

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS),**  
**Reaccredited with 'B++' Grade by NAAC**  
**(Affiliated to Periyar University) Fairlands,**  
**Salem – 636016.**



**PG & RESEARCH DEPARTMENT OF ENGLISH**

**SYLLABUS**  
**M.A. ENGLISH**

**For the students admitted in 2025– 2026**

**M.A., ENGLISH**  
**Programme Outcomes**

The M.A. English graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

<b>PO No.</b>	<b>Characteristic Attributes</b>	<b>Programme Outcomes</b> <i>On completion of the M.A. English programme the students will be able to:</i>
<b>PO 1</b>	<b>Disciplinary Knowledge</b>	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.
<b>PO2</b>	<b>Critical Thinking</b>	Apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
<b>PO3</b>	<b>Problem Solving</b>	Extrapolate from what one has learned and apply their competencies to solve different kinds of non- familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.
<b>PO4</b>	<b>Analytical &amp; Scientific Reasoning</b>	Evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
<b>PO5</b>	<b>Research related skills</b>	Analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test/ analyze / Interpret the results and derive conclusions.
<b>PO6</b>	<b>Self-directed &amp; Lifelong Learning</b>	Work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed

		at personal development, meeting economic, social and cultural objectives.
<b>PO7</b>	<b>Participation &amp; Research</b>	Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.
<b>PO8</b>	<b>Reading &amp; Projects</b>	Document their reading and interpretive practices in assignments, translation works, and independent projects.
<b>PO9</b>	<b>Confidence &amp; Effectiveness</b>	Confidently and effectively articulate their literary and textual experiences.
<b>PO10</b>	<b>Social Skills &amp; Empathetic Approach</b>	Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

### Programme Specific Outcomes

<b>S. No.</b>	<b>Programme Specific Outcomes</b> <i>The students on completion of M.A. History programme will be able to:</i>
<b>PSO – 1</b>	Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.
<b>PSO – 2</b>	Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.
<b>PSO – 3</b>	To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM-16.**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**I M.A. ENGLISH**

**Programme Structure under CBCS (For the students admitted in 2025-26)**

**Total Credits: 91 +Extra credits (Maximum 16)**

**FIRST YEAR - SEMESTER- I**

<b>COUR SE</b>	<b>COURSE TITLE</b>	<b>CODE</b>	<b>TOTAL CONTACT HOURS / WEEK</b>	<b>CREDITS</b>
Core Course– I	English Poetry	25PENCC1	7	5
Core Course – II	English Drama	25PENCC2	7	5
Core Course – III	English Fiction	25PENCC3	6	4
Elective Course – I	Indian Writing in English / Linguistics	25PENDSEC1A/ 25PENDSEC1B	5	3
Elective Course – II	Theatre Art / World Classics in Translation	25PENDSEC2A/ 25PENDSEC2B	5	3
			<b>30</b>	<b>20</b>

**Extra Skills:**

- **Productive Preparation for NET/SET/JRF-I (25PENSC1)(Self-Study – 1 Extra Credit)**

### FIRST YEAR- SEMESTER- II

<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CODE</b>	<b>TOTAL CONTACT HOURS / WEEK</b>	<b>CREDITS</b>
Core Course– IV	American Literature	25PENCC4	6	5
Core Course – V	Shakespeare Studies	25PENCC5	5	5
Core Course – VI	Post-Colonial Theory and Literature	25PENCC6	5	4
Elective Course – III	Approaches to English Language Teaching/ Mass Media for Communication	25PENDSEC3A/ 25PENDSEC3B	4	3
Elective Course – IV	A Glimpse of Nobel Laureates/ Comparative Literature	25PENDSEC4A/ 25PENDSEC4B	4	3
Extra Disciplinary Course			4	2
Common Course	Human Rights	25PHRS	2	1
			<b>30</b>	<b>23</b>
<b>Extra Skills:</b> <ul style="list-style-type: none"> <li>• <b>Articulation and Idea Fixation Skills – 1 Extra Credit</b></li> <li>• <b>Productive Preparation for NET/SET/JRF – II (25PENSC2)(Self-Study – 1 Extra Credit)</b></li> </ul>				

**Extra credits are given for extra skills and courses qualified in MOOC/NPTEL**

**Internship/Industrial Activity during Summer Vacation after I Year**

**Society Connect Activity - 1 Extra Credit**

Extra Disciplinary Course	Students other than I M.A. English	Functional English	25PENEDC1
---------------------------	------------------------------------	--------------------	-----------

## SECOND YEAR - SEMESTER III

SEMESTER-III				
Course	Course Title	Course Code	Hrs./ Week	Credits
Core Course -VII	Contemporary Literary Criticism	25PENCC7	6	5
Core Course -VIII	Canadian Studies	25PENCC8	6	5
Core Course- IX	Literature of the Marginalized in India	25PENCC9	6	5
Core Course -X	Film and Media Studies (Industry Module)	25PENCC10	6	4
Elective Course- V	Translation Studies / Travel Writing	25PENDSEC5A/ 25PENDSEC5B	3	3
Extra Disciplinary Course- II	English for Careers	25PENEDC2	3	2
Internship	Internship / Industrial Activity	24PENI	-	2
<b>Total</b>			<b>30</b>	<b>26</b>
<b>Extra Skills:</b> <ul style="list-style-type: none"> <li>▪ <i>Articulation and Idea Fixation</i></li> <li>▪ <i>Physical Fitness Practice</i></li> <li>▪ <i>Life Skills Promotion</i></li> <li>▪ <i>Productive Preparation for UGC NET/SET/JRF/TRB Competitive Examinations- III (25PENSC3)</i> <i>(Self - study -1 Extra Credit)</i></li> </ul>				

- Extra credits are given for extra skills and courses qualified in MOOC/NPTEL
- Internship / Industrial Activity (Carried out during summer vacation at the end of 1st year-30 hours)

SECOND YEAR - SEMESTER-IV				
Course	Course Title	Course Code	Hrs./Week	Credits
Core Course -XI	Twenty-First Century Millennial Literature and Culture	25PENCC11	6	5
Core Course -XII	Subaltern Studies	25PENCC12	6	5
Elective Course -VI	Research Methodology/Essay	25PENDSEC6A/ 25PENDSEC6B	4	3
Project	Project with Viva -Voce	25PENPC	10	7
Professional Competency Skill	Entrepreneurship Development	25PENPCS	4	2
Society Connect Activity	Rural/Urban visit	25PENSCA	-	1
<b>Total</b>			<b>30</b>	<b>23</b>
<b>Extra Skills:</b> <ul style="list-style-type: none"> <li>▪ <i>Articulation and Idea Fixation</i></li> <li>▪ <i>Productive Preparation for CSIR/SET/JRF- III (25PENSC4)</i> (Self - study -1 Extra Credit)</li> </ul>				

➤ Extra credits are given for extra skills and courses qualified in MOOC/NPTEL



<b>Course Title</b>	<b>ENGLISH POETRY – FROM CHAUCER TO 20TH CENTURY</b>			
<b>Course Type</b>	<b>CORE -1</b>	<b>Course Code</b>	<b>25PENCC1</b>	
<b>Year</b>	I M.A.	<b>Semester</b>	I	
<b>Credits</b>	5	<b>Hours</b>	7/week	105

### Learning Objectives

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

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

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

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

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

### UNIT - I

No. of Hours:21

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

### UNIT - II

No. of Hours:21

Elizabethan Poetry- Spenser: "Epithalamion"

Donne: "A Valediction: Forbidding Mourning", "The Canonization"

### UNIT - III

No. of Hours:21

Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX, Marvell: "To His  
Coy Mistress"

