M.AENGLISH

(Academic year2023-2024)

SYLLABUS

SENGAMALATHAYAAREDUCATIONALTRUSTWOMEN'SCOLLEGE
(AUTONOMOUS)
(Affiliated to BharathidasanUniversity,Tiruchirappalli)
(Accredited by NAAC-AnISO9001:2015Certified Institution)
SUNDARAKKOTTAI,MANNARGUDI–614016.
TAMILNADU,INDIA.

PROGRAMME OUTCOMES- M.A

PO No.	Programme Outcomes (*Upon completion of the M.A.Degree Programme, the Post Graduate will be able to*)
PO-1	**Disciplinary Knowledge:** demonstrate in-depth knowledge and understanding of theories, policies, and practices in one or more disciplines that form a part of a Post Graduate program of study in Master of Arts.
PO-2	**Critical Thinking and Problem Solving**: apply analytic thought to a body of knowledge, analyse 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: solve problems and extrapolate the same to real life situation
PO-3	**Information/digital literacy and Communication Skills**: use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data: communicate thoughts and ideas analytically and effectively in writing and orally using appropriate media, and present complex information in a clear and concise manner to different groups.
PO-4	**Research-related skills***: conduct independent inquiry in a chosen discipline, demonstrate sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships and plan, execute and report the results of an experiment or investigation.
PO-5	**Multidisciplinary Approach, Innovation and Entrepreneurship:** propose novel ideas of interdisciplinary approach in providing better solutions and new ideas for the sustainable developments; identify opportunities, entrepreneurship vision and use of innovative ideas to create value and wealth for the betterment of the individual and society.
PO-6	**Moral and ethical awareness/reasoning:** embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental

	and sustainability issues and adopt objective, unbiased and truthful actions in all aspects of work.
PO-7	**Self directed Learning**: work independently, identify appropriate E-Resources required for a project, and manage a project till completion.
PO-8	**Lifelong Learning: e**ngage in continuous learning for professional growth and development, acquire knowledge and skills, adapt to changing environment and to changing trades and demands of workplace through knowledge/skill development/ reskilling**.**
PO-9	**Environment and Sustainability:** understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
PO-10	**Human values and Gender Issues:** understand major ideas, values, beliefs, the nature of the individual and the relationship between self and the community and aware of the various issues concerning women and society.

Programme Specific Outcomes:	**PSO1:** Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.
	PSO2: Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.
	PSO3: 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.
	PSO4: Developing a research framework and presenting their independent ideas effectively.
	PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
	PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues

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M.AENGLISH
(Applicable to the candidates admitted form the academic year 2023-2024)

