



**MOTHER TERESA WOMEN'S
UNIVERSITY KODAIKANAL-624101**



DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

M.A. ENGLISH

Curriculum Framework, Syllabus, and Regulations

(Based on TANSCHESyllabus under Choice Based Credit System -CBCS)



(For the candidates to be admitted from the Academic Year 2023-24)

CONTENTS

S.No.	Contents
1.	AbouttheDepartment
2.	AbouttheProgramme
3.	ProgrammeEducationalObjectives
4.	ProgrammeOutcomes
5.	ProgrammeSpecificOutcomes
6.	Eligibility
7.	GeneralGuidelinesforPGProgramme
8.	ProjectReport
9.	ProjectEvaluation
10.	ConversionofMarkstoGradePointsandLetterGrade(Per formanceinaCourse/Paper)
11.	Attendance
12.	MaternityLeave
13.	AnyOtherInformation
14.	StructureoftheCourse
15.	LearningandTeachingActivities
16.	TutorialActivities
17.	LaboratoryActivities
18.	FieldStudyActivities
19.	AssessmentActivities
19.1	Assessment
19.2	PrinciplesAssessment Details
20.	TeachingMethodologies
21.	FacultyCourseFileStructure
22.	TemplateforPGProgrammeinEnglish
23.	TemplateforSemester
24.	MethodsofAssessment
25.	TestingPattern
25.1.	InternalAssessment
25.2.	WrittenExaminationQuestionPaperPattern(Theory)
26.	DifferentTypesofCourses
27.	Syllabus

**Mother Teresa Women's
University Department of English & Foreign Languages**

Choice Based Credit System

(CBCS)(2023 onwards)

1. About the Department

The Department amalgamates disciplines in dynamic dialogue with each other, ensuring both specific knowledge and a more general ability to think. The Traditional courses will be studied in tandem with cutting-edge courses on "Digital Humanities" for wide exposure to different genres. It emphasizes research on Global Feminist literature, Eco Studies, Diaspora studies and ELT. This wide range of courses offered in M.A., M.Phil. And Ph.D, will prepare the graduates for a variety of careers in higher education, and in any field that requires an agile mind able to traverse across borders. It imparts efficient Communicative Skills to the students to be competent, through its well-equipped Foreign Language Lab and offers Certificate Programmes in French and German. The Department of English & Foreign Languages established in 1985 has undertaken research projects and oversees Publication Division of the University. It publishes the University's official Newsletter the "News Flash" and a journal "Gender & Progress". The Department has a Foreign Language Lab which caters to the needs of rural students through imparting Communication Skills. Spoken English and Advanced Grammar Classes are conducted. The Department offers courses with a focus on Feminist Literature and Women's Writings.

2. About the Programme: M.A. ENGLISH

A degree in English language and literature is designed to get students reading books, analyzing theories, critiquing prose and verse, and taking a more critical look at the signs and words surrounding us every day. The aim is to get students thinking creatively and analytically about the English language; this differs from other modern language degrees as it is intended for students already proficient in written and spoken English. A course with a focus on English literature typically allows students to study literary texts from throughout history. The programme modules cover a diverse range of literature from different periods. The programme enables students to study and analyze passages relating texts to their cultural, social, historical, and political contexts.

An English language-focused degree will train students to analyze the workings of the English language outside of literature, including language-based communication in all kinds of forms and contexts. This could include analysis of casual spoken conversation, textspeak, advertising methods or the uses of language in specialized legal and medical discourse.

3. Programme Educational Objectives (PEOs)

PEO1	To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of Culture.
PEO2	To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent World.
PEO3	To graduate those who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and Genres.
PEO4	To assist students in the development of intellectual flexibility, Creativity and cultural literacy so that they may engage in life-long learning.
PEO5	To provide students with the critical faculties necessary in an academic Environment, and in the complex and interdependent world.

4. PROGRAMME OUTCOMES (POs)

On successful completion of MA.English Programme, the students will be able to

PO1	Develop intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
PO2	Demonstrate an attitude of service and commitment to social change
PO3	appreciate and admire the masterminds of literature and analyze a variety of literary samples to determine the components, organizations, and structure of the academic text
PO4	Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies
PO5	Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts.
PO6	Promote their managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
PO7	Understand the way the ideas, values, and themes inform and impact culture and society, both now and in the future
PO8	Perform research, analysis, and criticism of literary and cultural texts from different historical periods and genres
PO9	Acquire critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
PO10	Write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.

5. PROGRAMMESPECIFICOUTCOMES(PSOs)

At the end of the programme, the students will be able to

PSO	Know and appreciate the location of literature within humanities, establish connections across frontiers of disciplines, critically engage with culture, gender and marginality, become acquainted with narration and representation.
PSO2	Distinguish the genres of literature and various approaches to reading literature with acuity and insight (e.g. Realism, Romanticism, Naturalism, Impressionism, Expressionism, Modernism, Post-Modernism, Structuralism, and Post-structuralism etc.)
PSO3	demonstrate command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original Arguments, c) employ effectively the language of their discipline.
PSO4	appreciate the interconnectedness and interdisciplinary of all knowledge and demonstrate curiosity, humility and courage reflecting a commitment to reading and critical inquiry
PSO5	Acquire vital employability skills and employment opportunities in the fields like teaching, media, journalism, content writing, freelance writing, film, drama etc.,

6. Eligibility

A candidate who has passed and secured 50% in any UG Degree Programme of this University or any other University accepted by the syndicate is eligible for admission to the M.A. Programme. A relaxation of 5% in the total percentage will be given to SC, ST candidates.

7. General Guidelines for PG Programme

- Duration:** The Programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- Medium of Instruction:** English

8. Project Report

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 50 typed pages in Times New Roman font with 1.5 line space.

9. Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

10. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

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

11. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with the prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with an attendance of less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

12. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar on the production of the medical certificate.

13. Any Other Information

In addition to the above-mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

14. StructureoftheCourse

1. CognitiveDomain

(Lower levels: K1: Remembering; K2: Understanding; K3:

Applying;Higher levels: K4:Analyzing; K5:Evaluating;K6: Creating)

2. AffectiveDomain

3. PsychomotorDomain

4. StructureofCourse

CourseCode	CourseName		Credits
LectureHours:(L)per week	TutorialHours: (T)perweek	Lab PracticeHours:(P)perweek	Total: (L+T+P)perweek
CourseCategory:	Year&Semester:		AdmissionYear:
Pre-requisite			
LinkstootherCourses			
LearningObjectives:(forteachers:whattheyhavetodointheclass/lab/field)			
CourseOutcomes:(forstudents:Toknowwhattheyaregoingtolearn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap:(notforexamination)Motivation/previous lecture/relevantportionsrequiredforthecourse)[This is doneduring2Tutorial hours)			
Units	Contents		RequiredHours
I			17
II			17
III			17
IV			17
V			17

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/ NET/ UGC– CSIR/GATE/TNPSC/ others to be solved (To be discussed during the Tutorial hour)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
Learning Resources: • Recommended Texts • Reference Books • Web resources		
Board of Studies Date:		

15. Learning and Teaching Activities

a. Topicwise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

b. Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Testers similar	2	4
Model Testers similar	1	3
University Exam	1	3
Total		90 periods

16. TutorialActivities

Tutorial Count	Topic

17. LaboratoryActivities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech-savvy world.

18. FieldStudyActivities

Projects and research works are done with a lot of fieldwork and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

19. AssessmentActivities

a. AssessmentPrinciples:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

b. AssessmentDetails:

AssessmentItem	DistributedDueDate	Weightage	Cumulative Weightage
Assignment1	3 rd week	2%	2%
Assignment2	6 th Week	2%	4%
CycleTest–I	7 th Week	6%	10%
Assignment3	8 th Week	2%	12%
Assignment4	11 th Week	2%	14%
CycleTest–II	12 th Week	6%	20%
Assignment5	14 th Week	2%	22%
ModelExam	15 th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
UniversityExam	17 th Week	60%	100%

20. TEACHING METHODOLOGIES

- a. **Traditional Teaching method** like Chalk and Board, Virtual Classroom, LCD projector, Smart Class, Video Conference, Guest Lectures.
- b. **Asking students to formulate a problem from a topic covered in a week's time**
Assignment, Class Test, Slip test
- c. **Asking students to use state-of-the-art technologies/software to solve problems**
Applications, Use of Language enhancement software.
- d. **Introducing students to applications before teaching the theory**
- e. **Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**
 - i. Library, Net Surfing, Manuals, NPTEL Course Materials published in the website
 - ii. Other university websites.

