

VIVEKANANDHA
College of Arts and Sciences for Women
(Autonomous)
Elayampalayam, Tiruchengode, Namakkal Dt.



PG and Research Department of English
M.A English
Syllabus and Regulations
For Candidates admitted from 2024 – 25

Vivekanandha Educational Institutions
Angammal Educational Trust
Elayampalayam,
Tiruchengode,
Namakkal Dt – 637 205

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PG and Research Department of English

M.A. English

Vision

To Mentor a heterogeneous group of students by offering need-based programmes, provided in an academic environment of quality higher education and thereby grooming the holistic development of the youth

Mission

To strengthen the learner's ability to analyse all forms of literary expression and to prepare them for careers and higher education.

To introduce the students to the tools of research and broaden their critical sensibilities.

To make students alive to the richness, range and vitality of the English Language and Literature.

To prepare the students to discover the dynamics of English studies in the contemporary context, imbued with multi-cultural perspective and qualified by critical thought thereby bridging the gap between the word and world.

Programme Outcomes (POS)

1. To inspire an aesthetic appreciation for English literature and language.
2. To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
3. To enhance effective use of English in creative expression and day-to-day life.
4. To recognize the scope of English literature and language in terms of career opportunities, communication, media and soft skills.
5. To be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability / self-employment.

Programme Specific Outcomes (PSOs)

1. Enhancing knowledge of different literatures in English.
2. Understanding of values and culture inherited in literary texts.
3. Cultivating critical ability to explore literary texts from varied points of view.

Programme Educational Objectives (PEOs)

1. To comprehend the world of English literature and diverse literary works.
2. To acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature.
3. To develop a flair for English Language and understand the various techniques and patterns employed in various literatures.

M.A ENGLISH (ACADEMIC YEAR 2023 – 2024)

Resolutions:

The following resolutions have been passed at the above mentioned meeting.

- The TANSICHE (Tamilnadu State council For Higher Education) syllabus and the regulations have been approved.
- The questions paper pattern has been approved.
- The text books, reference books, and websites have been found appropriate to the syllabus.
- The project/field training has been approved.

The list of question paper setters and examiners have been approved

The suggestions of the university nominee and subject expert, industrial expert and the members have been carried out in the forth coming academic year.

Bloom's Taxonomy Based Assessment Pattern

K1-Remember; K2- Understanding; K3- Apply; K4-Analyze; K5- Evaluate; K6-Creativity

External Examination Theory: 75 Marks

Internal Examination: 25 Marks (CIA I, CIA II, Model, Assignment, Attendance, Seminar)

Project (23P4ENPR01): 60 Marks External, 40 Internal

Knowledge Level	Section	Marks	Description	Total
K1	A (Answer all)	10x01=10	MCQ	75
K2, K3 & K4	B (Either or pattern)	05x07=35	Short Answers	
K5 & K6	C (Answer 3 out of 5)	03x10=30	Descriptive/ Detailed	

Semester – I (ODD Semester 2023 – 2024)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core I	23P1ENC01	English Poetry	4	6	25	75	100
2	Part A Core II	23P1ENC02	English Drama	4	6	25	75	100
3	Part A Core III	23P1ENC03	English Fiction	4	6	25	75	100
4	Part A Discipline Specific Elective I	23P1ENDE01	Indian Writing in English	3	4	25	75	100
5	Part A Discipline Specific Elective II	23P1ENDE02	Theatre Art	3	4	25	75	100
6	Part B Professional Competency Course	23P1ENPC01	English Literature for Competitive Examinations	2	2	25	75	100
7	Part B Ability Enhancement Compulsory Course Soft Skill I	23P1ENAC01	Technical Writing	2	2	25	75	100
Total				22	30	175	525	700

Semester – II (EVEN Semester 2023 – 2024)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core IV	23P2ENC04	American Literature	4	6	25	75	100
2	Part A Core V	23P2ENC05	Shakespeare Studies	4	6	25	75	100
3	Part A Core VI	23P2ENC06	Post-colonial Theory and Literature	4	6	25	75	100
4	Part A Discipline Specific Elective III	23P2ENDE03	Approaches to English Language Teaching	3	4	25	75	100
5	Part A Discipline Specific Elective IV	23P2ENDE04	A Glimpse of Nobel Laureates	3	4	25	75	100
6	Part B Skill Enhancement Course (SEC I)	23P2ENPC02/ 23P2ENSE02	Technology in Teaching English	2	2	25	75	100
7	Part B Soft Skill – II	23P2ENAC02	Communication Skills	2	2	25	75	100
Total				22	30	175	525	700

Semester – III (ODD Semester 2024 – 2025)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core - VII	23P3ENC07	Contemporary Literary Criticism	5	5	25	75	100
2	Part A Core - VIII	23P3ENC08	Canadian Studies	5	6	25	75	100
3	Part A Discipline Specific Elective V	23P3ENDE05	Literature of the Marginalized in India	4	6	25	75	100
4	Part A Discipline Specific Elective VI	23P3ENDE06	Translation Studies	3	6	25	75	100
5	Part A Discipline Specific Elective VII	23P3ENDE07	Ecofeminism	3	5	25	75	100
6	Part B Practical / Mini Project / Internship	23P3INT01	Internship	2	-	-	-	-
7	Part B	23P3HR01	Human Rights	1	2	25	75	100
Total				23	30	125	375	500

Semester – IV (EVEN Semester 2024 – 2025)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core IX	23P4ENC09	21 st Century Millennial Literature and Culture	5	5	25	75	100
2	Part A Core X	23P4ENC10	Subaltern Studies	4	5	25	75	100
3	Part A Discipline Specific Elective VIII	23P4ENDE08	Film and Media Studies	3	4	25	75	100
4	Part A Discipline Specific Elective IX	23P4ENDE09	English Literature for NTA, NET, SET & GATE	3	4	25	75	100
5	Part A Discipline Specific Elective X	23P4ENDE10	Research Methodology	4	5	25	75	100
6	Part B Practical / Mini Project / Internship	23P4ENPR01	Project	3	5	25	75	100
7	Part B - EDC	23P4CSED01	Desktop Publishing	2	2	25	75	100
Total				24	30	150	450	600

Semester – I (ODD Semester 2024 – 2025)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core I	23P1ENC01	English Poetry	4	6	25	75	100
2	Part A Core II	23P1ENC02	English Drama	4	6	25	75	100
3	Part A Core III	23P1ENC03	English Fiction	4	6	25	75	100
4	Part A Discipline Specific Elective I	23P1ENDE01	Indian Writing in English	3	4	25	75	100
5	Part A Discipline Specific Elective II	23P1ENDE02	Theatre Art	3	4	25	75	100
6	Part B Professional Competency Course	23P1ENPC01	English Literature for Competitive Examinations	2	2	25	75	100
7	Part B Ability Enhancement Compulsory Course Soft Skill I	23P1ENAC01	Technical Writing	2	2	25	75	100
Total				22	30	175	525	700

First Year - Semester I

Part A : Core -1 : English Poetry

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENC01	Core I	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.									
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.									
LO3	Good comprehension of History of English literature is enhanced									
LO4	Differentiation among the various stages of English could be identified by students.									
LO5	Critical approaches towards various literary forms can be learnt.									

