

**M.A.,  
ENGLISH**

**SYLLABUS**

**FROM THE ACADEMIC YEAR  
2023 - 2024**

**Alagappa University**

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## 1. Cognitive Domain

(Lower levels: K1: Remembering; K2: Understanding; K3: Applying; Higher levels : K4: Analysing ; K5: Evaluating; K6: Creating)

## 2. Affective Domain

## 3. Psychomotor Domain

## 4. Structure of Course

Course Code	Course Name		Credits
Lecture Hours:(L) Per week	Tutorial Hours: (T) per week	Lab Practice Hours: (P) per week	Total:(L+T+P) Per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
<b>Learning Objectives:</b> (for teachers: what they have to do in the class/lab/field)			
<b>Course Outcomes:</b> (for students: To know what they are going to learn) CO1: CO2: CO3: CO4: CO5:			
<b>Recap:</b> (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours]			

Units	Contents	Required Hours
I		17
II		17
III		17
IV		17
V		17
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC – CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)	
Be included in the External Examination question paper)		
Skills acquired from The course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b> <ul style="list-style-type: none"> <li>● Recommended Texts</li> <li>● Reference Books</li> <li>● Web resources</li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topicwise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Testorsimilar	2	4
Model Testorsimilar	1	3
University Exam	1	3
Total		90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on technological skills in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test–I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test–II	12 <sup>th</sup> Week	6%	20%

Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## 8. TEACHING METHODOLOGIES

**8.1 Traditional Teaching method** like Chalk and Board, Virtual Classroom, LCD projector, SmartClass, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

9. Faculty Course File Structure

## CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload  
Course Design (content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- g. Sample CO Assessment Tools.
- h. Faculty Course Assessment Report (FCAR)
- i. Course Evaluation Sheet
- j. Teaching Materials (PPT, OHP etc)

- k. Lecture Notes
- l. Home Assignment Questions
- m. Tutorial Sheets
- n. Remedial Class Record, if any.
- o. Projects related to the Course
- p. Laboratory Experiments related to the Courses
- q. Internal Question Paper
- r. External Question Paper
- s. Sample Home Assignment Answer Sheets
- t. Three best, three middle level  
and three average Answer sheets
- u. Result Analysis (CO wise and whole class)
- v. Question Bank for Higher studies

Preparation (GATE/Placement)

- w. List of mentees and their academic achievements

## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

## 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in the theory part and two tests in the Laboratory part. Choose one best from the theory part and the other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.

### 13.2 Written Examination: Theory Paper (Bloom's Taxonomy based)

#### Question paper Model

Intended Learning Skills	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration: Three Hours</b>
	Part-A (10x 2 = 20 Marks) Answer ALL questions Each Question carries 2 mark
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/Understanding	<b>Two questions from each UNIT</b>
	Question 1 to Question 10
	Part – B (5 x 5 = 25 Marks) Answer All questions Each questions carries 5 Marks
Descriptions/ Application(problems)	<b>Either-or Type</b> <b>Both parts of each question from the same UNIT</b>
	Question 11(a) or 11(b) To Question 15(a) or 15(b)
	Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis / Synthesis / Evaluation	<b>There shall be FIVE questions covering all the five units</b>
	Question 16 to Question 20

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## **14 Different Types of Courses**

### **(i) Core Courses(Illustrative)**

1. English Poetry
2. English Drama
3. English Fiction
4. American Literature
5. Shakespeare Studies
6. Post Colonial Theory and Literature
7. Contemporary Literary Criticism
8. Canadian Studies
9. Subaltern Studies
10. British Literature

### **(ii) Elective Courses (ED within the Department Experts) ( Illustrative )**

1. Theatre Art
2. Approaches to English Language Teaching
3. A Glimpse of Nobel Laureates
4. Translation Studies
5. English Literature for NTA,NET,SET&GATE
6. Indian Writing in English

### **(iii) Skill Development Courses**

1. Technical Writing
2. English for Competitive exams
3. Business English
4. Leadership Skills
5. Employability skills



**M.A., ENGLISH  
Programme Structure**

Sem.	Part	Course Code	Courses	List of Courses	T/P	Credit	Hours per week	Max. Marks		
								Int.	Ext.	Total
I		23MEN1C1	Core– I	English Poetry	T	5	6	25	75	100
		23MEN1C2	Core – II	English Drama	T	5	6	25	75	100
		23MEN1C3	Core – III	English Fiction	T	5	6	25	75	100
		23MEN1E1	Elective–I	Indian Writing in English	T	4	6	25	75	100
		23MEN1E2	Elective– II	Theatre Art	T	3	6	25	75	100
		<b>TOTAL</b>			-	<b>22</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>
II		23MEN2C1	Core - IV	American Literature	T	4	6	25	75	100
		23MEN2C2	Core – V	Shakespeare Studies	T	4	6	25	75	100
		23MEN2C3	Core – VI	Post-colonial Theory and Literature	T	4	6	25	75	100
		23MEN2E1	Elective–III	Approaches To English Language Teaching	T	3	5	25	75	100
		23MEN2E2	Elective– IV	A Glimpse of Nobel Laureates	T	3	5	25	75	100
		23MEN2S1	SEC-I	Technology in Teaching English	T	2	2	25	75	100
		<b>TOTAL</b>				<b>20</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
III		23MEN3C1	Core - VII	Contemporary Literary Criticism	T	5	6	25	75	100
		23MEN3C2	Core - VIII	Canadian Studies	T	5	6	25	75	100
		23MEN3C3	Core - IX	Literature of the Marginalized in India	T	5	6	25	75	100
		23MEN3C4	Core - X	Film and Media Studies	T	5	5	25	75	100
		23MEN3E1	Elective - V	Translation Studies	T	4	5	25	75	100
		23MEN3S1	SEC-II	Functional English	T	2	2	25	75	100
		<b>TOTAL</b>				<b>26</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
IV		23MEN4C1	Core – XI	Twenty First Century Millennial Literature and Culture	T	5	6	25	75	100
		23MEN4C2	Core– XII	Subaltern Studies	T	5	6	25	75	100
		23MEN4E1	Elective– VI	English Literature for NTA, NET, SET & GATE	T	5	6	25	75	100
		23MEN4PR	Project	Project with VIVA VOCE Research Methodology & Project Writing	PR	6	10	50	150	200
		23MEN4S1	SEC-III	English For Careers	T	2	2	25	75	100
		<b>TOTAL</b>				<b>23</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>5600</b>
		<b>Grand Total</b>				<b>91</b>	<b>-</b>	<b>575</b>	<b>1725</b>	<b>2300</b>

