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 : 2023-2024

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 professionalroles.
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	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	23PG1L1	ENGLISH POETRY	6	5	40	60	100
2.		23PG1L2	ENGLISH DRAMA	6	5	40	60	100
3.		23PG1L3	ENGLISH FICTION	6	4	40	60	100
4.		23PG1LE1 / 23PG1LE2	Elective Course 1 (Discipline Specific) (EC1) REGIONAL LITERATURES OF INDIA/ SOUTH ASIAN LITERATURE	5	3	40	60	100
5.		23PG1LE3 / 23PG1LE4	Elective Course 2 (Discipline Specific) (EC2) GENDER STUDIES/ LIFE NARRATIVES	5	3	40	60	100
6.		23PG1LAE	Ability Enhancement Course- EDC ENGLISH FOR COMPETITIVE EXAMINATIONS	2	1	40	60	100
7.	II	23PG2L4	AMERICAN LITERATURE	6	5	40	60	100
8.		23PG2L5	SHAKESPEARE STUDIES	6	5	40	60	100
9.		23PG2L6	POSTCOLONIAL THEORY AND LITERATURE	6	4	40	60	100
10.		23PG2LE5 / 23PG2LE6	Elective Course 1 (Generic / Discipline Specific)(EC1) TEXT AND SCREEN/TEXT AND PERFORMANCE	4	3	40	60	100

11.		23PG2LE7 / 23PG2LE8	Elective Course 2 (Generic / Discipline Specific)(EC2) CONTEMPORARY LITERATURE/ WOMEN'S STUDIES	4	3	40	60	100
12.		23PG2LAE	Skill Enhancement Course (SEC 1) TECHNOLOGY IN TEACHING ENGLISH	4	2	40	60	100

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	CREDITS	CIA Mks	ESE Mks	TOT. MKs
13.	**III**	19PG3L9	POST COLONIAL LITERATURE	6	4	40	60	100
14.		19PG3L10	SUBALTERN STUDIES	6	4	40	60	100
15.		23PG3L11	LIFE NARRATIVES	6	5	40	60	100
16.		19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	4+2	5	40	60	100
17.	**IV**	19PG4L13	GENDER STUDIES	6	5	40	60	100
18.		19PG4L14	DIASPORIC LITERATURE	6	5	40	60	100
19.		19PG4L15	LANGUAGE & LINGUISTICS	6	5	40	60	100
20.		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	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	III	19PG3LE1/E2	RESEARCH WRITING / TRANSLATION STUDIES	4	4	40	60	100
2.		19PG3LSI	SUMMER INTERNSHIP	-	3	40	60	100
3.	IV	19PG4LE3/E4	TEXT AND SCREEN / TEXT AND PERFORMANCE	4	4	40	60	100
4.		19PG4LPR	PROJECT AND VIVA VOCE	-	3	40	60	100
			TOTAL	**14**	**20**			

OFF-CLASS PROGRAMMES

ADD-ON COURSES

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
23PAD1SS	**SOFT SKILLS**	40	3	I	100	-	100
23PAD2CA	**COMPUTER APPLICATIONS** (Dept. Specific Course)	40	4	II	100	-	100
23PAD2CS	**CYBER SECURITY**		1	II	100	-	100
19PAD4CV	**COMPREHENSIVE VIVA**	-	2	IV	-	-	100
19PAD4RC	**READING CULTURE**	15	1	I - IV	-	-	-
	TOTAL		**10**				

EXTRA CREDIT COURSES

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
21PG2SLLM	**VERBAL AND NUMERICAL APTITUDE FOR NATIONAL EXAMINATIONS**	-	2	II	40	60	100
21PGSLL2	**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	-	Minimum 2 Credits	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 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSEN	23PG1L1	ENGLISH POETRY	CORE	6	5

COURSE DESCRIPTION

The course "English Poetry" gives an overview of the poetry of England, its characteristics, the various periods and techniques and equips the students with the ethos of British poetry.

LEARNING OBJECTIVES

The course is designed with the following objectives:

LO1 - To familiarize students with English Poetry starting from Medieval England to 17th Century.

LO2 - To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

LO3 - Good comprehension of History of English literature is enhanced.

LO4 - Differentiation among the various stages of English could be identified by students.

LO5 - Critical approaches towards various literary forms can be learnt.

UNITS

UNIT –I **(18 HRS.)**

Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun: Doctor, Friar

UNIT –II **(18 HRS.)**

Elizabethan Poetry- Spenser: "Epithalamion"
Donne: "A Valediction: Forbidding Mourning"

"The Canonization"

UNIT –III **(16 HRS.)**

Seventeenth Century Poetry-

John Milton “Paradise Lost” Book IX

Marvell: "To His Coy Mistress"

UNIT –IV **(18 HRS.)**

Eighteenth Century Poetry –

Dryden "Absalom and Achitophel" Lines 150 - 476

Gray "Elegy" “The Bard”, “On a Favourite Cat drowned in a tub of Goldfishes”

" Burns "Holy Willie's Prayer"

"Auld Lang Syne"

UNIT –V **(20 HRS.)**

Modern Poetry -Rupert Brooke: "The Soldier"

Wilfred Owens : “Anthem for Doomed Youth”

W. H. Auden: "Elegy on the Death of W. B. Yeats"

"Musee des Beaux Arts"

Dylan Thomas: "Do Not Go Gentle Into That Good Night"

"Poem in October"

Philip Larkin: "Whitsun Weddings"

Ted Hughes: "Hawk Roosting" & “Life After Death”

Seamus Heaney: "Digging"

Carol Ann Duffy: "Standing Female Nude"

Eavan Boland: "Achilles Woman"

Text Books (Latest Editions)

1. *The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century*. OUP, 1973.
2. Standard editions of texts.

REFERENCES

1. T.S. Eliot, *“The Metaphysical Poets” from Selected Essay;* Faber and Faber limited, 1932.
2. H.S. Bennett, *Chaucer and the Fifteenth Century*, Clarendon Press, 1970.
3. Malcolm Bradbury and David Palmer, ed., *Metaphysical Poetry*, Stratford - upon– Avon Studies Vol. II, Edward Arnold, 1970.
4. William R. Keats, ed., *Seventeenth Century English Poetry*: Modern Essays in Criticism, Oxford University Press, 1971.
5. A.G. George, *Studies in Poetry*, Heinemann Education Books Ltd., 1971.
6. David Daiches. *A Critical History of English Literature Vols. I &II.*, Secker & Warburg, 1981.
7. Thomas N. Corns, ed., *The Cambridge Companion to English Poetry: Donne to Marvell,* Cambridge University Press,1993.

WEB REFERNCES

1. http://www.english/.org.uk/chaucer/htm
2. https://www.britannica.com/topic/The-Canonization

3. https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/to pic/Paradise-Lost-epic-poem-by-Milton
4. https://www.britannica.com/topic/Absalom-and-Achitophel
5. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En glish.htm

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Middle English Poetry-Chaucer: "The General Prologue"	3	Chalk & Talk	Black Board
1.2	Pardoner	4	Chalk & Talk	LCD
1.3	The Nun	3	Lecture	PPT & White board
1.4	Doctor	4	Chalk & Talk	LCD
1.5	Friar	4	Lecture	PPT & White board
UNIT –II				
2.1	Elizabethan Poetry- Spenser: "Epithalamion"	7	Lecture	Green Board
2.2	Donne: “A Valediction: Forbidding Mourning"	7	Chalk & Talk	PPT & White board
2.3	"The Canonization"	4	Lecture	Google classroom
UNIT –III				
3.1	Seventeenth Century Poetry- John Milton “Paradise Lost” Book IX	12	Chalk & Talk	LCD, PPT & White board
3.2	Marvell: "To His Coy Mistress"	6	Lecture	LCD
UNIT -IV				

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
4.1	Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 - 476	5	Lecture	PPT & White board
4.2	Gray "Elegy", “The Bard”	3	Lecture	PPT & White board
4.3	Gray’s “On a Favourite Cat drowned in a tub of Goldfishes”	4	Chalk & Talk	PPT & White board
4.4	Burns "Holy Willie's Prayer"	3	Chalk & Talk	PPT & White board
4.5	"Auld Lang Syne"	3	Lecture	PPT & White board
UNIT -V				
5.1	Modern Poetry -Rupert Brooke: "The Soldier"	2	Chalk & Talk	LCD
5.2	Wilfred Owen “Anthem for Doomed Youth”	2	Chalk & Talk	LCD
5.3	W. H. Auden: "Elegy on the Death of W. B. Yeats"	2	Lecture	Smart Board
5.4	W. H. Auden: "Musee des Beaux Arts"	2	Chalk & Talk	LCD
5.5	Dylan Thomas: "Do Not Go Gentle Into That Good Night"	2	Lecture	Smart Board
5.6	"Poem in October"	2	Chalk & Talk	LCD
5.7	Philip Larkin: "Whitsun Weddings"	2	Chalk & Talk	PPT & White board
5.8	Ted Hughes: "Hawk Roosting” “Life After Death	2	Lecture	PPT & White

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
				board
5.9	Seamus Heaney: "Digging"	2	Chalk & Talk	PPT & White board
5.10	Carol Ann Duffy: "Standing Female Nude"	1	Lecture	PPT & White board
5.11	Eavan Boland: "Achilles Woman"	1	Chalk & Talk	PPT & White 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

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	Total 60Mks.	
K1	**5**	**5**	**-**	**4**	**-**	-	**14**	23.33 %
K2	**-**	**-**	**8**	**4**	**-**	-	**12**	20 %
K3	**-**	**-**	**-**	**-**	**20**	-	**20**	33.33 %
K4	**-**	**-**	**-**	**4**	**-**	10	**14**	23.34 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Gain ideas about the old English writing style.	K2, K3	PO1, PO2

CO 2	Acquire knowledge about various forms of poetry during different centuries.	K3, K4	PO5,PO6
CO 3	Discover the relationships among the various facets of Theatre.	K2, K4	PO7
CO 4	Trace the evolution of various literary movements.	K3, K5	PO8
CO 5	Justify British Poetry as an aesthetic record of the societies concerned.	K4, K5	PO9, PO10

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO8	PO9	PO 10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSEN	23PG1L2	ENGLISH DRAMA	CORE	6	5

COURSE DESCRIPTION

The course "English Drama" introduces theatre movements of England and its socio – cultural impact to the students and enables them to be familiar with the themes and techniques of drama for better appreciation

LEARNING OBJECTIVES

The course is designed with the following objectives:

LO1 – To acquaint the students with the origin of drama in Britain

LO2 – Different stages of British Drama and its evolution in the context of theatre can be understood by the students.