21. Faculty Course File Structure-Contents

a.	AcademicSchedule	q.	LaboratoryExperimentsrelatedtotheCourses
b.	StudentsName List	r.	InternalQuestionPaper
c.	TimeTable	s.	ExternalQuestionPaper
d.	Syllabus	t.	Sample HomeAssignmentAnswer Sheets
e.	LessonPlan	u.	Threebest,threemiddlelevelandthreeaverageAnswersheets
f.	StaffWorkload	v.	ResultAnalysis(COwiseandwhole class)
g.	Course Design(content, Course Outcomes(COs), Delivery method, mapping of COs withProgrammeOutcomes(POs),AssessmentPattern IntermsofRevisedBloom'sTaxonomy).	w.	QuestionBankforHigherstudiesPreparation(GATE/Placement)
h.	SampleCOAssessmentTools	x.	Listofmenteesandtheiracademicachievements
i.	FacultyCourseAssessment Report(FCAR)		
j.	CourseEvaluation Sheet		
k.	TeachingMaterials (PPT,OHPetc.)		
l.	LectureNotes		
m.	HomeAssignmentQuestions		
n.	TutorialSheets		
o.	RemedialClassRecord,ifany		
p.	ProjectsrelatedtotheCourse		

22. Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1.Core-I	5	7	2.1.Core-IV	5	6	3.1.Core-VII	5	6	4.1.Core-XI	5	6
1.2Core-II	5	7	2.2 Core-V	5	6	3.2Core-VII	5	6	4.2Core-XII	5	6
1.3 Core-III	4	6	2.3 Core-VI	4	6	3.3 Core-IX	5	6	4.3Projectwithvivav oce	7	10
1.4 DisciplineCe ntric Elective-I	3	5	2.4 Discipline Centric Elective- III	3	4	3.4 Core-X	4	6	4.4Elective -VI (Industry / Entrepreneurship) 20%Theory 80%Practical	3	4
1.5 GenericEle ctive-II:	3	5	2.5 GenericElec tive-IV:	3	4	3.5 DisciplineCentric Elective -V	3	3	4.5 SkillEnhancementco urse-SEC-2 / ProfessionalCompeten cySkill	2	4
			2.6 NMEI-SEC-1	2	4	3.6 NMEII	2	3	4.6Extension Activity	1	
						3.7 Internship/Ind ustrial Activity	2	-			
	20	30		22	30		26	30		23	30
TotalCredit Points-91											

23. Template for Semester

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

Hours First Year– Semester–I

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT101	Core–I POETRY	5	7	-	25	75	100
2.	P23ENT102	Core–II DRAMA	5	7	-	25	75	100
3.	P23ENT103	Core–III FICTION	4	6	-	25	75	100
4.	P23ENE11A	Elective– I (Departmental Elective) Science Fiction, Fantasy and Detective Literature	3	5	-	25	75	100
5.	P23WSG101	Elective– II (Generic Course- 1) Women Empowerment	3	5	-	25	75	100
		Total	20	30		-	-	500

Semester-II

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
6.	P23ENT204	Core–IV INDIAN WRITING IN ENGLISH	5	6	-	25	75	100
7.	P23ENT205	Core– V AMERICAN LITERATURE	5	6	-	25	75	100
8.	P23ENT206	Core–VISHAKESPEARE STUDIES	4	6	-	25	75	100
9.	P23ENE22A	Elective–III (Departmental Elective) APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING	3	4	-	25	75	100
10.	P23CSG202	Elective– IV (Generic Course- 2) CYBER SECURITY	3	4	-	25	75	100
11.	P23ENS201	NME-Skill Enhancement Course-1 COMMUNICATIONS SKILLS	2	4	-	25	75	100
		Total	22	30		-	-	600

Semester-III

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
12.	P23ENT307	Core–VII POST-COLONIAL LITERATURE AND THEORY	5	6	-	25	75	100
13.	P23ENT308	Core– VIII CONTEMPORARY LITERARY CRITICISM	5	6	-	25	75	100
14.	P23ENT309	Core–IX LANGUAGE AND	5	6	-	25	75	100

		LINGUISTICS						
15.	P23ENT310	Core- X – Theory Practical (Depending on the Discipline) WRITINGS OF THE MARGINALIZED	4	6	-	25	75	100
16.	P23ENE33A	Elective– V (Departmental Elective)TRAVEL WRITING	3	3	-	25	75	100
17.	P23ENE34A	Elective-VI-NMEENGLISH FOR CAREERS	2	3	-	25	75	100
18.	P23ENI301	Internship/ Industrial Activity	2	-	-	25	75	100
		Total	26	30		-	-	700

Semester – IV

S.No	CourseCode	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
19.	P23ENT411	Core – XITWENTY- FIRSTCENTURYMILLENNIALLITER ATUREANDCULTURE	5	6	-	25	75	100
20.	P23ENT412	Core – XI A GLIMPSE OF NOBEL LAUREATES	5	6	-	25	75	100
21.	P23ENPR41	Research Methodology&Project with Viva Voce RESEARCH METHODOLOGYAND PROJECT WITH VIVA VOCE	7	10	-	25	75	100
22.	P23ENE45A	Elective-VII (Industry/Entrepreneureship) – 20% Theory and 80% PracticalTHEATRE ART	3	4	-	25	75	100
23.	P23ENS402	Skill Enhancement Course/ Professional Competency SkillENGLISH FOR COMPETITIVE EXAMS	2	4	-	25	75	100
24.	P23EAS401	Extension Activity	1	-	-	25	75	100
		Total	23	30		-	-	600

24. Methods of Assessment

Methods of Assessment	
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze(K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons
Create(K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

25. Testing Pattern(25+75)

Evaluation of the candidates shall be through Internal Assessment and End Semester Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Continuous Internal Assessment	13	25	13	25
End Semester Examination	38	75	38	75

Continuous Internal Assessment-CIA(Theory): Test(15)+Assignment(5)+Seminar/Quiz(5)=25
End Semester Examination(Theory): Max.Marks:75 Time:3Hrs.

***Minimum credits required to pass:90**

Internal Assessment-CIA

Theory Course: For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one /one and a half hour.

Computer Laboratory Courses: For Computer Laboratory oriented Courses, there shall be between tests in Theory part and two tests in Laboratory part. Choose one best

From Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and also for University End Semester Examination.

Written Examination Question Paper Pattern: Theory Paper (Bloom's Taxonomy based)
Question paper Model

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration: Three Hours
	Part –A (10x 2 = 20 Marks) Answer ALL questions Each Question carries 2 mark
Memory Recall / Example / Counter Example / Knowledge about the Concepts / Understanding	Two questions from each UNIT
	Question 1 to Question 10
	Part– B (5x5=25 Marks) Answer ALL questions Each question carries 5 Marks
Descriptions / Application (problems)	Either-or Type Both parts of each question from the same UNIT
	Question 11(a) or 11(b) To Question 15(a) or 15(b)
	Part-C (3x10=30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis / Synthesis / Evaluation	There shall be FIVE questions covering all the Five units
	Question 16 to Question 20

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

1. [CO1:K2] Question xxxxx
2. [CO3:K1] Question xxxxx

26. Different Types of Courses

(i) Core Courses (Illustrative)

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post-Colonial Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation Studies
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

(ii) Elective Courses (ED within the Department Experts) (Illustrative)

1. Science Fiction, Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Life Writings
4. Literature and Film
5. Travel Writing
6. Theatre Art

(iii) Skill Development Courses

1. Employability Skills
2. Entrepreneurship Development
3. English for Career
4. Technical Writing
5. English for Competitive exams

Semester – I

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT101	Core Theory – 1: Poetry	5	7	-	25	75	100
2.	P23ENT102	Core Theory – 2: Drama	5	7	-	25	75	100
3.	P23ENT103	Core Theory – 3: Fiction	4	6	-	25	75	100
4.	P23ENE11A	Discipline Specific Elective – 1: Science Fiction, Fantasy and Detective Literature	3	5	-	25	75	100
5.	P23WSG101	Discipline Specific Elective – 2: Women Empowerment	3	5	-	25	75	100
		Total	20	30	-	-	-	500

Semester-II

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT204	Core Theory – 4: Indian Writing in English	5	6	-	25	75	100
2.	P23ENT205	Core Theory – 5: American Literature	5	6	-	25	75	100
3.	P23ENT206	Core Theory – 6: Shakespeare Studies	4	6	-	25	75	100
4.	P23ENE22A	Discipline Specific Elective – 3: Approaches to English Language Teaching	3	4	-	25	75	100
5.	P23CSG202	Generic Elective–IV: Cyber Security	3	4	-	25	75	100
6.	P23ENS201	NME-Skill Enhancement Course-I (SEC-I) Communication Skills	2	4	-	25	75	100
		Total	22	30	-	-	-	600

