

M.A. ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR

2023 – 2024

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**



DEPARTMENT OF ENGLISH
BISHOP HEBER COLLEGE (AUTONOMOUS)
(Nationally Re-accredited at the 'A' by NAAC with a CGPA of 3.58 out of 4)
(Recognised by UGC as “College of Excellence”)
TIRUCHIRAPPALLI – 620 017

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1. **Cognitive Domain**
(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying; Higherlevels: 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			
Learning Objectives: (for teachers: what they have to do in the class/lab/field)			
Course Outcomes: (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours)			
Units	Contents		Required Hours
I			1 7
II			1 7
III			1 7
IV			1 7
V			1 7

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	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)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
Learning Resources: <ul style="list-style-type: none"> ● Recommended Texts ● Reference Books ● Web resources 		
Board of Studies Date:		

3. Learning and Teaching Activities

3.1 Topic wise 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 Test or similar	2	4
Model Test or similar	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 a technological scale 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 rd week	2%	2%
Assignment 2	6 th Week	2%	4%
Cycle Test – I	7 th Week	6%	10%
Assignment 3	8 th Week	2%	12%
Assignment 4	11 th Week	2%	14%
Cycle Test – II	12 th Week	6%	20%
Assignment 5	14 th Week	2%	22%
Model Exam	15 th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 th Week	60%	100%

8. TEACHING METHODOLOGIES

- 8.1 Traditional Teaching method** like Chalk and Board, Virtual Class room, 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
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level and three average Answersheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher studies Preparation (GATE/Placement)
- x. List of mentees and their academic achievements

Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			2.6 NME I	2	4	3.6 NME II	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	20	30		22	30		26	30		23	30
Total Credit Points -91											

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for all Post – Graduate Courses including Lab Hours

First Year – Semester – I

Part	List of Courses	Credits	No. of Hours
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		20	30

Semester-II

Part	List of Courses	Credits	No. of Hours
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	4
	Skill Enhancement Course [SEC] - I	2	4
		22	30

Second Year – Semester – III

Part	List of Courses	Credits	No. of Hours
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core (Industry Module) – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - II	2	3
	Internship / Industrial Activity [Credits]	2	-
		26	30

Semester-IV

Part	List of Courses	Credits	No. of Hours
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – III / Professional Competency Skill	2	4
	Extension Activity	1	-
		23	30

Total 91 Credits for PG Courses

12. Methods of Assessment

Methods of Assessment	
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons
Create (K6)	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 Theory part and two tests in Laboratory part. Choose one best from Theory part and 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	Maximum 75 Marks Passing Minimum: 50% Duration : Three Hours
	Part –A (10x 2 = 20 Marks) Answer ALL questions Each Question carries 2 mark
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	Question 1 to Question 10

	Part – B (5 x 5 = 25 Marks) Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	Either-or Type Both parts of each question from the same UNIT
	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	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

Each question should carry the course outcome and cognitivelevel 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

Credit Distribution for MA ENGLISH

Sem.	Part	Course	Course Title	Course Code	Hours / week	Credits	Marks		
							CIA	ESE	Total
I	Part A	Core I	English Poetry - From Chaucer to 20 th Century	P23EG101	7	5	25	75	100
		Core II	English Drama	P23EG102	7	5	25	75	100
		Core III	English Fiction	P23EG103	6	4	25	75	100
		Elective I	Indian Writing in English	P23EG1:A	5	3	25	75	100
		Elective II	Theatre Art	P23EG1:B	5	3	25	75	100
					30	22			
II	Part A	Core IV	American Literature	P23EG204	6	5	25	75	100
		Core V	Shakespeare Studies	P23EG205	6	5	25	75	100
		Core VI	Post-colonial Theory and Literature	P23EG206	6	4	25	75	100
		Elective III	Approaches to English Language Teaching	P23EG2:A	4	3	25	75	100
		Elective IV	A Glimpse of Nobel Laureates	P23EG2:B	4	3	25	75	100
		NMEC I	Writing for the Media	P23EG2E1	4	2	25	75	100
					30	22			
III	Part A	Core VII	Contemporary Literary Criticism	P23EG307	6	5	25	75	100
		Core VIII	Canadian and Australian Studies	P23EG308	6	5	25	75	100
		Core IX	Literature of the Marginalized in India	P23EG309	6	5	25	75	100
		Core X	Film and Media Studies	P23EG310	6	4	25	75	100
		Elective V	Translation – Theory and Practice	P23EG3:A	3	3	25	75	100
		NMEC II	Leadership Skills	P23EG3E2	3	2	25	75	100
		Internship	Internship (Field Trip)	P23EG311	--	2	100	--	100
					30	26			
IV	Part A	Core XI	Subaltern Studies	P23EG411	6	5	25	75	100
		Core XII	Twenty First Century Millennial Literature	P23EG412	6	5	25	75	100
		Core Project	Core Project with Viva Voce	P23EG4PJ	8	7	60	240	300
		Elective VI	English Literature for NTA, NET, SET & GATE	P23EG4S4	4	3	25	75	100
		SEC		P23EG4S5	4	2	25	75	100
		Extension Activity	Extension Activity	P23EGETA	--	1	--	--	--
	Part B	VLO	The Big Picture	P23VLO41	2	2	100	--	100
Flying High			P23VLO42						
					30	25			
					Total Credits		91+2		

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks

Semester I										
Core I: English Poetry - From Chaucer to 20 th Century										
Subject Code:P23EG101	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	7	25	75	100

Learning Objectives:

LO1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	Good comprehension of History of English literature is enhanced
LO4	Differentiation among the various stages of English could be identified by students.
LO5	Critical approaches towards various literary forms can be learnt.

