

# **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**

## Minutes of the Board of Studies Meeting

To be implemented from : 2023-2024 onwards  
Venue : The Research Centre of English  
Convened on : 03.04.2023  
Convened at : The Research Centre of English

### MEMBERS

#### UNIVERSITY NOMINEE

1. Dr. M.P. Ganesan,  
Assistant Professor  
Department of English  
Sourashtra College (Autonomous)  
Madurai

### SIGNATURE

 3/4/23

### SUBJECT EXPERTS

2. Dr. S. Prabakaran  
Dean, Faculty of Indian and Other  
Languages  
Professor, Department of English  
Maronmariam Sundararam University  
Tirunelveli

Absent

3. Dr. D. Laura Dameris Chellajothi  
Associate Professor  
Bharathidasan University  
Tiruchirapalli

Absent

### INDUSTRIALIST

4. Ms. Kolamnal Sankaranarayanan  
Comms Leader, Comcast India  
Engineering Center  
Chennai



## ALUMNA

5. Dr. G. Arul Selvi Mariya  
Assistant Professor  
PG & Research Centre of English  
Sri Meenakshi Government Arts  
College for Women  
Madurai

T. H. S. N. S.  
3/4/2023

## DEANS

6. Dr. M. Meenakumari  
Head & Associate Professor  
Department of Sociology and Social  
Work (UG & PG)  
Fatima College  
Madurai

— — — — —

7. Dr. A. Rajeswari  
Assistant Professor  
Department of Chemistry  
Fatima College  
Madurai

Absent

## MEMBERS OF THE DEPARTMENT

1. Dr. A. Roselin Mary  
Head & Associate Professor  
The Research Centre of English

Roselin Mary

2. Dr. Fernando Delishia  
Associate Professor

Fernando Delishia

3. Dr. P. Varaprasadam Christi Shanthi  
Associate Professor

Absent



4. Dr. S. Saira Banu Associate Professor	Absent
5. Dr. Mary Magdalene Abraham Associate Professor	Magdaleneahthan
6. Dr. S. J. Kala Associate Professor	S. J. K
7. Dr. S. Aarthi Assistant Professor	Aarthi S
8. Dr. S. Parvathi Assistant Professor	S. Parvathi
9. Dr. R. Saktheshwari Assistant Professor	Saktheshwari
10. Ms. A. Deva Sudha Assistant Professor	Absent
11. Dr. Q. Priya Assistant Professor	Priya
12. Ms. J. Kayal Anthony Assistant Professor	J. Kayal
13. Ms. N. Sangeetha Rani Assistant Professor	Sangeetha Rani
14. Dr. A. J. Aruna Assistant Professor	Aruna

15. Ms. M. Esther Assistant Professor	M. Esther
16. Ms. A. J. Bernita Assistant Professor	A. J. Bernita
17. Ms. P. Sumedha Assistant Professor	Absent
18. Ms. D. Ramya Assistant Professor	D. Ramya
19. Ms. K. Ashtalakshmi Assistant Professor	K. Ashtalakshmi
20. Dr. J. Vency Gasmire Assistant Professor	J. Vency
21. Ms. M. Joyce Vinita Assistant Professor	Joyce Vinita M
22. Ms. J. Hindu Sree Assistant Professor	J. Hindu Sree
23. Dr. P. Priyanka Assistant Professor	P. Priyanka
24. Ms. J. Anita, Assistant Professor	J. Anita
25. Ms. Evangeline Sweety Assistant Professor	E. Sweety

Agenda for Board of Studies:

1. Action taken Report
2. I UG and I PG syllabus based on TANSCHS syllabus



- except for Foundation Course and Soft Skills
- II UG, III UG and II PG syllabus to be retained.
  - Swapping of III UG Skill-based courses for the present batch.
  - Approval of Course Work syllabus for 3 Ph.D Candidates and "Research Publication and Ethics" course

### Action Report for 2022-2023 :

S.No	Common Suggestions offered in the previous board	Action Taken for the academic year 2022-23
1.	<u>African American Literature:</u> Dr. G. Baskaran - Course is heavy, reduce some pieces. Dr. Laura - Maya Angelou's "Still I Rise" can be replaced.	One essay was reduced. Maya Angelou's "Still I Rise" was replaced with Amanda Gorman's "The Hill We Climb."
2.	<u>World Literature in Translation:</u> Dr. G. Baskaran suggested to add a German or French poem instead of 2 Chinese poems. Dr. Laura suggested increase of lines in the excerpts from Silappathigaram. Replace Guy De Maupassant with Leo Tolstoy.	The changes were carried out.
3.	<u>Content Writing:</u> Ms. Kalammal suggested topics to be added related to White paper, websites and role of social media.	The suggested topics were added in Unit IV and Unit V.
4.	<u>Writing Skills:</u> Dr. Laura suggested addition of some more exercises.	Worksheets with exercises were added.
5.	<u>Regional Literatures of India:</u> Dr. G. Baskaran - remove 2 poems Dr. Laura - include a short story of Fakir Mohan Senapati/Sardar	Unit - I Removed K.L. Chaudhri's "Journey into the Land of Exiled" Unit IV - Replaced