SEMESTER – III

S.No	Course Code	List of Courses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT307	Core Theory – 7: Post-Colonial Literature and Theory	5	6	-	25	75	100
2.	P23ENT308	Core Theory – 8: Contemporary Literary Criticism	5	6	-	25	75	100
3.	P23ENT309	Core Theory – 9: Language and Linguistics	5	6	-	25	75	100
4.	P23ENT310	Core Theory – 10: Writings of the Marginalized	4	6	-	25	75	100
5.	P23ENE33A	Elective– V Travel Writing	3	3	-	25	75	100
6.	P23ENE34A	Elective-VI-NME English for Careers	2	3	-	25	75	100
7.		Internship/ Industrial Activity	2	-	-	25	75	100
		Total	26	30	-	-	-	700

SEMESTER –IV

S.No.	CourseCode	List ofCourses	Credits	Hours		CIA	ESE	Total
				L	P			
1.	P23ENT411	Core Theory – 11: Twenty-First Century Millennial Literature and Culture	5	6	-	25	75	100
2.	P23ENT412	Core Theory – 12: A Glimpse of Nobel Laureates	5	6	-	25	75	100
3.	P23ENPR41	Research Methodology and Projectwith Viva Voce	7	10	-	25	75	100
4.	P23ENE45A	Elective-VII (Industry/Entrepreneureship) – 20% Theory and 80% Practical Theatre Art	3	4	-	25	75	100
5.	P23ENS402	Skill Enhancement Course-II/ Professional Competency Skill- English for Competitive Exams	2	4	-	25	75	100
6.	P23EAS401	Extension Activity	1	-	-	25	75	100
		Total	23	30		-	-	600

CORE -1 POETRYCOURSECODE:P23ENT101

Course Code YEAR/ SEM	CourseName	Category	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	Total
P23ENT101	POETRY	Core-I	Y	Y	-	-	5	7	25	75	100
YEAR/ SEM											

LearningObjectives

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	To provide a good comprehension of History of English literature is enabled
LO4	To provide differentiation among the various stages of English could be identified by students.
LO5	To cultivate critical approaches towards various literary forms can be learnt.

Details

UNIT I Middle English Poetry

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

UNIT II Elizabethan Poetry

Spenser: *Epithalamion*

Donne: "A Valediction: forbidding mourning", "The Canonization"

UNIT III Seventeenth Century Poetry

John Milton: *Paradise Lost* Book IX

Marvell: "To His Coy Mistress"

UNIT IV Eighteenth Century Poetry

Dryden: *Absalom and Achitophel* Lines 150–476

Gray: *Ode to a Distant Prospect of Eton College*

UNIT V Modern Poetry

Rupert Brooke: "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"

W.H. Auden: "Elegy on the Death of W.B. Yeats"

Dylan Thomas: "Do Not Go Gentle Into That Good Night"

Philip Larkin: "Whitsun Weddings"

Ted Hughes: "Hawk Roosting"

Seamus Heaney: "Digging"

WilfredOwen:"AnthemforDoomedYouth"
W.H.Auden:"ElegyontheDeathofW.B.Yeat
DylanThomas:
"DoNotGoGentleintoThatGoodNight"PhilipLarkin:"Whitsun
Weddings"
TedHughes:"HawkRoosting"Seamus
Heaney:"Digging"

CourseOutcomes		ProgrammeOutcomes
CO	Oncompletion ofthiscourse,studentswill	
1	WillgainideasabouttheoldEnglishwriting style.	PO1,PO2
2	Learntheknowledgeaboutvariousformsofpoetrydur ing different centuries can be wellcomprehended.	PO5,PO6
3	Evaluatevariouspoetsasrepresentativesofth eirperiods	PO7
4	Beabletotracetheevolution ofvariousliterarymovements	PO8
5	Beable to justifyBritish Poetryas an aestheticrecord of thesocietiesconcerned	PO9,PO10

TextBook

1	1973,TheOxfordAnthologyof EnglishLiteratureVol.I.TheMiddleAges Through the18thcentury.OUP,London
2	Standardeditionsoftexts

ReferenceBooks

1.	T.S.Eliot,1932,"TheMetaphysicalPoets"fromSelectedEssay;FaberandFaber limited,London.
2.	H.S.Bennett,1970,Chaucerandthe FifteenthCentury,ClarendonPress,London.
3.	MalcolmBradburyandDavidPalmer,ed.,1970MetaphysicalPoetry,Stratford-upon –AvonStudiesVol.II,EdwardArnold,London.
4.	WilliamR.Keats,ed.,1971,SeventeenthCenturyEnglishPoetry:ModernEssaysinCritici sm,Oxford UniversityPress,London.
5.	A.G.George,1971,StudiesinPoetry,Heinemann EducationBooksLtd.,London.
6.	DavidDaiches,1981,ACriticalHistoryofEnglishLiteratureVols.I&II.,Secker&Warbu rg,London.
7.	ThomasN.Corns,ed.,1993,TheCambridgeCompaniontoEnglishPoetry: DonnetoMarvell,CambridgeUniversityPress,Cambridge.

WebResources

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/to

	pic/Paradise-Lost-epic-poem-by-Milton
4.	https://www.britannica.com/topic/Absalom-and-Achitophel
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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
Weightedpercentageof course Contribution toPOs	3.0	3.0	3.0	2.8	3.0

CORE- II – DRAMACOURSECODE:P23ENT102

Course Code YEAR/ SEME STER	Course Name	Category	L	T	P	C	C re di ts	I nst . H o urs	Marks		
									C I A	External	Total
P23ENT102 I YEAR/I SEM	<u>Drama</u>	Core	Y	Y	-	-	5	7	25	75	100
Learning Objective											
LO1	To acquaint the students with the origin of drama in England.										
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.										
LO3	To facilitate the learner to identify Socio-cultural scenario through the study of Representative texts.										
LO4	To enable the student to identify different forms of drama.										
LO5	To encourage the learner to examine the themes presented in English Drama and to Develop the ability to critically analyze the texts.										
Details											
UNIT I	Beginning of Drama-Miracle and Morality Plays-Everyman The Senecan and Revenge Tragedy –Thomas Kyd-The Spanish Tragedy										
UNIT II	Elizabethan Theatre-Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone										
UNIT III	Jacobean Drama -John Webster-The White Devil										
UNIT IV	Restoration-William Congreve The Way of the World Irish Dramatic Movement-J.M Synge-The Playboy of the Western World										
UNIT V	Epic Theatre-Bertolt Brecht-Mother Courage and her Children Comedy of Menace –Harold Pinter-Birthday Party										

Mother Teresa Women's University, Kodaikanal, 624101

Post-Modern Drama-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 a aesthetic record 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	

MappingwithProgrammeOutcomes

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

MappingwithProgramme-Specificoutcomes

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

CORE III-FICTIONCOURSECODE:P23ENT103

Course Code YEAR/ SEMESTER	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s	Marks		
									C I A	E x t e r n a l	Total
P23ENT103	FICTION	Core-III	Y	Y	-	-	4	6	25	75	100
I YEAR/I SEMESTER											

LearningObjectives

LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.
LO2	To throw light on various concepts and theories of the novel.
LO3	To enable the students to understand the social background based on the prescribed novels.
LO4	To practice the learners in identifying and differentiating various forms of novels.
LO5	To encourage the learners for trying hands in writing a piece of work on their own.

Details

UNIT I-Definition,types,narrativemodes-

SamuelRichardson-Pamela

UNIT II-OliverGoldsmith – TheVicaroftheWakefield

JonathanSwift-Gulliver’sTravels

DanielDefoe–RobinsonCrusoe

UNIT III–JaneAusten- Emma

EmilyBronte – WutheringHeights

UNIT IV–CharlesDickens–HardTimes

WilliamMakepeaceThackeray-

VanityFair

UNIT V-LiberalHumanism,IndividualEnvironmentandClassIssues.