Details of the Syllabus

UNIT I

Geoffrey Chaucer: "The General Prologue": Pardoner, The Nun: Doctor, Friar

UNIT II

Edmund Spenser: "Epithalamion" John Donne: "A Valediction: Forbidding Mourning" "The Canonization"

UNIT III

John Milton "Paradise Lost" Book IX, Andrew Marvell: "To His Coy Mistress"

UNIT IV

John Dryden "Absalom and Achitophel" Lines 150 - 476

Thomas Gray "Elegy" Wordsworth: Tintern Abbey

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

UNIT V

Rupert Brooke: "The Soldier" W.B. Yeats : Sailing to Byzantium

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"

Ted Hughes: "Hawk Roosting"

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I

Self Study : Middle English Poetry

UNIT II

Self-Study : Elizabethan Poetry

UNIT III

Self-Study : Seventeenth Century Poetry

UNIT IV

Self-Study : Eighteenth Century Poetry

UNIT V

Self-Study : Modern Poetry, Seamus Heaney: "Digging",

Carol Ann Duffy: "Standing Female Nude", Eavan Boland: "Achilles Woman" Philip Larkin: "Whitsun Weddings"

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 andFaber 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

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I

Part A : Core - 2 : English Drama

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENC02	Core II	Y	Y	-	-	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 of the Syllabus

UNIT I

Thomas Kyd - The Spanish Tragedy

UNIT II

Christopher Marlowe: The Jew of Malta

UNIT III

John Webster: The White Devil

UNIT IV

William Congreve- The Way of the World,

UNIT V

Bertolt Brecht -Mother Courage and her Children

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I

Self Study : Beginnings of Drama, Miracle and Morality Plays –Everyman, The Senecan and Revenge Tragedy

UNIT II

Self Study : Elizabethan Theatre, Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy, Ben Jonson :Volpone

UNIT III

Self Study : Jacobean Drama, J.M Synge- The Playboy of the Western World

UNIT IV

Self Study : Restoration Age, Irish Dramatic Movement

UNIT V

Self-Study : Epic Theatre, Comedy of Menace, Post-Modern Drama

Harold Pinter :Birthday Party,

Samuel Beckett :Waiting for Godot

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse	PO3, PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6, PO7, PO8
5	Examine the sequential course dealing with Modern and Postmodern 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: 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 th 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. https://www.britannica.com/art/epic-theatre

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I

Part A : Core - 3 : English Fiction

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENC03	Core III	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.									
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.									
LO3	To understand the social background base on the prescribed novels.									
LO4	Identifying and differentiating various forms of novels.									
LO5	Trying hands in writing a piece of work on their own.									

Details of the Syllabus
<p>UNIT I John Bunyan: The Pilgrim's Progress,</p> <p>UNIT II Daniel Defoe: Robinson Crusoe,</p> <p>UNIT III Jane Austen: Emma</p> <p>UNIT IV Charlotte Bronte: Jane Eyre</p> <p>UNIT V James Joyce: Portrait of the Artist as a Young Man</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I Self-Study: Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire, Jonathan Swift: Gulliver's Travels</p> <p>UNIT II Self-Study : The New World Novel, Laurence Stern: Tristram Shandy.</p> <p>UNIT III Self-Study : Middle Class Novel of Manners</p> <p>UNIT IV Self-Study : Women's Issues</p> <p>UNIT V Self-Study : Liberal Humanism, Individual Environment and Class Issues, D.H. Lawrence: The Rainbow</p>

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

Text Books (Latest Editions)	
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.
Web Resources	
1.	http://en.wikipedia.org/wiki/English_literature
2.	http://en.wikipedia.org/wiki/novel
3.	https://www.britannica.com/art/picaresque-novel
4.	https://www.britannica.com/art/novel-of-manners
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I

Part A : DSE 1 : Indian Writing in English

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENDE01	Discipline Specific Elective I	Y	Y	-	-	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 of the Syllabus
<p>UNIT I - Poem Sri Aurobindo: The Tiger and the Deer, Toru Dutt: The Lotus, Our Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II - Prose Dr. A. P. J. Abdul Kalam: Orientation (The Wings of Fire).</p> <p>UNIT III - Drama Girish Karnad: Nagamandala.</p> <p>UNIT IV - Short Story Rabindranath Tagore: My School Dr. S. Radhakrishnan : The Emerging World Society,</p> <p>UNIT V - Fiction Anita Desai: Where Shall we go this Summer?</p>
Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I Self-Study : Sri Aurobindo: Rose of God</p> <p>UNIT II Self-Study : Kamala Das: The Looking Glass, An Introduction Parthasarathy: Under Another Sky, Nissim Ezekiel: Morning Walk, Enterprise. R. Parthasarathy: A River Once</p> <p>UNIT III Self-Study: Asif Currimbhoy: Inquilab.</p> <p>UNIT IV Self-Study: Rabindranath Tagore's Kabuliwala</p> <p>UNIT V Self-Study : Shashi Deshpande: Roots and Shadows</p>

Course Outcomes

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

Text Books (Latest Editions)

- 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)

- K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
- Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
- K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian Literature, Pencraft International, New Delhi.
- AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
- TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels. OUP.

Web Resources

- http://en.wikipedia.org/wik/indian_writing_in_english
- <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
- <https://www.britannica.com/biography/Sri-Aurobindo>
- <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
- <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
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

First Year - Semester I

Part A : DSE 2 : Theatre Art

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23PIENDE02	Discipline Specific Elective II	Y	Y	-	-	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 of the Syllabus

UNIT I

Drama as a performing art, Relation between drama and theatre, The role of theatre,

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,

UNIT III

Fundamentals of Play directing: Concept, technique, physical balance, demonstration

UNIT IV

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, managing time and space

UNIT V

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world,

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I

Self-Study: The need for permanent theatres.

UNIT II

Self-Study: Urban theatre, third theatre, other theatres in vogue.

UNIT III

Self-Study: The director and the stage

UNIT IV

Self-Study: Need for Censorship

UNIT V

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester I

Part B : Professional Competency Course - English Literature for Competitive Examinations

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENPC01	Professional Competency Course	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Build the knowledge of literary terms and theory strong in students.									
LO2	Develop the competency of students to face competitive examinations.									
LO3	Improve the learning skills of students through various modes of testing.									
LO4	The ability to succeed in competitive exams.									
LO5	An understanding of professional, ethical and social responsibilities.									

Details of the Syllabus

UNIT I - Literature of the Absurd to Burlesque

Absurd, Academic Novel, Accent, Act and Scene, , Aestheticism, Affective Fallacy, Age Of Transcendentalism, Alexandrine, Allegory, Allusion, Age Of Johnson, Atmosphere, Ambiguity, Archaism, , Avant-Garde. Bard, Baroque, Bathos And Anticlimax, Beat Writers, Black Arts Movement, Black Mountain Poets, Bloomsbury Group, Bowdlerize, Burlesque Poetry.