Syllabus:

UNIT	Details
I	Renaissance Poetry Chaucer: The General Prologue: Pardoner, The Nun: Doctor, Friar Spenser: "Epithalamion"
II	Metaphysical and Cavalier Poets Donne : The Canonization & Extasie Marvell: To His Coy Mistress& The Garden Richard Lovelace: To Althea, from Prison Herbert: Affliction
III	Epic Poetry- John Milton Paradise Lost Book IX
IV	Eighteenth Century Poetry – Wordsworth: Tintern Abbey Keats: Ode on a Grecian Urn Shelley: Ode to the West Wind Browning: Andrea Del Sarto
V	Modern Poetry – Rupert Brooke: "The Soldier" W.B. Yeats : "Lake Isle of Innisfree" W.H Auden : "The Shield of Achilles"

	Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"
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Course Outcomes:

On completion of this course, students will;

CO1	Gain ideas about the old English writing style.	PO1, PO2
CO2	Acquire knowledge about various forms of poetry during different centuries.	PO5,PO6
CO3	Evaluate various poets as representatives of their periods	PO7
CO4	Trace the evolution of various literary movements	PO8
CO5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10

Text Books (Latest Editions):

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

References Books:

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

1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; 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.	http://www.english.org.uk/chaucer/htm
2.	https://www.britannica.com/topic/The-Canonization
3.	https://www.worldhistory.org/Elizabethan_Theatre/ https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4.	https://www.britannica.com/topic/Absalom-and-Achitophel
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. SURESH FREDERICK

Minutes:

- The title of Unit 1 was renamed from Middle English Poetry to Renaissance Poetry
- The title of Unit 2 was renamed from Elizabethan Poetry to Metaphysical and Cavalier Poets
- A few topics were removed in Unit 2 and the following topics were included:
 - ✓ Donne's "Extasie",
 - ✓ Marvel's "The Garden",
 - ✓ Richard Lovelace's "To Althea, from Prison"
 - ✓ Herbert's "Affliction"
- The title of Unit 3 was renamed from "Seventeenth Century Poetry to Epic Poetry
 - ✓ Andrew Marvell's "To His Coy Mistress" was removed from Unit 3 of TANSCHÉ
- In Unit 4 the following poems were removed
 - ✓ Dryden's "Absalom and Achitophel" Lines 150 – 476,
 - ✓ Gray's "Elegy Written in a Country Churchyard"
 - ✓ Burns "Holy Willie's Prayer", "Auld Lang Syne"
- In Unit 4 the following poems were added
 - ✓ Keats: Ode on a Grecian Urn
 - ✓ Shelley: Ode on West Wind
 - ✓ Browning: Andrea Del Sarto
- In Unit 5 the following poems were removed
 - ✓ W.B. Yeats : "Sailing to Byzantium"
 - ✓ W.H. Auden: "Elegy on the Death of W.B.Yeats" & "Museedes"
 - ✓ Gray's "Elegy Written in a Country Churchyard"
 - ✓ Burns "Holy Willie's Prayer", "Auld Lang Syne"
- In Unit 5 the following poems were added
 - ✓ W.B. Yeats : "The Lake Isle of Innisfree"
 - ✓ W.H Auden: "The Shield of Achilles".

Semester I										
Core II: English Drama										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG102	Core	Y	Y	-	-	5	7	25	75	100

Learning Objectives:

LO1	To acquaint the students with the origin of drama in Britain
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
LO4	Evaluating different forms of drama from the historical background could be learnt.
LO5	Understanding dramatic techniques implied by the pioneers of English drama

Syllabus:

UNIT	Details
I	Beginnings of Drama Miracle and Morality Plays –Everyman The Senecan and Revenge Tragedy Thomas Kyd – The Spanish Tragedy
II	Elizabethan Theatre Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Marlowe : Edward II Ben Jonson: Alchemist
III	Jacobean Drama John Webster: The White Devil
IV	Restoration William Congreve- The Way of the World, Irish Dramatic Movement: J.M Synge- The Playboy of the Western World

V	<p>Epic Theatre</p> <p>Bertolt Brecht - Mother Courage and her Children</p> <p>Post-Modern Drama:</p> <p>Samuel Beckett: Waiting for Godot</p>
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Course Outcomes:

On completion of this course, students will;

CO1	Appraise various aspects of drama and theatre	PO1, PO2
CO2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
CO3	Evaluate plot structure, characterization and dialogue	PO4
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6,PO7,PO8
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10

Text Books (Latest Editions):

1.	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2.	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
3.	"Everyman." The Norton Anthology of Drama, edited by J. Ellen Gainor et al., W. W. Norton & Company, 2018, pp. 146-165.
4.	Kyd, Thomas. The Spanish Tragedy. Manchester University Press, 1997.
5.	Marlowe, Christopher. Edward II. Methuen Drama, 2014.
6.	Jonson, Ben. The Alchemist. Methuen Drama, 2000.
7.	Webster, John. The White Devil. Bloomsbury Arden Shakespeare, 2014.
8.	Congreve, William. The Way of the World. Penguin Classics, 2006.
9.	Synge, J.M. The Playboy of the Western World. Oxford University Press, 1998.