D.H. Lawrence:TheRainbow

JamesJoyce-Portrait of theArtistasaYoungMan

MotherTeresaWomen’sUniversity,Kodaikanal,624101

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
CO2	Identify the characteristics of different types of novels	PO2, PO3
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
CO5	Critically examine the works of the writers prescribed	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	

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

**ELECTIVE-I(DEPARTMENTAL ELECTIVE)-SCIENCEFICTION,FANTASYAND
DETECTIVELITERATURE**
COURSECODE:P23ENE11A

CourseCode YEAR/SEMESTER	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENDE11	ScienceFiction,FantasyandDetectiveLiterature	Departmental Elective-I	Y	Y	-	-	3	5	25	75	100
IYEAR/SEMESTER											
LearningObjectives											
CO1	TofamiliarizestudentswithdifferentformsofScienceFiction,FantasyandDetectiveFiction										
CO2	ToenablethemtoidentifythebasicStructureandthemesofScienceFiction										
CO3	Tofacilitatethelearnerstoappreciatethefundamentalfeaturesinfantasyfiction										
CO4	To enhance students’ knowledge to identify the basic Structure and themes of Science anddetectivefiction										
CO5	Toinvolvehestudentstoaclosereadingimportantrepresentativetexts										
Details											

UNIT I

BACKGROUND STUDIES

Science Fiction and Fantasy, Cyberpunk (From M.H. Abrams) Alien
Invasion, Apocalyptic and Post -Apocalyptic
Fiction Gothic Science Fiction,
Crime Fiction, Mystery Novels, Thriller (From M.H. Abrams)

UNIT II

DETECTIVE FICTION

Arthur Conan Doyle : The Hound of
Baskervilles Agatha Christie
: Murder on the Orient Express

UNIT III

SCIENCE FICTION

Wilkie Collins : The Woman in
White H.G. Wells : The Time Machine

Mother Teresa Women's University, Kodaikanal, 624101

UNIT IV**FANTASY FICTION**

Peter Straub : Shadowland

Gabriel García Márquez: *One Hundred Years of Solitude*

UNIT V**SHORT STORIES**

Edgar Allan Poe: *The Murders in the Rue Morgue*

E.M. Forster : *The Machine*

Isaac Asimov : *The Last Question*

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
CO3	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that Started important conversations about what it means to be human in a changing world.	PO10

Text Books (Latest Editions)

	- Christie, Agatha. <i>Murder on the Orient Express</i>. 1934. New York: HarperCollins, 2011. - Poe, Edgar Allan. <i>The First Detective: The Complete Auguste Dupin Stories</i>. Leona ur, 2009. - Wilkie Collins. <i>The Woman in White</i>. New York: Harper and Brothers, 1893.
--	---

References Books

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

	- Frank, Lawrence. <i>Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle</i>. New York: Palgrave Macmillan, 2009. - Zembo, James. <i>The Detective Novels of Agatha Christie: A Reader's Guide</i>. Jefferson, NC: McFarland, 2008. - James, P.D. <i>Talking About Detective Fiction</i>. London: Faber & Faber, 2010.
--	--

	WebResources
	https://archive.org/details/EncyclopediaOfScienceFictionhttps://www.britannica.com/art/science-fictionhttps://archive.org/details/mammothencyclope0000unse_m8s5https://www.britannica.com/art/detective-story-narrative-genrehttps://archive.org/details/shadowland00pete_1https://arc hive.org/details/isaac-asimov-the-last-question

MotherTeresaWomen'sUniversity,Kodaikanal,624101 28

MappingwithProgrammeOutcomes

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

MappingwithProgrammeSpecificOutcomes

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 ofCourseContributiontoPo s	3.0	3.0	3.0	2.8	3.0

ELECTIVEII–**(GENERIC ELECTIVE) WOMEN EMPOWERMENT COURSE CODE: P23WSG101**

Course CodeYear/semester	CourseName	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23WSGE12 IYEAR/ SEMESTER	WomenEmpowerment	Generic Elective- 1	Y	Y	-	-	3	5	25	75	100

LearningObjectives

LO1	To know the Course Objectives types, determinant of women Empowerment
LO2	To learn the various national and international agencies for women empowerment.
LO3	To uplift women in socially, economically and politically as empowered.
LO4	To make aware of women rights and enhance their life
LO5	To know the women entrepreneurship development in India

Details

Unit 1: Fundamentals of Women's Studies - Meaning and Definition of the concept of Women's studies – Need and Scope - Women's studies as an academic discipline - Women's Studies – International Women's Year 1975 - International Women's Decade 1975 - 1985; Towards Equal Status 1976 – Current trends-Importance of women's education – Life Skill Education to build capacity - Education as a tool of Women Empowerment - Obstacles to Women Education – Social, Economic, Cultural and other factors, limitation of Formal system of education.

UNIT II - Issues of Women - Girl Children and Women in Society - Social Networking – Types of Social Networking - impact and consequences of networking - Remedial measures and strategies for solution- NCW: Initiatives to overcome Women's issues - Ministry of Home Affairs and Networking with State Women Commissions: Cyber Crime Prevention against Women and Children (CCPWC)-challenges - Motherhood - Single Parent - Widows – Multiple Roles of Women-Role conflict, Role change-Social Responsibility and Gender Empowerment.

UNIT III-Achievement and Rights of Women-Gender Equality: Achievement of Women-Educational, Political, Economic, Social - Panchayat Raj - Political role and participation – National and International Levels; Women's Rights-Property Rights-Redressal mechanism at different levels -Rights of Women with Disability: Case studies on Women Achievers in the field of politics, education, arts science, law etc.

UNIT IV - Empowerment of Women- Empowerment of Women: Alternative approaches – Women in Development (WID)-Women and Development (WAD)-Role of Govt. and NGOs - Help line numbers in promoting women's empowerment - National and International Funding Agencies in promoting research on women.

UNIT V - Women Entrepreneurship - Types of Entrepreneurs Opportunities and Risk – Push and Pull Factors –financial Assistance and credit facilities- Micro finance- Entrepreneurship Skill and Competencies - Women Entrepreneurship Development in India: TRYSEM – NABARD – NMEW - Support to STEP – TREAD – Rural Entrepreneurship Development Programme – Gramia Bank –Mahila bank and supportive measures- Industrial Development Bank of India(IDBI)–Small Industries Development Bank of India-SHG and Entrepreneurship opportunities.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge about the concept, need and scope of women's studies.	PO2
CO2	Acquaint and analyze issues of women in various contexts.	PO1, PO2
CO3	Understand changing role of women in society and issues related to it.	PO4, PO5
CO4	Understand the importance of women's education.	PO4, PO5, PO6
CO5	Comprehend the empowerment of women and their achievement.	PO8, PO9

Text Books (Latest Editions)

1.	Rani Sandhya, "Development of Women-Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.
----	---

References Books

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

1.	Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.
2.	Nandal Santosh, "Women and Development", A Mittal Publications, New Delhi, 2012
3.	Nandal Santosh, "Women and Development", A Mittal Publications, New Delhi, 2012.
4.	Rao Pulla, "Political Empowerment of Women in India-Challenges and Strategies", ABD Publishers, New Delhi, 2012.
5.	Jenny Edwards, Andrea Cornwall, et al. "Feminisms, Empowerment and

	Development: Changing Women's Lives", Kindle Edition, 2014.
6.	Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019.
7.	Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Education Publishing House, New Delhi, 2016.
Websources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts
3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Mapping with Programme Outcomes

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

Mapping with Programme-Specific Outcomes

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

-IV INDIAN WRITING IN ENGLISH**COURSE CODE-P23ENT204**

Course CodeYear/se mester	CourseName	Ca teg or y	L	T	P	O	C r e d i t s	I n s t · H o u r s	Mark s	
									C I A	E x t e r n a l
P23ENT204	IndianWritinginEnglish	Core	Y	Y	-	-	5	6	25	75
IYEAR/ISEM ESTER										
LearningObjectives										
LO1	Enablingthestudentstounderstand theevolutionofIndianWritinginEnglish.									
LO2	ToenablethelearnerstogetexposedtothehistoricalmovementsoftheIndian subcontinent.									
LO3	Comprehendingdifferent genresthroughtherepresentationofdifferenttexts.									
LO4	ToinculcateinthestudentstheculturalsignificanceofIndianEnglishliterat ure.									
LO5	TocomprehendIndianwritinginEnglishwithitsdual focusontheinfluenceofclassicalIndiantraditionandtheimpactoftheWest.									
Details										
UNITI- Aurobindo:TigerandtheDeer,RoseofGod,Tor uDutt:TheLotus,TheCasuarinaTree ,SarojiniNaidu:PalanquinBearers,CoromandelFishers UNITII- KamalaDas:LookingGlass,AnIntroductionPartha sarathy: A River Once, Underthe SkyNissimEzekiel:MorningPrayer,Enterprise. UNITIII–Tagore-Chandalika VijayTendulkar –Silence,the courtisinSession UNITIV-SriAurobindo:TheEssenceofpoetry,StyleandSubstance(from‘TheFuture Poetry’) Dr.S.Radhakrishnan:EmergingWorldSociety, Dr.A.P.J.AbdulKalam:Orientation(WingsofFire). UNIT V – Mulk Raj Anand- Two Leaves and the BudShashi Taroor– Riot Pudumaippittan’s-Redemption(AkalikaiandSabavimochanam)										

