**FINAL**

**ANNAMALAI UNIVERSITY**

**(AFFILIATED COLLEGES)**

**302 M.A. ENGLISH**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

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| **Part** | **Course Code** | **Study Components & Course Title** | **Credit** | **Hours/ Week** | **Maximum Marks** | | |
| **CIA** | **ESE** | **Total** |
|  |  | **SEMESTER – I** |  |  |  |  |  |
| A | 23PENGC11 | **Core-I:** English Poetry | 5 | 7 | 25 | 75 | 100 |
| 23PENGC12 | **Core-II:** English Drama | 5 | 7 | 25 | 75 | 100 |
| 23PENGC13 | **Core III:** English Fiction | 4 | 6 | 25 | 75 | 100 |
| 23PENGE14-1  23PENGE14-2 | **Elective-I:**  Indian Writing in English (or)  World Popular Short Stories | 3 | 5 | 25 | 75 | 100 |
| 23PENGE15-1  23PENGE15-2 | **Elective-II:**  English Literature for Competitive Examinations (or)  Translation Theory and Practice | 3 | 5 | 25 | 75 | 100 |
|  |  |  | **20** | **30** |  |  | **500** |
|  |  | **SEMESTER – II** |  |  |  |  |  |
| A | 23PENGC21 | **Core-IV:** American Literature | 5 | 6 | 25 | 75 | 100 |
| 23PENGC22 | **Core-V:** Shakespeare Studies | 5 | 6 | 25 | 75 | 100 |
| 23PENGC23 | **Core-VI:** Post Colonial Theory and Literature | 4 | 6 | 25 | 75 | 100 |
| 23PENGE24-1  23PENGE24-2 | **Elective-III:**  Comparative Literature (or)  Women’s Writing | 3 | 5 | 25 | 75 | 100 |
| 23PENGE25-1  23PENGE25-2 | **Elective-IV:**  World Mythology (or)  Indian Classics in Translation | 3 | 5 | 25 | 75 | 100 |
| B (i) | 23PENGS26 | **Skill Enhancement Course (SEC-I):** Approaches to English Language Teaching | 2 | 2 | 25 | 75 | 100 |
|  |  |  | **22** | **30** |  |  | **600** |
|  |  | **SEMESTER – III** |  |  |  |  |  |
| A | 23PENGC31 | **CORE -VII** : Contemporary Literary Criticism | 5 | 6 | 25 | 75 | 100 |
| 23PENGC32 | **CORE -VIII** : Twenty First Century Millennial Literature and Culture | 5 | 6 | 25 | 75 | 100 |
| 23PENGC33 | **CORE- IX** : Literature of the Marginalized in India | 5 | 6 | 25 | 75 | 100 |
| 23PENGC34 | **CORE- X (Industry Module) :**  Journalism and Mass Communication | 4 | 6 | 25 | 75 | 100 |
| 23PENGE35-1  23PENGE35-2 | **Elective-V:**  Oral Narratives **(or)**  New Literature in English | 3 | 3 | 25 | 75 | 100 |
| B (i) | 23PENGS36 | **Skill Enhancement Course (SEC-II)** :  English for Tourism | 2 | 3 | 25 | 75 | 100 |
| B (ii) | 23PENGI37 | Summer Internship \* | 2 | - | 25 | 75 | 100 |
|  |  |  | **26** | **30** |  |  | **700** |

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|  |  | **SEMESTER – IV** |  |  |  |  |  |
| A | 23PENGC41 | **CORE- XI:** Subaltern Studies | 5 | 6 | 25 | 75 | 100 |
| 23PENGC42 | **CORE - XII :** Canadian Studies | 5 | 6 | 25 | 75 | 100 |
| 23PENGD43 | **PROJECT :** Research Methodology, Project Writing and Viva | 7 | 10 | 25 | 75 | 100 |
| 23PENGE44 | **Elective VI:** Entrepreneurship | 3 | 4 | 25 | 75 | 100 |
| B(i) | 23PENGS45 | **Skill Enhancement Course (SEC III)** :  English for Careers | 2 | 4 | 25 | 75 | 100 |
| C | 23PENGX46 | Extension Activity | 1 | - | 100 | - | 100 |
|  |  |  | **23** | **30** |  |  | **600** |
|  |  | **Total Credits / Hours** | **91** | **120** |  |  | **2400** |

\* Students should complete two weeks of internship before the commencement of III semester.

**Credit Distribution for PG Arts Programme**

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| --- | --- | --- | --- | --- |
| **Part** | **Course Details** | **No. of courses** | **Credit per course** | **Total Credit** |
| **A** | Core (including Industry Module) | 12 | 4 or 5 | **57** |
| Elective Course | 6 | 3 | **18** |
| Project Work with VIVA-VOCE | 1 | 7 | **7** |
| **B(i)** | Skill Enhancement Course | 3 | 2 | **6** |
| **B(ii)** | Summer Internship/ Industrial Activity | 1 | 2 | **2** |
| **C** | Extension Activity | 1 | 1 | **1** |
|  |  |  |  | **91** |

**Component-wise Credit Distribution**

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| **Part** | **Courses** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Total** |
| **A** | Core (including Practical and Project) | 14 | 14 | 19 | 17 | **64** |
| Elective | 6 | 6 | 3 | 3 | **18** |
| **B(i)** | Skill Enhancement Course | - | 2 | 2 | 2 | **6** |
| **B(ii)** | Summer Internship/IndustrialActivity | - | - | 2 | - | **2** |
| **C** | Extension Activity | - | - | - | 1 | **1** |
|  |  |  |  |  |  | **91** |

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

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| **Semester: I**  **CORE I** | **23PENGC11:** ENGLISH POETRY | **Credits: 5**  **Hours: 7** |

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| **Learning Objectives** | |
| LO1 | To familiarize students with English Poetry starting from Medieval England to the 17th Century. |
| LO2 | To make them focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric,  Satire, Epic etc. |
| LO3 | To enhance their good comprehension of History of English literature |
| LO4 | To develop their aesthetic sense. |
| LO5 | To acquaint them with various literary devices. |
| **Details** | |
| **UNIT I Middle English Poetry -** Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, 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 : "Elegy Written in a Country Churchyard"  Wordsworth: “Tintern Abbey”  Burns : "Holy Willie's Prayer" & "Auld Lang Syne"  **UNIT V Modern Poetry -** Rupert Brooke: "The Soldier" W.B.Yeats: Sailing to Byzantium W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting” Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman" | |

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| **Course Outcomes** | | **Programme**  **Outcomes** |
| CO | On completion of this course, students will |  |
| CO1 | Gain ideas about the old English writing style. | PO1, PO2 |
| CO2 | Acquire knowledge about various forms of poetry during different centuries. | PO5,PO6 |
| CO3 | Evaluate various poets as representatives of  their periods | PO7 |
| CO4 | Trace the evolution of various literary movements | PO8 |
| CO5 | Justify British Poetry as an aesthetic record of  the societies concerned | PO9, PO10 |
| **Text Book** | | |
| 1 | 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through  the 18th century. OUP, London | |
| 2 | Standard editions of texts | |
| **Reference Books** | | |
| 1. | T.S. Eliot, 1932, “The Metaphysical Poets” from Selected Essay; Faber and Faber  limited, London. | |
| 2. | H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London. | |
| 3. | Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon  – Avon Studies Vol. II, Edward Arnold, London. | |
| 4. | William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in  Criticism, Oxford University Press, London. | |
| 5. | A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London. | |
| 6 | David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker  & Warburg, London. | |
| 7 | Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to  Marvell, Cambridge University Press, Cambridge. | |
|  | **Web Resources** | |
| 1. | http://www.english/.org.uk/chaucer/htm | |
| 2. | [https://www.britannica.com/topic/The-Canonization](http://www.britannica.com/topic/The-Canonization) | |
| 3. | [https://www.worldhistory](http://www.worldhistory.org/Elizabethan_Theatr).or[g/Elizabethan\_Theatr](http://www.worldhistory.org/Elizabethan_Theatr)[e/https://www.britannica.com/to](http://www.britannica.com/to)  pic/Paradise-Lost-epic-poem-by-Milton | |
| 4. | [https://www.britannica.com/topic/Absalom-and-Achitophel](http://www.britannica.com/topic/Absalom-and-Achitophel) | |
| 5. | [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\_poetry\_in\_En](http://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En)  glish.html | |

Mapping with Programme Outcomes

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

**3 – Strong, 2 – Medium, 1 - Low**

Mapping with Programme Specific Outcomes

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

**3 – Strong, 2 – Medium, 1 - Low**

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| **Semester: I**  **CORE II** | **23PENGC12**: ENGLISH DRAMA | **Credits: 5**  **Hours: 7** |

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| **Learning Objectives** | | | |
| LO1 | To acquaint the students with the origin of drama in Britain | | |
| LO2 | Different stages of British Drama and its evolution in the context of theatre can be understood by the students. | | |
| LO3 | Socio-cultural scenarios can be well comprehended through a study of representative texts from the Elizabethan age to the 20th century. | | |
| LO4 | Evaluating different forms of drama from the historical background could be  learnt. | | |
| LO5 | Understanding dramatic techniques implied by the pioneers of English drama | | |
| **Details** | | | |
| **UNIT I Beginnings of Drama** - Miracle and Morality Plays -Everyman  The Senecan and Revenge Tragedy - Thomas Kyd : The Spanish Tragedy  **UNIT II Elizabethan Theatre -** Theatres, Theatre groups, Audience, Actors and Conventions of 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 Brech : Mother Courage and her Children Comedy of Menace - Harold Pinter :Birthday Party  Postmodern Drama - Samuel Beckett :Waiting for Godot | | | |
| **Course Outcomes** | | | **Programme Outcomes** |
| CO | | On completion of this course,  students will |  |
| CO1 | | Appraise various aspects of drama and theatre | PO1, PO2 |
| CO2 | | Identify drama and performance as a  cultural process and an artistic discourse | PO3,PO5 |