10.	Brecht, Bertolt. <i>Mother Courage and her Children</i> . Translated by Tony Kushner, edited by John Willett, Methuen Drama, 1995.
11.	Beckett, Samuel. <i>Waiting for Godot</i> . Faber and Faber, 1954.

References Books:

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

1.	Una Ellis-Fermor, 1965, <i>The Jacobean Drama: An Interpretation</i> , Methuen & Co., London.
2.	Allardyce Nicoll, 1973, <i>British Drama</i> , Harrap, London.
3.	Bradbrook, M.C., 1979, <i>Themes and Conventions of Elizabethan Tragedy</i> , Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.
4.	Michael Hathaway, 1982, <i>Elizabethan Popular Theatre: Plays in Performance</i> , Routledge, London.
5.	Kinney, Arthur.F., 2004, <i>A Companion to Renaissance Drama</i> , Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre

Web Resources:

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

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. S. MELWIN

Minutes:

The following changes were made in the TNSCHE syllabus.

- Unit 1: Decided to retain the Unit 1 of TANSICHE syllabus
- Unit 2: Removed from TANSICHE syllabus –
 - ✓ Christopher Marlowe's: The Jew of Malta
 - ✓ Ben Jonson's: Volpone
 - ✓ Included:
 - ✓ Marlowe : Edward II
 - ✓ Ben Jonson: Alchemist were included
- Units 3 and 4 of TANSICHE Syllabus have been retained
- Unit 5: Removed Comedy of Menace, Harold Pinter: Birthday Party from the TANSICHE Syllabus.

Semester I										
Core III: English Fiction										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG103	Core	Y	Y	-	-	4	6	25	75	100

Learning Objectives:

LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background base on the prescribed novels.
LO4	Identifying and differentiating various forms of novels.
LO5	Trying hands in writing a piece of work on their own.

Syllabus:

UNIT	Details
I	Novel as a Form Poetics of the Novel – definition, types, narrative modes Allegorical Novel and Satire John Bunyan The Pilgrim’s Progress George Orwell Animal Farm
II	The New World Novel : Daniel Defoe : “Robinson Crusoe” Tobias Smollett: The Expedition of Humphry Clinker
III	Middle Class Novel of Manners : Jane Austen : “Emma” Oliver Goldsmith: “The Vicar of Wakefield”
IV	Women’s Issues : Charlotte Bronte: “Jane Eyre” Thomas Hardy: Tess of d’Urbervilles
V	Liberal Humanism, Individual Environment and Class Issues, D.H.Lawrence :The Rainbow, James Joyce: Portrait of the Artist as a Young Man

Course Outcomes:

On completion of this course, students will;

CO1	Gain wide knowledge about different types of novels.	PO1, PO10
CO2	Learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Explore Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10

Text Books (Latest Editions):

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

References Books:

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

1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. 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.

Web Resources:

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

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. A. SHEEBA PRINCESS

Minutes:

The following changes were made

- Units 1, 2 and 5: Decided to retain of TANSCHÉ's Syllabus
- Unit 3: Included George Eliot's: "Silas Mariner"
- Unit 4: Included Thomas Hardy's: Tess of d'Urbervilles

Semester I										
Elective I: Indian Writing in English										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG1:A	Elective	Y	Y	-	-	3	5	25	75	100

Learning Objectives:

LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners 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 students 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.

Syllabus:

UNIT	Details
I	Aurobindo: Rose of God, A Dream of Surreal Science Toru Dutt: The Casuarina Tree, Laxman Sarojini Naidu: Palanquin Bearers, Coromandel Fishers
II	Kamala Das: Dance of the Euncuhs, A Hot Noon in Malabar A.K.Ramanujan : Obituary; A River Nissim Ezekiel: Enterprise, Poet, Lover, Birdwatcher
III	Girish Karnad: Tughlaq, Asif Currimbhoy: Inquilab.
IV	Rabindranath Tagore: My School Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire)
V	Mulk Raj Anand: The Untouchable, Khushwant Singh: Train to Pakistan

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	Gain exposure to diverse culture and literature and 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. Srinivasalyengar, 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, Babu Fictions: Alienation in Contemporary Indian English Novels, OUP.

Web Resources:

1.	http://en.wikipedia.org/wik/indian_writing_in_english
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
3.	https://www.britannica.com/biography/Sri-Aurobindo
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/
5.	https://www.britannica.com/biography/Anita-Desai

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. C. DHANABAL

Minutes:

The following changes were made:

- Unit 1:
 - ✓ Removed Aurobindo's: The Tiger and the Deer and Toru Dutt's: The Lotus
 - ✓ Included: Aurobindo's: A Dream of Surreal Science and Toru Dutt's: Laxman
- Unit 2:
 - ✓ Removed - Kamala Das's: Looking Glass, An Introduction and Nissim Ezekiel's: Morning Prayer
 - ✓ Included: Kamala Das's: Dance of the Eunuchs, A Hot Noon in Malabar, Nissim Ezekiel: Poet, Lover, Birdwatcher
- Unit 3:
 - ✓ Removed - Girish Karnad's: Nagamandala
 - ✓ Included: Girish Karnad's: Tughlaq
- Unit 4: TANSICHE Syllabus was retained.
- Unit 5:
 - ✓ Removed Anita Desai's: Where Shall we go this Summer?
 - ✓ Included: Mulk Raj Anand's: The Untouchable.

