jasbir Jain. Jaipur: Rawat, 2011.
10. Patteti, Raja Sekar. *Exploring Fourth World Literatures: Tribals, Adivasis and Dalits*. Volume I& II. Prestige Books, 2011



11.Ravikumar and R.Azhagarasan. Eds. *Oxford India Anthology of Tamil Dalit Writing*. New Delhi: Oxford University Press, 2012.

### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	Syed Amanuddin : “Don't call me Indo-Anglian”	3	Chalk & Talk	Black Board
1.2	C.P. Ravikumar : “The Game Of Statues”	2	Chalk & Talk	Black Board
1.3	Prasoon Joshi: “Undoubtedly Something Has Gone Wrong”	3	Chalk & Talk	PPT
1.4	B.R. Laxmana Rao: “Personal”	2	Chalk & Talk	PPT
1.5	Shalabh Sriram Singh: “Delhis”	2	Chalk & Talk	Black Board
1.6	Sonawane Waharu : “Stage”	1	Group Discussion	----
1.7	Aruna Gogulamanda: She was told”	1	Group Discussion	----
1.8	Virila Chirappad: “Wasteland”	1	Chalk & Talk	PPT
1.9	Meena Kandaswamy: “TOUCH”	4	Chalk & Talk	PPT
1.10	Anonymous:(Tribal songs): “Daughters”	1	Group Discussion	-----



UNIT - II PROSE				
2.1	Sharankumar Limbale - Dalit Literature: Form and Purpose(23-40)	4	Chalk & Talk	Black Board PPT
2.2	Saba Sharma - To See and Be Seen (Pg 189 - 199)	4	Chalk & Talk	Black Board PPT
2.3	P.E.Sonkamble - This too shall pass (Pg 136 - 143)	4	Chalk & Talk	Black Board LCD
2.4	Felix Padel - Mining and Cultural Genocide (Pg 331 - 339)	4	Chalk & Talk	Black Board LCD
2.5	Hulibandi, M .Ashok- A Brief History of Indian Dalit and Tribal Literature (Pg1-21)	4	Chalk & Talk	Black Board LCD
UNIT - III DRAMA				
3.1	Mahasweta Devi - <i>Urvashi &amp; Johnny</i> (SS)	5	Chalk & Talk	PPT
3.2	Girish Karnard - <i>Tale'- Danda</i>	10	Chalk & Talk	LCD Google Classroom
UNIT - IV FICTION				
4.1	Perumal Murugan - <i>Seasons of the Palm</i> (SS)	10	Chalk & Talk	PPT Group Discussion
4.2	Narayanan – <i>Kocharethi</i>	10	Chalk & Talk	LCD Google Classroom Group Discussion
UNIT – V- SHORT STORY				



5.1	Kishori Charan Das - Night Dogs (Pg 45-61) <b>(SS)</b>	5	Seminar	PPT
5.2	Urmilla Pawar-Chauthi Bhint (The Fourth Wall) Translated by Gail Omvedt	5	Chalk & Talk	Group Discussion PPT Google classroom
5.3	Dahyabhai Vadhu - Juvan and Kansari <b>(SS)</b>	2	Seminar	PPT
5.4	Tribal Tale -The Story of Kurup Community( Pg208-209)	3	Chalk & Talk	Group Discussion PPT Google classroom

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %



CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the prominent subaltern perspectives of the Regional poets	K2 & K3	PSO1& PSO4
CO 2	examine the social relevance and literary value of autobiographies and field studies of the marginalized	K2&K3	PSO1& PSO2
CO 3	understand the predicament of various subalterns in the prescribed plays	K4 & K5	PSO2& PSO4
CO 4	comprehend and respond to the social realism depicted in novels	K4 & K5	PSO2& PSO4
CO 5	evaluate the plight of 'the challenged' in short stories	K5	PSO4& PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	3	1
CO2	3	3	1	2	1
CO3	2	3	2	3	2
CO4	2	3	1	3	1
CO5	2	2	1	3	3



**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	2	1	1	3	2	2
<b>CO2</b>	3	3	3	2	3	2	2
<b>CO3</b>	1	3	3	1	2	2	2
<b>CO4</b>	3	2	2	2	2	2	2
<b>CO5</b>	2	2	2	2	3	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

**Dr. A. Roselin Mary****Associate Professor & Head****The Research Centre of English****Forwarded By**

**Dr. A. Roselin Mary****HOD'S Signature & Name**



## II M.A. English

### SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDIT S
PSEN	19PG3L11	LIFE WRITING	MAJOR CORE	6	5

#### COURSE DESCRIPTION

The course “Life Writing” will focus on the various genres of life writing such as autobiography, biography, letters, columns and confessional poems.

#### COURSE OBJECTIVES

The course offers wide range of life narratives for the learners to comprehend, appreciate and critique literary and non-literary personal writings.

#### UNITS

##### UNIT –I POETRY

( 18HRS.)

Ann Sexton - A curse against elegies

Maya Angelou - Caged Bird

Siegfried Sassoon - Attack

Rupert Brook - The soldier

Sylvia Plath - Lady Lazarus

Kamala Das - An Introduction

##### UNIT – II LETTERS

(18 HRS.)

Judith Wright - Neither of us is complete without the other

Wilfred Owen - Letters to Susan Owen

##### UNIT –III BIOGRAPHY & DIARY

(18 HRS.)

Jainco - Albert Einstein (Self study)

Jainco - Barak Obama



Jainco - Stephen Hawking (Self Study)

Jainco - Steve Jobs

Ann Frank - The Diary of a Young Girl

#### UNIT –IV AUTOBIOGRAPHY

(18 HRS.)

Manisha Koirala - *Healed*

Abdul Kalam - *Wings of Fire* (I&II Chap 1-34)

#### UNIT –V TRAVELOGUE

(18HRS.)

The eyewitness travel guide -A Portrait of Florida

James A. Anderson -To the New 7 Wonders of the World

#### REFERENCES:

- 1.Anderson A. James. To the New 7 Wonders of the world. Kindle :Createspace Independent Pub,2014.
2. Clarke Patricia and Mckinney Meredith. *With Love and Fury. Selected Letters of Judith Wright.* Canberra: National Library of Australia , 2006.
3. Eye witness Guides *Florida* .London :Penguin company.2003
- 4.Frank, Anne The Diary of a young girl.Doubleday,2003.
5. Geoffery Keynes. *The Poetical works of Rupert. Brooke.* Britain: Maclehose and company Limited 1974
6. Hibberd Dominic .*Poetry of the first world war.* Hongkong: Macmillian Press Ltd.1983.
7. Jainco Publishers Delhi: Jainco publishers Dilshad Colony.
8. Kalam, Abdul &Tiwari Arun. *Wings Of Fire.* Hydrabad: University Press,2002
9. Koirala, Manisha & Kumar ,Neelam. *Healed.*New Delhi Penguin Random House India,2018.



**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I POETRY</b>				
1.1	Ann Sexton A curse against elegies	3	Chalk & Talk	Black Board
1.2	Maya Angelou Caged Bird	3	Chalk & Talk	PPT
1.3	Siegfried Sassoon Attack	3	Chalk & Talk	PPT
1.4	Rupert Brook The soldier	3	Chalk & Talk	PPT
1.5	Sylvia Plath Lady Lazarus	3	Chalk & Talk	LCD GOOGLE CLASSROOM
1.6	Kamala Das An Introduction	3	Chalk & Talk	LCD, GOOGLE CLASSROOM
<b>UNIT – II LETTERS</b>				
2.1	Judith Wright Neither of us is complete without the other	9	Chalk & Talk	Black Board PPT
2.2	Wilfred Owen Letters to Susan Owen	9	Chalk & Talk	Black Board, PPT
<b>UNIT - III BIOGRAPHY &amp; DIARY</b>				



3.1	Albert Einstein (SS)	2	Group Discussion	-
3.2	Barak Obama	4	Chalk & Talk	PPT
3.3	Stephen Hawking (SS)	2	Group Discussion	-
3.4	Steve Jobs	6	Chalk & Talk	LCD Google Classroom
3.5	The Diary of a Young girl	4	Chalk & Talk	LCD Google Classroom
<b>UNIT - IV AUTOBIOGRAPHY</b>				
4.1	Manisha Koirala Healed	7	Chalk & Talk	PPT Group Discussion
4.2	Abdul Kalam - <i>Wings of fire</i> (I&II Chap 1-34)	11	Chalk & Talk	LCD Google Classroom Group Discussion
<b>UNIT - V TRAVELOGUE</b>				
5.1	The eyewitness travel guide A portrait of Florida	9	Seminar	PPT
5.2	James A. Anderson To the New 7 Wonders of the World	9	Chalk & Talk	Group Discussion PPT Google classroom



**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	evaluate the literature written by confessional poets and war poets.	K2 & K3	PSO3& PSO5
CO 2	compare Literature and life.	K2&K3	PSO1& PSO2
CO 3	analyse diaries and biographies and prepare biographies..	K4 & K5	PSO1& PSO2
CO 4	assess and evaluate different forms of life writing and prepare an autobiography.	K4 & K5	PSO4& PSO2
CO 5	use their intrinsic skills to be creative.	K5	PSO4& PSO5



**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	2	2	3
CO2	3	2	2	2	1
CO3	3	3	2	3	3
CO4	1	3	1	3	3
CO5	2	2	2	3	3

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	2	1	2
CO2	2	2	3	2	1	1	2
CO3	2	3	3	2	2	1	2
CO4	3	2	2	1	2	1	2
CO5	2	3	3	2	2	1	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

P.V. Christi Shanthi

**Dr. P.V.Christi Shanthi**

**Associate Professor**

**The Research Centre of English**

**Forwarded By**

Roselin Mary

**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**II M.A. English****SEMESTER –III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	CORE	4 + 2	5

**COURSE DESCRIPTION**

The course ENGLISH LANGUAGE TEACHING – THEORY & PRACTICE provides the students a holistic understanding of the technicalities involved in teaching English as a second language and the criteria involved in evaluation and marking.