Hasan Manto. Replace Anita Desai with Urmila Pawar

Sharma's "On a Wing with Prayer" with Indira Goswami's The Man from Chinnamaste  
Unit V - Replaced Anita Desai's "The Artist of Disappearance" with Haneda Souvendra Shekar's "The Adivasi will not Dance."

#### 6. English Language Teaching:

Dr. Rajesh - Unit - I - Replace "Problems in Effective Teaching of English" with "Challenges in Teaching English in the 21st century."

Unit II - change the order of topics & include "Psychological and Biological theories of ELT" & "Theories of Innate Language acquisition."

Unit III - Replace "Communicative Approach" with "Communicative Language Teaching" Remove CLIT and include "Learning Strategy Training", "Cooperative learning" & "Multiple Intelligences".

Unit IV - Include Language Skills, Communicative Competence, Integrated Skills & 21st century skills.

Unit V - Include Blended Learning and Flipped classroom, LMS, E-resources, e-book, online quiz, animation & educational apps.

Unit VI - Remove "Fun-filled activities that facilitate learning" and

Unit I - "Problems in Effective teaching of English" replaced with "Challenges in Teaching English in the 21st century."

Unit II - No change

Unit III - Communicative approach replaced with Communicative Language

Teaching. CLIT removed. Learning Strategy Training, Cooperative Learning & Multiple Intelligences included.

Unit IV - No change

Unit V - completely changed to include ICT.

Unit VI - Fun-filled activities that facilitate learning removed and Micro-teaching included.



include "Traditional, online and offline teaching aids, micro teaching, assessment and rubric analysis.

Include mode of evaluation, CAT, PPT, seminar, assignment & FAT

7. Language and Linguistics:

Dr. Rajesh - Unit I - rename and club "What is Language" & "Some definitions of Language" as "Meanings & Definitions of Language"

Unit II - Replace "The Phonic Medium" with "Phonemes and Morphemes". Remove "Phonemes and Allophones"

Unit III - Include Connotative, Denotative, Referential and emotive Learning in "Diversity of Meaning"

Unit IV - Replace "Language History & Change" with "History of English Language"

Unit V - Replace "What is Culture?" with "Language and Thought"

Unit I - clubbed

"What is Language" &

"Some definitions of Language" as "Meanings and Definitions of Language"

Unit II - No change

Unit III - Included Connotative, Denotative, Referential and emotive Learning

Unit IV - Replaced "Language History & Change" with "History of English Language"

Unit V - Replaced "What is Culture?" with "Language and Thought"

Retained the existing syllabus

8. African Literature:

Dr. G. Baskaran & Dr. Laura - Unit V - short story is heavy

9. 19PG1LEDC & 19PG2LEDC - English for Competitive Exams:

Dr. Rajesh: Include topics like one word substitution, change of voice, change of speech, sentence correction, sentence improvement, sentence formation.

Dr. G. Baskaran - Include R.S. Agarwal's

A Modern Approach to Verbal and

Prescribed Bhatnagar's "English for Competitive Exams"

The topics "Sentence Improvement" and "Sentence Formation" were included in Unit IV.





## Skill Enhancement / Foundation / Ability Enhancement Course (Part-IV)

S.no	SEC/FC/AECC with Semester	Course Code	Course Title	Relevance to *				Scope for #			Need for Introduction
				L	R	N	G	Emp	Entre	SD	
1.	SEC 1 & SEC 2	SEC 1 & SEC 2	English <sup>for</sup> Communication				✓	✓		✓	To adhere to the TANSCH syllabus
2.	FC	FC	Basics of English Studies				✓	✓			
3.	AECC1	AECC1	Soft Skills - Spoken & Presentation Skills				✓	✓		✓	
4.	AECC2	AECC2	Public Speaking				✓	✓		✓	
5.	SEC3	SEC3	Functional English				✓	✓		✓	