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| CO3 | | Evaluate plot structure, characterization and dialogue | PO4 |
| CO4 | | Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages | PO6,PO7,PO8 |
| CO5 | | 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., (6thed) 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](http://www.britannica.com/art/epic-theatre) | | |
| **Web Resources** | | | |
| 1. | [http://www.questia.com](http://www.questia.com/) (online library for research) | | |
| 2. | [http://www.clt.astate.edu/wmarey/asste%](http://www.clt.astate.edu/wmarey/asste%25) | | |
| 3. | https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/ | | |
| 4. | [https://www.britannica.com/art/English-literature/The-Restoration](http://www.britannica.com/art/English-literature/The-Restoration) | | |
| 5. | [https://www.britannica.com/art/epic-theatr](http://www.britannica.com/art/epic-theatre)e | | |

Mapping with Programme Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

Mapping with Programme Specific outcomes:

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| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO 4** | **PS O5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of**  **Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**

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| **Semester: I**  **CORE III** | **23PENGC13:** ENGLISH FICTION | **Credits: 4**  **Hours: 6** |

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| **Learning Objectives** | |
| LO1 | To familiarize the students with the origin and development of the British Novel up to the 20th Century. |
| LO2 | The contents of the paper are meant to throw light on various concepts and theories of the novel. |
| LO3 | To understand the social background based on the prescribed novels. |
| LO4 | Identifying and differentiating various forms of novels. |
| LO5 | Trying hands in writing a piece of work on their own. |
| **Details** | |
| **UNIT I -** Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel  -definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire**  John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels  **UNIT II -** The New World Novel : Daniel Defoe : Robinson Crusoe Laurence Sterne: Tristram Shandy.  **UNIT III -** Middle Class Novel of Manners **-** Jane Austen : Emma  **UNIT IV -** Women’s Issues **-** Charlotte Bronte : Jane Eyre  **UNIT V -**Liberal Humanism, Individual Environment and Class Issues, D.H.Lawrence :The Rainbow , James Joyce: Portrait of the Artist as a Young Man | |

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| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Gain wide knowledge about different types of novels. | PO1, PO10 |
| **CO2** | Learn the art of writing different forms of novels with the learned notions. | PO2, PO3 |
| **CO3** | Explore Social, domestic and gothic novels. | PO4, PO5 |
| **CO4** | Assess philosophical and political underpinnings of Victorian morality,  anti Victorian realities and the aesthetic movement. | PO4, PO5, PO6 |
| **CO5** | Infer themes relating to the turn of the century events through close reading of text. | PO7, PO8,PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press,  London. | |
| 2. | F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London. | |
|  |  | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London. | |
| 2. | Frederick R Karl, 1977, Reader’s Guide to the Development of the English Novel till the 18th 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](http://www.britannica.com/art/picaresque-novel) | |
| 4. | [https://www.britannica.com/art/novel-of-manners](http://www.britannica.com/art/novel-of-manners) | |
| 5. | [https://www.britannica.com/topic/Jane-Eyre-novel-by-Br](http://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte)onte | |

Mapping with Programme Outcomes:

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

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

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

**3 – Strong, 2 – Medium, 1 - Low**

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| **Semester: I Elective-I** | **23PENGE14-1:** INDIAN WRITING IN ENGLISH | **Credits: 3**  **Hours: 5** |

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| **Learning Objectives** | |
| LO1 | Enabling the students to understand the evolution of Indian Writing in English. |
| LO2 | To enable the learners to get exposed to the historical movements of the  Indian subcontinent. |
| LO3 | Comprehending different genres through the representation of different  texts. |
| LO4 | To inculcate in the students the cultural significance of Indian English literature. |
| LO5 | To comprehend Indian writing in English with its dual focus on the influence  of classical Indian tradition and the impact of the West. |
| **Details** | |
| **UNIT I -** Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree  Sarojini Naidu: Palanquin Bearers, Coromandel Fishers **UNIT II -** Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky,  Nissim Ezekiel: Morning Prayer, Enterprise.  **UNIT III -** Girish Karnad: Nagamandala Asif Currimbhoy: Inquilab.  **UNIT IV –** Rabindranath Tagore: My School  Dr. S. Radhakrishnan : Emerging World Society,  Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).  **UNIT V -** Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows | |

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| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the themes of Indian Writing in English | PO1 |
| **CO2** | Identify the major trends in Indian Writing in English | PO1, PO2 |
| **CO3** | Examine the background and settings of  the prescribed texts | PO4, PO6 |
| **CO4** | Evaluate the cultural significance of  Indian English Literature | PO4, PO5, PO6 |
| **CO5** | Gain exposure to diverse culture and literature and  further get enlightened about socio-cultural scenarios in the contemporary era. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling  Publishers, New Delhi. | |
| 2. | Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications,  Delhi. | |
| 3. | K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature,  Pencraft International, New Delhi. | |
| 4. | AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London. | |
| 5. | TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP. | |
| **Web Resources** | | |
| 1. | [http://en.wikipedia.org/wik/indian\_wriTIng\_in\_english](http://en.wikipedia.org/wik/indian_wring_in_english) | |
| 2. | [https://www.thehindu.com/books/books-children/short-history-of-indian-writi](http://www.thehindu.com/books/books-children/short-history-of-indian-writi) ng-in-english/article5226149.ece/amp/ | |
| 3. | [https://www.britannica.com/biography/Sri-Aur](http://www.britannica.com/biography/Sri-Aurobindo)obindo | |
| 4. | [https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe](http://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe)t/ | |
| 5. | [https://www.britannica.com/biography/Anita-Desai](http://www.britannica.com/biography/Anita-Desai) | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping Specific Outcome:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 1  5 | 15 | 14 | 15 |
| **Weighted percentage of course contribution to Pos** | 3.0 | 3.  0 | 3.0 | 2.8 | 3.0 |

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: I**  **Elective-II** | **23PENGE14-2:** WORLD POPULAR SHORT STORIES | **Credits: 3**  **Hours: 5** |

|  |  |  |
| --- | --- | --- |
| **Learning Objectives** | | |
| LO1 | Introduce students to some of the important short stories of the world | |
| LO2 | Enable the students to study the various techniques and styles employed by the  authors. | |
| LO3 | Help them in gaining some insights into the socio-cultural aspects of the regions from where the texts are chosen. | |
| LO4 | Stimulate the sympathetic / empathetic imagination by allowing them to see the  world through other’s eyes. | |
| LO5 | Induce them to apply their analytical, critical and creative skills in interpreting a work. | |
| **Details** | | |
| **UNIT I -** Chinua Achebe (Nigerian) : Marriage is a Private Affair Zacharias Topelius (Finnish) : The Birch and the Star Luigi Pirandello (Italian) : War  Anatole France (French) : Our Lady’s Juggler  **UNIT II -** Lu Hsn (Chinese) : Medicine  Hjalmar Soderberg (Swedish) : The Burning City Franz Kafka (German) : The Outlaws  Hans Christian Anderson (Danish) : What the Old man does is Always Right  **UNIT III -**Maxim Gorky : The Mother of a Traitor Leo Tolstoy : The Candle  Anton Chekov : Misery  **UNIT IV -** William Faulkner : Barn Burning Edgar Allan Poe : The Black Cat  John Stein Beck : The Chrysanthemums  **UNIT V -** P. G. Wodehouse : Leave it to Jeeves Arthur Conan Doyle : A Case of Identity Frank O’ Conner (Irish) : The Idealist | | |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Develop a critical understanding of fiction. | PO2 |
| **CO2** | Compare their indigenous literature and culture with other literatures and cultures | PO1, PO2 |
| **CO3** | Gain knowledge about sensitive issues that are  dealt with by the writers | PO3, PO6 |

|  |  |  |
| --- | --- | --- |
| **CO4** | Get motivated to explore more works on their own. | PO4, PO5, PO6 |
| **CO5** | Write critical, analytical and interpretive articles | PO7, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Frederick.V. A Pinch of Snuff, Orient Longman,Chennai,1990. | |
| 2. | Modern Short Stories-A Reader, S.Chandand Co, NewDelhi, 1986. | |
| 3. | Sasikumar.J, Paul Gunasekar, Spectrum an anthology of Prose, Orient  Longman, Kolkata, 2007 | |
| 4. | Selected Short Stories of the World. Maples Press, 2010. | |
| **Web Resources** | | |
| 1. | https://en.wikisource.org/wiki/My\_Man\_Jeeves/Leave\_it\_to\_Jeeves | |
| 2. | [https://www.accuracyproject.org/t-France,Anatole-OurLadysJuggler](http://www.accuracyproject.org/t-France%2CAnatole-OurLadysJuggler.html).html | |
| 3. | https://jerrywbrown.com/wp-content/uploads/2020/02/War-Pirandello-Luigi.pd  f | |
| 4. | https://cyc-net.org/cyc-online/cycol-0102-soderberg.html | |
| 5. | https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancrof  t-flach\_jessie-brochner\_velma-swanston-howard/text/the-outlaws | |
| 6. | https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldManDoesIsAlways\_e.html | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: I Elective-II** | **23PENGE15-1:** ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS | **Credits: 3**  **Hours: 5** |