Sem	Part	Course	Course Code	Title of the Paper	Ins. Hours/ Week	Credit Distribution				Credit	Exam Hours	Marks		Total
						L	T	P	S			CIA	ESE	
I	Part A	CC-I	P23EN101	English Poetry-From Chaucer to20th Century	6	3	3	-	-	4	3	25	75	100
		CC-II	P23EN102	English Drama	6	3	3	-	-	4	3	25	75	100
		CC-III	P23EN103	English Fiction	6	3	3	-		3	3	40	60	100
	PartB(i)	EC-I	P23ENE1	Indian Writing in English	4	2	2	-	-	3	3	25	75	100
	Part B(ii)	EC-II	P23ENE2	Theatre Art	4	2	2	-	-	3	3	25	75	100
		SEC-I	P23SEEN11	Technology in Teaching English	2	1	1	-	-	2	3	25	75	100
		Ability Enhancement Compulsory Course-I	P23AEC11	Technical Writing	2	1	1	-	-	2	3	25	75	100
				TOTAL	**30**	**15**	**15**	**-**	**-**	**21**	**-**	**-**	**-**	**700**
II	Part A	CC-IV	P23EN204	AmericanLiterature	6	3	3	-	-	4	3	25	75	100
		CC-V	P23EN205	ShakespeareStudies	6	3	3	-	-	4	3	25	75	100
		CC-VI	P23EN206	Post colonial Theory And Literature	6	3	3	-	-	3	3	40	60	100
	Part B(i)	EC- III	P23ENE3	Approaches to English Language Teaching	4	2	2	-	-	3	3	25	75	100
		EC- IV	P23ENE4	A Glimpse of Nobel Laureates	4	2	2	-	-	3	3	25	75	100
	Part B(ii)	SEC-II	P23SEEN22	Entrepreneurship Development	2	1	1	-	-	2	3	25	75	100
		Ability Enhancement Compulsory Course-II	P23AEC22	Communication Skills	2	1	1	-	-	2	3	25	75	100
				TOTAL	**30**	**15**	**15**	**-**	**-**	**21**	**-**	**-**	**-**	**700**
III	Part A	CC-VII	--	Contemporary LiteraryCriticism	6	3	3	-	-	4	3	25	75	100
		CC-VIII	--	CanadianStudies	6	3	3	-	-	4	3	25	75	100
		CC-IX	--	Literature of the Marginalized in India	6	3	3	-	-	3	3	25	75	100
		Core Industry Module	--	Core Industry Module	4	2	2	-	-	3	3	25	75	100
	PartB(i)	EC-V	--	Translation Studies	4	2	2	-	-	3	3	25	75	100
	Part B (ii)	SEC-III	--	EnglishforCareers	2	1	1	-	-	2	3	25	75	100
		Ability Enhancement Compulsory Course-I	--	LeadershipSkills	2	1	1	-	-	2	3	25	75	100
	Part B (iii)	Internship/ Industrial Activity			-	-	-	-	-	2	-	-	-	-
				Total	**30**	**15**	**15**	**-**	**-**	**23**	**-**	**-**	**-**	**700**

IV	Part A	CC-X	- -	21ˢᵗ Century Millennial Literature and Culture	4	2	2	-	-	4	3	25	75	100
		CC-XI	- -	Subaltern Studies	4	2	2	-	-	4	3	25	75	100
		CC-XII	- -	Research Methodology	6	3	3	-	-	4	3	25	75	100
		Core Project	--	Project with Viva Voce	8	4	--	4	--	6	3	25	75	100
	Part B(i)	EC-VI	--	English Literature NTA/ NET/SET & GATE	4	2	2	-	-	3	3	25	75	100
	Part B(ii)	Professional Competency Course	--	English Literature for Competitive Examinations	2	1	1	-	-	2	3	25	75	100
		Ability Enhancement Compulsory Course-IV	--	Employability Skills	2	1	1	-	-	2	3	25	75	100
	Part C			Extension Activity	-	-	-	-	-	1	-	-	-	-
	Total				**30**	**15**	**15**	**-**	**-**	**26**	**-**	**-**	**-**	**700**
	Grand Total				**120**	**60**	**60**	**-**	**-**	**91**	**-**	**-**	**-**	**2800**
	Extra Credit		MOOC/ SWAYAM/ NPTEL		--	--	-	-	-	2	-	-	-	-
			Value Added Courses(At least One Per Year)		--	-	--	-	-	2	-	-	-	-

L-LECTURE **T-TUTORIAL** **P-PRACTICAL** **S-SEMINAR**

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S.No	Part	Subject	No.of Courses	Total Credits
1	PartA	Core Course	12	45
2		CorePractical	--	--
3		CoreProjectWorkVIVAVOCE	1	6
4		CoreIndustryModule	1	3
5	PartB(i)	ElectiveCourse[6CoursesX3Credits]	6	18
6	PartB(ii)	Skill Enhancement Course [3CoursesX2Credits]	3	6
7		ProfessionalCompetencyCourse	1	2
8		Ability Enhancement Compulsory Course [4CoursesX2]	4	8
9	PartB(iii)	Internship	1	2
10	Part C	ExtensionActivity	1	1
		Total	**30**	**91**

Part A component and Part B (i) will be taken into account for CGPA calculation for the Post graduate programme and the other components of Part B and Part C have to be completed during the duration of the programme as per the norms, to be eligible for attaining the PG degree.

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M.A ENGLISH

FIRST YEAR - SEMESTER I
CORE-1 ENGLISH POETRY – From Chaucer to 20th Century

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EN101	Core / Elective	3	3	-	-	4	6	25	75	100

Learning Objectives	
LO1	To familiarize students with English Poetry starting from Medieval England to 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.