### 1. Introduction of Value-Added course - Certificate / Diploma / Advanced Diploma

S.no	Course Code	Course Title	MOU with Industry / Organisation	Skills Sharpened	Course Outcome
	NIL				

### 2. Introduction of Purely Skill-Embedded Certificate / Diploma / Advanced Diploma Course

S.no	Course Code	Course Title	MOU with Industry / Organisation	Skills sharpened	Course Outcome
	NIL				

IPG

### CORE COURSES INTRODUCED (PART-A)

S.no	Course Code	Course Title with Semester	Relevance to *				Scope for #			Need for Introduction
			L	R	N	G	Emp	Entre	SD	
1.	CC1	Core - I				✓	✓			



S.no	Course Code	Course Title With Semester	Relevance to *				Scope for #			Need for Introduction
			L	R	N	G	Emp	Entire	SD	
		English Poetry ; <u>I</u>				✓	✓			
2.	CC2	Core - <u>II</u> English Drama ; <u>II</u>					✓	✓		To adhere to the TANSCHÉ syllabus
3.	CC3	Core - <u>III</u> English Fiction ; <u>II</u>					✓	✓		
4.	CC4	American Literature <u>II</u>					✓	✓		
5.	CC5	Shakespeare Studies <u>II</u>					✓	✓		
6.	CC6	Post-colonial Theory and Literature <u>II</u>					✓	✓		

### Elective Courses Introduced (Part-A)

S.no	Generic/ Discipline Specific with Semester	Course Code	Course Title	Relevance to *				Scope for #			Need for Introduction
				L	R	N	G	Emp	Entire	SD	
1.	Discipline <u>I</u>	EC1	Indian Writing in English				✓	✓			To adhere to the TANSCHÉ syllabus





S.no	SEC/AECC with Semester	Course Code	Course Title	Relevance to *				Scope for #			Need for
				L	R	N	G	Emp	Intro	SD	
4.	AECC 2	AECC 2	Soft Skill-II Communication Skills				✓	✓		✓	Intros-duction syllabus

### Approval of Ph.D Course Work syllabus:

a) The syllabus for Course Work of Ph.D scholars was passed in the board.

• Dr. S. J. Kala - Research Guide and Supervisor

1. Contemporary Drama - Ms. U. Sajee Monica

2. Contemporary Literary Approaches and Theories } - Ms. U. Sajee Monica

3. Contemporary Poetry - Ms. S. Shivani

4. Contemporary Literary Theory and Criticism } - Ms. S. Shivani

5. Recent Trends and Approaches in ELT } - Ms. S. Jayanthi Roselin

6. History of English Language Teaching } Ms. S. Jayanthi Roselin

b) The syllabus of "Research Publication and Ethics" for the Ph.D scholars was also approved.

## DETAILS OF PROPOSED/SIGNED MOUS:

NIL

- L - LOCAL
- R - REGIONAL
- N - NATIONAL
- G - GLOBAL

# - EMPLOYABILITY

# - ENTREPRENEURSHIP

# - SKILL DEVELOPMENT




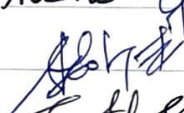
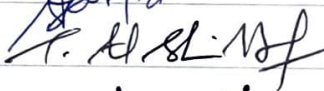

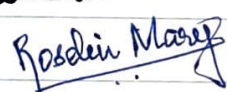
## OTHER SUGGESTIONS

## COMMENDATIONS

NIL

NIL

Signature

- |                                       |  |
|---------------------------------------|--|
| 1. Dr. M. P. Ganesan                  | <br>3/4/23         |
| 2. Dr. S. Prabakar                    | Absent   |
| 3. Dr. D. Laura Dameris Chellapathi   | Absent   |
| 4. Ms. Kolammal Sankaranarayanan      |                  |
| 5. Dr. G. Arul Selvi Mariya           | <br>3/4/2023     |
| 6. Dr. M. Manakumari                  |                  |
| 7. Dr. A. Roselin Mary                | <br>Roselin Mary |
| 8. Dr. Fernando Delishia              | Fernando Delishia  |
| 9. Dr. P. Varaprasadam Christi Shanti | Absent   |
| 10. Dr. S. Saira Baru                 | Absent   |
| 11. Dr. Mary Magdalene Abraham        | Magdaleneallhan  |
| 12. Dr. S. J. Kala                    | S. J. Kala   |
| 13. Dr. S. Aarthi                     | Aarthi, S  |
| 14. Dr. S. Parvathi                   | S. Parvathi  |
| 15. Dr. R. Saktheshwari               | Saktheshwari   |
| 16. Ms. A. Deva Sudha                 | Absent   |
| 17. Dr. G. Priya                      | Priya  |
| 18. Ms. J. Kayal Anthony              | J. Kayal Anthony   |
| 19. Ms. N. Sarabetha Rani             | Sarabetha Rani   |
| 20. Dr. A. J. Aruna                   | Aruna  |