|  |  |  |
| --- | --- | --- |
| **Learning Objectives** | | |
| LO1 | Help learners have a wide range of knowledge in literature. | |
| LO2 | Help learners prepare for UGC Eligibility tests for JRF and Assistant  Professorship. | |
| LO3 | Keep a focus on every movement of literary devices. | |
| LO4 | Enable the students to have an idea of the spirit of literature. | |
| LO5 | Obtain literary acumen in answering multiple choice questions for SET/NET. | |
| **Details** | | |
| **UNIT I -**Chaucer to Shakespeare Jacobean to Restoration  **UNIT II -** Romantic Period  Victorian Period.  **UNIT III -** Modern Period  Contemporary Period  **UNIT IV -** American Literature  New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching  Translation Studies  **UNIT V -** Classicism to New Criticism  Contemporary Theory | | |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will be able to | |
| **CO1** | Appear for competitive examination. | PO2 |
| **CO2** | Answer multiple choice questions | PO1, PO2 |
| **CO3** | Gain knowledge of various writers and works | PO3, PO6 |
| **CO4** | Evaluate different genres. | PO4, PO5, PO6 |
| **CO5** | Explore more works on their own. | PO7, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | D, Benet E., and Samuel Rufus.NET. SET..GO… English.N.p., 2014. | |

**References Books**

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

1. Masih, K. Ivan. et.al. An Objective Approach to English Literature: For NET, JRF,SLET and Pre-Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.

Mapping with Programme Outcomes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

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

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: I Elective-II** | **23PENGE15-2:** TRANSLATION THEORY AND PRACTICE | **Credits: 3**  **Hours: 5** |

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| **Learning Objectives** | | |
| LO1 | Introduce the students to the different theories of translation | |
| LO2 | Enable the students to understand the significance of translation studies in  General | |
| LO3 | Encourage the students to acknowledge the importance of translation in a multilingual country like India. | |
| LO4 | Familiarize them with the theories of translation and the current practices. | |
| LO5 | Inspire the students to critically evaluate and appreciate the translated  Genres | |
| **Details** | | |
| **UNIT I -**History of Translation  Problems of Period Study Types of Translation  **UNIT II -** Meaning – Linguistic meaning  Denotative meaning and Connotative meaning Equivalence in Translation  **UNIT III -** Problems in Translation, Untranslatability Transference and Transcription  **UNIT IV -** Translations   1. Scar – Translated by V. Kadambari 2. Thirukkural – Translated by V.V. S Aiyar, Chapters: 11- Gratitude,16 - Patience 3. Short Stories   “Poisoned Bread” – Arjun Dangle “Draupadi” – MahaswetaDevi  “The World is Yours” – Translated by Dr. A. Dakshninamurthy  **UNIT V - Translation Practice**  A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified | | |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will be able to | |
| **CO1** | Understand the significance of translation work in  literary field and acknowledge the various theories of translation studies | PO2 |
| **CO2** | Understand how literary translation can work as a medium for cultural exchange between countries | PO1, PO2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **CO3** | | Obtain skill to translate different genres and forms  of literary works, applying the different theories | PO3, PO6 |
| **CO4** | | Evaluate and appreciate translated literary works | PO4, PO5, PO6 |
| **CO5** | | Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive  examinations | PO7, PO8 |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | |
| 1. | Bassnett, Susan. Translation Studies, London: Routledge, 2002 | | |
| 2. | Catford, J.C. A Linguistic Theory of Translation. Delhi: OUP, 2000. | | |
| 3. | Das, Bijay Kumar. A Handbook of Translation Studies. 3rd Revised Ed.  Delhi:Atlantic Publishers & Distributors, 2001. | | |
| 4. | Kuhiwazak, Piotr& Karin Littau. A Companion to Translation Studies.  Hyderabad: Orient BlackSwan, 2011. | | |
| 5. | Nida, Eugene, Towards a Sc19IENCe of Translating. Leiden: Brill, 1964 | | |
| 6. | Sawant, Sunil. Translation Studies: Theories and Applications.  Delhi: Atlantic Publishers 2013. | | |

Mapping with Programme Outcomes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

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

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: II CORE- IV** | **23PENGC21 – AMERICAN LITERATURE** | **Credits: 5**  **Hours: 6** |

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| --- | --- |
| **Learning Objectives** | |
| LO1 | To introduce the learners to the development of American literature. |
| LO2 | To familiarize social and political events that have a bearing on American writing |
| LO3 | To introduce the concepts and emerging themes in American  literature |
| LO4 | To inculcate the movements and trends that shaped American literature, |
| LO5 | To familiarize the students with the relation between  aesthetics and racism in Fiction |
| **UNIT I**  POETRY  Walt Whitman “Out of the Cradle Endlessly Rocking”  Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society”  Robert Frost “After Apple Picking”  E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar”  Denis Levertor “ Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Lexton “Wanting to Die”  Adrienne Rich “Snapshots of a Daughter-in-law”  **UNIT II -** Prose **-** Emerson - The American Scholar, Amy Tan- Mother Tongue, Thoreau - Walden (Chapter “Pond”)  **UNIT III** Drama **-** Arthur Miller - Death of a Salesman,  Tennessee Williams – All My Sons Marsha Norman - Night Mother, NtozakeShange – For Colored Girls.  **UNIT IV** Fiction/Short Story **-** Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Moma day - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening  **UNIT V Autobiography -** Excerpts from – MalcolmX, Hispanic Women Writing,  Cherrie Moraga - Getting Home Alive | |

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| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Analyze the movements and trends that shaped American literature | PO2 |
| **CO2** | Estimate various speeches and concepts of living which changed American history | PO1, PO3 |
| **CO3** | Evaluate the relation between aesthetics and racism in Fiction | PO4, PO5 |
| **CO4** | Validate representative socio-political, cultural, racial  and gender perspectives in theatrical works | PO4, PO5, PO6 |
| **CO5** | Gain exposure to the different literary genres and its  evolution in American Literature | PO8, PO10 |
| **Text Books(Latest Editions)** | | |
| 1. | Willis Wagner : American Literature - A World View | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | , Marcus Cunliffe : Sphere History of Literature - American Literature to 1900. | |
| 2. | Boris Ford : The New Pelican Guide to  English Literature - Vol.9. American Literature. | |
| **Web Sources** | | |
| 1. | https://[www.thoughtco.com/american-literary-periods-741872](http://www.thoughtco.com/american-literary-periods-741872) | |
| 2. | [https://www.poetryfoundation.org/poets/walt-whitman](http://www.poetryfoundation.org/poets/walt-whitman) | |
| 3. | https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/ | |
| 4. | [https://www.britannica.com/art/American-literatur](http://www.britannica.com/art/American-literature)e | |
| 5. | https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville- comparison/ | |

# Mapping with Programme Outcomes:

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

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

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: II**  **CORE- V** | **23PENGC22 – SHAKESPEARE STUDIES** | **Credits: 5**  **Hours: 6** |

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| **Learning Objectives** | |
| CO1 | To examine, understand and enjoy Shakespeare’s plays and Criticism of Theatre. |
| CO2 | Analyzing the context of Elizabethan England from the evolving contemporary  perspective down the ages |
| CO3 | Undertake textual analysis of Shakespeare’s Plays and Sonnets |
| CO4 | Appraise Shakespeare’s contribution to English language and literature |
| CO5 | Critically understanding the appreciations by critics on Shakespeare |
| **Details** | |
| **UNIT I -** Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film &play production.  **UNIT II – Sonnets** – 12, 65, 86,130,  **Comedies -**Much Ado About Nothing, Winter’s Tale.  **UNIT III – Tragedy** Othello  **UNIT IV – History** Henry IV Part I  **UNIT V Shakespearean Criticism –**   1. **A.C. Bradley -** Shakespearean Tragedy (Chapter V & VI) 2. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion 3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989. | |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Critically understand the appreciations by critics on Shakespeare | PO1 |
| **CO2** | Understand Elizabethan theatre and the theatre’s development. | PO3 |
| **CO3** | Be familiarized with critical perspectives on Shakespeare’s Plays and Sonnets | PO4, PO5 |
| **CO4** | Understand the trends in Shakespeare studies | PO6 |
| **CO5** | Learn Modern Approaches in Shakespearean criticism | PO7, PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Stephen Greenblatt, ed., 1997, The Norton Shakespeare,  (Romances& Poems,Tragedies, Comedies), W.W. Norton & Co., London. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Harrison, 1951, G.B. Shakespeare’s Tragedies, Routledge, London. | |
| 2. | Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare’s  Sombre Tragedies, New York. | |
| 3 | Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare’s  Final Plays, Oxford. | |
| 4 | John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His  Influence, Charles Scribner’s Sons. | |
| 5 | Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press,  Cambridge. | |
|  | **Web sources** | |
| 1 | <http://www.shakespeare.bham.ac.uk/resources> | |
| 2. | [https://www](http://www.folger.edu/shakespeares-theater).folger[.edu/shakespeares-theater](http://www.folger.edu/shakespeares-theater) | |
| 3. | [https://www.britannica.com/art/sonnet](http://www.britannica.com/art/sonnet) | |
| 4. | [https://www.sparknotes.com/shakespeare/othello/genr](http://www.sparknotes.com/shakespeare/othello/genre/)e/ | |
| 5. | [https://www.historytoday](http://www.historytoday.com/archive/british_english_monarchs/henry-iv).com/ar[chive/british\_english\_monarchs/henry-iv](http://www.historytoday.com/archive/british_english_monarchs/henry-iv) | |