### UNIT - IV

No. of Hours:21

Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476

Gray "Elegy"/ "The Bard"/ "Ode on the Death of a Favourite Cat Drowned in a Tub of  
Gold Fishes"

Burns "Holy Willie's Prayer", "Auld Lang Syne"

### UNIT - V

No. of Hours:21

Modern Poetry - Rupert Brooke: "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"

W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts"

Dylan Thomas: "Do Not Go Gentle into that Good Night" & "Poem in October"

Philip Larkin: "Whitsun Weddings"

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

Seamus Heaney: "Digging"

Carol Ann Duffy: "Standing Female Nude"

Eavan Boland: "The Achill Woman"

Course Outcomes		Knowledge level
CO	On completion of this course, students will	
1	Gain ideas about the old English writing style.	PO1, PO2
2	Acquire knowledge about various forms of poetry during different centuries.	PO5, PO6
3	Evaluate various poets as representatives of their Periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1	T.S. Eliot, 1932, “The Metaphysical Poets” from Selected 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	
8	Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	

	Web Resources
1.	<a href="http://www.english/.org.uk/chaucer/htm">http://www.english/.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/">https://www.worldhistory.org/Elizabethan_Theatre/</a> <a href="https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

### Mapping with Programme Outcomes

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

**S – Strong, M – Medium, L– Low**

### Mapping with Programme Specific Outcomes

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	1 5	1 5	1 4	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3 · 0	3.0	2 · 8	3.0

<b>Course Title</b>	<b>ENGLISH DRAMA - ELIZABETHAN AGE TO 20TH CENTURY</b>			
<b>Course Type</b>	<b>CORE -II</b>	<b>Course Code</b>	<b>25PENCC2</b>	
<b>Year</b>	I M.A.	<b>Semester</b>	I	
<b>Credits</b>	5	<b>Hours</b>	7/week	105

### **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 Details

### **UNIT I**

**No of Hours: 18**

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

### **UNIT II**

**No of Hours: 18**

Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy,  
Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone

### **UNIT III**

**No of Hours: 18**

Jacobean Drama -John Webster: The White Devil

### **UNIT IV**

**No of Hours: 18**

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

### **UNIT V**

**No of Hours: 18**

Epic Theatre Bertolt Brecht - Mother Courage and her Children, Comedy of Menace, Harold Pinter: Birthday Party, Post-Modern Drama,  
Samuel Beckett: Waiting for Godot

Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	K4
2	Identify drama and performance as a cultural process and an artistic discourse	K1
3	Evaluate plot structure, characterization and dialogue	K5
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	K6
5	Examine the sequential course dealing with Modern and Postmodern British Drama	K5
<b>Text Book</b>		
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.	
<b>Reference Books</b>		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	
<b>Web Resources</b>		
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarey/asste%">http://www.clt.astate.edu/wmarey/asste%</a>	
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>	
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>	
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	

Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO 10</b>
<b>CO1</b>	S	M	S	M	S	S	S	S	M	S
<b>CO2</b>	S	S	M	S	M	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	M	M	M	S	M	S	M	S	M	S
<b>CO5</b>	M	S	S	S	S	S	S	S	S	S

**S – Strong, M – Medium, L- Low**

Mapping with Programme Specific outcomes:

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

<b>Course Title</b>	<b>ENGLISH FICTION</b>			
<b>Course Type</b>	<b>CORE -III</b>	<b>Course Code</b>	<b>25PENCC3</b>	
<b>Year</b>	I M.A.	<b>Semester</b>	I	
<b>Credits</b>	4	<b>Hours</b>	6/week	75

### **Learning Objectives**

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

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

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

**LO4-**Identifying and differentiating various forms of novels.

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

### **UNIT I**

**No of Hours: 15**

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's The Pilgrim's Progress: Jonathan Swift Gulliver's Travels

### **UNIT II**

**No of Hours: 15**

The New World Novel: Daniel Defoe, Picaresque Novel, Laurence Stern, Robinson Crusoe: Tristram Shandy.

### **UNIT III**

**No of Hours: 15**

Middle Class Novel of Manners: Jane Austen, Emma

### **UNIT IV**

**No of Hours: 15**

Women's Issues: Charlotte Bronte, Jane Eyre

### **UNIT V**

**No of Hours: 15**

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

Course Outcomes		
Course Outcome s	On completion of this course, students will;	
CO1	Gain wide knowledge about different types of novels.	K1
CO2	Learn the art of writing different forms of novel with the learned notions.	K6
CO3	Explore Social, domestic and gothic novels.	K4
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	K5
CO5	Infer themes relating to the turn of the century events through close reading of text.	K2
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.	
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 18 <sup>th</sup> 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.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>	
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>	
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>	
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>	
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>	



**Mapping with Programme Outcomes:**

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

**Mapping with Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

<b>Course Title</b>	<b>INDIAN WRITING IN ENGLISH</b>			
<b>Course Type</b>	<b>ELECTIVE- I</b>	<b>Course Code</b>	<b>25PENDSEC1A</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>I</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>5/week</b>	<b>60</b>

### **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.

### **UNIT I**

No of Hours: 12

Aurobindo: Tiger and the Deer, Rose of God, Toru Dutt: The Lotus, The Casuarina Tree, Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

### **UNIT II**

No of Hours: 12

Kamala Das: Looking Glass, An Introduction, R. Parthasarathy: A River Once, Under Another Sky, Nissim Ezekiel: Morning Prayer, Enterprise.

### **UNIT III**

No of Hours: 12

Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.

### **UNIT IV**

No of Hours: 12

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**

No of Hours: 12

Anita Desai: Where Shall We Go This Summer?

Shashi Deshpande: Roots and Shadows

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the themes of Indian Writing in English	K2
CO2	Identify the major trends in Indian Writing in English	K1
CO3	Examine the background and settings of the Prescribed texts	K4
CO4	Evaluate the cultural significance of Indian English Literature	K5
CO5	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	K6
Text Books (Latest Editions)		
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.	<a href="http://en.wikipedia.org/wik/indian_writing_in_english">http://en.wikipedia.org/wik/indian_writing_in_english</a>	
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>	
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>	
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>	
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>	

Mapping with Programme Outcomes:

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

Mapping Outcome:

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

<b>Course Title</b>	<b>LINGUISTICS</b>			
<b>Course Type</b>	<b>ELECTIVE- I</b>	<b>Course Code</b>	<b>25PENDSEC1B</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>I</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>5/week</b>	<b>60</b>

**COURSE OBJECTIVE:**

- To enable the students get an insight into the study of English language and its socio-cultural variables

**SYLLABUS**

**UNIT-1**

**(Hours: 12)**

1. The History of English Language- origin, nature, definition and characteristics of English language
2. Fundamental concepts and distinctions in Linguistics
3. Study of Language variation

**UNIT-II**

**(Hours: 12)**

1. Phonology
2. Classifications of sounds – consonants, vowels cardinal vowels, English vowels and Diphthongs.
3. Stress and Intonation
4. Phonemic and phonetic transcription
5. Transcription of sentences

**UNIT-III**

**(Hours: 12)**

1. Linguistic Analysis
2. Sociolinguistics
3. Cohesive Devices
4. Semantics- Definition, terms and Distinctions in semantics
5. Discourse Analysis

**UNIT-IV**

**(Hours: 12)**

1. What is grammar?
2. Morphology and Word formation
3. Basic sentence patterns

(Hours: 12)

- PRESCRIBED TEXT

- ## REFERENCE

- Course Outcomes (CO):** On completion of the course, the students would be able to

CO Number	CO Statement	Knowledge Level
CO1	interpret the complexity of English language and language variation	K2
CO2	make use of concepts, theories and methodologies used in linguistics	K3
CO3	Analyze language variation and the distinctiv properties of human language	K4
CO4	estimate the phonetic, semantic and morphological characteristics of language	K6

## Mapping of COs with Pos

[illegible]

<b>Course Title</b>	<b>THEATRE ART</b>			
<b>Course Type</b>	<b>ELECTIVE- II</b>	<b>Course Code</b>	<b>25PENDSEC2 A</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>I</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>5/week</b>	<b>60</b>

### **Learning Objectives**

- LO1** To introduce the learners to the literary aspect of drama.  
**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.