Chairperson details: Dr.V.Gurudevrajan, Arumugam Pillai Seethai Ammal College, Tiruppatthur. MobileNo:9865031563

**SEMESTER I**  
**CORE-1 ENGLISH POETRY**

Course Code 23MEN1C1 YEAR/SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	ENGLISH POETRY– From Chaucer to 20 <sup>th</sup> Century	Core	Y	Y	-	-	5	6	25	75	100
IYEAR/ I SEM											
Learning Objective											
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	A good comprehension of History of English literature is enabled										
LO4	Differentiation among the various stages of English could be identified by students.										
LO5	Critical approaches towards various literary forms can be learnt.										
Details											
UNIT I	Middle English Poetry- Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading: Doctor, Friar										
UNIT II	Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning""The Canonization"										
UNIT III	Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"										
UNIT IV	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	Modern Poetry -Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H.Auden: "Elegy on the Death of W.B.Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"										
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Students will gain ideas about the old English writing style.								PO1, PO2		
2	The knowledge about various forms of poetry During different centuries can be well comprehended.								PO5, PO6		
3	Evaluate various poets as representatives of their periods								PO7		
4	Trace the evolution of various literary movements								PO8		
5	Justify British Poetry as an aesthetic record of the societies concerned								PO9, PO10		

Text Book	
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2	Standard editions of texts
Reference Books	
1.	T.S.Eliot, 1932, "The Metaphysical Poets" from Selected Essays; Faber and Faber limited, London.
2.	H.S.Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford-upon-Avon Studies Vol.II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5.	A.G.George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I & II, Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
Web Resources	
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/">https://www.worldhistory.org/Elizabethan Theatre/</a> <a href="https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="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</a>

### Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

### Mapping with Programme Specific Outcomes

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	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	14	15
<b>Weightedpercentage ofCourseContributionto Pos</b>	3.0	3.0	3.0	2.8	3.0

## CORE- II - ENGLISH DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
23MEN1C2									CIA	External	Total
YEAR/ SEMESTER											
IYEAR/ I SEM	Drama I- Elizabethan Age to 20 <sup>th</sup> Century	Core	Y	Y	-	-	5	6	25	75	100
Learning Objective											
LO1	To acquaint the students with the origin of drama in Britain										
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.										
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.										
LO4	Evaluating different forms of drama from the historical background could be learnt.										
LO5	Understanding dramatic techniques implied by the pioneers of English drama										
Details											
UNIT I	Beginnings of Drama- Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy Thomas Kyd-The Spanish Tragedy										
UNIT II	Elizabethan Theatre -Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy, Christopher Marlowe: The Jew of Malta Ben Jonson Volpone										
UNIT III	Jacobean Drama- John Webster: The White Devil										
UNIT IV	Restoration- William Congreve The Way of the World, Irish Dramatic Movement, J.M Synge The Play boy of the Western World										
UNIT V	Epic Theatre Bertolt Brecht Mother Courage and her Children Comedy of Menace, Harold Pinter : Birthday Party Post-Modern Drama Samuel Beckett :Waiting for Godot										
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Appraise various aspects of drama and theatre,								PO1, PO2		
2	Identify drama and performance as a cultural process and an artistic discourse								PO3,PO5		
3	Evaluate plot structure, characterization and dialogue,								PO4		
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,								PO6,PO7,PO8		
5	Examine the sequential course dealing with Modern and Post modern British Drama								PO9, PO10		

Text Book	
1	Brad brook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
Reference Books	
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. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>
Web Resources	
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)
2.	<a href="http://www.clt.astate.edu/wmarev/asste%0">http://www.clt.astate.edu/wmarev/asste%</a>
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### 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

### CORE III - ENGLISH FICTION

Course Code 23MEN1C3	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	ENGLISH FICTION	Core	Y	Y	-	-	5	6	25	75	100
IYEAR/ISEM											
Learning Objectives											
LO1	TofamiliarizethestudentwiththeoriginanddevelopmentoftheBritishNovelupto the 20 <sup>th</sup> Century.										
LO2	The contents of the paper are meant to throw light on various concepts andtheories of the novel.										
LO3	Tounderstandthesocialbackgroundbased ontheprescribednovels.										
LO4	Identifyinganddifferentiatingvarious formsofnovels.										
LO5	Tryinghandsinwritinga pieceofworkontheir own.										
Details											
UNIT I	Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. <b>Allegorical Novel and Satire</b> John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels										
UNIT III	The New World Novel: Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.										
UNIT III	Middle Class Novel of Manners :Jane Austen Emma										
UNIT IV	Women’s Issues: Charlotte Bronte, Jane Eyre										
UNIT V	Liberal Humanism, Individual Environment and Class Issues. Lawrence : The Rainbow Quest, James Joyce- Portrait of the Artist as a Young Man										

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	A wide knowledge about different types of novels can bemastered by the students.	PO1, PO10
<b>CO2</b>	Studentscanlearntheartofwritingdifferentformsofnovel with the learned notions.	PO2, PO3
<b>CO3</b>	EvaluateSocial,domesticandgothicnovels.	PO4, PO5
<b>CO4</b>	Assess philosophical and politicalunderpinningsofVictorianmorality,antiVictorianrealitiesandtheaestheticmovement.	PO4, PO5, PO6
<b>CO5</b>	Inferthemesrelatingtotheturnofthecenturyevents Throughclosereadingoftext.	PO7, PO8,PO10

<b>Text Books (Latest Editions)</b>	
1.	WayneC.Booth,1961,TheRhetoricoFiction,ChicagoUniversityPress, London.
2.	F.R.Leavis,1973,TheGreatTradition,Chatto&Windus,London.
<b>ReferencesBooks (Latest editions, andthe style asgiven below mustbe strictlyadhered to)</b>	
1.	IanWatt,1974,RiseoftheEnglishNovel,Chatto&Windus,London.
2.	FrederickR Karl,1977, Reader’sGuide tothe Developmentof the EnglishNovel tillthe18 <sup>th</sup> Century,TheCamelotPressLtd.Southampton.