# Mapping with Programme Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

# Mapping with Programme Specific Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: II**  **CORE- VI** | **23PENGC23 – POST-COLONIAL THEORY**  **AND LITERATURE** | **Credits: 4**  **Hours: 6** |

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| **Learning Objectives** | |
| LO1 | To examine, understand current sociopolitical mood in `third- world' countries through the study of their fiction and poetry. | |
| LO2 | To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres | |
| LO3 | To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people | |
| LO4 | Emphasis will be laid on tracing the development of post-colonial literatures and theory. | |
| LO5 | Understanding the critical perspectives in Postcolonial literatures. | |
| **Details** | | | |
| **UNIT I:** Prose  Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction), Edward Said - Introduction to Orientation.  **UNIT II -**Poetry  ArunKolatkar : The Priest, Yeshwant Rao, An Old Woman, A.K.Ramanujan. : Returning, Death of Poem, Kofi Awonoor , The Weaver  Bird Leopold Senghor. : In Memoriam, Grace Nichols :In My Name, James  Reaney :Maps, George Bowering : Grand Father  **UNIT III-**Drama  Soyinka : Death and the King’s Horseman Dougals Stuart : Ned Kelly  **UNIT IV –** Fiction  Arundathi Roy – God of Small things Bapsi Sidwa – Ice Candyman  **UNIT V – Short Stories**   1. Kate Grenville – Mate 2. Chinua Achebe – Dead Men’s path | | | |

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

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

# Mapping with Programme Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

# Mapping with Programme Specific Outcomes:

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: II Elective-III** | **23PENGE24 - 1: COMPARATIVE LITERATURE** | **Credits: 3**  **Hours: 5** |

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| --- | --- |
| **Learning Objectives** | |
| LO1 | To attain a broad knowledge of various literary traditions both in their specificity and interrelation. |
| LO2 | To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas. |
| LO3 | To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, geners, periods, and areas. |
| LO4 | To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural. |
| LO5 | To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in  comparative contexts. |

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| DETAILS |
| **Unit I**  The Study of Influence and Analogy The Study of Reception  **Unit II**  Thematology  **Unit III**  Genres Comparative Literature and Translation  **Unit IV**  Literature and other Arts: Music, Theatre, and Dance  Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology  **Unit V**  Anita Desai A Village by the sea Chinua Achebe Things fall apart Patrick White Voss  Vikram Seth A suitable boy |

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| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.) | PO1 |
| **CO2** | Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices. | PO1, PO2 |
| **CO3** | Use critical terminology and interpretive methods drawn from specific 20th – and 21stcentury comparative and critical theories from multiple disciplines. | PO4, PO6 |
| **CO4** | Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. | PO4, PO5, PO6 |
| **CO5** | Master a variety of theoretical and methodological approaches to textsand adopt them for comparative textual studies able to go beyond simply mechanical applications. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well,1993. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010. | |
| 2. | Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature: | |
| 3. | Approaches to Theory and Practice. New York: Cornell UP, 1988 | |
| 4. | Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Bloomington: Indiana UP, 1974 | |
| 5. | Wellek, Rene and Austin Warren. Theory of Literature. Harcourt: Brace and company.1948. | |
| 6. | Arts Wellek& Warren: Theory of Literature | |

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| --- | --- | --- |
| **Semester: II Elective-III** | **23PENGE24 - 2: WOMEN’S WRITING** | **Credits: 3**  **Hours: 5** |

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| **Learning Objectives** | |
| LO1 | To familiarize learners with how unique experiences of women influence their writings |
| LO2 | To help them analyze representations of women in literature. |
| LO3 | To enable learners to be familiar with various contexts that influence the representation of women in literature. |
| LO4 | To enable them apply appropriate formal conventions when writing about literature |
| LO5 | To help them in understanding how and on what grounds women’s writing can be considered as a separate genre. |

Unit I: Poetry

Elizabeth Barrett Browning : “How Do I Love Thee?” (sonnet 43)

“If Thou must Love Me” “The Cry of the Children”

Sylvia Plath : Lady Lazarus

Kamala das : The Old Play House

Maya Angelo : Phenomenal Women

Unit II: Prose

Arunthathi Roy : The Greater Common Good

Virginia Woolf : Sojourner Truth; Ain’t I A Woman?

UNIT III: Drama

Caryl Churchill : Top Girls

Lorraine Hensberry : A Raisin in the Sun.

UNIT IV: Novel

Mahasweta Devi : Rudali

Rupa Bajwa : Sari Shop

UNIT V: General

1. Historical Overview and Major Themes in Women’s Writing

2. Mary Wool stone Craft : The Vindication of the Rights of Women

3. Elain Showalter : Toward a Feminist Poetics

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| --- | --- | --- | --- |
| **Course Outcomes** | | | |
| **Course Outcomes** | On completion of this course, students will; | | |
| CO1 | Examine and appreciate the role played by sociocultural-economic contexts in defining women. | | PO1 |
| CO2 | Be enlightened about the issues and concerns of the women writers of the developed and developing countries. | | PO1, PO2 |
| CO3 | Understand and appreciate the representation of female experience in literature | | PO4, PO6 |
| CO4 | Gain awareness of class, race and gender as Social constructs and how they influence women’s lives. | | PO4, PO5, PO6 |
| CO5 | Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms. | | PO3, PO8 |
| **Text Books (Latest Editions)** | | | |
| 1. | | Gilbert, Sandra M., and Susan Gubar. The Norton Anthology of Literature by Women. W. W. Norton, 2007. | |
| 2. | | Olson, S. Douglas. The “Homeric Hymn to Aphrodite” and Related Texts. Walterde Gruyter, 2012. | |
|  | |  | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | |
| 1. | | A Hand book of Critical Approaches to Literature, ed. Wilfred I.Guerin. etal. Pages. 196- 215 | |
| 2. | | Estés, Clarissa Pinkola. Women Who Run with the Wolves. 1995. | |
| 3. | | Jain, Jasbir, and Avadhesh K. Singh. Indian Feminisms. 2001. | |
| 4. | | An anthology of Literary Theory and Criticism, eds.R.Warkol and Diane.  PriceHenrdl.p.279-291. | |
| **Web Resources** | | | |
| 1. | | “Ambai (C. S. Lakshmi) b. 1944.” *Name Me a Word*, Yale University Press, 2019,pp.  259–67, <http://dx.doi.org/10.12987/9780300235654-032>. | |

# Mapping with Programme Outcomes:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO 10** |
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low Mapping with**

**Programme Specific Outcomes:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO 3** | **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 |

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| --- | --- | --- |
| **Semester: II Elective-IV** | **23PENGE25 - 1: WORLD MYTHOLOGY** | **Credits: 3**  **Hours: 5** |

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| **Learning Objectives** | |
| LO1 | To help students at the origin and sources of myths in literature. |
| LO2 | Provide them with aunique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life |
| LO3 | Get an In-depth study of the theoretical approaches |
| LO4 | Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times |
| LO5 | Help them to understand the definition of symbolism with its different types and dimensions. |
|  | |
| DETAILS | |

Unit I Introduction

Unit I

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.The Story of Romulus and Remus

The Story of Dido, Queen of CarthageThe Story of Cupid & Psyche

The Story of Orpheus and EurydiceThe Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W.Longfellow

Unit IV Legends

Arthurian Cycle (The Holy Grail)Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabaratha

Unit I Introduction

Beginning of myth, Natural Phenomena as Myth, Myth and Legends

Unit II Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules) Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.The Story of Romulus and Remus

The Story of Dido, Queen of CarthageThe Story of Cupid & Psyche

The Story of Orpheus and EurydiceThe Story of Echo & Narcissus

Unit III Native American Folklore

The Song of Hiawatha – H.W.Longfellow

Unit IV Legends

Arthurian Cycle (The Holy Grail)Robin Hood Cycle

Unit V Hindu Mythology

R. K. Narayanan Ramayana & Mahabaratha

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the origin and sources of myths in literature | PO1 |
| **CO2** | Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times. | PO1, PO2 |
| **CO3** | Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals | PO4, PO6 |
| **CO4** | Understand symbolism with its different types and  dimensions. | PO4, PO5, PO6 |
| **CO5** | Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Bauman, Richard. AGenre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991. | |
| 2. | Boas, Franz. A Introduction to James Teit,@ Traditions of the Thompson  River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1.  2. | Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.  Grimm, Jakob and Wilhelm Grimm. APrefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The HardFacts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222. | |
| **Web Resources** | | |
| 1. | *Bascom, William. AThe Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20****.*** | |

# Mapping with Programme Outcomes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO1 0** |
| **CO 1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

# Mapping with Programme Specific Outcomes:

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

|  |  |  |
| --- | --- | --- |
| **Semester: II Elective-IV** | **23PENGE25 - 2: INDIAN CLASSICS IN TRANSLATION** | **Credits: 3**  **Hours: 5** |

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| --- | --- | --- | --- |
|  | **Learning Objectives** | | |
|  | LO1 | To introduce the students to the polyphony of modern Indian writing in translation. | |
|  | LO2 | To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions. | |
|  | LO3 | To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. | |
|  | LO4 | To explore images in literary productions that express the writers sense of their society. | |
|  | LO5 | To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works. | |
| **DETAILS** | | |  | |