### **UNIT I**

**No of Hours:12**

Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

### **UNIT II**

**No of Hours:12**

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**

**No of Hours:12**

Fundamentals of Play directing: Concept, technique, physical balance, the director and the stage, the proscenium stage, the thrust stage, theatre in the round, the choreographer in a musical theatre, performance as team work, lighting and directing or choosing appropriate visual style, special effects-audition/lighting, props and technicals.

### **UNIT IV**

**No of Hours:12**

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**

**No of Hours:12**

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacle.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a broad range of theatrical disciplines and Experiences	K2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	K1
CO3	Discover the relationships among the various facets of Theatre	K5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	K4
CO5	Gain exposure to diverse components of acting and techniques	K1
Text Books (Latest Editions)		
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. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.	
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.	
Web sources		
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>	
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>	
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>	
4.	<a href="https://archive.org/details/fundamentalsofpl0000dean_y3x3">https://archive.org/details/fundamentalsofpl0000dean_y3x3</a>	
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>	
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production- aspects-of- Expressionist-theatre</a>	



**Mapping with Programme Outcomes:**

	<b>P O 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>P O5</b>	<b>P O6</b>	<b>P O7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO 10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	M	S	S	M	S	S	M	S	M
<b>CO 3</b>	M	S	S	S	S	S	M	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	S	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course, Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

<b>Course Title</b>	WORLD CLASSICS IN TRANSLATION			
<b>Course Type</b>	<b>ELECTIVE- II</b>	<b>Course Code</b>	<b>25PENDSEC2B</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>I</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>5/week</b>	<b>60</b>

### **COURSE OBJECTIVE:**

- To familiarise the students with classics in translation drawn from world literature and to enable them to appreciate the universal dimensions and contemporary relevance of the texts.

### **UNIT – I**

**(Hours: 12)**

#### **POETRY ( DETAILED )**

The Aeneid IV – Virgil (Transl- Dryden) - Dell edition

#### **NON-DETAILED**

1. The Rubaiyat of Omar khayyam - Edward Fitzgerald
2. The Odyssey (Book one to three) - Homer

### **UNIT – II**

**(Hours: 12)**

#### **PROSE DETAILED**

##### **Essays – Montaigne (5 Essays)**

1. That our actions should be judged by our intentions.
2. On Idleness.
3. On Liars.
4. That one man's profit is another's loss.
5. On the custom of wearing clothes.

#### **NON – DETAILED**

The Prince – Machiavelli.

### **UNIT – III**

**(Hours: 12)**

#### **DRAMA – DETAILED**

The Cherry Orchard – Chekhov.

#### **NON – DETAILED**

Mother courage and her children – Brecht

**(Hours: 12)**

Chemmeen – Thakazhi Sivasankara Pillai.

**(Hours: 12)**

Selections from “Great short stories of the World” – edited by Gerda Charles.

1. The Necklace – Maupassant.
2. Love and Bread – Strindberg.
3. The Bet – Anton Chekhov.

## Department compilation

Frank Kermode, *The Classic*, Faber and Faber, London, 1975.

**Course Outcomes (CO):** On completion of the course, students would be able to

CO Number	CO Statement	Knowledge Level
CO1	relate world literary traditions and the continuing influence of those traditions on world cultures.	K3
CO 2	understand literary texts within social, cultural and historical contexts.	K2
CO 3	analyze the literature and culture of countriesaround the world	K4
CO 4	elaborate on the major themes involved in world literature	K5

[illegible]

<b>Course Title</b>	<b>AMERICAN LITERATURE</b>			
<b>Course Type</b>	<b>CORE -IV</b>	<b>Course Code</b>	<b>25PENCC4</b>	
<b>Year</b>	I M.A.	<b>Semester</b>	II	
<b>Credits</b>	5	<b>Hours</b>	6/week	90

## Learning Objectives

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

## UNIT - I

**No. of Hours:18**

**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”, 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”, Victor Hernandez Cruz “Today is a day of great joy”, Amiri Baraka “An Agony. As Now” in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996), Gwendolyn Brooks “Kitchenette Building”, Joy Harjo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66

## UNIT - II

**No. of Hours:18**

**Prose** Emerson - The American Scholar

Amy Tan- Mother Tongue

Thoreau - Walden (Chapter “Pond”)

## UNIT - III

**No. of Hours:18**

**Drama** – Arthur Miller - Death of a Salesman

Tennessee Williams - A Street Car Named Desire

Marsha Norman - Night Mother

Ntozake Shange – For Colored Girls.

## UNIT - IV

**No. of Hours:18**

**Fiction/Short Story-** Edgar Allan Poe - “The Cask of Amontillado”

Herman Melville - “Bartleby the Scrivener”

N. Scott Momaday - The House Made of Dawn

Toni Morrison – Beloved

Kate Chopin - The Awakening

## UNIT - V

No. of Hours:18

**Autobiography** - Excerpts from – Malcolm X, Hispanic Women Writing, Cherrie Moraga, Getting Home Alive – Aurora Levins Morales

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	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>
2	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>
3	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>
4	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>

### Mapping with Programme Outcomes:

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

### Mapping with Programme Specific Outcomes:

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

<b>Course Title</b>	<b>SHAKESPEARE STUDIES</b>			
<b>Course Type</b>	<b>CORE -V</b>	<b>Course Code</b>	<b>25PENCC5</b>	
<b>Year</b>	I M.A.	<b>Semester</b>	II	
<b>Credits</b>	5	<b>Hours</b>	5/week	75

### **Learning Objectives**

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

### **UNIT - I**

**No of Hours:15**

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**

**No of Hours:15**

Sonnets –12,65,86,130,  
Comedies –Much Ado About Nothing, Winter's Tale

### **UNIT - III**

**No of Hours:15**

Tragedy- Othello.

### **UNIT - IV**

**No of Hours:15**

History- Henry IV Part I

### **UNIT - V**

**No of Hours:15**

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.Granville Baker - From Prefaces to Shakespeare, Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Sub-version, Henry IV & Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988, Also in Political Shakespeare: New

Essays in Cultural Materialism. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

Course Outcomes		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, 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	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>	
2	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>	
3	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>	
4	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>	
5	<a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a>	



**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>POST-COLONIAL THEORY AND LITERATURE</b>			
<b>Course Type</b>	<b>CORE -VI</b>	<b>Course Code</b>	<b>25PENCC6</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>II</b>	
<b>Credits</b>	<b>4</b>	<b>Hours</b>	<b>5/week</b>	<b>75</b>

### **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.

### **UNIT I**

**No of Hours: 15**

#### **Fiction**

Joseph Conrad: Heart of Darkness.

E.M. Forster: A Passage to India.

### **UNIT II**

**No of Hours: 15**

#### **Fiction**

Chinua Achebe: Things Fall Apart.

Salman Rushdie: Midnight's Children.

Thomas King: The One About Coyote Going West

### **UNIT III**

**No of Hours: 15**

#### **Fiction**

Samuel Selvon: The Lonely Londoners.

Bapsi Sidhwa: Ice Candy Man

### **UNIT IV**

**No of Hours: 15**

#### **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****No of Hours: 15****Poetry**

Leopold Senghor : In Memoriam, Night of Sine, All Day Long.