**COURSE OBJECTIVES**

The course introduces the theoretical foundation involved in the teaching and learning of English language.

The course enables the students to acquire skills necessary for a need-based pedagogy.

**UNITS****UNIT I****[14 HRS.]****POSITION OF ENGLISH IN INDIA**

1. The Charter Act of 1813 & Three-Language Formula
2. Problems in Effective Teaching of English **(SS)**
3. Position and Role of English in India **(SS)**  
(From *Teaching of English* by Mohammad Aslam)

**UNIT II****[17 HRS.]****LANGUAGE AND MIND**

1. Language as a Psychological System
2. Language Production



**3. Second Language Acquisition**  
(From *Modern Applied Linguistics* by N.Krishnaswamy.)

**UNIT III****[20 HRS.]****METHODS AND APPROACHES**

1. Traditional (Grammar-Translation Method) & Direct Method
  2. Situational Language Teaching
  3. Communicative Approach
  4. Content-Based Instruction & CLIT
  5. Task – Based Language teaching
- (From *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers – 3<sup>rd</sup> edition)

**UNIT IV****[15 HRS.]****TEACHING GRAMMAR AND SKILLS**

1. Teaching English Grammar
  2. Teaching the Four Skills (SS)
- (From *Teaching English as a second Language* by Paul Varghese)

**UNIT V TEST AND EVALUATION****[19 HRS.]**

1. Introduction to Language Testing
  2. Objective Testing
  3. Criteria And Types of Tests
  4. Interpreting Test Scores
- (From *Writing English Language Tests* by J.B.Heaton)

**UNIT VI – TEACHING PRACTICE (Dynamism) (Evaluation Pattern – CIA only)****[5 HRS.]**

1. Teaching Aids
2. Lesson Plan
3. Teaching Strategies (Play way method, Role Play, Brainstorming, Vocabulary, Puzzles etc.)
4. Fun-filled activities that facilitate learning

**TEXT BOOKS:**

**Photocopies of the prescribed units from the following books.**

1. Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Foundation Books, 2003.
2. Heaton, J.B. *Writing English Language Tests*. Longman, 1975.
3. Krishnaswamy, N. *Modern Applied Linguistics*. Macmillan India Limited, 1992.



4. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1995.
5. Verghese, Paul C. *Teaching English as a Second Language*. Sterling Publishers Private Limited, 2005.

### REFERENCES:

1. Baruah, T.C. *The English Teacher's Handbook*. Sterling Publishers Private Limited, 2005.
2. Doff, Adrian. *Trainer's Handbook, Teach English, A Training Course for Teachers*. Cambridge University Press, 2007.
3. Riddell, David. *Teaching English as a Foreign/ Second Language*. Cox and Wyman Limited, 2010.
4. Roy, K. Mohit. *English Language Teaching. Recent Approaches*. Atlantic Publishers and Distributor (P) Limited, 2010.
5. Saraswathi. V. *English Language Teaching, Principles and Practice*. Orient Longman, 2006.
6. Tickoo. M.L. *Teaching and Learning English: A Sourcebook for Teachers and Trainers*. Orient Longman Pvt. Ltd., 2008.
7. Tondon. K.K. *A Guide to English Language Teaching*. Mark Publishers, 2009.

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 POSITION OF ENGLISH IN INDIA</b>				
1.1	The Charter Act of 1813 & Three-Language Formula	5	Chalk & Talk	Black Board
1.2	Problems in Effective Teaching of English	4	Chalk & Talk	PPT
1.3	Position and Role of English in India	5	Seminar & Group Discussion	Black board



<b>UNIT -2 LANGUAGE AND MIND</b>				
2.1	Language As a Psychological System	7	Lecture	Black board
2.2	Language Production	5	Chalk & Talk	Black board
2.3	Second Language Acquisition	5	Lecture	Black board
<b>UNIT -3 METHODS AND APPROACHES</b>				
3.1	Traditional & Direct Method	3	Chalk & Talk	Black board
3.2	Situational Language Teaching	4	Lecture	Black board
3.3	Communicative Approach	4	Lecture	Black board
3.4	Content-Based Instruction & CLIT	5	Lecture	PPT
3.5	Task-Based Language Teaching	4	Lecture	PPT
<b>UNIT -4 TEACHING GRAMMAR &amp; SKILLS</b>				
4.1	Teaching English Grammar	8	Chalk & Talk	Black board
4.2	Teaching the four skills	7	Chalk & Talk	Black Board
<b>UNIT -5 TEST AND EVALUATION</b>				
5.1	Introduction to Language Testing	5	Lecture	Black board
5.2	Objective Testing	4	Lecture	Black board
5.3	Criteria and Types of Tests	4	Chalk & Talk	Black board
5.4	Interpreting Test Scores	6	Chalk & Talk	Black board



<b>UNIT – 6 DYNAMISM</b>				
6.1	Teaching Aids	2	Lecture & Demonstration	Samples, Models & PPT
6.2	Lesson Plan	1	Lecture & Demonstration	Black board / PPT
6.3	Teaching Strategies	1	Lecture	Blackboard / PPT
6.4	Fun-filled activities that facilitate learning	1	Lecture	Blackboard / PPT

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %



CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	realize the significant position of English in India	K2, K5	PSO5
CO 2	understand the cognitive processes involved in language learning/acquisition	K3, K4	PSO3, PSO5
CO 3	identify need-based pedagogic strategies and use appropriate teaching aids.	K2, K3	PSO3, PSO5
CO 4	comprehend the exclusive techniques in teaching language skills and design effective teaching modules.	K4	PSO3
CO 5	prepare different types of tests and evaluate effectively	K5	PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	2	1	3
CO2	1	1	3	1	3
CO3	1	1	3	1	3
CO4	1	1	3	1	2
CO5	1	1	3	1	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	1	1	2	2
CO2	2	2	1	1	1	2	2



<b>C03</b>	3	2	1	1	1	2	2
<b>C04</b>	3	2	1	1	1	2	2
<b>C05</b>	3	2	1	1	1	2	2

**Note:**    ϕ Strongly Correlated – **3**

          ϕ Moderately Correlated – **2**

          ϕ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Ms. A Deva Sudha**

**Associate Professor**

**The Research Centre of English**

**Forwarded By**



**HOD'S Signature & Name**



## II M.A. English SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L13	GENDER STUDIES	MAJOR CORE	6	5

### COURSE DESCRIPTION

The course “Gender Studies” gives a bird’s eye view of the various genders and the issues related to them enabling the students to know about the society from gender perspective.

### COURSE OBJECTIVES

The course covers the types of genders and makes the learners understand the traits of each gender in specific. The course also gives the knowledge of the gender specific roles given by the society and the impact of it.

### UNITS

#### UNIT –I POETRY

( 18 HRS.)

Carolyn Kizer	-	“Semele Recycled”
Sophie Hannah	-	“Symptoms”
Maya Angelou	-	“Woman Work”
Valsa George	-	“Transgender”
Kamala Das	-	“The Old Playhouse” (SS)
Adrienne Rich	-	“Diving into the Wreck”
Anna Laetitia Barbauld	-	“The Rights of Women”
Regi Cabico	-	“Queerification”



**UNIT –II PROSE****( 18 HRS.)**

Judith Butler - Excerpts from *Gender Trouble: Feminism and the Subversion of Identity*  
pp. 3-11

Todd W. Reeser - “Theorising Masculinity” from  
*Masculinities in Theory: An Introduction*  
pp. 17-29

Michelle Obama - “I wanted Everything” from *Becoming*  
(SS)

**UNIT –III DRAMA****( 18 HRS.)**

David Mamet - *Glengarry Glen Ross*

**UNIT –IV SHORT STORY****( 8 HRS.)**

Mary Shelley - “The Invisible Girl”

Tim Winton - “Distant Lands” (SS)

Jess Arndt - “Moon Colonies” (SS)

Antonio Ortuno - “Masculinity” (Translated from Spanish  
Kit Maude)

**UNIT –V NOVEL****( 18HRS.)**

Julie Anne Peters - *Luna*

Nadia Hashmi - *The Pearl that Broke its Shell*

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)****( 10 HRS.)**

Warren Ferrell - “Stage I to Stage II: How Successful Men  
Freed Women (But Forgot to Free Themselves)” from *The Myth of Male  
Power: Why Men are the Disposable Sex* pp. 42-66

Mahesh Dattani - *Do the Needful*



**REFERENCES:**

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge New York, 1999.
2. Dattani, Mahesh. *Do the Needful: A Radio Play*. Penguin Books India, 2013.
3. Farrell, Warren. *The Myth of Male Power: Why are Men the disposable sex*. Berkley Books New York, 1993.
4. Hashmi, Nadia. *The Pearl that Broke its Shell*. Barnes & Noble, 2014.
5. Mamet, David. *Glengarry Glen Ross*. Grove Press New York, 1983.
6. Peters, Julie Anne. *Luna*. Little Brown, 2006.
7. Reeser, Todd. W. *Masculinities in Theory: An Introduction*. Wiley Blackwell USA, 2010.