3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong
<b>Web Resources</b>	
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Specific Outcomes:**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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



## ELECTIVE-I INDIAN WRITING IN ENGLISH

Course Code 23MEN1E1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
Year/ semester									CIA	External	Total
I YEAR/ I SEMESTER	Indian Writing in English	DSE	Y	Y	-	-	3	5	25	75	100

### Learning Objectives

LO1	Enabling the student to understand the evolution of Indian Writing in English.
LO2	To enable the learner to get exposed to the historical movements of the Indian subcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the student the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

### Details

UNIT I	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers
UNIT II	Kamala Das: Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.
UNIT III	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.
UNIT IV	Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry') Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).
UNIT V	Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows

### Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the themes of Indian Writing in English	PO1
CO2	Identify the major trends in Indian Writing in English	PO1, PO2
CO3	Examine the background and settings of the prescribed texts	PO4, PO6
CO4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
CO5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8

### Text Books (Latest Editions)

1.	Ramamurti, K.S. (ed.). Twenty-five Indian Poets in English Macmillan. 1995.
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### References Books (Latest editions, and the style as given below must be strictly adhered to)

1.	K.R. Srinivas Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.

4.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	TabishKhair, 2001, BabuFictions: Alienation in Contemporary Indian English Novels., OUP.
<b>WebResources</b>	
1.	<a href="http://en.wikipedia.org/wik/indian_writing_in_english">http://en.wikipedia.org/wik/indian_writing_in_english</a>
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping Specific Outcome:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	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	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## ELECTIVE II-THEATRE ART

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
23MEN1E2									CIA	External	Total
Year/ semester											
I YEAR/ I SEMESTER	<b>Theatre Art</b>	DSE	Y	Y	-	-	3	5	25	75	100

### Learning Objectives

LO1	To introduce the learners to the literary aspect of dramas.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the components of acting.

### Details

<b>UNIT I</b>	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres
<b>UNIT II</b>	Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre-conventional and then non-conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue
<b>UNIT III</b>	Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage
<b>UNIT IV</b>	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.
<b>UNIT V</b>	Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a broad range of theatrical disciplines and Experiences	PO2
<b>CO2</b>	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
<b>CO3</b>	Discover the relationships among the various facets of Theatre	PO4, PO5
<b>CO4</b>	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
<b>CO5</b>	The exposure to diverse components of acting and techniques	PO8, PO9

### Text Books (Latest Editions)

1.	Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd., 2015.
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References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press, 2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Websources	
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>
4.	<a href="https://archive.org/details/fundamentalsofpl0000dean_y3x3">https://archive.org/details/fundamentalsofpl0000dean_y3x3</a>
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

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

**SEMESTER-II**  
**CORE- IV AMERICAN LITERATURE**

Course Code 23MEN2C1 YEAR/ SEMESTER	Course Name	Category	L	T	PO	Credits	Inst. Hours	Marks			
								CI A	External	Total	
	American Literature	Core	Y	Y	-	-	4	6	25	75	100
I YEAR/ II SEMESTER											
Learning 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 inFiction										
Details											
Unit I	POETRY Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That SheLived”, “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 Lexton “Wanting to Die” Adrienne Rich “Snapshots of a Daughter-in-law”										
Unit II	Victor Herandez Cruz “Today is a day of great joy”, Amiri Baraka “An Agony as Now’ in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks “Kitchenette Building”,Joy Harijo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66  Prose - Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter“Pond”)										
Unit III	Drama - Arthur Miller - Death of a Salesman, Tennessee Williams - A StreetCar Named Desire Marsha Norman - Night Mother, NtozakeShange – For Colored Girls.										
Unit IV	Fiction/Short Story - Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Moma day - The House Made of Dawn - Toni Morrison - BelovedKate Chopin - The Awakening										
Unit V	Autobiography - Excerpts from – MalcolmX, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Analyze the movements and trends that shaped American literature							PO2			
CO2	Estimate various speeches and concepts of living which changed American history							PO1, PO3			

CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	The exposure to the different literary genres and its evolution in American Literature	PO8, PO10
<b>Text Books(Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	
<b>Web Sources</b>		
1.	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>	
2.	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>	
3.	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>	
4.	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>	
5.	<a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a>	

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	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

## CORE- V SHAKESPEARE STUDIES

Course Code 23MEN2C2	Course Name	Cate g o r y	L	T	P	O	Cre di t s	Inst · Hou rs	Marks		
									CA	Exte rnal	Total
YEAR/ SEMESTER											
I YEAR/ II SEMESTER	Shakespeare Studies	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
CO1	To examine, understand and enjoy Shakespeare’s plays and Criticism of Theatre.										
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
CO3	Undertake textual analysis of Shakespeare’s Plays and Sonnets										
CO4	Appraise Shakespeare’s contribution to English language and literature										
CO5	Critically understanding the appreciations by critics on Shakespeare										
Details											
UNIT I	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 – 12, 65, 86,130, Comedies -Much Ado About Nothing, Winter’s Tale.										
UNIT III	Tragedy Othello										
UNIT IV	History Henry IV Part I										
UNIT V	Shakespeare Criticism - Modern approaches - mythical, archetypal, feminist, post-colonial,New historicist;A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedyby A.C.Bradley, London, Macmillan, Third Edition, 1992. Granville Baker - From Prefaces to Shakespeare Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV &Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988 Also in Political Shakespeare:New Essays in Cultural Materialism.Eds.JonathanDollimore and Alan Sinfield Manchester University Press,1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And RenaissanceDrama, Manchester UP, 1989.										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Critically understanding the appreciations by critics on Shakespeare							PO1			
CO2	Understand elizabethan theatre and the theatre’s development.							PO3			
CO3	Critical perspectives on Shakespeare’s Plays and Sonnets							PO4, PO5			
CO4	Understand the trends in Shakespeare studies							PO6			
CO5	Modern Approaches in Shakespearean criticism							PO7, PO10			