Grace Nichols : In My Name, of course when they ask for poems about the 'realities' of black

women, Praise Song for my Mother, Caribbean Women Prayer.

James Reaney : Maps George Bowering : Grand Father

Course Outcomes		
Course Outcome s	On completion of this course, students will;	
CO1	Critically understand the political and social background of the third world nations	
CO2	Understand the emerging trends in Post-Colonial Literature	
CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	
CO5	Interpret the postcolonial concepts found in different literary genres	

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

**Mapping with Programme Outcomes:**

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S
<b>CO2</b>	S	M	S	S	S	S	S	M	S	S
<b>CO3</b>	S	S	S	S	S	S	M	S	S	S
<b>CO4</b>	S	S	S	S	M	S	S	S	M	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

<b>Course Title</b>	APPROACHES TO ENGLISH LANGUAGE TEACHING			
<b>Course Type</b>	ELECTIVE – III	<b>Course Code</b>	25PENDSEC3A	
<b>Year</b>	I M.A.	<b>Semester</b>	II	
<b>Credits</b>	3	<b>Hours</b>	4/week	60

### 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

### UNIT I

No of Hours:12

#### **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

No of Hours:12

#### **Nature of approaches and methods in Language Teaching**

1. Definition of Approach and method
2. 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

No of Hours:12

#### **Current Communicative Approaches**

The Natural Approach, Cooperative Language Learning  
Content Based Instruction, Task-Based Language Teaching

UNITIV

No of Hours:12

### Teaching Aspects

Teaching Prose, Teaching Poetry, Teaching Grammar,  
Teaching of Non-Detailed Text

UNITV

No of Hours:12

### 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		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Know the brief history of language teaching methods	K1
<b>CO2</b>	Understand the difference between the terms, methods, approaches and techniques used in teaching	K2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1
<b>CO4</b>	Analyse the steps of teaching prose, poetry, grammar, non-detailed text etc and develop it.	K3
<b>CO5</b>	Perceive the use of radio and television in language learning	K3

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.
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	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>
3	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>
4	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>
5	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	S	S	S	M	S	S	S	S	S	M
CO2	S	S	S	S	S	S	M	M	S	S
CO3	M	S	S	S	S	S	M	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**3– Strong, 2 –Medium, 1-Low**



<b>Course Title</b>	<b>MASS MEDIA FOR COMMUNICATION</b>			
<b>Course Type</b>	ELECTIVE – III	<b>Course Code</b>	25PENDSEC3B	
<b>Year</b>	I M.A.	<b>Semester</b>	II	
<b>Credits</b>	3	<b>Hours</b>	4/week	60

### **LEARNING OBJECTIVES:**

1. To enable the learners to be aware of job opportunities available in the field of media.
2. To familiarize learners with the role of mass media.

### **UNIT-I**

**(Hours: 12)**

Introduction to Media Studies – Communication – Language Information, Different Kinds of Communication, Barriers – Demographics.

### **UNIT-II**

**(Hours:12)**

Print Media: Introduction, Different Types – Making of a Newspaper – Analysis, Editorial, Column, Article, Middle Reviews, Feature, Editing. Advertising in Print Media.

### **UNIT-III**

**(Hours:12)**

Radio: An Introduction. Ethics of Broadcasting. News in Radio – Sources, Agencies, Reporting and Interviewing, Editing, Reading, Usage of Language. Advertisements on Radio.

### **UNIT-IV**

**(Hours:12)**

Television: An Introduction, Ethics, T.V. Program Genres. Social Impact of T.V. Advertisements on Television.

### **UNIT-V**

**(Hours:12)**

Films and Information Technology: Introduction. Different Types of Films – Commercial Parallel, Documentary, News Reel and Short Films. Ethics of Cinema and Censorship. Introduction to Information Superhighway.

### **REFERENCES**

1. Baran, Stanley J. *Introduction to Mass Communication: Media Literacy and Culture*. Boston: McGraw Hill. 2002. Print.
2. Lowery, Shearon, and Melvin L. DeFleur. *Milestones in Mass Communication Research Media Effects*. 3<sup>rd</sup> ed. White Plains, N.Y.: Longman USA, 1995. Print.



<b>Course Title</b>	<b>A GLIMPSE OF NOBEL LAUREATES</b>			
<b>Course Type</b>	<b>ELECTIVE – IV</b>	<b>Course Code</b>	<b>25PENDSEC4A</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>II</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>4/week</b>	<b>60</b>

### **Learning Objectives**

**LO1**-To introduce the learners to the Nobel Laureates of various genres of Literature

**LO2**-To familiarize students on various Nobel Laureates

**LO3**-To focus on interpreting the works of various Nobel Laureates

**LO4**-Focus on evaluate critically and aesthetically the prescribed texts

**LO5**-Understanding the Nobel Laureates contribution to the society

## **UNIT I**

No of Hours:12

### **DETAILED POETRY**

Pablo Neruda

If You Forget Me

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**

No of Hours:12

Loot - Nadine Gordimer

Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner

### **NON – DETAILED PROSE**

Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison

## **UNIT III**

No of Hours:12

### **DETAILED DRAMA**

The Caretaker - Harold Pinter

### **NON – DETAILED DRAMA**

Man and Superman - George Bernard Shaw

## UNIT IV

No of Hours:12

**SHORT STORIES**

Alice Munro

The Turkey Season

Differently Runaway

The Bear Came Over the Mountain Boys and Girls

## UNIT V

No of Hours:12

**NOVELS**

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K3
<b>CO2</b>	Interpret the works of various Nobel Laureates	K5
<b>CO3</b>	Analyse the different themes with regard to social, political and cultural aspects.	K4
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	K5
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	K3

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

Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	M	S	S	S	S	S	M	S	S
<b>CO3</b>	S	S	S	S	S	S	M	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	M	S	S	S	S	S	S	S	S	S

Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

<b>Course Title</b>	<b>COMPARATIVE LITERATURE</b>			
<b>Course Type</b>	<b>ELECTIVE – IV</b>	<b>Course Code</b>	<b>25PENDSEC4B</b>	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>II</b>	
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>4/week</b>	<b>60</b>

### **LEARNING OBJECTIVES:**

- To introduce the students to the discipline of the comparative study of more than one literature
- To familiarise them with the concepts, approaches, problems and techniques of the study of comparative literature and translation
- To introduce them to the basic elements of comparative aesthetics, especially Indian and Western.

### **SYLLABUS**

#### **UNIT – I**

**(Hours: 12)**

- Defining Comparative literature
- The Case for Comparative literature
- Comparative literature and Aesthetics: The Search for a Significant Order
- The Comparative Study of Literature in India
- Analysis of the trans-national and trans-cultural aspect of Comparative literature

#### **UNIT – II**

**(Hours: 12)**

- The methodology of the study of comparative literature
- The study of genres – a theory of genres
- Major genres in world literature identified and compared
- Origin and spread of genres
- A comparative analysis of genres across the globe

#### **UNIT – III**

**(Hours: 12)**

- The study of influence
- A theory of influence
- Analogy – parallelism
- Conditions facilitating influences across languages.
- Analysis of Shelley's influence on Subramanya Bharati

## UNIT – IV

(Hours: 12)

- Study of Translation
- Theory of literary translation; adaptation; abridgement; literal vs literary rendering
- Literature and other arts—music, architecture, theatre; dance;
- Other disciplines like psychology, biography, history, philosophy and sociology.
- Exploring Digital Translation

## UNIT – V

(Hours: 12)

Translation in Practice (English to Tamil or Vice Versa)