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	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
Text Books (Latest Editions)		
1.	Ramamurti, K.S. (ed.). Twentyfive Indian Poets in English Macmillan. 1995.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essay on Indian literature, Pencraft International, New Delhi.	
4.	Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	
Web Resources		
1.	http://en.wikipedia.org/wik/indian_wriTIng_in_english	
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/	
3.	https://www.britannica.com/biography/Sri-Aurobindo	
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/	
5.	https://www.britannica.com/biography/Anita-Desai	

MappingwithProgrammeOutcomes

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

MappingwithSpecificProgrammeOutcome

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 ofCourseContributiontoPo s	3.0	3.0	3.0	2.8	3.0

CORE-V-AMERICANLITERATURE

COURSECODE:P23ENT205

Course CodeYEA R/ SEMESTER	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT205 IYEAR/IISE MESTER	AmericanLiterature	CoreV	Y	Y	-	-	5	6	25	75	100

LearningObjectives

LO1	Tointroducethelearnersto thedevelopment ofAmerican literature.
LO2	TointroducethestudentstothebasictraitsofAmericanLiteratureanditsculturalhistory.
LO3	TointroducethestudentstoeminentwritersofAmericaandtheirworks
LO4	Tointroducetheconcepts,emergingtrends,andmovementsinAmericanlitera ture.
LO5	Toevaluateandanalyzetheworksoftheworksprescribed

Details

UNITI-POETRY

Walt Whitman - Out of the Cradle Endlessly
 RockingEmily Dickinson - The Soul Selects Her
 Own SocietyRobertFrost-AfterApplePicking
 E. E. Cummings - Cambridge
 LadiesWallace Stevens -Anecdote of
 the JarSylviaPlath "LadyLazarus"
 AdrienneRich-SnapshotsofaDaughter-in-law

UNIT II-PROSE

Emerson - The American
 ScholarAmyTan-
 MotherTongueThoreau-
 Walden(Chapter"Pond")

UNITIII-DRAMA

ArthurMiller: *Death of a*
*Salesman*Tennessee Williams: *A Street Car*
*Named Desire*MarshaNorman: *NightMother*

UNITIV-FICTION

William Faulkner –*Light in August*
 Kate Chopin-*The Awakening*

UNITV-SHORT STORY

Edgar Allan Poe - The Cask of Amontillado
 and Herman Melville - Bartleby the
 Scrivener Philip Roth-*The Conversation of
 the Jews*

CourseOutcomes		
CourseOutcomes	Oncompletion ofthiscourse,students will	
CO1	Recognizethecontributions ofmajorAmericanwritersandtheirimpactonthe developm entofAmerican Literature	PO2
CO2	Analyzethemovementsandtrends that’s hapedAmericanliterature	PO1,PO3
CO3	Gainknowledgeaboutthetranscendentalistand Romanticsmovements.	PO4,PO5
CO4	Validate representative socio-political, cultural, racialandgenderperspectivesinthe prescribedtexts	PO4,PO5, PO6
CO5	Criticallyanalyzethemulticultural sensibilityofAmericansociety	PO8,PO10
TextBooks(LatestEditions)		
1.	WillisWagner:AmericanLiterature –AworldView	
ReferencesBooks (Latesteditions, andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	,MarcusCunliffe:SphereHistoryofLiterature-AmericanLiteratureto1900.	
2.	BorisFord:TheNewPelicanGuidetoEnglishLiterature -Vol.9.American Literature.	
WebSources		
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/	

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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
Weightedpercentageof Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

CORE- VI SHAKESPEARE STUDIES COURSE CODE-P23ENT206

CourseCode YEAR/SEM ESTER	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT206 I YEAR/II SEMESTER	ShakespeareStudies	CoreVI	Y	Y	-	-	4	6	25	75	100
LearningObjectives											
CO1	Toexamine,understandandenjoyShakespeare’splaysandCriticismofTheatre.										
CO2	ToanalyzethecontextofElizabethanEnglandfrom theevolvingcontemporaryperspectivedown theages										
CO3	ToundertaketextualanalysisofShakespeare’sPlaysandSonnets										
CO4	ToappraiseShakespeare’scontributiontoEnglishlanguageandliterature										
CO5	TorecognizeShakespearean criticsandtheircriticismofhisworks										
Details											
UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends inShakespeareStudiesuptothe19 th Century;Sonnetandcourt politics;famousactors;theatre criticism;Shake speareinto film &playproduction.											
UNITII–Sonnets–12,65,86,130, Comedies-MuchAdoAboutNothing,Winter’sTale.											
UNITIII–Tragedy-Othello											
UNITIV– History-Henry IVPartI											

Mother Teresa Women's University, Kodaikanal, 624101

Mother Teresa Women's University, Kodaikanal, 624101

UNIT V Shakespeare Criticism–

Modern approaches-mythical, archetypal, feminist, post-colonial, New historicist; A.C. Bradley (extract)

Granville Baker-From Prefaces to Shakespeare

Stephen Greenblatt-

Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	Identify the social, cultural and political events as represented in them Of Shakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre's development	PO3
CO3	Illustrate the linguistic richness and figurative language of the plays	PO4, PO5
CO4	Identify the trends and approaches in Shakespeare studies	PO6
CO5	Critically analyze the works of Shakespeare	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.
	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
	John F. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

Websources

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

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

	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 ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

ELECTIVE-III (DEPARTMENTAL ELECTIVE)
APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING

COURSE CODE-P23ENE22A

CourseCode	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENDE23	Approaches ToEnglish LanguageTeaching	Departmental Elective	Y	Y	-	-	3	5	25	75	100
I YEAR/ IISEMESTE R											
LearningObjectives											
LO1	ToenhancethelearningandteachingskillsofEnglish										
LO2	Tofamiliarizestudentsabout thebasicconcepts andtheoriesrelatedtoEnglish Languageteaching										
LO3	Tofocusontheproblemsinlanguageteaching										
LO4	Exploredifferentwaysoftesting										
LO5	Practicewritinglessonplansandteaching										
Details											
UNITI The Grammar – Translation methodTheDirectmethod TheAudio-Lingualmethod. OralsituationalApproach UNITII-TheCommunicativeApproach TaskbasedLanguageTeaching:LSRWSkills,Grammar andVocabulary UNITIII-ContentandLanguageIntegrated Learning UNIT IV-Testing and EvaluationNormvsCriterion- ReferencedTesting UNIT V-Lesson PlanningTeachingPractice:Less onPlans											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify teaching methods/approaches	PO3
CO2	Learn to teach skills -LS RW and literature	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
CO4	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
CO5	Learn to prepare lesson plans to teach English	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.	Saraswathi, V, English Language Teaching: Principles and Practice
3.	Penny Ur. A Course in Language Teaching Practice and theory
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.html/
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

MappingwithProgrammeOutcomes

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

MappingwithProgrammeSpecificOutcomes

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

ELECTIVE-III GENERIC ELECTIVE-CYBER SECURITY (OFFERED BY COMPUTER SCIENCE)

COURSE CODE YEAR/ SEMESTER	Course Name	Category	L	T	P	Credits	H o u r s	Int	External
P23CSGE24 I YEAR/II SEMESTER	Cyber Security	Elective (Generic)	Y	Y		3	4	25	75

Course Outcomes:

At the end of the course, the students will be able to

1. Understand what cyber security is
2. Secure their e-mail communications
3. Have familiarity in following security guidelines
4. Know the cyber security initiatives taken by the Government
5. Know how to do online transactions in a secured way

Syllabus

Unit-1: Introduction to Cyber Space History of Internet - Cyber Crime - Information Security – data stealing -Computer Ethics and Security Policies -violence against women- cyber security for womenstalking - pornography- usage of social media and cyber security for women.

Unit-2: Email Security & Wi Fi Security Guidelines to choose web browsers - Securing web browser - Antivirus - Email security - Guidelines for setting up a secure password - Two-steps authentication Password – Manager - Wi-Fi Security – strategies to overcome E-mail threats- techniques of using public Wi-Fi –legal aspects regarding Email.

