

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 : 2022-2023



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)

PEO 1	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
PEO 2	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

PEO 3	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
PEO 4	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:

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

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

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

PROGRAMME OUTCOMES (PO)

The learners will be able to

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

PO4	acquire research skills and pursue higher studies and research.
PO5	foresee the historical, socio-cultural, economic and literary changes and challenges.
PO6	synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.
PO7	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

PSO 1	compare and appraise classical and contemporary literary works across ages, cultures and nations
PSO 2	contextualise literary studies in the light of the evolving Socio- political, cultural and linguistic scenario
PSO 3	optimise hands-on experience in teaching and Field Projects in order to pursue research or make a career
PSO 4	critique social, gender and ecological issues
PSO 5	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.	I	19PG1L1	BRITISH LITERATURE	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.	II	19PG2L5	SHAKESPEARE-REVISITED	6	4	40	60	100
6.		19PG2L6	CONTEMPORARY BRITISH LITERATURE	6	4	40	60	100
7.		22PG2L7	CONTEMPORARY LITERARY THEORIES	6	4	40	60	100
8.		19PG2 L8	JOURNALISM AND MASS COMMUNICATION	6	4	40	60	100
9.	III	19PG3L9	POST COLONIAL LITERATURE	6	4	40	60	100
10.		19PG3L10	SUBALTERN STUDIES	6	4	40	60	100
11.		22PG3L11	LIFE NARRATIVES	6	5	40	60	100
12.		19PG3L12	ENGLISH LANGUAGE TEACHING -THEORY & PRACTICE	4+2	5	40	60	100
13.	IV	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
Total				96	70			

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

S. No	SEM.	COURSE CODE	COURSE TITLE	H RS	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	19PG1LEDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
2.	II	19PG2LEDC	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			

OFF-CLASS PROGRAMMES**ADD-ON COURSES**

COURSE CODE	COURSES	HRS.	CRE DIT S	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ES E MK S	TOT AL MAR KS
19PAD2SS	SOFT SKILLS	40	3	I	40	60	100
19PAD2CA	COMPUTER APPLICATIONS (Dept. Specific Course)	40	4	II	40	60	100
19PAD4CV	COMPREHENSIVE VIVA	-	2	IV	-	-	100
19PAD4RC	READING CULTURE	15	1	I - IV	-	-	-
TOTAL			10				

EXTRA CREDIT COURSES

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

21PG4SLL	CONTEMPORARY LITERATURE OF SOUTH ASIA	-	2	IV	40	60	100
	MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC	-	Mini mu m 2 Cred its	I – IV	-	-	

- **Summer Internship:**

- Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)

- **Project:**

- Off class
- Evaluation components-Report writing + Viva Voce (Internal marks-40) + External marks 60

- **EDC:**

- Syllabus should be offered for two different batches of students from other than the parent department in Semester-I & Semester-II

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”
(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*, 5th 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:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT- I - POETRY				
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
UNIT – II- PROSE				
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
UNIT –III- DRAMA				
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
UNIT- IV – NOVEL				
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
UNIT – V- SHORT STORY				
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.	
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	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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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. 8th 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
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
UNIT -I POETRY				
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? (SS)	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” (SS)	2	Lecture & Discussion	Black Board PPT, LCD
UNIT –II PROSE				
2.1	William Apess – An Indian’s Looking glass for the White Man	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
UNIT –III DRAMA				
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
UNIT -IV FICTION				
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
UNIT -V SHORT FICTION				
5.1	Anna Lee Walters - "Apparitions" (SS)	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" (SS)	1	Discussion	PPT
5.4	O' Henry - "Gift of the Magi" (SS)	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
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	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	Section B	Section C	Section D	Section E	Total	
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	10 Mks	20 Mks.	10 Mks	10 Mks.	10 Mks.	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 15TH -17TH CENTURY (18 HRS.)
1. The Middle Ages
2. The Sixteenth Century

3. The Seventeenth Century**UNIT –II 18TH -19TH 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 21st 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
UNIT -I 15TH -17TH CENTURY				
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
UNIT -II 18TH -19TH CENTURY				
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
UNIT -III POETRY AND NOVELS				

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
UNIT –IV INTERPRETATION SKILLS				
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
UNIT –V PRACTICE				
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
UNIT -VI DYNAMISM				
6.1	Literature of 21 st 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 Assessm ent
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks				
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	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
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CO 1	understand and examine the early English Literature.	K2 & K4	PSO1
CO 2	explain and analyse the characteristics of the 18 th and 19 th 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 st 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

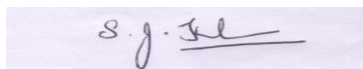
Mapping of COs with POs

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

C04	1	1	1	1	1	2	2
C05	3	3	3	2	3	2	2

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2** ϕ
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

[18 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)

UNIT- II PROSE

[18 HRS.]

1. Nazar Sajjad Hyder - "Purdah" (Punjab)

2. Easterine Irulu - "Should Writers Stay in Prison" (Nagaland)

3. Urvashi Butalia - "Memory" (Haryana)

4. Shashi Deshpande - "A Toppling World View" (Karnataka)

UNIT III DRAMA

[18 HRS.]

1. Manjula Padmanabhan - *Harvest* (Delhi)

UNIT -IV NOVEL

[18 HRS.]

- 1. Indra Parthasarathy - *The River of Blood* (Tamil Nadu)**

2. Indira Goswami - *The Man from Chinnamasta* (Assam)- **(SS)**

UNIT - V SHORT STORY

[18 HRS.]

1. Madhurantakam Rajaram - "The Homing Pigeon" (Andhra Pradesh)
2. Manoj Das - "Farewell to a Ghost" (Odissa) **(SS)**
- 3. Khushwant Singh - "The Agnostic" (Punjab)**
4. Hansda Sowvendra Shekhar - "The Adivasi Will Not Dance" (Jharkand)

UNIT - VI DYNAMISM

(SS)

1. Appraisal of contemporary Award Winning Indian Literatures.

TEXT BOOKS:

- Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
- Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
- Desai, Anita. *The Artist of Disappearance*. London: Random House Publishers India Private Limited, 2011.
- Deshpande, Shashi. "A Toppling World View." *Writings from the Margin & Other Essays*, Penguin, 2003.
- Goswami, Indira. *The Man from Chinnamasta*. Katha, 2006.
- Honnalgere, Gopal. "Monsoon in Panchagani." *Critical Exposition of Gopal Honnalgere Poems*, Edited by Raghupathi, K.V. Authorspress, 2011, pp. 197-98.