**COURSE CONTENT & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	Carolyn Kizer -“Semele Recycled”	2	Chalk & Talk	Black Board
1.2	Sophie Hannah -“Symptoms”	2	Chalk & Talk	Black Board
1.3	Maya Angelou -“Woman Work”	2	Chalk & Talk	Black Board
1.4	Valsa George -“Transgender”	3	Chalk & Talk	Black Board
1.5	Kamala Das -“The Old Playhouse”	3	Chalk & Talk	Black Board
1.6	Adrienne Rich -“Diving into the Wreck”	2	Chalk & Talk	Black Board



1.7	Anna Laetitia Barbauld - "The Rights of Women"	2	Chalk & Talk	Black Board
1.8	Regi Cabico - "Queerification"	2	Chalk & Talk	Black Board
<b>UNIT -II PROSE</b>				
2.1	Judith Butler - Excerpts from <i>Gender Trouble: Feminism and the Subversion of Identity</i>	6	Chalk & Talk PPT	Black Board
2.2	Todd W. Reeser - "Theorising Masculinity" from <i>Masculinities in Theory: An Introduction</i>	6	Chalk & Talk PPT	Black Board
2.3	Michelle Obama - "I wanted Everything" from <i>Becoming</i>	6	Chalk & Talk	Black Board LCD
<b>UNIT -III DRAMA</b>				
3.1	David Mamet - <i>Glengarry Glen Ross</i>	18	Chalk & Talk	Black Board LCD Google Classroom
<b>UNIT -IV SHORT STORIES</b>				
4.1	Mary Shelley - "The Invisible Girl"	2	Chalk & Talk	Black Board LCD
4.2	Tim Winton - "Distant Lands"	2	Chalk & Talk	Black Board LCD
4.3	Jess Arndt - "Moon Colonies"	2	Chalk & Talk	Black Board LCD



4.4	Antonio Ortuno - "Masculinity"	2	Chalk & Talk	Black Board LCD
<b>UNIT - V NOVEL</b>				
5.1	Julie Anne Peters - <i>Luna</i>	9	Chalk & Talk PPT	Black Board LCD Seminar
5.2	Nadia Hashmi - <i>The Pearl that Broke its Shell</i>	9	Chalk & Talk PPT	Black Board LCD Seminar
<b>UNIT - VI DYNAMISM</b>				
6.1	Warren Ferrell - "Stage I to Stage II: How Successful Men Freed Women (But Forgot to Free Themselves)"	3	Chalk & Talk PPT	Black Board LCD
6.2	Mahesh Dattani - <i>Do the Needful</i>	7	Chalk & Talk PPT	Black Board LCD

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assignment  5 Mks	OBT/PPT  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %



K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %



K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	define and understand key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies	K2& K3	PSO1
CO 2	understand and analyse the importance of critical thinking, writing, and speaking skills, as well as information literacy	K2 & K3	PSO4
CO 3	analyse and appraise the global, scientific, cultural, historical, or political issues that have created distinctions and disruptions among women, men, and sexual minorities.	K3& K4	PSO2



CO 4	evaluate, compare, and critique gender theories and methodologies.	K4& K5	PSO4
CO 5	critique and connect theory with practice through a service learning or internship experience.	K4& K5	PSO5

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	2	2
CO2	2	3	2	3	3
CO3	2	3	3	3	2
CO4	2	2	4	3	1
CO5	2	2	3	3	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	2	2
CO2	3	2	1	2	1	2	2
CO3	3	2	2	2	2	2	2



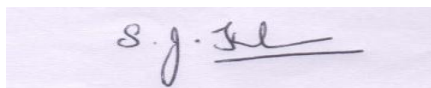
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

**Note:**     $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr. S. J. Kala**

**Associate Professor**

**The Research Centre of English**

**Forwarded by**



**DR.A.ROSELIN MARY**

**HOD'S Signature & Name**



## II M.A. English SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L14	DIASPORIC LITERATURE	MAJOR CORE	6	5

### COURSE DESCRIPTION

The course “Diasporic Literature” is designed to give an overall picture of the Diaspora communities - their fragmented histories, representations, concepts of home, rootedness and the wealth of literary productions.

### COURSE OBJECTIVES

The objective of the course is to expose the complex experiences of the Diaspora community and to explore the different aspects of expatriate sensibility revealed in Diasporic literature.

### UNITS

#### UNIT –I POETRY

( 20 HRS.)

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. Michael Gilkes       | - “Son of Guyana”                |
| 2. Cyril Dabydeen       | - “ The Forest”                  |
| 3. Edwin Thumboo        | - “Gods can Die”                 |
| 4. Zulfikar Ghose       | - “This Landscape, These People” |
| 5. Derek Walcott        | - “Codicil”                      |
| 6. Shirley Geok-Lin Lim | - “Christmas in Exile”           |
| 7. Lawrence Scott       | - “I begin again”                |
| 8. Niyi Osundare        | - “Harvest call”                 |

#### UNIT –II PROSE

(15 HRS.)

- |                     |   |
|---------------------|---|
| 1. George Lamming   | - Colonialism and the Caribbean Novel                           |
| 2. Uma Parameswaran | - Home is where your feet are, and may your heart be there too! |

#### UNIT –III DRAMA

(15 HRS.)

- |                |                |
|----------------|----------------|
| 1. Duma Ndlovu | - Sheila’s Day |
|----------------|----------------|



**UNIT –IV NOVEL****(25 HRS.)**

1. Zadie Smith - *White Teeth*

**UNIT –V SHORT STORY****(15 HRS.)**

1. Buchi Emecheta - Home Sweet Home
2. Bharati Mukherjee - Loose Ends
3. Subramani - Marigolds
4. Jhumpa Lahiri - Interpreter of Maladies (SS)  
Jeannette C. Armstrong – This is a Story (SS)

**REFERENCES:**

1. Begum, Jameela and B. Hariharan, editors. *Canadian Diaspora: Asia Pacific Immigration*. Creative Books, 2001.
2. Driesen, Vanden Cynthia. editor. *New Directions in Australian Studies*. Prestige Publications, 2000.
3. Gregory Castle. editor. *Post –Colonial Discourses: An Anthology*. Blackwell Publishers, 2001.
4. Potkay, Adam and Burr Sandra. *Black Atlantic Writers of the 18<sup>th</sup> Century: Living New Exodus in England and the Americas*. Macmillan Press Ltd., 1995.
5. Sarbadhikary, Krishna. *Surviving the Fracture: Writers of the Indo – Caribbean Diaspora*. Creative Books, 2007.

**TEXT BOOKS:**

(Prescribed pieces are taken from the following books)

**Prose:**

1. Gregory Castle. ed. *Post –Colonial Discourses: An Anthology*. Blackwell Publishers, 2001.
2. Jain, Jasbir. ed. *Writers of the Indian Diaspora: Theory and Practice*. Rawat Publications, 2003.

**Poetry:**

3. Brown, Steward. ed. *Caribbean New Voices I*. Longman Publishers Group, 1995.
4. Kidchedkar, Shirin and Begum A, Jameela. eds. *Canadian Voices*. Pencraft International, 1996.
5. Thieme, John. Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

**Drama:**

6. Buchi, Emecheta. *The Slave Girl*. Heinemann Educational Publishers, 1977.



7. Perkins A., Kathy. ed. *Black South African Women: An Anthology of Plays*. Routledge Publishers, 1998.

**Short Stories:**

8. Thieme, John.Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

**COURSE CONTENT & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	"Son of Guyana"	2	Chalk & Talk	Black Board
1.2	" The Forest"	3	Chalk & Talk PPT	LCD
1.3	"Gods can Die"	3	Lecture	Black board
1.4	"This Landscape, These People"	3	PPT	LCD
1.5	"Codicil"	2	Chalk & Talk	Black Board
1.6	"Christmas in Exile"	3	PPT	LCD
1.7	"I begin again"	2	PPT	LCD
1.8	"Harvestcall"	2	Lecture	Black board
<b>UNIT -II PROSE</b>				
2.1	"Colonialism and the Caribbean Novel"	8	Lecture	Black board



2.2	"Home is where your feet are, and may your heart be there too!"	7	Chalk & Talk PPT	Black board & LCD
<b>UNIT -III DRAMA</b>				
3.1	<i>Sheila's Day</i>	15	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV NOVEL</b>				
4.1	<i>White Teeth</i>	25	Chalk & Talk PPT	Black board & LCD
<b>UNIT -V SHORT STORY</b>				
5.1	Home Sweet Home	4	Chalk & Talk	Black board & LCD
5.2	Loose Ends	4	Chalk & Talk	Black board & LCD
5.3	Marigolds	3	Chalk & Talk	Black board & LCD
5.4	Interpreter of Maladies	2	Chalk & Talk	Black board & LCD
5.5	This is a Story	2	Chalk & Talk	Black board & LCD



**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify & contextualise how the texts dramatize the rift between 'home' – the culture of origin and 'world' – the culture of adoption	K1	PSO1 & PSO2
CO 2	analyze man's traumatic experiences of alienation and exile and the perpetual desire to find roots	K2, K3	PSO2
CO 3	evaluate & hone their cognitive skills after knowing how the texts communicate the Diaspora sensibility through content and language	K2 & K3	PSO5 & PSO2



CO 4	compare and appraise the creation of a new culture which emerges in the Diasporic space	K1, K2, K3	PSO3 & PSO1
CO 5	compare, contextualise & critique the feature of plurality	K2 & K4	PSO1, PSO2 & PSO4

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	1	3	1	1	1
CO3	1	2	1	1	3
CO4	1	1	2	1	1
CO5	1	2	1	3	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	3	1	2	1	2
CO2	1	1	1	1	3	1	2
CO3	3	2	1	1	1	1	2
CO4	1	2	2	1	1	1	2
CO5	1	2	1	2	1	1	2

**Note:**  $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated – 2

$\phi$  Weakly Correlated -1

### COURSE DESIGNER:



**Dr. S. Parvathi**

**Assistant Professor**

**The Research Centre of English**

**Forwarded By**



**DR.A.ROSELIN MARY**

**HOD'S Signature & Name**



**II M.A. English****SEMESTER –IV***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L15	LANGUAGE AND LINGUISTICS	MAJOR CORE	6	5

**COURSE DESCRIPTION**

The course “Language and Linguistics” gives a general introduction to English language and linguistics, the scientific study of human language. It will focus on the major core subfields of linguistics: morphology, phonetics, phonology, syntax, and semantics. It also includes other areas of applied linguistics, language change and language acquisition.