UNIT II - Canons of Literature to Dream Vision

Canon Of Literature, Carpe Diem , Caroline Age, Celtic Revival, Chicago School , Chivalric Romance, Chronicle Plays, Cliché, Cognitive Literary Studies, Confessional Poetry, Dactylic, Dadaism, Decasyllabic Couplet, Deconstruction, Deep Structure, Denouement, Dialects, Didactic Literature, Difference, Difference, Discourse Analysis, Dissociation Of Sensibility, Dream Vision

UNIT III - Edition to Great Chain of Being

Edition, Electronic Literature, Elegy, Emotive Language, Empathy And Sympathy, English Literature, Periods Of: Enjambment, Environmental Criticism, Epigram, Epiphany, Epistolary Epithet, Fabula, Fairy Tale, Fantastic Literature, Farce, Fancy And Imagination, Flashback, Folk Drama, Folklore, Form And Structure, Gothic Novel

UNIT IV - Haiku to Ivory Tower

Haiku, Harlem Renaissance, Heroic Couplet, Human Rights Literature, Humors Characters, Hyperbole and Understatement, Hypertext, Idealism, Imagery, Implicit Metaphor, Intentional Fallacy, Irony, Ivory Tower

UNIT V - Jeremiad to Myth

Jeremiad, Juvenalian Satire, Leitmotif, Lesbian Studies, Literature of Fact, Literature of Sensibility, Logo centric, Lost Generation, Magic Realism, Malapropism, Masque, Melodrama, Metaphor, Miracle Plays, Morality Plays and Interludes, Myth.

Details of Self-Study (Questions should not be taken from Self-Study)

Unit I : Self-Study:

Aesthetic Distance, Aesthetic Ideology, Affective Stylistics, Age of Sensibility, Agrarians, Alliteration,, Agroikos, Alazon, Alienation Effect, Allegorical Imagery, Allegorical Interpretation, Ambiance, American Literature, Archetypal Criticism American Renaissance, Anachronism, Anagnorisis, Anapestic, Anaphora, Anastrophe, Anatomy, Anecdote, Anglo-Norman Period, Anglophone Authors, Anglo-Saxon Period, Annals, Antagonist to Antithesis, Antithetical Criticism to Arcadia, Archetype to Automatic Writing. Ballad, Battle Rapping, Beast Fable, Beginning To Binary Oppositions, Biography, And Black Aesthetics. Black comedy, Black Writers, Blank Verse, Bombast, Bomolochos To Bourgeois Tragedy, Breton Lay to Bucolic Poetry

Unit II : Self-Study :

Cavalier Poets, Cantos to Carnavalesque, Catalectic to Catharsis, Character And Characterization, Chiasmus, Choral Character, Chorus, Christian Humanism, Chronicles to Classical , Climax To Cogito, Comedy, Conceit, Conceptual Metaphor, Darwinian Literary Studies, Dead Metaphor, Death of The Author, Decadence, Décor, Decorum, Defamiliarize, Detective Story, Deus Ex Machina, Distance And Involvement, Drama of Sensibility to Dream Allegory.

Unit III : Self-Study :

Edwardian Period, Ego, Eiron, Encomiastic, End, End Rhymes, End Stopped Lines, Epithalamion, Equivoque, Euphemism, Euphony and Cacophony, Fable, Fabliau, Feminine Rhyme, Feminist Criticism, Fiction And Truth, Generative Linguistics, Georgian Period, Georgian Poets, Grammar, Grand Style, Graveyard Poets. Elizabethan Age, Novel, Figures Of Speech, Gender Criticism, Gender Studies, Genre, , Great Chain of Being

Unit IV : Self-Study :

Hamartia, Hard Boiled Detective Story, Hermeneutics, Hero / Heroine, Heroic Drama, Heroic Poem to Hudibrastic Verse, Humanism, Iambic, Icon, Iconography, Identity Politics, Image Clusters, Imitative Form to Indirect Satire.

Unit V : Self-Study :

Journal, Jungian Criticism, Kinds of Literature, Kunstleroman Novel, Judicial Criticism, Juncture, Kenning, Lacanian Literary Criticism, Lei, Lampoon to Legend, Light Verse to Literary Criticism, Machinery, Manifesto, Marxist Criticism, Mechanic Form to Meiosis.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand he different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8
Text Books (Latest Editions)		
1.	A Glossary of Literary Terms, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)	
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen	

Tiffin (Routledge)

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	A Dictionary of Literary Terms ,Cuddon. A (Penguin)
2	Galens, David. <i>Literary Movements for Students: 2 Volume Set Hardcover</i> . Import, 18 October 2002.
Web Resources	
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

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

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

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

First Year - Semester I:

Part B : Soft Skill I – Technical Writing

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P1ENAC01	AECC Soft Skill I	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Technical Writing is ultimately important as it provides information on a company'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 discorsal 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 of the Syllabus
<p>UNIT I What is Technical Writing? Three Modes of Persuasion, Qualifications of Technical Writers</p> <p>UNIT II The Know-How of Technical Description, Document Design</p> <p>UNIT III Presentation, News Reports, Proposals, Brochures, UserManuals</p> <p>UNIT IV Blogging, V logging</p> <p>UNIT V CVs: Drafting the Blueprint of Your Future, On theTrack: You a Tech-Writer</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I Technical Writing : A Curtain Raiser, P-W-R and BPS From Sentences to paragraphs</p> <p>UNIT II Graphics:Enhancing Content</p> <p>UNIT III Data Interpretation</p> <p>UNIT IV Posting on Social Media</p> <p>UNIT V Self-Study : White Paper</p>

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 workplace 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.	Jones, Dan. A Handbook of Technical Writing. St.Martin's Press. 2011.
Reference 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.utleystategies.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 of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester – II (EVEN Semester 2024 – 2025)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core IV	23P2ENC04	American Literature	4	6	25	75	100
2	Part A Core V	23P2ENC05	Shakespeare Studies	4	6	25	75	100
3	Part A Core VI	23P2ENC06	Post-colonial Theory and Literature	4	6	25	75	100
4	Part A Discipline Specific Elective III	23P2ENDE03	Approaches to English Language Teaching	3	4	25	75	100
5	Part A Discipline Specific Elective IV	23P2ENDE04	A Glimpse of Nobel Laureates	3	4	25	75	100
6	Part B Skill Enhancement Course (SEC I)	23P2ENPC02/ 23P2ENSE02	Technology in Teaching English	2	2	25	75	100
7	Part B Soft Skill – II	23P2ENAC02	Communication Skills	2	2	25	75	100
Total				22	30	175	525	700

- Internship during Summer Vacation.
- The Credits shall be awarded in Semester – III Statement of Marks

First Year - Semester II Part A : Core- IV American Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENC04	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To introduce the learners to the development of American literature.									
LO2	To familiarize social and political events that have a bearing on American writing									
LO3	To introduce the concepts and emerging themes in American literature									
LO4	To inculcate the movements and trends that shaped American literature,									
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction									

Details of the Syllabus
UNIT I : POETRY Emily Dickinson -“The Soul Selects Her Own Society” Robert Frost “After Apple Picking” E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Adrienne Rich “Snapshots of a Daughter-in-law”
UNIT II : PROSE Ralph Waldo Emerson - The American Scholar, Henry David Thoreau- Walden (Chapter “Pond”)
UNIT III : DRAMA Arthur Miller - Death of a Salesman, Tennessee Williams - A Street Car Named Desire
UNIT IV : FICTION/SHORT STORY Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”,
UNIT V : AUTOBIOGRAPHY Excerpts from – Malcolm X, Hispanic Women Writing