Unit-3: Social Media Security Guidelines for social media security - Tips and best practices for safer Social Networking - Basic Security for Windows - User Account Password - Smartphone Security guidelines: Introduction to mobile phones - Smartphone Security - Android Security - IOS Security

Unit-4: Cyber Security Initiatives in India - Importance of cyber security- making awareness Counter Cyber Security Initiatives in India - Cyber Security Exercise - Cyber Security in curriculum -Cyber Security Assurance –case studies- government initiations to prevent cyber-crimes.

Unit-5: Online Banking, Credit Card and UPI Security Online Banking Security - Mobile Banking Security - Security of Debit and Credit Card – UPI - Micro ATM, e-wallet and POS Security -Security of Micro ATMs - e-wallet Security Guidelines - Security Guidelines for Point of Sales(POS).

References:

1. Introduction to Cyber Security -- <http://uou.ac.in/foundation-course>
2. Fundamentals of Information Security, Cyber Security Techniques
<http://uou.ac.in/progdetail?pid=CEGCS-17>
3. Cyber Attacks and Counter Measures: User Perspective
<http://uou.ac.in/progdetail?pid=CEGCS-17>
4. A Guide for Women in Cyber Security, 2021.
<https://cybersecurityguide.org/resources/women-in-cybersecurity/>
5. The 2017 Global Information Security Workforce Study: Women in

Cybersecuritywww.isc2.org/-/media/Files/Research/ISC2-Women-in-Cybersecurity2017

6. An Cybersecurity Workforce Report, Women in Cyber Security, Young, Educated And Ready to Take Charge. <https://www.isc2.org/-/media/ISC2/Research/ISC2-Women-inCybersecurityReport.ashx>
7. Jack Balkin, et al. eds., CYBERCRIME: Digital Cops in a Networked World (NYU Press 2007) (ISBN:0814799833)
8. SudhirNaib, The Information Technology Act, 2005: A Handbook, OUP, NewYork,2011

NME-I-SKILLENHANCEMENTCOURSE- I-COMMUNICATIONSKILLS
COURSECODE:P23ENS201

CourseCode YEAR/SEM ESTER	CourseName	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENSC21 IYEAR/IISE MESTER	COMMUNICATION SKILLS	NME-SEC-1	Y	Y	-	-	2	4	25	75	100

LearningObjectives

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 learner to various oral and written skills.
LO5	To inculcate the ability to communicate effectively with a range of audiences.

Details

UNIT I-COMMUNICATION: AN INTRODUCTION

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

UNIT II-ORAL/AURAL COMMUNICATION

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

UNIT III-CORPORATE COMMUNICATION

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

UNITIV-VERBAL COMMUNICATION-WRITTEN

1. Circular
2. Memorandum
3. Minutes

UNITV-PRACTICAL ASSESSMENT

CourseOutcomes		
CourseO utcomes	Oncompletion ofthiscourse,students will;	
CO1	Understandtheroleofcommunicationinpr ofessionalsuccess.	PO1
CO2	Developanawarenessofappropriatecommunication Strategies.	PO1,PO2
CO3	Analyzeavarietyofcommunicationactswithre ferencetowritten andoralskills.	PO4,PO6
CO4	Prepareandpresentmessageswithaspecific intent.	PO4,PO5, PO6
CO5	Acquireanunderstandingofprofessional,ethicalandso cialresponsibilities.	PO3,PO8
Text Books (LatestEditions)		
1	BrentC.Oberg.InterpersonalCommunication	
2	JohnSeely.TheOxfordGuidetoWritingandSpeaking	
ReferencesBooks (Latesteditions, andthestyleasgivenbelow mustbestrictlyadhered to)		
1	AshaKaul.EffectiveBusinessCommunication	
2	S.K.Mandel. EffectiveCommunicationandPublicSpeaking	

WebResources	
1.	www.researchgate.net
2.	https://business.tutspplus.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	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

COREVII-POST-COLONIALLITERATURE ANDTHEORY

COURSE CODE:P23ENT307

								I	Marks
--	--	--	--	--	--	--	--	---	-------

M.A. English Syllabus 2023											
Course Code YEAR/SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	n s t · H o u r s	C I A	E x t e r n a l	T o t a l
P23ENT307	Post-Colonial Literature and Theory	Core	Y	Y	-	-	5	6	25	75	100
II YEAR / III SEMESTER											
Learning Objectives											
LO1	To examine and understand the current sociopolitical mood in `third-world' countries Through the study of their fiction and poetry.										
LO2	To familiarize students with the basic concepts and theories related to post Colonialism 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	Recognize the critical perspectives in Postcolonial literatures.										
Details											
UNIT I – Key Concepts: Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony											
UNIT II - Poetry - James Reaney : - Maps (Canada) Kath Walker - No More Boomerang (Australia) Derek Walcott - Omeros (Caribbean Islands) Lakdasa Vikramsimha - Don't talk to me about Matisse (Sri Lanka) Allen Curnow - Time (New Zealand) Pablo Neruda - Tonight I can write the saddest lines (Chile) Wole Soyinka - Telephone Conversation (Africa) Syed Amanuddin - Don't Call Me Indo Anglican (India)											
UNIT III- Drama Wole Soyinka: The Strong Breed George Ryga – The Ecstasy of Rita Joe											
UNIT IV- Fiction Chinua Achebe: Things Fall Apart. V.S. Naipaul- A House for Mr. Biswas											
UNIT V– Ashcroft, Griffiths and Tiffin: The Empire Writes Back - Chapter 1											
Course	Course Outcomes										

Outcomes	On completion of the Course the students will	
-----------------	---	--

Text Books(Latest Editions)

CO1	Evaluate the political and social background of the third-world nations	PO2
CO2	Identify the emerging trends in Post-Colonial Literature	PO1, PO3
CO3	Examine the Problems and consequences of the decolonization of country	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to post-colonial literature	PO6, P10
CO5	Interpret the post-colonial concepts found in different literary genres	PO7, PO8

1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds.Ashcroft et.al.
ReferencesBooks (Latest editions and the style as given below must be strictly adhered to)	
1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds.Ashcroft, Griffiths and Tiffin.
3.	CanadianVoices.ed.S.Kudchedkar and Jameela Begum.
4.	Frantz Fanon: The Wretched of the Earth.
5.	Ashish Nandy : The Fear of Nationalism.
WebSources	
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	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

MappingwithProgrammeSpecificOutcomes

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

SEMESTER-III

CORE-VIII: CONTEMPORARY LITERARY CRITICISM

COURSE CODE: P23ENT308

Course Code YEAR/SEM ESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT308	Contemporary Literary Criticism	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/III SEMESTER											
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 introduce students to the functions of a critic and criticism.										
LO3	To focus on interpreting the works of various literary critics										
LO4	To facilitate the learners to focus on evaluate critically and aesthetically the prescribed texts										
LO5	To enable to students to compare significant poetics and aesthetic traditions of the World.										
Details											

UNIT I**New Criticism and Formalism**

Four Kinds of Meaning- I.A. Richards

The Structural Study of Myth – Claude Levi Strauss

- Mark Schorer: Technique as Discovery

UNIT II**Structuralism and Poststructuralism**

Cleanth Brooks - Irony as Principle of Structure

Roland Barthes – From Work to Text

UNIT III**Psychology and Marxism**

Sigmund Freud – Creative Writers and Day Dreaming

Edmund Wilson - Marxism and Literature

UNIT IV**New Historicism and Cultural Studies**

Stephen Greenblatt - The Circulation of Social Energy

Judith Butler – Performativity's Social Magic

UNIT V**Reader Response and Eco-criticism**

Michael Foucault - What is an Author?

William Rueckert - Literature in Ecology: An Experiment in Eco Criticism

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 the objective analysis of the subject matter	PO4
CO3	Analyze a literary text with reference to socio-political Issues	PO5
CO4	Evaluate critically and aesthetically the prescribed Texts.	PO6, PO8
CO5	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context	PO9, PO10
Text Books(Latest Editions)		
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	

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

Mapping with Programme Outcomes

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

MappingwithProgrammeSpecificOutcomes:

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 ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

CORE-IX: LANGUAGE AND LINGUISTICS

COURSE CODE: P23ENT309

Course Code YEAR/SEM ESTER	Course Name	C a t e g o r y		T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT309	Language and Linguistics	Core		Y	-	-	5	6	25	75	100
IIYEAR/III SEMESTER											
Learning Objectives											
LO1	To introduce the learners to sounds of the English Language										
LO2	To familiarize the learners with the word meaning										
LO3	To enable learners to comprehend linguistic concepts										
LO4	To expose them to theoretical and practical manifestations of linguistics.										
LO5	To familiarize learners with the discourse of linguistics										
Details											

UNIT I

Sounds of Language (I)

Sounds of Language(II)

Word Meaning

UNIT II

Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs

UNIT III

Phrases and Sentences: Grammar

Grammar, Types of Grammar, Parts of Speech, Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach, Structural analysis.