Semester I										
Elective II: Theatre Art										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG1:B	Elective	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.

Syllabus:

UNIT	Details
I	- Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.
II	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage
IV	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.
V	Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

Course Outcomes:

On completion of this course, students will;

CO1	Understand a broad range of theatrical disciplines and Experiences	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
CO5	Gain 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.

Web Resources:

1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. K. SHANTHI

Minutes:

TANSCHÉ Syllabus is retained with no changes in the Units

Semester II										
Core IV: American Literature										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG204	Core	Y	Y	-	-	5	6	25	75	100

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 in Fiction

Syllabus:

UNIT	Details
I	POETRY: Walt Whitman : When Lilac Last in the Dooryard Bloom Poe : The Raven Emily Dickinson: I Taste a Liquor Never Brewed Robert Frost: Two Tramps in Mud-time Langston Hughes: Mother to Son Sylvia Plath: Daddy Maya Angelou: I Know Why the Caged Bird Sings
II	Prose - Emerson - The American Scholar, Amy Tan - Mother Tongue, Thoreau - Walden (Chapter "Pond")
III	Drama - Arthur Miller - Death of a Salesman, Tennessee Williams - A Street Car Named Desire
IV	Fiction/Short Story Flannery O'Connor : Revelation Katherine Anne Porter : Rope Hemingway : The Short Happy Life of Francis Macomber
V	Fiction – Melville : Moby Dick Steinbeck : Pearl Bernard Malamud : The Fixer Harper Lee : To Kill a Mocking Bird

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	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10

Text Books (Latest Editions):

1.	Willis Wagner : American Literature - A World View
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References Books:

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

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.

Web Resources:

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

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. W. ABRAHAM SELVAKUMAR

Minutes:

The following changes were made

- In Unit 1 the following topics were removed
 - ✓ Walt Whitman "Out of the Cradle Endlessly Rocking"
 - ✓ Emily Dickinson "The Last Night That She Lived", "The Soul Selects Her Own Society"
 - ✓ Robert Frost "After Apple Picking"
 - ✓ E. E. Cummings "Cambridge Ladies" Wallace Stevens "Anecdote of the Jar"
 - ✓ Denis Levertor "Scenario", "Thinking of EL Salvador"
 - ✓ Robert Lowell "Skunk Hour"
 - ✓ Sylvia Plath "Lady Lazarus"
 - ✓ Anne Lexton "Wanting to Die"
 - ✓ Adrienne Rich "Snapshots of a Daughter-in-law"

The following topics were included

- ✓ Walt Whitman: When Lilac Last in the Dooryard Bloom'
- ✓ Poe: The Raven
- ✓ Emily Dickinson: I Taste a Liquor Never Brewed
- ✓ Robert Frost: Two Tramps in Mud-time
- ✓ Langston Hughes: Mother to Son
- ✓ Sylvia Plath: Daddy
- ✓ Maya Angelou: I Know Why the Caged Bird Sings
- ✓ No changes were made in Units 2, 3, 4 and 5

Semester II										
Core V: Shakespeare Studies										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG205	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives:

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

Syllabus:

UNIT	Details
I	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19 th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.
II	Sonnets – 12, 65, 86, 130, Comedy – As You Like It
III	Tragedy – Hamlet
IV	History Henry IV Part I
V	Shakespearean Criticism – 1. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) 2. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion 3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

Course Outcomes:

On completion of this course, students will;

CO1	Critically understand the appreciations by critics on Shakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre's development.	PO3
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
CO4	Understand the trends in Shakespeare studies	PO6
CO5	Learn Modern Approaches in Shakespearean criticism	PO7, PO10

Text Books (Latest Editions):

1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
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References Books:

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

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.

Web Resources:

1.	http://www.shakespeare.bham.ac.uk/resources
2.	https://www.folger.edu/shakespeares-theater
3.	https://www.britannica.com/art/sonnet
4.	https://www.sparknotes.com/shakespeare/othello/genre/
5.	https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. R.S.A. SUSIKARAN

Minutes:

The following changes were made

- ✓ In Unit 3, Shakespeare's Hamlet was included instead Othello
- ✓ No changes in Units 1, 2, 4 and 5

Semester II										
Core VI: Post-Colonial Theory and Literature										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG206	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.

Syllabus:

UNIT	Details
I	Prose Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction), Edward Said - Introduction to Orientalism.
II	Poetry ArunKolatkar : The Priest, Yeshwant Rao: An Old Woman, A.K. Ramanujan. : Returning, Death of Poem, Kofi Awonoor, The Weaver Bird Leopold Senghor. : In Memoriam, Grace Nichols : In My Name, James Reaney : Maps, George Bowering : Grand Father
III	Drama Soyinka : Death and the King's Horseman Dougals Stuart : Ned Kelly
IV	Fiction Arundathi Roy – God of Small things Bapsi Sidwa – Ice Candyman
V	Short Stories 1. Kate Grenville – Mate 2. Chinua Achebe – Dead Men's path 3. Oodgeroo Noonuccal – Stradbroke Dreamtime 4. David Malouf –Jacko's Reach (From Dream Stuff)

Course Outcomes:

On completion of this course, students will;

CO1	Critically understand the political and social background of the third world nations	PO2
CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
CO3	Be sensitive towards the 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

Text Books (Latest Editions):

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

References Books:

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

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.