Unit I: Poetry

Kaniyan Poongundran Purananooru (192) (Translated by A. K. Ramanujan)

Auvaiyar Purananooru 93 (Translated by George L Hart)

Kabirdas Hey Brother, Why do you want me to talk? I won't talk

Mirabai Life in the World Strange is the Path when you offer Love b

Mirza Ghalib Heart it is, Not a Brick or Stone Muhammed Iqbal The Himalayas

Unit II: Poetry

Thiruvalluvar Chapter - 5 (Family Life) Chapter-79 (On Friendship)

(From ***Thirukkural–***V.V. S. Aiyar’sTranslation) Ilango Adigal Vazhakuraikaathai

(From ***Silapathikaram***)

Unit III: Prose

Kalki : Ponniyin Selvan – Part I

Sri Aurobindo : The True Meaning of Freedom

Unit IV: Drama

Rabindranath Tagore : Sacrifice Girish Karnad :Nagamandala

Unit V: Fiction

Munshi Premchand : Godan

Asokamitran : The Eighteenth Parallel

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the multifaceted nature of cultural identities in the various Indian  literatures through indigenous literary traditions. | PO1 |
| **CO2** | Compare literary texts produced across Indian regional landscapes to seek similarities and  differences in thematic and cultural perspectives. | PO1, PO2 |
| **CO3** | Learn to explore images in literary  productions that express the writers’ sense of their society. | PO4, PO6 |
| **CO4** | Explore texts outside of the suggested reading lists torealize the immense treasure trove of translated Indian literary works. | PO4, PO5, PO6 |
| **CO5** | Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writingin translation. | PO3, PO8 |

|  |  |  |
| --- | --- | --- |
| **Text Books (Latest Editions)** | | |
| 1. | | Ramanujan A. K., *Poems of Love and War,* OUP India, 2006 |
| 2. | | Standard Editions of Texts for Prose, Drama and Fiction. |
| 3. | | IyengarSrinivasa K.V, Sri Aurobindo: *A Biography and a History,* SriAurobindo, International Centre of Education, Pondicherry, 1985. |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | | Radha Krishnan S, A Centenary Volume Rabindranath Tagore 1861-1961,New Delhi,Sahitya Akademi,1992. |
| 2. | | Rajan P.K, *Indian Literary Criticism in English:Critics, Texts, Issues*, RawatPublications, NewDelhi, 2004. |
| **Web Resources** | | |
| 1.  2. | Kabirdas[[https://allpoetry.com/poem/14327014-Hey-Brother-](https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-%20%20%20%20%20Me-To-Talk) [Why-Do-You-Want- Me-To-Talk](https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-%20%20%20%20%20Me-To-Talk)[-By-](https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-Me-To-Talk-By-Kabir)  [Kabir](https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-Me-To-Talk-By-Kabir)][[https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-](https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come) [wont-come](https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come)]  Mirabai[<https://allpoetry.com/Mirabai>] [[https://allpoetry.com/Life-In- The-](https://allpoetry.com/Life-In-The-World) [World](https://allpoetry.com/Life-In-The-World)][[https://allpoetry.com/Strange-Is-The-Path-When-](https://allpoetry.com/Strange-Is-The-Path-When-You-Offer-Love) [You-Offer- Love](https://allpoetry.com/Strange-Is-The-Path-When-You-Offer-Love)] | |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO1 0** |
| **CO 1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO 4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

# 3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Specific Outcomes:**

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

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| --- | --- | --- |
| **Semester: II** SKILL ENHANCEMENT COURSE | **23PENGS26** APPROACHES TO ENGLISH LANGUAGE TEACHING | **Credits: 2**  **Hours: 2** |

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| **Learning Objectives** | |
| LO1 | To enhance the learning and teaching skills of English |
| LO2 | To familiarize students about the basic concepts and theories related to English language teaching |
| LO3 | To focus on the problems and consequences on language teaching |
| LO4 | Emphasis will be laid on tracing the development of language teachingskills |
| LO5 | Understanding the teaching aspects |
| **Details** | |
| **UNIT I**  **Nature of approaches and methods in Language Teaching**   1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:   Oral approach and situational language teaching  The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching  **UNIT II**  Current Communicative Approaches  The Natural Approach Cooperative language learning Content based instruction ,Task-based language teaching  **UNIT III**  Use of Media in ELT  The integration of elements in multi- media language learning Systems BBC English by Radio and Television - an outline history Using BBC English by Radio and Television in classroom | |

UNIT IV

Teaching Aspects Teaching Prose Teaching Poetry

UNIT V

Teaching Grammar, Teaching of Non-Detailed Text. Teaching practice in the classroom.

|  |  |
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| **Text Books(Latest Editions)** | |
| 1. | Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015. |
| 2. | The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London. |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Dr. Shaikh Mowla Methods of Teaching English. |
| 2. | Dr. Gurav H.K Teaching Aspects of English Language. |
| **Web Resources** | |
| 1 | <http://www.ehow.com/way-5557572_effective-teaching-strategies->prose.htm/ |
| 2. | [https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-t](http://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-t)eaching/ |

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

# Mapping with Programme Outcomes:

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

**3 – Strong, 2 – Medium, 1 -**

**Low Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

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| --- | --- | --- | --- | --- | --- |
| **SEMESTER: III**  **CORE: VII**  **PART: A** | | **23PENGC31:**  **CONTEMPORARY LITERARY CRITICISM** | | **Credits: 5**  **Hours: 6** | |
| **Learning Objectives** | | | |
| LO1 | | To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of  Knowledge | |
| LO2 | | To provide knowledge about the different schools in contemporary literary Criticism | |
| LO3 | | To focus on interpreting the works of various literary critics | |
| LO4 | | To focus on evaluate critically and aesthetically the prescribed texts | |
| LO5 | | To make them understand the principles of criticism | |
| **Details** | | | |
| **UNIT I**  Structure, Sign and Play in the Discourse of Human Sciences: Derrida | | | |
| **UNIT II**  The Deconstructive Angel: M.H. Abrams | | | |
| **UNIT III**  Against Interpretation: Susan Sontag Crisis (In Orientalism): Edward Said | | | |
| **UNIT IV**  Irony as Principle of Structure: Cleanth Brooks Creative Writers and Day Dreaming: Sigmund Freud | | | |
| **UNIT V**  From Work to Text: Roland Barthes  Capitalism, Modernism and Post Modernism: Terry Eagleton | | | |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand a literary text by applying various critical theories. | PO2, PO3 |
| **CO2** | Develop analytical understanding of the subject matter | PO4 |
| **CO3** | Analyze a literary text with reference to socio- political issues | PO5 |
| **CO4** | Evaluate critically and aesthetically the prescribed  texts. | PO6, PO8 |
| **CO5** | Appreciate a text at  emotional, intellectual, and aesthetic levels | Q |
|  | | |
|  | | |
| **Text Books(Latest Editions)** | | |
| 1. | Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014. | |
| 2. | Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016. | |
| **Web Resources** | | |
| 1 | https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/ | |
| 2 | [https://www.atlassociety.org/post/deconstructing-derrida-review-of-](http://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-s) [structur](http://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-s)e-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-](http://www.studocu.com/in/document/madurai-kamaraj-university/ma-englis) [englis](http://www.studocu.com/in/document/madurai-kamaraj-university/ma-englis)  h/the-deconstructive-angel/4517560 | |
| 5 | [https://www.britannica.com/biography/Roland-Gerard-Barthes](http://www.britannica.com/biography/Roland-Gerard-Barthes) | |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SEMESTER: III**  **CORE VIII**  **PART: A** | | **23PENGE32: TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE** | | **Credits: 5**  **Hours: 6** |
| **Learning Objectives** | | | | |
| CO1 | | To sensitize the students to various aspects of new studies in twenty first century millennial literature. | | |
| CO2 | | To make them understand important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of  people at the global level. | | |
| CO3 | | To enable them to identify the possibilities for multidisciplinary analysis of literary texts. | | |
| CO4 | | To help them analyze literary texts by employing appropriate interdisciplinary theories. | | |
| CO5 | | To enable them to evaluate the viability of interdisciplinary analyses of literary and cultural forms. | | |
| **Details** | | | | |
| **UNIT I**  **Blue Studies**  Amitav Ghosh - The Hungry Tide  Yann Martel - The Life of Pi  **UNIT II**    **Animal Studies**  Margo DeMello “Human Animal Studies” from *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18  Mario Ortiz Robles - “What is it like to be a trope?” from *Literature and Animal Studies* | | | | |

**UNIT III**

**Medical Humanities**

Thomas R. Cole et al. “Introducing Medical Humanities “from Medical Humanities: An Introduction

Dan Millman: Way of the Peaceful Warrior

**UNIT IV**

**Climate Studies**

Introduction to Climate Change and Studies.

Barbara Kingsolver Flight behavior

**UNIT V**

**Disability Studies**

Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability Studies Reader.