Details

UNIT – I
    Middle English Poetry- Chaucer: "The General Prologue": Pardoner,
                                                The Nun, Doctor, Friar
UNIT - II
    Elizabethan Poetry-Spenser: "Epithalamion"
    John Donne: "A Valediction: Forbidding Mourning" "The Canonization"
UNIT – III
    Seventeenth Century Poetry- John Milton "Paradise Lost" Book I
    Andrew Marvell: "To His Coy Mistress"

UNIT – IV
            Eighteenth Century Poetry –
        Dryden "Absalom and Achitophel "Lines 150 - 476
        Gray -"Elegy"
        Wordsworth: Tintern Abbey
        "Burns" Holy Willie's Prayer", "Auld Lang Syne"
UNIT – V
        Modern Poetry-Rupert Brooke: "The Soldier"
        W.B.Yeats : Sailing to Byzantium
       W.H.Auden:"Elegy on the Death of W.B. Yeats"&"Museedes Beaux Arts"
        Dylan Thomas:"Do Not Go Gentle Into That Good Night"&
        "Poem in October"
         Philip Larkin:"Whitsun Weddings"
        Ted Hughes: "Hawk Roosting"
        Seamus Heaney:"Digging"
        Carol Ann Duffy:"Standing Female Nude"
        Eavan Boland:"Achilles Woman"

	Course Outcomes	Programme Outcomes
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 Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	http://www.english/.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm	

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	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

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M.A ENGLISH

FIRST YEAR - SEMESTER I
CORE- II - ENGLISH DRAMA

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P233EN102	**Core / Elective**	3	3	-	-	4	6	25	75	100

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

Details
UNIT - I   **Beginnings of Drama**- Miracle and Morality Plays   Ben Jonson – Everyman in his humour   The Senecan Revenge Tragedy   Thomas Kyd-The Spanish Tragedy   **UNIT – II**   **Elizabethan Theatre -** Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy,   Christopher Marlowe :The Jew of Malta   Ben Jonson: Volpone
UNIT – III   **Jacobean Drama-** John Webster: The White Devil   **UNIT - IV**   **Restoration -** William Congreve-The Way of the World, Irish Dramatic Movement,   J.M Synge-The Play boy of the Western World   **UNIT – V**   **Epic Theatre -** Bertolt Brecht-Mother Courage and her Children   Harold Pinter :Birthday Party   Samuel Beckett :Waiting for Godot

Course Outcomes		Programme Outcomes
CO	On completion ofthis course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Post modern British Drama	PO9,PO10

Text Book

1	Bradbrook,M.C.,1955,The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W.,1958, The Nature of Comedy & Shakespeare, London.

Reference Books

1.	Una Ellis-Fermor, 1965,The Jacobean Drama: AnInterpretation, Methuen &Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook,M.C.,1979,ThemesandConventionsofElizabethanTragedy,VikasPublishingHouse Pvt., Ltd., (6thed) New Delhi.
4.	Michael Hathaway,1982, Elizabethan Popular Theatre: Playsin Performance, Routledge, London.
5.	Kinney,Arthur.F.,2004,A Companion to Renaissance Drama, Oxford:Black well Publishing .https://www.britannica.com/art/epic-theatre

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER I
CORE III - ENGLISH FICTION

Subject Code	Categor	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23EN103	**Core**	3	3	-	-	3	6	25	75	100

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 back ground 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.

Details

UNIT - I

Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire** John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels

UNIT – II

The New World Novel:
Defoe: Robinson Crusoe
Laurence Stern : Tristram Shandy.
UNIT - III
Middle Class Novel of Manners **:**
Jane Austen: Emma
UNIT – IV
Women's Issues**:**
Charlotte Bronte: Jane Eyre
UNIT V - Liberal Humanism, Individual Environment and Class Issues,
D.H. Lawrence :The Rainbow
James Joyce: Portrait of the Artist as a Young Man

	Course Outcomes	
Course Outcomes	On completion ofthis course, students will;	
CO1	Gain wide knowledge about different types ofnovels.	PO1, PO10
CO2	Learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Explore Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the centuryevents Through close reading of text.	PO7, PO8, PO10

	Text Books (Latest Editions)
1.	WayneC.Booth,1961,The Rhetoric of Fiction,ChicagoUniversityPress, London.
2.	F.R.Leavis,1973, The Great Tradition, Chatto &Windus, London.