LO3 - Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.

LO4 – Evaluating different forms of drama from the historical background could be learnt.

LO5 - Understanding dramatic techniques implied by the pioneers of English Drama.

UNITS

UNIT –I **(18 HRS.)**

Beginnings of Drama- Miracle and Morality Plays -*Everyman*
The Senecan and
Revenge Tragedy
Thomas Kyd-*The Spanish Tragedy*

UNIT –II **(19 HRS.)**

Elizabethan Theatre -Theatres, Theatre groups, Audience, Actors and

Conventions Tragedy and Comedy,

Christopher Marlowe: *The Jew of Malta*
Ben Jonson: *Volpone*

UNIT –III **(14 HRS.)**

Jacobean Drama- John Webster: *The White Devil*

UNIT –IV **(19 HRS.)**

Restoration-William Congreve-*The Way of the World*,
Irish Dramatic Movement
J.M Synge-*The Playboy of the Western World*

UNIT –V **(20 HRS.)**

Epic Theatre- Bertolt Brecht -*Mother Courage and her Children*
Comedy of Menace, Harold Pinter: *Birthday Party*

Post-Modern Drama, Samuel Beckett: *Waiting for Godot*

Text Books (Latest Editions)

1. Bradbrook,M.C.,1955,*The Growth and Structure and Elizabethan Comedy*,London.
2. TillyardE.M.W.,1958,*The Nature of Comedy & Shakespeare*,London.

REFERENCES

1. Una Ellis-Fermor, 1965,TheJacobeanDrama:AnInterpretation,Methuen&Co., London.
2. Allardyce Nicoll, 1973, British Drama, Harrap, London.
3. Bradbrook,M.C.,1979,ThemesandConventionsofElizabethanTragedy,VikasPublishingHouse Pvt., Ltd., (6thed) New Delhi.
4. MichaelHathaway,1982,ElizabethanPopularTheatre:PlaysinPerformance, Routledge, London.
5. Kinney,Arthur.F.,2004,ACompaniontoRenaissanceDrama,Oxford:BlackwellPublishing.https://www.britannica.com/art/epic-theatre

WEB REFERNCES

1. http://www.questia.com(online library for research)
2. http://www.clt.astate.edu/wmarey/asste%
3. https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4. https://www.britannica.com/art/English-literature/The-Restoration
5. https://www.britannica.com/art/epic-theatre

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Miracle and Morality Plays - *Everyman*	6	Chalk & Talk	Black Board
1.2	The Senecan and Revenge Tragedy	4	Chalk & Talk	LCD
1.3	Thomas Kyd – *The Spanish Tragedy*	8	Lecture	PPT & White board
UNIT –II				
2.1	Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy,	5	Lecture	Black Board
2.2	Christopher Marlowe: *The Jew of Malta*	7	Chalk & Talk	PPT & White board
2.3	Ben Jonson: *Volpone*	7	Lecture	PPT & White board
UNIT –III				
3.1	John Webster: *The White Devil*	14	Chalk &Talk	LCD
UNIT -IV				
4.1	William Congreve-*The Way of the World*	7	Lecture	PPT & White board
4.2	Irish Dramatic Movement	5	Lecture	PPT & White board
4.3	J.M Synge-*The Playboy of the Western World*	7	Chalk & Talk	PPT & White board
UNIT -V				
5.1	Bertolt Brecht -*Mother Courage and her Children*	5	Chalk & Talk	LCD, PPT & White board
5.2	Comedy of Menace, Harold Pinter: *Birthday Party*	5	Lecture	Smart Board

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
5.3	Post-Modern Drama	4	Chalk & Talk	PPT & White board, LCD
5.4	Samuel Beckett: *Waiting for Godot*	6	Lecture	Smart Board

EVALUATION PATTERN

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

CIA	
Scholastic	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**

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	Total 60Mks.	
K1	**5**	**5**	**-**	**4**	**-**	-	**14**	23.33 %
K2	**-**	**-**	**8**	**4**	**-**	-	**12**	20 %
K3	**-**	**-**	**-**	**-**	**20**	-	**20**	33.33 %
K4	**-**	**-**	**-**	**4**	**-**	10	**14**	23.34 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED

CO 1	Appraise various aspects of drama and theatre	K5	PO1, PO2
CO 2	Identify drama and performance as a cultural process and an artistic discourse	K2, K3	PO3, PO5
CO 3	Evaluate plot structure, characterization and dialogue	K5	PO4
CO 4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	K2, K5	PO6 PO7 PO8
CO 5	Examine the sequential course dealing with Modern and Postmodern British Drama	K4, K5	PO9, PO10

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO8	PO9	PO 10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific outcomes:

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5

CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSEN	23PG1L3	ENGLISH FICTION	CORE	6	4

COURSE DESCRIPTION

The course titled ENGLISH FICTION proffer an in-depth prospect of the various concepts, theories and development of English novels.

Learning Objectives

LO1 To familiarize the students with the origin and development of the British Novel up to the 20th Century.

LO2 The contents of the paper are meant to throw light on various concepts and theories of the novel.

LO3 To understand the social background base on the prescribed novels.

LO4 Identifying and differentiating various forms of novels.

LO5 Trying hands in writing a piece of work on their own.

UNIT I **(18 hrs)**

Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire** John Bunyan *The Pilgrim's Progress* Jonathan Swift *Gulliver's Travels*

UNIT II – **(18 hrs)**

THE NEW WORLD NOVEL : Daniel Defoe - *Robinson Crusoe*, Picaresque Novel: Laurence Stern - *Tristram Shandy*.

UNIT III– **(18 hrs)**

Middle Class Novel of Manners **:** Jane Austen - *Emma*

UNIT IV – **(18 hrs)**

WOMEN'S ISSUES: Charlotte Bronte - *Jane Eyre*

UNIT V – **(18 hrs)**

Liberal Humanism, Individual Environment and Class Issues . D.H.Lawrence : *The Rainbow Quest*, James Joyce - *Portrait of the Artist as a Young Man*

TEXT BOOKS

1. Booth, Wayne C. *The Rhetoric of Fiction*, Chicago University Press, 1961.
2. Leavis, F.R. *The Great Tradition*, Chatto&Windus, 1973.

REFERENCE BOOKS

1. Watt, Ian. *Rise of the English Novel*, Chatto&Windus, 1974.
2. Karl, Frederick R. *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton, 1977.
3. Kettle, Arnold. *An Introduction to English Novel Vol. II*, Universal Book Stall, 1967.
4. Williams, Raymond. *The English Novel: From Dickens to Lawrence*, Chatto&Windus, 1973.
5. Milligan, Ian. *The Novel in English: An Introduction*, Macmillan, 1983.

DIGITAL OPEN WEB EDUCATIONAL RESOURCES:

1. http://en.wikipedia.org/wiki/English_literature
2. http://en.wikipedia.org/wiki/novel
3. https://www.britannica.com/art/picaresque-novel
4. https://www.britannica.com/art/novel-of-manners
5. https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – ALLEGORICAL NOVEL & SATIRE				
1.1	Types of Novels	3	Chalk & Talk	Black Board
1.2	John Bunyan: Pilgrim's Progress	8	Lecture	LCD
1.3	Jonathan Swift: Gulliver's Travel	7	Lecture	PPT & White board
UNIT II – THE NEW WORLD NOVEL				
2.1	Introduction: The New World Novels	2	Chalk & Talk	Black Board
2.2	Daniel Defoe: Robinson Crusoe	8	Lecture	Black Board & PPT
2.3	Laurence Sterne: Tristram Shandy	8	Lecture	Black Board & PPT
UNIT III – MIDDLE CLASS NOVEL OF MANNERS				
3.1	Victorian Era	3	Chalk &Talk	LCD

3.2	Jane Austen: Emma	15	Lecture	Black Board & PPT
				U
4.1	Women Issues	2	Chalk & Talk	White board
4.2	Charlotte Bronte: Jane Eyre	16	Lecture	Black Board & PPT
UNIT V – LIBERAL HUMANISM, INDIVIDUAL ENVIRONMENT&CLASS ISSUES				
5.1	Liberal Humanism, Individual, Environment & Class Issues	3	Lecture	Smart Board
5.2	D.H. Lawrence: The Rainbow	8	Chalk & Talk	Black Board & PPT
5.3	James Joyce: Portrait of the Artist as a Young Man	7	Lecture	Black Board & PPT

Levels	**C1**	**C2**	**C3**	**C4**	**C5**	**Total Scholastic Marks**	**Non Scholastic Marks C5**	**CIA Total**	**% of Assessment**
	T1	**T2**	**Quiz**	**Assignment**	**OBT/PPT**				
	10 Mks.	**10 Mks**	**5 Mks.**	**5 Mks**	**5 Mks**	**35 Mks.**	**5 Mks.**	**40Mks.**	
K1	**2**	**2**	**-**	**-**	**-**	**4**	-	**4**	10 %

K2	**2**	**2**	**5**	**-**	**-**	**9**	-	**9**	22.5 %
K3	**3**	**3**	**-**	**-**	**5**	**11**	-	**11**	27.5 %
K4	**3**	**3**	**-**	**5**	**-**	**11**	-	**11**	27.5 %
NS	-	**-**	**-**	**-**	-		**5**	**5**	12.5 %
Total	**10**	**10**	**5**	**5**	**5**	**35**	**5**	**40**	**100 %**

CIA	
Scholastic	35
Non Scholastic	5
	40

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

Levels	**Section A (i)** **5 Mks.**	**Section A (ii)** **5 Mks**	**Section B** **8 Mks.**	**Section C** **12 Mks**	**Section D** **20 Mks.**	**Section E** **10 Mks.**	**Total** **60Mks.**	
K1	**5**	**5**	**-**	**4**	**-**	-	**14**	23.33 %
K2	**-**	**-**	**8**	**4**	**-**	-	**12**	20 %
K3	**-**	**-**	**-**	**-**	**20**	-	**20**	33.33 %
K4	**-**	**-**	**-**	**4**	**-**	10	**14**	23.3

								4 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Gain wide knowledge about different types of novels	K2, K3	PO1, PO10
CO 2	Learn the art of writing different forms	K3	PO2, PO3
CO 3	Explore social, domestic, and Gothic Novels	K4, K5	PO4, PO5
CO 4	Assess philosophical and political underpinnings of Victorian Morality, anti- victorian realities and the aesthetic movement	K5	PO4, PO5, P06
CO 5	Infer themes relating to the turn of century events through close reading text	K4, K5	PO7, PO8, PO10

Mapping with Programme Outcomes:

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

CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Specific Outcomes:

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium ,

1 - Low

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./WEEK	CREDITS
PSEN	23PG1LE1	Regional Literatures of India	Elective	5	3

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 **[13 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 [13 HRS.]