Web Resources:

1.	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/
3.	https://www.britannica.com/biography/Chinua-Achebe
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A_1A

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. P. SURESH KUMAR

Minutes:

All units retained as in TANSCHÉ

Semester II										
Elective III: Approaches to English Language Teaching										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG2:A	Elective	Y	Y	-	-	3	4	25	75	100

Learning Objectives:

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

Syllabus:

UNIT	Details
I	Principles of Language Teaching General Principles of Language Teaching Psychological principles of teaching a second language English as a skill subject
II	Schools of Learning and Acquisition The Behaviourist view of language learning Cognitivist views of learning The Cognitive Theory of learning extended to learning of languages Difference between first and second language learning
III	Methods and Approaches of Teaching Grammar Translation, Direct Method, Situational Method, Communicative Approach, Suggestopedia
IV	Materials of Teaching and Teaching Content Curriculum Designing, Content Selection, Teaching Prose, Teaching Poetry, Teaching Grammar
V	Use of Media in ELT The integration of elements in multi-media language learning systems BBC English by Radio and Television - an outline history Using BBC English by Radio and Television in the classroom

Course Outcomes:

On completion of this course, students will;

CO1	Know the brief history of language teaching methods	PO3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
CO5	Perceive the use of radio and television in language learning	PO8, PO9

Text Books (Latest Editions):

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.

References Books:

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

1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.

Web Resources:

1.	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
3.	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/
4.	https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17

5.	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf
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Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Dr. J. PREMKUMAR

Minutes:

The following changes were made

- ✓ Units I, II, III, IV: TANSCHÉ syllabus was replaced with Heber syllabus
- ✓ Unit 5: retained as in TANSCHÉ

Semester II										
Elective IV: A Glimpse of Nobel Laureates										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG2:B	Elective	Y	Y	-	-	3	4	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

Syllabus:

UNIT	Details
I	DETAILED POETRY Pablo Neruda - If You Forget Me A Song of Despair Ode to the Onion Your Laughter As One Listens to the Rain - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney
II	DETAILED PROSE Loot - Nadine Gordimer Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner Excerpts from Disgrace - J.M.Coetzee
III	DETAILED DRAMA The Caretaker - Harold Pinter
IV	SHORT STORIES Alice Munro The Turkey Season Runaway The Bear Came Over the Mountain Boys and Girls
V	NOVELS The Pearl - John Steinbeck One Hundred Years of Solitude - Gabriel Garcia Marquez

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

Text Books (Latest Editions):

1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
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References Books:

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

1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
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Web Resources:

1.	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2.	https://www.britannica.com/biography/Pablo-Neruda
3.	https://www.britannica.com/topic/Nobel-Prize
4.	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5.	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: Ms. M. LOODA FRANCIA

Minutes:

- ✓ **UNIT I**
Pablo Neruda If You Forget's title is corrected as If You Forget Me
Removed - The Street - Octavio Paz
- ✓ **UNIT II DETAILED PROSE**
Removed - Excerpt from Sula - Toni Morrison
- ✓ **UNIT III**
Removed - Man and Superman - George Bernard Shaw
- ✓ **UNIT IV**
Removed- Alice Munro- Differently

Semester II										
NME I: Writing for the Media										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG2E1	NME	Y	Y	-	-	2	4	25	75	100

Objectives :

LO1	Analyze the barriers to mass communication and mass culture and their impact on the process of communication.
LO2	Recognize, evaluate, and differentiate various types of news articles, including hard news, soft news, expected news, unexpected news, box news, follow-up news, scoop-fillers, and human interest stories.
LO3	Analyze and distinguish between various forms of opinion-based news content, such as news analysis, editorials, columns, articles, middle reviews, and letters, identifying their unique features and purposes.
LO4	Develop proficiency in reporting various subjects including crime, court, election, legislature, sports, development, investigative, and interpretive news, demonstrating the ability to gather accurate information, apply appropriate journalistic techniques, and present comprehensive coverage.
LO5	Develop creative writing skills for different media formats, including mastering the inverted pyramid style, feature style, TV/broadcast news style, TV/radio documentary writing, radio/TV features, leads (intros), newspaper leads, and TV/radio headlines, demonstrating the ability to effectively engage and inform audiences through compelling and appropriate storytelling techniques.

Syllabus

I	Process of communication – Barriers to Mass Communication and Mass Culture. Function of Mass Media – Mass Media and Public opinion – Mass Media as opinion leader – Media effects - Qualities of Media - Men.
II	News – Hard and soft news – Expected, Unexpected News – Box News – Follow-up news – Scoop-fillers – Human Interest stories – Recognizing and Evaluation news
III	News on views – News analysis, Editorial, columns, articles, middle reviews, letters – features
IV	Reporting: crime, court, election, legislature, sports, development, investigative, interpretive

V	Writing for the Media – Inverted Pyramid Style – Feature style – TV/ Broadcast News style – Writing TV / Radio Documentaries – Radio / TV Features – Leads (Intros) – Newspaper leads – TV / Radio Heads Headlines
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Course Outcomes:

On completion of this course, students will;