UNIT	Self-Study(Questions should not be taken from self study)
I	Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That She Lived”, Denis Levertor“ Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Lexton “Wanting to Die”
II	Amy Tan- Mother Tongue
III	Marsha Norman - Night Mother Ntozake Shange – For Colored Girls.
IV	N. Scott- Moma day - The House Made of Dawn Toni Morrison - Beloved Kate Chopin - The Awakening
V	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
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

First Year - Semester II : Part A : Core- V: Shakespeare Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENC05	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.									
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages									
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets									
CO4	Appraise Shakespeare's contribution to English language and literature									
CO5	Critically understanding the appreciations by critics on Shakespeare									

Details of the Syllabus	
UNIT I Shakespeare Theatre; Theatre Conventions; Sources; Trends in Shakespeare Studies up to the 19 th Century; theatre criticism; Shakespeare into film & play production.	
UNIT II Sonnets – 12, 86, 130, Comedy - Much Ado About Nothing,	
UNIT III – Tragedy Othello	
UNIT IV – History Play : Henry IV Part I	
UNIT V : Shakespearean Criticism A.C. Bradley - Shakespearean Tragedy (Chapter V & VI)	

UNIT	Self-Study(Questions should not be taken from self study)
I	Problems of categorization; Sonnet and court politics; famous actors;
II	Sonnet 65, Winter's Tale.
III	Shakespearean tragedy
IV	Shakespeare's history plays
V	Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Critically understand the appreciations by critics on Shakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre's development.	PO3
CO3	Be familiarized with critical perspectives on	PO4, PO5

	Shakespeare's Plays and Sonnets	
CO4	Understand the trends in Shakespeare studies	PO6
CO5	Learn Modern Approaches in Shakespearean criticism	PO7, PO10

Text Books (Latest Editions)

1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
Web 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
Weightage	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

First Year - Semester II : Part A : Core VI - Post-Colonial Theory and Literature

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENC06	Core VI	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	To examine, understand current sociopolitical mood in `third-world'countries through the study of their fiction and poetry.									
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres									
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people									
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.									
LO5	Understanding the critical perspectives in Postcolonial literatures.									

Details of the Syllabus	
UNIT I: PROSE	
Bill Ashcroft, Gareth Griffiths and Helen Tiffin – Introduction from The Empire Writes Back	
UNIT II : POETRY	
Arun Kolatkar : Yeshwant Rao, An Old Woman A.K. Ramanujan. : Death of Poem, Kofi Awonoor , The Weaver Bird Grace Nichols : In My Name	
UNIT III : DRAMA	
Wole Soyinka : Death and the King's Horseman	
UNIT IV : FICTION	
Arundathi Roy – God of Small things	
UNIT V : SHORT STORIES	
Chinua Achebe – Dead Men's path	

UNIT	Self-Study(Questions should not be taken from self study)
I	Edward Said - Introduction to Orientation.
II	Arun Kolatkar : The Priest, James Reaney : Maps, George Bowering : Grand Father A.K. Ramanujan. : Returning, Leopold Senghor. : In Memoriam
III	Douglas Stuart : Ned Kelly
IV	Bapsi Sidwa – Ice Candyman
V	Kate Grenville – Mate

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 postcolonial literature	PO6, P10
CO5	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

Text Books (Latest Editions)	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. ed. 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/E37B702EF39264C41C8CDB523DB74A1A

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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

First Year - Semester II

Part A : Elective – III : Approaches to English Language Teaching

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENDE03	Elective	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To enhance the learning and teaching skills of English									
LO2	To familiarize students about the basic concepts and theories related to English language teaching									
LO3	To focus on the problems and consequences on language teaching									
LO4	Emphasis will be laid on tracing the development of language teaching skills									
LO5	Understanding the teaching aspects									

Details of the Syllabus
<p>UNIT I A Brief history of Language Teaching The Grammar Translation method The Direct method The Audio lingual method</p>
<p>UNIT II Nature of approaches and methods in Language Teaching Definition of Approach and method Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and Situational Language Teaching Community Language Learning. Competency Based Language Teaching</p>
<p>UNIT III Current Communicative Approaches 1. The Natural Approach 2. Cooperative language learning 3. Content Based Instruction</p>
<p>UNIT IV Teaching Aspects Teaching Prose Teaching Poetry Teaching Grammar</p>
<p>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</p>

UNIT	Self-Study(Questions should not be taken from self study)
I	Language teaching innovations in the nineteenth century
II	The Silent Way, Suggestopedia.
III	Task-based language teaching
IV	Teaching of Non-Detailed Text.
V	Television materials for ELT

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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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

First Year - Semester II: Part A : Elective - IV: A Glimpse of Nobel Laureates

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENDE04	Elective	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature									
LO2	To familiarize students on various Nobel Laureates									
LO3	To focus on interpreting the works of various Nobel Laureates									
LO4	Focus on evaluate critically and aesthetically the prescribed texts									
LO5	Understanding the Nobel Laureates contribution to the society									

Details of the Syllabus	
UNIT I : DETAILED POETRY	
Pablo Neruda If You Forget A Song of Despair Ode to the Onion Your Laughter	
UNIT II : DETAILED PROSE	
Nadine Gordimer -Loot Thomas Mann- Disorder and Early Sorrow- He Comes Round the Corner	
UNIT III : DETAILED DRAMA	
The Caretaker - Harold Pinter	
UNIT IV : SHORT STORIES	
Alice Munro- The Turkey Season, Runaway	
UNIT V : NOVELS	
Gabriel Garcia Marquez-One Hundred Years of Solitude	

Self-Study(Questions should not be taken from Self-Study)	
I	NON-DETAILED POETRY One Listens to the Rain - Octavio Paz The Street - Octavio Paz The Power of the Dog -Rudyard Kipling Oracle - Seamus Heaney
II	NON – DETAILED PROSE Excerpts from Disgrace - J.M.Coetzee Excerpt from Sula - Toni Morrison
III	NON – DETAILED DRAMA George Bernard Shaw-Man and Superman
IV	NON – DETAILED SHORT STORY: Alice Munro –The Bear Came Over the Mountain Boys and Girls
V	NON – DETAILED NOVEL John Steinbeck- The Pearl

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	PSO 1	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 percent age of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester II

Part B : SEC I - Technology in Teaching English

SubjectCode	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENPC02/ 23P2ENSE02	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.									
LO2	Integrate these tools into their English language teaching.									
LO3	Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.									
LO4	Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.									
LO5	Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building									

Details of the Syllabus
UNIT I Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment 2.Virtual-Learning Environment, Classroom Tools.
UNIT II Mobile Learning and Apps for Language Learning Mobile learning trends and opportunities, Language learning apps and resources, Designing mobile-friendly language activities
UNIT III Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech (TTS) synthesizers, Interactive voice response (IVR) systems,
UNIT IV Lexicography Introduction to Lexicography, Dictionary Development (e- Dictionary), Various methods of Language Teaching.
UNIT V E-Learning Asynchronous E-Learning Vs Synchronous E-Learning of Language

Self-Study (Questions should not be taken from Self-Study)	
I	Web Tools, Effective Web Tools in Teaching
II	Webpage Development: Content Writing, Creating Ads How to develop a webpage, Hosting A Web page, Meta Data Development Wikipedia Development: How to develop and edit Wikipedia.
III	Search engines, Text editors and language instruction materials.
IV	WorldNet, Thesaurus. Language Teaching: First Language and Second Language Teaching,
V	E-Learning Challenges and Solutions. Application: Machine Translation.