	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	IanWatt,1974, Rise ofthe English Novel, Chatto&Windus, London.
2.	Frederick R Karl,1977, Reader's Guide to the Development ofthe EnglishNoveltillthe18thCentury,Then Camelot PressLtd.Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	RaymondWilliams,1973,TheEnglishNovel:FromDickenstoLawrence, Chatto& Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan,HongKong.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER I
ELECTIVE- I – INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENE1	**Elective**	2	2	-	-	3	4	25	75	100

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

Details

UNIT – I
Aurobindo: Tiger and the Deer, Rose of God
Toru Dutt: The Lotus, The Casuarina Tree
Sarojini Naidu: Palanquin Bearers, Coromandel Fishers
UNIT - II
Kamala Das: Looking Glass,
An Introduction to Parthasarathy: A River Once, Under the
Sky,.Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT - III
Girish Karnad: Nagamandala.
Asif Currimbhoy: Inquilab.

UNIT - IV
Rabindranath Tagore: MySchool
Dr. S. Radhakrishnan : Emerging World Society,
Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire).

UNIT-V-Anita Desai: Where Shall we go this
Summer?Shashi Deshpande: Roots and Shadows

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

Text Books (Latest Editions)	
1.	Ramamurti,K.S.(ed.).Twenty five Indian Poets in English Macmillan.1995.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	K.R.SrinivasaIyengar,1962,–HistoryofIndianWritinginEnglish,Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975,AHistory 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.	TabishKhair,2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	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

SENGAMALATHAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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M.A ENGLISH

FIRST YEAR - SEMESTER I
ELECTIVE - II-THEATRE ART

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENE2	**Elective**	2	2	-	-	3	4	25	75	100

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

Details

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

UNIT - II
Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre,The Eastern theatre-conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT - III
Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

UNIT – IV
Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT - V
Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

Course Outcomes

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

	Text Books (Latest Editions)
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.

	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Balme, Christopher B. *The Cambridge Introduction to Theatre Studies.* Cambridge University Press,2008.
2.	Leach,Robert. *Theatre Studies: The Basics.* Routledge,2013.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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FIRST YEAR - SEMESTER - I
SEC I – TECHNOLOGY IN TEACHING ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23SEEN11	**Core**	1	1	-	-	2	2	25	75	100

Learning Objectives	
LO1	Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.
LO2	Integrate these tools into their English language teaching.
LO3	Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
LO4	Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building

Details

UNIT - I
Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment 2.Virtual-Learning Environment 3. Web Tools 4. Effective Web Tools in Teaching 5.Classroom Tools.

UNIT - II
Web page Development:
How to develop a web page, Hosting A Web page, Meta Data
Development.ContentWriting,CreatingAds,WikipediaDevelopment:HowtodevelopandeditWikipedia.

UNIT - III
Computational Linguistics: Introduction to speech recognition (SR) systems, text-to- speech(TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.

UNIT – IV
Lexicography
Introduction to Lexicography, Dictionary Development (e-Dictionary), World Net, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.

UNIT - V
E-Learning
Asynchronous E-Learning Vs Synchronous E-Learning of
Language E- Learning Challenges and Solutions. Application:
MachineTranslation.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the digital system, its Organization and architecture	PO2, PO3
CO2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	PO1, P04
CO3	Discuss how technology affects language learning and teaching today	PO5, PO6
CO4	Use strategies to teach vocabulary growth through social media.	PO7, PO8, PO9
CO5	Identify appropriate grammar activities that Include opportunities for learners to discover, analyze, and produce English grammar during language interactions.	PO10

Text Books
(Latest Editions)

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

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

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

Web sources

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER I

SOFT SKILL – I –TECHNICAL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23AEEN11	Core / Elective	1	1	-	-	2	2	25	75	100

Learning Objectives	
LO1	TechnicalWritingisultimatelyimportantasitprovidesinformationonacompany's products and services
LO2	Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
LO3	The course in technical writing focuses on the discoursal features and functions of technical writing including the technical reports, project reports and related documents.
LO4	The knowledge of computing appropriate to the discipline.
LO5	The ability to use current technologies, skills, and tools necessary for computing practices.