1. Nazar Sajjad Hyder - "Purdah" (Punjab)
2. Easterine Iralu -"Should Writers Stay in Prison" (Nagaland)

3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande -"A Toppling World View" (Karnataka)

UNIT III DRAMA [18 HRS.]

1. Manjula Padmanabhan -*Harvest* (Delhi)

UNIT -IV NOVEL [18 HRS.]

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

UNIT - V SHORT STORY [13 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:

1. Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
2. Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
3. Desai, Anita. *The Artist of Disappearance.* London: Random House Publishers India Private Limited, 2011.
4. Deshpande, Shashi. "A Toppling World View." *Writings from the Margin & Other Essays*, Penguin, 2003.
5. Goswami, Indira. *The Man from Chinnamasta.* Katha, 2006.
6. 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 Tolottoma Misra, Oxford University Press, 2011, pp. 272-75.
9. Padmanabhan, Manjula. *Harvest.* Aurora Metro Books, 2018.
10. Rajaram, Madhurantakam. "The Homing Pigeon." *Moisture Trapped in a Stone: An Anthology of Modern Telugu Short Stories*, translated by K. N. Rao, Niyogi Books, 2017.
11. Rami. "Where Have You Gone?" Translated by Sumanta Banerjee, *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 85-87.
12. Sowvendra Shekhar, Handsa. "The Adivasi Will Not Dance." *The Adivasi Will Not Dance: Stories.* Speaking Tiger Publishing Private Ltd. 2005.
13. Singh, Kushwant. "The Agnostic." Ed. *Best Indian Short Stories*,Vol-11, Harper Collins Publishers, 2004.

14. Tagore, Rabindranath. "Leave this Chanting and Singing." *Gitanjali.* Macmillan India Limited, 1998.

REFERENCES:

1. Chandra, N.D.R. *Modern Indian Writing in English: Critical Perceptions*.Vol.-1&11. Sarup& Sons, 2004.
2. Das, Bijay Kumar. *Postmodern Indian English Literature.* Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Iyengar, Srinivasa K.R. *Indian Writing in English*. Revised and updated ed., Sterling Publishers Pvt.Ltd., 2003.
4. Kohli, Suresh. *Aspects of Indian Literature: The Changing Pattern*. 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 Literature1800-1970: 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. Daruwalla, Keki. "Map Maker." The Map-Maker, Ravi Dayal Publisher, 2002, *Poetry InternationalWeb*https://www.poetry internationalweb.net/pi/site /poem/item /2892 /auto/0/0/Keki-Daruwalla/MAP-MAKER. Accessed on 3 March 2019.

3. 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.

4. 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.

5. 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	1	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	1	Lecture & Discussion	PPT
1.11	"Who Said" - Background and author introduction	1	Chalk & Talk	LCD
1.12	"Father Returning Home" - analysis	1	Lecture & Discussion	Black Board
1.13	"Words" - Analysis	1	Chalk & Talk	LCD
UNIT -II PROSE				
2.1	"Purdah" - Background and author introduction	1	Chalk & Talk	Black Board
2.2	"Purdah" – analysis	1	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	1	Lecture & Discussion	Black Board
2.5	"Memory" - Background and author introduction	1	Lecture	Black Board
2.6	"Memory" – analysis	4	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	3	Lecture & Discussion	Black Board & PPT

UNIT -III DRAMA				
3.1	*Harvest* - Background and author introduction	3	Chalk & Talk	Black Board
3.2	*Harvest* – analysis	15	Lecture & Discussion	Black Board & PPT
UNIT -IV NOVEL				
4.1	*The Man from Chinnamasta* - Background and author introduction	2	Chalk & Talk	Black Board
4.2	*The Man from Chinnamasta* – analysis	13	Lecture & Discussion	Black Board & PPT
4.3	*The Man from Chinnamasta* – *Revision*	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	2	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	1	Lecture & Discussion	Black Board & PPT
5.5	"The Agnostic" – Background and author introduction	2	Chalk & Talk	Black Board
5.6	"The Agnostic" – analysis	3	Lecture & Discussion	Black Board & PPT

5.7	"The Adivasi Will Not Dance"	3	Discussion	Black Board & PPT

EVALUATION PATTERN

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

CIA

Scholastic	**35**
Non Scholastic	**5**
	40

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

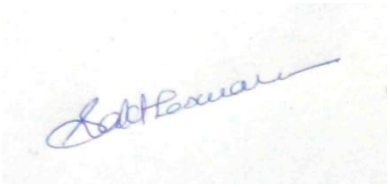
COURSE OUTCOMES

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	K2 & K4	PSO1

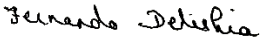
	short stories		

COURSE DESIGNER:



R. Saktheswari
Assistant Professor
The Research Centre of English

Forwarded By



DR. FERNANDO DELISHIA
(HOD'S SIGNATURE AND NAME)

I M.A. English

SEMESTER – I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSEN	23PG1LE2	SOUTH ASIAN LITERATURE	ELECTIVE	5	3

COURSE DESCRIPTION

The course titled "South Asian Literature" 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 **15 HRS**

1. Kaiser Haq - "A Myth Reworked" (Bangladesh)
2. Aminath Neena - "My country, My Maldives" (Maldives)
3. Alamgir Hashmi - "So What If I live in a House Made by Idiots" (Pakistan)
4. Richard De Zoysa - "Apocalypse Soon" (Sri Lanka)
5. Bhupi Sherchan - "I Think My Country's History is a Lie" (Nepal)
6. Agha Shahid Ali - "A Wrong Turn" (Pakistan) (SS)
7. Jean Arasanyagam - "I have no Country" (Sri Lanka) (SS)

UNIT –II: PROSE **15 HRS**

1. Abdul Salam Zafeef - "Epilogue: Afghanistan Today" (Afghanistan)
2. F.S. Aijazzudin - "Same to Same" (Pakistan) (SS)
3. Sumanta Banerjee - "Look what They Have Done To My Song" (Bangladesh)

UNIT –III: DRAMA **10 HRS**

Mahasweta Devi - *Bayen* (India)

UNIT –IV: NOVEL **20 HRS**

1. Jamil Ahmad - *The Wandering Falcon* (Pakistan)
2. Khaled Hosseini - *The Kite Runner (Afghanistan)*

UNIT –V: SHORT FICTION **15 HRS**

1.Selina Hossain - "Motijan's Daughter" (Bangladesh) (SS)

2. Shobasakthi - *Gorilla* (Sri Lanka)

REFERENCES

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 Storiesfrom South Asia.* New Delhi : Katha, 2003.
11. Zaman, Niaz & Firdous Azim. Ed. *Short Stories by Women From Bangladesh.* London: Stanza, 2007.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Kaiser Haq - A Myth Reworked (Bangladesh)	3	Chalk & Talk	Black Board
1.2	Aminath Neena - My country, My Maldives (Maldives)	2	Chalk & Talk PPT	LCD
1.3	Alamgir Hashmi - So What If I live in a House Made by Idiots (Pakistan)	2	Lecture	Black board
1.4	Richard De Zoysa - Apocalypse Soon (Sri Lanka)	2	PPT	LCD
1.5	Bhupi Sherchan - I Think My Country's History is a Lie (Nepal)	2	Lecture	Black Board

1.6	Agha Shahid Ali - A Wrong Turn (Pakistan)	2	PPT	LCD
1.7	Jean Arasanyagam - I have no Country (Sri Lanka)	2	PPT	LCD
UNIT -II PROSE				
2.1	Abdul Salam Zafeef - Epilogue: Afghanistan Today (Afghanistan)	5	Lecture	Black board
2.2	F.S. Aijazzudin - Same to Same (Pakistan)	5	Chalk & Talk PPT	Black board & LCD
2.3	Sumanta Banerjee - Look what They Have Done To My Song (Bangladesh)	5	Lecture	Black board
UNIT -III DRAMA				
3.1	Mahasweta Devi - *Bayen* (India)	10	Chalk & Talk PPT	Black board & LCD
UNIT -IV NOVEL				
4.1	Jamil Ahmad - *The Wandering Falcon* (Pakistan)	10	Chalk & Talk PPT	Black board & LCD
4.2	Khaled Hosseini - *The Kite Runner (Afghanistan)*	10	PPT Discussion	Black board & LCD
UNIT -V SHORT STORY				
5.1	Selina Hossain - "Motijan's Daughter" (Bangladesh)	5	Discussion	LCD
5.2	Shobasakthi - *Gorilla* (Sri Lanka)	10	Lecture & PPT	Black board & LCD

EVALUATION PATTERN

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

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

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1 (30)	C2 (30)	C3	C4	C5	CIA	ESE	Total
15		3	5	2	25	75	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	PSO1	PSO2	PSO3	PSO4	PSO5
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

Fernando Delishia

Dr. Fernando Delishia
HOD'S Signature & Name

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	23PG1LE3	GENDER STUDIES	MAJOR ELECTIVE	5	3

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 (13 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"

UNIT –II PROSE (13 HRS.)

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 (13 HRS.)