**COURSE OBJECTIVES**

The course enables learners to understand the basic concepts in language and linguistics and introduces the learners to various branches of Applied Linguistics.

**UNITS****UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS ( 16HRS.)**

What is language?

Some definitions of language

Language behaviour and language- systems

Language and speech

The semiotic point of view

Branches of linguistics

Terminology and notation (SS)

**UNIT –II SOUNDS****( 16HRS.)**

The phonic medium

Phonetic and orthographic representation



**Articulatory phonetics****Phonemes and allophones**

Distinctive features and suprasegmental phonology

Phonological structure **(SS)**

**UNIT –III GRAMMAR AND SEMANTICS****( 16HRS.)****Syntax, inflexion and morphology**

Constituent –structure

The diversity of meaning

Lexical meaning: homonymy, polysemy, synonymy **(SS)**

Lexical meaning: sense and denotation **(SS)**

**Semantics and grammar**

Sentence-meaning and utterance- meaning

**UNIT –IV LANGUAGE CHANGE & LANGUAGE AND MIND (16HRS.)**

Linguistic History of English

Language and the brain

**Language- acquisition****UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE****(16HRS.)**

Sociolinguistics, Ethnolinguistics and Psycholinguistics

**Accent, dialect and idiolect**

Standards & vernaculars **(SS)**

**Bilingualism, code-switching and diglossia**

What is culture? **(SS)**

Colour terms **(SS)**

Pronouns of address **(SS)**

Cultural overlap, cultural diffusion and translatability

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (10 HRS.)**

Semiotic analysis of short stories

**TEXT BOOKS:**

1. Adrian, Akmajian. *Linguistics: An Introduction to Language and Communication*. 4 Ed. Prentice Hall of India Pvt. Ltd., 2003.



2. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 2009.

**REFERENCES:**

1. Algeo, John. *The Origins and Development of the English Language*. Cengage Learning Pvt. Ltd, 2010.
2. Baugh, Albert C. *A History of the English Language*. Allied Publishers Pvt., Ltd., 1987.
3. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. Routledge, 2001.
4. E. Baker, Anne and Kees Hengeveld. *Linguistics*. Wiley-Blackwell, 2012.
5. Eco, Umberto. *A Theory of Semiotics*. Indiana University, 1979.
6. Hall, Christopher J. *Introduction to Language and Linguistics: Breaking Language Spell*. Continuum, 2008.
7. McCabe, Anne. *An Introduction to Linguistics and Language Studies*. Equinox, 2011.
8. Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press, 1999.
9. Rajimwale, Sharad. *Elements of General Linguistics: Vol. I*. Rama Brothers India Pvt. Ltd., 1997.
10. Ibid. *Elements of General Linguistics: Vol. II*. Rama Brothers India Pvt. Ltd., 1998.
11. Schmitt, Norbert. *An Introduction to Applied Linguistics*. A Hodder-Viva Edition, 2011.
12. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics*. Routledge, 2011. Print.



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS</b>				
1.1	What is language?	2	Chalk & Talk	Black Board
1.2	Some definitions of language	3	Chalk & Talk PPT	Black Board LCD
1.3	Language behaviour and language-systems	2	Lecture PPT	Smart board
1.4	Language and speech	2	Lecture	Black Board
1.5	The semiotic point of view	2	Lecture	Black Board
1.6	Branches of linguistics	3	Chalk & Talk	LCD
1.7	Terminology and notation	2	Discussion	Black Board
<b>UNIT –II SOUNDS</b>				
2.1	The phonic medium	3	Chalk & Talk	Black Board
2.2	Phonetic and orthographic representation	2	Chalk & Talk PPT	Black Board LCD
2.3	Articulatory phonetics	3	Lecture	Black Board
2.4	Phonemes and allophones	3	Lecture PPT	Smart board
2.5	Distinctive features and suprasegmental phonology	3	Lecture	Black Board



2.6	Phonological structure	2	Discussion	Black Board
<b>UNIT –III GRAMMAR AND SEMANTICS</b>				
3.1	Syntax, inflexion and morphology	3	Lecture	Black Board Charts
3.2	Constituent –structure	3	Chalk & Talk	Black Board
3.3	The diversity of meaning	2	Chalk & Talk	Black Board
3.4	Lexical meaning: homonymy, polysemy, synonymy	2	Discussion	Black Board
3.5	Lexical meaning: sense and denotation	2	Discussion	Black Board
3.6	Semantics and grammar	2	Chalk & Talk	Black Board
3.7	Sentence-meaning and utterance-meaning	2	Lecture PPT	Smart Board
<b>UNIT –IV LANGUAGE CHANGE &amp; LANGUAGE AND MIND</b>				
4.1	Linguistic History of English	6	Chalk & Talk PPT	Black Board LCD
4.2	Language and the brain	5	Chalk & Talk PPT	Black Board LCD
4.3	Language- acquisition	5	Chalk & Talk PPT	Black Board LCD
<b>UNIT –V LANGUAGE AND SOCIETY &amp; LANGUAGE AND CULTURE</b>				
5.1	Sociolinguistics, ethnolinguistics and psycholinguistics	2	Lecture	Black Board



5.2	Accent, dialect and idiolect	2	Lecture	Black Board
5.3	Standards & vernaculars <b>(SS)</b>	2	Discussion	Black Board
5.4	Bilingualism, code-switching and diglossia	2	Chalk & Talk PPT	Black Board LCD
5.5	What is culture? <b>(SS)</b>	2	Discussion	Black Board
5.6	Colour terms <b>(SS)</b>	2	Discussion	Black Board
5.7	Pronouns of address <b>(SS)</b>	2	Discussion	Black Board
5.8	Cultural overlap, cultural diffusion and translatability	2	Chalk & Talk PPT	Black Board LCD
<b>UNIT –VI DYNAMISM</b>				
6.1	Semiotic analysis of short stories	10	Discussion	Black Board

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %



K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %



K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	outline the major concepts of language and linguistics	K2	PSO1 & PSO2
CO 2	identify the distinctive features of phonology and grammar	K2& K3	PSO3
CO 3	apply the principles of language for effective communication	K3 & K4	PSO5
CO 4	analyse the connection between language and mind	K3, K4, K5	PSO3
CO 5	explain the relationship among language, society and culture	K4 & K5	PSO5

## Mapping of COs with PSOs

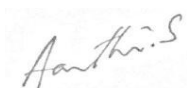
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	1	3	1	2
CO3	1	1	2	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3



**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	2	1
CO2	3	2	1	1	1	2	1
CO3	1	2	1	3	1	2	1
CO4	1	1	2	3	1	2	1
CO5	1	1	2	3	1	2	1

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

**Dr. S. Aarthi****Assistant Professor****The Research Centre of English****Forwarded By**

**DR.A.ROSELIN MARY****HOD'S Signature & Name**



## II M.A ENGLISH SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L16	AFRICAN LITERATURE	MAJOR CORE	6	5

### COURSE DESCRIPTION

The course titled AFRICAN LITERATURE traces the history and development of African literature by focusing on political, cultural and social turbulence from the Pre-Colonial times through the Post-Independent era in the notable texts from West Africa, South, North and East Africa.

### COURSE OBJECTIVES

The course enables the learners to trace the genesis and evolution of the history of African literature.

The course helps the learners to appreciate the diverse African culture and literary expression.