Details
UNIT – I   Technical Writing: A Curtain Raiser, P-W-Rand BPS, From Sentences to paragraphs   **UNIT – II**   The Know- Howof Technical Description, Document Design, Graphics: Enhancing Content   **UNIT - III**   Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.   **UNIT - IV**   Blogging, Vlogging, Posting on Social Media   **UNIT – V**   White Paper, CVs: Drafting the Blue print of Your Future, On the Track: You a Tech-Writer!

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand and know how to follow the stages of the writing process and apply them to technical and work place writing tasks.	PO1
CO2	Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write Clearly and accurately.	PO1, PO2
CO3	Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.	PO4, PO6
CO4	Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	PO4, PO5, PO6
CO5	Be able to read, understand, and interpret material on technology.	PO3, PO8

Text Books (Latest Editions)	
1.	Baker, Mona, In Other Words: A Course book on Translation. London: Routledge
2.	Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Catford, J.C.A Linguistic Theory of Translation: An Essay in Applied Linguistics
2.	Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.

Web Resources	
1.	https://www.tech-tav.com/technical-writing-resources
2.	https://guides.library.unt.edu/c.php?g=528500&p=6841451
3.	https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/
4.	https://en.m.wikipedia.org/wiki/Technical_writing
5.	https://www.utleystrategies.com/blog/proposal-writing?format=amp

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER - II

CORE-IV – AMERICAN LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EN204	**Core**	3	3	-	-	4	6	25	75	100

Learning Objectives	
LO1	To introducethe learners to the development of American literature.
LO2	To familiarize social and political events that have a bearing on American writing
LO3	To introducethe concepts and emerging themes in American literature
LO4	To inculcate the movements and trends that shaped American literature,
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction

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

UNIT - II
Prose **-** Emerson - The American Scholar,
Amy Tan- Mother Tongue,
Thoreau - Walden(Chapter "Pond")

UNIT - III
 Drama **-** Arthur Miller - Death of a Salesman,
Tennessee Williams - A Street Car Named Desire
Marsha Norman - Night Mother,
Ntozake Shange – For Colored Girls.

UNIT - IV
 Fiction/Short Story **-** Edgar Allan Poe - "The Cask of Amontillado"
 Herman Melville -"Bartle by the Scrivener",
 N. Scott Momaday- The House Made of Dawn
 Toni Morrison – Beloved
  Kate Chopin - The Awakening

UNIT – V
Autobiography - Excerpts from– Malcolm X, Hispanic Women Writing,
Cherrie Moraga - Getting Home Alive

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	Gain exposure to the different literary genres and its evolution in American Literature	PO8, PO10

Text Books (Latest Editions)	
1.	Willis Wagner: American Literature- A World View

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Marcus Cunliffe: Sphere History of Literature -American Literature to 1900.
2.	Boris Ford: The New Pelican Guide to English Literature-Vol.9.American Literature.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	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

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M.A ENGLISH

FIRST YEAR - SEMESTER - II
CORE-V - SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EN205	**Core**	3	3	-	-	4	6	25	75	100

		Learning Objectives
	CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
	CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
	CO3	Under take textual analysis of Shakespeare's Plays and Sonnets
	CO4	Appraise Shakespeare's contribution to English language and literature
	CO5	Critically understanding the appreciations by critics on Shakespeare
		Details

UNIT - I

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT -II Sonnets–
12,65,86,130,

Comedies-Much Ado About Nothing, Winter's Tale.

UNIT – III
Tragedy Othello

UNIT – IV
History Henry IV Part I

UNIT – V Shakespearean Criticism
1. A.C. Bradley – Shakespearean Tragedy (Chapter V & VI)

2. Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its
                                        Subversion

3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance
                                 Drama, Manchester UP, 1989.