Clarke Barker and Stuart Murray “Introduction: On Reading Disability in Literature” from The Cambridge Companion to Disability Studies

|  |  |  |
| --- | --- | --- |
| **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. Medicine, Health and the Arts: Approaches to the Medical | |
|  | Humanities.1st ed., Routledge, 2015. | |

|  |  |
| --- | --- |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016. |
| 2. | DeMello, Margo. Body Studies: An Introduction. 1st ed., Routledge, 2013 |
| 3 | Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka.  *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation.* Peter Lang Publishing Inc., 2014. |

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

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester: III**  **CORE IX**  **PART: A** | | | **23PENGC33: LITERATURE OF THE MARGINALIZED IN INDIA** | **Credits: 5**  **Hours: 6** |
| **Learning Objectives** | | | | |
| LO1 | To sensitize students in the history of anti-caste and anti-discrimination  Discourses | | | |
| LO2 | To provide knowledge about the Dalit’s uprising in the literary, social and cultural  spheres. | | | |
| LO3 | To focus on caste studies, reflecting upon the history of anti-caste struggle in India. | | | |
| LO4 | To focus on important dimensions to understand the political spheres in India | | | |
| LO5 | To understand the disciplines like history, sociology, ethnography, anthropology and literature. | | | |
| **Details** | | | | |
| **UNIT I Studies on Caste (colonial/postcolonial)**   1. A Study of Caste - Lakshmi Narasu 2. “Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” –Dr.B.R.Ambedkar) 3. Homo Hierarchicus - Louis Dumont   **UNIT II The Interface between Caste and Gender**   1. Gendering Caste Through a Feminist Lens -Uma Chakravarti 2. Caste and Gender - Anupama Rao   **UNIT III History and Theory of Dalit Uprising**   1. Dalits and Democratic Revolution in India - Gail Omvedt 2. “Power of Invisibility” - Ravikumar   **UNIT IV Poetry**   1. Hunger - Namdeo Dhasal 2. Birds in Prison - J.V. Pawer | | | | |

1. Which language should I speak - Arun Kamble
2. The Dalits are coming - Dr.Siddalingaiah

**UNIT V: Fiction**

1. Untouchable Spring - Kalyan Rao

Short stories:

1. Kisumbukaran - Bama
2. Aarumugam – Imayam
3. Chakra – Jayawant Dalvi

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| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the historical and political background of  Caste | PO1 |
| **CO2** | Focus on understanding the dimensions of discriminations | PO2 |
| **CO3** | Analyze a literary text with reference to socio-political Issues | PO3, PO4 |
| **CO4** | Evaluate the prescribed texts critically. | PO6, PO8 |
| **CO5** | Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature. | PO9 |
| **Text Books (Latest Editions)** | | |
| 1. | **Caste and Tribes** by Risley | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | **Caste and Tribes** by Edgar Thurston | |
| 2. | **Castes of Mind** by Nicholas B Dirks | |
| 3 | **Nationalism without a Nation in India** by G.Aloysius | |
| **Web sources** | | |
| 1 | [www.ambedkar.org](http://www.ambedkar.org) | |
| 2 | [www.saxakali.org](http://www.saxakali.org/) | |
| 3 | [https://www](http://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full).fr[ontiersin.org/articles/10.3389/fpsyg.2017.00487/full](http://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full) | |
| 4 | [https://www](http://www.jstor.org/stable/2053672).jstor[.org/stable/2053672](http://www.jstor.org/stable/2053672) | |
| 5 | [https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079](http://www.sciencedirect.com/science/article/abs/pii/S2214629620301079) | |

#### **Mapping with Programme Outcomes:**

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

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

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

**3 – Strong, 2 – Medium, 1 – Low**

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| --- | --- | --- |
| **Semester: III CORE: X**  **PART: A** | **23PENGC34: JOURNALISM AND MASS COMMUNICATION** | **Credit: 4**  **Hours: 6** |

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| **Learning Objectives** |
| 1. To enable the students to get to know the press, its history, and other media |
| 2. To train the students for a profession in journalism. |
| 3. To help the students get the knowledge of print media. |
| 4. To demonstrate an understanding of professional and ethical principles. |
| 5. To help them evaluate the importance of mass media in the society. |

**Unit I: History and Ideologies of Print Media**

The Press Council Act – 1978 News under Emergency

The Centenarian Newspapers in India Ethics of a Newspaper

**Unit II: Characteristics of a Newspaper**

Headlines - Interviews - Features - Letters to the Editor Cartoons and Caricatures

**Unit III: Techniques of Writing for the Print Media**

Report Writing - The Role of an Editor - Qualities of an Interviewer - Book Review - Film Review

**Unit IV: History and Study of Films**

The Arrival of Talkies - Lumiere Brothers and the Evolution of Cinematography - Documentary and Short Films - National Film Festival

**Unit V: Uses and Impact of Mass Media on Society**

Radio Journalism - Television Journalism - the Film Industry - the Web Media

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| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will be able to; | |
| **CO1** | Understand the different phases of print and broadcast journalism in India. | PO3 |
| **CO2** | Draft newspaper headlines and do the role of a reporter | PO2, PO6 |
| **CO3** | Review a book or a film. | PO4. PO5 |
| **CO4** | Realize the importance of a documentary and short film in imparting social message | PO6 |
| **CO5** | Appraise and interpret the legal, ethical, and social aspect of media in everyday life. | PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | B. N. Ahuja, Theory & Practice of Journalism. New Delhi: Surjeet Publications, 2010. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |

|  |  |
| --- | --- |
| 1. | Swapankr Mukherjee, A Textbook on Journalism |
| 2. | VirbalaAggarwal, Handbook of Journalism and Mass Communication |
| 3. | D.S. Mehta. Mass Communication and Journalism in India. New Delhi |
| 4. | Keval K. Kumar, Mass Communication in India Jaico Publishing House |
| 5. | RengasamyParthasarathy, Basic Journalism, Macmillan publications. |
| **Web sources** | |
| 1 | <https://en.m.wikipedia.org/wiki/journalism> |
| 2 | <https://en.m.wikipedia.org/wiki/massmedia> |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: III ELECTIVE: V**  **PART: A** | **23PENGE35-1: ORAL NARRATIVES** | **Credit: 3**  **Hours: 3** |

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| --- |
| **Learning Objectives** |
| 1. To familiarize the genres of oral literature. |
| 2. To enable them to find connection and continuities as well as to identify the disjuncture between oral and written texts viz. past and present. |
| 3. To develop a sense of appreciation and the aesthetics |
| 4. To encourage free and independent thought in any research orientation |
| 5. To help them develop the skills of interpretation, appreciation of literature as well as writing and presentation skills. |

**Unit I**

**DETAILS**

A general introduction to oral literature as a genre of literature.

Role of story tellers, musicians, griot, praise-singers, and oral historians in presenting the genealogies.

Historical narratives and oral literature. Components of oral literature.

Recent developments in the study of oral literature. Nature and scope of Oral Literature.

Oral Literature and Society

**Unit II: Myth & Folklore**

Girish Karnad : Nagamandala

From the Panchatantra : I Strategy - The Elephant and the Sparrow

(Discord among Friends)

1. Strategy – Shandili and Sesame Seeds (Gaining Friends)
2. Strategy – The Tale of Two Friends (War and Peace)
3. Strategy – The Lion and Foolish Donkey

(Loss of Gains)

V Strategy – The Miserly Father (Impudence)

**Unit III: Legend**

**Unit IV: Fiction**

Tuhin A Sinha and

Ankita Verma : The Legend of Birsa Munda

Anand Neelakandan Asura: The Tale of the Vanquished

**Unit V:**

Myth and Literature Joseph Dorairaj

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will | |
| **CO1** | Identify the various genres of oral literature | PO3 |
| **CO2** | Know India's age-old literary tradition and cultural traditions through their exposure to oral literature in English | PO2, PO6 |
| **CO3** | Oral literary text as a tool of cultural study will help students to know the difference between social traditions and scientific beliefs. | PO4. PO5 |
| **CO4** | Learn various language patterns and dialogue forms of oral narratives. | PO6 |
| **CO5** | Be able to recognize the narrative techniques employed by the story tellers, singers, etc. | PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Devy, G.N.Ed.Painted Words: An Anthology of Tribal Literature. New Delhi: Penguin,2002. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | [Rohit, Dhankar. The great panchatantra](https://rohitdhankar.files.wordpress.com/2016/01reading-2_the-great-panchatantra-tales_complet.pdf) [tales. New Delhi: Wordpress](https://rohitdhankar.files.wordpress.com/2016/01reading-2_the-great-panchatantra-tales_complet.pdf), 2010 | |

|  |  |
| --- | --- |
| **Web sources** | |
| 1 | <https://en.m.wikipedia.org/wiki/ORALNARRATIVES> |
| 2 | [https://rohitdhankar.files.wordpress.com/2016/01reading-2\_the-great-panchatantra-](https://rohitdhankar.files.wordpress.com/2016/01reading-2_the-great-panchatantra-tales_complet.pdf) [tales\_complet.pdf](https://rohitdhankar.files.wordpress.com/2016/01reading-2_the-great-panchatantra-tales_complet.pdf) |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: III ELECTIVE: V**  **PART: A** | **23PENGE35-2: NEW LITERATURE IN**  **ENGLISH** | **Credit: 3**  **Hours: 3** |
| **Learning Objectives** | | |
| 1. To familiarize the students to colonial as well as post-colonial writings. | | |
| 2. To introduce the variety of New Literature in English. | | |
| 3. To make the students aware of the double identity of both colonizer and colonized. | | |
| 4. To introduce them to the post-colonial theories. | | |
| 5. To promote understanding of the learners about different approaches to culture, nationalism, multi-culturalism, gender, and race in the context of post-colonial societies and literature. | | |

Unit I: Poetry

Unit II: Poetry

Unit III: Prose

R. Parthasarathy : Under Another Sky

A. K. Ramanujan : Obituary

A. J. M. Smith (Canada) : Like an old proud King in a Parable Margaret Atwood : Journey to the Interior

Edwin Thamboo : The Exile

Wole Soyinka : Telephone Conversation To my first white Hairs

Judith Wright : Typiest in the Phonix Building

Cabriel Okara : The Mystic Drum

John Pepper Clark : The Casualities

Derek Walcotte : A Far Cry from Africa.