21. Ms. M. Esther
22. Ms. A. J. Bernita
23. Ms. P. Sumedha
24. Ms. D. Ramya
25. Ms. K. Ashtalakshmi
26. Dr. J. Vency Jasmine
27. Ms. M. Joyce Vinitra
28. Ms. J. Hindu Sree
29. Dr. P. Priyanka
30. Ms. Evangeline Sweety
31. Ms. J. Anitha

M. Ashwin  
A. J. Pr

Absent

D. Ryn

K. Ashtalakshmi

del

Joyce Vinitra - M

J. Hindu Sree

P. Priyanka

E. Sweety

Shitha.

03/04/2023



## **VISION OF THE DEPARTMENT**

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

## **MISSION OF THE DEPARTMENT**

The research centre of English journeys with the mission

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

## PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and committed researchers who would be desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers who would deliver excellent professional service exhibiting progress, flexibility, transparency, accountability and in taking up initiatives in their professional work
<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
<b>PEO 4</b>	They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment.

## GRADUATE ATTRIBUTES (GA)

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

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence



<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario

<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment



## PROGRAMME OUTCOMES (PO)

The learners will be able to

<b>PO1</b>	gain in-depth knowledge to understand analyse and apply it to develop subject competency.
<b>PO2</b>	criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world.
<b>PO3</b>	enhance creative, critical, media, entrepreneurial and social skills consequently beaming socially responsible citizens.
<b>PO4</b>	acquire research skills and pursue higher studies and research.
<b>PO5</b>	foresee the historical, socio-cultural, economic and literary changes and challenges.
<b>PO6</b>	synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.
<b>PO7</b>	identify and assess societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions.

## PROGRAMME SPECIFIC OUTCOMES (PSO)

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

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

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**

**THE RESEARCH CENTRE OF ENGLISH**

*For those who joined in June 2019 onwards*

**MAJOR CORE – 70 CREDITS**

**PROGRAMME CODE: PSEN**

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	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



**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 17<sup>th</sup> 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"

"Musée 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 REFERENCES

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.worldhistory.org/Elizabethan_Theatre/)<https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm)

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I</b>				
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
<b>UNIT -II</b>				
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
<b>UNIT -III</b>				
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
<b>UNIT -IV</b>				



<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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
<b>UNIT -V</b>				
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

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
5.8	Ted Hughes: "Hawk Roosting" "Life After Death"	2	Lecture	PPT & White 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 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:



	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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,P O6
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:

	P O1	PO2	PO3	PO4	P O5	P O6	P O7	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	PS O1	PS O2	PS O3	PS O4	PS O5
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

<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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	23PG1L 2	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 20<sup>th</sup> 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,*The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
3. Bradbrook,M.C.,1979,*Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6<sup>th</sup>ed) New Delhi.
4. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur.F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

### WEB REFERENCES

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:**

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

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
5.2	Comedy of Menace, Harold Pinter: <i>Birthday Party</i>	5	Lecture	Smart Board
5.3	Post-Modern Drama	4	Chalk & Talk	PPT & White board, LCD
5.4	Samuel Beckett: <i>Waiting for Godot</i>	6	Lecture	Smart Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholas tic Marks	Non Schola stic Marks C6	CIA Total	% of Asse sseme nt
	T1  10 Mks.	T2  10 Mks.	Semi nar  5 Mks.	Assi gnm ent  5 Mks	OBT/ PPT  5 Mks	35 Mks.	5 Mks.	40M ks.	
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 Scholas tic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %



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

## EVALUATION PATTERN

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

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:

	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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:

	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:**

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 20<sup>th</sup> 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*



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 18<sup>th</sup> 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](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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT – ALLEGORICAL NOVEL &amp; SATIRE</b>				
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
<b>UNIT II – THE NEW WORLD NOVEL</b>				
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
<b>UNIT III – MIDDLE CLASS NOVEL OF MANNERS</b>				
3.1	Victorian Era	3	Chalk & Talk	LCD