Julie Anne Peters - *Luna*

Nadia Hashmi - *The Pearl that Broke its Shell*

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

Discussion - Recent issues in Gender

REFERENCES:

1. Farrell, Warren. *The Myth of Male Power:Why are Men the disposable sex*. Berkley Books New York, 1993.

2. Hashmi, Nadia. *The Pearl that Broke its Shell* . Barnes & Noble, 2014.
3. Mamet, David. *Glengarry Glen Ross*. Grove Press New York, 1983.
4. Peters, Julie Anne. *Luna*. Little Brown, 2006.
5. 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"	2	Chalk & Talk	Black Board
1.5	Kamala Das -"The Old Playhouse"	2	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"	1	Chalk & Talk	Black Board
UNIT -II PROSE				

2.1	Todd W. Reeser -"Theorising Masculinity" from *Masculinities in Theory: An Introduction*	6	Chalk & Talk PPT	Black Board
2.2	Michelle Obama -"I wanted Everything" from *Becoming*	7	Chalk & Talk	Black Board LCD
UNIT -III DRAMA				
3.1	David Mamet -*Glengarry Glen Ross*	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 - *Luna*	7	Chalk & Talk PPT	Black Board LCD Seminar

5.2	Nadia Hashmi -*The Pearl that Broke its Shell*	6	Chalk & Talk PPT	Black Board LCD Seminar
UNIT - VI DYNAMISM				
6.1	Discussion – Recent issues in Gender	10	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 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	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

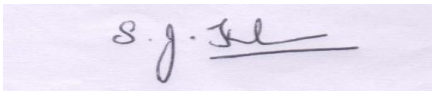
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7

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

♦ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. S. J. Kala

Associate Professor

The Research Centre of English

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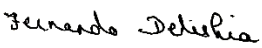


DR. FERNANDO DELISHIA

(HOD'S SIGNATURE AND NAME)

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	23PG1LE4	LIFE NARRATIVES	MAJOR ELECTIVE	5	3

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. MarjaneSatrapi - *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 - *The Story of My Life* - Part I - Childhood	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom

1.2	Harriet Jacobs - *Incidents in the Life of a Slave Girl* (Pgs. 11-48)	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -II BIOGRAPHY				
2.1	Oscar Wilde - *De Profundis***(Self-Study)**	8	Lecture & Discussion	Black Board PPT, LCD
2.2	Jon Krakauer - *Into the Wild*(Chapters 1 - 3)	8	Chalk & Talk & Lecture	White Board, Black Board, PPT& Google Classroom
UNIT -III MEMOIR				
3.1	Tobias Wolf - *This Boy's Life*	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	MarjaneSatrapi - *Persepolis: The Story of an Iranian Childhood***(Self-Study)**	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –IV DIARY				
4.1	Anne Frank - *The Diary of Anne Frank*(June 12, 1942 to JULY 8, 1942)	9	Lecture, Discussion	Black Board, White Board LCD & PPT

4.2	SitaBrahmachari - *Artichoke Hearts*	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –V CRITICISM				
5.1	James Olney –*Autobiography: Essays Theoretical and Critical*(Pgs. 3-27)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
5.2	Laura Marcus - *Auto/biographical Discourses: Theory, Criticism, Practice* - "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 %

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

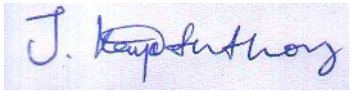
Mapping of COs with POs

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

♦ Weakly Correlated -**1**

COURSE DESIGNER:



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

Assistant Professor

The Research Centre of English

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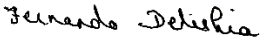


DR. FERNANDO DELISHIA

(HOD'S SIGNATURE AND NAME)

I M.A./ M.Sc/M.Com

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	23PG1LAE	ENGLISH FOR COMPETITIVE EXAMINATIONS	AEC (EDC)	2	1

COURSE DESCRIPTION

The course ENGLISH FOR COMPETITIVE EXAMINATIONS 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 (6 HRS.)

1. Word Formation
2. Antonyms and Synonyms
4. Analogies

UNIT –II - IDIOMS IN USE (6 HRS.)

1. Traditional Idioms
2. Similes and Comparisons
3. Phrasal verbs

UNIT –III - SPOTTING ERRORS (6 HRS.)

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

UNIT –IV Logic based English Language tests (6 HRS.)

1. Ordering of jumbled words in sentences
2. Sentence improvement and sentence formation
3. Rearrangement of jumbled sentences in paragraphs

UNIT –V COMPREHENSION (6 HRS.)

1. Listening exercises and tests
2. Reading comprehension

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	Word Formation	2	Chalk & Talk	PPT & Black Board
1.2	Antonyms and Synonyms	2	Lecture	PPT & Black board
1.3	Analogies	2	Lecture	PPT & Black board
UNIT -II IDIOMS IN USE				
2.1	Traditional Idioms	2	Lecture	PPT & Black board
2.2	Similes and Comparisons	2	Brainstorming	PPT & Black board

2.3	Phrasal verbs	2	Brainstorming	PPT & Black board
UNIT -III SPOTTING ERRORS				
3.1	Spelling	1	Chalk & Talk	Black Board
3.2	Problem Words	1	Chalk & Talk	PPT & Black Board
3.3	Punctuation	1	Lecture	PPT & Black Board
3.4	Grammar	2	Lecture	PPT & Black Board
3.5	Common Errors	1	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

UNIT –V COMPREHENSION				
5.1	Listening exercises and tests	3	Lecture	PPT
5.2	Reading comprehension	3	Monitoring and correcting	PPT & Online Resource

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

♦ Weakly Correlated -**1**

I M.A. English

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSEN	23PG2L4	AMERICAN LITERATURE	CORE	6	5

COURSE DESCRIPTION

- The course aims to expose the students to American Literature, culture and civilization, and will analyze the works of art critically

LEARNING OBJECTIVES

The course is designed with the following objectives:

LO1 - To introduce the learners to the development of American literature.

LO2 - To familiarize social and political events that have a bearing on American writing

LO3 - To introduce the concepts and emerging themes in American literature

LO4 - To inculcate the movements and trends that shaped American literature

LO5 - To familiarize the students with the relation between aesthetics and racism in Fiction

UNITS

UNIT –I - POETRY (18 HRS.)

Walt Whitman "Out of the Cradle Endlessly Rocking"

Emily Dickinson "The Last Night That She Lived", "The Soul Selects Her Own Society"

Robert Frost "After Apple Picking"

E. E. Cummings "Cambridge Ladies" Wallace Stevens "Anecdote of the Jar"

Denis Levertor“ Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die”

Adrienne Rich “Snapshots of a Daughter-in-law”

UNIT –II PROSE (18 HRS.)

Emerson - The American Scholar,

Amy Tan- Mother Tongue,

Thoreau - Walden (Chapter “Pond”)

UNIT –III DRAMA (18 HRS.)

Arthur Miller - Death of a Salesman,

Tennessee Williams - A Street Car Named Desire

Marsha Norman - Night Mother,

Ntozake Shange – For Colored Girls.

UNIT –IV FICTION/ SHORT STORY (18 HRS.)

Edgar Allan Poe - “The Cask of Amontillado”

Herman Melville - “Bartleby the Scrivener”,

N. Scott Momaday - The House Made of Dawn -

Toni Morrison - The Cask of Amontillado

Kate Chopin - The Awakening

UNIT –V AUTOBIOGRAPHY (18 HRS.)

Excerpts from – Malcolm X,

Hispanic Women Writing- Cherrie Moraga - Getting Home Alive

Text Books (Latest Editions)

Willis Wagner : American Literature - A World View

REFERENCES

Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.

Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.

WEB REFERNCES

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Walt Whitman	2	Chalk & Talk	Black Board
1.2	Emily Dickinson	2	Chalk & Talk	LCD
1.3	Robert Frost	2	Chalk & Talk	Black Board
1.4	E. E. Cummings	2	Chalk & Talk	Black Board
1.5	Denis Levertor	2	Chalk & Talk	Black Board
1.6	Robert Lowell	2	Chalk & Talk	Black Board
1.7	Sylvia Plath	2	Chalk & Talk	Black Board
1.8	Anne Sexton	2	Chalk & Talk	Black Board
1.9	Adrienne Rich	2	Chalk & Talk	Black Board
UNIT –II				
2.1	Emerson	6	Lecture	Black Board
2.2	Amy Tan	6	Chalk & Talk	PPT & White board

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
2.3	Thoreau	6	Lecture	PPT & White board
UNIT –III				
3.1	Arthur Miller	5	Chalk &Talk	LCD
3.2	Tennessee Williams	5	Chalk &Talk	LCD
3.3	Marsha Norman	4	Chalk &Talk	LCD
3.4	Ntozake Shange	4	Chalk &Talk	LCD
UNIT -IV				
4.1	Edgar Allan Poe	4	Lecture	PPT & White board
4.2	Herman Melville	4	Lecture	PPT & White board
4.3	N. Scott Momaday	4	Lecture	PPT & White board
4.4	Toni Morrison	3	Lecture	PPT & White board
4.5	Kate Chopin	3	Lecture	PPT & White board
UNIT -V				
5.1	Malcolm X	9	Chalk & Talk	LCD, PPT & White board
5.2	Hispanic Women Writing	9	Lecture	Smart Board

EVALUATION PATTERN

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

CIA	
Scholastic	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**

Levels	**Section A (i)** **5 Mks.**	**Section A (ii)** **5 Mks**	**Section B** **8Mks.**	**Section C** **12Mks**	**Section D** **20Mks.**	**Section E** **10Mks.**	**Total** **60Mks.**	
K1	**5**	**5**	**-**	**4**	**-**	-	**14**	23.33 %
K2	**-**	**-**	**8**	**4**	**-**	-	**12**	20 %
K3	**-**	**-**	**-**	**-**	**20**	-	**20**	33.33 %
K4	**-**	**-**	**-**	**4**	**-**	10	**14**	23.34 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	**KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)**	**POs ADDRESSED**

CO 1	Analyze the movements and trends that shaped American literature	K2, K3	PO2
CO 2	Estimate various speeches and concepts of living which changed American history	K3, K4	PO1, PO2
CO 3	Evaluate the relation between aesthetics and racism in fiction	K2, K4	PO4, PO5, PO6
CO 4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K3, K5	PO4, PO5
CO 5	Gain exposure to the different literary genres and its evolution in American Literature	K4, K5	PO8, PO9

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSEN	23PG2L5	SHAKESPEARE STUDIES	Core	6	5

COURSE DESCRIPTION

The course titled SHAKESPEARE STUDIES proposes an in-depth knowledge of the theatre, plays and sonnets during the Age of Shakespeare.

Learning Objectives

LO1: To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre
LO2: Analyzing the context of Elizabethan England from the evolving contemporary
perspective down the ages
LO3: Undertake textual analysis of Shakespeare's Plays and Sonnets
LO4: Appraise Shakespeare's contribution to English language and literature
LO5: Critically understanding the appreciations by critics on Shakespeare

UNIT I – SHAKESPEARE THEATRE (18hrs)

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &play production.

UNIT II – SONNETS AND COMEDIES (18 hrs)

Sonnets : 12-When I do count the clock that tells the time
65-Since brass, nor stone, nor earth, nor bondless sea

86- Was it the proud full sail of his great verse
130-My mistress' eyes are nothing like the sun

Comedies -Much Ado About Nothing (84 pgs)
Winter's Tale (202 pgs)

UNIT III– TRAGEDY **(18 hrs)**

William Shakespeare : Othello (160 pgs)

UNIT IV – HISTORY **(18 hrs)**

William Shakespeare : Henry IV Part I (152pgs)

UNIT V – SHAKESPEAREAN CRITICISM **(18 hrs)**

A.C. Bradley **-** Shakespearean Tragedy (Chapter V & VI) (66 pgs)

Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion (17 pgs)

Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama

TEXT BOOK

Greenblatt,Stephen, editor. *The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies),* W.W. Norton & Co., London,1997.