7. Hyder, NazarSajjad. "Purdah." *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 392-93.
8. Iralu, Easterine. "Should Writers Stay in Prison?" *The Oxford Anthology of Writings from North-East India*, edited by TolottomaMisra, Oxford University Press, 2011, pp. 272-75.
9. Padmanabhan, Manjula. *Harvest*. Aurora Metro Books, 2018.
10. Parthasarathy, Indira. *The River of Blood*. Translated by Ka.Naa.Subramanyan, SahityaAkademy, 2009
11. 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.
12. 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.
13. Sowvendra Shekhar, Handsa. "The Adivasi Will Not Dance." *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Ltd. 2005.
14. Singh, Kushwant. "The Agnostic." Ed. *Best Indian Short Stories*, Vol-11, Harper Collins Publishers, 2004.
15. Tagore, Rabindranath. "Leave this Chanting and Singing." *Gitanjali*. Macmillan India Limited, 1998.

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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*. VikasPublishing 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
UNIT –I POETRY				

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	2	Lecture & Discussion	Black Board
1.13	“Father Returning Home” - Background and author introduction	1	Chalk & Talk	LCD
1.14	“Father Returning Home” – analysis	2	Lecture & Discussion	Black Board
1.15	“Words” - Background and author introduction	1	Chalk & Talk	LCD

1.16	“Words” – analysis	2	Lecture & Discussion	Black Board
UNIT -II PROSE				
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
UNIT -III DRAMA				
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
UNIT -IV NOVEL				

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>The Man from Chinnamasta</i>	3	Discussion	Black Board & PPT
UNIT -V SHORT STORY				
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 Adivasi Will Not Dance”	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
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	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	Section B	Section C	Section D	Section E	Total	
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	10 Mks	20 Mks.	10 Mks	10 Mks.	10 Mks.	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 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

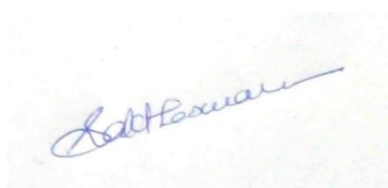
Mapping of COs with POs

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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2

ϕ 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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I OTHELLO				
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
UNIT -II A MIDSUMMER NIGHT'S DREAM (SS)				
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
UNIT -III ANTONY AND CLEOPATRA				
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
UNIT -IV CRITICISM				
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
UNIT -V CRITICISM				
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	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	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	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 th and 21 st century critical perspectives	K5	PSO1, PSO2 & PSO4

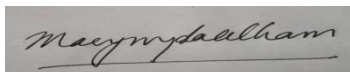
Mapping of COs with PSOs

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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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-) - "Warming her Pearls"
3. Tony Connor (1930-) - "Aftermath"
4. Henry Treece (1911-1966) - "The Waiting Watchers"
5. Alice Oswald (1966-) - "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-) - Odes: 15 ["Nothing"]
9. Seamus Heaney (1939-2013) - "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
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
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=cGVubnJpZGdLLnVzfG1ycylzYW1zLS1hbWVyaWNhbi1saXRlcmF0dXJlGd4OjZjZWVmZTBjNDZjYTAxNDM>

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
UNIT -I POETRY				
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” (SS)	2	Lecture	Black board
UNIT -II PROSE				
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
UNIT -III DRAMA				

3.1	<i>Top Girls</i>	20	Chalk & Talk PPT	Black board & LCD
UNIT -IV NOVEL				
4.1	<i>Hotel World</i>	20	Chalk & Talk PPT	Black board & LCD
UNIT -V SHORT STORY				
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
	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 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
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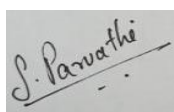
CO1	3	-	-	2	-
CO2	-	3	1	2	-
CO3	-	3	1	-	-
CO4	-	-	-	3	2
CO5	-	-	-	3	2

Mapping of COs with Pos

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ 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	22PG2L7	CONTEMPORARY LITERARY THEORIES	MAJOR CORE	6	4

COURSE DESCRIPTION

The course CONTEMPORARY LITERARY THEORIES presents an overview of major trends in literary theories such as Psychoanalysis, Post colonial, gender studies, Postmodernism and Ecocriticism etc.

COURSE OBJECTIVES

- The primary objective of the course will be to give a clear understanding of Contemporary literary theories.
- To develop their critical acumen and to apply their theoretical knowledge to appreciate and write articles and publish papers.

UNITS

UNIT- I : Psychoanalysis [18 HRS.]

1. Sigmund Freud The Interpretation of Dreams. 128-132
2. Jacques Lacan The Mirror stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience.

UNIT- II : Feminism [18 HRS.]

1. Charlene Spretnak Ecofeminism(SS)
2. Audre Lorde Age, Race, Class, and Sex: Women Redefining Difference”

UNIT- III : Post colonial Criticism [18 HRS.]

1. Gayatri Spivak Can the Subaltern Speak?
2. Ania Loomba Colonialism/Postcolonialism (1-19)

UNIT- IV : Cultural studies [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 : Postmodern theory [18 HRS.]

1. Jean Francis Lyotard - Note on the meaning of “Post”
2. Roland Barth - The Death of the Author

UNIT VI-Dynamism-Students should apply the recent theories.

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 Ir Ltd. Rpt, 2000.
3. Castle, Gregory Ed. *Postcolonial Discourses: An Anthology*. Blackwell Publishers, 2001.
4. Charlene Spretnak, *Lost Goddesses of Early Greece: A collection of Pre- Hellenic Myths*. Beacon Press, 1981.
5. Enright D.J and Ernst De Chikera. Eds. *English Critical Texts: 16th Century to 20th Century*. Oxford UP, 1962.
6. Gifford, Terry. *Pastoral The New Critical Idiom*. Routledge, 2009.
7. Lodge, David & Nigel Wood. Eds. *Modern Criticism and Theory: A Reader*. 2nd Edition. Pearson Education Pvt. Ltd., 2003.

8. Loomba, Ania. *Colonialism/ Postcolonialism The New Critical Idiom*. London and New York Routledge, 1999.
9. Lodge, David. Ed. *20th Century Literary Criticism: A Reader*. Longman, 1972.
10. Ramaswami S. & V.S. Sethuraman. *The English Critical Tradition : An Anthology of English Literary Criticism*. Vol – I&II. Macmillan India Ltd., 1986.
11. Rivikin, Julie & Michael Ryan. Eds. *Literary Theory: An Anthology*. Blackwell, 2002.
12. Wilfred L. Guerin et al. Eds. *A Handbook of Critical Approach to Literature*. 4th Edition. Oxford U P, 1992.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Sigmund Freud The Interpretation of Dreams. 128-132	7	Chalk & Talk	LCD
1.2	Jacques Lacan The mirror stage as Formative Function of the I As Revealed in Psychoanalytic Experience. ”	11	Chalk & Talk	LCD
UNIT -II				
2.1	Charlene Spretnak Ecofeminism(SS)	6	Chalk & Talk	
2.2	Audre Lorde Age, Race, Class, and sex: Women Redefining Difference”	6	Chalk & Talk	PPT