3.2	Jane Austen: Emma	1 5	Lecture	Black Board & PPT
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UNIT IV - NOVEL				
4.1	Women Issues	2	Chalk & Talk	White board
4.2	Charlotte Bronte: Jane Eyre	1 6	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 Assessm ent
	T1  10 Mks.	T2  10 Mks	Quiz  5 Mks.	Assign ment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mk s.	
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	23.3 3 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.3 3 %
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:**

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	PO9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Specific Outcomes:**

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 Irulu - "Should Writers Stay in Prison" (Nagaland)
3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande - "A Toppling World View" (Karnataka)

**UNIT III DRAMA****[18 HRS.]**

1. Manjula Padmanabhan - *Harvest* (Delhi)

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

1. 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 TolottomaMisra, Oxford University Press, 2011, pp. 272-75.
9. Padmanabhan, Manjula. *Harvest*. Aurora Metro Books, 2018.
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### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I POETRY</b>				
1.1	"Where Have You Gone?" – Background and author introduction	1	Chalk & Talk	LCD
1.2	"Where Have You Gone?" – Analysis and Discussion	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
<b>UNIT -II PROSE</b>				
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
<b>UNIT -III DRAMA</b>				
3.1	<i>Harvest</i> - Background and author introduction	3	Chalk & Talk	Black Board
3.2	<i>Harvest</i> – analysis	15	Lecture & Discussion	Black Board & PPT
<b>UNIT -IV NOVEL</b>				
4.1	<i>The Man from Chinnamasta</i> - Background and author introduction	2	Chalk & Talk	Black Board
4.2	<i>The Man from Chinnamasta</i> – analysis	13	Lecture & Discussion	Black Board & PPT
4.3	<i>The Man from Chinnamasta</i> – Revision	3	Discussion	Black Board & PPT
<b>UNIT -V SHORT STORY</b>				
5.1	“The Homing Pigeon” – Background and author introduction	1	Chalk & Talk	Black Board

5.2	“The Homing Pigeon” – analysis	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	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks.	5 Mks.	35 Mks.	5 Mks.	40 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**

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

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

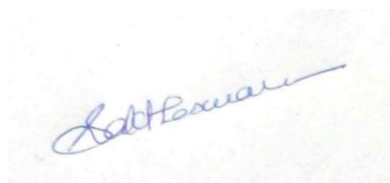
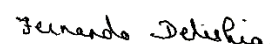
**COURSE OUTCOMES**

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

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

**COURSE DESIGNER:**

**R. Saktheshwari****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**

- Jamil Ahmad - “The Wandering Falcon” (Pakistan)

1.

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)

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### COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
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
<b>UNIT -II PROSE</b>				
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
<b>UNIT -III DRAMA</b>				
3.1	Mahasweta Devi - <i>Bayen</i> (India)	10	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV NOVEL</b>				
4.1	Jamil Ahmad - <i>The Wandering Falcon</i> (Pakistan)	10	Chalk & Talk PPT	Black board & LCD
4.2	Khaled Hosseini - <i>The Kite Runner</i> (Afghanistan)	10	PPT Discussion	Black board & LCD
<b>UNIT -V SHORT STORY</b>				
5.1	Selina Hossain - "Motijan's Daughter" (Bangladesh)	5	Discussion	LCD
5.2	Shobasakthi - <i>Gorilla</i> (Sri Lanka)	10	Lecture & PPT	Black board & LCD

**EVALUATION PATTERN**

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

	<b>40</b>
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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**


**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
<b>UNIT -I POETRY</b>				
1.1	Carolyn Kizer -“Semele Recycled”	2	Chalk & Talk	Black Board
1.2	Sophie Hannah -“Symptoms”	2	Chalk & Talk	Black Board
1.3	Maya Angelou -“Woman Work”	2	Chalk & Talk	Black Board
1.4	Valsa George -“Transgender”	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
<b>UNIT -II PROSE</b>				



2.1	Todd W. Reeser -“Theorising Masculinity” from <i>Masculinities in Theory: An Introduction</i>	6	Chalk & Talk PPT	Black Board
2.2	Michelle Obama -“I wanted Everything” from <i>Becoming</i>	7	Chalk & Talk	Black Board LCD
<b>UNIT -III DRAMA</b>				
3.1	David Mamet - <i>Glengarry Glen Ross</i>	18	Chalk & Talk	Black Board LCD Google Classroom
<b>UNIT -IV SHORT STORIES</b>				
4.1	Mary Shelley -“The Invisible Girl”	2	Chalk & Talk	Black Board LCD
4.2	Tim Winton -“Distant Lands”	2	Chalk & Talk	Black Board LCD
4.3	Jess Arndt - “Moon Colonies”	2	Chalk & Talk	Black Board LCD
4.4	Antonio Ortuno - “Masculinity”	2	Chalk & Talk	Black Board LCD
<b>UNIT - V NOVEL</b>				
5.1	Julie Anne Peters - <i>Luna</i>	7	Chalk & Talk PPT	Black Board LCD Seminar