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, PO4
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-VLE-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	PSO 1	PSO 2	PSO 3	PSO 4	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 toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

First Year - Semester II : Part B : Soft Skill II - Communication Skills

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P2ENAC02	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To provide an overview of prerequisites 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 of the Syllabus										
UNIT I										
COMMUNICATION: AN INTRODUCTION										
1. Definition, Nature and Scope of Communication										
2. Types of Communication										
3. Process of Communication										
UNIT II										
ORAL/AURAL COMMUNICATION										
1. Congratulating people on their success										
2. Expressing Opinions										
UNIT III										
CORPORATE COMMUNICATION										
1. Demanding Explanations										
2. Giving Instructions										
UNIT IV										
VERBAL COMMUNICATION- WRITTEN										
Circular, Memorandum, Minutes										
NON VERBAL COMMUNICATION-										
Facial Expressions										
Gestures										
Extempore										
Hand Shaking										
UNIT V										
Delivering Speech										
Declamation, Reporting, Magazine, Ads, Report Writing										
Self-Study(Questions should not be taken from Self-Study)										
I	Barriers to Communication									
II	Describing directions and routes in English									
III	Requesting and responding to requests									
IV	Verbal Communication-Oral									
V	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 variety of communication acts with reference to written and oral skills.	PO4, PO6
CO4	Prepare and present messages with a specific intent.	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.	Asha Kaul. 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-cms-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
Weightage	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

Semester – III (ODD Semester 2025 – 2026)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core - VII	23P3ENC07	Contemporary Literary Criticism	5	5	25	75	100
2	Part A Core - VIII	23P3ENC08	Canadian Studies	5	6	25	75	100
3	Part A Discipline Specific Elective V	23P3ENDE05	Literature of the Marginalized in India	4	6	25	75	100
4	Part A Discipline Specific Elective VI	23P3ENDE06	Translation Studies	3	6	25	75	100
5	Part A Discipline Specific Elective VII	23P3ENDE07	Ecofeminism	3	5	25	75	100
6	Part B Practical / Mini Project / Internship	23P3INT01	Internship	2	-	-	-	-
7	Part B	23P3HR01	Human Rights	1	2	25	75	100
Total				23	30	125	375	500

Second Year - Semester III
Part A : Core VII - Contemporary Literary Criticism

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3ENC07	Core - VII	Y	Y	-	-	5	5	25	75	100

Learning Objectives

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

Details of the Syllabus

UNIT I

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

Allen Tate: Tension in Poetry

UNIT II

M.H. Abrams: The Deconstructive Angel

William Empson: The Seventh Type of Ambiguity

UNIT III

Edward Said: The Scope of Orientalism (In Orientalism)

Wimsatt and Beardsley: Intentional Fallacy and Affective Fallacy

UNIT IV

Cleanth Brooks: Irony as Principle of Structure

Lionel Trilling: The Sense of the Past

UNIT V

Northrop Frye: Archetypes of Literature

Terry Eagleton: Capitalism, Modernism and Post Modernism

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I

A.C. Bradley : Poetry for Poetry's Sake

UNIT II

Wilson Knight: Macbeth and the Metaphysics of Evil

UNIT III

F.R. Leavis: Literary Criticism and Philosophy

Susan Sontag : Against Interpretation

UNIT IV

Sigmund Freud: Creative Writers and Day Dreaming

UNIT V

Roland Barthes : From Work to Text

Jonathan Culler: Structuralism and Literature

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop analytical understanding 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	Appreciate a text at emotional, intellectual and aesthetic levels	PO9, PO10

Text Books (Latest Editions)	
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.
3.	Pramod K. Nair. The Contemporary Literary and Cultural Theory from Structuralism to Ecocriticism. Longman. Pearson. Chennai 2014.
4.	M.S. Nagarajan. English Literary Criticism and Theory. Orient Black Swan. Pub. 2012
5.	M.A.R. Habib. Literary Criticism An Introduction From Plato to the Present. Wiley Blackwell 2000.
Web Resources	
1	https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/
2	https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences
3	https://fs.blog/susan-sontag-against-interpretation/
4	https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560
5	https://www.britannica.com/biography/Roland-Gerard-Barthes

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	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	PSO3	PSO 4	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

Second Year – Semester III

Part A : Core – VIII - Canadian Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3ENC08	Core - VIII	Y	Y	-	-	5	6	25	75	100
Learning Objectives										
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions									
LO2	To provide knowledge about the different trends in Canadian studies									
LO3	To focus on interpreting the prescribed works critically									
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.									
LO5	Understanding the folklore and its influence on Canadian Literature									

Details of the Syllabus

UNIT I - Poetry

P.K. Page: Autumn

Margaret Atwood: Journey to the Interior.

UNIT II - Fiction

Margaret Atwood: Surfacing

UNIT III - Drama

George Ryga: The Ecstasy of Rita Joe

UNIT IV - Short Story

Alice Munro : Boys and Girls from “The Dance of the Happy Shades”.

UNIT V – Criticism

Linda Hutcheon: Dedoxification from Politics of Postmodernism

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I - Poetry

Selections from C.D. Narasimiah’s Anthology of Commonwealth Poetry A.M. Klein, Smith).

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

UNIT II - Fiction

Truth and Brightwater (1999), Thomas King.

No New Land, M.G. Vassanji Toronto: Mc Clelland & Stewart, 1997

UNIT III - Drama

DryLips, Tom Highway.

Selections from Saclit Drama play from South Asian Canadian, Ed. By Uma Parameshwaran
Bangalore: IBH Prakashana 1996

UNIT IV – Short Story

Selections from Thomas King Autobiography/ Auto ethnography / Life writings: In Search of April Rain tree. Beatrice Mosonior (Culleton)

“This is my own: Letters to wes and other writings on Japanese Canadians 1941- 1948” by Huriel-Kitagawa, Ed. By Roy Miki (Vancouver: Taron Books,1985)

Stephen Leacock: Sunshine and Other Stories.

Unit V- Critical Essays: Polemical Essays: Selection from The Telling It Collect. Selections from Robert Kroetsch Last Essay from The Bush Garden, Northrop Frye

Thomas King: Godzilla vs. the Postcolonial

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

(Text Books in Latest Edition)
1. Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.
References Books (Latest editions, and the style as given below must be strictly adhered to)
1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)
3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Second Year - Semester III
Part A : DSE V - Literature of the Marginalized in India

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3ENDE05	DSE - V	Y	Y	-	-	4	6	25	75	100
Learning Objectives										
LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses									
LO2	To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.									
LO3	To focus on studies caste, reflecting upon the history of anti-caste struggle in India.									
LO4	Focus on important dimensions to understanding political spheres in India									
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.									