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

Text Books (Latest Editions)

1.	StephenGreenblatt,ed.,1997,TheNortonShakespeare,(Romances&Poems,Tragedies,Comedies),W.W.Norton&Co.,London.

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

1.	Harrison,1951,G.B. Shakespeare's Tragedies, Routledge,London.
2.	KnightG.W.,1957,TheWheelofFire:EssaysinInterpretationofShakespeare's Sombre Tragedies, NewYork.
3	KnightG.W.,1947,TheCrownofLife:EssaysinInterpretationofShakespeare's FinalPlays, Oxford.
4	Johnf.Andrews,ed.,1985,WilliamShakespeare:HisWorld, HisWork, His Influence, CharlesScribner'sSons.
5	JonathanDollimore,ed.,1984,TheRadicalTragedy,TheHarvesterPress, Cambridge.

Web sources

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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FIRST YEAR - SEMESTER - II
CORE- VI-POST-COLONIAL THEORY AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23EN206	Core / Elective	3	3	-	-	3	6	25	75	100

Learning Objectives	
LO1	To examine, understand current sociopolitical mood in `third-world' countries Through the study of their fiction and poetry.
LO2	To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5	Understanding the critical perspectives in Postcolonial literatures.

Details

UNIT – I
Prose
Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction),
Edward Said - Introduction to Orientation.

UNIT – II
Poetry
Arun Kolatkar : The Priest, Yeshwant Rao, An Old Woman,
A.K. Ramanujan. : Returning, Death of Poem,
Kofi Awonoor: The Weaver Bird
Leopold Senghor. :In Memoriam
Grace Nichols: In My Name
James Reaney: Maps
George Bowering : Grand Father

UNIT – III
Drama
Soyinka : Death and the King's Horseman
Douglas Stuart : Ned Kelly

UNIT - IV
Fiction
Arundathi Roy– God of Small things
Bapsi Sidwa – Ice Candyman

UNIT – V
Short Stories
1. Kate Grenville – Mate
2. Chinua Achebe – Dead Men's path

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

Text Books (Latest Editions)	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4	Frantz Fanon: The Wretched of the Earth.
5	Ashish Nandy: The Fear of Nationalism.
Web Sources	
1	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/
3.	https://www.britannica.com/biography/Chinua-Achebe
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER – II

ELECTIVE–III APPROACHES TO ENGLISH LANGUAGE TEACHING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENE3	Elective	2	2	-	-	3	4	25	75	100

Learning Objectives	
LO1	To enhance the learning and teaching skills of English
LO2	To familiarize students about the basic concepts and theories related to English language teaching
LO3	To focus on the problems and consequences on language teaching
LO4	Emphasis will be laid on tracing the development of language teaching skills
LO5	Understanding the teaching aspects

Details

UNIT - I

A Brief history of Language Teaching - The Grammar – Translation method
The Direct method The Audio lingual method, Language teaching innovations in
the nineteenth century

UNIT - II

Nature of approaches and methods in Language Teaching

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

   Current Communicative Approaches
   The Natural Approach Cooperative language learning
 Content based instruction, Task-based language teaching

UNIT - IV

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

UNIT - V

 Use of Media in ELT
 The integration of elements in multi- media language learning systems
 BBC English by Radio and Television-an outline history
Using BBC English by Radio and Television in the classroom

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

Text Books (Latest Editions)	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.
References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1	Dr.Shaikh Mowla Methods of Teaching English.
2	Dr.Gurav H.K Teaching Aspects of English Language.
Web Resources	
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
3	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/
4	https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17
5	https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	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

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M.A ENGLISH

FIRST YEAR - SEMESTER - II

ELECTIVE-IV – A GLIMPSE OF NOBEL LAUREATES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENE4	**Elective**	2	2	-	-	3	4	25	75	100

Learning Objectives	
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO2	To familiarize students on various Nobel Laureates
LO3	To focus on interpreting the works of various Nobel Laureates
LO4	Focus on evaluate critically and aesthetically the prescribed texts
LO5	Understanding the Nobel Laureates contribution to the society

Details

UNIT – I
DETAILED POETRY
Pablo Neruda

If You Forget Me, A Song of Despair, Ode to the Onion, Your Laughter
NON-DETAILED POETRY
Octavio Paz – As One Listens to the Rain, The Street