CO1	Develop a comprehensive understanding of the process of communication, barriers to mass communication and mass culture, the function of mass media, its role in shaping public opinion, acting as an opinion leader, and its media effects, while also recognizing and evaluating the qualities of media.	PO1
CO2	Gain proficiency in recognizing, evaluating, and differentiating between various types of news articles enabling critical analysis and informed judgment of news content.	PO1, PO2, PO3
CO3	Develop the ability to produce and assess opinion-based news content, such as news analysis, editorials, columns, articles, middle reviews, letters, and features, demonstrating proficiency in effectively conveying viewpoints, analyzing issues, and engaging audiences through diverse media formats.	PO4, PO6
CO4	Acquire the skills necessary to effectively report on a range of topics including crime, court proceedings, elections, legislature, sports, development, investigative stories, and interpretive pieces, demonstrating proficiency in gathering accurate information, applying journalistic techniques, and producing comprehensive and engaging news coverage.	PO3, PO8
CO5	Develop proficient writing skills for various media formats, including the inverted pyramid style, feature style, TV/broadcast news style, TV/radio documentary writing, radio/TV features, leads (intros), newspaper leads, and TV/radio headlines, demonstrating the ability to craft compelling and effective content tailored to specific media platforms and engage audiences through impactful storytelling techniques.	PO9, PO10

Text Books (Latest Editions):

1.	"Writing and Reporting News: A Coaching Method" by Carole Rich
2.	"Media Writing: A Practical Introduction" by Craig Batty and Sandra Cain
3.	"Writing for Television, Radio, and New Media" by Robert Hilliard

References Books:

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

1.	Hogenberg, John: <i>Professional Journalism</i>
2.	Kumar, Keval, J : <i>Mass Communication in India</i> (Bombay: Jaico, 1981)
3.	MacBride et al. : <i>Many Voices, One World</i> London: Kagan Press, 1980
4.	Metha, D.S. : <i>Mass Communication and Journalism</i>
5.	Neal, James M & : <i>News Writing and Reporting</i>
6.	Susane S. Brown, Delhi: Surjeet Publication, 1982.

Web Resources:

1.	https://www.pewresearch.org/topic/news-habits-media/
2.	https://www.poynter.org/
3.	https://www.asja.org/
4.	https://www.pewresearch.org/

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
Core VII: Contemporary Literary Criticism										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG307	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives:

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

Syllabus:

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

Course Outcomes:

On completion of this course, students will;

CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop the objective analysis of the subject matter	PO4
CO3	Analyze a literary text with reference to socio-political Issues	PO5

CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

Text Book (Latest Editions):

1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.
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References Books:

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

1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylorand Francis, 2014.
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.

Web Resources:

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

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
Core VIII: Canadian and Australian Studies										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG308	Core	Y	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

Syllabus:

UNIT	Details
I	Poetry Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry (P.K. Page, A.M. Klein, M. Atwood and Smith). Selections from Native Literature in Canada, Ed. By Terry Goldie and others
II	Fiction Survival, M. Atwood Truth and Brightwater (1999), Thomas King. No New Land, M.G. Vassanji Toronto: Mc Clelland & Stewart, 1997
III	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
IV	Short Story Sunshine and Other Stories. Stephen Leacock. Selections from Thomas King Autobiography/Autoethnography/Lifewritings: In Search of April Rain tree. Beatrice Mosonior (Culleton)

	<p>“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)</p> <p>Polemical Essays: Selection from The Telling It Collective.</p>
V	<p>Criticism</p> <p>The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial", Thomas King Selections from Robert Kroetsch</p> <p>Last Essay from The Bush Garden, Northrop Frye.</p>

Course Outcomes:

On completion of this course, students will;

CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

Text Book (Latest Editions):

1.	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 adhered to)

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 Resources:

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

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
Core IX: Literature of the Marginalized in India										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG309	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.

Syllabus:

UNIT	Details
I	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
II	The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti; Caste and Gender by Anupama Rao
III	History and Theory of Dalit Uprising Dalits and Democratic Revolution in India by Gail Omvedt "Power of Invisibility" by Ravikumar
IV	Case Study: M. Sukhdeo Thorat, Paul Attewell and Firdaus Rizvi, "The Legacy of Social Exclusion: A Correspondence Study of Job Description in India", Volume I, Number 01, IIDS and Princeton University, USA.
V	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:

On completion of this course, students will;

CO1	Understand the historical and political background of Caste	PO1
CO2	Understanding the dimensions of discriminations	PO2
CO3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
CO4	Evaluating the prescribed texts critically.	PO6, PO8
CO5	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9

Text Book (Latest Editions):

1.	Caste and Tribes by Risley
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References Books:

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

1.	Caste and Tribes by Edgar Thurston
2.	Castes of Mind by Nicholas B Dirks
3.	Nationalism without a Nation in India by G.Aloysius

Web Resources:

1.	www.ambedkar.org
2.	www.saxakali.org
3.	https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full
4.	https://www.istor.org/stable/2053672
5.	https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
Core X: Film and Media Studies										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG310	Core	Y	Y	-	-	4	6	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.