Details of the Syllabus
<p>UNIT I : POETRY Arun Kolatkar- A Scratch from <i>Jejuri</i> Kamala Das- An Introduction</p> <p>UNIT II: Prose Dr.B.R.Ambedkar : Vision for a Casteless Society from <i>Annihilation of Caste</i></p> <p>UNIT III: Drama Rabindranath Tagore: The Red Oleanders</p> <p>UNIT IV: Fiction Mulk Raj Anand: Coolie</p> <p>UNIT V - Short Story Rudyard Kipling :The Man Who Would Be King Raja Rao: Javni</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I Louis Dumont -Homo Hierarchicus J.V. Pauer – Birds in Prison</p> <p>UNIT II Anupama Rao -Caste and Gender</p> <p>UNIT III Ravikumar- “ Power of Invisibility”</p> <p>UNIT IV 1. Arun Kamble – Which language I should speak 2. Dr. Siddalingaiah – The Dalits are coming 3. Rohinton Mistry: A Fine Balance</p> <p>UNIT V - Short stories 1. Bama -Kisumbukaran 2. Imayam -Aarumugam 3. Jayawant Dalvi -Chakra</p>

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

Text Books (Latest Editions)	
1.	Kolatkar, Arun. <i>Jejuri</i> . Poetrywala, 2005. Das, Kamala. <i>My Story</i> . Sterling Publishers Pvt. Ltd, 1976.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Caste and Tribes by Edgar Thurston
2.	Jadhav, Narendra. "An Introduction to J.V. Pawar's Literary Works."
3	Nair, Y. P. "Arun Kolatkar's Jejuri: A Study in Poetic Synthesis." <i>The Journal of Indian Writing in English</i> , vol. 16, no. 1, 1988, pp. 21-25. Tagore, Rabindranath. <i>Roktokorobi (The Red Oleanders): A Critical Edition</i> . Mistry, Rohinton. <i>A Fine Balance: A Reader's Guide</i> . Penguin Books, 2001.
Web sources	
1	www.ambedkar.org
2	https://egyankosh.ac.in/bitstream/123456789/75088/1/Unit-1.pdf
3	https://www.worldwidejournals.com/paripex/recent_issues_pdf/2013/July/casteless-democratic-india-vision-of-b-r-ambedkar_July_2013_1046009810_1508612.pdf
4	https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079
5	https://www.litcharts.com/lit/the-man-who-would-be-king/summary

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	PSO 1	PSO 2	PSO3	PSO 4	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

Second Year - Semester III
Part A : DSE VI - Translation Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3ENDE06	Elective	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature									
LO2	To provide knowledge about the regional languages through representative texts in English translation									
LO3	To equip the students in the skills as well as the politics of translation.									
LO4	Focus on important dimensions of culture through the prescribed texts									
LO5	Understanding the nuances of translations									

Details of the Syllabus
<p>UNIT – I – Introduction to Translation Nature and Scope of Translation, Issues in Translation – Autonomy, Linguistic, Textual and Cultural Equivalence, Transcreation, Inter-cultural transference, translation as metatext</p> <p>UNIT II - Poetry Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)</p> <p>UNIT III - Drama Mahasweta Devi: Rudaali</p> <p>UNIT IV - Fiction and Prose Thakazhi Sivasankara Pillai: The Flood Samuel Vedanayagam Pillai - The Life of Prathapa Mudaliar</p> <p>UNIT V – Translation Practice Translation of a passage from Source Language to Target Language</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT – I – Introduction to Translation Concepts of Translation in the West and in the Indian Translation Theories and Relationship between Source and Target Texts.</p> <p>UNIT – II - Poetry Meena Alexander: Her Garden (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)</p> <p>UNIT III - Drama Indira Parthasarathy : The Legend of Nandan (New Delhi, OUP, 2003)</p> <p>UNIT IV - Fiction and Prose Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.</p> <p>UNIT IV Workshops on Translation</p>

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

Text Books (Latest Editions)	
1.	Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bassnett, Susan and Harish Trivedi. Eds. 1999. Post-colonial Translation. London. Routledge
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3	R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)
Web sources	
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.
2	https://www.tandfonline.com/toc/rtrs20/current
3	https://complit.fas.harvard.edu/translation-studies
4	https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/
5	https://www.lit-across-frontiers.org/about-translation-workshops/

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO3	PSO 4	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
Weightage	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

Second Year - Semester III

Part A : DSE VII – Ecofeminism

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3ENDE07	DSE VII	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	Understand the foundational principles of ecofeminism, including the intersections between patriarchy, capitalism, and environmental degradation.									
LO2	Analyze the historical and contemporary roles of women in environmental conservation and sustainable development.									
LO3	Explore case studies and examples illustrating the impacts of environmental degradation on women, particularly in marginalized communities..									
LO4	Critically examine the representation of gender and nature in literature, media, and popular culture, and identify stereotypes and biases perpetuating eco-destructive behaviors. .									
LO5	Develop practical skills for promoting sustainable lifestyles and eco-friendly practices in personal, professional, and community settings.									

Details of the Syllabus
Unit I: Women and Power-Petra Kelly
Unit II : Ecofeminism and Children - Ruthanne Kurth Schai
Unit III : Ecofeminist Literary Criticism - Gretchen T.Legler
Unit IV : Revaluing Nature- Lori Gruen
Unit V : Self and Community in Environmental Ethics - Wendy Donner

Details of Self-Study (Questions should not be taken from Self-Study)
Unit I : Self-Study- Learning to Live with Differences, The challenge of Eco feminist community - Judith Plant
Unit II : Self-Study- Women’s knowledge as Expert Knowledge, Indian Women and eco-development - Deanne Curtin
Unit III : Self-Study- Ecofeminism through an Anticolonial Framework - Andy Smith
Unit IV : Self-Study - Keeping the Soil in Good Heart:Women Weeders, The Environment and Eco-Feminism - Candice Bradley
Unit V: Self-Study- Remediating Development Through an Eco feminist Lens - Betty Wells And Denielle Wirth.

Course Outcomes		
Course Outcomes	Basic Knowledge on Feminism and Post feminism is required.	
CO1	Awareness is created about the works of scholars in a variety of academic disciplines and vocational fields on the application or appropriateness of ecofeminism to their research and to the peoples whose lives are touched by it.	PO1, PO3
CO2	To explore real-life, experiential concerns which have motivated ecofeminism as a grassroots, women - initiated movement around the globe	PO2, PO5
CO3	Initiated into the critical examination of ecofeminism from professional philosophers on topics which range from the expected to the unexpected	PO4
CO4	An attempt is made to see through a balanced cross-cultural lens which begins to access the potential strengths and weaknesses of ecofeminism as a political movement and theoretical position.	PO6, PO8
CO5	Eco feminist study helps the students to understand the literary works in different angle.	PO9

Text Books (Latest Editions)	
1.	Warren, Karen J. Ecofeminism: Women, Culture, Nature. New Delhi: Rawat Publication. 2014
2.	Ynestra King. The Ecology of Feminism and The Feminism of Ecology in Healing The Wounds. Philadelphia. New Society. 2019
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Beauvoir, Simon de.. The Second Sex. New York: Knopf. 2012
2.	Biehl, Janeh.: Rethinking Eco feminist Politics, Boston: South End Press. 2011
Web sources	
1	http://www.wloe.org/what-is-ecofeminism.76.0.html

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	PSO 1	PSO 2	PSO3	PSO 4	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
Weightage	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

Part – B : Internship (23P3INT01)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P3INT01	Practical : Project / Internship	-	-	-	-	2	-	-	-	
Course Objectives										
<ul style="list-style-type: none"> In an internship course students require to participate in a work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. 										
Learning Objectives										
LO1	Develop and apply industry-specific technical skills relevant to the internship role.									
LO2	Apply critical thinking and analytical skills to solve real-world problems									
LO3	Understand and adhere to the professional and ethical standards of the industry									
LO4	Build and maintain professional relationship with colleagues, supervisors, and clients.									
LO5	Gain insight into various career paths and roles within the industry.									