Rudyard Kipling - The Power of the Dog

Seamus Heaney - Oracle

UNIT - II
DETAILED PROSE

Nadine Gordimer - Loot
Thomas Mann - Disorder and Early Sorrow, He Comes Round the Corner
NON–DETAILED PROSE
J.M.Coetzee - Excerpts from Disgrace
Toni Morrison - Excerpt from Sula

UNIT - III
DETAILED DRAMA

Harold Pinter - The Caretaker

NON–DETAILED DRAMA

George Bernard Shaw - Man and Superman

UNIT - IV

SHORT STORIES

Alice Munro - The Turkey Season, Differently, Run away

The Bear Came Over the Mountain, Boys and Girls

UNIT - V

NOVELS

John Steinbeck- The Pearl
Gabriel Garcia Marquez - One Hundred Years of Solitude

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
CO2	Interpret the works of various Nobel Laureates	PO1, PO2,PO3
CO3	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
CO4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
CO5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

Text Books (Latest Editions)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
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	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO 2	PSO 3	PSO4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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FIRST YEAR - SEMESTER - II
SEC II - ENTREPRENEURSHIP DEVELOPMENT

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23SEEN22	Core	1	1	-	-	2	2	25	75	100

Learning Objectives	
LO1	To help students acquire necessary knowledge and skills required for organizingand 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 oftaking 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.

Details

UNIT I
Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencingEntrepreneurship-Psychological factors-Social factors-
Economic factors-Environmental factors.

UNIT II
Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation,growth, stages- New generations of entrepreneurship vs social entrepreneurship.

UNIT III
Entrepneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship-barriersto entrepreneurship.

UNIT IV
Motivation-Maslow's theory, Herjburg's theory, McGragor's theory- Culture and society-Risk takingbehavior.

UNIT V
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 inthe 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.	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2.	https://byjus.com/commerce/what-is-entrepreneurship/
3.	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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M.A ENGLISH

FIRST YEAR - SEMESTER II
SOFTSKILL- II-COMMUNICATION SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23AEEN22	Core	1	1	-	-	2	2	25	75	100

Learning Objectives	
LO1	To provide an over view of pre requisites to Business Communication.
LO2	To impart the correct practices of the strategies of Effective Business Writing.
LO3	To equip the students with the knowledge of written and oral communication.
LO4	To familiarize the learners to various oral and written skills.
LO5	The ability to communicate effectively with a range of audiences.

Details

UNIT – I COMMUNICATION: AN INTRODUCTION

1. Definition, Nature and Scope of Communication
2. Types of Communication Process of Communication Barriers to Communication

UNIT – II

ORAL/AURAL COMMUNICATION

1. Describing directions and routes in English
2. Congratulating people on their success
3. Expressing Opinions

UNIT - III
CORPORATE COMMUNICATION

1. Demanding explanations
2. Giving Instructions
3. Requesting and responding to requests

UNIT - IV
VERBALCOMMUNICATION-WRITTEN

1.Circular
2.Memorandum
3.Minutes
UNIT - V
PRACTICALASSESSMENT

1.Making Comparisons2.Reporting what others say3.Persuading

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the role of communication in professional success.	PO1
CO2	Develop an awareness of appropriate communication strategies.	PO1, PO2
CO3	Analyze a varietyof communication acts with reference to written and oral skills.	PO4, PO6
CO4	Prepare and present messages with a specificintent.	PO4, PO5, PO6
CO5	Gain an understanding of professional, ethical and social responsibilities.	PO3, PO8
Text Books (Latest Editions)		
1.	Brent C.Oberg. Interpersonal Communication	
2.	John Seely. The Oxford Guide to Writing and Speaking	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	AshaKaul. Effective Business Communication	
2.	S.K.Mandel. Effective Communication and Public Speaking	
Web Resources		
1.	www.researchgate.net	
2.	https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-c ms-308048	
3.	https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION	
4.	https://akpsi.org/what-is-oral-communication/	
5.	https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

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

Question paper Model

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

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

1. [CO1 : K2] Question xxxx

2. [CO3 : K1] Question xxx