<b>Text Books (Latest Editions)</b>	
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
<b>Web sources</b>	
1	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>
2.	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>
3.	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>
4.	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>
5.	<a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### 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



## CORE VI - POST-COLONIAL THEORY AND LITERATURE

Course Code 23MEN2C3 YEAR/ SEMESTER	Course Name	Cate gory	L	T	P	O	Cre di ts	Ins t. Ho urs	Marks		
									CI	A	External
I YEAR / II SEMESTER	Post-Colonial Theoryand Literature	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
LO1	To examine, understand current sociopolitical 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 post colonialism 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.										
Details											
UNIT I	Fiction Joseph Conrad : Heart of Darkness. E.M. Forster : A Passage to India.										
UNIT II	Fiction Chinua Achebe : Things Fall Apart. Salman Rushdie : Midnight's Children.Thomas King : The One About Coyote Going West										
UNIT III	Fiction - Samuel Selvon : The Lonely Londoners. BapsiSidhwa : Ice Candy Man										
UNIT IV	Poetry ArunKolatkra : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, ScratchA.K.Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells. Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.										
UNIT V	Poetry Leopold Senghor. : In Memoriam, Night of Sine, All Day Long. Grace Nichols :In My Name, Of course when they ask for poems about the `realities' of black women, Praise Song for my Mother, Caribbean Women Prayer. James Reaney :Maps George Bowering : Grand Father										

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

<b>Text Books(Latest Editions)</b>	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4	Frantz Fanon : The Wretched of the Earth.
5	Ashish Nandy : The Fear of Nationalism.
<b>Web Sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

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

### ELECTIVE – III APPROACHES TO ENGLISH LANGUAGE TEACHING

Course Code 23MEN2E1 YEAR/ SEMESTER	Course Name	Cate g o r y	L	T	P	O	Cre di t s	Ins t. Ho urs	Marks		
									CIA	Exte rnal	Total
I YEAR/ II SEMESTER	<b>Approaches To English Language Teaching</b>	Elect ive	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems and consequences on language teaching										
LO4	Emphasis will be laid on tracing the development of language teaching skills										
LO5	Understanding the teaching aspects										
<b>Details</b>											
<b>UNIT I</b>	<b>A Brief history of Language Teaching</b> The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century										
<b>UNIT II</b>	<b>Nature of approaches and methods in Language Teaching</b> 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of thefollowing approaches: • Oral approach and situational language teaching • The Silent Way Community Language Learning. Suggestopedia.Competency based Language teaching										
<b>UNIT III</b>	Current Communicative Approaches The Natural Approach Cooperative language learning Content basedinstruction ,Task-based language teaching										
<b>UNIT IV</b>	Teaching Aspects Teaching Prose Teaching Poetry TeachingGrammar, Teaching of Non-Detailed Text.										
<b>UNIT V</b>	Use of Media in ELT The integration of elements in multi- media language learning systemsBBC English by Radio and Television - an outline history Using BBC English by Radio and Television in the classroom										
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Know the brief history of language teaching methods							PO3			
<b>CO2</b>	Understand the difference between the terms, methods, approaches and techniques used in teaching							PO1, PO2			
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching							PO4, PO5			

<b>CO4</b>	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
<b>CO5</b>	Perceive the use of radio and television in language learning	PO8, PO9
<b>Text Books(Latest Editions)</b>		
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.	
2.	The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.	
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dr. Shaikh Mowla Methods of Teaching English.	
2.	Dr. Gurav H.K Teaching Aspects of English Language.	
<b>Web Resources</b>		
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies- prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies- prose.htm/</a>	
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>	
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>	
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>	
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>	

#### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

#### Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	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	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

### ELECTIVE - IV A GLIMPSE OF NOBEL LAUREATES

Course Code 23MEN2E2	Course Name	Category	L	T	P	O	Credits	Inst. Hour	Marks		
									CI	A	Ext ernal
YEAR/ SEMESTER											
I YEAR/ II SEMESTER	A Glimpse Of Nobel Laureates	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature										
LO2	To familiarize students on various Nobel Laureates										
LO3	To focus on interpreting the works of various Nobel Laureates										
LO4	Focus on evaluate critically and aesthetically the prescribed texts										
LO5	Understanding the Nobel Laureates contribution to the society										
UNIT I	<b>DETAILED POETRY</b> <b>Pablo Neruda</b> If You Forget A Song of Despair Ode to the Onion Your Laughter <b>NON-DETAILED POETRY</b> As One Listens to the Rain - Octavio Paz The Street - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney										
UNIT II	<b>DETAILED PROSE</b> Loot - Nadine Gordimer Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner <b>NON – DETAILED PROSE</b> Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison										
UNIT III	<b>DETAILED DRAMA</b> The Caretaker - Harold Pinter <b>NON – DETAILED DRAMA</b> Man and Superman - George Bernard Shaw										
UNIT IV	<b>SHORT STORIES</b> Alice Munro The Turkey Season Differently Runaway The Bear Came Over the Mountain Boys and Girls										
UNIT V	<b>NOVELS</b> The Pearl - John Steinbeck One Hundred Years of Solitude - Gabriel Garcia Marquez										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind							PO1			
CO2	Interpret the works of various Nobel Laureates							PO1, PO2,PO3			
CO3	Analyse the different themes with regard to social, political and cultural aspects.							PO4, PO6			