UNITIV

Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, Transformational rules.

UNITV

Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recognize the historical background of Language and Literature	PO1, PO3
CO2	Apply the linguistic form to language use	PO1
CO3	Comprehend the classification and description of Word change	PO4
CO4	Analyze the syntactic, grammatical and semantic patterns	PO6, PO8
CO5	Demonstrate a fair knowledge of nature of language and its functions	PO9, PO10
(TextBooks in Latest Edition)		

1	Wallwork, J.F. Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2	Yule, George. The Study of Language. Cambridge University Press
<i>Mother Teresa Women's University, Kodaikanal, 624101</i>	

References Books

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

1	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.
---	---

Websources

1	https://linguistics.ucla.edu/people/stabler/20-14.pdf
2	https://viancep2012.files.wordpress.com/2012/10/english-language.pdf
3	https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPo s	3.0	3.0	3.0	3.0	3.0

COREX – WRITINGS OF THE MARGINALIZED
COURSE CODE: P23ENT310

Course Code YEAR/SEM ESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT310 IIYEAR/III SEMESTER	Writings of the Marginalized	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India										
LO2	To provide knowledge about the marginalized people's surprising in the literary, social and cultural spheres.										
LO3	To understand the limitations of Subaltern studies.										
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts										
LO5	To facilitate the learners to identify the issues around the world										
Details											
UNIT I – Poetry Maya Angelou- The Caged Bird Oodroo Noonuccal – We are Going Rita Joe – I Lost My Talk L.J. Mark – It's a New Day Louise Erdrich - Captivity UNIT II –Prose “Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Ambedkar) C.K. Janu - The opening section of Mother Forest											

UNITIII- Short story

Perumal Murugan- Water Play (Neer Vilayattu)

Chinua Achebe – Marriage is a Private Affair

Anton Chekhov- Gooseberries

UNITIV – Drama

Douglas Stewart – Ned Kelly

Jack Davis – No Sugar

UNIT -Fiction

Jeanette Winterson – Oranges are not Only Fruit

Kalyana Rao - Untouchable spring

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Marginalized issues	PO1
CO2	Identify and analyze the texts of the marginalized writers	PO2
CO3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
CO4	Recognize the predicament of the marginalized people	PO6, PO8
CO5	Experience the subaltern nation and people through the texts prescribed	PO9

Text Books(Latest Editions)

1.	The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffiths
2	Lennard. J. Davis – Introduction: Disability, Normality and Power:The Disability Studies Reader- Routledge

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

1.	Reading Subaltern Studies: Critical History by David Ludden
----	---

WebSources	
1	www.ambedkar.org
2	https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

ELECTIVE V (DEPARTMENTAL ELECTIVE) – TRAVEL WRITING**COURSE CODE: P23ENE302**

Course Code YEAR/SEM ESTER	Course Name	C ategory	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENDE35	Travel Writing	Elective (Departmental	Y	Y	-	-	3	3	25	75	100
IIYEAR/IVSEMESTER											
Learning Objectives											
LO1	To introduce the learners to the genre of Travel Writing										
LO2	To highlight the significance of travel writing and its features										
LO3	To enable the learners to identify the themes of varied texts										
LO4	To facilitate the students to identify rhetorical devices in texts										
LO5	To familiarize the students with different socio-cultural dimensions of prescribed texts										
Details											

UNIT I

Chapters 1 &2 from Travel Writing by Carl Thompson

Introduction

Defining the Genre

Travel Writing through the Ages: An Overview

UNIT II

Roy Moxham : The Great Hedge of India

UNIT III

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

UNIT IV

V.S. Naipaul : An Area of Darkness

UNIT V

The Following essays from Cambridge Companion to Travel Writing

“Travelling to write” by Peter Hulme

“Travel Writing and Gender” by Susan Basnett

“Travel Writing and Ethnography” by Joan Pau Rubes

	Total	90	
Course Outcomes			
Course Outcomes	On completion of this course, students will;		
CO1	Gain knowledge about various writers of the genre	PO1,PO2	
CO2	Identify the unique characteristics of travel writing	PO3, PO4	
CO3	Study literary texts as part of the ecological and environmental realities	PO7	
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6,PO8	
CO5	critically analyze the themes of the prescribed texts	PO10	
TextBooksLatestEditions)			
1.	Susan Bassnett, ‘Travel Writing and Gender’, in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young		
2.	Tim Youngs – The Cambridge introduction to Travel Writing		
ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)			
1.	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing		
2.	Tabish Khair, ‘An Interview with William Dalrymple and Pankaj Mishra’ in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund		
WebResources			
1	https://ijcrt.org/papers/IJCRT2010190.pdf		
2.	https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review		
3.	https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf		

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

ELECTIVE VI -NME- ENGLISH FOR CAREERS**COURSE CODE: P23ENE34A**

Course Code YEAR/SEM ESTER	Course Name	C ateg ory	L	T	P	O	C red its	I n st . H ours	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENNE36 IIYEAR/IV SEMESTER	ENGLISH FOR CAREERS	NME	Y	Y	-	-	2	3	25	75	100
Learning Objectives											
LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO2	Introduce key issues pertaining to Second Language Acquisition.										
LO3	Provide a broad overview of English language learning, teaching and testing.										
LO4	Make the students aware of the specific challenges of teaching English in India.										
LO5	Build job-related vocabulary										

Details
UNIT I Definition –NatureandScopeofCommunication- TypesofCommunication –Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills UNIT II FeaturesofEffectiveWriting Businesscorrespondence E-Mail Reportwriting and its types TechnicalWriting Agendapreparation Preparingminutes UNIT III PresentingDatainVerbalmodes PresentingDatainNon-verbalmodes PreparingLecturesonTopics PreparingPersuasionTalks UNIT IV Speeches, Public Speaking , Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication UNIT V TelephoneEtiquette BusinessTalksoverTelephone Discussion onCareerProspectsandAdvancements
Course Outcomes

CO1	Gainknowledgeof thevarious modesofofficial Correspondenceandpresentation	PO2
CO2	ComprehendtherightuseofEnglishatofficialworks	PO1, PO3
CO3	Apply the acquired styles of occupational skills and Practicingthem	PO4, PO5
CO4	Pickupthe official behaviorandbecomingbetterdoers	PO6, PO7
CO5	Market the skill business correspondence and fixing Themselvesinbetterjobs	PO8

Text Books(Latest Editions)	
1.	V.Saraswathi&Maya.K.Mudbhatkal: English forCompetitiveExaminations, EmeraldPublishers, Chennai2000
2.	EnglishforCareers:Business,Professional,andTechnicalPaperback byLeilaR.Smith Emeritus
ReferencesBooks (Latesteditionsandthestyleasgivenbelowmustbestrictlyadheredto)	
1.	OxfordEnglishforCareersTechnology1StudentBookPaperback– StudentEdition, 28 June 2007 by Eric Glendinning
2.	EnglishforCareers:Business,Professional,andTechnical
Websources	
1.	https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true
2.	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3.	https://www.nature.com/scitable/topicpage/effective-writing-13815989/
4.	https://libraryguides.mdc.edu/c.php?g=988097&p=7290942

MappingwithProgrammeOutcomes

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

MappingwithProgramme-SpecificOutcomes

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 ofCourseContributiontoPo s	3.0	3.0	3.0	2.8	3.0

**COREXI-TWENTY-
FIRSTCENTURYMILLENNIALLITERATUREANDCULTURE
COURSE CODE: P23ENT411**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
P23ENT411	Core	Y	Y	-	-	5	6	25	75	100
II YEAR/IV SEMESTER	XI									
Learning Objectives										
CO1		To sensitize the student to various aspects of new studies in twenty-first century millennial literature.								
CO2		Understand important ideas, movements and systems of thought that Effectively contribute 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										
UNIT I Blue Studies Introduction to Blue Studies Yann Martel- The Life of Pi UNIT II Animal Studies Margo DeMello “Human Animal Studies” from <i>Animals and Society: An Introduction to Human-Animal Studies</i> by Margo DeMello pp. 3-18 John Grogan- Marley & Me: Life and Love with the World's Worst Dog UNIT III Medical Humanities Thomas R. Cole et al. “Introducing Medical Humanities” from <i>Medical Humanities: An Introduction</i> Siddhartha Mukherjee : The Emperor of all Maladies- A Biography of Cancer										

UNITIV**Climate Studies**

Introduction to Climate Change and Studies Barbara

Neal Shusterman and Jarrod Shusterman- Dry

UNITV**Disability Studies**

LennardJ.Davis“Introduction:Disability,PowerandCulture” From the
DisabilityStudiesReader.