Chinua Achebe : The Novelist as Teacher Ananda Coomarasamy : The Dance of Shiva Margaret Atwood : Survival (chapter-I)

Unit IV: Drama

Ian Frasar : Bring Me Gandhi

Sharon Pallock : Bold Relations

Unit V: Novel

Gurucharan Das : Larin Sahib

Patric White : Voss

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course**  **Outcomes** | On completion of this course, students will; | |
| **CO1** | Compare, discuss and explain inter-connection and functions of post-colonial literature. | PO3 |
| **CO2** | Critically evaluate and appreciate the post-colonial literature. | PO2, PO6 |
| **CO3** | Have independent thinking. | PO4. PO5 |
| **CO4** | Know how race, class, gender, history and identity are  presented in the literary texts. | PO6 |
| **CO5** | Have an understanding of the relationship between Great Britain and nations that werecolonized. | PO10 |
| **Text Books (Latest Editions)** | | |
| 1. | Coomarasamy, Ananda, K. The Dance of Shiva: On Indian Art and Culture. New Delhi:Sagar Publications, 1991. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Narasimhaiah, C.D.An Anthology of Commonwealth Poetry. New Delhi: Trinity, 2015. | |
| 2. | Thieme, John, The Arnold Anthology of post-colonial literatures in English. London: Oxford up, 2000. | |
| 3. | Loomba, Ania. Colonialist/ Postcolonialism. New York: Routeledge, 2016. | |
| 4. | Nayar, PramodK.Postcolonial Literature: An Introduction.Pearson, 2008. | |
| **Web sources** | | |
| 1 | <https://en.m.wikipedia.org/wiki/newliteraturesinenglish> | |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **SEMESTER: III**  **SEC: II**  **PART: B(i)** | **23PENGS36 – ENGLISH FOR TOURISM** | **Credits: 2**  **Hours: 3** |

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| --- |
| **Learning Objectives** |
| 1. To cover a wide range of topics of Tourism. |
| 2. To develop a broad tourism-related vocabulary. |
| 3. To develop speaking skills needed for job-related situations. |
| 4. To promote grammatical accuracy with Language. |
| 5. To gain knowledge of tour guide. |
| **DETAILS** |

Unit I

Unit II

Introduction to Tour guiding The role of the tour guide

Legal consideration and Confidentiality Introduction to travel agency and operation

Unit III

Promoting a Destination Responsible Tourism

Unit IV

Customer Relations Complaint Management

Unit V Tourism-related vocabulary Speaking Skills

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Outcomes** | | | |
| **Course**  **Outcomes** | On completion of this course, students will | | |
| **CO1** | Develop language proficiency for effective communication in tourism – related context. | | PO3 |
| **CO2** | Acquire specialized vocabulary specific to tourism industry. | | PO2, PO6 |
| **CO3** | Demonstrate cultural awareness and developing a cross cultural communication skill for interacting with tourist. | | PO4. PO5 |
| **CO4** | Have enhanced public speaking ability to convey information about tourist destinations. | | PO6 |
| **CO5** | Have developed writing skills to produce informative documents relevant to the tourism sector. | | PO10 |
| **Text Books (Latest Editions)** | | | |
| 1. | | Strutt, Peter. *English for International Tourism*. Pearson. 2013. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | |
| 1. | | Gutiérrez Cruz, Merlyn & Caravaca Mendoza, Damaris & Hernández-Ulate, Aurora &  Luna Angulo, Jorge Manuel & Rodríguez, Jenny & Obando, Didier. *Basic English for Tourism: Listening and Speaking Skills*. (2014). | |
| 2. | | Robin and Keith Harding ‘Tourism’ Oxford University Press 2007 | |
| **Web sources** | | | |
| 1. | | <https://en.m.wikipedia.org/wiki/englishfortourism> | |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

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| --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **Semester: III**  **PART: B(ii)** | **23PENGI37: SUMMER INTERNSHIP** | **Credits: 2** |  * Students should complete two weeks (15 days) of internship before commencement of the third semester (during the summer vacation). * After the internship students should submit attendance certificate and a report of twenty pages.   **Suggested Areas:**   * + **Journalism Intern**   + **Publishing intern**   + **Library Intern**   + **Education Intern**   + **Film and Television Intern**   **(Refer to the Regulations for additional information)** |

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| --- | --- | --- |
| **Semester: IV CORE: XI**  **PART: A** | **23PENGC41 – SUBALTERN STUDIES** | **Credits: 5**  **Hours: 6** |

|  |  |
| --- | --- |
| **Learning Objectives** | |
| LO1 | To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalized groups |
| LO2 | To make them develop strategies to deal with these issues successfully. |
| LO3 | To help them analyze literary texts through subaltern lens |
| LO4 | To make them examine the defined role of social constructions that affect the space of the marginalized |
| LO5 | To train them to critically analyze subaltern writing. |
| **Details** | |
| **UNIT I**   1. Rokade, L.S. – To Be or Not to Be Born 2. Jagtap, Bapurao – This Country is Broken   (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)   1. Sirumalesh, K.V. The Untouchables   (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)   1. Claude Mckay - If We Must Die 2. Langston Hughes - Dinner Guest: Me   (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)  **UNIT II**   1. Martin Luther King (Jr) – I Have a Dream 2. Gayatri C. Spivak - Can the Subaltern Speak?   **UNIT III**   1. C.T. Indra (Translation) - Nandan 2. Vijay Tendulkar – Kanyadan | |

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| --- | --- | --- | --- |
| **UNIT IV**   1. Bama – Karukku 2. Sharan Kumar Limbale - Hindu   **UNIT V**   1. Premchand – The Shroud 2. Mahasweta Devi – Draupadi 3. Arjun Dangle – The Poisoned Bread   Promotion | | | |
| **Course Outcomes** | | | |
| **Course**  **Outcomes** | | On completion of this course, students will | |
| **CO1** | | Remember the diverse concepts that address issues of the subalterns. | PO2 |
| **CO2** | | Comprehend the meaning and nature of the Subaltern  history. | PO3, PO6 |
| **CO3** | | Analyse various subaltern texts | PO1, PO2, PO5 |
| **CO4** | | Determine the sources and structures of social  inequalities. | PO6 |
| **CO5** | | Develop strategies to deal with the issues of the marginalized successfully. | PO8, PO9 |
| **Text Books (Latest Editions)** | | | |
| 1. | Guha, R. S. of P. S. R. (1988). *Selected subaltern studies*. Oxford University Press. | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | |
| 1. | Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003. | | |
| **Web sources** | | | |
| 1 | https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20h  eard%20 previous. | | |
| 2. | https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studie s/ | | |
| 3. | <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf> | | |
| 4. | [https://www.sas.upenn.edu/~dludden/ReadingSS\_INTRO.pdf](http://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf) | | |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: IV**  **CORE: XII**  **PART: A** | **23PENGC42: CANADIAN STUDIES** | **Credits: 5**  **Hours: 6** |

|  |  |
| --- | --- |
| **Learning Objectives** | |
| LO1 | To expose students to Canadian Social, Cultural, Historical and  Aboriginal traditions |
| LO2 | To provide knowledge about the different trends in Canadian studies |
| LO3 | To focus on interpreting the prescribed works critically |
| LO4 | To focus on important dimensions on understanding Canada including multicultural and immigrant experience. |
| LO5 | To understand the folklore and its influence on Canadian Literature |
| **Details** | |
| **UNIT I**  Poetry  1.⁠ ⁠Winter in Lower Canada : Standish O'Grady  2.⁠ ⁠Song : Alexander McLachlan  3.Ode on the Death of William Butler Yeats : A.J.M.Smith  4.⁠ ⁠Indian Reservation : Caughnawaga  5.⁠ ⁠First Neighbours : P.K.Page  Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry (P.K. Page, A.M. Klein, M. Atwood, and Smith).  **UNIT II**  Prose  Survival : Margaret Atwood 1 – 4 Chapters  **UNIT III**  Drama  The Ecstasy of Rita Joe : George Ryga.  Dry Lips Oughta Move to Kapuskasing : Tom Highway.  Selections from SACLIT DRAMA plays from South Asian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996  **UNIT IV**  Fiction  Truth and Brightwater : Thomas King.  No New Land : M.G. Vassanji | |

**UNIT V**

Criticism

The Canadian Post-Modern. Linda Hutcheon "Godzilla vs Post-Colonial”, Thomas King Selections from Robert Kroetsch

Last Essay from The Bush Garden, Northrop Frye

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will | |
| **CO1** | Understand the historical and political background of Canadian Literature | PO1, PO3 |
| **CO2** | Be familiarized with the folklore’s influence on Canadian.  Literature | PO1 |
| **CO3** | Analyze a literary text with reference to socio- political.  Issues | PO4 |
| **CO4** | Appreciate critically and aesthetically the  prescribed texts. | PO6, PO8 |
| **CO5** | Evaluate a text at emotional, intellectual, and aesthetic levels | PO9, PO10 |
| **(Textbooks in Latest Edition)** | | |
| **1.** | Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002. | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. Rioutx Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer | | |
| 2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian  Scholar Press 2004) | | |
| 3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983 | | |

|  |  |
| --- | --- |
| **Web sources** | |
| 1 | [www.india.gc.ca](http://www.india.gc.ca/) |
| 2 | [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca/) |
| 3 | [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com/) |
| 4. | [https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-](https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-%20commonwealth.html)  [commonwealth.html](https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-%20commonwealth.html) |
| 5. | [https://www.britannica.com/biography/Margaret-Atwood](http://www.britannica.com/biography/Margaret-Atwood) |
| 6. | https://canadianliteraryfare.org/bibliography/drama/ |

#### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

#### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

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| --- | --- | --- |
| **SEMESTER: IV PROJECT** | **23PENGD43: RESEARCH METHODOLOGY, PROJECT WRITING AND VIVA** | **Credits: 7**  **Hours: 10** |

Project Writing provides students with an opportunity to engage in independent research on a topic within the field of English literature. The project focuses on critical thinking, original analysis, and scholarly research and culminates and viva-voce examination.