<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

Text Books(Latest Editions)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
References Books (Latest editions, and the style as given below must be strictly adheredto)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Web Resources	
1	<a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>
2	<a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>
3	<a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>
4	<a href="https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/</a>
5	<a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</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>Weight age</b>	15	15	15	15	15
<b>Weighted percent age of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

## SEC I - TECHNOLOGY IN TEACHING ENGLISH

Course Code 23MEN2S1  YEAR/ SEMESTER	Course Name	Category	L	T	P	C	Inst. Hours	Marks		
								CI	Extrenal	Total
I YEAR/ II SEMESTER	TECHNOLOGY IN TEACHING ENGLISH	SEC	Y	Y	-	2	2	25	75	100
Learning 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									
Details										
UNIT I	Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment 2.Virtual- Learning Environment Web Tools Effective Web Tools in Teaching 5.Classroom Tools.									
UNIT II	Webpage Development: How to develop a webpage, Hosting A Web page, MetaData Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.									
UNIT III	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	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	E-Learning Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions.Application: Machine Translation.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the architecture	digital	system, its	organization	and	PO2,PO3				
CO2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.						PO1, P04			

<b>CO3</b>	Discuss how technology affects language learning and teaching today	PO5, PO6
<b>CO4</b>	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
<b>CO5</b>	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10

#### **Text Books(Latest Editions)**

1.	Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008.
2.	Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011.

#### **References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

1.	Butcher, N. and Wilson-Strydom, M.) A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013
2.	Batson, T., & Bass, R. Teaching and learning in the computer age. Change, Mar-Apr., 1996.

#### **Web sources**

1.	<a href="https://englishpost.org/tools-teach-english-technology/">https://englishpost.org/tools-teach-english-technology/</a>
2.	<a href="https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series">https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series</a>
3.	<a href="https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1">https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1</a>
4.	<a href="https://en.m.wikipedia.org/wiki/Web_development">https://en.m.wikipedia.org/wiki/Web_development</a>
5.	<a href="https://plato.stanford.edu/entries/computational-linguistics/">https://plato.stanford.edu/entries/computational-linguistics/</a>
6.	<a href="https://en.m.wikipedia.org/wiki/Lexicography">https://en.m.wikipedia.org/wiki/Lexicography</a>

#### **Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

#### **Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	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



Course Code 23MEN3C1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	External	Total
II YEAR/ III SEMESTER	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100

LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge
LO2	To provide knowledge about the different schools in contemporary literary Criticism
LO3	To focus on interpreting the works of various literary critics
LO4	Focus on evaluate critically and aesthetically the prescribed texts
LO5	Understanding the principles of criticism

<b>Unit I</b>	Structure, Sign and Play in the Discourse of Human Sciences : Derrida
<b>Unit II</b>	The Deconstructive Angel : M.H. Abrams
<b>Unit III</b>	Against Interpretation : Susan Sontag Crisis (In Orientalism) : Edward Said
<b>Unit IV</b>	Irony as Principle of Structure :Cleanth Brooks Creative Writers and Day Dreaming : Sigmund Freud
<b>Unit V</b>	From Work to Text: Roland Barthes Capitalism, Modernism and Post Modernism: Terry Eagleton

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

1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.
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- | References Books<br>(Latest editions, and the style as given below must be strictly adheredto) |   |
|--|---|
| 1.   | Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor andFrancis, 2014. |
| 2.   | Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.      |

Web Resources	
1	<a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>
2	<a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a>
3	<a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>
4	<a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560</a>
5	<a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	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

## CORE - VIII CANADIAN STUDIES

Course Code 23MEN3C2	Course Name	Category	T	P	O	Credits	Ins Hours	Marks		
								CI A	Ext ernal	Total
YEAR/ SEMESTER										
II YEAR/ III SEMESTER	Canadian Studies	Core	Y	-	-	5	6	25	75	100
Learning Objectives										
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions									
LO2	To provide knowledge about the different trends in Canadian studies									
LO3	To focus on interpreting the prescribed works critically									
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.									
LO5	Understanding the folklore and its influence on Canadian Literature									
Details										
UNIT I	<p>Poetry</p> <p>Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry(P.K. Page, A.M. Klein, M. Atwood and Smith).</p> <p>Selections from Native Literature in Canada, Ed. By Terry Goldie and others</p> <p>1. "The Lonely Land"—A.J.M. Smith</p> <p>A.J.M. Smith was a key figure in modernist Canadian poetry, and this poem captures the stark beauty of the Canadian landscape.</p> <p>Cedar and jagged fir uplift sharp barbs against the gray And cloud-piled sky; and in the bay Blown spume and wind rift and thin, bitter spray snap at the whirling sky; and the pine trees lean one way.</p> <p>2. "The Cinnamon Peeler"—Michael Ondaatje</p> <p>Michael Ondaatje, best known for <i>The English Patient</i>, is also a remarkable poet. This sensual poem is one of his most famous.</p> <p>If I were a cinnamon peeler I would ride your skin like the bark, I would leave my fingers on your skin, I would leave the taste of cinnamon on your body.</p>									

### 3. "Indian Reservation: Caughnawaga"—Earle Birney

Earle Birney is known for his powerful social and historical commentary in poetry. This piece examines Indigenous identity and colonial history.

It is not over yet  
The caribou still graze  
On the mountains of the mind  
and the mean sun  
Of exclusion still burns  
on the backs of those  
who wait.

### 4. "This is a Photograph of Me"—Margaret Atwood

Margaret Atwood, famed for *The Handmaid's Tale*, is also a brilliant poet. This haunting poem plays with presence and absence.

It was taken some time ago.  
At first it seems to be  
A smeared print: blurred lines and grey flecks  
Blended with the paper;  
then, as you scan  
it, you see in the left-hand corner  
a thing that is like a branch: part of a tree  
(balsam or spruce) emerging  
and, to the right, halfway up  
what ought to be a gentle  
slope, a small frame house.

### 5. "Silence"—Anne Carson

Anne Carson is a unique voice in Canadian poetry, blending classical influences with modernist experimentation.