### I. From Tamil to English

- a. ஸ்ரீமத்கிருஷ்ணபிரபந்தம்: ஸ்ரீமத்கிருஷ்ணபிரபந்தம்-ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
1. ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
2. ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
- b. ஸ்ரீமத்கிருஷ்ணபிரபந்தம் – ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
- c. ஸ்ரீமத்கிருஷ்ணபிரபந்தம் – ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
- d. ஸ்ரீமத்கிருஷ்ணபிரபந்தம் ஸ்ரீமத்கிருஷ்ணபிரபந்தம்: ஸ்ரீமத்கிருஷ்ணபிரபந்தம் ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
1. ஸ்ரீமத்கிருஷ்ணபிரபந்தம் ஸ்ரீமத்கிருஷ்ணபிரபந்தம்
2. ஸ்ரீமத்கிருஷ்ணபிரபந்தம் ஸ்ரீமத்கிருஷ்ணபிரபந்தம்

### II. From English to Tamil

1. Selections from Tagore's *Gitanjali*
2. Robert Frost - Stopping by woods on a Snowy Evening
3. Emily Dickinson - Because I could not stop for Death
4. William Wordsworth - Solitary Reaper
5. Jawaharlal Nehru - A Birthday Letter
6. Joyce Kilmer - Trees

## PRESCRIBED TEXT:

A compilation by the Department of English

## REFERENCES

1. Subramanian N., Srinivasan, Padma and Balakrishnan G.R. *Introduction to the study of Comparative Literature: Theory & Practice*. Teesi, 1997.
2. Weisstein, Ulrich, and William Riggan. *Comparative Literature and Literary Theory : Survey and Introduction*. Bookman Books, 1988.
3. Dhawan, R. K. *Comparative Literature*. Bahri Publications, 1991.

**Course Outcomes (CO):** On completion of the course, students would be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO 1	Translate the prescribed literary works	K 2
CO 2	identify the social, cultural, historical and political similarities and differences in literatures across the world	K 3
CO 3	analyze the methodology of comparative studies and translation	K 4
CO 4	compare various elements of different literatures and translation studies	K 5

#### **Mapping of COs with Pos**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO1</b>	M	S	S	S	M	S	S	S	S	S
<b>CO2</b>	S	M	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	M	S	S	M
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	M	S	S	S	S



<b>Course Title</b>	FUNCTIONAL ENGLISH			
<b>Course Type</b>	<b>EDC1</b>	<b>Course Code</b>	23PENEDC1	
<b>Year</b>	<b>I M.A.</b>	<b>Semester</b>	<b>II</b>	
<b>Credits</b>	<b>2</b>	<b>Hours</b>	<b>4/week</b>	<b>60</b>

### **LEARNING OBJECTIVES:**

1. To expose the learners towards the organizing and delivery of speech
2. To train the learners in various language skill in Public Speaking

### **UNIT I - Public Speaking**

**(Hours:12)**

1. Characteristics of a good speaker
2. Methods of Speaking
3. Preparation and Delivery of Speech

### **UNIT II - Speech for Situations**

**(Hours:12)**

1. Speech to inform
2. Speech to Persuade
3. Speeches for Special occasions

### **UNIT III - Occupational Skills –I**

**(Hours:12)**

1. Email
2. Resume
3. Official memo

### **UNIT IV - Interview Skills**

**(Hours:12)**

1. Prepare and practice for Interviews
2. Some General Questions in an Interview
3. Profile Writing for a Job
4. Presentation Skills

### **UNIT V - Interpersonal Skills**

**(Hours: 12)**

1. Team Development
2. Relationship and Communication
3. Negotiation

## PREScribed TEXT

Department Compilation

## REFERENCE

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.
3. Sudha, S Job Fair, Jayalakshmi Publications, 2017.
4. Team Development- <https://blog.vantagecircle.com/team-development/>
5. Relationship and Communication- <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/s07-communication-in-relationships.html>
6. Negotiation- <https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>
7. Presentation Skills- <https://1drv.ms/w/s!Aq7E2Ai3adbZgkXc0DnKvARoylgN?e=OdV4JC>

**CourseOutcome (CO):** On completion of the course, students would be able

CO Number	CO Statement	Knowledge Level
CO1	define communicative skills	K1
CO2	utilize the nuances of English language in public speaking	K3
CO3	evaluate language skills in day to day life	K5
CO4	develop different styles of occupational skills	K6

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>CONTEMPORARY LITERARY CRITICISM</b>			
<b>Course Type</b>	Core -VII	<b>Course Code</b>	25PENCC7	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### **Learning Objective**

**LO1:** To Examine the relationship between literature and other disciplines, such as philosophy, psychology, sociology, and cultural studies, in contemporary critical discourse.

#### **UNIT – I**

**No. of Hours: 20**

Jacques Derrida- Structure, Sign and Play in the Discourse of Human Sciences

#### **UNIT - II**

**No. of Hours: 20**

M.H. Abrams -The Deconstructive Angel

#### **UNIT – III**

**No. of Hours: 20**

Susan Sontag -Against Interpretation, Edward Said- Crisis (In Orientalism)

#### **UNIT – IV**

**No. of Hours: 15**

Cleant Brooks -Irony as Principle of Structure, Sigmund Freud –Creative Writers and Day Dreaming

#### **UNIT – V**

**No. of Hours: 15**

Roland Barthes – From Work to Text, Terry Eagleton -Capitalism, Modernism and Post Modernism

### **PRESCRIBED TEXT**

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

### **REFERENCE**

Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.

Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.

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

**Course Outcomes (CO):** On completion of the course, students would be able to

CO Number	CO Statement	Knowledge Level
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

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>CANADIAN STUDIES</b>			
<b>Course Type</b>	Core -VIII	<b>Course Code</b>	25PENCC8	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### **Learning Objectives**

**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 understand Canada including multicultural and immigrant experience.

**LO 5** Understanding the folklore and its influence on Canadian Literature

### **UNIT I**

**No. of Hours: 20**

#### **Poetry**

1. Adolescence - P. K. Page
2. Indian Reservation: Caughnawaga- A.M. Klein
3. Journey to the Interior - Margaret Atwood
4. Like an Old Proud King in a Parable - Arthur James Marshall Smith  
(Selections from C. D. Narasimhaiah's Anthology of Common wealth Literature)
5. The Corn Husker - Emily Pauline Johnson
6. I lost my talk – Rita Joe
7. Walking Both Sides of an Invisible Border - Alootook Ipellie

(Selections from Native Literature in Canada, Ed. By Terry Goldie and others)

### **UNIT II**

**No. of Hours: 20**

#### **Fiction**

1. Truth and Brightwater (1999) - Thomas King
2. No New Land - M.G. Vassanji

### **UNIT III**

**No. of Hours: 20**

#### **Drama**

1. The Ecstasy of Rita Joe- George Ryga
2. Dry Lips - Tom Highway
3. Rootless But Green are the Boulevard Trees - Uma Parameshwaran  
(from SACLITDRAMA. Plays from South Asian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996.)

### **UNIT IV**

**No. of Hours: 15**

#### **Short Story**

1. "The Hostelry of Mr. Smith"
2. "The Speculations of Jefferson Thorpe"  
(Selections from Sunshine and Other Stories- Stephen Leacock)
3. "Borders" - Thomas King

4. "This Is My Own: Letters to Wes and Other Writings on Japanese Canadians, 1941–1948" - Muriel Kitagawa

**UNIT V**  
Criticism

**No. of Hours: 15**

1. "The Canadian Post-Modern"- Linda Hutcheon
2. "Godzilla vs Post-Colonial" - Thomas King
3. "The Canadian Writer and the American Literary Tradition" - Robert Kroetsch
4. "Conclusion to a Literary History of Canada" (Last Essay from The Bush Garden) Northrop Frye
5. "Survival"- M. Atwood

**PRESCRIBED TEXT**

Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.