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -III				
3.1	Gayathri Spivak Can the subaltern speak?	3	Chalk & Talk	PPT
3.2	Ania Loomba Colonialism/Postcolonialism (1-19)	7	Chalk & Talk	YOU TUBE
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	Roland Barthes- The Death of the Author	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	PSO1& PSO2
CO 2	utilize the post modern theories for higher studies and research	K2 &K3	PSO1& PSO2
CO 3	analyse literary works and other forms of art	K4 & K4	PSO1& PSO2
CO 4	identify ecological issues	K4 & K5	PSO1& PSO2
CO 5	use their acumen of theories to appreciate works of art	K5	PSO1& PSO2

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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ Weakly Correlated -1

COURSE DESIGNER:

P.V. Christi Shanthi

Dr. P.V. Christi Shanthi

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	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 21st Century*, 72)
 - ii. The Journalistic Process (*Mass Communication: Theory and Practice in the 21st Century*, 72 - 74)
2. History of Indian Media **(SS)**
 - i. Print Media (*Mass Communication: Theory and Practice in the 21st Century* 160 – 171)
 - ii. Radio & Television (*Mass Communication: Theory and Practice in the 21st 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 21st 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
4. 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
7. <http://www.berkeleybeacon.com/opinion/2013/10/2/in-defense-of-entertainment-journalism>

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I INTRODUCTION TO JOURNALISM				
1.1	Topic 1 - Introduction to Journalism			
1.2	<ul style="list-style-type: none"> Definition 	2	Lecture	Black Board
1.3	<ul style="list-style-type: none"> The Journalistic Process 	2	Lecture	PPT
1.4	Topic 2 - History of Indian Media(SS)			
1.5	<ul style="list-style-type: none"> Print Media 	2	Discussion	Google classroom
1.6	<ul style="list-style-type: none"> Radio & Television 	2	Discussion	Google classroom

1.7	• Cinema & Theatre	2	Discussion	Film Clippings
1.8	Topic 3 - Press Laws(SS)	2	Discussion	Google classroom
1.9	Topic 4 - Media Ethics	3	Lecture	PPT
UNIT -II INTRODUCTION TO MASS COMMUNICATION				
2.1	Communication & Mass Communication	4	Lecture	Black Board
2.2	Socialization & Mass Communication	4	Lecture	Black Board
2.3	Channels of Mass Communication (SS)	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
UNIT III – JOURNALISTIC WRITING, INTERVIEWING & ADVERTISING				
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
UNIT IV- VIDEO NEWS STORY & FILM MAKING				
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
UNIT V – ADVERTISING				
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
UNIT VI: DYNAMISM				
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 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	Section B	Section C	Section D	Section E	Total	
	10 Mks	20 Mks.	10 Mks	10 Mks.	10 Mks.	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
CO4	3	3	3	3	3	2	2
CO5	3	2	-	1	1	2	2
CO6	3	3	3	1	3	2	2

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2

ϕ Weakly Correlated -1

COURSE DESIGNER:

S. Saira Banu

Dr. S. Saira Banu

Associate Professor

The Research Centre of English

Forwarded By



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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
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) (SS)	2	Group Discussion	_____

1.4	Mamang Dai- “Small Towns and the River”(India) (SS)	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
UNIT -II PROSE				
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
UNIT -III DRAMA				
3.1	Athol Fugard - <i>The Island</i> (South Africa)	10	Chalk & Talk	I PAD LCD Google Classroom
3.2	Derek Walcott - <i>Dream on Monkey Mountain</i> (Trinidad)	11	Chalk & Talk	I PAD LCD Google Classroom
UNIT -IV FICTION				
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
UNIT -V SHORT STORY				
5.1	Grace Ogot - “The Green Leaves” (Kenya)	6	Chalk & Talk	I PAD LCD PPT
5.2	Rohinton Mistry - “On Auspicious Occasion” (India) (SS)	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 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	Section B	Section C	Section D	Section E	Total	
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	10 Mks	20 Mks.	10 Mks	10 Mks.	10 Mks.	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
CO4	3	3	2	2	2	2	2
CO5	2	2	2	2	2	2	2

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated – **1**

COURSE DESIGNER:

**Dr. Fernando Delishia****Associate Professor****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
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PSEN	19PG3L10	SUBALTERN STUDIES	MAJOR CORE	6	4
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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. Laxman 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 - *Kocharethu*

UNIT –V SHORT STORY (15HRS.)

- 1.Kishori CharanDas - "Night Dogs" (Pg 45-61) (SS)
- 2.Urmila Pawar - "ChauthiBhint"* (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
UNIT - I POETRY				
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	SonawaneWaharu : “Stage”	1	Group Discussion	----
1.7	ArunaGogulamanda: She was told”	1	Group Discussion	----
1.8	VirilaChirappad: “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	SharankumarLimble - 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 & 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	KishoriCharanDas - Night Dogs (Pg 45-61) (SS)	5	Seminar	PPT

5.2	Urmilla Pawar-ChauthiBhint (The Fourth Wall) Translated by Gail Omvedt	5	Chalk & Talk	Group Discussion PPT Google classroom
5.3	DahyabhaiVadhu - Juvan and Kansari(SS)	2	Seminar	PPT
5.4	Tribal Tale -The Story of KurupCommunity(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 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	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	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
CO1	3	2	1	1	3	2	2
CO2	3	3	3	2	3	2	2
CO3	1	3	3	1	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	2	2	3	2	2

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./WEEK	CREDITS
PSEN	22PG3L11	LIFE NARRATIVES	MAJOR CORE	6	5

COURSE DESCRIPTION

The course titled “LIFE NARRATIVES” features critical and theoretical issues raised by various forms of life writing at a global level and it offers a variety of approaches to writing about one’s self.

COURSE OBJECTIVES

The objective of the course is to introduce the students to the genre related concepts of life writing and the role of life writing in the memory reconstruction of individual and collective identities.

UNITS**UNIT –I AUTOBIOGRAPHY****(18 HRS.)**

1. Helen Keller - *The Story of My Life* - Part I - Childhood
2. Harriet Jacobs - *Incidents in the Life of a Slave Girl* (Pgs. 11-48)

UNIT –II BIOGRAPHY**(16 HRS.)**

1. Oscar Wilde - *De Profundis* (Self-Study)
2. Jon Krakauer - *Into the Wild* (Chapters 1 - 3)

UNIT –III MEMOIR**(17 HRS.)**

1. Tobias Wolf - *This Boy’s Life*
2. Marjane Satrapi - *Persepolis: The Story of an Iranian Childhood* (Self-Study)

UNIT –IV DIARY**(17 HRS.)**

1. Anne Frank - *The Diary of Anne Frank* (June 12, 1942 to JULY 8, 1942)
2. SitaBrahmachari - *Artichoke Hearts*

UNIT –V CRITICISM**(18 HRS.)**

1. James Olney - *Autobiography: Essays Theoretical and Critical*
(Pgs. 3-27)
2. Laura Marcus - *Auto/biographical Discourses: Theory, Criticism, Practice - “Auto/biography spaces”* (Pgs. 273-296)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (4HRS.)