### UNITS

#### UNIT I-POETRY

**(15 HRS.)**

1. Gabriel Okara - "The Mystic Drum"
2. Bernard Binlin Dadie - "I Give you Thanks my God"
3. David Diop - "Africa"
4. Ouologuem Yambo - "When Black Men's Teeth Speak out"
5. Niji Osundare - "Invocations of the Word"
6. Lenrie Peters - "The Fence" (SS)
7. Kofi Awoonor - "The First Circle" (SS)
8. Léopold Sédar Senghor - "The Black Woman"



**UNIT II- PROSE****(25 HRS.)**

1. Samuel Ajayi Crowther - *The Narrative of Samuel Ajayi Crowther*-  
pp 212-220
2. Buchi Emecheta - From *In Criticism and Ideology* "Feminism  
with a small 'f'" - pp.173- 185
3. Ngugi Wa Thiong'o - From *The Post-colonial Studies Reader*-  
"On the Abolition of English Department"-  
pp 438-442
4. Chinua Achebe - From *Home and Exile*- "My Home under  
Imperial Fire"- pp 1-35

**UNIT III-DRAMA****(15 HRS.)**

1. Wole Soyinka - *Death and the King's Horsemen*

**UNIT IV- NOVEL****(25 HRS.)**

1. Chigoze Obioma - *The Fishermen*
2. Yvonne Vera - *The Stone Virgins*

**UNIT V- SHORT STORY****(10 HRS.)**

1. Njabulo S.Ndebala - *The Prophetess (SS)*
2. Ashley Markar - *Mina's Funeral*
3. Ben Okri - *Laughter Beneath the Bridge*
4. Chimamanda Ngozi Adichie - *The Arrangers of Marriage(SS)*
5. Tayeb Salih - *The Doum Tree of Wad Hamid*
6. Sembene Ousmane - *Tribal Scars or The Voltaique*
7. Oral Tradition - *Why the Hippo has a Stumpy Tail*  
**(SS)**
8. Oral Tradition - *Why the Sun and the Moon lived in the Sky*  
**(SS)**

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)**

1. Poetry Recitation (Kofi Awoonor , Léopold Sédar Senghor & Niji  
Osundare)
2. Creative writing task (Ben Okri & Chimamanda Ngozi Adichie)
3. Enactment of an Act (Wole Soyinka)



**TEXT BOOKS:**

1. Anthony ,Kalu.C. ed. *The Rienner Anthology of African Literature*. Viva books, 2008.
2. *An Anthology of Commonwealth Poetry*-Ed. By C.D.Narasimhaiah. Macmillan, 1990.
3. Achebe, Chinua. *Home and Exile*. , Penguin, 2000.
4. Soyinka, Wole. *Death and the King's Horsemen*. Norton. 2002.
5. Vera, Yvonne. *The Stone Virgins*. Farrar, Straus and Giroux, 2004.
6. Obioma, Chigozie. *The Fishermen*. Little Brown, 2015.

**REFERENCES:**

- 1.Gikandi,Simon. *Encyclopedia of African Literature*. Routledge, 2003.
2. Mami,Fouad. *Introduction to Contemporary African Literature: A Course Handbook*. Arres Librairie,2018.
3. Ojaide,Tancredo. *Contemporary African Literature New Approaches*. Carolina Academic Press, 2012.
- 4.Zeli,Hans.M, Carol Bundy and Virginia Coulon.eds. *A New Reader's Guide to African Literature*. Africana Publishing Company, 1983.

**DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. [https://www.google.com/search?q=african+literature&rlz=1C1RLNS\\_enIN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=african+literature&rlz=1C1RLNS_enIN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8)
2. [https://www.researchgate.net/publication/262260968\\_African\\_Literature\\_From\\_the\\_Oral\\_Tradition\\_to\\_Current\\_Trends](https://www.researchgate.net/publication/262260968_African_Literature_From_the_Oral_Tradition_to_Current_Trends)
3. <https://www.newyorker.com/magazine/2008/05/26/after-empire>
4. <https://science.jrank.org/pages/7831/African-Literature.html>



**COURSE CONTENT & LECTURE SCHEDULE**

<b>UNIT -I POETRY</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I POETRY</b>				
1.1	Gabriel Okara - "The Mystic Drum"	2	Chalk & Talk	Black Board
1.2	Bernard Binlin Dadie- "I Give you Thanks my God"	1	Chalk & Talk	LCD
1.3	David Diop- "Africa"	2	Lecture	PPT & White board
1.4	Ouologuem Yambo- "When Black Men's Teeth Speak out"	2	Lecture	Smart Board
1.5	Niji Osundare- "Invocations of the Word"	3	Lecture	Black Board
1.6	Lenrie Peters- "The Fence" <b>(SS)</b>	2	Discussion	Google classroom
1.7	Kofi Awoonor- "The First Circle" <b>(SS)</b>	1	Discussion	PPT & White board
1.8	Léopold Sédar Senghor- "The Black Woman"	2	Lecture	LCD
<b>UNIT -II PROSE</b>				
2.1	Samuel Ajayi Crowther - <i>The Narrative of Samuel Ajayi Crowther</i> - pp 212-220	6	Lecture & Discussion	Black Board PPT, LCD
2.2	Buchi Emecheta - From <i>In Criticism and Ideology</i> "Feminism with a small 'f!'" - pp.173- 185	6	Chalk & Talk & Lecture	White Board & Google Classroom



2.3	Ngugi Wa Thiong'o - From <i>The Post-colonial Studies Reader</i> - "On the Abolition of English Department"- pp 438-442	6	Lecture & Discussion	Black Board PPT, LCD
2.4	Chinua Achebe- - From <i>Home and Exile</i> - "My Home under Imperial Fire"- pp 1-35	7	Chalk & Talk & Lecture	White Board & Google Classroom
<b>UNIT -III DRAMA</b>				
3	Wole Soyinka - <i>Death and the King's Horsemen</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
<b>UNIT -IV NOVEL</b>				
4.1	Chigoze Obioma - <i>The Fishermen</i>	12	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
4.2	Yvonne Vera- <i>The Stone Virgins</i>	13	Lecture, Discussion	Black Board, White Board LCD & PPT
<b>UNIT -V COMPREHENSION</b>				
5.1	Njabulo S.Ndebala - <i>The Prophetess (SS)</i>	1	Discussion	PPT
5.2	Ashley Markar - <i>Mina's Funeral</i>	2	Lecture	LCD
5.3	Ben Okri - <i>Laughter Beneath the Bridge</i>	1	Discussion	PPT



5.4	Chimamanda Ngozi Adichie - <i>The Arrangers of Marriage</i> (SS)	1	Lecture	LCD
5.5	Tayeb Salih - <i>The Doum Tree of Wad Hamid</i>	2	Chalk & Talk	Black Board
5.6	Sembene Ousmane - <i>Tribal Scars or The Voltaique</i>	1	Chalk & Talk	Black Board
5.7	Oral Tradition - <i>Why the Hippo has a Stumpy Tail</i> (SS)	1	Lecture	White Board
5.8	Oral Tradition - <i>Why the Sun and the Moon lived in the Sky</i> (SS)	1	Lecture	LCD

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %



CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	interpret the style and literary richness of African poetry and appraise the oral tradition	K2 & K5	PSO1 & PSO2
CO 2	assess and survey the history of African Literature and the roots of colonialism in the prescribed prose texts.	K2 & K4	PSO4
CO 3	evaluate the cultural and aesthetic representations in African plays and the evolution of theatre during the post-colonial period.	K5	PSO2
CO 4	identify the various thematic concerns in African novels.	K3	PSO4
CO 5	analyse the African short stories using formalist, deconstructionist, archetypal, historical, biographical, psychoanalytical and feminist theories.	K4	PSO2

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	1	2	1



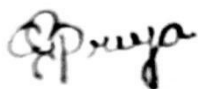
CO2	2	1	3	1	1
CO3	1	1	3	2	1
CO4	2	1	1	3	1
CO5	1	1	1	3	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	2	1	2	1
CO2	1	3	2	1	1	2	1
CO3	1	3	1	2	1	2	1
CO4	3	2	1	1	1	2	1
CO5	1	2	1	3	1	2	1

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

### COURSE DESIGNER:



**Dr.G.PRIYA**

**Assistant Professor**

**The Research Centre of English**

**Forwarded by**



**Dr.A.Roselin Mary**

**HOD'S Signature & Name**



**I M.A./ M.Sc/M.Com****SEMESTER –I***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19L1EDC	ENGLISH FOR COMPETITIVE EXAMS	EDC	3	3

**COURSE DESCRIPTION**

The course “English for Competitive Exams” is designed to give the students a head start on the process of career planning and development by preparing them to face competitive exams.

**COURSE OBJECTIVES**

- The course aims to help students develop their English language skills in order to tackle competitive exams that test the English language abilities.
- The students will be exposed to the material that facilitates the aspects of grammar, writing and vocabulary.

**UNITS****UNIT –I VOCABULARY ENHANCEMENT****(8 HRS.)**

1. Know the “root” of the words and word families.
2. Word Formation
3. Antonyms and Synonyms
4. Analogies

**UNIT –II - IDIOMS IN USE****(7 HRS.)**

1. Traditional Idioms
2. Idiomatic Compounds
3. Similes and Comparisons
4. Phrases



**UNIT –III - SPOTTING ERRORS****(10HRS.)**

1. Spelling
2. Problem Words
3. Punctuation
4. Grammar
5. Style
6. Common Errors

**UNIT –IV WRITING BUSINESS LETTERS AND E-MAILS****(10HRS.)**

1. Characteristics of a good business letter
2. Kinds of Business Letters- enquiries, complaints, and their replies, Circular letters
3. Letter of appointment and letters to the Editor
4. Business and Personal E-mails

**UNIT –V COMPREHENSION****(10HRS.)**

1. Listening exercises and tests
2. Reading comprehension
3. Reading Tests: Survey and Diagnostic

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

Newspaper clippings, English Magazines for vocabulary, reading and listening exercises.