I want to talk to you.  
It is like sitting in the  
presence  
of a great lake.  
You were always  
like that, always  
completely  
alone  
in yourself,  
as if nothing I said  
could ever change that.

<b>UNIT II</b>	Fiction Survival, M. Atwood Truth and Brightwater (1999), Thomas King. No New Land, M.G. Vassanji Toronto: Mc Clelland& Stewart, 1997
<b>UNIT III</b>	The Ecstasy of Rita Joe, George Ryga. Dry Lips, Tom Highway. Selections from SACLIT DRAMA plays from SouthAsian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996
<b>UNIT IV</b>	Short Story Sunshine and Other Stories. Stephen Leacock. Selections from Thomas King Autobiography/Autoethnography/Lifewritings: In Search of April Rain tree. Beatrice Mosonior(Culleton) “This is my own: Letters to wes and other writings on Japanese canadians 1941- 1948” by Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taronbooks, 1985) Polemical Essays: Selection from The Telling It Collective.
<b>UNIT V</b>	Criticism The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King Selections from Robert Kroetsch Last Essay from The Bush Garden, Northrop Frye.

#### **Course Outcomes**

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

#### **(Text Books in Latest Edition)**

<b>1</b>	Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.
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#### **References Books**

**(Latest editions, and the style as given below must be strictly**

1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004) 3. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004)
3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983

Web sources	
1	<a href="http://www.india.gc.ca">www.india.gc.ca</a>
2	<a href="http://www.canada.justice.gc.ca">www.canada.justice.gc.ca</a>
3	<a href="http://www.thecanadianencyclopedia.com">www.thecanadianencyclopedia.com</a>
4.	<a href="https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html">https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html</a>
5.	<a href="https://www.britannica.com/biography/Margaret-Atwood">https://www.britannica.com/biography/Margaret-Atwood</a>
6.	<a href="https://canadianliteraryfare.org/bibliography/drama/">https://canadianliteraryfare.org/bibliography/drama/</a>

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### 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

### CORE IX - LITERATURE OF THE MARGINALIZED IN INDIA

Course Code 23MEN3C3  YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Ins. Hours	Marks		
									CI A	External	Total
II YEAR/ III SEMESTER	Literature of the Marginalized in India	Core	Y	Y	-	-	5	6	25	75	100

#### Learning Objectives

LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
LO4	Focus on important dimensions to understanding political spheres in India
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

#### Details

<b>UNIT I</b>	Studies on Caste (colonial/postcolonial): Study on Caste by Lakshmi Narasu "Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" by Ambedkar) Homo Hierarchicus by Louis Dumont
<b>UNIT II</b>	The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti; Caste and Gender by Anupama Rao
<b>UNIT III</b>	History and Theory of Dalit Uprising Dalits and Democratic Revolution in India by Gail Omvedt "Power of Invisibility" by Ravikumar
<b>UNIT IV</b>	Case Study: M. Sukhdeo Thorat, Paul Attewell and Firdaus F. Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India", Volume I, Number 01, IIDS and Princeton University, USA.
<b>UNIT V</b>	Untouchable Spring by Kalyan Rao From i) An Anthology of Dalit Literature, ed by Zelliott and Mulk Raj Anand ii) special issue on dalit literature in the journal, Indian Literature Short stories from Kisumbukaran by Bama Aarumugamby Imayam Chakra by Jayawant Dalvi

#### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the historical and political background of Caste	PO1
<b>CO2</b>	Understanding the dimensions of discriminations	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO3, PO4
<b>CO4</b>	Evaluating the prescribed texts critically.	PO6, PO8
<b>CO5</b>	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9

<b>Text Books(Latest Editions)</b>	
1.	<b>Caste and Tribes</b> by Risley
<b>References Books (Latest editions, and the style as given below must be strictly adheredto)</b>	
1.	<b>Caste and Tribes</b> by Edgar Thurston
2.	<b>Castes of Mind</b> by Nicholas B Dirks
3	<b>Nationalism without a Nation in India</b> by G.Aloysius
<b>Web sources</b>	
1	<a href="http://www.ambedkar.org">www.ambedkar.org</a>
2	<a href="http://www.saxakali.org">www.saxakali.org</a>
3	<a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full</a>
4	<a href="https://www.jstor.org/stable/2053672">https://www.jstor.org/stable/2053672</a>
5	<a href="https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079">https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	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	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0



## CORE XII - FILM AND MEDIA STUDIES

Course Code 23MEN3C4  YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Ins. Hours	Marks		
									CI A	External	Total
II YEAR/ III SEMESTER	Film and Media Studies	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives											
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.										
LO2	Understanding the bond between the films and literature.										
LO3	Analyzing the literary texts in comparison with the films.										
LO4	Critical appreciation of films in the background of literary theories.										
LO5	Tracing the differentiation in films from different parts of the world.										
Details											
UNIT I	Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 - The ‘I’ of the Camera [OUP] John Hill - Pamela Church - Gibson Oxford Guide to the Film StudiesA Norton Reader - Film Analysis An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]										
UNIT II	Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy GregoryFrame [eds] [Bloomsbury Publication] Janet Wasko - How Hollywood Works [Sage Publication]										
UNIT III	Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini Chaudhiri - Contemporary World Cinema [EUP] Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian CinemaTheodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V										
UNIT IV	Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian CinemaTheodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V										
UNIT V	<b>Lit. to Tamil Cinema</b> Linda Costanzo Cahir - Ory & Practical Approaches <b>Film Studies</b> John Hill - Critical Approaches - Film studies [OUP] <b>Movies for Appreciation</b> 1. A Few Good Men - Legal Drama by Aaron Sorkin’s 1989 2. Confessions of a - Sophin Kinsella Shopaholic 3. Elippathayam - Adoor Gopalakrishnan Bridge on River Kwai - Novel to Film										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Film Review and appreciation becomes handy for the Students							PO1,PO2			