REFERENCE BOOKS

1. Harrison, G.B. *Shakespeare's Tragedies*, Routledge, London,1951.
2. Knight G.W. *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York,1957.
3. Knight G.W. *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford,1947.
4. Andrews, John F,editor. *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons, 1985.
5. Dollimore, Jonathan, editor. *The Radical Tragedy*, The Harvester Press, Cambridge, 1984.

DIGITAL OPEN WEB EDUCATIONAL RESOURCES

1. http://www.shakespeare.bham.ac.uk/resources

2. https://www.folger.edu/shakespeares-theater
3. https://www.britannica.com/art/sonnet
4. https://www.sparknotes.com/shakespeare/othello/genre/

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT I- SHAKESPEARE THEATRE				
1.1	Shakespeare Theatre	3	Chalk & Talk	Black Board
1.2	Theatre Conventions	3	Chalk & Talk	LCD
1.3	Sources	1	Lecture	PPT & White board
1.4	Problems of Categorization	1	Chalk & Talk	Black Board
1.5	Trends in Shakespeare Studies upto the 19th century	2	Chalk & Talk	LCD
1.6	Sonnet and court politics	2	Chalk & Talk	Black Board
1.7	Famous actors	1	Lecture	Black Board
1.8	Theatre Criticism	3	Lecture	Black Board

1.9	Shakespeare into Film&Play production	2	Chalk & Talk	Black Board

UNIT II -SONNETS & COMEDIES				
2.1	Sonnet 12-When I do count the clock that tells the time	2	Lecture	Black Board
2.2	65-Since brass, nor stone, nor earth, nor bondless sea	1	Chalk & Talk	Black Board
2.3	86- Was it the proud full sail of his great verse	2	Lecture	Black Board
2.4	130-My mistress' eyes are nothing like the sun	2	Lecture	Black Board
2.5	Comedies -Much Ado About Nothing (84 pgs)	1	Lecture	Black Board
2.6	Winter's Tale	2	Lecture	Black Board
UNIT III - TRAGEDY				
3.1	Shakespeare's tragedy	2	Chalk &Talk	LCD
3.2	Othello	16	Lecture	LCD & Black board
Module No.	**Topic**	**No. Of Lectures**	**Teaching Pedagogy**	**Teaching Aids**
UNIT IV - HISTORY				
4.1	Henry IV part I	18	Lecture	PPT & White board
UNIT V- SHAKESPEAREAN CRITICISM				
5.1	A.C. Bradley - Shakespearean Tragedy (Chapter V & VI	6	Chalk & Talk	Black Board
5.2	Stephen Greenblatt- Invisible bullets:Renaissance Authority and its	6	Lecture	Black Board

	subversion			
5.3	AniaLoomba: Sexuality and Race Differencein Gender, Race, Renaissance Drama	6	Chalk & Talk	Black Board

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Critically understand the appreciations by critics on Shakespeare	K4,K5	PO1,
CO 2	Understand Elizebethan theatre and the theatre development	K2	PO3
CO 3	Be familiarized with critical perspectives on Shakespeare'splays and sonnets	K2, K3	PO4, PO5
CO 4	Understand the trends in Shakespearean studies	K2,K3	P06
CO 5	Learn Modern approach in Shakespearean criticism	K4	PO7, PO10

Mapping with Programme Outcomes:

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

3– Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15

Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

I M.A. English

SEMESTER – II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSEN	23PG2L6	POST COLONIAL THEORY AND LITERATURE	CORE	6	4

COURSE DESCRIPTION

The course "POST COLONIAL THEORY AND LITERATURE" introduces various literary texts and theories that deal with the multiple aspects of Post colonialism.

LEARNING OBJECTIVES

The course is designed with the following objectives:

LO1 - To examine, understand current socio-political mood in `third-world' countries through the study of their fiction and poetry.
LO2 - To familiarize students about the basic concepts and theories related to postcolonialism as expressed in different literary genres
LO3 - To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
LO4 - Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5 - Understanding the critical perspectives in Postcolonial literatures.

UNITS

UNIT – I: Prose **(18 HRS.)**

i) Bill Ashcroft, Gareth Griffiths and Helen Tiffin - *The Empire Writes Back* (Introduction)

ii) Edward Said - *Introduction to Orientalism*

UNIT – II: Poetry **(20 HRS.)**

i)	Arun Kolatkar	-	The Priest
ii)	Yeshwant Rao	-	An Old Woman
iii)	A.K. Ramanujan	-	Returning
iv)	A.K. Ramanujan	-	Death of Poem
v)	Kofi Awonoor	-	The Weaver Bird
vi)	Leopold Senghor	-	In Memoriam
vii)	Grace Nichols	-	In My Name
viii)	James Reaney	-	Maps
ix)	George Bowering	-	Grand Father

UNIT – III: Drama **(14 HRS.)**

i) Wole Soyinka - *Death and the King's Horseman*
ii) Douglas Stuart - *Ned Kelley*

UNIT – IV: Fiction **(19 HRS.)**

i) Arundathi Roy – The God of Small things
ii) Bapsi Sidwa – Ice Candyman

UNIT –V: Short Story **(19 HRS.)**

i) Kate Grenville – Mate

ii) Chinua Achebe – Dead Men's path

Text Books (Latest Editions)

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

REFERENCE BOOKS

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

WEB REFERNCES

1. https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2. https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/
3. https://www.britannica.com/biography/Chinua-Achebe
4. https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5. https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial- literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Bill Ashcroft, Gareth Griffiths and Helen Tiffin - *The Empire Writes Back* (Introduction)	9	Chalk & Talk	Black Board
1.2	i) Edward Said - *Introduction to Orientalism*	9	Chalk & Talk	LCD
UNIT –II				
2.1	Arun Kolatkar - The Priest	2	Lecture	Black Board
2.2	Yeshwant Rao - An Old Woman	2	Chalk & Talk	PPT & White board
2.3	A.K. Ramanujan - Returning	2	Lecture	PPT & White board

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
2.4	A.K. Ramanujan - Death of Poem	2	Lecture	PPT & White board
2.5	Kofi Awonoor - The Weaver Bird	2	Lecture	PPT & White board
2.6	Leopold Senghor - In Memoriam	3	Lecture	PPT & White board
2.7	Grace Nichols - In My Name	2	Lecture	PPT & White board
2.8	James Reaney - Maps	3	Lecture	PPT & White board
2.9	George Bowering - Grand Father	2	Lecture	PPT & White board
UNIT –III				
3.1	*Death and the King's Horseman*	6	Chalk &Talk	LCD
3.2	Douglas Stuart - *Ned Kelley*	8	Chalk &Talk	LCD
UNIT -IV				
4.1	Arundathi Roy – *The God of Small*	10	Lecture	PPT & White

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
	things			board
4.2	Bapsi Sidwa – *Ice Candyman*	9	Lecture	PPT & White board
UNIT -V				
5.1	Kate Grenville – Mate	10	Chalk & Talk	LCD, PPT & White board
5.2	Chinua Achebe – Dead Men's path	9	Lecture	Smart 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**

Levels	**Section A (i)** **5 Mks.**	**Section A (ii)** **5 Mks**	**Section B** **8Mks.**	**Section C** **12Mks**	**Section D** **20Mks.**	**Section E** **10Mks.**	**Total** **60Mks.**	
K1	**5**	**5**	-	**4**	-	-	**14**	23.33 %
K2	-	-	**8**	**4**	-	-	**12**	20 %
K3	-	-	-	-	**20**	-	**20**	33.33 %

K4	-	-	-	**4**	-	10	**14**	23.34 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Critically understand the political and social background of the third world nations	K5	PO2
CO 2	Understand the emerging trends in Post- Colonial Literature	K2, K3	PO1, PO3
CO 3	Be sensitive towards the problems and consequences of the decolonization of a country	K5	PO4, PO5
CO 4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K2, K5	PO6 P10
CO 5	Interpret the postcolonial concepts found in different literary genres	K4, K5	PO7, PO8

Mapping with Programme Outcomes:

	P O1	PO2	PO3	PO4	P O5	P O6	P O7	PO8	PO9	PO 10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific outcomes:

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

I M.A.English

SEMESTER –II

For those who joined in 2023 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 - *Jane Eyre*	4	Discussion	Film Clippings
4.2	Application of Critical tools in the study of the movie - *Importance of Being Earnest*	4	Discussion	Film Clippings
4.3	Application of Critical tools in the study of the movie - *1984* **(SS)**	2	Peer Teaching	Google Classroom
UNIT - 5 ANALYSIS OF ADAPTED FILMS				
5.1	Analysis of Adapted Film *Wuthering Heights*	2	Discussion	Film Clippings
5.2	Analysis of Adapted Film *Life of Pi*	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 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	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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER:

Dr. S. Saira Banu
Associate Professor

The Research Centre of English

Forwarded By

DR. FERNANDO DELISHIA

(HOD'S SIGNATURE AND 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	23PG2LE6	TEXT AND PERFORMANCE	MAJOR ELECTIVE	4	4

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS

UNIT –I INTRODUCTION (12 HRS.)

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

UNIT –II SCRIPT PREPARATION (12 HRS.)

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

UNIT –III PREPARE THE STAGE (12 HRS.)

1. Before the Performance (*New Directions* 210-212)

2. Staging – (*New Directions* 201-207)
3. Costumes- (*New Directions* 236-239) **(SS)**

UNIT –IV AT THE PERFORMANCE (12 HRS.)

1. Music and Sounds (*New Directions* 269-273)
2. Make-Up (*New Directions* 278-283) **(SS)**
3. Lighting- (*New Directions* 288-295)

UNIT –V WATCHING PERFORMANCE (12 HRS.)