**REFERENCES:**

1. Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.
2. Bhatnagar, R.P. Bhargava, Rajul, *English for Competitive Examination*. Tata McGraw Hill Company Ltd, 2005.
3. Mittal Dharmendra. *Effective Writing: Communication Skill for you to Develop, Reproduce and Rewrite Communication Business and Personal*. Arihant Publications Pvt. Ltd., 2007



4. Prasad, Hari Mohan, and Sinka, Cima Rani. *Objective English for Competitive Examination*. Tata McGraw- Hill Company Ltd, 2005.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I VOCABULARY ENHANCEMENT</b>				
1.1	Know the “roots” of words and word families.	2	Chalk & Talk	Black Board
1.2	Word Formation	2	Chalk & Talk	PPT & Black Board
1.3	Antonyms and Synonyms	2	Lecture	PPT & Black board
1.4	Analogies	2	Lecture	PPT & Black board
<b>UNIT -II IDIOMS IN USE</b>				
2.1	Traditional Idioms	2	Lecture	PPT & Black board
2.2	Idiomatic Compounds	2	Brainstorming	PPT & Black board
2.3	Similes and Comparisons	2	Brainstorming	PPT & Black board
2.4	Phrases	1	Brainstorming	PPT & Black board



<b>UNIT -III SPOTTING ERRORS</b>				
3.1	Spelling	2	Chalk & Talk	Black Board
3.2	Problem Words	2	Chalk & Talk	PPT & Black Board
3.3	Punctuation	1	Lecture	PPT & Black Board
3.4	Grammar	2	Lecture	PPT & Black Board
3.5	Style	1	Chalk & Talk	Black Board
3.6	Common Errors	2	Chalk & Talk	Black Board
<b>UNIT -IV WRITING BUSINESS LETTERS AND E-MAILS</b>				
4.1	Characteristics of a good business letter	1	Lecture	PPT & Black Board
4.2	Kinds of Business Letters-enquiries, complaints, and their replies, circular letters	3	Chalk & Talk	PPT & online resource
4.3	Letter of appointment and letters to the Editor	3	Chalk & Talk	PPT & Online Resource
4.4	Business and Personal E-mails	3	Chalk & Talk	PPT & Online Resource
<b>UNIT -V COMPREHENSION</b>				
5.1	Listening exercises and tests	4	Lecture	PPT



5.2	Reading comprehension	4	Monitoring and correcting	PPT & Online Resource
5.3	Reading test: survey and Diagnostic	3	Monitoring and correcting	PPT

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>



**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	improve and enrich vocabulary	K1,K2 & K3	PSO5
CO 2	develop skills required in sentence formation and sentence transformation	K1&K3	PSO3
CO 3	identify errors in sentences to resolve them	K1,K2&K3	PSO3
CO 4	draft business letters and e-mails with clarity	K1.K2,K3	PSO5
CO 5	achieve proficiency in grammar and usage	K1,K2&K3	PSO3

### Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	2	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	2	1	3
CO5	1	1	3	1	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	1	2	1



<b>C02</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>C03</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>C04</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>C05</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>

**Note:**     $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**

*P.V. Christi Shanthi*

**Dr. P. V. Christi Shanthi**

**Associate Professor**

**The Research Centre of English**

**Forwarded By**

*Roselin Mary*

**Dr. A. Roselin Mary**

**HOD'S Signature & Name**



**II M.A. English****SEMESTER –III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3LE1	RESEARCH WRITING	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

The course “Research Writing” intends to introduce the specialized skills involved in preparing a research paper.

**COURSE OBJECTIVES**

The course will provide scope for identifying the writing style required for a research paper; getting an insight of the specific skills to prepare a research paper; formulating research topic, problem, discourse, analysis and research findings; applying the theoretical knowledge in documentation; and designing a research paper adhering to MLA Style Guide.

**UNITS****UNIT- I RESEARCH PAPER: AN OVERVIEW****[15 HRS.]**

1. Basic information about the Research paper
2. Choosing a topic

**UNIT- II RESOURCES****[10 HRS.]**

1. The Library Resources
2. Using the computer in Research (SS)

**UNIT III RESEARCH STRATEGIES****[10 HRS.]**

1. Skimming (SS)
2. Note taking
3. Plagiarism



**UNIT -IV MECHANICS****[10 HRS.]****1. Mechanics of Writing****UNIT - V DOCUMENTATION****[15 HRS.]****1. The MLA system of Documentation****UNIT - VI DYNAMISM****1. Preparing Abstract/Research Paper****TEXT BOOKS:**

1. Winkler, Anthony C and Jo Ray Metherell. Writing the Research Paper: A Handbook. Wadsworth Publishing, 1998.
2. MLA Handbook, Ed 8. The Modern Language Association of America, 2016,

**REFERENCE BOOKS:**

1. Gibaldi, Joseph. MLA Handbook for writers of Research papers. 7th Ed. MLA Publication, 2009.
2. McMurey, David A. & Joanne Buckley. Handbook for Technical Writing. Cengage Learning, 2012.
3. Wilson, Aruni & Ramadass. Research and Writing- Across the Disciplines. MJP Publishers, 2009.

**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I RESEARCH PAPER: AN OVERVIEW</b>				
1.1	Research –introduction & importance	2	Chalk & Talk	LCD
1.2	Research paper– methodology	2	Lecture & Discussion	LCD



1.3	Writing a research paper- critical acumen	1	Chalk & Talk	Black Board
1.4	Writing a research paper – format and models	1	Lecture & Discussion	PPT
1.5	Writing a research paper – coherence	1	Chalk & Talk	Black Board
1.6	Topic of project/dissertation/thesis- introduction	2	Lecture & Discussion	Black Board
1.7	Comprehending and Appraisal of primary source(s)	2	Chalk & Talk	LCD
1.8	Importance of wide and in-depth reading – secondary sources	2	Lecture & Discussion	Black Board
1.9	Finding the research gap	1	Chalk & Talk	LCD
1.10	Importance of Title	1	Lecture & Discussion	PPT
<b>UNIT - II RESOURCES</b>				
2.1	Library resources – Introduction	1	Chalk & Talk	Black Board
2.2	The Modern Academic Library and Reference works	2	Lecture & Discussion	PPT
2.3	The Central information system	1	Chalk & Talk	LCD
2.4	Journals, Magazines, online subscriptions	1	Lecture & Discussion	PPT
2.5	e-resources and full text databases	2	Lecture	LCD
2.6	other libraries resources and services	1	Lecture & Discussion	Black Board & PPT
2.7	Computer in research – documentation	1	Lecture & Discussion	Black Board & PPT



2.8	Computer in research – preserving data	1	Lecture & Discussion	Black Board & PPT
<b>UNIT - III RESEARCH STRATEGIES</b>				
3.1	Research Strategies – Introduction and importance	1	Chalk & Talk	Black Board
3.2	Skimming – introduction and analysis	1	Lecture & Discussion	Black Board & PPT
3.3	Skimming – practice	1	Discussion	Black Board
3.4	Note taking - Introduction and importance	1	Chalk & Talk	Black Board
3.5	Note taking – types	1	Lecture & Discussion	Black Board & PPT
3.6	Note taking – methodology and equipment involved	1	Lecture & Discussion	Black Board & PPT
3.7	Amount and accuracy of note taking	1	Discussion	Black Board & PPT
3.8	Research Ethics	1	Lecture & Discussion	LCD
3.9	Plagiarism – consequences Plagiarism Check software	1	Lecture & Discussion	LCD
3.10	Forms of Plagiarism	1	Lecture & Discussion	LCD
<b>UNIT - IV RESEARCH STRATEGIES</b>				
4.1	Mechanics of Writing – Introduction and importance	1	Chalk & Talk	Black Board
4.2	Spelling	1	Lecture & Discussion	Black Board & PPT



4.3	Punctuation	1	Discussion	Black Board & PPT
4.4	Italics	1	Chalk & Talk	Black Board
4.5	Names of Persons	1	Chalk & Talk	Black Board
4.6	Numbers	2	Chalk & Talk	Black Board
4.7	Titles of Works in Research Paper	1	Lecture & Discussion	LCD
4.8	Quotation	1	Lecture & Discussion	LCD
4.9	Capitalization and Personal Names in Language	1	Chalk & Talk	Black Board
<b>UNIT -V DOCUMENTATION</b>				
5.1	Documenting sources	1	Chalk & Talk	Black Board
5.2	MLA Style	2	Lecture & Discussion	Black Board & PPT
5.3	List of Works Cited	2	Chalk & Talk	Black Board
5.4	Citation from books	3	Lecture & Discussion	Black Board & PPT
5.5	Citation from articles and journals	3	Chalk & Talk	Black Board
5.6	Citing web sources	2	Lecture & Discussion	Black Board & PPT
5.7	Citing additional common resources	2	Discussion	Black Board & PPT



**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total



10	10	5	5	5	5	40	60	100
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**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the fundamental features of a research paper	K4, K5	PSO3 & PSO5
CO 2	organize the supplementary tools in support of the research	K2, K5	PSO3 & PSO5
CO 3	apply the strategies to carry out research effectively	K2, K3	PSO3 & PSO5
CO 4	utilize the format of documentation in the research paper	K3, K4	PSO3 & PSO5



CO 5	construct research paper in tune with the prescribed format of the MLA Style Guide	K4, K5	PSO3 & PSO5
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### Mapping of COs with PSOs

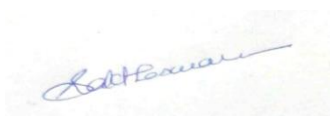
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	1	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	3	1	2
CO5	1	1	3	1	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	2	2
CO2	1	2	1	3	1	2	2
CO3	1	2	1	3	1	2	2
CO4	3	2	1	1	1	2	2
CO5	2	3	1	1	1	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.R. Saktheswari**  
**Assistant Professor**  
**The Research Centre of English**

**Forwarded by**



**Dr. A. Roselin Mary**  
**HOD'S Signature & Name**



**II M.A.English**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3LE2	TRANSLATION STUDIES	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

The course “Translation Studies” gives a general introduction to the basic concepts of translation.