<b>CO2</b>	Connecting film and literature nuances effectively	PO3, PO4
<b>CO3</b>	Exposure to film techniques and genres	PO7
<b>CO4</b>	Critical appreciation of films	PO6,PO8
<b>CO5</b>	Analysing film forms effectively	PO10
<b>Text Books (Latest Editions)</b>		
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.	
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.	
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.	
<b>Web Resources</b>		
1	<a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .	
2.	<a href="https://wnorton.com/books/9780393420531">https://wnorton.com/books/9780393420531</a>	
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>	
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms</a>	
5.	<a href="https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065</a>	

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

## ELECTIVE - V TRANSLATION STUDIES

Course Code 23MEN3E1 YEAR / SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	Ext ernal	Total
II YEAR/ III SEMESTER	Translation Studies	Elective	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature										
LO2	To provide knowledge about the regional languages through representative texts in English translation										
LO3	To equip the students in the skills as well as the politics of translation.										
LO4	Focus on important dimensions of culture through the prescribed texts										
LO5	Understanding the nuances of translations										
<b>Details</b>											
<b>UNIT I</b>	<b>Poetry</b> Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)										
<b>UNIT I</b>	Drama Indira Parthasarathy "The Legend of Nandan" (New Delhi, OUP, 2003) Mahasweta Devi "Rudaali"										
<b>UNIT III</b>	Fiction and Prose Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.										
<b>UNIT IV</b>	Workshops on Translation										
<b>UNIT V</b>	English to Tamil Translation; Tamil to English Translation any prose passage										
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Understand the systematic study of translation							PO1, PO3			
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation							PO2, PO5			
<b>CO3</b>	Exposure to effective translation							PO4			
<b>CO4</b>	Equipped in the skills as well as the politics of translation.							PO6, PO8			
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation							PO9			
<b>Text Books (Latest Editions)</b>											
1.	Lalita and Susie Tharu. <u>Introduction to Women Writing in India</u> . Penguin										
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>											
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge										

2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3	R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)
<b>Web sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.</a>
2	<a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>
3	<a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>
4	<a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>
5	<a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

Course Code 23MEN3S1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEMESTER	FUNCTIONAL ENGLISH		Y	Y	-	-	2	2	25	75	100

LO1	To expose the learners towards the organizing and delivery of speech
LO2	To train the learners in various language skill in Public Speaking
LO3	Creating awareness about using language according to the situation
LO4	Helping learners overcome common problems of Indian speakers of English
LO5	Introducing major features of spoken English

<b>Unit I</b>	<b>Public Speaking</b> 1.Characteristics of a good speaker 2.Methods of Speaking3.Preparation and Delivery of Speech
<b>Unit II</b>	<b>Speech for Situations</b> 1.Speech to inform 2.Speech to Persuade 3.Speeches for Special occasions
<b>Unit III</b>	<b>Occupational Skills</b> 1.Email 2.Resume 3.Official memo
<b>Unit IV</b>	<b>Interview Skills</b> 1.Prepare and practice for Interviews 2.Some General Questions in an Interview3.Profile Writing for a Job 4.Presentation Skills
<b>Unit V</b>	<b>Interpersonal Skills</b> 1.Team Development 2.Relationship and Communication 3.Negotiation

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define communicative skills	PO2
<b>CO2</b>	Utilize the nuances of English language in public speaking	PO1, PO2
<b>CO3</b>	Evaluate language skills in day to day life	PO3, PO4
<b>CO4</b>	Develop different styles of occupational skills	PO5, PO6
<b>CO5</b>	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8

1.	Mohan, Krishna, et al. <i>Developing Communication Skills</i> . Macmillan Publishers India Ltd., 2009.
2.	Mitra, Barun K. <i>Effective Technical Communication: a Guide for Scientists and Engineers</i> . Oxford University Press, 2006.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Sudha,S. <i>Job Fair Keys</i> , Jayalakshmi Publications, 2017.
2.	Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)
Web sources	
1.	<b>Team Development-</b> <a href="https://blog.vantagecircle.com/team-development/5">https://blog.vantagecircle.com/team-development/5</a> . <b>Relationship and Communication-</b> <a href="https://2012books.lardbucket.org/books/a-primer-on-communication-">https://2012books.lardbucket.org/books/a-primer-on-communication-</a>
2.	<b>Negotiation-</b> <a href="https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/">https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/</a>
3.	<a href="https://in.indeed.com/career-advice/interviewing/interviewing-skills">https://in.indeed.com/career-advice/interviewing/interviewing-skills</a>
4.	<a href="https://careerwise.minnstate.edu/careers/occupational-skills.html">https://careerwise.minnstate.edu/careers/occupational-skills.html</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	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

**SEMESTER –IV**  
**CORE X - TWENTY-FIRST CENTURY MILLENNIAL LITERATURE**  
**AND CULTURE**

Course Code 23MEN4C1  YEAR/ SEMESTER	Course Name	Cate g o r y	L	T	P	O	Cre di t t. s	Ins Ho rs	Marks		
									CIA	Exte rnal	Total
II YEAR/ IV SEMESTER	Twenty first Century Millennial Literature and Culture	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.										
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level.										
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.										
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.										
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.										
Details											
UNIT I	Blue Studies The Hungry Tide - Amitav Ghosh The Life of Pi - Yann Martel										
UNIT II	Animal Studies Margo DeMello “Human Animal Studies” from <i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 3-18 Mario Ortiz Robles “What is it like to be a trope?” from <i>Literature and Animal Studies</i>										
UNIT III	Medical Humanities Thomas R. Cole et al. “Introducing Medical Humanities”from <i>Medical Humanities:An Introduction</i> Dan Millman Way of the Peaceful Warrior										
UNIT IV	Climate Studies Introduction to Climate Change and Studies Barbara KingsolverFlight behavior										
UNIT V	Disability Studies Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability StudiesReader. Clarke Barker and Stuart Murray “Introduction: On Reading Disability in Literature” from The Cambridge Companion to Disability Studies										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.							PO3			
CO2	The social responsibility of the students towards the society can be groomed in an effective way.							PO2, PO6			
CO3	Exposuire to the emerging tends in twenty first century millennial literature.							PO4. PO5			

<b>CO4</b>	Equiped in the interdisciplinary theories.	PO6
<b>CO5</b>	Viability of interdisciplinary analyses of literary and cultural forms.	PO10

**Text Books (Latest Editions)**

1.	Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical Humanities. 1st ed., Routledge, 2015.
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**References Books  
(Latest editions, and the style as given below must be strictly adhered to)**

1.	Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016.
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2.	DeMello, Margo. Body Studies: An Introduction. 1 <sup>st</sup> ed., Routledge, 2013
3	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.