**Evaluation Method:** Dissertation submission and viva-voce examination (No Theory Exam)

**Project Components:**

Dissertation

Length: 8,000 - 12,000 words (excluding bibliography and appendices)

Content:

Title Page

Abstract (200 – 300 words)

Introduction

Literature Review

Research Methodology

Analysis / Discussion

Conclusion

References / Bibliography (as per MLA or APA)

|  |  |
| --- | --- |
| **Learning Objectives** | |
| LO1 | To make the learners aware of why academic research is undertaken and how far it is different from other research |
| LO2 | To develop better insight into the topic chosen for the research |
| LO3 | To improve the presentation skills (writing and oral presentation) |
| LO4 | To familiarize with style manuals for writing articles, thesis, and project |
| LO5 | To familiarize with the ethical and social issues in research publications |
|  | |
| **Details** | |
| **Unit– I**  Research and Writing  Plagiarism and Academic Integrity  **Unit– II**  The Mechanics of Writing  **Unit– III**  The Format of the Research Paper, Abbreviations  **Unit– IV**  Documentation: Preparing the list of Works Cited  **Unit– V**  Documentation: Citing Sources in the text | |

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| --- | --- | --- |
| **Course Outcomes** | | |
| **Course Outcomes** | On completion of this course, students will | |
| **CO1** | Develop critical thinking | PO1, PO2 |
| **CO2** | Find solution to the theoretical and practical problems | PO3, PO4 |
| **CO3** | Able to plan a research project from start to finish | PO4 PO5 |
| **CO4** | Be able to understand the process involved in  academic research | PO6, PO8 |
| **CO5** | Gain confidence and participate in conference and  seminars and continue their career as researcher and take independent research projects in future | PO7, PO9, PO10 |

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | Gilbaldi, Joseph: MLA Hand Book for Writers and of Research Paper. 9th edition, 2021 |
| **Reference Books.** | |
| 2. | Style Manual: For authors, Editors and Printers. 6th Edition. Australian Eoverment Publisher Science Snoks & com. The Chicago Manuel of Style. |
| **Web Resources** | |
| **1.** | [https://www.stylemanual.gov.org](https://www.stylemanual.gov.org/) |
| **2.** | [https://en.m.wikipedia.org.wiki](https://en.m.wikipedia.org.wiki/) |
| **3.** | [https://www.writethedocs.org.guide](https://www.writethedocs.org.guide/) |

### **Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 3 | 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 | 3 | 3 | 3 |

### **3 – Strong, 2 – Medium, 1 – Low**

### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**(Refer to the Regulations for additional information)**

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| --- | --- | --- |
| **Semester: IV**  **ELECTIVE: VI**  **PART: A** | **23PENGE44 : ENTREPRENEURSHIP** | **Credits: 3**  **Hours: 4** |

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| --- | --- |
| **Learning Objectives** | |
| LO1 | To acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities. |
| LO2 | To develop the ability of analysing and understanding business situations in which entrepreneurs act. |
| LO3 | To analyse various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development |
| LO4 | To acquire the ability to contribute to their entrepreneurial and  managerial potentials. |
| LO5 | To master the knowledge necessary to plan entrepreneurial activities. |
| **Details** | |
| **UNIT I**  Introduction-Meaning and Importance- Evolution of term ‘Entrepreneurship’-Factors influencing Entrepreneurship-Psychological Factors-Social factors- Economic factors-Environmental factors.  **UNIT II**  Characteristics of an entrepreneur-Types of entrepreneurs: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.  **UNIT III, IV & V**  Script Writing, Short Film making.  Practical trainings should be given to students by asking them to visit local channels (Radio, TV, etc.) and Printing Press. After the visit, students should submit a report of twenty pages with attendance sheet. | |

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| **Course Outcomes** | | | |
| **Course**  **Outcomes** | | On completion of this course, students will | |
| **CO1** | | Define basic terms and understand basic concepts in the area of entrepreneurship | PO1 |
| **CO2** | | Analyze the business environment in order to  identify business opportunities | PO1, PO2 |
| **CO3** | | Identify the elements of success of entrepreneurial ventures | PO4, PO6 |
| **CO4** | | Consider the legal and financial conditions for starting a business venture | PO4, PO5, PO6 |
| **CO5** | | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity | PO3, PO8 |
| **Text Books (Latest Editions)** | | | |
| 1. | C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017) | | |
| 2. | Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016) | | |
| 3. | Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020. | | |
| 4. | The internet and The Language Classroom – A Practical Guide for Teachers – II Edition – Gavin Dudency, Cambridge University Press, 2007 | | |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | | | |
| 1. | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021. | | |
| **Web Resources** | | | |
| 1. | https://[www.cmu.edu/swartz-center-for-](http://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-) [entrepreneurship/education-and-](http://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-)resources/project- olympus/pdf/entrepreneurship-101.pdf | | |
| 2. | https://byjus.com/commerce/what-is-entrepreneurship/ | | |
| 3. | https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs hip | | |
| 4 | [https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h](http://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h) ealth-entrepreneurship-on-the-rise | | |

#### **Mapping with Programme Outcomes:**

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

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

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: IV SKILL**  **ENHANCEMENT Course III**  **PART: B(i)** | **23PENGS45 – ENGLISH FOR CAREERS** | **Credits: 2**  **Hours: 4** |

|  |  |
| --- | --- |
| **Learning Objectives** | |
| LO1 | To develop effective communication skills in English for professional settings |
| LO2 | To acquire specialized vocabulary and language proficiency for specific career fields |
| LO3 | To enhance critical reading and listening skills |
| LO4 | To strengthen business writing skills |
| LO5 | To develop effective networking and negotiation skills in English |
| **Details** | |
| **UNIT I**  **Effective Writing**  1.Features of Effective Writing  2.Business Correspondence  3.E-Mail  4.Report Writing Technical Writing  **UNIT II**  **Administrative Process**  1.Agenda Preparation  2.Preparing Minutes  **UNIT III**  **Communication**  1.Presenting Data in Verbal modes  2.Presenting Data in Non- verbal modes  **UNIT IV**  **Effective lecturing**  1.Preparing Lectures on Topics  2.Preparing Persuasion Talks | |

**UNIT V**

**Telephone Etiquette**

1. Business Talks over Telephone

2. Discussion on Career Prospects and Advancements

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | | |
| **CO1** | Gain knowledge of the various modes of official  correspondence and presentation | PO2 |
| **CO2** | Comprehend the right use of English at official works | PO1, PO3 |
| **CO3** | Apply the acquired styles of occupational skills and practicing them | PO4, PO5 |
| **CO4** | Pick up the official behavior and becoming better doers | PO6, PO7 |
| **CO5** | Market the skill business correspondence and fixing themselves in better jobs | PO8 |

|  |  |
| --- | --- |
| **Text Books (Latest Editions)** | |
| 1. | V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000 |
| 2. | English for Careers: Business, Professional, and Technical Paperback by [Leila](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Leila%2BR.%2BSmith%2BEmeritus&search-alias=stripbooks) [R.Smith Emeritus](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Leila%2BR.%2BSmith%2BEmeritus&search-alias=stripbooks) |
| **References Books**  **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by [Eric Glendinning](https://www.amazon.in/Eric-Glendinning/e/B000APO8FI/ref%3Ddp_byline_cont_book_1) |
| 2. | English for Careers: Business, Professional, and Technical |
| **Web sources** | |
| 1. | https://[www.worldcat.org/formats-](http://www.worldcat.org/formats-)  editions/864901969?referer=di&editionsView=true |
| 2. | https:/[/www.academia.edu/34266181/Oxford\_English\_For\_Careers\_TECHNO](http://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLO) [LO](http://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLO) GY\_1\_Teachers\_Resource\_book\_David\_Banamy |
| 3. | [https://www](http://www.nature.com/scitable/topicpage/effective-writing-13815989/).natur[e.com/scitable/topicpage/effective-writing-13815989/](http://www.nature.com/scitable/topicpage/effective-writing-13815989/) |
| 4. | https://libraryguides.mdc.edu/c.php?g=988097&amp;p=7290942 |

### **Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

### **Mapping with Programme Specific Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

|  |  |  |
| --- | --- | --- |
| **Semester: IV**  **PART: C** | **23PENGX46– EXTENSION ACTIVITY** | **Credits: 1**  **Hours: --** |

**Active participation of students in literary association activities, college functions, workshops, seminars, webinars, conference, MOOC Courses.**

**Students should submit attendance certificate and a report of twenty pages.**

**(Refer to the Regulations for additional information)**