Syllabus:

UNIT	Details
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 Studies A Norton Reader - Film Analysis An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]
II	Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication] Janet Wasko - How Hollywood Works [Sage Publication]
III	Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]
IV	Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian Cinema Theodore Baski - Adaptation of Lit. to Tamil Cinema Neelam Sidhar - Bollywood & Postmodernism Wright [EUP] V
V	Lit. to Tamil Cinema Linda Costanzo Cahir - Ory & Practical Approaches Film Studies John Hill - Critical Approaches - Film studies [OUP]

	<p>Movies for Appreciation</p> <ol style="list-style-type: none"> 1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989 2. Confessions of a Shopaholic - Sophie Kinsella 3. Elippathayam - Adoor Gopalakrishnan 4. Bridge on River Kwai - Novel to Film
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Course Outcomes:

On completion of this course, students will;

CO1	Film Review and appreciation becomes handy for the Students	PO1,PO2
CO2	Connecting film and literature nuances effectively	PO3, PO4
CO3	Exposure to film techniques and genres	PO7
CO4	Critical appreciation of films	PO6,PO8
CO5	Analysing film forms effectively	PO10

Text Book (Latest Editions):

1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

References Books:

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

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.

Web Resources:

1.	www.academic info.net/film.html .
2.	https://www.norton.com/books/9780393420531
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko

4.	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
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
Elective V: Translation – Theory and Practice										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG3:A	Elective	Y	Y	-	-	3	3	25	75	100

Learning Objectives:

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

Syllabus:

UNIT	Details
I	From Susan Bassnett: Translation Studies Chapter I: Central Issues in Translation 1. Language and Culture 2. Types of Translation 3. Decoding and Recoding
II	From Susan Bassnett :Translation Studies Chapter I: Central Issues in Translation (Continued) 4. Problems of Equivalence 5. Loss and Gain 6. Untranslatability 7. Science or 'Secondary Activity'?
III	From Susan Bassnett : Translation Studies Chapter II: History of Translation Theory 8. Problems of 'Period Study' 9. The Romans 10. Bible Translation 11. Early Theorists 12. The Renaissance
IV	From Susan Bassnett :Translation Studies Chapter II: History of Translation Theory (Continued) 13. The Seventeenth Century 14. The Eighteenth Century 15. Romanticism 16. Post-Romanticism 17. The Victorians 18. The Twentieth Century

V	<p>From Susan Bassnett :Translation Studies Chapter III: Specific Problems of Literary Translation</p> <p>19. Structures 20. Poetry and Translation 21. Translating Prose 22. Translating Drama 23. Students to be trained in the translation of literary and non- literary pieces from English to Tamil, French or Hindi and vice versa</p>
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Course Outcomes:

On completion of this course, students will;

CO1	Understand the systematic study of translation	PO1, PO3
CO2	Appreciate better the dimensions of language and its nuances essential for translation	PO2, PO5
CO3	Gain exposure to effective translation	PO4
CO4	Be equipped in the skills as well as the politics of translation.	PO6, PO8
CO5	Gain knowledge in the regional languages through representative texts in English translation1	PO9

Text Book (Latest Editions):

1.	Bassnett, Susan. Translation Studies. Fourth Edition. New York; Methuen and Co. Ltd., 2014.
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References Books:

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

1.	Munday, Jeremy. Introducing Translation Studies: Theories and Applications. New York: Routledge, 2012.
2.	Lawrence Venuti :The Translation Studies Reader. Third Edition. New York;Routledge, 2012.
3.	Roger T. Bell. Translation and Translating: Theory and Practice. Routledge, 2016.

Web Resources:

1.	<p>https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies</p> <p>%20is%20an%20academic,of%20study%20that%20upport%20translation.</p>
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2.	https://www.tandfonline.com/toc/rtrs20/current
3.	https://complit.fas.harvard.edu/translation-studies
4.	https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/
5.	https://www.lit-across-frontiers.org/about-translation-workshops/

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester III										
NME II: Leadership Skills										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG3E2	NME	Y	Y	-	-	2	3	25	75	100

Learning Objectives:

LO1	To introduce the students to all aspects of leadership and organizations.
LO2	Enable them to master Soft Skills.
LO3	Help them improve their body language and Non - Verbal Communication skills.
LO4	To make them become good leaders.
LO5	Teach them organizational behavior, Conflict management, strategy and entrepreneurship.

Syllabus:

UNIT	Details
I	INTRODUCTION Role of a Leader Leadership Development and Behavior Trust, Integrity and Ethics Personality and Leadership
II	SELF-ASSESSMENT Work/Life Balance Leader/Follower Relationship Making /Leading change
III	LEADERSHIP SKILLS Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning) Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)
IV	NEGOTIATION SKILLS 1. Definition of negotiation 2. Types of negotiation 3. Stages of negotiation
V	CONFLICT RESOLUTION 1. Reasons for conflict 2. Consequences of conflict 3. Resolution Strategies

Course Outcomes:

On completion of this course, students will;

CO1	Demonstrate an understanding of leadership qualities	PO2, PO10
CO2	Identify the different aspects of leadership.	PO1, PO3
CO3	Exhibit their mastery in body language and Non Verbal Communication	PO4, PO6
CO4	Master negotiation skills	PO5, PO6, PO7
CO5	Will be able to analyse organizational behavior, conflicts and entrepreneurship skills	PO8, PO9

Text Book (Latest Editions):

1.	Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
2.	Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution

References Books:

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

1.	Schiffman, Stephen. Negotiation Techniques (That Really Work)
2.	<u><i>Open Journal of Leadership - SCIRP</i></u> ISSN Print: 2167-7743 ISSN Online: 2167-7751 Journal of Leadership & Organizational Studies (JLOS).