- Tracing autobiographical elements in Contemporary Literature
- Drafting a biography

TEXT BOOKS:

1. Brahmachari, Sita. *Artichoke Hearts*. Audible Studios, 2011.
2. Frank, Anne. *The Diary of Anne Frank*. LebooksEditora, 2020.
3. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace Independent Publishing Platform, 2017.
4. Keller, Helen. *The Story of My Life*. London, 2001.
5. Krakauer, Jon. *Into the Wild*. Picador, 2011.
6. Marcus, Laura. *Auto/Biographical Discourses: Criticism, Theory, Practice*. Manchester UP, 1998.
7. Olney, James. *Autobiography: Essays Theoretical and Critical* (Princeton Legacy Library, 769). Princeton UP, 2014.
8. Satrapi, Marjane. *Persepolis: The Story of an Iranian Childhood*. 1st Edition, Pantheon, 2022.
9. Wilde, Oscar. *De Profundis*. Independently published, 2022.
10. Wolff, Tobias. *This Boy’s Life*. First, Atlantic Monthly Press, 1989, 1989.

REFERENCES:

1. Anderson, Linda. *Autobiography*. CreateSpace Independent Publishing Platform, 2018.
2. Bruner, Jerome. “The Narrative Construction of Reality.” *Critical Inquiry*, vol. 18, no. 1, The University of Chicago Press, 1991, pp. 1–21, <http://www.jstor.org/stable/1343711>.
3. Eakin, Paul John. *Living Autobiographically: How We Create Identity in Narrative*. 1st ed., Cornell UP, 2008.

4. Lee, Hermione. *Biography: A Very Short Introduction*. Oxford UP, 2009.
5. Sanders, Mark A. "Theorizing the Collaborative Self: The Dynamics of Contour and Content in the Dictated Autobiography." *New Literary History*, vol. 25, no. 2, Johns Hopkins UP, 1994, pp. 445–58, <https://doi.org/10.2307/469458>.
6. Soyinka, Wole. *Aké: The Years of Childhood*. Vintage, 1989.

DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <https://www.blurb.com/blog/memoirs-biographies-autobiographies/>
2. <https://libraryguides.ccbcmd.edu/bio>
3. <https://www.panmacmillan.com/blogs/general/best-autobiographies-biographies-memoirs>
<https://www.youtube.com/watch?v=r1taTVTDeKk>

COURSE CONTENTS & LECTURE SCHEDULE:

UNIT -I POETRY	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I AUTOBIOGRAPHY				
1.1	Helen Keller - <i>The Story of My Life</i> - Part I - Childhood	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom
1.2	Harriet Jacobs - <i>Incidents in the Life of a Slave Girl</i> (Pgs. 11-48)	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -II BIOGRAPHY				

2.1	Oscar Wilde - <i>De Profundis</i> (Self-Study)	8	Lecture & Discussion	Black Board PPT, LCD
2.2	Jon Krakauer - <i>Into the Wild</i> (Chapters 1 - 3)	8	Chalk & Talk & Lecture	White Board, Black Board, PPT & Google Classroom
UNIT -III MEMOIR				
3.1	Tobias Wolf - <i>This Boy's Life</i>	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	Marjane Satrapi - <i>Persepolis: The Story of an Iranian Childhood</i> (Self-Study)	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT -IV DIARY				
4.1	Anne Frank - <i>The Diary of Anne Frank</i> (June 12, 1942 to JULY 8, 1942)	9	Lecture, Discussion	Black Board, White Board LCD & PPT
4.2	Sita Brahmachari - <i>Artichoke Hearts</i>	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT -V CRITICISM				

5.1	James Olney – <i>Autobiography: Essays Theoretical and Critical</i> (Pgs. 3-27)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
5.2	Laura Marcus - <i>Auto/biographical Discourses: Theory, Criticism, Practice</i> - “Auto/biography spaces” (Pgs. 273-296)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –VI DYNAMISM				
6.1	Tracing autobiographical elements in Contemporary Literature	2	Discussion	White Board & PPT
6.2	Drafting a biography	2	Discussion	LCD & 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 %
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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	analyze how an author's own ideology shapes reality in an autobiography including how it raises questions about truth, factuality, objectivity, and subjectivity.	K4	PSO1 & PSO2
CO 2	compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography and identify its features	K2 & K4	PSO4
CO 3	appraise the textual analysis of memoir, including verbal and visual features of graphic memoir	K5	PSO2
CO 4	identify confessional and testimonial paradigms and explain their relevance to diary-writing	K2 & K3	PSO4
CO 5	explain and apply critical concepts used in analyzing autobiography, memoir, testimonial and autobiographical fiction	K2 & K3	PSO2

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

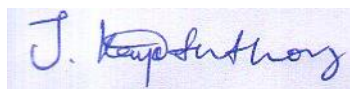
Mapping of COs with POs

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: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**

ϕ Weakly Correlated -**1**

COURSE DESIGNER:




Ms. J.KAYAL ANTHONY & Dr.G.PRIYA

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	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. Challenges in Teaching English in the 21st century(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. Communicative Language Teaching

3. Content-Based Instruction & Task – Based Language teaching
4. Learning Strategy Training, Cooperative Learning & Multiple Intelligences
(From *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers – 3rd 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**[19 HRS.]****ICT IN TEACHING AND LEARNING**

1. Introduction to ICT
2. Digital Pedagogy
3. Creative Technology and Language Teaching
4. E-Content Development
(From *Application of ICT in Education* by Dr S Arulsamy & *Teaching with ICT. Digital Pedagogies for Collaboration and Creativity* by Jennifer Howell)

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. Micro Teaching

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.

TEXT BOOKS:**Select chapters from**

1. Arulsamy S & P Sivakumar, *Application of ICT in Education*. Neelkamal Publications Pvt. Ltd., 2012.
2. Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Foundation Books, 2003.