**REFERENCE**

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)
1. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983

**Course Outcomes (CO):** On completion of the course, students would be able to

CO Number	CO Statement	Knowledge Level
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



**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>LITERATURE OF THE MARGINALIZED IN INDIA</b>			
<b>Course Type</b>	Core -IX	<b>Course Code</b>	25PENCC9	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### Learning Objectives

- 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.

#### UNIT-I

**No. of Hours:20**

1. Studies on Caste (colonial/ postcolonial): Study on Caste by Lakshmi Narasu
2. "Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" by Ambedkar)
3. Homo Hierarchicus by Louis Dumont

#### UNIT-II

**No. of Hours:20**

1. The Interface between Caste and Gender Gendering Caste: Through a Feminist Lens by Uma Chakravarti
2. Caste and Gender by Anupama Rao.

#### UNIT-III

**No. of Hours:20**

1. History and Theory of Dalit Uprising, Dalits and Democratic Revolution in India by Gail Omvedt,
2. "Power of Invisibility" by Ravikumar

#### UNIT-IV

**No. of Hours:15**

1. 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

**No. of Hours:15**

1. Untouchable Spring by Kalyan Rao,
2. From An Anthology of Dalit Literature, ed by Zelliot and Mulk Raj Anand special issue on Dalit literature in the journal, IndianLiterature  
Hira Bansode - Bosom Friend, Slave, O Great Man

Waman Kardak – Don't Get Angry, In the Darkness within Me

3. Short stories:

- a. Kisumbukaran by Bama
- b. Arumugam by Imayam
- c. Chakra by Jayawant Dalvi

**PRESCRIBEDTEXT:**

Caste and Tribes by Risley

**REFERENCE:**

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
<a href="http://www.ambedkar.org">www.ambedkar.org</a>
<a href="http://www.saxakali.org">www.saxakali.org</a>
<a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full</a>
<a href="https://www.jstor.org/stable/2053672">https://www.jstor.org/stable/2053672</a>
<a href="https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079">https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079</a>

**Course Outcomes (CO):** On completion of the course the students would be able to

CO Number	CO Statement	Knowledge Level
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

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>FILM AND MEDIA STUDIES (INDUSTRY MODULE)</b>			
<b>Course Type</b>	Core -I	<b>Course Code</b>	25PENCC10	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### **Learning Objectives**

- 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.

### **UNIT I**

**No. of Hours:20**

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**

**No. of Hours:20**

Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy Gregory Frame [eds] [Bloomsbury Publication], Janet Wasko-How Hollywood Works [Sage Publication]

### **UNIT III**

**No. of Hours:20**

Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini Chaudhuri - Contemporary World Cinema [EUP]

### **UNIT IV**

**No. of Hours:15**

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**

**No. of Hours:15**

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 Gopalakrishnan: Bridge on River Kwai - Novel to Film

**Text Book (Latest Edition)****Department Compilation****PRESCRIBED TEXT:**

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

**REFERENCE:**

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

Web Resources
<a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a>
<a href="https://www.norton.com/books/9780393420531">https://www.norton.com/books/9780393420531</a>
<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp-articleshow/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp-articleshow/51169927.cms</a>
<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

**Course Outcomes (CO):** On completion of the course the students would be able to

CO Number	CO Statement	Knowledge Level
CO1	Review films and appreciation becomes handy for the Students	PO1,PO2
CO2	Connect film and literature nuances effectively	PO3,PO4
CO3	Gain Exposure to film techniques and genres	PO7
CO4	Critically appreciate films	PO6,PO8
CO5	Analyse film forms effectively	PO10

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>TRANSLATION STUDIES</b>			
<b>Course Type</b>	Elective-V	<b>Course Code</b>	25PENDSEC5A	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	3	<b>Hours</b>	3/Week	<b>Total: 45</b>

### **Learning Objectives**

- 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

### **UNIT –I**

**No. of Hours: 10**

#### **Poetry:**

Balamani Amma To My Daughter

(The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A. K. Ramanujan)

### **UNIT –II**

**No. of Hours: 15**

#### **Drama:**

Indira Parthasarathy - The Legend of Nandan (New Delhi, OUP, 2003)

Mahasweta Devi - Rudaali

### **UNIT –III**

**No. of Hours: 10**

#### **Fiction and Prose:**

Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford

University Press, 2007.

### **UNIT –IV**

**No. of Hours: 10**

Workshops on Translation

### **PRESCRIBED TEXT**

Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin

### **REFERENCE BOOKS**

Bassnett, Susan and Harish Trivedi, eds. 1999. Post-colonial Translation. London. Routledge

Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan,



### Web Resources

[https://en.wikipedia.org/wiki/Translation\\_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.](https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.)

<https://www.tandfonline.com/toc/rtrs20/current>

<https://complit.fas.harvard.edu/translation-studies>

<https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>

<https://www.lit-across-frontiers.org/about-translation-workshops/>

London

R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)

**Course Outcomes (CO) :** On completion of the course, students would be able to

CO Number	CO Statement	Knowledge Level
CO1	Understand the systematic study of translation	PO1,P O3
CO2	Understanding the dimensions of language and its nuances essentialfor translation	PO2,P O5
CO3	Exposure to effective translation	PO4
CO4	Equipped in the skills as well as the politics of translation.	PO6,P O8
CO5	Exposure to literature in the regional languages through representative texts in English translation	PO9

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>TRAVEL WRITING</b>			
<b>Course Type</b>	Elective-V	<b>Course Code</b>	25PENDSEC5B	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	3	<b>Hours</b>	3/Week	<b>Total: 45</b>

### Learning Objectives

- LO 1** To introduce the learners the genre of Travel Writing
- LO 2** To highlight the significance of travel writing and its features
- LO 3** To enable the learners to identify the themes of varied texts
- LO 4** To facilitate the students to identify rhetorical devices in texts
- LO 5** To familiarize the students' different socio-cultural dimensions of prescribed texts

### UNIT I

**No. of Hours:10**

Chapters 1,2,3 from Travel Writing by Carl Thompson  
 Introduction  
 Defining the Genre  
 Travel Writing through the Ages: An Overview

### UNIT II

**No. of Hours:10**

Roy Moxham : The Great Hedge of India

### UNIT III

**No. of Hours:10**

William Dalrymple: Nine Lives in Search of the Sacred in India

### UNIT IV

**No. of Hours:10**

V.S. Naipaul : An Area of Darkness

### UNIT V

**No. of Hours:5**

The Following essays from Cambridge Companion to Travel Writing  
 "Travelling to write" by Peter Hulme  
 "Travel Writing and Gender" by Susan Basnett  
 "Travel Writing and Ethnography" by Joan Pau Rubes

**Web Resources**

[https://en.wikipedia.org/wiki/Translation\\_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.](https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.)