1. Oedipus Rex
2. Midsummer Night's Dream **(SS)**
3. Hayavadhana
4. Mother Courage and her children

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Watch and Review plays staged at any college

REFERENCES:

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

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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	*Oedipus Rex*	2	Chalk & Talk	Black board & LCD
5.2	*Midsummer Night's Dream*	2	Chalk & Talk	Black board & LCD
5.3	*Hayavadhana*	2	Chalk & Talk	Black board & LCD
5.4	*Mother Courage and her Children*	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
CO 3	analyse and dramatize the contents of drama on stage	K3 & K4	PSO5
CO 4	compare, contrast and write efficient scripts for performance	K4&K5	PSO3
CO 5	critique and create or organize plays	K3 & K5	PSO3

Mapping of COs with PSOs

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

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER:

Ms. A. J. Bernita

Associate Professor

The Research Centre of English

Forwarded By

Fernando Delishia

DR. FERNANDO DELISHIA

(HOD'S SIGNATURE AND NAME)

I M.A ENGLISH

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	23PG2LE7	CONTEMPORARY LITERATURE	MAJOR ELECTIVE	4	3

COURSE DESCRIPTION

The course titled "Contemporary Literature" will outline the contemporary literary works of writers in historical, social, political, cultural and aesthetic contexts.

COURSE OBJECTIVES

The course enables the learners to examine the complex transnational character of contemporary literature and explore issues of political, racial, ethnic and gender identity in contemporary literary works

UNITS

UNIT – I POETRY **[10 HRS.]**

1. Margaret Atwood -"Mushrooms"
2. Lakakdasa Wikkramasi -"Don't talk to me about Matisse"
3. Edwin Thumboo - "Ulysses by the Merlion"
4. Sujatha Bhatt - "A Different History" **(SS)**
5. Meena Kandasamy - "Prayers" **(SS**

UNIT- II PROSE **[15 HRS.]**

1. Arundhati Roy - The Algebra of Infinite Justice from "The

Algebra of Infinite Justice" pp-217-239

2. Marilynne Robinson - Freedom and Thought from "When I was a child I read books"-pp-3-19

UNIT – III DRAMA **[10 HRS.]**

Ismail Mahomed -*Cheaper than Roses*

UNIT-IV FICTION **[15 HRS.]**

Abdulrazak Gurnah - *By the Sea*

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

1. Olive Senior –"Summer Lightning" **(SS)**
2. Witi Imihaera - "The Whale"
3. Archie Weller - "Going Home"

TEXT BOOKS:

1. *Black South African Women: an anthology of plays.* Ed.Kathy A. Perkins. Routledge,1998.

2. *The Arnold Anthology of Post-Colonial Literatures in English.* ed. John Thieme. Arnold, 2000.

3. The Verdict and other Stories. ed. Geeta Dharmarajan and Keerti Ramachandra. Katha, 2001.
4 Hosseini,Khaled. *The Kite Runner*. Riverhead, 2003.
5. Robinson, Marilynne. *When I was a Child I read Books. Farrax, Straus and Giroux,* 2012.
5. Roy.Arundhati. *The Algebra of Infinite Justice.* Penguin, 2017.

REFERENCES:

1. Castle, Gregory, ed. *Post Colonial Discourses: An Anthology*. Oxford: Blackwell Publishers, 2001.

2. Olaniyan, Tejumola, AtoQuayson. *African Literature: An Anthology of Criticism and Theory.* Oxford: Blackwell Publishers, 2007.

DIGITAL OPEN EDUCATIONAL RESOURCES:

1. https://www.yorknotes.com/alevel/english-literature/the-kite-runner/study/contexts-critical-debates/04020104_critical-debates

2. https://www.readkong.com/page/feminist-criticism-in-the-narratives-of-arundhati-roy-and-5506610

3. https://literariness.org/2021/04/28/analysis-of-margaret-atwoods-works/

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Margaret Atwood -"Mushrooms"	2	Chalk & Talk	Black Board
1.2	Lakakdasa Wikkramasi -"Don't talk to me about Matisse"	2	Chalk & Talk	LCD
1.3	Edwin Thumboo - "Ulysses by the Merlion"	2	Lecture	PPT & White board
1.4	Sujatha Bhatt - "A Different History" **(SS)**	2	Lecture	Smart Board
1.5	Meena Kandasamy - "Prayers" **(SS**	2	Lecture	Black Board
UNIT –II PROSE				
2.1	Arundhati Roy - The Algebra of Infinite Justice	8	Lecture & Discussion	Black Board PPT, LCD

2.2	Marilynne Robinson - Freedom and Thought from "When I was a child I read books"-pp-3-19	7	Chalk & Talk & Lecture	White Board & Google Classroom
UNIT –III DRAMA				
3.1	Ismail Mahomed - *Cheaper than Roses*	10	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -IV FICTION				
4.1	Abdulrazak Gurnah - *By the Sea*	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT -V SHORT STORY				
5.1	Olive Senior –"Summer Lightning" **(SS)**	3	Chalk & Talk	Black Board
5.2	Witi Imihaera - "The Whale"	3	Lecture	Black Board PPT, LCD
5.3	Archie Weller - "Going Home"	3	Chalk & Talk & Lecture	Black Board PPT, LCD

EVALUATION PATTERN

CIA	
Scholastic	**23**
Non Scholastic	**2**
	25

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1 (30)	C2 (30)	C3	C4 5	C5	CIA	ESE	Total
15		3		2	25	75	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 contemporary poets	K2 & K5	PSO 1 & PSO2

CO 2	discover and determine the plurality of world literatures and cultures as represented in the prescribed prose texts	K3 & K4	PSO2
CO 3	evaluate the socio-political issues discussed in the play	K5	PSO2 & PSO4
CO 4	analyze the themes and comprehend the cultural issues in the prescribed novel	K4	PSO3
CO 5	outline the recurring themes and demonstrate the ability for the critical interpretational analysis of short stories	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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

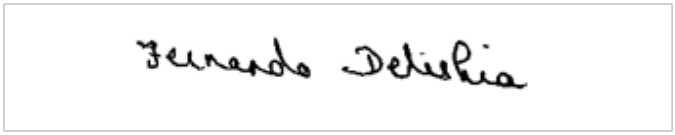
♦ Weakly Correlated -**1**

COURSE DESIGNER:

Dr. G. Priya

Assistant Professor
The Research Centre of English

Forwarded by



DR.FERNANDO DELISHIA

I M.A. English

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./WEEK	CREDITS
PSEN	23PG2LE8	WOMEN'S STUDIES	MAJOR ELECTIVE	4	3

COURSE DESCRIPTION

The course "Women's Studies" offers a comprehensive view of the basic concepts of Women's Studies and various trends in Feminism.

COURSE OBJECTIVES

The course enables the learners to learn the concepts of women's studies, feminist perspective and gender equality.

UNITS

UNIT I-POETRY **(10 Hours)**

1. Adrienne Rich - "Snapshots of a Daughter in Law"
2. Audre Lord - "The Woman Thing"
3. Kishwar Naheed - "I am not that Woman" **(SS)**
4. Judith Wright - "Woman to Child"
5. Yashmin Gooneratne - "There was a Country" **(SS)**
6. Joy Harjo - "The Flood"

UNIT II- PROSE **(15 Hours)**

1. Alice Walker - From *In Search of our Mother's Gardens: Womanist Prose*- "In Search of our Mother's Gardens-pp.231- 243

2. Charlene Spretnak - From *Reweaving the World: The Emergence of Eco feminism*-"Eco feminism: Our Roots and Flowering"

UNIT III-DRAMA **(10 Hours)**

Magi Noninzi Williams - *Kwa-Landlady*

UNIT IV- NOVEL **(15 hours)**

Isabel Allende - *Daughter of Fortune*

UNIT V- SHORT STORY **(10 Hours)**

1. Katherine Mansfield - "The Garden Party"
2. Ursula K. LeGuin - "She Unnames Them"**(SS)**
3. Charolette Perkins Gilman - "The Yellow Wallpaper"

TEXT BOOKS:

1. Leitch,Vincent B. et al. *The Norton Anthology: Theory and Criticism.* W.W. Norton & Company, Inc, 1990.
2. *An Anthology of Commonwealth Poetry*-Ed. By C.D. Narasimhaiah. Macmillan, 1990.
3. Alice Walker. *In Search of our Mother's Gardens: Womanist Prose.* Harcourt Brace, Jovanovich, 1983.
4. *Reweaving the World: The Emergence of Ecofeminism.* Ed. Irene Diamond & Gloria Feman Orenstein,Sierra Books, 1990.
5. Perkins A., Kathy. Ed. *Black South African Women: An Anthology of Plays.* Rout ledge, 1998.

REFERENCES:

1. Blain, Virginia. *The Feminist Companion to Literature in English: Woman Writers from the Middle Ages to the Present.*Orient Longman, 1990.
2. Engleton, Mary ed. *A Concise Companian to Feminist Theory.* Blackwell, 2003.
3. Linda, Kauffman ed. *Feminism and Institutions: Dialogues on Feminist Theory.* Basil Blackwell, 1989.
4. Stimpson, Caherine R. *Where the Meaning are: Feminism and Cultural Spaces.* Methuen Inc, 1989.
5. Walker Caryl. *Masks: Outrageous and Austere; Culture, Psyche and Persona in Modern Women Poets.* Indianna University, 1991.