3. Freeman, Larsen Diane & Marti Anderson, *Techniques & Principles in Language Teaching*. OUP, 2011.
4. Howell, Jennifer. *Teaching with ICT. Digital Pedagogies for Collaboration and Creativity*. Oxford University Press – Australia & New Zealand, 2012.
5. Krishnaswamy, N. *Modern Applied Linguistics*. Macmillan India Limited, 1992.
6. Meenakshi C. *Information Communication Technology in Education*. Sri Meenakshi Publications, 2013.
7. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2011.
8. Verghese, Paul C. *Teaching English as a Second Language*. Sterling Publishers Private Limited, 2005.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 POSITION OF ENGLISH IN INDIA				
1.1	The Charter Act of 1813 & Three-Language Formula	5	Chalk & Talk	Black Board
1.2	Challenges in Teaching English in the 21 st Century	4	Chalk & Talk	PPT
1.3	Position and Role of English in India	5	Seminar & Group Discussion	Black board
UNIT -2 LANGUAGE AND MIND				
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
UNIT -3 METHODS AND APPROACHES				
3.1	Traditional & Direct Method	3	Chalk & Talk	Black board
3.2	Communicative Language Teaching	5	Lecture	Black board

3.3	Content-Based Instruction & Task-Based Language Teaching	6	Lecture	PPT
3.4	Learning Strategy Training, Cooperative Learning & Multiple Intelligences	6	Lecture	PPT
UNIT -4 TEACHING GRAMMAR & SKILLS				
4.1	Teaching English Grammar	8	Chalk & Talk	Black board
4.2	Teaching the four skills	7	Chalk & Talk	Black Board
UNIT -5 TEST AND EVALUATION				
5.1	Introduction to ICT	5	Lecture	Black board
5.2	Digital Pedagogy	4	Lecture	PPT
5.3	Creative Technology & Language Teaching	4	Lecture	PPT
5.4	E-Content Development	6	Lecture	Demo
UNIT - 6 DYNAMISM				
6.1	Teaching Aids	2	Lecture & Demonstration	Samples, Models & PPT
6.2	Lesson Plan	1	Lecture & Demonstration	Blackboard / PPT
6.3	Teaching Strategies	1	Lecture	Blackboard / PPT
6.4	Micro Teaching	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	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	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	-	-	2	-	3
CO2	-	-	3	-	3
CO3	-	-	3	-	3
CO4	-	-	3	-	2
CO5	-	-	3	-	2

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2 ϕ Weakly Correlated -1**COURSE DESIGNER:**


Ms. A Deva Sudha
Associate Professor

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
UNIT -I POETRY				
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
UNIT -II PROSE				
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
UNIT -III DRAMA				
3.1	David Mamet - <i>Glengarry Glen Ross</i>	18	Chalk & Talk	Black Board LCD Google Classroom
UNIT -IV SHORT STORIES				
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
UNIT - V NOVEL				
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
UNIT - VI DYNAMISM				
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	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	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	Section B	Section C	Section D	Section E	Total	
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	10 Mks	20 Mks.	10 Mks	10 Mks.	10 Mks.	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

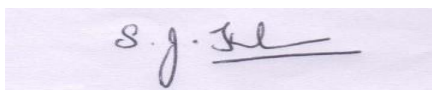
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	2	2
CO2	2	3	2	3	3
CO3	2	3	3	3	2
CO4	2	2	4	3	1
CO5	2	2	3	3	2

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
CO4	3	3	2	2	2	2	2
CO5	3	3	2	2	1	2	2

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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 18th 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
UNIT -I POETRY				
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
UNIT -II PROSE				

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
UNIT -III DRAMA				
3.1	<i>Sheila’s Day</i>	15	Chalk & Talk PPT	Black board & LCD
UNIT -IV NOVEL				
4.1	<i>White Teeth</i>	25	Chalk & Talk PPT	Black board & LCD
UNIT -V SHORT STORY				
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	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 & 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

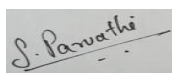
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	3	1	2	1	2
CO2	1	1	1	1	3	1	2
CO3	3	2	1	1	1	1	2
CO4	1	2	2	1	1	1	2
CO5	1	2	1	2	1	1	2

Note: ϕ Strongly Correlated – 3

ϕ Moderately Correlated – 2

ϕ 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 (17 HRS.)**

Meanings and 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 (17 HRS.)

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 (17 HRS.)

Syntax, inflexion and morphology

Constituent –structure

The diversity of meaning- connotative, denotative, referential and emotive 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 (17 HRS.)

History of English language

Language and the brain

Language- acquisition

UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE

(17 HRS.)

Sociolinguistics, Ethnolinguistics and Psycholinguistics

Accent, dialect and idiolect

Standards & vernaculars (SS)

Bilingualism, code-switching and diglossia

Language and thought

Colour terms (SS)

Pronouns of address (SS)

Cultural overlap, cultural diffusion and translatability

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

Semiotic analysis of short stories

TEXT BOOKS:

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

2. Wood, Fredrick T. *An Outline History of English Language*. Laxmi Publications, 2014.

REFERENCES:

1. Algeo, John. *The Origins and Development of the English Language*. Cengage Learning Pvt. Ltd, 2010.
2. Adrian, Akmajian. *Linguistics: An Introduction to Language and Communication*. 4 Ed. Prentice Hall of India Pvt. Ltd., 2003.
3. Baugh, Albert C. *A History of the English Language*. Allied Publishers Pvt., Ltd., 1987.
4. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. Routledge, 2001.
5. E. Baker, Anne and Kees Hengeveld. *Linguistics*. Wiley-Blackwell, 2012.
6. Eco, Umberto. *A Theory of Semiotics*. Indiana University, 1979.
7. Hall, Christopher J. *Introduction to Language and Linguistics: Breaking Language Spell*. Continuum, 2008.
8. McCabe, Anne. *An Introduction to Linguistics and Language Studies*. Equinox, 2011.
9. Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press, 1999.
10. Schmitt, Norbert. *An Introduction to Applied Linguistics*. A Hodder-Viva Edition, 2011.
11. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics*. Routledge, 2011. Print.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS				
1.1	Meanings and definitions of language	4	Chalk & Talk	Black Board
1.2	Language behaviour and language-systems	3	Lecture PPT	Smart board
1.3	Language and speech	2	Lecture	Black Board
1.4	The semiotic point of view	3	Lecture	Black Board
1.5	Branches of linguistics	3	Chalk & Talk	LCD
1.6	Terminology and notation	2	Discussion	Black Board
UNIT –II SOUNDS				
2.1	The phonic medium	3	Chalk & Talk	Black Board
2.2	Phonetic and orthographic representation	3	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

UNIT –III GRAMMAR AND SEMANTICS				
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	3	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
UNIT –IV LANGUAGE CHANGE & LANGUAGE AND MIND				
4.1	History of English language	7	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
UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE				
5.1	Sociolinguistics, ethnolinguistics and psycholinguistics	3	Lecture	Black Board
5.2	Accent, dialect and idiolect	2	Lecture	Black Board

5.3	Standards & vernaculars (SS)	2	Discussion	Black Board
5.4	Bilingualism, code-switching and diglossia	2	Chalk & Talk PPT	Black Board LCD
5.5	Language and thought	2	Chalk & Talk PPT	Black Board
5.6	Colour terms (SS)	2	Discussion	Black Board
5.7	Pronouns of address (SS)	2	Discussion	Black Board
5.8	Cultural overlap, cultural diffusion and translatability	2	Chalk & Talk PPT	Black Board LCD
UNIT –VI DYNAMISM				
6.1	Semiotic analysis of short stories	5	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 %
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COURSE OUTCOMES

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

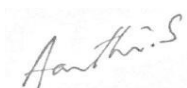
NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	outline the major concepts of language and linguistics	K2	PSO1 & PSO2
CO 2	identify the distinctive features of phonology and grammar	K2& K3	PSO3
CO 3	apply the principles of language for effective communication	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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2 ϕ 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

(18 HRS.)

- | | |
|---------------------------|--------------------------------------|
| 1. Gabriel Okara | - "The Mystic Drum" |
| 2. Bernard BinlinDadie | - "I Give you Thanks my God" |
| 3. David Diop | - "Africa" |
| 4. OuologuemYambo | - "When Black Men's Teeth Speak out" |
| 5. NijiOsundare | - "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**(18 HRS.)**

1. Samuel AjayiCrowther - *The Narrative of Samuel AjayiCrowther*-
pp 212-220
2. BuchiEmecheta - From *InCriticism and Ideology* "Feminism
with a small 'f'" -pp.173- 185
3. NgugiWaThiong'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**(18 HRS.)**

1. Wole Soyinka - *Death and the King's Horsemen*
2. Ama Ata Aidoo - *Anowa*

UNIT IV- NOVEL**(18 HRS.)**

1. Yvonne Vera - *The Stone Virgins*

UNIT V- SHORT STORY**(18 HRS.)**

1. NjabuloS.Ndebala - *The Prophetess(SS)*
2. Ashley Markar - *Mina's Funeral*
3. Ben Okri - *Laughter Beneath the Bridge*
4. ChimamandaNgoziAdichie - *The Arrangers of Marriage(SS)*
5. TayebSalih- *TheDoom Tree of Wad Hamid*
6. SembeneOusmane - *Tribal Scars or TheVoltaique*
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 ,LéopoldSédarSenghor&NijiOsundare)
2. Creative writing task (Ben Okri&ChimamandaNgoziAdichie)
3. Enactment of an Act (Wole Soyinka)

TEXT BOOKS:

1. Achebe, Chinua. *Home and Exile*. Penguin, 2000.
2. Ata Aidoo, Ama. *Anowa*. Prentice Hall Press, 1970.
3. Anthony, Kalu.C. ed. *The Rienner Anthology of African Literature*. Viva books, 2008.
4. *An Anthology of Commonwealth Poetry*-Ed. By C.D.Narasimhaiah. Macmillan, 1990.
5. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Post-Colonial Studies Reader*. (Ed)Second Edition. Routledge, 2005
6. Obioma, Chigozie. *The Fishermen*. Little Brown, 2015.
7. Okri, Ben. *Incidents at the Shrine*. Vintage, 1993.
8. Soyinka, Wole. *Death and the King's Horsemen*. Norton. 2002.

REFERENCES:

1. Gikandi, Simon. *Encyclopedia of African Literature*. Routledge, 2003.
2. Ibitokun, Benedict M. *African Drama and the Yoruba World-View*. Ibadan UP, 1995.
3. Quayson, Ato. *African Literature: An Anthology of Criticism and Theory*. ed. Blackwell, 2007.
4. Mami, Fouad. *Introduction to Contemporary African Literature: A Course Handbook*. Arres Librairie, 2018.
5. Ojaide, Tancredo. *Contemporary African Literature New Approaches*. Carolina Academic Press, 2012.
6. Udentia, Udentia.O. *Art, Ideology and Social Commitment in African Poetry (A Discourse)*. Fourth Dimension, 1996.
7. 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

2. 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

UNIT -I POETRY	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Gabriel Okara - "The Mystic Drum"	2	Chalk & Talk	Black Board
1.2	Bernard BinlinDadie- "I Give you Thanks my God"	2	Chalk & Talk	LCD
1.3	David Diop- "Africa"	2	Lecture	PPT & White board
1.4	OuologuemYambo- "When Black Men's Teeth Speak out"	2	Lecture	Black Board, LCD, PPT, White Board & Google Classroom
1.5	NijiOsundare- "Invocations of the Word"	3	Lecture	Black Board
1.6	Lenrie Peters- "The Fence" (SS)	2	Discussion	LCD & Google classroom

1.7	Kofi Awoonor- "The First Circle" (SS)	2	Discussion	PPT & White board
1.8	Léopold Sédar Senghor- "The Black Woman"	3	Lecture	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -II PROSE				
2.1	Samuel AjayiCrowther- <i>The Narrative of Samuel AjayiCrowther</i> - pp 212-220	4	Lecture & Discussion	Black Board PPT, LCD
2.2	BuchiEmecheta - From <i>In Criticism and Ideology</i> "Feminism with a small 'f'" - pp.173- 185	5	Chalk & Talk & Lecture	White Board & Google Classroom
2.3	NgugiWaThiong'o - From <i>The Post-colonial Studies Reader</i> - "On the Abolition of English Department"- pp 438-442	4	Lecture&Discussion	Black Board PPT, LCD
2.4	Chinua Achebe- - From <i>Home and Exile</i> - "My Home under Imperial Fire"- pp 1- 35	5	Chalk & Talk & Lecture	White Board & Google Classroom
UNIT -III DRAMA				
3.1	Wole Soyinka - <i>Death and the King's Horsemen</i>	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom

3.2	Ama Ata Aidoo- <i>Anowa</i>	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –IV NOVEL				
4.1	Yvonne Vera- <i>The Stone Virgins</i>	18	Lecture, Discussion	Black Board, White Board LCD & PPT
UNIT –V COMPREHENSION				
5.1	Njabulo S. Ndebala - <i>The Prophetess</i> (SS)	2	Discussion	LCD & PPT
5.2	Ashley Markar - <i>Mina's Funeral</i>	2	Lecture	LCD & PPT
5.3	Ben Okri - <i>Laughter Beneath the Bridge</i>	2	Discussion	PPT
5.4	Chimamanda Ngozi Adichie - <i>The Arrangers of Marriage</i> (SS)	2	Lecture & Discussion	LCD & PPT
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>	3	Chalk & Talk	Black Board & PPT
5.7	Oral Tradition - <i>Why the Hippo has a Stumpy Tail</i> (SS)	2	Lecture & Discussion	White Board & PPT
5.8	Oral Tradition - <i>Why the Sun and the Moon lived in the Sky</i> (SS)	2	Lecture & Discussion	LCD & 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	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

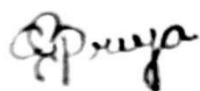
CO4	3	2	1	1	1	2	1
CO5	1	2	1	3	1	2	1

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1LEDC	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 course intends to offer exclusive training for upcoming competitive exams.

UNITS**UNIT –I VOCABULARY ENHANCEMENT (9 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 (9 HRS.)

1. Traditional Idioms

2. Idiomatic Compounds

3. Similes and Comparisons

4. Phrases

UNIT -III - SPOTTING ERRORS (9 HRS.)

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

UNIT -IV Logic based English Language tests (9 HRS.)

1. Ordering of jumbled words in sentences
2. Sentence improvement and sentence formation
3. Rearrangement of jumbled sentences in paragraphs
4. Choose the correct sequence of the parts

UNIT -V COMPREHENSION (9 HRS.)

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 enrichment, reading and listening exercises.

TEXT BOOK:

Bhatnagar, R.P.Bhargava, Rajul, *English for Competitive Examination*.
Tata McGraw Hill Company Ltd, 2005.

REFERENCES:

Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.

Mittal Dharmendra. *Effective Writing: Communication Skill for you to*

Develop, Reproduce and Rewrite Communication Business and Personal. Arihant Publications Pvt. Ltd., 2007

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

Thorpe, Edgar and Showick Thorpe. *Objective English. 2nd Ed.* Dorling Kindersley, 20008.

DIGITAL OPEN EDUCATIONAL RESOURCES:

Indiabix. <https://www.indiabix.com/>

Study and score. <https://www.studyandscore.com/index>

Leeverageedu. <https://leverageedu.com/blog/english-for-competitive-exams/>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I VOCABULARY ENHANCEMENT				
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
UNIT -II IDIOMS IN USE				

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
UNIT -III SPOTTING ERRORS				
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
UNIT -IV LOGIC BASED ENGLISH LANGUAGE TESTS				
4.1	Ordering of jumbled words in sentences	2	Chalk & Talk	PPT & Black Board

4.2	Sentence improvement and sentence formation	2	Chalk & Talk	PPT & online resource
4.3	Rearrangement of jumbled sentences in paragraphs	2	Chalk & Talk	PPT & Online Resource
4.4	Choose the correct sequence of the parts	3	Chalk & Talk	PPT & Online Resource
UNIT –V COMPREHENSION				
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	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	improve and enrich vocabulary	K1,K2& K3	PSO5
CO 2	relate phrases and idiomatic expressions with their meanings and use them in the context	K1&K3	PSO3
CO 3	identify errors in sentences to resolve them	K1,K2&K3	PSO3
CO 4	develop skills required in sentence formation and sentence transformation and solve logic based English language testing components	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
CO2	3	1	1	1	1	2	1
CO3	3	1	1	1	1	2	1
CO4	3	1	1	1	1	2	1
CO5	3	1	1	1	1	2	1

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ 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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2LEDC	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 course intends to offer exclusive training for upcoming competitive exams.

UNITS**UNIT –I VOCABULARY ENHANCEMENT (9 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 (9 HRS.)

5. Traditional Idioms

6. Idiomatic Compounds

7. Similes and Comparisons

8. Phrases

UNIT -III - SPOTTING ERRORS

(9 HRS.)

7. Spelling

8. Problem Words

9. Punctuation

10. Grammar

11. Style

12. Common Errors

UNIT -IV Logic based English Language tests

(9 HRS.)

5. Ordering of jumbled words in sentences

6. Sentence improvement and sentence formation

7. Rearrangement of jumbled sentences in paragraphs

8. Choose the correct sequence of the parts

UNIT -V COMPREHENSION

(9 HRS.)

4. Listening exercises and tests

5. Reading comprehension

6. Reading Tests: Survey and Diagnostic

UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)

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

TEXT BOOK:

Bhatnagar, R.P.Bhargava, Rajul, *English for Competitive Examination*.

Tata McGraw Hill Company Ltd, 2005.

REFERENCES:

Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.

Mittal Dharmendra. *Effective Writing: Communication Skill for you to Develop, Reproduce and Rewrite Communication Business and Personal*. Arihant Publications Pvt. Ltd., 2007

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

Thorpe, Edgar and Showick Thorpe. *Objective English. 2nd Ed.* Dorling Kindersley, 20008.

DIGITAL OPEN EDUCATIONAL RESOURCES:

Indiabix. <https://www.indiabix.com/>

Study and score. <https://www.studyandscore.com/index>

Leeverageedu. <https://leverageedu.com/blog/english-for-competitive-exams/>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I VOCABULARY ENHANCEMENT				
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
UNIT -II IDIOMS IN USE				

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
UNIT -III SPOTTING ERRORS				
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
UNIT -IV LOGIC BASED ENGLISH LANGUAGE TESTS				
4.1	Ordering of jumbled words in sentences	2	Chalk & Talk	PPT & Black Board

4.2	Sentence improvement and sentence formation	2	Chalk & Talk	PPT & online resource
4.3	Rearrangement of jumbled sentences in paragraphs	2	Chalk & Talk	PPT & Online Resource
4.4	Choose the correct sequence of the parts	3	Chalk & Talk	PPT & Online Resource
UNIT -V COMPREHENSION				
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	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	improve and enrich vocabulary	K1,K2& K3	PSO5
CO 2	relate phrases and idiomatic expressions with their meanings and use them in the context	K1&K3	PSO3
CO 3	identify errors in sentences to resolve them	K1,K2&K3	PSO3
CO 4	develop skills required in sentence formation and sentence transformation and solve logic based English language testing components	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

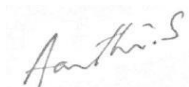
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	1	2	1
CO2	3	1	1	1	1	2	1
CO3	3	1	1	1	1	2	1
CO4	3	1	1	1	1	2	1
CO5	3	1	1	1	1	2	1

Note: ϕ Strongly Correlated – 3

 ϕ Moderately Correlated – 2

 ϕ 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 –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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I RESEARCH PAPER: AN OVERVIEW				
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
UNIT - II RESOURCES				
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
UNIT - III RESEARCH STRATEGIES				
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
UNIT - IV RESEARCH STRATEGIES				
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
UNIT -VDOCUMENTATION				
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	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
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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

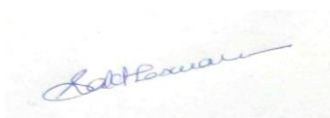
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	1	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	3	1	2
CO5	1	1	3	1	2

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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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.)

Language and Culture

Types of translation

Decoding and Recoding

Problems of Equivalence

Loss and Gain

Untranslatability

Science or ‘secondary activity’?

UNIT –II History of Translation Theory (12 HRS.)

Problems of ‘period study’

The Romans

Bible Translation

Education and the vernacular (SS)

Early theorists

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

The Renaissance

The Seventeenth century

The Eighteenth century

Romanticism

Post Romanticism

The Victorians

Archaizing

The twentieth century

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

Structures

Poetry and translation

Translating Prose

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

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I Central Issues in Translation				
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
UNIT -II History of Translation Theory				
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
UNIT -III Translation in the Renaissance to Twentieth Century				
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

UNIT -IV SPECIFIC PROBLEMS OF LITERAR TRANSLATION				
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
UNIT -V PRACTICAL TRANSLATION				
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	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 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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ 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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT - 1 INTRODUCTION – THEORIES & METHODS				
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
UNIT - 2 TYPES OF ADAPTATIONS				
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
UNIT - 3 TECHNIQUES OF ADAPTATIONS & TECHNICAL TERMS				
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 (SS)	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(SS)</i>	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	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 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: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2 ϕ 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*. Methuen & 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
UNIT -I INTRODUCTION				
1.1	Drama is Natural	6	Chalk & Talk	Black Board
1.2	Types of Drama	6	Chalk & Talk PPT	LCD

UNIT -II SCRIPT PREPARATION				
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
UNIT -III PREPARE THE STAGE				
3.1	Before the Performance	4	Chalk & Talk PPT	Black board & LCD
3.2	Staging	4	Chalk & Talk PPT	Black board & LCD
3.3	Costumes	4	Chalk & Talk PPT	Black board & LCD
UNIT -IV AT THE PERFORMANCE				
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

UNIT -V WATCHING PERFORMANCE				
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
UNIT -VI EXPERIENCING THEATRE				
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 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 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
CO3	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
CO1	3	2	2	1	1	2	2
CO2	3	3	2	1	1	2	2
CO3	3	3	2	2	2	2	2
CO4	3	3	2	1	1	2	2
CO5	3	3	2	2	2	2	2

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2 ϕ 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 SeriesCBSE UGC NET/JRF/SET Teaching & Research Aptitude (General Paper – I), 2019 Edition.
- 2.K.V.S.MadaanNTA 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	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	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:

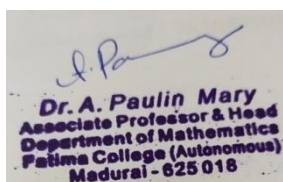
NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	enhance the teaching and research quality of aspirants	K2 & K3	PSO3 & PSO5
CO 2	develop the cognitive and creative thinking ability	K3 & K4	PSO3 & PSO5
CO 3	develop reasoning techniques	K3	PSO3 & PSO5
CO 4	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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSEN	21PG4SLL	CONTEMPORARY LITERATURE OF SOUTH ASIA	SELF LEARNING	-	2

COURSE DESCRIPTION

The course titled “Contemporary Literature of South Asia” offers a purview of the diverse ethnicities and cultures prevalent in the eclectic writings representing different countries of South Asia.

COURSE OBJECTIVES

The course aims to present the varied socio-cultural identities of South Asian countries through the literary dynamics of South Asian Writings.

UNITS**UNIT –I POETRY**

1. Meena Alexander - House of a Thousand Doors (India)
2. Kaiser Haq - A Myth Reworked (Bangladesh)
3. Aminath Neena - My country, My Maldives (Maldives)
4. Alamgir Hashmi - So What If I live in a House Made by Idiots (Pakistan)
5. Richard De Zoysa - Apocalypse Soon (Sri Lanka)
6. Bhupi Sherchan - I Think My Country's History is a Lie (Nepal)
7. Michael Ondaatje - Light (Sri Lanka)
8. Agha Shahid Ali - A Wrong Turn (Pakistan)
9. Mohan Koirala - An Introduction (Nepal)
10. Jean Arasanyagam - I have no Country (Sri Lanka)

UNIT –II: PROSE

1. Abdul Salam Zafeef - Lessons from the ISI
- Epilogue: Afghanistan Today (Afghanistan)

2. F.S. Aijazzudin - Same to Same (Pakistan)

3. Sumanta Banerjee - Look what They Have Done To My Song
(Bangladesh)

UNIT –III: DRAMA

- Mahasweta Devi - *Bayen* (India)

UNIT –IV : NOVEL

- Jamil Ahmad - *The Wandering Falcon* (Pakistan)

- Khaled Hosseini - *The Kite Runner* (Afghanistan)

UNIT –V: SHORT FICTION

- Selina Hossain - “Motijan’s Daughter” (Bangladesh)

- Sharad Chhetri - “Hands” (Nepal)

- Shobasakthi - *Gorilla* (Sri Lanka)

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1. Barman, Bhaskar Roy and N D R Chandra Eds. *South Asian Literature: Criticism and Poetry*. Author’s Press Limited, 2011
2. Brians, Paul. *Modern South Asian Literature*. Greenwood Press, 2003
3. *Chelsea 45 : World Literature in English*. New York : Chelsea Associates, 1987.
4. James Hutt, Michael. Trans. & Ed. *Himalayan Voices : An Introduction to Modern Nepali Literature*. Delhi : Motilal Banarsidass Publishers Private Limited, 1993.
5. Linschoten, Alex Strick Van & Felix Kuehn. Ed. *Zaeef, Abdul Salam. My Life with the Taliban*. India : Hachette India, 2010.
6. Osman, Shaukat. *God’s Adversary and Other Stories*. New Delhi : Penguins Books India (P) Ltd, 1996.
7. Ramraj J, Victor. *Concert of Voices : An Anthology of World Writing in English*. Canada : Broadview Press, 1995.
8. Sanga, Jaina C. Ed. *South Asian Literature in English: An Encyclopedia*. Greenwood Press, 2004.
9. Sen, Geeti. *Crossing Boundaries*. New Delhi : Orient Longman, 1997.

10. Shrestha L, Prakash. Trans. *20 Stories from South Asia*. New Delhi : Katha, 2003.
11. Zaman, Niaz & Firdous Azim. Ed. *Short Stories by Women From Bangladesh*. London: Stanza, 2007.

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
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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	recognise the different poetic styles and techniques employed by various South Asian poets	K2, K4	PSO1, PSO3
CO 2	understand the literary strategies and devices deployed in South Asian prose writings	K2, K3	PSO1, PSO3
CO 3	estimate the cultural and social scenario presented in the play and comprehend the levels of societal struggles	K2, K4	PSO2, PSO4, PSO5

CO 4	appreciate and critique the social, political and cultural issues with which this literature engages	K2, K3	PSO2, PSO4, PSO5
CO 5	evaluate the diverse ethnicities and socio-political conflicts related to South Asian countries	K3 & K5	PSO2, PSO4, PSO5

Mapping of COs with PSOs

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

Mapping of COs with POs

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

COURSE DESIGNER:

Deva Sudha A**Assistant Professor****The Research Centre of English****Forwarded by**

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