Web Resources:

1.	https://www.skillsyouneed.com/leadership-skills
2.	https://www.mindtools.com/Leadership Skills
3.	https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1
4.	https://www.skillsyouneed.com/leadership-skills.html
5.	https://haiilo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-leader/

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester IV										
Core XI: Subaltern Studies										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG411	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives:

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.

Syllabus:

UNIT	Details
I	<p>POETRY – DETAILED</p> <p>Imayam - You and I The Rattle and the Cow that Changed Heads(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)</p> <p>Rokade, L.S. – To Be or Not to Be Born Jagtap, Bapurao – This country is Broken</p> <p>(From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) ArjunDangle)</p> <p>Sirumalesh, K.V. The Untouchables</p> <p>(From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)</p> <p>Claude Mckay - If we Must Die Langston Hughes - Dinner Guest : Me(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)</p>
II	<p>PROSE – DETAILED</p> <p>Martin Luther King (Jr) – I Have a Dream</p> <p>NON-DETAILED</p> <p>GayatriC.Spivak - Can the Subaltern Speak ?</p>

III	DRAMA – DETAILED C.T. Indra (Translation) - Nandan DRAMA – NON - DETAILED Vijay Tendulkar – Kanyadan
IV	FICTION MalalaYousafzai with Christina Lamb - I am Malala Bama – Karukku
V	FICTION Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things

Course Outcomes:

On completion of this course, students will;

CO1	Remember the diverse concepts that address issues of subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
CO3	Analyse various subaltern texts	PO1,PO2, PO5
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9

Text Book (Latest Editions):

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 Resources:

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

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester IV										
Core XII: Twenty First Century Millennial Literature										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG412	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives:

LO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.
LO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level.
LO3	Identify the possibilities for multidisciplinary analysis of literary texts.
LO4	Analyze literary texts by employing appropriate interdisciplinary theories.
LO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

Syllabus:

UNIT	Details
I	Blue Studies The Hungry Tide - Amitav Ghosh The Life of Pi - Yann Martel
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>
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
IV	Climate Studies Introduction to Climate Change and Studies Barbara Kingsolver Flight behavior

V	<p>Disability Studies</p> <p>Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability Studies Reader.</p> <p>Clarke Barker and Stuart Murray “Introduction: On Reading Disability in Literature” from The Cambridge Companion to Disability Studies</p>
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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	Exposure to the emerging trends in twenty first century millennial literature.	PO4. PO5
CO4	Equipped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10

Text Book (Latest Editions):

1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 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. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 st 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 Resources:

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

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester IV										
Core Project: Core Project with Viva Voce										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG4PJ	Core Project	Y	Y	-	-	7	8	60	240	300

COURSE OBJECTIVES :

- To initiate the students into the practice of critical thinking in line with literary and cultural ideologies
- To train the students in presenting the research work in logically connected semantic structures and in proper research methodology.

CHOICE OF TOPICS :

- Topics to be chosen by the individual student as per his/her field of interest in English language and literature.

DOCUMENTATION :

- Project Report to be typeset as per MLA Handbook Eighth Edition specifications.
- 30 to 35 pages in Times New Roman type font, size 12.

BOOK FOR REFERENCE (For research methodology) :

- The MLA Hand Book for Writers of Research Papers. Seventh Edition Modern Language Association, 2009.

Semester IV										
Elective VI: English Literature for NTA, NET, SET & GATE										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG4S4	Elective	Y	Y	-	-	3	4	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

Syllabus:

UNIT	Details
I	Teaching and Research Aptitude
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
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
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

V	<p>Literary Forms</p> <p>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</p>
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Course Outcomes:

On completion of this course, students will;

CO1	Succeed with ease in competitive exams.	PO2, PO3
CO2	Effectively attempt MCQs	PO1
CO3	Gain profound understanding about the various movements in English Literature	PO6
CO4	Understand the nuances of competitive exams	PO7
CO5	Relate to theory and literature	PO6, PO10

Text Book (Latest Editions):

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

References Books:

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

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.

Web Resources:

1.	https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/
2.	https://byjusexamprep.com/ugc-net-english-books-i
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko
4.	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_articles/51169927.cms
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator:

Semester IV										
Professional Competency Skill: English Literature for										
Competitive Examinations										
Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EG4S5	SEC	Y	Y	-	-	2	4	100	--	100

Learning Objectives:

LO1	Build the knowledge of literary terms and theory strong in students.
LO2	Develop the competency of students to face competitive examinations.
LO3	Improve the learning skills of students through various modes of testing.
LO4	The ability to succeed in competitive exams.
LO5	An understanding of professional, ethical and social responsibilities.

Syllabus:

UNIT	Details
I	Literature of the Absurd to Burlesque.
II	Canons of Literature to Dream Vision.
III	Edition to Great Chain of Being
IV	Haiku to Ivory Tower
V	Jeremiad to Myth

Course Outcomes:

On completion of this course, students will;

CO1	Remember the literary terms forms and theories	PO2
CO2	Understand he different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

Text Book (Latest Editions):

1.	A Glossary of Literary Terms, Abrahams, M.H (Publishers : Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

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

1.	A Dictionary of Literary Terms ,Cuddon.A (Penguin)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

Web Resources:

1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

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

3 - Strong, 2 - Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Name of the Course Coordinator: