PERIYAR UNIVERSITY

SALEM—636011

DEPARTMENT OF ENGLISH

M.A. ENGLISH

Choice Based Credit System Outcome

Based Education

REGULATIONS/ SYLLABUS

for the affiliated colleges under Periyar University

(Effective from the Academic Year 2026-2027 onwards)

DEPARTMENT OF ENGLISH

PERIYAR UNIVERSITY

SALEM-11

M. A. English

Regulations and Syllabus

Vision, Mission and Values of the University

Vision

- Periyar University aims to wards excellence in education, research, promoting invention, innovation and preserving culture identity for future generation.

Mission

- Provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research.
- Aspire to be a national leader in developing educated contributors, career ready learners and global citizens.
- Provide well equipped facilities for teaching, research, administration and student life.
- Have well defined autonomous governance structure.
- To make a significant, consistent and sustainable contribution towards social, cultural and economic life in Tamil Nadu, India.

Values

- Motivation of students to be responsible citizens making them aware of their societal role.
- Inculcate scientific temper, honesty, integrity, transparency, empathy and ethical values amidst students.
- Impart a desire for lifelong learning to foster patriotic sensibility, accountability and holistic wellbeing.
- Provide conducive and cosmopolitan environment for innovation and free thinking.

Programme Objectives

- To identify, speak and write about different literary genres, forms, periods and movements.
- To understand, appreciate, analyse and use different theoretical frameworks.
- To acquire ability to transfer literary critical skills to read other cultural texts.
- To substantiate critical readings of literary texts.
- To plan and write a research paper.

Programme Outcomes

- The graduates would be able to aesthetically appreciate English literature and language.
- The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong Learning.
- The graduates would effectively be able to use English in day-to-day life.
- The ability of the graduates would be enhanced to think and write critically and clearly.
- The graduates would be able to recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.

Programme Specific Outcomes

- Enhancing knowledge of different literatures in English.
- Understanding of values and culture inherited in literary texts.
- Cultivating critical ability to explore literary texts from varied points of view.
- Displaying expertise to pursue research in English.
- Acquisition of life skills for wider employment avenues.

REGULATIONS

Conditions for Admission

Any candidate who has passed B.A. English or any other Bachelor's degree examination of this University or any other University recognised by the syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. English (2 years programme). Preference will be given to students of B.A. English. Students from other Bachelor's degree must possess a minimum of 60% in Part II English and must have done two papers in English under the non-semester system or four papers in English under the semester system.

Eligibility for the Award of Degree

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the affiliated colleges under Periyar University, Salem -11 for a period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

Duration of the Programme

The programme of the degree of Master of Arts in English shall consist of two academic years, consisting of four semesters. The course of study shall be based on Choice Based Credit System (CBCS) pattern with internal assessment. For this purpose, each academic year shall be divided into two semesters. First and Third Semester - July to November and Second and Fourth Semester – December to April.

Examination

There shall be four examinations. First semester examination at the middle and the second semester examination at the end of the first academic year, the third semester examination at the middle and the fourth semester examination at the end of the second academic year.

Scheme of Examination

The scheme of examinations for different semesters shall be as follows:

Testing Pattern (25+75)

Theory Paper	External	**:**	75 marks
	Internal	**:**	25 marks
	Total	**:**	**100 marks**
	Time	**:**	**3 hours**

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.

Internal Mark Calculation

The following components form the basis for calculating Internal marks:

Best two tests out of three: 10 marks

Assignment	**:**	05 marks
Seminar	**:**	05 marks
Attendance	**:**	05 marks
Total	**:**	**25 marks**

Project Evaluation

Project and Viva Voce: **100 Marks (Internal-25 Marks + External-75 Marks).**

Scheme of Evaluation

Evaluation will be done on a continuous basis and will be evaluated four times during the course work. The first evaluation will be in the 7^{th} week, the second in the 11^{th} week, third in the 16^{th} week and the end – semester examination in the 19^{th} week. Evaluation is by objective type questions, analytical/ critical short answers, essays or a combination of these, but the end semester examination is a University theory examination with prescribed question paper pattern.

Assessment Activities

Assessment Principles:

- Assessment for this course is based on the following principles
- Assessment must encourage and reinforce learning.
- Assessment must measure achievement of the stated learning objectives.
- Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned
- Assessment must maintain academic standards.

Assessment Details:

Assessment Item	**Distributed Due Date**	**Weightage**	**Cumulative Weightage**
Assignment 1	3rd Week	2%	2%
Assignment 2	6th Week	2%	4%
Cycle Test–I	7th Week	6%	10%
Assignment 3	8th Week	2%	12%
Assignment 4	11th Week	2%	14%
Cycle Test–II	12th Week	6%	20%
Assignment 5	14th Week	2%	22%
Model Exam	15th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17th Week	60%	100%

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 (15 x 1 = 15 Marks) **Answer ALL questions** **Each Question carries 1 mark**
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Three questions from each UNIT
	Question 1 to Question 15
	Part – B (2 x 5 = 10 Marks) **Answer Any TWO questions** **Each questions carries 5 Marks**
Descriptions/ Application (problems)	One question from each UNIT
	Question 16 To Question 20
	Part-C (5 x 10 = 50 Marks) **Answer any FIVE questions** **Each question carries 10 Marks**
Analysis /Synthesis / Evaluation	**Either-or-Type** Both parts of each question from the same UNIT
	Question 21(a) or 21(b) **To** **Question 25(a) or 25(b)**

Courses

A Master Degree Programme consists of a number of courses. The term course is used to indicate a logical part of subject matter of the programme. The details of credit are as follows:

Core Courses	-	57 Credits		
Elective Courses	-	18 Credits		
Supportive Course (SEC + EDC)	-	6 Credits		
Project	-	7 Credits		
Internship	-	2 Credits		
Human Rights + Extension Activity	-	(1+1) 2 Credits		
Total	:	92 Credits		
Details of Courses				
Core	:	12 + 1 Project	=	13
Elective	:		=	06
Supportive Course	:		=	03
Internship	:		=	01
Human Rights + Extension Activity	:		=	02
Total	:		=	25

Different Types of Courses	
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.	Literature of the Marginalized in India
10.	Film and Media Studies
11.	Twenty First Century Millennial Literature and Culture
12.	Subaltern Studies

Elective Courses (ED within the Department Experts) (Illustrative)	
1.	Indian Writing in English
2.	Theatre Art
3.	Approaches to English Language Teaching
4.	A Glimpse of Nobel Laureates
5.	Translation Studies
6.	English Literature for NTA, NET, SET & GATE

Skill Development Courses	
1.	English for Competitive exams
2.	Functional English
3.	English for Careers

M.A. English Structure of the Course

Paper Code	Subject	Paper Title	Hrs	Credit	Marks		
					CIA	EA	Total
I SEMESTER							
26PENCT01	Core I	Core– I English Poetry	7	5	25	75	100
26PENCT02	Core II	Core – II English Drama	7	5	25	75	100
26PENCT03	Core III	Core – III English Fiction	6	4	25	75	100
26PENME01	Elective I	Elective–I Indian Writing in English	5	3	25	75	100
26PENME02	Elective II	Elective – II Theatre Art	5	3	25	75	100
		Total	**30**	**20**	**-**	**-**	**-**
II SEMESTER							
26PENCT04	Core IV	Core–IV American Literature	6	5	25	75	100
26PENCT05	Core V	Core –V Shakespeare Studies	5	5	25	75	100
26PENCT06	Core VI	Core Course –VI Post-Colonial Theory and Literature	5	4	25	75	100
26PENME03	Elective III	Elective Course – III Approaches to English Language Teaching	4	3	25	75	100
26PENME04	Elective IV	Elective Course – IV A Glimpse of Nobel Laureates	4	3	25	75	100
26PENEC01	NME/ EDC-I	English for Competitive Examinations	4	2	25	75	100
	Common Paper	Fundamentals of Human Rights	2	1	25	75	100
		Total	**30**	**23**	**-**	**-**	**-**

Paper Code	Subject	Paper Title	Hrs	Credit	Marks		
					CIA	EA	Total
III SEMESTER							
26PENCT07	Core VII	Core –VII Contemporary Literary Criticism	6	5	25	75	100
26PENCT08	Core VIII	Core –VIII Canadian Studies	6	5	25	75	100
26PENCT09	Core IX	Core – IX Literature of the Marginalized in India	6	5	25	75	100
26PENCT10	Core X	Core– X Film and Media Studies	6	4	25	75	100
26PENME05	Elective V	Elective –V Translation Studies	3	3	25	75	100
26PENEC02	NME/ EDC-II	Functional English	3	2	25	75	100
	Internship	Internship / Industrial Activity	-	2	-	-	-
		Total	**30**	**26**	-	-	-
IV SEMESTER							
26PENCT11	Core XI	Core – XI Twenty First Century Millennial Literature and Culture	6	5	25	75	100
26PENCT12	Core XII	Core– XII Subaltern Studies	6	5	25	75	100
26PENME06	Elective VI	Elective–VI English Literature for NTA,NET, SET& GATE	4	3	25	75	100
26PENPR01	Project with VIVA VOCE	Research Methodology & Project Writing	10	7	25	75	100
26PENSEC01	Skill Enhancement Course	English for Careers	4	2			
26PENEX01		Extension Activity		1			
		Total	**30**	**23**			
		TOTAL CREDITS		**92**			

Requirement for Proceeding to Subsequent Semester

- Candidates shall register their names for the first semester examinations after the admission in the Post graduate programme.
- Candidates shall be permitted to proceed from the first semester upto final semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.
- Candidates shall be eligible to go to subsequent semester, only if they possess sufficient attendance as prescribed by the syndicate of the Periyar University from time to time.

Passing Minimum

- A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains NOT LESS THAN 50% OF MARKS prescribed for the examination. He/ She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning 92 credits.
- Candidates who do not obtain the required minimum marks for a pass in a paper(s) shall be required for a pass in the same at a subsequent appearance.

Classification of Successful Candidate

- Candidates who secured not less than 60% of aggregate marks in the whole examination shall be declared to have passed the examination in the FIRST CLASS.
- All other successful candidates shall be declared to have passed in SECOND CLASS.
- Candidates who obtained 75% of the marks in aggregate shall be deemed to have passed the examination in FIRST CLASS WITH DISTINCTION, provided they passed all the examination prescribed for the course in the first appearance.

Grading System

Evaluation of performance of students is based on ten-point scale grading system as given below.

Ten Point Scale			
Grade of Marks	**Grade points**	**Letter Grade**	**Description**
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	VeryGood
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Ranking

Candidate who passed all the examination prescribed for the programme in the FIRST ATTEMPT ONLY is eligible for Classification / Ranking / Distinction.

SEMESTER I

CORE-I ENGLISH POETRY

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**ENGLISH POETRY–** From Chaucer to 20th Century	Core I	Y	Y	-	-	5	7	25	75	100
Learning Objective											
LO 1	To familiarize students with English Poetry starting from Medieval England to 17th Century.										
LO 2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.										
LO 3	A good comprehension of History of English literature is enabled										
LO 4	Differentiation among the various stages of English could be identified by students										
LO 5	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 Gold fishes", Burns" Holy Willie's Prayer""Auld Lang Syne"										
UNIT V	Modern Poetry-, Wilfred Owen: "Anthem for Doomed Youth", W. H. Auden: "Elegy on the Death of W. B. Yeats" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & Philip Larkin: "Whitsun Weddings", Ted Hughes: "Hawk Roosting", Seamus Heaney: "Digging"										

Course Out comes		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 Meta physical 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 Meta physical 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	
4	https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	
5	https://www.britannica.com/topic/Absalom-and-Achitophel	
6	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	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	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	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

CORE- II - ENGLISH DRAMA

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**English Drama –** Drama 1- Elizabethan Age to 20th Century	Core II	Y	Y	-	-	5	7	25	75	100

Learning Objective	
LO 1	To acquaint the students with the origin of drama in Britain
LO 2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
LO 3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabe than age to 20th century.
LO 4	Evaluating different forms of drama from the historical background could be learnt.
LO 5	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, Ben Jonson: The Alchemist
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	**Modern and Post-Modern Theatre** Bertolt Brecht Mother Courage and her Children, Comedy of Menace, , Post-Modern Drama Samuel Beckett : Waiting for Godot

Course Out comes		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 Postmodern 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., (6th ed) New Delhi.	
4	Michael Hathaway, 1982, Elizabethan Popular Theatre: Playsin Performance, Routledge, London.	
5	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, 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	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 YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**English Fiction**	Core III	Y	Y	-	-	4	6	25	75	100

Learning Objective	
LO 1	To familiarize the students with the origin and development of the British Novel upto the 20th Century.
LO 2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO 3	To understand the social back ground base on the prescribed novels.
LO 4	Identifying and differentiating various forms of novels.
LO 5	Trying hands in writing a piece of work on their own.

Details	
UNIT I	**Novel as a Form**, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire** John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels
UNIT II	**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 James Joyce: Portrait of the Artist as a Young Man

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	A wide knowledge about different types of novels can be mastered by the students.	PO1, PO10
2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
3	Evaluate Social, domestic and gothic novels.	PO4, PO5
4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic Movement.	PO4, PO5, PO6
5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8,PO10
Text Book (Latest Edition)		
1	Wayne C. Booth,1961, The Rhetoric of Fiction, Chicago University Press, London.	
2	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.	
Reference 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 18th 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	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 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

ELECTIVE-I INDIAN WRITING IN ENGLISH

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**Indian Writing in English**	Elective-I	Y	Y	-	-	3	5	25	75	100

Learning Objective	
LO 1	Enabling the students to understand the evolution of Indian Writing in English.
LO 2	To enable the learners to get exposed to the historical movements of the Indian sub-continent.
LO 3	Comprehending different genres through the representation of different texts.
LO 4	To inculcate in the students the cultural significance of Indian English literature.
LO 5	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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand the themes of Indian Writing in English	PO1
2	Identify the major trends in Indian Writing in English	PO1, PO2
3	Examine the background and settings of the prescribed texts	PO4, PO6
4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
Text Book (Latest Edition)		
1	Ramamurti, K.S.(ed.). Twenty five Indian Poets in English Macmillan.1995.	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	K.R. Srinivasa 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	Amit Chandri, 2001,The Picador Book of Modern Indian Literature, Macmillan, London.	
5	Tabish Khair, 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	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

Mapping Specific Outcome:

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

ELECTIVE II- THEATRE ART

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEM	**Theatre Art**	Elective-II	Y	Y	-	-	3	5	25	75	100

Learning Objective	
LO 1	To introduce the learners to the literary aspect of dramas.
LO 2	To familiarize Theatre as an art form.
LO 3	To introduce the concepts of directing and stage management.
LO 4	To inculcate in the students the role of Theatre in society.
LO 5	To familiarize the students with the components of acting.

Details	
UNIT I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.
UNIT 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.
UNIT III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage
UNIT 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.
UNIT V	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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand a broad range of theatrical disciplines and Experiences	PO2
2	Identify the diversity of theatrical experiences and the role of theatre in Society	PO1, PO2
3	Discover the relationships among the various facets of Theatre	PO4, PO5
4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
5	The exposure to diverse components of acting and techniques	PO8, PO9
Text Book (Latest Edition)		
1	Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd., 2015.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1	Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008.	
2	Leach, Robert. Theatre Studies: The Basics. Rout ledge, 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	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 YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**American Literature**	Core IV	Y	Y	-	-	5	6	25	75	100

Learning Objective	
LO 1	To introduce the learners to the development of American literature.
LO 2	To familiarize social and political events that have a bearing on American writing
LO 3	To introduce the concepts and emerging themes in American literature
LO 4	To inculcate the movements and trends that shaped American literature,
LO 5	To familiarize the students with the relation between aesthetics and racism in Fiction

Details	
UNIT I	**Poetry**- 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", Wallace Stevens "Anecdote of the Jar", Sylvia Plath "Lady Lazarus" Amiri Baraka "An Agony as Now' in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996)
UNIT II	**Prose**: Wendolyn Brooks "Kitchenette Building", Emerson - The American Scholar Amy Tan- Mother Tongue, Thoreau - Walden (Chapter "Pond")
UNIT III	**Drama** – Arthur Miller - Death of a Salesman, Tennessee Williams - A Street Car Named Desire, Ntozake Shange – For Colored Girls.
UNIT IV	**Fiction/Short Story:** Edgar Allan Poe - "The Cask of Amontillado" Eudora Welty: A Worn Path – Toni Morrison – Beloved. Kate Chopin - The Awakening
UNIT V	**Autobiography** - Excerpts from – Malcolm X, Aurora Levins Morales and Rosario's - Getting Home Alive.

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Analyze the movements and trends that shaped American literature	PO2
2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
5	The exposure to the different literary genres and its evolution in American Literature	PO8, PO10
Text Book (Latest Edition)		
1	Willis Wagner : American Literature - A World View	
Reference 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://ivypanda.com/essays/edgar-allan-poes-and-herman_-melville-_comparison/	

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

CORE- V SHAKESPEARE STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**Shakespeare Studies**	Core V	Y	Y	-	-	5	5	25	75	100
Learning Objective											
LO 1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.										
LO 2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
LO 3	Under take textual analysis of Shakespeare's Plays and Sonnets										
LO 4	Appraise Shakespeare's contribution to English language and literature										
LO 5	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 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.										
UNIT II	Sonnets –12,65,86,130, Comedies –Much A do 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 Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992.										

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Critically understanding the appreciations by critics on Shakespeare	PO1
2	Understand Elizabethan theatre and the theatre's development.	PO3
3	Critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
4	Understand the trends in Shakespeare studies	PO6
5	Modern Approaches in Shakespearean criticism	PO7, PO10
Text Book (Latest Edition)		
1	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
Reference 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, NewYork.	
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.	
4	Johnf. 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	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 YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**Post-Colonial Theory and Literature**	Core VI	Y	Y	-	-	4	5	25	75	100

Learning Objective	
LO 1	To examine, understand current sociopolitical mood in `third-world' countries through the study of their fiction and poetry.
LO 2	To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres
LO 3	To focus on the problems and consequences of the decolonization of acountry, especially relating to the political and cultural independence of formerly subjugated people
LO 4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO 5	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. Bapsi Sidhwa: Ice Candy Man
UNIT IV	Poetry Arun Kolatkar: The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch A.K. Ramanujan : Returning, Death of Poem, No Fifth Man, Birthday, 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 cours 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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Critically understanding the political and social background of the third world nations	PO2
2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
3	Problems and consequences of the decolonization of a country,	PO4, PO5
4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6, P10
5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8
Text Book (Latest Edition)		
1	Macaulay's Minute of 1831/35.	
2	Post-Colonial Studies: eds. Ashcroft et.al.	
Reference 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	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 YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**Approaches to English Language Teaching**	Elective–III	Y	Y	-	-	3	4	25	75	100

Learning Objective	
LO 1	To enhance the learning and teaching skills of English
LO 2	To familiarize students about the basic concepts and theories related to English language Teaching
LO 3	To focus on the problems and consequences on language teaching
LO 4	Emphasis will be laid on tracing the development of language teaching skills
LO 5	Understanding the teaching aspects

Details	
UNIT I	A Brief history of Language Teaching: The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations in the nineteenth century.
UNIT II	Nature of approaches and methods in Language Teaching: Definition of Approach and method, Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching, The Silent Way, Community Language Learning, Suggestopedia Competency based Language Teaching
UNIT III	Current Communicative Approaches, The Natural Approach, Cooperative language learning Content based instruction, Task-based language teaching.
UNIT IV	Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.
UNIT 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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Know the brief history of language teaching methods	PO3
2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
5	Perceive the use of radio and television in language learning	PO8, PO9
Text Book (Latest Edition)		
1	Richards, JackC., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.	
2	The Use of Mediain ELT. The British Council1979 Produced in England by the British Council Printing and Publishing Department, London.	
Reference 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	

Mapping with Programme Outcomes:

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

ELECTIVE-IV A GLIMPSE OF NOBEL LAUREATES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**A Glimpse of Nobel Laureates**	Elective–IV	Y	Y	-	-	3	4	25	75	100

Learning Objective	
LO 1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO 2	To familiarize students on various Nobel Laureates
LO 3	To focus on interpreting the works of various Nobel Laureates
LO 4	Focus on evaluate critically and aesthetically the prescribed texts
LO 5	Understanding the Nobel Laureates contribution to the society

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

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
2	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
3	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10
Text Book (Latest Edition)		
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.	
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	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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

NME/EDC-I ENGLISH FOR COMPETITIVE EXAMINATIONS

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ II SEM	**English for Competitive Examinations**	NME/ EDC-I	Y	Y	-	-	2	4	25	75	100

Learning Objective	
LO 1	Build the knowledge of literary terms and theory strong in students.
LO 2	Develop the competency of students to face competitive examinations.
LO 3	Improve the learning skills of students through various modes of testing.
LO 4	The ability to succeed in competitive exams.
LO 5	An understanding of professional, ethical and social responsibilities.

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

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Remember the literary terms forms and theories	PO2
2	Understand he different periods of English literature	PO1, PO2
3	Apply the learnt theories to any text	PO3, PO6
4	Analyse any given text thematically and technically	PO4, PO5, PO6
5	Interpret any literary piece of work	PO7, PO8
Text Book (Latest Edition)		
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)	
Reference 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	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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SEMESTER–III

CORE VII-CONTEMPORARY LITERARY CRITICISM

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Contemporary Literary Criticism**	Core-VII	Y	Y	-	-	5	6	25	75	100
Learning Objective											
LO 1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge.										
LO 2	To provide knowledge about the different schools in contemporary literary Criticism										
LO 3	To focus on interpreting the works of various literary critics										
LO 4	Focus on evaluate critically and aesthetically the prescribed texts										
LO 5	Understanding the principles of criticism										
Details											
UNIT I	Jacques Derrida- Structure, Sign and Play in the Discourse of Human Sciences										
UNIT II	M.H. Abrams -The Deconstructive Angel										
UNIT III	Susan Sontag -Against Interpretation, Edward Said- Crisis (In Orientalism)										
UNIT IV	Cleanth Brooks -Irony as Principle of Structure, Sigmund Freud –Creative Writers and Day Dreaming										
UNIT V	Roland Barthes – From Work to Text, Terry Eagleton -Capitalism, Modernism and Post Modernism										

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand a literary text by applying various critical theories.	PO2, PO3
2	Develop the objective analysis of the subject matter	PO4
3	Analyze a literary text with reference to socio-political Issues	PO5
4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10
Text Book (Latest Edition)		
1	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and 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

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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

CORE-VIII CANADIAN STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Canadian Studies**	Core-VIII	Y	Y	-	-	5	6	25	75	100

Learning Objective	
LO 1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
LO 2	To provide knowledge about the different trends in Canadian studies
LO 3	To focus on interpreting the prescribed works critically
LO 4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.
LO 5	Understanding the folklore and its influence on Canadian Literature

Details	
UNIT I	**Poetry:** Selections from C.D. Narasimiah's Anthology of Common wealth Poetry (P.K. Page, A.M. Klein, M. Atwood and Smith), Selections from Native Literature in Canada, Ed. By Terry Goldie and others
UNIT II	**Fiction:** Survival- M. Atwood, Truth and Brightwater (1999),- Thomas King, No New Land- M.G. Vassanji, Toronto- Mc Clelland & Stewart, 1997
UNIT III	**Drama:** The Ecstacy of Rita Joe- George Ryga, Dry Lips- Tom Highway, Selections from SACLITDRAMA plays from South Asian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996.
UNIT IV	**Short Story**: Sunshine and Other Stories- Stephen Leacock, Selections from Thomas King Autobiography/Auto ethnography/ Life writings: In Search of April Rain tree- Beatrice Mosonior (Culleton), "This is my own: Letters to wes and other writings on Japanese canadians 1941- 1948" - Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taron books, 1985), Polemical Essays: Selection from The Telling It Collective.
UNIT V	**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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand the historical and political background of Canadian Literature	PO1, PO3
2	Understanding the folklore and its influence in Canadian Literature	PO1
3	Analyze a literary text with reference to socio-political Issues	PO4
4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10
Text Book (Latest Edition)		
1	Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Rioutx 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

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 YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Literature of The Marginalized In India**	Core-IX	Y	Y	-	-	5	6	25	75	100

Learning Objective	
LO 1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses
LO 2	To provide knowledge about the Dalit' surprising in the literary, social and cultural spheres.
LO 3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
LO 4	Focus on important dimensions to understanding political spheres in India
LO 5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

Details	
UNIT 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
UNIT II	The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti; Caste and Gender by Anupama Rao.
UNIT III	The Makers of Modern Dalit History by Sudharshan Ramabadran and Guru Prakash Raswan And The Scar by Gunasekaran Translated by V. Kaadambari
UNIT IV	Case Study: M. Sukhadeo 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.
UNIT V	Untouchable Spring by Kalyan Rao, From An Anthology of Dalit Literature, ed by Zelliot and Mulk Raj Anand special issue on Dalit literature in the journal, Indian Literature. Short stories- Kisumbukaran by Bama Aarumugam, Imayam Chakra by Jayawant Dalvi

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand the historical and political background of Caste	PO1
2	Understanding the dimensions of discriminations	PO2
3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
4	Evaluating the prescribed texts critically.	PO6, PO8
5	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9
Text Book (Latest Edition)		
1	Caste and Tribes by Risley	
Reference 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.jstor.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	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	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	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

CORE X – FILM AND MEDIA STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Film and Media Studies**	CORE X	Y	Y	-	-	4	6	25	75	100

Learning Objective	
LO 1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
LO 2	Understanding the bond between the films and literature.
LO 3	Analyzing the literary texts in comparison with the films.
LO 4	Critical appreciation of films in the background of literary theories.
LO 5	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 Studies A 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 Gregory Frame [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]
UNIT 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
UNIT V	Lit. to Tamil Cinema: Linda Costanzo Cahir – Ory & Practical Approaches, **Film Studies**- John Hill – Critical Approaches - Film studies [OUP]: **Movies for Appreciation**- A Few Good Men-Legal Drama by Aaron Sorkin's 1989, Confessions of a - Sophin Kinsella Shopaholic, Elippathayam –Adoor Gopalakrishan: Bridge on River Kwai - Novel to Film

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Film Review and appreciation becomes handy for the Students	PO1, PO2
2	Connecting film and literature nuances effectively	PO3, PO4
3	Exposure to film techniques and genres	PO7
4	Critical appreciation of films	PO6, PO8
5	Analysing film forms effectively	PO10
Text Book (Latest Edition)		
1	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.	
2	Ed.S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.	
Reference 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.academicinfo.net/film.html.	
2	https://wwnorton.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	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

ELECTIVE-V TRANSLATION STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Translation Studies**	Elective-V	Y	Y	-	-	3	3	25	75	100

Learning Objective	
LO 1	To enable students to get a glimpse of the rich diversity of Indian culture and literature
LO 2	To provide knowledge about the regional languages through representative texts in English translation
LO 3	To equip the students in the skills as well as the politics of translation.
LO 4	Focus on important dimensions of culture through the prescribed texts
LO 5	Understanding the nuances of translations

Details	
UNIT I	**Poetry:** Balamani Amma: To My Daughter (The Oxford Anthology of Modern Indian Poetry ed: Vinay Dharwadkar and A K Ramanujan) **Added:**1. Kalki Subramanium: Phallus I cut 2. Vatsala's "Banyan", "Why didn't I Become a Poet" and "When"
UNIT II	**Drama:** Indira Parthasarathy "The Legend of Nandan" (New Delhi, OUP, 2003) Mahasweta Devi "Rudaali"
UNIT III	**Fiction and Prose**: Short Fiction from South India (Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.) Prescribed only 1. **Tamil :** The Rat, 2. **Telugu:** The Touch, 3. **Malayalam:** Wooden Cradles **4. Kannada:** Seemandha
UNIT IV	Novel: Sivsankari's "Palangal" "Bridges" Translated by S. Krishnan Sivasankari's : Poi translated by Uma Girish "Deception"
UNIT V	Workshop: Translate: Bharathiar Poems : Kani nilam vendum, and Kuyil Pattu Thiruvallluvars Thirukural : virunthombal, Natpu, and Eegai

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Understand the systematic study of translation	PO1, PO3
2	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
3	Exposure to effective translation	PO4
4	Equipped in the skills as well as the politics of translation.	PO6, PO8
5	Exposure to literature in the regional languages through representative texts in English translation	PO9
Text Book (Latest Edition)		
1	Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Bassnett, Susan and Harish Trivedi.eds.1999. Post-colonial Translation. London. Routledge	
2	Amit Choudhury, 2001, The Picador Book of Modern Indian Lietrature, Macmillan, London	
3	R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)	
Web Resources		
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.	
2	https://www.tandfonline.com/toc/rtrs20/current	
3	https://complit.fas.harvard.edu/translation-studies	

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

NME/EDC II: FUNCTIONAL ENGLISH

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ III SEM	**Translation Studies**	NME/EDC II	Y	Y	-	-	2	3	25	75	100
Learning Objective											
LO 1	To expose the learners towards the organizing and delivery of speech										
LO 2	To train the learners in various language skill in Public Speaking										
LO 3	Creating awareness about using language according to the situation										
LO 4	Helping learners overcome common problems of Indian speakers of English										
LO 5	Introducing major features of spoken English										
Details											
UNIT I	**Public Speaking**: Characteristics of a good speaker, Methods of Speaking, Preparation and Delivery of Speech										
UNIT II	**Speech for Situations**: Speech to inform, Speech to Persuade, Speeches for Special occasions.										
UNIT III	**Occupational Skills**: Email, Resume, Official memo										
UNIT IV	**Interview Skills**: Prepare and practice for Interviews, Some General Questions in an Interview, Profile Writing for a Job, Presentation Skills										
UNIT V	**Interpersonal Skills**: Team Development, Relationship and Communication, Negotiation										

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Define communicative skills	PO2
2	Utilize the nuances of English language in public speaking	PO1, PO2
3	Evaluate language skills in day to day life	PO3, PO4
4	Develop different styles of occupational skills	PO5, PO6
5	Ability to analyze the usage of English words indifferent contexts and acquire considerable flair in using broad range of vocabulary	PO8
Text Book (Latest Edition)		
1	Mohan, Krishna, et al. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.	
2	Mitra, Barun K. Effective Technical Communication: a Guide for Scientists and Engineers. Oxford University Press, 2006.	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Sudha,S. Job Fair Keys, Jayalakshmi Publications, 2017.	
2	Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)	
Web Resources		
1	Team Development-https://blog.vantagecircle.com/team- development/5.Relationship and Communication- https://2012books.lardbucket.org/books/a-primer-oncommunication-	
2	Negotiation-https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is negotiation/	
3	https://in.indeed.com/career-advice/interviewing/interviewing-skills	
4	https://careerwise.minnstate.edu/careers/occupational- skills.html	

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

SEMESTER –IV

CORE XI-TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEM	**Twenty-First Century Millennial Literature and Culture**	CORE XI	Y	Y	-	-	5	6	25	75	100

Learning Objective	
LO 1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.
LO 2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
LO 3	Identify the possibilities for multidisciplinary analysis of literary texts.
LO 4	Analyze literary texts by employing appropriate interdisciplinary theories.
LO 5	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 Animals and Society: An Introduction to Human-Animal Studies by Margo De Mello pp. 3-18, Mario Ortiz Robles- "What is it like to be a trope?" from Literature and Animal Studies
UNIT III	**Medical Humanities**: Thomas R. Cole et al. "Introducing Medical Humanities" from medical Humanities: An Introduction Dan Millman - Way of the Peaceful Warrior
UNIT IV	**Climate Studies**: Introduction to Climate Change and Studies Barbara Kingsolver Flight behavior
UNIT V	**Disability Studies**: Lennard J. Davis "Introduction: Disability, Power and Culture" From the Disability Studies Reader. Clarke Barker and Stuart Murray "Introduction: On Reading Disability in Literature" from The Cambridge Companion to Disability Studies.

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	PO3
2	The social responsibility of the students towards the society can be groomed in an effective way.	PO2, PO6
3	Exposuire to the emerging tends in twenty first century millennial literature.	PO4. PO5
4	Equipped in the interdisciplinary theories.	PO6
5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10
Text Book (Latest Edition)		
1	Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical Humanities.1st ed., Routledge, 2015.	
Reference 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.	
2	DeMello, Margo. Body Studies: An Introduction.1st ed., Routledge,2013	
3	Nocella II J, Antony., Sorenson, John .Socha, Kim.,and Atsuko Matsuoka. Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation. Peter Lang Publishing Inc., 2014.	
Web Resources		
1	http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/	
2	http://www.jstor.org/stable/25614299.	
3	https://www.timeshighereducation.com/student/student-services/blue-studies-iinternational	
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	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

CORE XII-SUBALTERN STUDIES

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEM	**Subaltern Studies**	CORE XII	Y	Y	-	-	5	6	25	75	100

Learning Objective	
LO 1	To train and prepare students for enhancing their skills to understand the issues Related to socially excluded and marginalized groups
LO 2	Develop strategies to deal with these issues successfully.
LO 3	Analysis of literary texts in Subaltern lens
LO 4	To examine the defined role of social constructions that affecting the space of the marginalized
LO 5	Critically analyzing subaltern writing.
Details	
UNIT I	**POETRY–DETAILED**: 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) Arjun Dangle); 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)
UNIT II	**PROSE – DETAILED**: Martin Luther King (Jr) – I Have a Dream, **NON-DETAILED**: Gayatri C. Spivak - Can the Subaltern Speak ?,
UNIT III	**DRAMA** – **DETAILED**: C.T. Indra (Translation)–Nandan, **NON – DETAILED**: Vijay Tendulkar–Kanyadan
UNIT IV	**FICTION**: Malala Yousafzai with Christina Lamb - I am Malala Bama – Karukku,
UNIT V	**FICTION**: Chinua Achebe - Things Fall Apart Arundati Roy - God of Small Things

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Remember the diverse concepts that address issues of subalterns.	PO2
2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
3	Analyse various subaltern texts	PO1,PO2, PO5
4	Determine the sources and structures of social inequalities.	PO6
5	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9
Text Book (Latest Edition)		
1	Guha, R.S. of P.S.R. (1988). Selected subaltern studies. Oxford University Press.	
Reference 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.	
Web Resources		
1	https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.	
2	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studie_s/	
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	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

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

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEM	**English Literature for NTA, NET, SET & GATE**	Elective VI	Y	Y	-	-	3	4	25	75	100

Learning Objective	
LO 1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
LO 2	Evaluating the knowledge of literature.
LO 3	Repeated practice to attend MCQs
LO 4	Profound understanding about the various movements in English Literature
LO 5	Tracing the growth of English literature and literary forms

Details	
UNIT I	**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 & amp; Postmodernism) /Contemporary Period
UNIT II	**Non-British Literatures**: Historical Perspective and Background; Colonization, Colonizers and the Colonized; Common wealth Literature; Subaltern Literature; Third World Literature.
UNIT III	**American :** 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 Gustuv 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 Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
2	Effectively attempting MCQs	PO1
3	Profound understanding about the various movements in English Literature	PO6
4	Understanding the nuances of competitive exams	PO7
5	Expertise in literature	PO6, PO10
Text Book (Latest Edition)		
1	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Srinivasa Iyengar, 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_ 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	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

SEC I- ENGLISH FOR CAREERS

Course Code YEAR / SEM	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
II YEAR/ IV SEM	**English Literature for NTA, NET, SET & GATE**	SEC I	Y	Y	-	-	2	4	25	75	100
Learning Objective											
LO 1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO 2	Introduce key issues pertaining to Second Language Acquisition.										
LO 3	Provide a broad overview of English language learning, teaching and testing.										
LO 4	Make the students aware of the specific challenges of teaching English in India.										
LO 5	Build job-related vocabulary										
Details											
UNIT I	**Effective Writing**: Features of Effective Writing, Business correspondence, E-Mail, Report writing Technical Writing										
UNIT II	**Administrative Process**: Agenda preparation, Preparing minutes.										
UNIT III	**Communication**: Presenting Data in Verbal modes Presenting Data in, Non- verbal modes.										
UNIT IV	**Effective lecturing**: Preparing Lectures on Topics, Preparing Persuasion Talks										
UNIT V	**Telephone Etiquette**: Business Talks over Telephone, Discussion on Career Prospects and Advancements										

Course Out comes		Programme Outcomes
CO	On completion of this course, students will	
1	Gain knowledge of the various modes of official Correspondence and presentation	PO2
2	Comprehend the right use of English at official works	PO1, PO3
3	Apply the acquired styles of occupational skills and Practicing them	PO4, PO5
4	Pickup the official behavior and becoming better doers	PO6, PO7
5	Market the skill business correspondence and fixing themselves in better jobs	PO8
Text Book (Latest Edition)		
1	V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000	
2	English for Careers: Business, Professional, and Technical Paper back by Leila R. Smith Emeritus	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	Oxford English for Careers Technology1 Student Book Paper back– Student Edition, 28 June 2007 by Eric Glendinning	
2	English for Careers: Business, Professional, and Technical	
Web Resources		
1	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true	
2	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy	
3	https://www.nature.com/scitable/topicpage/effective-writing-13815989/	
4	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942	

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