Semester – IV (EVEN Semester 2025 – 2026)

S.No	Course Category	Course Code	Course Name	Credits	Hours	Internal	External	Total
1	Part A Core IX	23P4ENC09	21 st Century Millennial Literature and Culture	5	5	25	75	100
2	Part A Core X	23P4ENC10	Subaltern Studies	4	5	25	75	100
3	Part A Discipline Specific Elective VIII	23P4ENDE08	Film and Media Studies	3	4	25	75	100
4	Part A Discipline Specific Elective IX	23P4ENDE09	English Literature for NTA, NET, SET & GATE	3	4	25	75	100
5	Part A Discipline Specific Elective X	23P4ENDE10	Research Methodology	4	5	25	75	100
6	Part B Practical / Mini Project / Internship	23P4ENPR01	Project	3	5	25	75	100
7	Part B EDC	23P4CSED01	Desktop Publishing	2	2	25	75	100
Total				24	30	150	450	600

Second Year - Semester IV
Part A : Core IX – 21st Century Millennial Literature and Culture

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P4ENC09	Core-IX	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
CO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.									
CO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 st century life of people at the global level.									
CO3	Identify the possibilities for multidisciplinary analysis of literary texts.									
CO4	Analyze literary texts by employing appropriate interdisciplinary theories.									
CO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.									

Details of the Syllabus
<p>UNIT I - Blue Studies Amitav Ghosh : The Hungry Tide</p> <p>UNIT II - Animal Studies Margo DeMello: Animals in Literature and Film (<i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 390-399)</p> <p>UNIT III - Medical Humanities Manjula Padmanabhan : Harvest</p> <p>UNIT IV - Climate Studies Barbara Kingsolver: Flight behavior</p> <p>UNIT V - Disability Studies Mahesh Dattani : Tara</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I - Blue Studies Yann Martel: The Life of Pi</p> <p>UNIT II - Animal Studies Mario Ortiz-Robles: “What is it like to be a trope?” from <i>Literature and Animal Studies</i></p> <p>UNIT III - Medical Humanities Dan Millman: Way of the Peaceful Warrior “Introducing Medical Humanities” from <i>Medical Humanities: An Introduction</i> by Thomas R. Cole et al.</p> <p>UNIT IV - Climate Studies Introduction to Climate Change and Studies</p> <p>UNIT V - Disability Studies Lennard J. Davis “Introduction: Disability, Power and Culture” from <i>the Disability Studies Reader</i>. Clarke Barker and Stuart Murray: “Introduction: Reading Disability in Literature” from <i>The Cambridge Companion to Disability Studies</i></p>

Course Outcomes		
Course Outcomes	On completion of this course, students will.	
CO1	Analyse contemporary issues and its immediate requirement	PO3
CO2	Effectively understand their social responsibility	PO2, PO6
CO3	Gain exposure to the emerging trends in 21 st century millennial literature.	PO4. PO5
CO4	Be equipped in the interdisciplinary theories.	PO6
CO5	Appreciate the viability of interdisciplinary analyses of literary and cultural forms.	PO10

Text Books (Latest Editions)	
1.	Bates, Victoria, et al. <i>Medicine, Health and the Arts: Approaches to the Medical Humanities</i> . 1st ed., Routledge, 2015.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bleakley, Alan. <i>Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors</i> . Routledge, 2016.
2.	DeMello, Margo. <i>Body Studies: An Introduction</i> . 1 st ed., Routledge, 2013
3.	Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. <i>Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation</i> . Peter Lang Publishing Inc., 2014.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Second Year - Semester IV

Part A: Core X - Subaltern Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P4ENC10	Core X	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups									
LO2	Develop strategies to deal with these issues successfully.									
LO3	Analysis of literary texts in Subaltern lens									
LO4	To examine the defined role of social constructions that affecting the space of the marginalized									
LO5	Critically analyzing subaltern writing.									

Details of the Syllabus
<p>UNIT I : POETRY</p> <ol style="list-style-type: none"> Imayam - You and I The Rattle and the Cow that Changed Heads (From Indian Literature – Facets of Dalit Life, Sahitya Akademi) Rokade, L.S. – To Be or Not to Be Born Bapurao Jagtap This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle) <p>UNIT II : PROSE Gayatri C.Spivak - Can the Subaltern Speak?</p> <p>UNIT III : DRAMA Vijay Tendulkar – Ghashiram Kotwal</p> <p>UNIT IV : FICTION Bama – Karukku</p> <p>UNIT V : SHORT STORIES Mahasweta Devi – The Why-Why Girl</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I : POETRY</p> <p>Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)</p> <p>Claude Mckay - If we Must Die</p> <p>Langston Hughes – Dinner Guest : Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)</p> <p>UNIT II : PROSE Martin Luther King (Jr) – I Have a Dream</p> <p>UNIT III : DRAMA C.T. Indra (Translation) – The Legend of Nandan</p> <p>UNIT IV : FICTION Malala Yousafzai with Christina Lamb - I am Malala</p> <p>UNIT V : SHORT STORIES Munshi Premchand-The Shroud</p>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the diverse concepts that address issues of subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
CO3	Analyse various subaltern texts	PO1, PO2, PO5
CO4	Determine the sources and structures of social inequalities.	PO6
CO5	Develop strategies to deal with Marginalized issues successfully.	PO8, PO9
Text Books (Latest Editions)		
1.	Guha, R. S. of P. S. R. (1988). <i>Selected subaltern studies</i> . Oxford University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.	
Web sources		
1	https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.	
2.	https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/	
3.	http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf	
4.	https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	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
Weightage	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

Second Year – Semester- IV
Part A : DSE-VIII - Film and Media Studies

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P4ENDE08	DSE VIII	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.									
LO2	Understanding the bond between the films and literature.									
LO3	Analyzing the literary texts in comparison with the films.									
LO4	Critical appreciation of films in the background of literary theories.									
LO5	Tracing the differentiation in films from different parts of the world.									

