

CURRICULUM FRAMEWORK AND SYLLABI FOR
MASTER OF ARTS IN ENGLISH
(FOR THE CANDIDATE TO BE ADMITTED FROM THE ACADEMIC YEAR (2018-2019))
(UNDER CHOICE BASED CREDIT SYSTEM-CBCS)



DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES
MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL

PRELUDE

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES: 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 a wide exposure to different genres. It emphasizes research on Global Feminist literatures, 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 at 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 also offers Certificate Courses in French and German.

VISION

- **Master in the Global Literature**
- **Proficiency in two or three foreign languages**
- **To clear SLET/NET and other competitive Examinations**
- **To assume an engaging, holistic personality as teachers of English**

Mission

- **To aim at a cent percent students' placement**
- **To achieve excellence in teaching and Research**
- **To empower learners to achieve their goal**
- **To etch the creative imagination in students**
- **To train students as proficient orators, speakers and top communicators and creative Writers and Translators**

Objective of the Department

- **Making learning and research a way of life**
- **Achieving total quality in the endeavors to meet local and global expectations**
- **Striking a balance between material and human values**
- **Nurturing a passion for all round excellence**

MOTHER TERESA WOMEN' UNIVERSITY, KODAIKANAL
Department of English and Foreign Languages
M.A. English (Two Year) Programme

PROGRAMME OUTCOMES (POs)

On successful completion of M. A. English programme, the students would have

PO 1:

developed mastery of English language skills and forms to be used in explicitly meaningful contexts through literature and criticism

PO 2:

acquired necessarily required linguistic competence to be mastered in various real life situations

PO 3:

appreciated and admired the master minds of literature and analyzed a variety of literary samples to determine the components, organizations, and structure of academic text

PO 4:

molded themselves into full-fledged literary critics with good attitude towards objective criticism and unbiased conclusions

PO 5:

integrated the indispensable human values to become respectful humans and law-abiding citizens

PO 6:

promoted their managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals

PO 7:

widened their perspective to face the literary and artistic challenges and incorporate ICT skills to clear competitive examinations like NET, SET, UPSC, TNPSC etc.

Programme Specific Outcomes

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

PSO1:	read, understand, analyze, interpret, and extrapolate from the complex texts that are at the heart of the diverse traditions of the English language.
PSO2:	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
PSO3:	demonstrate a 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, and d) write under time constraints.
PSO4:	analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts and apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
PSO5:	write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works themselves

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL
NEW SYLLABUS UNDER CBCS PATTERN
DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES

PREAMBLE:

Considering the need for revising and updating the Syllabi from time to time, and as per the UGC/TANSICHE guidelines, as well as the constructive feedback from the various stakeholders of the Department, the Department of English & Foreign Languages has evolved a new syllabus, suitably modified and updated to meet the local, national and global needs. The syllabus also has been framed with the aim of creating competent individuals to sustain themselves in the challenging global context with various skills.

The semester pattern and credit system are retained.

The Program contains 18 Courses, out of which 14 Core Courses with 5 credits and 4 Elective Courses with 4 credits have been designed to cater traditional subject knowledge and cross-cutting issues, while instilling professional and human ethics and values. The project in the final semester enhances student's research acumen and prepares them for Pre-Doctoral Research.

M.A., ENGLISH - PROGRAMME STRUCTURE

SEM	Course		CR.	HRS / WEEK	INT. MARKS	EXT. MARKS	TOTAL
	SUB. CODE	NAME					
I	PENT11	Core I – British Literature – I	5	6	25	75	100
	PENT12	Core II - British Literature – II	5	6	25	75	100
	PENT13	Core III – Indian Writing in English	5	6	25	75	100
	PENT14	Core IV – Diasporic Fiction	5	6	25	75	100
	PENE11	Elective – I – Creative Writing	5	6	25	75	100
	Total		25	30	--	--	500
II	PENT21	Core V – British Literature – III	5	7	25	75	100
	PENT22	Core VI – British Literature – IV	5	7	25	75	100
	PENT23	Core VII – Shakespeare – V	5	6	25	75	100
	PENT24	Core VIII – Language and Linguistics	5	6	25	75	100
	PENE22	Elective II – Translation Theory and Practice	5	4	25	75	100
	Total		25	30	--	--	500
III	PENT31	Core IX – American Literature	5	6	25	75	100
	PENT32	Core X – World Classics in Translation	5	6	25	75	100
	PENT33	Core XI - Literary Theory and Criticism	5	6	25	75	100
	PENT34	Elective XII – Research Methodology	5	6	25	75	100
	PENE33	Elective III – Writing for the Media	5	6	25	75	100
	Total		25	30	--	--	500
IV	PENT41	Core XIII -- Post Colonial Literature	5	6	25	75	100
	PENT42 14(a)/14(b) Optional	Core XIV (a) – Women’s Writing Core XIV (b) – Subaltern Studies	5	6	25	75	100
	PEND41	Elective V – Presentation Skills and Project	5	18	25	75	100
	Total		15	30	--	--	400
	Grand Total		90	120	--	--	1900

CREDIT DISTRIBUTION

S.NO	COURSES CATEGORY	CREDITS	PERCENTAGE %
1	Core Theory	70	78
2	Major Based Electives	15	17
3	Project	5	5
TOTAL		90	100

AVERAGE PERCENTAGE OF THE COURSES HAVING FOCUS ON SKILLS

Courses	Employability	Communicative Skill	Entrepreneur	Knowledge
British Literature – I	Y	Y	Y	Y
British Literature –II	Y	Y	Y	Y
Indian Writing in English	Y	Y	Y	Y
Diasporic Fiction	Y	Y	Y	Y
British Literature – III	Y	Y	Y	Y
British Literature – IV	Y	Y	Y	Y
Shakespeare – V	Y	Y	Y	Y
Language and Linguistics	Y	Y	Y	Y
American Literature	Y	Y	Y	Y
World Classics in Translation	Y	Y	Y	Y
Research Methodology	Y		Y	Y
Literary Theory and Criticism	Y	Y	Y	Y
Post Colonial Literature	Y	Y	Y	Y
a)Women’s Writing (b) – Subaltern Studies		Y	Y	Y
CORE COURSES – TOTAL	13/15	15/15	15/15	15/15
Creative Writing	Y	Y	Y	Y
Translation Theory and Practice	Y	Y	Y	Y
Writing for the Media	Y	Y	Y	Y
ELECTIVE COURSES	3/3	3/3	3/3	3/3

- TOTAL				
Presentation Skills and Project	Y	Y	Y	Y
OTHERS - TOTAL	1/1	1/1	1/1	1/1

Core Courses-Total-19	13	15	15	15
Elective Courses – Total-4	3	3	3	3
Others – Project-1	1	1	1	1

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transform themselves into job-ready candidates and achieve their career goals

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widened their perspective to face the literary and artistic challenges and incorporate ICT skills to clear competitive examinations like NET, SET, UPSC, TNPSC etc.

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PSO3:	demonstrate a 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, and d) write under time constraints.
PSO4:	analyze, interpret, understand and appreciate the language, diction, style, the complex interrelationships between authors, texts, and specific social, political, and historical contexts and apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
PSO5:	write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works themselves

I M.A ENGLISH

SEMESTER I

Course I :BRITISH LITERATURE I

Course Code & Title	BRITISH LITERATURE I		
<u>PENT11</u>	Semester-I	Credits:5	Hours:6
Cognitive Level	K1:Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create		
Learning Objectives	The course aims at <ul style="list-style-type: none">➤ Providing a wide spectrum of literary exuberance of the great masters of both the ages of Shakespeare and Milton for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired.➤ Helping the students imbibe the abiding human and moral values through the study of great pieces of literature.➤ Developing critical and creative faculties in students.		

UNIT I POETRY

Chaucer – Prologue to the Canterbury Tales (The Characters: The Knight, The Prioress, The Cook, The Doctor of Physic & The Wife of Bath)

Spenser - Epithalamion

John Milton – Paradise Lost Book II

UNIT II POETRY

John Donne – Ecstasy, The Sun Rising

Robert Herrick – Delight and Disorder

Shakespeare – Phoenix and The Turtle

George Herbert – Altar

Henry Vaughan – Love and Discipline

UNIT III PROSE

Francis Bacon – Of Religion

Of Truth

The Bible – Book of Mark

UNIT IV DRAMA

Thomas Middleton – The Challenging

John Webster – The Duchess of Malfi

UNIT V FICTION

Francis Bacon – New Atlantis

Books for Reference:

- Blewitt, David., *Defoe's Art Fiction*. Canada: University of Toronto Press, 1979.
- Boas, Frederick. S. *Christopher Marlowe: A Bibliographical and Critical study*. Oxford; OUP, 1966.
- Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and KeganPaul, 1984.
- Boulton, Marjorie. *The Anatomy of Poetry*. New Delhi: Kalyani Publishers, 1979.
- Forster, E. M. *Aspects of the Novel*. London: Edward Arnold, 1927.
- Minto, William. *A manual of English prose Literature*. Atlantic Publishers and Distributors, 1995.
- Peacock, R., *The Art of Drama*. London: 1951
- Phythian, B.A., ed. *Considering Poetry*. London: Hodder and Soughton, 1987.
- Hopkins, Lisa. *Christopher Marlowe –Renaissance Dramatist*. Chennai. Power Book House.

COURSE OUTCOMES

Upon completion of this course the students will be able to

K1, K2	CO1	know the poetic tactics of the classical writers
K1, K2	CO 2	understand the difference between Old English and Middle English
K2, K4	CO 3	be aware of the salient features of aphoristic style
K2, K6,K3	CO 4	Discover and to apply the creative power behind art and literature
K4, K6	C05	Critically analyze the life and works of great writers and will be able to create literary pieces on their own

Mapping of Cos with POS & PSOs:

CO/ PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO1	S	S	S	S	M	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	M	S	S	M	S	M	S
CO4	S	M	S	S	S	M	M	S	S	S	M	S
CO5	S	S	S	S	M	M	M	S	M	M	S	S

Strongly Correlating (S)	-	3 Marks- 43/60
Moderately Correlating (M)	-	2 marks—17/60
Weakly Correlating (W)	-	1 Mark-
No Correlation (N)	-	0 mark

PAPER II :BRITISH LITERATURE II

Course Code & Title	COURSE-II-BRITISH LITERATURE II		
PENT12	Semester-I	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> ✚ Make them understand the religious, political, literary, and social problems as reflected in the literature of these periods ✚ Help students appreciate the seminal works of prominent writers of these periods ✚ Enable students understand the characteristics of the Metaphysical poetry ✚ Enhance the students' understanding of the literary conventions followed during these periods ✚ Highlight the salient features of Comedy of Manners 		

UNIT I POETRY

Blake – Chimney Sweepers

Pope – Rape of the Lock

Dryden – Mac Flecknoe

UNIT II

Gray - Elegy Written in the Country Churchyard

Burns - A Red Red Rose

UNIT III PROSE

Swift - The Battle of the Books

Addison and Steele – Moll White

Will Wimble

Of Shame and Fear of Poverty

UNIT IV DRAMA

Dryden – All for Love
Congreve - The Way of the World

UNIT V FICTION

Henry Fielding – Tom Jones
Goldsmith – Vicar of Wakefield

BOOKS FOR REFERENCE

- Lewin, Gerald, Prose Models, New York: Harcourt Brace Jovanovich inc, 1974
- Minto, William, A Manual of English Prose Literature, Atlantic Publishers And Distributions, 1995
- Coombes, H., Literature and Criticism, New York: Penguin Books Ltd 1980
- Green David., ed. The Winged Word. Delhi: Macmillan India Ltd, 1974
- James, Henry. The Art of Fiction, Madras: Macmillan India Ltd, 1986

COURSE OUTCOMES

Upon completion of this course the students will be able to

K1,K2	CO1	understand the sense of rationalism and sensibility of the writers
K1,K2	CO2	recognize and understand the figurative language
K2,K3	CO3	apply the technical nuances of Neo-Classical dramas
K5,K2,K3	CO4	comprehend the artistic style of the writers and to adopt the style in writing
K6, K3	CO5	appreciate the intense zeal of the writers and to stimulate the creativity of the students






CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - **3 Marks – 38/60**

Moderately Correlating (M) - **2 marks- 22/60**

Weakly Correlating (W) - **1 Mark- Nil**

No Correlation (N) - **0 mark- Nil**

Course Code & Title	Course-III-Indian Writing in English		
PENT13	Semester-I	Credits:5	Hours:5
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none">  Enable the students to have an understanding of the historical and political movements in India  Enable the students to gain knowledge about Indian cultural ethos and its uniqueness  Encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post -colonial periods  Motivate the students to compare and contrast the Indian writers' literary acumen with that of the British writers  Inspire the students to critically evaluate the merits and demerits of Indian Writing in English 		

UNIT – I: POETRY

K.N.Daruwalla – Death by Burial

Sri Aurobindo – The Pilgrims of the Night

Nissim Ezekiel – The Patriot

JayantaMahapatra – The Lost Children of America

Gieve Patel – On killing a tree

Amrita Pritam – Bread of dreams

Toru Datt – Lakshman

Sarojini Naidu – Indian Gipsy

Tajore- Geetanjali

UNIT-II: PROSE

A.P.J. Abdul Kalam – Patriotism beyond politics and religion

Swami Vivekanada – Work and its Secret

Nehru - Discovery of India (II-Chapters)

UNIT-III: DRAMA

Vijay Tendulkar – GhashiramKotwal

Mahesh Dattani – Final Solutions

UNIT-IV: FICTION

Rama Mehta - Inside the Haveli

Amitav Gosh – Circle of Reason

UNIT-V: SHORT STORY

K.A.Abbas- Sparrows

Kushwantsingh- Mr. Kanjooas and The Great Miracle

BOOKS FOR REFERENCE:

1. Iyengar . R. Srinivasa. “Indian Writing in English”. New Delhi: Sterling Publishers Private Limited, 1983.
2. Naik, M. K, ed . “Aspects o f Indian Writing i n English”. New Delhi: Macmillan India Limited, 1982.
3. Dwivedi, A. N. “Aspects o f Indian Writing in English”. New Delhi: Amar Prakashan, 2002.
4. Das, Nigamanda. ed. Contemporary Indian Writing in English: Trends; Concepts; Techniques.

COURSE OUTCOME

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

K1, K2	CO1	Understand the social, and political controversies in India during the colonial and post- colonial periods
K1, K2	CO2	Acquire knowledge about Indian cultural ethos and its uniqueness
K5, K4	CO3	Evaluate the unique characteristics of Indian writing in English
K5, K1	CO4	Appreciate the spirit of the Indian writers to preserve the noble values of Indian society
K6, K3	CO5	Acquire literary acumen for facing the SET/ NET/TET and other competitive examinations with confidence

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
sCO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks—44/60

Moderately Correlating (M) - 2 marks—16/60

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code & Title	Course IV-Diasporic Fiction		
PENT14	Semester-I	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> ✚ Introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems ✚ Introduce the learners to the characteristics of Diaspora Studies ✚ Familiarize the learners with representative authors and dimensions of diasporic experience ✚ Highlight the significant works produced by contemporary diaspora writers. ✚ Enable the learners to approach the texts from cross-cultural perspectives 		

Unit I

Vikram Seth — Golden Gate

Unit II

Salman Rushdie – Midnight's Children

Unit III

Chitra Banerjee Divakaruni—Palace of Illusions

Unit IV

Rohinton Mistry - Family Matters

Jhumpa Lahiri – The Lowland

Unit V

Manju Kapur - Difficult Daughters

Bharathi Mukherjee - Wife

COURSE OUTCOMES

Upon completion of this course the students will be able to

K1, K2	CO1	introduce the emerging body of literature
K2, K1	CO2	intimate the process of cross cultural studies and comparative literary studies
K4, K5, K2	CO3	display an understanding of both literal and metaphorical meaning of literary texts
K5 K4	CO4	negotiate the complexities and ambiguities
K5, K4	CO5	incorporate the literary products with different cultural and geographical specificity

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	M	S	S	S	S	S	S	M	S
CO2	S	S	S	M	S	S	S	S	S	S	M	S
CO3	S	S	S	M	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S






Strongly Correlating (S) - **3 Marks—53/60**

Moderately Correlating (M) - **2 marks-7/60**

Weakly Correlating (W) - **1 Mark**

No Correlation (N) - **0 mark**

Course- V: CREATIVE WRITING

Course	Course V-Creative Writing		
Code & Title			
PENE11	Semester-I	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	By introducing the course, it is intended, <ul style="list-style-type: none">  To enable the students to imbibe the creative techniques of the major genres of English literature  To enable students to acquire the skills of writing for the press & mass media  To enhance students employability by the application of their creative talents to trigger the students to write poems, short stories and reports.  Enable the students to acquire the skills of writing in English for literary and other purposes and enhance the students master the art of writing in English to fulfill their academic and professional goals  Make the students understand the strategies involved in developing effective and coherent paragraphs and get acquainted with the conventions of academic writing in English 		

UNIT I:

Writing Short Story (Narrative, descriptive), Writing Poetry (Simile, metaphor, Personification, Rhyme scheme)

UNIT II:

Script for Announcement Preparing Notice/Agenda

UNIT III:

Writing Advertisement Writing Reviews (Books /Films) Writing News for TV /Radio

UNIT IV:

Writing Memos

Report writing (function /accident / incident) Feature Articles

UNIT V:

Essay- Writing (2 hours)based on Exposition, Description, Narration& Argumentation

REFERENCE BOOKS:

- Rog Off, Leonard and Ballenger, Grad y “Office Guide to Business Letters, memo s & Reports” New York; Macmillan 1994.
- Developing communication skills -2nd Edition, Krishna Mohan, MeeraBanerji, Macmillan)
- Martin Maloney and Paul Max Rubenstein: Writing for the Media. Practice – hall in c. engel wood cliffs n.j
- Effective English Communication for You, Emerald Publishers, 2002.
- **Course Outcomes:**
At the end of the course, the students will be able to:

K5,K6	CO1	Construct a variety of flawless sentences in English using appropriate grammatical structures
K2,K5,K6	CO2	Earn their skills in Technical Writing to be a reporter, Content Writer
K6, K4, K5	CO3	Draft effective research proposals/reports
K3,K4,K5	CO4	Exploit the resources of English language for professional enrichment
K1,K5,K6	CO5	Master the mechanics of writing and to be a writer/a teacher

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	M	M	S	S	S	M	M	M
CO2	S	S	M	M	M	S	M	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	M	S	S

Strongly Correlating (S) - 3 Marks—47/60

Moderately Correlating (M) - 2 marks-13/60

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code & Title	Course-VI-British Literature-III (Semester –II)		
PENT21	Semester-II	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> + Introduce the students to the writers of the Pre-Romantic and Romantic Ages + Get the students learn the different genres of the periods + Enable the students to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages + Make the students comprehend the spirit of Romanticism + Inspire the students to appreciate the literary works of the periods 		

UNIT I POETRY

Wordsworth	-Daffodils
Coleridge	- Dejection: An Ode
Keats	-Ode to Autumn
Shelley	-To the Skylark

UNIT II POETRY

Tennyson	-The Lady of Shallot
Arnold	-Rugby Chapel
Robert Browning	-Porphyria's Lover

UNIT III PROSE

Charles Lamb	-Dream Children
	-In Praise of Chimney Sweepers
R.L. Stevenson	-Walking Tours
Carlyle	-Hero as a Poet

UNIT IV DRAMA

Oscar Wilde - Lady Windermere's Fan

UNIT V

Hardy -Far from the Madding Crowd

Dickens -Tale of Two Cities

BOOKS FOR REFERENCE:

1. Green, David. "The Winged Word – An Anthology of Poems for Degree Course", Chennai: Macmillan Publishers India Limited, 1974.
2. Thomas, C.T. "Twentieth Century Verse – An Anglo American Anthology", Chennai: Macmillan Publishers India Ltd, 1979.

COURSE OUTCOMES

Upon completion of this course the students will be able to

K1, K2	CO1	know the revolutionary ideologies of the romantic writers
K4,K2	CO2	identify the lyrical qualities in romantic poetry
K3,K6	CO3	discover the creative power behind art and literature and to imitate and to recreate
K3, K5	CO4	appreciate the style of the essayists
K5,K6	CO5	relish the aesthetic beauty, wonder in the realm of nature and reflect in Writing

Code & Title	Course-VII--British Literature -IV		
<u>PENT22</u>	Semester-II	Credits:5	Hours:5

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	M	S	S	S	S	S	S	M	S
CO2	S	S	S	S	M	S	S	S	S	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S	M	S
CO4	S	S	S	M	M	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 Marks—51/60

Moderately Correlating (M) - 2 marks---9/60

Weakly Correlating (W) - 1 Mark--- Nil

No Correlation (N) - 0 mark---Nil

Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create
Learning Objectives	<p>By introducing the course, it is intended to:</p> <ul style="list-style-type: none"> ✚ Enable the students to get acquainted with the major characteristics of the Victorian society in England ✚ Enable the students to understand the conflicts of the Age which shows a kind of “struggle on the darkling plain” ✚ Make the students master the literary inputs of the period ✚ Inspire the students to critically evaluate the literature of the period ✚ Analyze and interpret the works of the period using contemporary literary approaches

UNIT I Poetry

- T.S Eliot - The Journey of the Magi
W.B. Yeats - The Second Coming
Ted Hughes - The Hawk in the Rain
Philip Larkin - Wants

UNIT II Poetry

- W.H. Auden - The Unknown Citizen
G.M. Hopkins - Pied Beauty
Lawrence Binyon - For the Fallen
Dylan Thomas - Do Not Go Gentle into That Goodnight

UNIT III Prose

- E.M. Forster - Selection From E.M. Forster's Essays
(Notes on English Character / Does Culture Matter)
Bertrand Russell - Marriage and Morals
George Orwell - Shooting an Elephant

UNIT IV Drama

- T.S. Eliot -- Murder in the Cathedral
Herald Pinter -- The Betrayal

UNIT V Novel

- Joseph Conrad -- Heart of Darkness
Kazuo Ishiguro -- The Remains of the Day

Code & Title	Course-VIII- Shakespeare-V
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BOOKS FOR REFERENCE:

1. K. AyyappaPaniker, K. Ed. "A Pride of Poets". New Delhi: Oxford University Press, 1979.
2. Eliot T.S. "The Sacred Wood", Essays on poetry and Criticism". New Delhi: B.I. Publications, 1936.
3. Roberts, Michael. The Faber Book of Modern Verse.Faber and Faber, 1936.
4. Ward A.C. "Twentieth Century English Literature". New Delhi: Oxford University Press, 1960-61.
5. Jeffares A.N.A. "Commentary on the Collected Poets of W.B.Yeats". Methun, 1964.
6. Welland, D.S.R., Wilfred Owen "A Critical Study". London: Chatto and Windus, 1960.

COURSE OUTCOMES

Upon completion of this course the students will be able to

K4, K1	CO1	know the religious and philosophical insight through dramatic monologues
K3,K2	CO2	understand the writers' vision for the betterment of mankind
K2,K4	CO3	ponder the values and ideas propagated by the Victorian writers
K1,K5	CO4	explore the several social problems in Victorian England
K4,K6	CO5	analyze the life of the Victorians to apply human values and ethics in real life

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	M	S	S	S	S	S	M	S
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	M	S
CO4	S	S	S	S	M	S	S	S	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S	S	M	S

Strongly Correlating (S) --- 3 Marks-- 50/60

Moderately Correlating(M) -- 2 Marks - 10/60

<u>PENT24</u>	Semester-II	Credits:5	Hours:5
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Evaluate K5: Analyze K6: Create		
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> ✚ Enable the students to appreciate the genius of Shakespeare that has made him a classic of eternal value ✚ Enable them to know the historical and present day value of Shakespeare, the poet- dramatist ✚ Make the students understand the aesthetics of Shakespeare ✚ Get them understand the social, historical, and cultural content of Shakespearean works ✚ Enable the students analyze the strengths and weaknesses of the characters ✚ Enable the students appreciate Shakespeare's skill of characterization, plot construction, use of humour and wit, and song and music 		

UNIT I - Tragedy

Hamlet

Unit II - Romantic Comedy

As You Like It

Unit III – Historical Play

Henry IV Part-I

Unit IV - Roman Play

Antony and Cleopatra

Unit V – General Shakespeare

- Shakespeare's Theatre and Audience
- History Plays
- Shakespearean Tragedy
- Romantic Comedy
- Songs and Music
- Fools in Shakespeare
- Shakespearean Criticism down the Ages

BOOKS FOR REFERENCE:

1. Bradley, A.C. "Shakespearean Tragedy". London: Oxford University Press, 2006.
2. Harrison, G.B. "Introducing Shakespeare". Kolkata: Penguin Books, 1968.
3. Knight, Wilson, "The Imperial Theme". New York: NY Publishers, 1980.

COURSE OUTCOMES

On successful completion of the course, the students will be able to gain knowledge about

K1,K2,K4	CO1	understand the magnitude of the Shakespearean world
K3,K4,K5	CO2	introspect the complexities of Shakespeare's plays
K2,K4,K3	CO3	attain a comprehensive knowledge of the plays of Shakespeare
K1,K2,K3,K4	CO4	analyze the stylistic features of Shakespeare
K4,K5, K6	CO5	relish the sublimity of Shakespearean language and express through creative writing

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	M	S	S	S	S	M	S	M
CO3	S	S	S	S	M	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S)	-	3 Marks- 49/60
Moderately Correlating (M)	-	2 marks—11/60
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code & Title	Course-IX- Language and Linguistics		
PENT31	Semester-III	Credits:5	Hours:6
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	<ul style="list-style-type: none"> ✚ By introducing the course, it is intended to: ✚ Enable the student recognize the need for learning correct (RP) pronunciation ✚ Make the student familiar with the different stages of speech production ✚ Help the student know the criteria for the description of English vowels and consonants ✚ Familiarize the student with the use supra-segmental features ✚ Analyze the Growth and development of English and Its structural, grammatical and functional aspects 		

LANGUAGE AND LINGUISTICS

Unit I :The History of English Language

The Descent of the English Language.

The Old English Period : The Middle English Period; The Renaissance & After;

The Growth of Vocabulary, Change of Meaning,

The Evolution of Standard English.

Unit II Phonology

Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.

Unit III Levels of Linguistic Analysis

Morphology, Semantics and Pragmatics, Discourse Analysis.

Unit IV Sociolinguistics Language varieties, language, society and culture
Computational Linguistics Language and Machine

Unit V - Language and Linguistics

Phonetic Transcription

Reference:

1. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 1969. Print.
2. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981. Print.
3. Trask, R. L., and Peter Stockwell. *Language and Linguistics: The Key Concepts*. Abingdon: Routledge, 2007. Print.
4. Yule, George., *The Study of Language* 3d Edition, Cambridge University Press, 2012. Print.

COURSE OUTCOMES

Upon completion of this course the students will be able to

K5,K1,K2	CO1	know the concepts of linguistics
K2,K1,K3	CO2	familiarize with the basic symbols of the International Phonetic Alphabet and to familiarize with pronunciation
K6,K4	CO3	enhance intrinsic values of language usage
K3,K4	CO4	analyze the various aspects of articulation effects
K1,K2,K3,K6	CO5	practice the intricacies of various structures of modern English and to practice transcription

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	M	S	S	S	S	M	S	S
CO2	S	S	S	M	M	S	M	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks - 52/60

Moderately Correlating (M) - 2 marks- 8/60

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code & Title	PAPER X : TRANSLATION THEORY AND PRACTICE		
PENE22	Semester-III	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> ✚ Introduce the students to the different theories of translation ✚ Enable the students to understand the significance of translation studies in general ✚ Encourage the students to acknowledge the importance of translation in a multilingual country like India ✚ Familiarize them with the theories of translation and the current practices ✚ Inspire the students to critically evaluate and appreciate the translated genres. 		

UNIT I:

- Definition
- Theories of Translation (Nida, Susan Bassnett & Catford.)
- History of Translation.

UNIT II:

Kinds of Translation.

Roman Jakobson

Dryden

Catford

Literal Translation.

UNIT III:

1. Three Methods of Translation.
2. Translation Procedures.
 - Transference Transposition Transcreation Transliteration.
3. Equivalence Susan Bassnett Eugene Nida
4. Problems in Translation. Prose Poetry Drama.

UNIT IV:

- Bible Translation □ Machine translation □ Science Translation □ Kavimani's
a:ciya joti: A Review □ A.K.Ramanujan Translation: A Review.

UNIT V:

Literary and Non Literary Passage Translation (about 100 words)

BOOKS FOR REFERENCE:

Bassnett, Susan, Translation studies. 3rd ed. London: Taylor and Francis Group, 2002.

Catford, 'A Linguistic Theory of Translation', Oxford University Press, 1965

Nida, Eugene. A and Charles Taber R. 'The Theory and Practice of Translation' Leiden:
E. J. Brill, 1974.

COURSE OUTCOMES

Upon completion of this course the students will be able to

K2, K1	CO1	understand the history of translation
K3, K4	CO2	develop the transactional skills
K4, K2	CO3	refine their standard in translation
K5, K4	CO4	appreciate the intercultural concepts
K6, K5	CO5	apply the intrinsic skills of translation

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks - 57/60
Moderately Correlating (M)	-	2 marks - 3/60
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code & Title	PAPER XI : AMERICAN LITERATURE		
PENT31	Semester-II	Credits:5	Hours:6
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	By introducing the course, it is intended to: <ul style="list-style-type: none"> ✚ Critically analyze American literary texts in the light of several movements in literature. ✚ Understand the changing faces of texts with developments in culture. ✚ Understand the progression of ideas across genres and times. ✚ Get a clear idea of the literary space of America ✚ Be sensitized towards cross cutting issues 		

PAPER XI : AMERICAN LITERATURE

UNIT-I: POETRY

Edgar Allen Poe – Lenore, The Raven

E.E.Cummings – I Carry your heart with me

Robinson Jeffers – End of the World

Distant Rainfall

Langston Huges – The Dream Deferred

Edgar Arlington Robinson – Reuben Bright

UNIT-II: POETRY

Emily Dickinson – The Daisy follows soft the sun

Walt Whitman – In Midnight Sleep

Robert Frost – Stopping by the woods

Emerson – Hamatreya

UNIT-III: PROSE

Maya Angelo - I Know Why the Caged Bird Sings

Martin Luther King - I have a dream

Stephen Jay Gould – Caring Group and Selfish Genes

UNIT-IV: DRAMA

Lorraine Hansberry - Raisin in the Sun

Tennessee Williams – A Street Car Named Desire

UNIT-V: FICTION

Malamud - The Assistant

Alice Walker - Colour Purple

Reference:

American Literature. Volume 2, Ed. William E.Cair.Newyork: Penguin Academics 2004

Course Outcome

Upon completion of this course the students will be able to

K6,K2, K4	CO1	learn the literary works & culture of the Americans
K2, K5	CO2	understand the literary activities of the writers of American descent
K6,K5	CO3	gain a perception of literary trends set by the American writers
K3,K2,K5	CO4	understand the character, flavor and ethos of the American literature
K5,K6	CO5	Appreciate the positive approaches of the American writers towards equality and emancipation and enable them to practice and to be an instructor.

Mapping of Cos with POS & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	M	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - **3 Marks – 49/60**

Moderately Correlating (M) - **2 marks – 11/60**

Weakly Correlating (W) - **1 Mark**

No Correlation (N) - **0 mark**

Course Code & Title	COURSE XII : WORLD CLASSICS IN TRANSLATION		
<u>PENT32</u>	Semester-III	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	<ul style="list-style-type: none"> ➤ Analyse literary texts in English or English translation in terms of their main stylistic and thematic features. ➤ Discuss the literary, historical, social and cultural backgrounds of these texts. ➤ Identify some of the main theoretical and methodological issues involved in reading World Literature. ➤ Communicate findings clearly and engagingly. ➤ Provide students employment opportunities through translation work 		

COURSEXII :WORLD CLASSICS IN TRANSLATION

UNIT-I: POETRY

Rabindranath Tagore – Upagupta

Salma – Green Angel

UNIT-II: PROSE

The Book of Mathew – Good News Bible (Chapter1-8)

Anatole France – Our Lady’s Juggler

UNIT-III: DRAMA

Anton Chekov – Uncle Vanya

UNIT-IV: SHORT STORIES

Shalom Aleicham – The Lottery Ticket

Lafcadio Hearn - Living God

Guy De Maupassant – Simoen’s Papa

UNIT-V: FICTION

Vaasanthi – Prison / Gomathi Narayan – A Home in the Sky

Lakshmi Holmstrom – An hour past midnight

BOOKS FOR REFERENCE:-

1. Reading Literature – Stories, plays, and poems ed. Joseph Satin.
2. Prison by Vaasanthi translated by Gita Subramanian
3. Good News Bible-Today’s English version
4. Current English for Language Skills- M.L. Tickoo A.E. Subramanian

Course Outcome

Upon completion of this course the students will be able to

K2,K1,K5	CO1	Acquire perception of the classical texts amidst the whole gamut of world literatures.
K3,K4	CO2	Discover the richness of the cultures and their writings
K4,K4,K5	CO3	Possess the capacity to identify, expound on and compare literary genres and periods.
K5,K1,K2	CO4	Relish the essence of knowing the works of people from other cultures and background.
K6,K3,K4	CO5	Exposed to analyze and demonstrate the knowledge of the major literary movements of the period and to apply in translation oriented works.

Mapping of Cos with POS & PSOs:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	S	S	S	M	S	S	S	S	S	S	M	S
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S	S	S	S

Strongly Correlating (S) - **3 Marks-52/60**

Moderately Correlating (M) - **2 marks- 8/60**

Weakly Correlating (W) - **1 Mark**

No Correlation (N) - **0 mark**

Course Code & Title	COURSE XIII : LITERARY THEORY AND CRITICISM		
PENT33	Semester-III	Credits:5	Hours:6
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	The Course aims to ➤ Have an overview of major critical tools available to understand a text contextually		

	<ul style="list-style-type: none"> ➤ Attain the skill of attempting a close reading of the text and to analyze and interpret facts ➤ Show an appreciation of the relevance and value of theoretical models in literary study ➤ Demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments. ➤ Apply these concepts or arguments successfully in a close reading of a literary text.
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COURSE XIII :LITERARY THEORY AND CRITICISM

Unit I

Aristotle : Philip Sidney : “An Apology for Poetry”
John Dryden : “Essay of Dramatic Poesie”

Unit II

S.T. Coleridge : *Biographia Literaria* Chapter XIV
P.B. Shelley : “A Defence of Poetry”

Unit III

Mathew Arnold : “The Function of Criticism at the Present Time”
T.S.Eliot : “The Function of Criticism”

UNIT-IV

Theories: Post Modernism
Deconstruction

UNIT-V

Feminism
Post-Colonial

Recommended Reading:

- Abrams, M.H. *The Mirror and the Lamp*.
- Blamires, Harry. *A History of Literary Criticism*.
- Brooks, Cleanth and W.K.Wimsatt. *A Short History of Literary Criticism*.
- Hazlitt, William. “On Shakespeare and Milton”.
- Horace. *ArsPoetica*.
- Plato. *The Republic* Book X.
- Richards, I.A. “The Two Uses of Language”, “The Four Kinds of Meaning”.
- Wellek, René. *A History of Literary Criticism* (6 volumes).
- Wordsworth, William. “Preface” to *Lyrical Ballads*.

Course Outcome

K6,K1,K2	CO1	The course intends to provide a critical understanding of the developments in literary criticism from the beginning to the end of 19th century
K2,K1,K3	CO2	Moreover some selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era.
K6,K1,K2,K4	CO3	It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism
K3,K4,K5,K6	CO4	Learn the history of literary criticism and various literary theories. Apply critical and technical theory and vocabulary to describe and analyze, and formulate an argument about literary and other texts.
K5,K4,K5,K6	CO5	Think about the non-fixity of meaning of literacy texts. Develop a skill in applying various literary theories in interpreting a specific text.

Mapping of Cos with POS & PSOs:





CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	M	M	S	S	S	S	M	M	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	M	M	S	S	S	S	M	M	S
CO4	S	S	S	M	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	M	M	S

Strongly Correlating (S) - **3 Marks-45/60**

Moderately Correlating (M) - **2 marks-15/60**

Weakly Correlating (W) - **1 Mark**

No Correlation (N) - **0 mark**

Course Code & Title	COURSE XIV : WRITING FOR THE MEDIA		
<u>ENE33</u>	Semester-III	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	<p>The Course aims to</p> <ul style="list-style-type: none">  Create and edit well-designed and technically sound e-news pages using industry standard software.  Create and maintain all aspects of a daily, Internet-based, multimedia publication.  Participate as an effective member of a team.  Manage and lead a team of journalism professionals <p style="padding-left: 40px;">Instill acumen in the field of journalism and media</p> <p>Develop portfolio that demonstrates creative and professional skills and abilities in journalism.</p> <p>Comply with and promote adherence to relevant Canadian legislation, standards, and the principles and practices of journalism</p>		

COURSE XIV : WRITING FOR THE MEDIA

UNIT I: Report Writing

Function/Celebration Accident Incident

UNIT II: 1. Editorial Column

2. Letter to the Editor

3. Types of Interviews

UNIT III: Writing Feature Stories Writing Documentaries

UNIT IV: News for TV News for the Radio Advertisements Reviews

a. Books b. Films

UNIT V: 1. writing for Web sites

2. Writing for e-zines

BOOKS FOR REFERENCE:

1. S. P. Phadbe- "Modern Journalism – Tools and Techniques" - ABD Publishers 2007
Y.K. D' Souza -Encyclopedia of Advanced Journalism – Orient Longman, 2revised edition.

Course Outcome

On successful completion of the course, the students will be able to

K2,K3,K4	CO1	Demonstrate their ability to observe events, gather information, write news reports and news releases and report on events
K3,K2,K5	CO2	Gain first-hand experience in the designing the News Letters.
K4,K2,K3	CO3	Understand the difference between communication and media theories and would have gained expertise to handle this area in their profession
K5,K4,K6	CO4	grasp the complex relationship between communication/media theories and a diverse set of individual, social, and professional practices
K6,K2,K3	CO5	Know the processes and practice of writing for the media and to have placement in Media

Course Code & Title	COURSE XV : RESEARCH METHODOLOGY		
<u>PENT34</u>	Semester-III	Credits:5	Hours:5
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

- Strongly Correlating (S)** - **3 Marks- 60/60**
- Moderately Correlating (M)** - **2 marks**
- Weakly Correlating (W)** - **1 Mark**
- No Correlation (N)** - **0 mark**

Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • explain key research concepts and issues • read, comprehend, and explain research articles in their academic discipline <p>understand a general definition of research design.</p> <p>know why educational research is undertaken, and the audiences that profit from research studies.</p> <p style="padding-left: 40px;">identify the overall process of designing a research study from its inception to its report.</p> <ul style="list-style-type: none"> • be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
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COURSE XV :RESEARCH METHODOLOGY

UNIT –I

Research: Meaning, Principles of research, Kinds of research

Formulation of Research Problems

Mechanics of Writing : Spelling, Punctuation, Italics, Name of Persons and Numbers

UNIT-II

Choosing a topic

Designing a Research project or thesis

Preparation of Bibliography

UNIT-III

Format of Research Paper: Margins, Heading and Title, Page numbers, Tables and Illustrations, Corrections and Insertions, Electronic submission

Tone, Emphasis, Unity, Coherence, Sentence and Paragraph

UNIT-IV

Documentation: List of Works cited, Citing periodical and Non Periodical print publication, Citing Web Publication, Citing additional common source

Data Collection

Primary and Secondary Sources

Use of Quotations

UNIT-V

Foot note

Parenthetical Documentation

First Draft and Final Draft

Proof reading

Abbreviations – Symbols and abbreviations used in proof reading and correction

BOOKS FOR REFERENCE:

Gibaldi, Joseph, MLA Handbook for Writers of Research Papers. 8thed. New York: MLA Publications, 2004.

Course Outcome

On successful completion of the course, the students will be able to acquire knowledge about

K1,K2,K3	CO1	Comprehend Literary Research against other types of researches and will have learnt to identify and describe the Research Question
K2,K4,K5	CO2	Imbibe the rhetoric styles, language appropriate for research and the knowledge on the mechanics and methodology of writing a literary project
K3,K4,K5	CO3	Acquire training in selecting and defining the appropriate research problem and parameters.
K2,K4,K5,K6	CO4	Understand how to organize ideas and format a dissertation.
K6,K5,K4	CO5	develop data analytics skills and meaningful interpretation to the data sets so as to solve the Research problem

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	M	S	S	S	S	S	M	M
CO2	S	S	S	M	S	S	S	S	S	M	M	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	M	M	S	S	S	S	M	S	S
CO5	S	S	S	S	M	S	S	S	S	S	S	S

Strongly Correlating (S) - **3 Marks- -49/60**

Moderately Correlating(M) - **2Marks - 11/6**

Course Code& Title	COURSE XVI : POST COLONIAL LITERATURE		
PENT41	Semester-IV	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	The Course aims to Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments To understand about the importance of listening Be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues <ul style="list-style-type: none"> ➤ Be able to critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation. ➤ Be able to communicate arguments effectively and show a degree of independent thinking in so doing 		

SEMESTER IV

COURSE XVI : POST COLONIAL LITERATURE

UNIT-I: POETRY

KishwarNaheed- I am not that woman
 Vincent Buckley – Parents
 David Ruadiri – A Negro Labourer in Liverpool
 EdwindThamboo – The Exile

UNIT-II : POETRY

TaufiquaRafat – The Medal
 John Pepper Clark – The Casualities
 W.W.E. Ross – The Snake Try Up
 A.D. Hope – The Death of the Burial

UNIT-III: PROSE

Jean Rhyts – Smile Please
 John Pilger - A Secret Country
 Chinua Achebe - The Novelist as a Teacher

UNIT-IV: DRAMA

Wole Soyinka - A Dance of the Forests

George Ryga – Grass and Wild strawberries

UNIT-V: FICTION

Alice Munro – Too Much Happiness

Bapsi Sidwa – Water

BOOKS FOR REFERENCE:

1. An Anthology of Commonwealth Poetry ed. By. C.D. Narasimhaiah
2. Post Colonial Situation in the novels of V.S. Naipaul- ChampaRao Mohan
3. Critical studies on Commonwealth Literature-R.A.Singh 2003.
4. Current perspectives in Indian English Literature Gauri Shankar Jha, Atlantic publishers (p) Ltd, New Delhi 2006.

COURSE OUTCOME:

On successful completion of the course, the students will be

K1, K2,	CO1	Familiarized with some of the seminal works on colonialism
K2,K3	CO2	Acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts
K2,K3	CO3	Introduced to aspects of subjectivity, race, class and feminism as they inhere in the postcolonial space
K2, K3	CO4	Known how a literary text, explicitly or allegorically; represents various aspects of colonial oppression
K3,K4,K5	CO5	Learnt how a text reveals about the politics and/or psychology of anti-colonialist resistance and trace the history of post-colonial movements in India and its textual representations and trained them to teach and to be sensitized towards cross cutting issues.

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	M	M	S	M	S	S
CO2	M	S	S	S	S	S	M	S	M	M	S	M
CO3	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	S	S	S	S	M	S	M
CO5	S	S	S	S	S	S	M	S	S	M	S	S

Strongly Correlating (S) - 3 Marks- 47/60

Moderately Correlating (M) - 2 marks --13/60

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code & Title	COURSE XVII : WOMEN'S WRITING		
<u>PENT42</u>	Semester-IV	Credits:5	Hours:6
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> ○ Understand Gender and Women's Studies as an academic field 		

	<p>of study</p> <ul style="list-style-type: none"> ○ Be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character. ○ Analyze the ways in which societal institutions and power structures impact the material realities of women's lives. ○ Evaluate information derived from various women's writing. ○ Interpret information from a variety of sources including print and electronic media, film, video, and other information technologies and Cater to the needs of women in Society proactively.
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COURSEXVII :WOMEN'S WRITING

UNIT I: Poetry

Kamala Das - Next to Indira Gandhi

Judith Wright - Woman to Man

Maya Angelou - Still I Rise

Sylvia Plath – Mushrooms

UNIT II: Poetry

Jean Arasanajagan- In the month of July

Hilda Doolittle- Pear tree

Razia Khan – My Daughter's Boy Friend

Elinor Wylie – The Eagle and the mole

UNIT III: Prose

Alice Walker - In search of our Mothers' Gardens.(An extract from the prose collection with the same title).

Virginia Woolf - A Room of one's own (Chapter 1& 2)

Helen Keller – Three days to see

Maya Angelou – I know why the caged bird sings

UNIT IV: Drama

Rita Dove - The Darker Face of the Earth

Wendy Wasserstein– Uncommon women and others

UNIT V: Fiction

Lawrence – Stone Angel

Toni Morrison –Sula

BOOKS FOR REFERENCE:

Nilufer E. Bharuche Vilas Sarang : Indian English Fiction. Macmillan publications 1980-90.

M.S. Nagarajan, N. Eakambaram, A. Natarajan Essays in criticism on Indian Literature in English.S.Chand&CO,1991.

AmarnathPrasad : Indian writing in English, past and present.Sarup&Sons.NewDelhi,2004.

M.R. Verma, K.A. Agarwal : Reflections on Indian English Literature.Atlantic,2002.

COURSE OUTCOME

On successful completion of the course, the students will be able to acquire practical knowledge about

K1,K2	CO1	Learn how and on what grounds women's writings can be considered as a separate genre.
K1,K2	CO2	Read and understand canonical texts written by Women writers across different ages.
K3,K4	CO3	Differentiate between sex and gender and how the latter is a social construction.
K4,K5	CO4	Be aware about the issues and concerns of the women writers of the developed, developing and under-developed countries
K3,K6	CO5	Demonstrate awareness of cultural and intercultural concerns relating to women's writing

Mapping of Cos with POS & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S

Strongly Correlating (S) - 3 Marks -56/60

Moderately Correlating (M) - 2 marks -4/60

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Prepared by : Dr. A. MuthuMeenaLosini

Verified by: Dr. R. Vijaya

Employability/Entrepreneurship/ Skill Development

Name of the Course	Course Code	Name of the Programme	Activities with direct bearing on Employability/ Entrepreneurship/ Skill development
Indian Writing in English	PENT13	M.A. English	work as a teacher/ Writer- Employability, Skill
British Literature-I	PENT11	M.A.English	work as a teacher/ Writer- Employability, Skill
British Literature-II	PENT12	M.A. English	work as a teacher/Writer- Employability, Skill
British Literature-III	PENT21	M.A. English	work as a teacher/Writer- Employability, Skill
British Literature-IV	PENT22	M.A.English	work as a teacher/Writer- Employability, Skill
Diasporic Fiction	PENT14	M.A.English	work as a teacher/Writer- Employability, Skill
Creative Writing	PENE11	M.A.English	Creative Writer- Skill Development, Employability, entrepreneur
Language and Linguistics	PENT24	M.A.English	Skill Development and Employability
Translation Theory and Practice	PENE22	M.A.English	Translator -Entrepreneur, Employability, Skill Development
World Classics in Translation	PENT32	M.A.English	Skill Development and Employability
Literary Theory and Criticism	PENT33	M.A.English	Skill Development
Research Methodology	PENT34	M.A.English	Skill Development and Research Writing
Writing for the Media	PENE33	M.A.English	Editor, Journalist and a Review writer, Critical Thinking- Employability