<https://www.tandfonline.com/toc/rtrs20/current>

<https://complit.fas.harvard.edu/translation-studies>

<https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>

<https://www.lit-across-frontiers.org/about-translation-workshops/>

**Course Outcomes (CO):** On completion of the course, students would be able to

CO Number	CO Statement	Knowledge Level
CO1	Gain knowledge about various writers of the genre	PO1
CO2	Identify the unique characteristics of travel writing	PO2
CO3	Study literary texts as part of the ecological and environmental realities	PO3
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO4
CO5	critically analyze the themes of the prescribed texts	PO5

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>ENGLISH FOR CAREERS</b>			
<b>Course Type</b>	EDC-II	<b>Course Code</b>	25PENEDC2	
<b>Year</b>	II M.A	<b>Semester</b>	III	
<b>Credits</b>	2	<b>Hours</b>	3/Week	<b>Total: 60</b>

<b>Learning Objectives</b>	
<b>LO 1</b>	Give the students an understanding of the scope of English Language Teaching as a discipline.
<b>LO 2</b>	Introduce key issues pertaining to Second Language Acquisition.
<b>LO 3</b>	Provide a broad overview of English language learning, teaching and testing.
<b>LO 4</b>	Make the students aware of the specific challenges of teaching English in India.
<b>LO 5</b>	Build job-related vocabulary

**Unit -I: Effective Writing**

**No. of Hours:15**

1. Features of Effective Writing,
2. Business correspondence,
3. E-Mail,
4. Report writing
5. Technical Writing

**No. of Hours:10**

**Unit -II: Administrative Process**

1. Agenda preparation
2. Preparing minutes

**Unit-III: Communication**

**No. of Hours:10**

1. Presenting Data in Verbal modes
2. Presenting Data in Non- verbal modes.

**Unit-IV: Effective lecturing**

**No. of Hours:15**

1. Preparing Lectures on Topics
2. Preparing Persuasion Talks

**Unit -V: Telephone Etiquette**

**No. of Hours:10**

1. Business Talks over Telephone
2. Discussion on Career Prospects and Advancements

**Course Outcomes:** On completion of this course, students will be able to

<b>CO Number</b>	<b>Course Outcomes</b>	<b>Programme Outcomes</b>
CO1	Gain knowledge of the various modes of official Correspondence and presentation	PO2
CO2	Comprehend the right use of English at official works	PO1,PO3
CO3	Apply the acquired styles of occupational skills and Practice them	PO4,PO5
CO4	Pickup the official behavior and become better doers	PO6,PO7
CO5	Gain knowledge for business correspondence	PO8

<b>Text Book (Latest Edition)</b>	
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
<b>Reference Books</b>	
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
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
<b>Web Resources</b>	
1	<a href="https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true">https://www.worldcat.org/formats-editions/864901969?referer=di&amp;editionsView=true</a>
2	<a href="https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy">https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy</a>
3	<a href="https://www.nature.com/scitable/topicpage/effective-writing-13815989/">https://www.nature.com/scitable/topicpage/effective-writing-13815989/</a>
4	<a href="https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942">https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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



<b>Course Title</b>	<b>TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE</b>			
<b>Course Type</b>	Core-XI	<b>Course Code</b>	25PENCC11	
<b>Year</b>	II M.A	<b>Semester</b>	IV	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### Learning Objectives

- 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 21<sup>st</sup> 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.

### UNIT – I

**No. of Hours: 20**

#### Blue Studies:

1. The Hungry Tide - Amitav Ghosh
2. The Life of Pi - Yann Martel

### UNIT – II

**No. of Hours: 20**

#### Animal Studies:

1. “Human Animal Studies” from Animals and Society:  
An Introduction to Human-Animal Studies pp. 3-18 } - Margo De Mello
2. “What is it like to be a trope?” from Literature and Animal  
Studies } - Mario Ortiz Robles

### UNIT – III

**No. of Hours: 20**

#### Medical Humanities:

1. “Introducing Medical Humanities” from Medical  
Humanities: An Introduction } - Thomas R. Cole, Nathan S. Carlin,  
& Ronald A. Carson
2. Way of the Peaceful Warrior - Dan Millman

### UNIT – IV

**No. of Hours: 15**

#### Climate Studies:

Introduction to Climate Change and Studies  
Barbara Kingsolver’s *Flight behavior*

### UNIT – V

**No. of Hours: 15**

#### Disability Studies:

1. "Introduction: Disability, Power and Culture" From the Disability Studies Reader. -Lennard J. Davis
2. "Introduction: On Reading Disability in Literature" from The Cambridge Companion to Disability Studies. - Clarke Barker and Stuart Murray

### Text Book (Latest Edition)

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. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2015
2	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1st 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	<a href="http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/">http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/</a>
2	<a href="http://www.jstor.org/stable/25614299">http://www.jstor.org/stable/25614299.</a>
3	<a href="https://www.timeshighereducation.com/student/student-services/blue-studies-international">https://www.timeshighereducation.com/student/student-services/blue-studies-international</a>
4	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/</a>
5	<a href="https://en.m.wikipedia.org/wiki/Medical_humanities">https://en.m.wikipedia.org/wiki/Medical_humanities</a>

Course Out comes		Programme Outcomes
CO	On completion of this course, students will be able to	
CO1	analyze the contemporary issues and its immediate requirements	PO3

CO2	understand the social responsibility towards the society	PO2,PO6
CO3	understand the emerging trends in twenty first century millennial literature.	PO4,PO5
CO4	know the interdisciplinary theories.	PO6
CO5	do interdisciplinary analyses of literary and cultural forms.	PO10

#### 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

	SUBALTERN STUDIES			
<b>Course Title</b>				
<b>Course Type</b>	Core-XII	<b>Course Code</b>	25PENCC12	
<b>Year</b>	II M.A	<b>Semester</b>	IV	
<b>Credits</b>	5	<b>Hours</b>	6/Week	<b>Total: 90</b>

### Learning Objectives

- 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 affect the space of the marginalized
- LO 5** Critically analyzing subaltern writing.

### UNIT I

**No. of Hours: 20**

#### Poetry–Detailed:

- I. Imayam
  - 1.You and I,
  - 2.The Rattle and the Cow that Changed Hands  
(From Indian Literature – Facets of Dalit Life, Sahitya Akademi)
- II. Rokade, L.S.
  - 1.To Be or Not to Be Born
  - 2.Jagtap, Bapurao – This country is Broken  
(From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)
- III. Tirumalesh, K.V.
  - The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)
- IV. Claude McKay
  - 1.If we Must Die
  - 2.Langston Hughes - Dinner Guest: Me  
  
(From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)

### UNIT II

**No. of Hours: 20**

#### Prose – Detailed:

- 1. Martin Luther King (Jr) – I Have a Dream

#### Non-Detailed:

## 2. Gayatri C. Spivak - Can the Subaltern Speak?

### UNIT III

No. of Hours: 20

#### Drama – Detailed:

C.T. Indra (Translation)– The Legend of Nandan

#### Non – Detailed:

Vijay Tendulkar–Kanyadaan

### UNIT IV

No. of Hours: 15

#### Fiction:

Malala Yousafzai with Christina Lamb - I am Malala

Bama - Karukku

### UNIT V

No. of Hours: 15

#### Fiction:

Chinua Achebe - Things Fall Apart

Arundati Roy - God of Small Things

Text Book (Latest Edition)	
1	Guha, R.S. of P.S.R. (1988). <i>Selected Subaltern Studies</i> . Oxford University Press.
Reference Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1	Ludden, David, <i>Reading Subaltern Studies: Critical History</i> . Orient Blackswan Pvt Ltd, 2003.
Web Resources	
1	<a href="https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.">https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.</a>
2	<a href="https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/">https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/</a>
3	<a href="http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf">http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf</a>
4	<a href="https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf">https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf</a>

**Course Outcomes (CO):** On completion of the course, students would be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>KnowledgeLevel</b>
CO1	Remember the diverse concepts that address issues of Subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3,PO6
CO3	Analyze various Subaltern texts	PO1,PO2,PO5
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Marginalized issues successfully	PO8,PO9

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Title	RESEARCH METHODOLOGY			
Course Type	Elective-VI	Course Code	25PENDSEC6A	
Year	II M.A	Semester	IV	
Credits	3	Hours	4/Week	Total: 90

### Learning Objectives

- LO 1** To familiarize the student with the nature, dimensions and methods of research
- LO 2** To empower the student with the knowledge needed to undertake a research project.
- LO 3** To enhance the student's skills to present a conference paper and to publish a scholarly article.