Details of the Syllabus
<p>UNIT I Introduction to Film Studies: Defining mise-en-scene, Pro filmic elements of mise-en-scene</p> <p>UNIT II Film Industries: Hollywood, Bollywood, National and transnational film</p> <p>UNIT III Film and Ideology: Film Studies and questions of class, Gender in film studies</p> <p>UNIT IV The Reception of Film : The Best Films, Spectatorship as Bridge</p> <p>UNIT V Movies for Appreciation : Elippathayam - Adoor Gopalakrishnan, Bridge on River Kwai - Novel to Film Case Study – In This World (2002)</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 -The 'I' of the Camera [OUP] John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies A Norton Reader - Film Analysis An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]</p> <p>UNIT II Janet Wasko - How Hollywood Works [Sage Publication]</p> <p>UNIT III Shohini Chaudhuri - Contemporary World Cinema [EUP]</p> <p>UNIT IV Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval-Indian Cinema</p> <p>UNIT V Lit. to Film Linda Costanzo Cahir - Ory & Practical Approaches</p> <p>Film Studies John Hill - Film studies [OUP]</p> <p>Movies for Appreciation Aaron Sorkin: A Few Good Men - Legal Drama - Sophin Kinsella: Confessions of a Shopaholic</p>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically review films	PO1,PO2
CO2	Connect film and literature nuances effectively	PO3, PO4
CO3	Gain exposure to film techniques and genres	PO7
CO4	Critically appreciate cinema	PO6,PO8
CO5	Analyse film forms effectively	PO10

Text Books (Latest Editions)	
1.	Dix. Andrew. Beginning Film Studies, Manchester University Press. Manchester.
2.	Villarejo Amy. Film Studies, The Basics. Routledge Taylor & Francis Group. London & New York
3.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
4.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.
Web Resources	
1	www.academicinfo.net/film.html
2.	https://wnorton.com/books/9780393420531
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko
4.	https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	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
Weightage	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

Second Year - Semester IV

Part A : DSE IX - English Literature for NTA, NET, SET & GATE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P4ENDE09	DSE	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.									
LO2	Evaluating the knowledge of literature.									
LO3	Repeated practice to attend MCQs									
LO4	Profound understanding about the various movements in English Literature									
LO5	Tracing the growth of English literature and literary forms									

Details of Main
<p>UNIT I – Teaching Aptitude Teaching and Research Aptitude</p> <p>UNIT II - History of English Literature The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) /Contemporary Period</p> <p>UNIT III - American and Non-British Literatures Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature.</p> <p>UNIT IV - Literary Critics Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir</p> <p>UNIT V - Literary Forms Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms</p>

Details of Self-Study (Questions should not be taken from Self-Study)
<p>UNIT I– Teaching Aptitude Data Interpretation, Comprehension, Communication</p> <p>UNIT II - Indian Writing in English M.K. Naik's History of Indian English Literature, Aravind Krishna Malhotra's Concise History of Indian Literature in English</p> <p>UNIT III - American and Non-British Literatures Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe</p> <p>UNIT IV - Literary Theory and Criticism Wordsworth, Coleridge, Shelley, John Ruskin, Thomas De Quincey, William Hazlitt, Sigmund Freud, Virginia Woolf, Roland Barthes, Raymond Williams, Kate Millet, William Empson</p> <p>UNIT V - Literary Forms Allegory, Bathos, Aestheticism, Bard of Avon, Irony, Ballads, Epic, Catharsis, Onomatopoeia, Chiasmus, Dramatic Monologue, Didactic Poetry, Epitaph, Epigram, Epitome, Gothic Literature, Hyperbaton</p>

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	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
Weightage	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

Second Year - Semester IV

Part A : DSE X – Research Methodology

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23P4ENDE10	DSE	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Students should comprehend the step-by-step process of conducting research, including defining research problems, formulating hypotheses, collecting data, analyzing data, and drawing conclusions.									
LO2	Learning about various research designs, such as experimental, correlational, descriptive, and qualitative designs, and understanding how to select the appropriate design for different research questions.									
LO3	Familiarity with different data collection methods, such as surveys, experiments, interviews, observations, and archival research, and understanding their strengths, weaknesses, and appropriate applications..									
LO4	Learning about various sampling techniques, including random sampling, stratified sampling, convenience sampling, and understanding how to choose the most suitable sampling method for a given research study.									
LO5	Gaining proficiency in data analysis techniques, including descriptive statistics, inferential statistics, qualitative data analysis, and using statistical software for analysis.									

Details of Main
<p>Unit I : Research The Fundamentals of Research, Types of Research, Literary Research, Research – A form of Exploration</p> <p>Unit II : Topic and Formats Choosing the Topic, Data Collection Primary and Secondary Sources. Spelling, Punctuation, Italics, Numbers, Title of work, Quotations. Format of research paper.</p> <p>Unit III : Documentation Organization of Materials, Thesis Format, Bibliography, Parenthetical Documentation Works cited – Citing works, Essays, Articles, Newspapers, Journals, Internet – sources.</p> <p>Unit IV : Research Writing Jargon, Terminology, Slang, Colloquialism, Vogue and Concrete Words Denotation and Connotation, Sentence Structure, Hypothesis, Analysis of research writings, Review of Literature</p> <p>Unit V : Practice Induction and Deduction, Description, Exposition, Argumentation, Tone, Style, Plagiarism</p>

Details of Self-Study (Questions should not be taken from Self-Study)

UNIT I : Research
 Self-Study: Research and Researcher, Statement of Thesis and Working Outline
 UNIT II : Topic and Formats
 Self-Study: Annotated, Bibliography, Quotations, APA Style
 UNIT III : Documentation
 Self-Study: The first draft, The Final Draft
 UNIT IV : Research Writing
 Self-Study: Analysis of specimen research writings. Motivate students for critical thinking.
 UNIT V : Practice
 Self-Study : APA Style, Conventions in Research Writing

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	To introduce the methods and techniques of research in English Literature	PO2, PO3
CO2	To help the students in collecting material and writing dissertations in a more organized way.	PO1
CO3	By the end of the module, the students will be able to: Apply a range of quantitative and / or qualitative research techniques to business and management problems / issues	PO6
CO4	Understand and apply research approaches, techniques and strategies in the appropriate manner for managerial decision making	PO7
CO5	Demonstrate knowledge and understanding of data analysis and interpretation in relation to the research process	PO6, PO10

Text Books (Latest Editions)

1	MLA Handbook for Writers of Research Papers.8 th Edition. New Delhi: First East West Press. 2016
2	Barzun, Jacques, Henry. F. Graff. The Modern Researcher, 3rd Edition, New York: Harcourt BraceJovanovich.2007.
3.	Dees, Robert. Writing the Modern Research Paper, 2nd Edition. Boston: Allyn and Bacon Pub., 2003.
4.	MLA Handbook for Writers of Research Papers.9th Edition. New Delhi: First East West Press. 021.

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

1.	MLA Handbook for writers of Research Papers. 7 th Edition. Modern Language Association of America. 2016.
2.	MLA Style Manual and Guide to Scholarly Publishing. Modern Language Association of America. 2008.

Web Resources

1	https://books.google.co.in/books?id=Xn3wDAAAQBAJ&pg=PA345&dq=MLA+HANDBOOK+S
2	ECONDARY+SOURCES&hl=en&sa=X&ved=0ahUKEwiM9Bou2snVAhXJp48KHaImBYoQ6AEIMDAC#v=o_nepage&q=MLA%20HANDBOOK%20SECONDARY%20SOURCES&f=false
3	http://www.documentation.com
4	https://books.google.co.in/books?id=ggnwEACAAJ&dq=MLA+HANDBOOK+SECONDARY+SOURC &hl=en&sa=X&ved=0ahUKEwiM9Bou2snVAhXJp48KHaImBYoQ6AEIJzAA

Mapping with Programme Specific Outcomes:

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	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
Weightage	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