**COURSE OBJECTIVES**

The course introduces the learners to the relevance and scope of translation in the world today.

**UNITS**

**UNIT –I Central Issues in Translation**

**(12 HRS.)**

1. Language and Culture
2. Types of translation
3. Decoding and Recoding
4. Problems of Equivalence
5. Loss and Gain
6. Untranslatability
7. Science or ‘secondary activity’?

**UNIT –II History of Translation Theory**

**(12 HRS.)**

1. Problems of ‘period study’
2. The Romans
3. Bible Translation
4. Education and the vernacular
5. Early theorists

**(SS)**



**UNIT –III Translation in the Renaissance to Twentieth Century****(12 HRS.)**

1. The Renaissance
2. The Seventeenth century
3. The Eighteenth century
4. Romanticism
5. Post Romanticism
6. The Victorians
7. Archaizing
8. The twentieth century

**UNIT –IV SPECIFIC PROBLEMS OF LITERARY TRANSLATION (12 HRS.)**

1. Structures
2. Poetry and translation
3. Translating Prose
4. Translating dramatic texts

**UNIT –V PRACTICAL TRANSLATION****(12 HRS.)****Practical Translation- Short Stories and One Act Plays****TEXT BOOK:**

1. Bassnett, Susan. *Translation Studies*. 3 ed. Routledge, 2002.

**REFERENCES:**

1. Das, Bijay Kumar. *A Handbook of Translation Studies*. 3 Ed. Atlantic Publishers&Distributors, 2008. Print.
2. Koul, Omkar N. Shailendra Singh, ed. *Translation Issues and Perspectives*. Creative Books, 2004.
3. Sawant, Sunil. Ed. *Translation Studies: Theories and Applications*. Atlantic Publishers& Distributors, 2008.

**DIGITAL OPEN EDUCATIONAL RESOURCE**

1. [www.classicsintamil.net](http://www.classicsintamil.net)



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I Central Issues in Translation</b>				
1.1	Language and Culture	2	Chalk & Talk	Black Board
1.2	Types of translation	2	Chalk & Talk PPT	Black Board LCD
1.3	Decoding and Recoding	2	Lecture PPT	Smart board
1.4	Problems of Equivalence	2	Lecture	Black Board
1.5	Loss and Gain	1	Lecture	Black Board
1.6	Untranslatability	2	Chalk & Talk	LCD
1.7	Science or 'secondary activity'?	1	Discussion	Black Board
<b>UNIT -II History of Translation Theory</b>				
2.1	Problems of 'period study'	3	PPT Seminar	Black Board LCD
2.2	The Romans	2	PPT Seminar	Black Board LCD



2.3	Bible Translation	2	PPT Seminar	Black Board LCD
2.4	Education and the vernacular	2	PPT Seminar	Smart board LCD
2.5	Early theorists	3	PPT Seminar	Black Board LCD
<b>UNIT -III Translation in the Renaissance to Twentieth Century</b>				
3.1	The Renaissance	2	Lecture PPT	Black Board LCD
3.2	The seventeenth century	1	Chalk & Talk	Black Board LCD
3.3	The eighteenth century	1	Chalk & Talk PPT	Black Board LCD
3.4	Romanticism	1	Chalk & Talk PPT	Black Board LCD
3.5	Post Romanticism	2	Chalk & Talk PPT	Black Board LCD
3.6	The Victorians	2	Chalk &Talk	BlackBoar d LCD
3.7	Archaizing	1	Lecture PPT	Smart Board
3.8	The twentieth century	2	Lecture PPT	Smart Board



<b>UNIT -IV SPECIFIC PROBLEMS OF LITERAR TRANSLATION</b>				
4.1	Structures	3	Chalk & Talk PPT	Black Board LCD
4.2	Poetry and translation	3	Chalk & Talk PPT	Black Board LCD
4.3	Translating Prose	3	Chalk & Talk PPT	Black Board LCD
4.4	Translating dramatic texts	3	Chalk & Talk PPT	Black Board LCD
<b>UNIT -V PRACTICAL TRANSLATION</b>				
5.1	Practical Translation- Short Stories	6	Discussion Practice	Practice
5.2	Practical Translation-One Act Plays	6	Discussion Lecture	Practice

**EVALUATION PATTERN****INTERNAL**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %



K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %



K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify the central issues related to translation	K2	PSO1& PSO2
CO 2	gain knowledge in the history of translation theory till early theorists	K2& K3	PSO3
CO 3	understand the growth of translation from the Renaissance till the Twentieth century	K3& K4	PSO5
CO 4	recognise the specific problems of literary translation	K3, K4, K5	PSO3
CO 5	practically translate	K4 & K5	PSO5



**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	1	2	3	1	1
CO3	2	1	1	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	2	2
CO2	2	1	3	1	1	2	2
CO3	2	1	3	1	1	2	2
CO4	1	3	1	2	1	2	2
CO5	1	3	1	2	1	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

**Dr.S. Aarthi****Assistant Professor****The Research Centre of English****Forwarded By**

**DR.A.ROSELIN MARY****HOD'S Signature & Name**



## II M.A.English SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4LE3	TEXT AND SCREEN	MAJOR ELECTIVE	4	4

### COURSE DESCRIPTION

The course “Text and Screen” is an Elective paper introducing the learners to a very creative and skill-oriented field of film adaptations of literary works and appreciation of such films.

### COURSE OBJECTIVES

The course enables the learners to understand the various theories regarding film adaptation and acquire the skills necessary to make a film adaptation of a literary work. It trains the learners to compare and analyse the merits of the literary works and their corresponding film versions, which will help them get a career in the film industry.

### UNITS

#### UNIT – I INTRODUCTION – THEORIES & METHODS (15 HRS.)

- 1.Introduction to the theories and methods of Adaptation
- 2.Transtextuality – Intermediality
- 3.Possibilities and Problems in adaptation

#### UNIT – II TYPES OF ADAPTATIONS (15 HRS.)

- 1.Relationship between Novel and Film – language of Literature – language of Film
- 2.Fidelity to the original
- 3.Types of Adaptation – Transgenre adaptation, remakes, sequels, appropriations



**UNIT –III TECHNIQUES OF ADAPTATIONS & TECHNICAL TERMS**  
**(10 HRS.)**

1. Adaptations and Misadaptations

2. Techniques of Adaptation

3. Film and Literary Terms (SS)

**UNIT –IV CASE STUDY** **(10 HRS.)**

Critical tools used in the analysis of film adaptations – case study of 3 film adaptations

- *Jane Eyre*
- *Importance of Being Earnest*
- *1984* (SS)

**UNIT –V ANALYSIS OF ADAPTED FILMS** **(5 HRS.)**

Analysis of Adapted Films

- *Wuthering Heights*
- *Life of Pi*

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)** **(5 HRS.)**

- Comparison of latest film adaptations of novels
- Scrap book of details of world-famous Film Adaptations

**REFERENCES .**

1. Cahir, Linda Costanzo. *Literature into Film: Theory and Practical Approaches*. McFarland & Company, 2006.
2. McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Clarendon Press, 1996.
3. Seger, Linda. *The Art of Adaptation: Turning Fact and Fiction into Film*. Henry Holt & Company, 1992.
4. Stam, Robert and Alessandra Raengo Ed. *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Blackwell Publishers, 2005.



**COURSE CONTENT & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT - 1 INTRODUCTION – THEORIES &amp; METHODS</b>				
1.1	Introduction to the theories and methods of Adaptation	5	Lecture	PPT & White board
1.2	Transtextuality – Intermediality	5	Lecture	PPT & White board
1.3	Possibilities and Problems in adaptation	5	Lecture & Discussion	PPT & White board
<b>UNIT - 2 TYPES OF ADAPTATIONS</b>				
2.1	Relationship between Novel and Film – language of Literature – language of Film	5	Lecture	PPT & White board
2.2	Fidelity to the original	3	Lecture	PPT & White board
2.3	Types of Adaptation - Transgenre adaptation, remakes, sequels, appropriations	7	Lecture	Film Clippings
<b>UNIT - 3 TECHNIQUES OF ADAPTATIONS &amp; TECHNICAL TERMS</b>				
3.1	Adaptations and Misadaptations	4	Lecture	PPT & White board
3.2	Techniques of Adaptation	4	Lecture	PPT & White board
3.3	Film and Literary Terms <b>(SS)</b>	2	Peer Teaching	Google Classroom



UNIT - 4 CASE STUDY				
4.1	Application of Critical tools in the study of the movie - <i>Jane Eyre</i>	4	Discussion	Film Clippings
4.2	Application of Critical tools in the study of the movie - <i>Importance of Being Earnest</i>	4	Discussion	Film Clippings
4.3	Application of Critical tools in the study of the movie - <i>1984</i> (SS)	2	Peer Teaching	Google Classroom
UNIT - 5 ANALYSIS OF ADAPTED FILMS				
5.1	Analysis of Adapted Film <i>Wuthering Heights</i>	2	Discussion	Film Clippings
5.2	Analysis of Adapted Film <i>Life of Pi</i>	3	Discussion	Film Clippings
UNIT - 6 DYNAMISM				
6.1	Comparison of latest film adaptations of novels	3	Discussion	Film Clippings
6.2	Scrap book of details of world-famous Film Adaptations	2	Discussion	Scrap books Charts Flash cards

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %



K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %



K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	explain the various theories, methods and types of Film Adaptation	K1 & K2	PSO3& PSO5
CO 2	analyze the relationship between Literature and Film	K1, K2 & K4	PSO5
CO 3	utilize the terminology of film analysis	K1 & K2	PSO5
CO 4	debate on the fidelity of an adaptation to its original literary source	K2, K3 & K4	PSO5
CO 5	critique cinematic adaptations of literary texts and apply the skill acquired in adapting a short story into a film	K4	PSO1, PSO4 & PSO5
CO6	apply the knowledge and skill acquired in discussion of current affairs and display them in classroom activities	K3 & K4	PSO5



**Mapping of COs with PSOs**

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	3	1	3
CO2	1	1	2	1	3
CO3	1	1	1	1	3
CO4	2	2	2	1	3
CO5	3	2	3	3	3
CO6	1	1	1	2	3

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	2	2
CO2	3	3	3	2	1	2	2
CO3	3	3	1	1	1	2	2
CO4	3	3	2	2	1	2	2
CO5	3	3	2	2	1	2	2
CO6	2	3	1	2	3	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

**Dr. S. Saira Banu****Associate Professor****The Research Centre of English****Forwarded by**

**Dr.A.Roselin Mary****HOD'S Signature & Name**



## II M.A. English SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4LE4	TEXT AND PERFORMANCE	MAJOR ELECTIVE	4	4

### COURSE DESCRIPTION

The course “Text and Performance” offers a comprehensive view on dramatic texts and their performances.