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

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			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

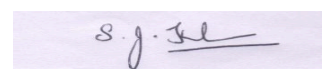
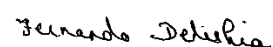
**Mapping of COs with PSOs**

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**

**Forwarded By**

**DR. FERNANDO DELISHIA**



**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. Marjane Satrapi - *Persepolis: The Story of an Iranian Childhood* (Self-Study)

**UNIT –IV DIARY****( 17 HRS.)**

1. Anne Frank - *The Diary of Anne Frank* (June 12, 1942 to JULY 8, 1942)
2. Sita Brahmachari - *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*. Lebooks Editora, 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
<b>UNIT -I AUTOBIOGRAPHY</b>				
1.1	Helen Keller - <i>The Story of My Life</i> - Part I - Childhood	9	Chalk & Talk, Lecture & Discussion	Black Board, LCD, PPT, White Board & Google Classroom

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

4.1	Anne Frank - <i>The Diary of Anne Frank</i> (June 12, 1942 to JULY 8, 1942)	9	Lecture, Discussion	Black Board, White Board LCD & PPT
4.2	SitaBrahmachari - <i>Artichoke Hearts</i>	8	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
<b>UNIT -V CRITICISM</b>				
5.1	James Olney - <i>Autobiography: Essays Theoretical and Critical</i> (Pgs. 3-27)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
5.2	Laura Marcus - <i>Auto/ biographical Discourses: Theory, Criticism, Practice</i> - “Auto/biography spaces” (Pgs. 273-296)	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
<b>UNIT -VI DYNAMISM</b>				
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/PP T  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

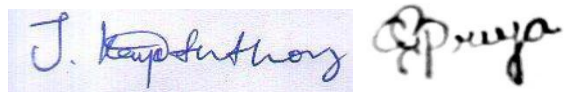
### Mapping of COs with POs

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**

**Forwarded By**

*Fernando Delishia*

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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I VOCABULARY ENHANCEMENT</b>				
1.1	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
<b>UNIT -II IDIOMS IN USE</b>				
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
<b>UNIT -III SPOTTING ERRORS</b>				
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
<b>UNIT -IV LOGIC BASED ENGLISH LANGUAGE TESTS</b>				
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
<b>UNIT –V COMPREHENSION</b>				
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/PP T  5 Mks	35 Mks.	5 Mks.	40Mks. s.	
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*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
PSEN	23PG2L 4	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
<b>UNIT -I</b>				
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
<b>UNIT -II</b>				
2.1	Emerson	6	Lecture	Black Board



<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.2	Amy Tan	6	Chalk & Talk	PPT & White board
2.3	Thoreau	6	Lecture	PPT & White board
<b>UNIT -III</b>				
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
<b>UNIT -IV</b>				
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
<b>UNIT -V</b>				
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 Scholas tic Marks	Non Schola stic Marks C6	CIA Total	% of Asse ssme nt
	T1	T2	Semi nar	Assi gnm ent	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
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 Scholas tic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

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

## EVALUATION PATTERN

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

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:

	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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
<b>CO1</b>	3	3	3	3	3	2	3	3	3	2
<b>CO2</b>	2	3	3	2	2	3	2	2	2	3
<b>CO3</b>	3	3	2	2	3	2	3	2	3	2
<b>CO4</b>	3	3	3	3	2	3	3	2	3	2
<b>CO5</b>	3	2	3	3	3	3	2	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to POs</b>	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 19<sup>th</sup> 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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT I- SHAKESPEARE THEATRE</b>				
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 19 <sup>th</sup> 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
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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	6	Lecture	Black Board

	Authority and its 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:

	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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's plays 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:**

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10
C O 1	3	3	3	3	3	3	3	2	3	2
C O 2	2	3	3	3	2	3	3	2	2	2
C O 3	3	3	3	2	3	3	3	2	3	2
C O 4	3	3	3	3	3	3	3	2	2	2
C O 5	3	2	3	3	3	3	3	2	2	3

3– Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**I M.A. English**  
**SEMESTER – II**  
*For those who joined in 2023 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
PSEN	23PG2L 6	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 REFERENCES**