#### UNIT-I (No. of Hours:18)

What is Research – Definition and Explanation of the Terms: Research, Hypothesis, Thesis Statement – Conducting Research – Compiling Working Bibliography – Plagiarism

#### UNIT-II (No. of Hours:18)

Review of Literature – Approaches to Research – Elements of Qualitative Studies – Elements of Quantitative Studies

#### UNIT-III (No. of Hours:18)

Mechanics of Prose: Spelling, Punctuation, Capitalization of Terms, Names of Persons, Titles of Works, Numbers, Principles of Inclusive Language – Abbreviations

#### UNIT-IV (No. of Hours:18)

Formatting Research Project

#### UNIT-V (No. of Hours:18)

Documenting Sources: An Overview – The List of Works Cited, Core Elements, Ordering the List of Works Cited – Citing Sources in the Text, Quoting and Paraphrasing Sources, Citations in Forms other than Print, Notes, Harvard and APA System

Text Book (Latest Edition)	
1	Anderson, Jonathan, and Millicent Poole. Assignment and Thesis Writing. 4th ed., Wiley India, 2001.
2	MLA Handbook. 9th ed., Modern Language Association of America, 2021.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Dorairaj, Joseph. FAQs on Research in literature and Language. Emerald Publishers, 2019.

2	Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 7th ed., Affiliated East-West Press, 2009.
3	Hoffmann, Ann. Research for Writers. A and C Black Limited, 2004.
4	Manse, Martin H. Guide to Style: An Essential Guide to the Basics of Writing Style. Viva Books, 2010.
5	MLA Handbook. 8th ed., Modern Language Association of America, 2016.
6	Mounsey, Chris. Essays and Dissertations. Oxford University Press, 2010.
7	Rose, Jean. The Mature Student's Guide to Writing. Palgrave, 2001.
8	Seth, Kalpana. Research Methodology in English. Murari Lal and Sons, 2010.
9	Swales, John M. Research Genres: Explorations and Applications. Cambridge University Press, 2005.
<b>Web Resources</b>	
1	<a href="https://www.google.co.in/amp/s/www.questionpro.com/blog/execute-online-research/">https://www.google.co.in/amp/s/www.questionpro.com/blog/execute-online-research/</a>
2	<a href="https://www.slideshare.net/mobile/manukumarkm/source-of-data-in-research">https://www.slideshare.net/mobile/manukumarkm/source-of-data-in-research</a>
3	<a href="https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0174">https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0174</a>

**Course Outcome (CO):** On completion of the course the students would be able to

CO Number	CO Statement	Knowledge Level
CO1	Arrive at a thesis statement without ambiguity	PO1,PO2
CO2	Apply research mechanics without committing errors	PO3
CO3	Exercise academic integrity in a systematic manner and avoid plagiarism	PO3,PO4
CO4	Imbibe the significance of primary and secondary sources	PO5
CO5	Learn the art of making references and widen the ability to research	PO3



**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	M	S	S	S
<b>CO2</b>	M	M	S	S	S
<b>CO3</b>	M	M	M	S	S
<b>CO4</b>	S	S	M	S	S
<b>CO5</b>	M	M	S	S	M

**Mapping with Programme Specific Outcomes:**

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

<b>Course Title</b>	<b>ESSAY</b>			
<b>Course Type</b>	Elective-VI	<b>Course Code</b>	25PENDSEC6B	
<b>Year</b>	II M.A	<b>Semester</b>	IV	
<b>Credits</b>	3	<b>Hours</b>	4/Week	<b>Total: 90</b>

### Learning Objectives

- LO 1** To enable the students to obtain a holistic view of various literary movements and writers in different literatures
- LO 2** To obtain knowledge about the perspectives and attitudes of the writers of various nations.

### UNIT-I

(No. of Hours: 18)

#### BRITISH LITERATURE

1. 16<sup>th</sup> Century Poetry
2. Augustan Age Poetry
3. Romantic Age Poetry
4. Victorian Age Poetry
5. 20<sup>th</sup> Century Poetry

#### LITERARY CRITICISM

6. From Sidney To Dryden And Dr. Johnson
7. Romantic Criticism
8. Victorian Critics
9. 20<sup>th</sup> Century Critics
10. American Critics

### UNIT-II

(No. of Hours:18)

#### BRITISH FICTION

1. 18<sup>th</sup> Century Novel
2. 19<sup>th</sup> Century Novel
3. 20<sup>th</sup> Century Novel

#### BRITISH DRAMA

4. Elizabethan Age
5. Augustan Age
6. Victorian Age
7. 20<sup>th</sup> Century

### UNIT-III

(No. of Hours:18)

## AMERICAN LITERATURE

1. 19<sup>th</sup> Century Poetry
2. 20<sup>th</sup> Century Poetry
3. 19<sup>th</sup> Century Fiction
4. 20<sup>th</sup> Century Fiction
5. 20<sup>th</sup> Century Drama

## COMMONWEALTH LITERATURE

6. Fiction
7. Poetry
8. Drama

### UNIT-IV

(No. of Hours: 18)

## RUSSIAN LITERATURE

1. 20<sup>th</sup> Century Poetry
2. 20<sup>th</sup> Century Fiction
3. 20<sup>th</sup> Century Drama

### UNIT-V

(No. of Hours: 18)

## LITERARY MOVEMENTS

1. Expressionism
2. Surrealism
3. Modernism and Post Modernism

## REFERENCE:

1. Albert, Edward. *A Short History of English Literature*. Mark Publishers, 2009.
2. D. Trivedi R. *Compendious History of English Literature*. Pub By Vi, 1986.

**Course Outcome (CO):** On completion of the course the students would be able to

CO Number	CO Statement	Knowledge Level
CO1	recall various literary movements	PO1
CO2	identify different trends in different literatures	PO3
CO3	distinguish the thoughts and attitudes of the writers belonging to different nations	PO4
CO4	evaluate different literary genres on the basis of various concepts	PO5

#### Mapping of COs with POs

CO \ PO	PO					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	M	M	S	M	M	M
CO2	S	S	S	S	S	S
CO3	M	M	M	M	M	S
CO4	M	M	M	M	M	S

Course Title	ENTREPRENEURSHIP DEVELOPMENT			
Course Type	Professional Competency Skill	Course Code	25PENPCS	
Year	II M.A	Semester	IV	
Credits	2	Hours	4/Week	Total: 60

## LEARNING OBJECTIVES

- LO1 To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
- LO2 To develop the ability of analysing and understanding business situations in which entrepreneurs act.
- LO3 To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development
- LO4 To bring in them the ability to contribute to their entrepreneurial and managerial potentials.
- LO5 To help them master the knowledge necessary to plan entrepreneurial activities.

### UNIT – I

**No. of Hours: 15**

Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’- Factors influencing Entrepreneurship-Psychological factors-Social factors-Economic factors-Environmental factors.

### UNIT – II

**No. of Hours: 10**

Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs Social Entrepreneurship.

### UNIT – III

**No. of Hours: 10**

Entrepreneurship-health entrepreneurship - tourism entrepreneurship- women entrepreneurship - barriers to entrepreneurship.

### UNIT – IV

**No. of Hours: 10**

Motivation-Maslow’s theory, Herzberg’s theory, McGregor’s theory- Culture and society- Risk taking behavior.

### UNIT – V

**No. of Hours: 15**

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
CO2	Analyse the business environment in order to identify business opportunities	PO1, PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8
Text Books (Latest Editions)		
1.	C J Cornell. The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)	
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.	
Web Resources		
1.	<a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a>	
2.	<a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>	
3.	<a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship</a>	
4.	<a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise</a>	

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**3 – Strong, 2 – Medium, 1 - Low Mapping with  
Programme Specific Outcomes:**

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