DIGITAL OPEN EDUCATIONAL RESOURCES:

1. https://egyankosh.ac.in/bitstream/123456789/1567/1/MWG-001B1-intro.pdf
2. https://www.democracy.uci.edu/files/docs/conferences/grad/alexander.pdf
3. https://owlcation.com/humanities/21st-Century-indian-women-poets
4. https://etheses.bham.ac.uk/id/eprint/4158/1/Craddock13Phd.pdf

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Adrienne Rich- - "Snapshots of a Daughter in Law"	2	Chalk & Talk	Black Board
1.2	Audre Lord - "The Woman Thing"	2	Chalk & Talk PPT	Black board & LCD
1.3	Kishwar Naheed - "I am not that Woman" **(SS)**	1	Chalk & Talk PPT	Black board & LCD
1.4	Judith Wright - "Woman to Child"	2	Chalk & Talk PPT	Black board & LCD
1.5	Yashmin Gooneratne - "There was a Country" **(SS)**	1	Chalk & Talk PPT	LCD
1.6	Joy Harjo - "The Flood"	2	Chalk & Talk PPT	Black board & LCD

UNIT -II PROSE				
2.1	Alice Walker - From *In Search of our Mother's Gardens: Womanist Prose*- "In Search of our Mother's Gardens- pp.231- 243	7	Chalk & Talk PPT	Black board
2.2	Charlene Spretnak - From *Reweaving the World: The Emergence of Eco feminism*-"Eco feminism: Our Roots and Flowering"	8	Chalk & Talk PPT	Black board & LCD
UNIT -III DRAMA				
3.1	Magi Noninzi Williams - *Kwa-Landlady*	10	Chalk & Talk PPT	Black board & LCD
UNIT -IV NOVEL				
4.1	Isabel Allende - *Daughter of Fortune*	15	Chalk & Talk PPT	Black board & LCD
UNIT -V SHORT STORY				
5.1	Katherine Mansfield - The Garden Party	4	Chalk & Talk	Black board & LCD
5.2	Ursula K. LeGuin - She Unnames Them **(SS)**	3	Chalk & Talk	Black board & LCD
5.3	Charolette Perkins Gilman - The Yellow Wallpaper	3	Chalk & Talk PPT	Black board & LCD

EVALUATION PATTERN

CIA	
Scholastic	**23**
Non Scholastic	**2**
	25

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1 (30)	C2 (30)	C3	C4 5	C5	CIA	ESE	Total
15		3		2	25	75	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 different techniques employed in the poems written by women writers.	K2 & K3	PSO1& PSO2
CO 2	analyse and critically evaluate the different movements and theories of Feminism and gender concepts.	K2, K3 & K4	PSO3

CO 3	analyse and comprehend the social, political, cultural concepts of novels.	K3 & K4	PSO5
CO 4	Compare and contrast the cultural aspects of the novels.	K4 & K5	PSO3
CO 5	critique and evaluate the short stories from feminist perspective	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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
♦ Weakly Correlated -**1**

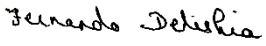
COURSE DESIGNER:

Dr.G.Priya

Assistant Professor

The Research Centre of English

Forwarded By



Dr. Fernando Delishia

HOD'S Signature & Name

I M.A. English

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSEN	23PG2LAE	TECHNOLOGY IN TEACHING ENGLISH	AEC	4	2

COURSE DESCRIPTION

The course aims to familiarize the learners with the latest technology in teaching English.

LEARNING OBJECTIVES

The course is designed with the following objectives:

LO1 - Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.

LO2 - Integrate these tools into their English language teaching.

LO3 - Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes

LO4 - Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development

LO5 - Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and

exhibit evidence of vocabulary building

UNITS

UNIT –I **(12 HRS.)**

Definition: Virtual- Learning Environment

1.Meaning- Web-Based Learning Environment

2.Virtual- Learning Environment

3. Web Tools

4. Effective Web Tools in Teaching

5.Classroom Tools.

UNIT –II **(12 HRS.)**

Webpage Development:

How to develop a webpage

Hosting A Web page

Meta Data Development

Content Writing

Creating Ads

Wikipedia Development: How to develop and edit Wikipedia.

UNIT –III **(12 HRS.)**

Computational Linguistics:

Introduction to speech recognition (SR) systems

text-to-speech (TTS) synthesizers

Interactive voice response (IVR) systems

Search engines

Text editors and language instruction materials

UNIT –IV **(12 HRS.)**

Lexicography

Introduction to Lexicography

Dictionary Development (e- Dictionary)

WorldNet

Thesaurus

Language Teaching: First Language and Second Language Teaching

Various methods of Language Teaching

UNIT –V **(12 HRS.)**

E-Learning

Asynchronous E-Learning Vs Synchronous E-Learning of Language

E-Learning Challenges and Solutions

Application: Machine Translation

Text Books (Latest Editions)

Anderson, T. (ed.) *The Theory and Practice of Online Learning*. Athabasca AB: Athabasca University Press, 2008.

Bates, A. and Sangrà, A. *Managing Technology in Higher Education*. San Francisco: Jossey–Bass/John Wiley and Co, 2011.

REFERENCES

Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX:

Academic Partnerships, 2013

Batson, T., & Bass, R. Teaching and learning in the computer age.Change, Mar-Apr., 1996.

WEB REFERNCES

https://englishpost.org/tools-teach-english-technology/

https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers- series

https://www.techtarget.com/whatis/definition/virtual-learning-environment-V LE-or-managed-learning-environment-MLE?amp=1
https://en.m.wikipedia.org/wiki/Web_development
https://plato.stanford.edu/entries/computational-linguistics/
https://en.m.wikipedia.org/wiki/Lexicography

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I VOCABULARY ENHANCEMENT				
1.1	Meaning- Web-Based Learning Environment	2	Chalk & Talk	PPT & Black Board
1.2	Virtual- Learning Environment	2	Lecture	PPT & Black board
1.3	Web Tools	2	Lecture	PPT & Black board
1.4	Effective Web Tools in Teaching	3	Lecture	PPT & Black board
1.5	Classroom Tools	3	Lecture	PPT & Black board
UNIT -II IDIOMS IN USE				
2.1	How to develop a webpage	2	Lecture	PPT & Black board
2.2	Hosting A Web page	2	Brainstorming	PPT & Black board
2.3	Meta Data Development	2	Brainstorming	PPT & Black board

2.4	Content Writing	2	Brainstorming	PPT & Black board
2.5	Creating Ads	2	Brainstorming	PPT & Black board
2.6	Wikipedia Development: How to develop and edit Wikipedia	2	Brainstorming	PPT & Black board
UNIT -III SPOTTING ERRORS				
3.1	Introduction to speech recognition (SR) systems	2	Chalk & Talk	Black Board
3.2	Text-to-speech (TTS) synthesizers	2	Chalk & Talk	PPT & Black Board
3.3	Interactive voice response (IVR) systems	2	Lecture	PPT & Black Board
3.4	Search engines	3	Lecture	PPT & Black Board
3.5	Text editors and language instruction materials	3	Chalk & Talk	Black Board
UNIT –IV LOGIC BASED ENGLISH LANGUAGE TESTS				
4.1	Introduction to Lexicography	2	Chalk & Talk	PPT & Black Board
4.2	Dictionary Development (e-Dictionary)	2	Chalk & Talk	PPT & online resource
4.3	WorldNet	2	Chalk & Talk	PPT & Online Resource

4.4	Thesaurus	2	Chalk & Talk	PPT & Online Resource
4.5	Language Teaching: First Language and Second Language Teaching	2	Chalk & Talk	PPT & Online Resource
4.6	Various methods of Language Teaching	2	Chalk & Talk	PPT & Online Resource
UNIT –V COMPREHENSION				
5.1	Asynchronous E-Learning Vs Synchronous E-Learning of Language	4	Lecture	PPT
5.2	E-Learning Challenges and Solutions	4	Monitoring and correcting	PPT & Online Resource
5.3	Application: Machine Translation	4	Monitoring and correcting	PPT & Online Resource

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	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	

	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 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**

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	Total 60Mks.	
K1	**5**	**5**	**-**	**4**	**-**	-	**14**	23.33 %
K2	**-**	**-**	**8**	**4**	**-**	-	**12**	20 %
K3	**-**	**-**	**-**	**-**	**20**	-	**20**	33.33 %
K4	**-**	**-**	**-**	**4**	**-**	10	**14**	23.34 %
Total	**5**	**5**	**8**	**12**	**20**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Understand the digital system, its organization and architecture	K2, K3	PO2,PO3
CO 2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	K3, K4	PO1, P04
CO 3	Discuss how technology affects language learning and teaching today	K2, K4	PO5, PO6

CO 4	Use strategies to teach vocabulary growth through social media.	K3, K5	PO7, PO8, PO9
CO 5	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	K4, K5	PO10

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

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 *The Imagined Communities* (p-37-47)	7	Chalk & Talk	Black Board PPT
2.2	Edward Said - Excerpts from Chapter-I- *Orientalism*	8	Chalk & Talk	Black Board PPT

2.3	Frantz Fanon - Chapter-5- "The fact of Blackness" in *Black Skin And White Masks*	6	Chalk & Talk	Black Board LCD
UNIT -III DRAMA				
3.1	Athol Fugard - *The Island* (South Africa)	10	Chalk & Talk	I PAD LCD Google Classroom
3.2	Derek Walcott - *Dream on Monkey Mountain* (Trinidad)	11	Chalk & Talk	I PAD LCD Google Classroom
UNIT -IV FICTION				
4.1	Zoe Wicomb - *Playing in the light* (South Africa)	10	Chalk & Talk	I PAD LCD
4.2	Witi Ihimaera - *The Whale Rider* (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	RohintonMistry - "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 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	**10**	**5**	**-**	**-**	**-**	**15**	25 %
K3	**-**	**5**	**10**	**-**	**-**	**15**	25 %
K4	**-**	**5**	**-**	**-**	**10**	**15**	25 %
K5	**-**	**5**	**-**	**10**	**-**	**15**	25 %
Total	**10**	**20**	**10**	**10**	**10**	**60**	**100 %**

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	explain the continuum of colonial experiences in the postcolonial scenario as reflected in the poetry of postcolonial writers.	K2 &K4	PSO1& PSO2
CO 2	identify how the indigenous cultures dismantle the monocultural assumptions as revealed by postcolonial theorists.	K3	PSO1& PSO2
CO 3	examine how the English language is altered and represented in the postcolonial discourse of playwrights.	K2& K4	PSO1& PSO2
CO 4	justify the works that evince multi-culturalism as seen in postcolonial fiction.	K5	PSO1& PSO2
CO 5	assess the conflict between tradition and modernity reflected in the short stories.	K3&K5	PSO1& PSO2

Mapping of C0s 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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:

Fernando Delishia

Dr. Fernando Delishia

Associate Professor

Forwarded By

Roselin Mary

Dr. A. Roselin Mary

HOD'S Signature & Name

II M.A. English

SEMESTER –III

For those who joined in 2019 onwards

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS

UNIT –I POETRY (20 HRS.)

1.Syed Amanuddin- "Don't call me Indo-Anglian"

2.C.P. Ravikumar - "The Game Of Statues"

3. Prasoon Joshi - "Undoubtedly Something Has Gone Wrong"

4.B.R. LaxmanaRao - "Personal"

5.Shalabh Sriram Singh - "Delhis"

6.Sonawane Waharu- "Stage"

7.Aruna Gogulamanda- "She was told"

8.Virila Chirappad- "Wasteland"

9.Meena Kandaswamy-"TOUCH"

10 Anonymous:((Tribal songs): "Daughters"

UNIT –II PROSE (20 HRS.)

1.Sharankumar Limbale - Dalit Literature: Form and Purpose(23-40)

2. Saba Sharma - To See and Be Seen (Pg 189 - 199)

3. P.E.Sonkamble - This too shall pass (Pg 136 - 143)

4. Felix Padel - Mining and Cultural Genocide (Pg 331 - 339)

5.Hulibandi, M .Ashok - A Brief History of Indian Dalit and Tribal Literature (Pg1-21)

UNIT –III DRAMA (15HRS.)