**Web sources**

1	<a href="http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/">http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/</a>
2	<a href="http://www.jstor.org/stable/25614299">http://www.jstor.org/stable/25614299</a> .
3.	<a href="https://www.timeshighereducation.com/student/student-services/blue-studies-international">https://www.timeshighereducation.com/student/student-services/blue-studies-international</a>
4.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/</a>
5.	<a href="https://en.m.wikipedia.org/wiki/Medical_humanities">https://en.m.wikipedia.org/wiki/Medical_humanities</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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



## CORE XI - SUBALTERN STUDIES

Course Code 23MEN4C2	Course Name	Category	L	T	P	O	Credits	Inst. Hou rs	Marks		
									CI A	Externa l	Total
YEAR/ SEMESTER											
II YEAR/ IV SEMESTER	Subaltern Studies	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups										
LO2	Develop strategies to deal with these issues successfully.										
LO3	Analysis of literary texts in Subalten lens										
LO4	To examine the defined role of social constructions that affecting the space of the marginalized										
LO5	Critically analyzing subaltern writing.										
<b>Details</b>											
<b>UNIT I</b>	<b>POETRY – DETAILED</b> Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)  Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) ArjunDangle)  Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)  Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)										
<b>UNIT II</b>	<b>PROSE – DETAILED</b> Martin Luther King (Jr) – I Have a Dream <b>NON-DETAILED</b> GayatriC.Spivak - Can the Subaltern Speak ?										
<b>UNIT III</b>	<b>DRAMA – DETAILED</b> C.T. Indra (Translation) - Nandan <b>DRAMA – NON - DETAILED</b> Vijay Tendulkar – Kanyadan										
<b>UNIT IV</b>	<b>FICTION</b> MalalaYousafzai with Christina Lamb - I am Malala Bama – Karukku\										
<b>UNIT V</b>	<b>FICTION</b> Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things										

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Remember the diverse concepts that address issues of subalterns.	PO2
<b>CO2</b>	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
<b>CO3</b>	Analyse various subaltern texts	PO1, PO2, PO5
<b>CO4</b>	Determine the sources and structures of social inequalities.	PO6
<b>CO5</b>	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9
<b>Text Books (Latest Editions)</b>		

1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.
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**References Books**  
(Latest editions, and the style as given below must be strictly adhered to)

1.	Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.
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**Web sources**

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

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
<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

### ELECTIVE VI - English Literature for NTA, NET, SET & GATE

Course Code 23MEN4E1  YEAR/ SEMESTER	Course Name	Cate g o r y	L	T	P	O	Cre di t s	Inst . Ho urs	Marks		
									CI A	Exte rnal	Total
II YEAR / IV SEMESTER	English Literature for NTA NET, SET & GATE	Elect ive	Y	Y	-	-	5	6	25	75	100
Learning Objectives											
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
UNIT I	Teaching and Research Aptitude										
UNIT II	History of English Literature The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period										
UNIT III	American and Non-British Literatures Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe										
UNIT IV	Literary Theory and Criticism Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir										
UNIT V	Literary Forms Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.							PO2, PO3			
CO2	Effectively attempting MCQs							PO1			
CO3	Profound understanding about the various movements in English Literature							PO6			
CO4	Understanding the nuances of competitive exams							PO7			
CO5	Expertise in literature							PO6, PO10			

<b>Text Books(Latest Editions)</b>	
1.	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2.	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Srinivasalyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4.	Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5.	M.H. Abrams – A Glossary of Literary Terms.
<b>Web Resources</b>	
1.	<a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>
2.	<a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</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

### SEC III- ENGLISH FOR CAREERS

Course Code 23MEN4S1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	External	Total
II YEAR/ IV SEMESTER	ENGLISH FOR CAREERS	SEC	Y	Y	-	-	2	2	25	75	100

#### Learning Objectives

LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.
LO2	Introduce key issues pertaining to Second Language Acquisition.
LO3	Provide a broad overview of English language learning, teaching and testing.
LO4	Make the students aware of the specific challenges of teaching English in India.
LO5	Build job-related vocabulary

#### Details

UNIT I	<b>Effective Writing</b> 1.Features of Effective Writing 2.Business correspondence3.E-Mail 4.Report writing Technical Writing
UNIT II	<b>Administrative Process</b> 1.Agenda preparation 2.Preparing minutes
UNIT III	<b>Communication</b> 1.Presenting Data in Verbal modes Presenting Data in 2.Non- verbal modes
UNIT IV	<b>Effective lecturing</b> Preparing Lectures on Topics 2.Preparing Persuasion Talks
UNIT V	<b>Telephone Etiquette</b> 1. Business Talks over Telephone Discussion on Career Prospects and Advancements

#### Course Outcomes

CO1	Gain knowledge of the various modes of official correspondence and presentation	PO2
CO2	Comprehend the right use of English at official works	PO1, PO3
CO3	Apply the acquired styles of occupational skills and practicing them	PO4, PO5
CO4	Pick up the official behavior and becoming better doers	PO6, PO7
CO5	Market the skill business correspondence and fixing themselves in better jobs	PO8

#### Text Books (Latest Editions)

1.	V.Saraswathi&Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2.	English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus

#### References Books

**(Latest editions, and the style as given below must be strictly adhered to)**

1.	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2.	English for Careers: Business, Professional, and Technical

Web sources	
1.	<a href="https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true</a>
2.	<a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy</a>
3.	<a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a>
4.	<a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;amp;p=7290942</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	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

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