1. [https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](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-post-colonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A>

**COURSE CONTENTS & LECTURE SCHEDULE:**

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

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.3	A.K. Ramanujan - Returning	2	Lecture	PPT & White board
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
<b>UNIT -III</b>				
3.1	<i>Death and the King's Horseman</i>	6	Chalk &Talk	LCD



Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
3.2	Douglas Stuart - <i>Ned Kelley</i>	8	Chalk & Talk	LCD
<b>UNIT -IV</b>				
4.1	Arundathi Roy – <i>The God of Small things</i>	10	Lecture	PPT & White board
4.2	Bapsi Sidwa – <i>Ice Candyman</i>	9	Lecture	PPT & White board
<b>UNIT -V</b>				
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.	40 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)	Section A (ii)	Section B	Section C	Section D	Section E	Total	
	5 Mks.	5 Mks	8Mks.	12Mks	20Mks .	10Mks.	60Mks.	

<b>K1</b>	<b>5</b>	<b>5</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>14</b>	23.33 %
<b>K2</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>12</b>	20 %
<b>K3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>-</b>	<b>20</b>	33.33 %
<b>K4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	10	<b>14</b>	23.34 %
<b>Total</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>10</b>	<b>60</b>	<b>100 %</b>

## COURSE OUTCOMES

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

	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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:**

	<b>P O 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2

CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific outcomes:**

CO /PO	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	23PG2LE5	TEXT AND SCREEN	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

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

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

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

- 1.Relationship between Novel and Film – language of Literature – language of Film
- 2.Fidelity to the original

- 3.Types of Adaptation – Transgenre adaptation, remakes, sequels, appropriations

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

- 1.Adaptations and Misadaptations
- 2.Techniques of Adaptation
- 3.Film and Literary Terms **(SS)**

**UNIT –IV CASE STUDY**  
**(10 HRS.)**

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

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

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

- Analysis of Adapted Films
- *Wuthering Heights*
  - *Life of Pi*

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

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

**REFERENCES .**

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

**COURSE CONTENT & LECTURE SCHEDULE**

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



3.2	Techniques of Adaptation	4	Lecture	PPT & White board
3.3	Film and Literary Terms <b>(SS)</b>	2	Peer Teaching	Google Classroom
<b>UNIT - 4 CASE STUDY</b>				
4.1	Application of Critical tools in the study of the movie - <i>Jane Eyre</i>	4	Discussion	Film Clippings
4.2	Application of Critical tools in the study of the movie - <i>Importance of Being Earnest</i>	4	Discussion	Film Clippings
4.3	Application of Critical tools in the study of the movie - <i>1984</i> <b>(SS)</b>	2	Peer Teaching	Google Classroom
<b>UNIT - 5 ANALYSIS OF ADAPTED FILMS</b>				
5.1	Analysis of Adapted Film <i>Wuthering Heights</i>	2	Discussion	Film Clippings
5.2	Analysis of Adapted Film <i>Life of Pi</i>	3	Discussion	Film Clippings
<b>UNIT - 6 DYNAMISM</b>				
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
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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/PP T  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:**

*S. Saira Banu*

**Dr. S. Saira Banu**

**Forwarded By**

*Fernando Delishia*

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
<b>UNIT -I INTRODUCTION</b>				

1.1	Drama is Natural	6	Chalk & Talk	Black Board
1.2	Types of Drama	6	Chalk & Talk PPT	LCD
<b>UNIT -II SCRIPT PREPARATION</b>				
2.1	Script Handling	3	Lecture	Black board
2.2	Plots	3	Chalk & Talk PPT	Black board & LCD
2.3	Characters	3	Chalk & Talk PPT	Black board & LCD
2.4	Dialogues	3	Chalk & Talk PPT	Black board & LCD
<b>UNIT -III PREPARE THE STAGE</b>				
<b>3.1</b>	Before the Performance	4	Chalk & Talk PPT	Black board & LCD
<b>3.2</b>	Staging	4	Chalk & Talk PPT	Black board & LCD
<b>3.3</b>	Costumes	4	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV AT THE PERFORMANCE</b>				



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

### EVALUATION PATTERN

### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assignment  5 Mks	OBT/PP T  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

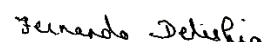
**Mapping of COs with POs**

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**


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. LakakdasaWikkramasi-“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 Ihimaera - “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*. Farrar, Straus and Giroux, 2012.