1.Mahasweta Devi - *Urvashi O Johnny* **(SS)**

2.Girish Karnard - *Tale'- Danda*

UNIT –IV FICTION (20 HRS.)

1. Perumal Murugan - *Seasons of the Palm* **(SS)**

2.Narayanan - *Kocharethi*

UNIT –V SHORT STORY (15HRS.)

1.Kishori 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*Dispossesed- 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	SharankumarLimbale - 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 - *Urvashi & Johnny* **(SS)**	5	Chalk & Talk	PPT
3.2	Girish Karnard - *Tale'- Danda*	10	Chalk & Talk	LCD Google Classroom
UNIT - IV FICTION				
4.1	Perumal Murugan - *Seasons of the Palm* **(SS)**	10	Chalk & Talk	PPT Group Discussion

4.2	Narayanan –*Kocharethi*	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 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	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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:

Dr. A. Roselin Mary

Associate Professor & Head

The Research Centre of English

Forwarded By

Dr. A. Roselin Mary

HOD'S Signature & Name

II M.A. English

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./WEEK	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. MarjaneSatrapi - *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 -*The Story of My Life* - Part I - Childhood	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom

1.2	Harriet Jacobs - *Incidents in the Life of a Slave Girl* (Pgs. 11-48)	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -II BIOGRAPHY				
2.1	Oscar Wilde - *De Profundis***(Self-Study)**	8	Lecture & Discussion	Black Board PPT, LCD
2.2	Jon Krakauer - *Into the Wild*(Chapters 1 - 3)	8	Chalk & Talk & Lecture	White Board, Black Board, PPT& Google Classroom
UNIT -III MEMOIR				
3.1	Tobias Wolf - *This Boy's Life*	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	MarjaneSatrapi - *Persepolis: The Story of an Iranian Childhood***(Self-Study)**	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –IV DIARY				
4.1	Anne Frank - *The Diary of Anne Frank*(June 12, 1942 to JULY 8, 1942)	9	Lecture, Discussion	Black Board, White Board LCD & PPT

4.2	SitaBrahmachari -*Artichoke Hearts*	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –V CRITICISM				
5.1	James Olney –*Autobiography: Essays Theoretical and Critical*(Pgs. 3-27)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
5.2	Laura Marcus - *Auto/biographical Discourses: Theory, Criticism, Practice* - "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 %**

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

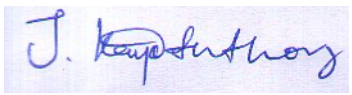
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	2	2	3
CO2	3	2	2	2	1
CO3	3	3	2	3	3
CO4	1	3	1	3	3
CO5	2	2	2	3	3

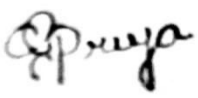
Mapping of COs with POs

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ 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. *ModernAppliedLinguistics.* Macmillan India Limited, 1992.
6. Meenakshi C. *Information Communication Technology in Education.* Sri Meenakshi Publications, 2013.
7. Richards, Jack C. & Theodore S.Rodgers. *ApproachesandMethodsin 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 21st 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 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	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, PS05
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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ 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 *Gender Trouble:Feminism and the Subversion of Identity*	6	Chalk & Talk PPT	Black Board
2.2	Todd W. Reeser -"Theorising Masculinity" from *Masculinities in Theory: An Introduction*	6	Chalk & Talk PPT	Black Board
2.3	Michelle Obama -"I wanted Everything" from *Becoming*	6	Chalk & Talk	Black Board LCD
UNIT -III DRAMA				
3.1	David Mamet -*Glengarry Glen Ross*	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 - *Luna*	9	Chalk & Talk PPT	Black Board LCD Seminar
5.2	Nadia Hashmi -*The Pearl that Broke its Shell*	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 - *Do the Needful*	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 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	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

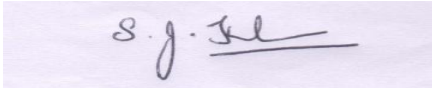
CO1	3	2	2	2	2
CO2	2	3	2	3	3
CO3	2	3	3	3	2
CO4	2	2	4	3	1
CO5	2	2	3	3	2

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ 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. NiyiOsundare - "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. BuchiEmecheta - 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	*Sheila's Day*	**15**	Chalk & Talk PPT	Black board & LCD
UNIT -IV NOVEL				
4.1	*White Teeth*	**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

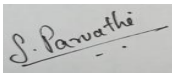
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	1	3	1	1	1
CO3	1	2	1	1	3
CO4	1	1	2	1	1
CO5	1	2	1	3	1

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:



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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 LearnnigPvt. 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 Pubishers Pvt., Ltd., 1987.
4. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. Routledge,2001.
5. E. Baker, Anne and KeesHengeveld. *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	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	

	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 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

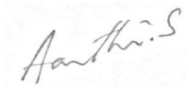
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	1	3	1	2
CO3	1	1	2	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:



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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- TheDoum 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. Udenta ,Udenta.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- *The Narrative of Samuel AjayiCrowther*- pp 212-220	4	Lecture & Discussion	Black Board PPT, LCD
2.2	BuchiEmecheta - From *InCriticism and Ideology* "Feminism with a small 'f'!"- pp.173- 185	5	Chalk & Talk & Lecture	White Board & Google Classroom
2.3	NgugiWaThiong'o - From *The Post-colonial Studies Reader*- "On the Abolition of English Department"- pp 438-442	4	Lecture&Discussion	Black Board PPT, LCD
2.4	Chinua Achebe- - From *Home and Exile*- "My Home under Imperial Fire"- pp 1-35	5	Chalk & Talk & Lecture	White Board & Google Classroom
UNIT -III DRAMA				

3.1	Wole Soyinka - *Death and the King's Horsemen*	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	Ama Ata Aidoo- *Anowa*	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT –IV NOVEL				
4.1	Yvonne Vera- *The StoneVirgins*	18	Lecture, Discussion	Black Board, White Board LCD & PPT
UNIT –V COMPREHENSION				
5.1	NjabuloS.Ndebala -*The Prophetess***(SS)**	2	Discussion	LCD & PPT
5.2	Ashley Markar - *Mina's Funeral*	2	Lecture	LCD & PPT
5.3	Ben Okri - *Laughter Beneaththe Bridge*	2	Discussion	PPT
5.4	ChimamandaNgoziAdichie - *The Arrangers of Marriage***(SS)**	2	Lecture & Discussion	LCD & PPT
5.5	TayebSalih -*The Doum Tree of Wad Hamid*	2	Chalk & Talk	Black Board
5.6	SembeneOusmane -*Tribal Scars or The Voltaique*	3	Chalk & Talk	Black Board & PPT

5.7	Oral Tradition - *Why the Hippo has a Stumpy Tail***(SS)**	2	Lecture & Discussion	White Board & PPT
5.8	Oral Tradition -*Why the Sun and the Moon lived in the Sky***(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

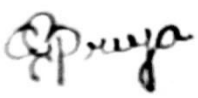
CO3	1	1	3	2	1
CO4	2	1	1	3	1
CO5	1	1	1	3	2

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:



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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. Wadswath 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 - IIRESOURCES				
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 - IIIRESEARCH 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 - IVRESEARCH 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

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

Mapping of COs with PSOs

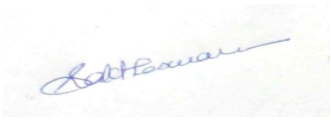
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	1	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	3	1	2
CO5	1	1	3	1	2

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:



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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	BlackBoard 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

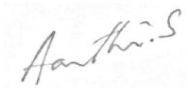
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	1
CO2	1	2	3	1	1
CO3	2	1	1	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3

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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ 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 courseenables 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 - *Jane Eyre*	4	Discussion	Film Clippings
4.2	Application of Critical tools in the study of the movie - *Importance of Being Earnest*	4	Discussion	Film Clippings
4.3	Application of Critical tools in the study of the movie - *1984***(SS)**	2	Peer Teaching	Google Classroom
UNIT - 5 ANALYSIS OF ADAPTED FILMS				
5.1	Analysis of Adapted Film *Wuthering Heights*	2	Discussion	Film Clippings
5.2	Analysis of Adapted Film *Life of Pi*	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	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	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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated -**1**

COURSE DESIGNER:

Dr. S. Saira Banu

Associate Professor

The Research Centre of English

Forwarded by

Dr.A.Roselin Mary

HOD'S Signature & Name

II M.A. English

SEMESTER –IV

For those who joined in 2019 onwards

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS

UNIT –I INTRODUCTION (12 HRS.)

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

UNIT –II SCRIPT PREPARATION (12 HRS.)

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

UNIT –III PREPARE THE STAGE (12 HRS.)

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

UNIT –IV AT THE PERFORMANCE (12 HRS.)

1. Music and Sounds (*New Directions* 269-273)
2. Make-Up (*New Directions* 278-283) **(SS)**
3. Lighting- (*New Directions* 288-295)

UNIT –V WATCHING PERFORMANCE (12 HRS.)

1. Oedipus Rex
2. Midsummer Night's Dream **(SS)**
3. Hayavadhana
4. Mother Courage and her children

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Watch and Review plays staged at any college

REFERENCES:

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

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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	*Oedipus Rex*	2	Chalk & Talk	Black board & LCD
5.2	*Midsummer Night's Dream*	2	Chalk & Talk	Black board & LCD
5.3	*Hayavadhana*	2	Chalk & Talk	Black board & LCD
5.4	*Mother Courage and her Children*	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	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**	

	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 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 thecontents 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: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ 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 toclear 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 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

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

End Semester

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

COURSE OUTCOMES

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

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

Mapping of COs with PSOs

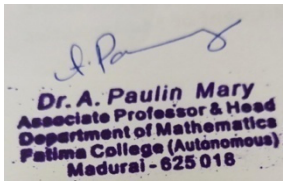
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

CO1	1	1	3	1	3
CO2	1	1	3	1	3
CO3	1	1	3	1	3
CO4	1	1	3	1	3
CO5	1	1	3	1	3

Mapping of COs with POs

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

COURSE DESIGNERS:



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

2. **Mrs. Sajitha (Dept. of English)**

Forwarded by

Dr.A.Roselin Mary

HOD'S Signature & Name

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. AminathNeena - 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. BhupiSherchan - 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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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 Storiesfrom South Asia.* New Delhi : Katha, 2003.
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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	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