Albert Camus - The First Man

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	Analyze contemporary issues and its immediate requirement	PO3
CO2	Effectively understand their social responsibility	PO2, PO6
CO3	Gain exposure to the emerging trends in 21st-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 III, 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.

Websources

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-

	iiinternational
4.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/
5.	https://en.m.wikipedia.org/wiki/Medical_humanities

MappingwithProgramme- 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

MappingwithProgramme-SpecificOutcomes

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
WeightedPercentage ofCourseContribution toPOs	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

CORE – XII –A GLIMPSE OF NOBEL LAUREATES

COURSE CODE: P23ENT412

Course Code YEAR/SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENT412	A Glimpse of Nobel Laureates	Core	Y	Y	-	-	5	6	25	75	100
IIYEAR/ IVSEMESTER											
Learning Objectives											
LO1	To introduce the learner to the Nobel Laureates of various genres of Literature										
LO2	To expose the students to the ideas and concepts of the Nobel Laureates										
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates										
LO4	To train students to critically analyze the texts of Nobel Laureates										
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society										
Details											
UNIT I – POETRY											
Pablo Neruda – If You Forget Me , Ode to the Onion											
Octavio Paz -The Street											
The Power of the Dog- Rudyard Kipling											
Oracle- Seamus Heaney											
UNIT II - PROSE											
George Bernard Shaw- Spoken English and Broken English											
Chinua Achebe- A Novelist as a Teacher											
UNIT III - DRAMA											
The Caretaker - Harold Pinter											
Justice – John Galsworthy											
UNIT IV- SHORT STORY											
Short Stories by Alice Munro											
The Turkey Season Differently Runaway											
The Bear Came Over the Mountain Boys and Girls											
UNIT V- FICTION											
The Pearl - John Steinbeck											
One Hundred Years of Solitude- Gabriel Garcia Marquez											

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	Analyze 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 edition, and the style as given below must be strictly adhered to)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Web Resources	
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes

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

MappingwithProgramme-SpecificOutcomes

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

RESEARCH METHODOLOGY AND PROJECT WITH VIVA VOCE**COURSE CODE: P23ENPR41**

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	C r e d i t s	I n s t r u c t o r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENRP41	Research Methodologyand Project with Viva Voce	Project	Y	Y	-	-	7	10	25	75	100
IIYEAR/IV SEMESTER											
Learning Objectives											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem.										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designs and also different methods of data collections										
Details											
UNIT I											
Formatting The Research Project											
Margins											
Text Formatting											
Title											
Running Head and Page Numbers											
Internal Headings and Subheadings											
Placement of the List of Works Cited											
Proofreading and Spellcheckers											
Electronic Submission											
Mechanics of Prose											
Spelling											
Dictionaries											
Plurals											
Punctuation											
Commas											
Hyphen											
Semicolons and Colons											

Dashes and Parenthesis
Quotation marks, Italics, Capitalization of English Terms
Titles, Use of Numerals or words, Dates and Times

UNIT II

Principles of Inclusive Language and Documenting Sources: An Overview

Why Plagiarism Is a Serious Matter
Avoiding Plagiarism

Paraphrasing
When to paraphrase
How to paraphrase

Quoting
When to quote
How to quote and give credit
When Documentation Is Not Needed

UNIT III

Creating and Formatting Entries: An Overview

The MLA Core Elements
Author
Title
Contributor, Key contributors, Other types of contributors
Version, Number, Publisher, Co - publisher, Books
Websites, Audio and visual media
City of publication
Publication Date in Books, E-books, News articles, Journal articles
Page numbers
Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking
Ordering the List of Works Cited
Alphabetizing by Title

UNIT IV

Citing a work listed by author, Coauthors, Two authors with the same surname
Two or more works by the same author or authors
Using abbreviations for titles of works

Quotations

Verse works, Prose works
Punctuation in the parenthetical citation

Quoting and Paraphrasing Sources

Short quotations
Long quotations (block quotations)
Poetry, Dialogue, Drama, Prose
Placement of Parenthetical Citations

Punctuation with Quotations

Introducing quotations
Quotations within quotations, Marking the end of a quotation
Periods and commas, Other punctuation marks

Using an Ellipsis to Mark Material Omitted from Quotations

Omission within a sentence
 Omission in a quotation of one or more sentences
 Other Permissible Alterations of Quotations

Internal Assessment: Writing a Research Article (**Not to be included for Semester End Exam**)

UNIT V

PROJECT WORK

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Comprehend the structure of a Research Thesis through its formatting process	PO2
CO2	Acquire the Mechanics of Academic writing	PO3, PO6
CO3	Learn the ethics in Research writing	PO1, PO2, PO5
CO4	Familiarize themselves with the documentation methodology	PO6
CO5	Get acquainted with the importance of citation and its relevant technicalities	PO8, PO9

Text Books (Latest Editions)

1. MLA Handbook, 9th Edition

References Books

1. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.
2. Research Methodology in English by Sunita Chitrangad Omega Publishers 2017.
3. Academic Writing: Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.

Web Sources

1. <https://instr.iastate.libguides.com/c.php?g=176765&p=1171775> (English Literature Research Guide)
2. <https://libraryguides.oswego.edu/english/websites>
3. <https://www.rosemont.edu/library/online-resources/research-websites.php>
4. <https://shodhganga.inflibnet.ac.in/>

Mapping with Programme Outcomes

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

Mapping with Programme-Specific Outcomes

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weightedpercentageof Course Contribution toPos	3.0	3.0	3.0	3.0	3.0

ELECTIVE – VII (INDUSTRY/ENTREPRENEURSHIP)**THEATRE ART****COURSE CODE: P23ENE45A**

Course CodeYear/semester	Course Name	Category	L	T	P	O	C R e d i t s	I n s t · H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENE47 II YEAR/IV SEMESTER	Theatre Art	Elective (Departmental)	Y	Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce the learners to the literary aspect of drama.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the component so facting.

Details

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

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

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

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

UNIT V - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recognize 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	Be exposed to diverse components of acting and techniques	PO8, PO9

Text Books(Latest Editions)

1.	Sangeetha, K and A.Selvalakshmi.An IntroductiontoTheatreArt. New CenturyBook House (P) Ltd.,2015.
----	---

References Books

(Latest edition 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>TheatreStudies: 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_v3x3
5.	http://scriptclickcreate.weebly.com/acting.html

6.

<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Mapping with Programme Outcomes

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

Mapping with Programme-Specific Outcomes

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

SKILL ENHANCEMENT COURSE II- PROFESSIONAL COMPETENCY –ENGLISH FOR COMPETITIVE EXAMS
COURSE CODE: P23ENS402

Course Code YEAR/SEM ESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t o r s H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
P23ENSC42 IIYEAR/IV SEMESTER	English Literature for Competitive Exams	SEC -II	Y	Y	-	-	2	4	25	75	100
Learning Objectives											
LO1	Comprehending the nuances and question patterns to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding of the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
Details											
UNIT I Teaching and Research Aptitude											
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											
UNIT III American and Non-British Literatures Historical Perspective and Background; Colonization, Colonizers and the Colonized;Commonwealth Literature; Subaltern Literature;ThirdWorld Literature.AmericanWriters:WaltWhitman,RalphWaldo Emerson,H.D.Thoreau,Emily Dickinson,EdgarAllan Poe											

UNIT IV**Literary Theory and Criticism**

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir

UNIT V**Literary Forms**

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Practicing in objective exam pattern will ease the students' Tension while taking the real NET and SET exams.	PO2, PO3
CO2	Effectively attempting MCQs	PO1
CO3	Profound understanding of the various movements in English Literature	PO6
CO4	Understanding the nuances of competitive exams	PO7
CO5	Expertise in 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.

WebResources	
1.	https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/
2.	https://byjusexamprep.com/ugc-net-english-books-i
3.	https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko
4.	https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms
5.	https://guides.library.yale.edu/c.php?g=295800&p=1975065

Mapping with Programme Outcomes

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

Mapping with Programme-Specific Outcomes

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