### COURSE OBJECTIVES

The course enables the learners to learn the characteristics of drama and theatrical performances and produce drama on their own.

### UNITS

#### UNIT –I INTRODUCTION ( 12 HRS.)

1. Drama is Natural- (*The Anatomy of Drama* Pg 192-200)
2. Types of Drama – (*The Anatomy of Drama*- Pg 143-163)

#### UNIT –II SCRIPT PREPARATION ( 12 HRS.)

1. Script Handling- (*The Anatomy of Drama* 20-37)
2. Plots (*The Anatomy of Drama* 38-63)
3. Characters (*The Anatomy of Drama* 75-96)
4. Dialogues (*The Anatomy of Drama* 97-126)

#### UNIT –III PREPARE THE STAGE ( 12 HRS.)

1. Before the Performance (*New Directions* 210-212)
2. Staging – (*New Directions* 201-207)
3. Costumes- (*New Directions* 236-239) (SS)



**UNIT –IV AT THE PERFORMANCE****( 12 HRS.)**1. Music and Sounds (*New Directions* 269-273)2. Make-Up (*New Directions* 278-283) **(SS)**3. Lighting- (*New Directions* 288-295)**UNIT –V WATCHING PERFORMANCE****( 12 HRS.)**

1. Oedipus Rex

2. Midsummer Night's Dream **(SS)**

3. Hayavadhana

4. Mother Courage and her children

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

Watch and Review plays staged at any college

**REFERENCES:**

1. Boulton, Marjorie. *The Anatomy of Drama*. Routledge London, 1960.
2. Burton, Peter & John Lane. *New Directions: Ways of advance for the Amateur Theatre*. Methuen and Co Ltd London, 1970.
3. Dawson, S. W. *Drama and the Dramatic*. Metheun &co Great Britain, 1970.
4. Eslin, Martin. *Brecht: A Choice of Evils*. Eyre & Spottiswoode London, 1959.
5. Kaufmann, R. J. *Elizabethan Drama*. OUP, 1961.
6. Shepherd, Simon & Mick Wallis. *Drama/ Theatre/ Performance*. Routledge London, 2004.

**COURSE CONTENT & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I INTRODUCTION</b>				
1.1	Drama is Natural	6	Chalk & Talk	Black Board
1.2	Types of Drama	6	Chalk & Talk PPT	LCD



<b>UNIT -II SCRIPT PREPARATION</b>				
2.1	Script Handling	3	Lecture	Black board
2.2	Plots	3	Chalk & Talk PPT	Black board & LCD
2.3	Characters	3	Chalk & Talk PPT	Black board & LCD
2.4	Dialogues	3	Chalk & Talk PPT	Black board & LCD
<b>UNIT -III PREPARE THE STAGE</b>				
<b>3.1</b>	Before the Performance	4	Chalk & Talk PPT	Black board & LCD
<b>3.2</b>	Staging	4	Chalk & Talk PPT	Black board & LCD
<b>3.3</b>	Costumes	4	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV AT THE PERFORMANCE</b>				
4.1	Music and Sounds	4	Chalk & Talk PPT	Black board & LCD
4.2	Make-Up	4	Chalk & Talk PPT	Black board & LCD
4.3	Lighting	4	Chalk & Talk PPT	Black board & LCD



<b>UNIT -V WATCHING PERFORMANCE</b>				
5.1	<i>Oedipus Rex</i>	2	Chalk & Talk	Black board & LCD
5.2	<i>Midsummer Night's Dream</i>	2	Chalk & Talk	Black board & LCD
5.3	<i>Hayavadhana</i>	2	Chalk & Talk	Black board & LCD
5.4	<i>Mother Courage and her Children</i>	2	Chalk & Talk	Black board & LCD
<b>UNIT -VI EXPERIENCING THEATRE</b>				
6.1	Watch and Review plays staged at any college	4	Live & Chalk Talk	Black board & LCD

### EVALUATION PATTERN

#### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %



<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %



K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify and understand the types and features of dramas in English	K2 & K3	PSO1& PSO2
CO 2	analyse and critically evaluate the techniques used in drama	K2, K3 & K4	PSO3
CO 3	analyse and dramatize the contents of drama on stage	K3 & K4	PSO5
CO 4	compare, contrast and write efficient scripts for performance	K4&K5	PSO3
CO 5	critique and create or organize plays	K3 & K5	PSO3

### Mapping of COs with PSOs


CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	1	2	2
CO2	1	2	3	3	2
CO3	1	1	3	2	3
CO4	2	2	3	2	3
CO5	1	2	3	2	3



**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2	2	1	1	2	2
C02	3	3	2	1	1	2	2
C03	3	3	2	2	2	2	2
C04	3	3	2	1	1	2	2
C05	3	3	2	2	2	2	2

**Note:**     $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

**Ms. A. J. Bernita****Associate Professor****The Research Centre of English****Forwarded by**

**Dr.A.Roselin Mary****HOD'S Signature & Name**



**I M.A./ I M.Sc./ I M.Com.****SEMESTER – II*****For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSMA & PSEN	21PG2SLLM1	VERBAL AND NUMERICAL APTITUDE FOR NATIONAL EXAMINATIONS	SELF LEARNING	-	2

**COURSE DESCRIPTION**

This course aims to creating positive attitude among students and motivate them to clear competitive exams to reach their life goals.

**COURSE OBJECTIVES**

- To motivate the students to appear for NET & SET exams.
- To help them for post-examination preparation.
- To enthuse them to crack NET & SET exams

**UNIT I: Teaching and Research Aptitude**

1. Reading Comprehension
2. Teaching Aptitude
3. Teaching aids and evaluation system
4. Research Aptitude, Research Ethics and Thesis writing

**UNIT II: Verbal Reasoning**

1. General Abbreviations and terminology
2. Letter series and codes
3. Relationships and classification
4. Verbal Analogy and classification

**Unit-III: Mathematical Reasoning and Aptitude**

1. Types of reasoning.



2. Number series.

3. Mathematical Aptitude -Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages.

#### **Unit-IV: Logical Reasoning**

1. Understanding the Structure of Arguments: argument forms, Structure of categorical propositions, Mood and Figure, Formal and Informal fallacies, Classical square of opposition.

2. Evaluating and distinguishing deductive and inductive reasoning.

3. Analogies.

4. Venn Diagram: Simple and multiple uses for establishing validity of arguments.

#### **Unit-V: Data Interpretation**

1. Sources, acquisition and classification of data

2. Quantitative and Qualitative data

3. Graphical representation (Bar-chart, Histograms, Pie-chart, Table-chart and Line-chart) and mapping of data

4. Data and Governance

#### **REFERENCES**

1. Raghu R. Alla & K. Anusha, QuickNET Sure Success Series CBSE UGC NET/JRF/SET Teaching & Research Aptitude (General Paper – I), 2019 Edition.

2. K.V.S. Madaan NTA UGC Paper I Teaching and Research Aptitude, Third Edition.

#### **EVALUATION PATTERN**

##### **INTERNAL**



Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



**End Semester**

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	10	60	100 %

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	enhance the teaching and research quality of aspirants	K2 & K3	PSO3 & PSO5
CO 2	develop the cognitive and creative thinking ability	K3 & K4	PSO3 & PSO5
CO 3	develop reasoning techniques	K3	PSO3 & PSO5
CO 4	evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information	K4	PSO3 & PSO5
CO 5	identify analogy and solve problems on data interpretation	K3	PSO3 & PSO5

**Mapping of COs with PSOs**

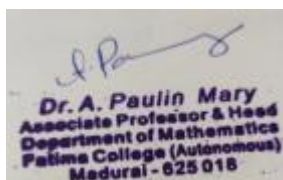


CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	3	1	3
CO2	1	1	3	1	3
CO3	1	1	3	1	3
CO4	1	1	3	1	3
CO5	1	1	3	1	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	1	1	3	1
CO2	1	1	2	1	1	3	1
CO3	1	1	1	1	1	3	1
CO4	1	1	1	1	1	3	1
CO5	1	1	1	1	1	3	1

### COURSE DESIGNERS:



1. Dr. A. Pauline Mary (Dept of Maths)

2. Mrs. Sajitha (Dept. of English)

Forwarded by

Dr. A. Roselin Mary

HOD'S Signature & Name