5. Roy. Arundhati. *The Algebra of Infinite Justice*. Penguin, 2017.

### REFERENCES:

1. Castle, Gregory, ed. *PostColonial Discourses: An Anthology*. Oxford: Blackwell Publishers, 2001.
2. Olaniyan, Tejumola, Ato Quayson. *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](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
<b>UNIT -I POETRY</b>				
1.1	Margaret Atwood -“Mushrooms”	2	Chalk & Talk	Black Board
1.2	LakakdasaWikramasi-“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” <b>(SS)</b>	2	Lecture	Smart Board
1.5	Meena Kandasamy - “Prayers” <b>(SS)</b>	2	Lecture	Black Board
<b>UNIT -II PROSE</b>				
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
<b>UNIT –III DRAMA</b>				
3.1	Ismail Mahomed - <i>Cheaper than Roses</i>	10	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
<b>UNIT -IV FICTION</b>				
4.1	Abdulrazak Gurnah - <i>By the Sea</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
<b>UNIT -V SHORT STORY</b>				
5.1	Olive Senior –“Summer Lightning” (SS)	3	Chalk & Talk	Black Board
5.2	Witi Mihaere - “The Whale”	3	Lecture	Black Board PPT, LCD
5.3	Archie Weller - “Going Home”	3	Chalk & Talk & Lecture	Black Board PPT, LCD

## EVALUATION PATTERN

<b>CIA</b>	
<b>Scholastic</b>	<b>23</b>
<b>Non Scholastic</b>	<b>2</b>
	<b>25</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>				<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1 (30)</b>	<b>C2 (30)</b>	<b>C3</b>	<b>C4 5</b>	<b>C5</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>15</b>	<b>3</b>			<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESS ED
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

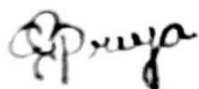
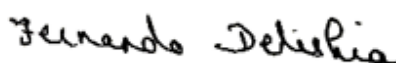
**Mapping of COs with POs**

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 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. KishwarNaheed - “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 FemanOrenstein, 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 Companion to Feminist Theory*. Blackwell, 2003.
3. Linda, Kauffman ed. *Feminism and Institutions: Dialogues on Feminist Theory*. Basil Blackwell, 1989.
4. Stimpson, Catherine 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*. Indiana 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
<b>UNIT -I POETRY</b>				
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	KishwarNaheed - “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

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



**EVALUATION PATTERN**

<b>CIA</b>	
<b>Scholastic</b>	<b>23</b>
<b>Non Scholastic</b>	<b>2</b>
	<b>25</b>

**EVALUATION PATTERN**

<b>SCHOLASTIC</b>				<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1 (30)</b>	<b>C2 (30)</b>	<b>C3</b>	<b>C4 5</b>	<b>C5</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>15</b>	<b>3</b>			<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>

**COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	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**

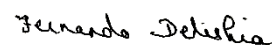
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	1	2	2
CO2	3	3	2	1	1	2	2
CO3	3	3	2	2	2	2	2
CO4	3	3	2	1	1	2	2
CO5	3	3	2	2	2	2	2

**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*

<b>PROGRAMM E CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/WEE K</b>	<b>CREDIT S</b>
<b>PSEN</b>	<b>23PG2LA E</b>	<b>TECHNOLOG Y IN TEACHING ENGLISH</b>	<b>AEC</b>	<b>4</b>	<b>2</b>

**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-VLE-or-managed-learning-environment-MLE?amp=1>

[https://en.m.wikipedia.org/wiki/Web\\_development](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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I VOCABULARY ENHANCEMENT</b>				
1.1	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
<b>UNIT -II IDIOMS IN USE</b>				
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
<b>UNIT -III SPOTTING ERRORS</b>				
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
<b>UNIT -IV LOGIC BASED ENGLISH LANGUAGE TESTS</b>				
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
<b>UNIT –V COMPREHENSION</b>				
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 Scholas tic Marks	Non Schola stic Marks C6	CIA Total	% of Asse sme nt
	T1	T2	Semi nar	Assi gnm ent	OBT/ PPT				

	10 Mks.	10 Mks.	5 Mks.	5 Mks.	5 Mks	35 Mks.	5 Mks.	40M ks.	
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 Scholas tic	-	-	-	-	-		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

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

## COURSE OUTCOMES

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

	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>POs ADDRESSED</b>
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, PO4
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

<b>CO3</b>	3	3	2	2	3	2	3	2	3	2
<b>CO4</b>	3	3	3	3	2	3	3	2	3	2
<b>CO5</b>	3	2	3	3	3	3	2	2	2	3

3 - Strong, 2 - Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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