THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE–632115

M.A. ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR
2023 – 2024

CONTENTS

1. **Cognitive Domain**

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

   levels: K4: Analysing ; K5: Evaluating; K6: Creating)

2. **Affective Domain**

3. **Psychomotor Domain**
4. **Structure of Course**

Course Code		Course Name		Credits
Lecture Hours: (L) per week	**Tutorial Hours : (T) per week**	**Lab Practice Hours: (P)per week**		**Total: (L+T+P) per week**
Course Category :	**Year & Semester:**		**Admission Year:**	
Pre-requisite				
Links to other Courses				
Learning Objectives: (for teachers: what they have to do in the class/lab/field)				
Course Outcomes: (for students: To know what they are going to learn) **CO1 : CO2 : CO3 : CO4 : CO5:**				
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours)				
Units	**Contents**			**Required Hours**
I				**17**
II				**17**
III				**17**
IV				**17**
V				**17**
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)			

be included in the External Examination question paper)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Learning Resources:
- **Recommended Texts**
- **Reference Books**
- **Web resources**

Board of Studies Date:

3. Learning and Teaching Activities

3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

3.2 Work Load

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

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

4. Tutorial Activities

Tutorial Count	Topic

5. Laboratory Activities

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

6. Field Study Activities

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

7. Assessment Activities

7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.

2. Assessment must measure achievement of the stated learning objectives.

3. Assessment must enable robust and fair judgments about student performance.

4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.

5. Assessment must maintain academic standards.

7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3rd week	2%	2%
Assignment 2	6th Week	2%	4%
Cycle Test – I	7th Week	6%	10%
Assignment 3	8th Week	2%	12%
Assignment 4	11th Week	2%	14%
Cycle Test – II	12th Week	6%	20%
Assignment 5	14th Week	2%	22%
Model Exam	15th Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17th Week	60%	100%

8. TEACHING METHODOLOGIES

8.1 Traditional Teaching method like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

8.2 Asking students to formulate a problem from a topic covered in a week's time

Assignment, Class Test, Slip test

8.3Asking students to use state-of-the-art technologies/software to solve problems

Applications, Use of Language enhancement software.

8.4 Introducing students to applications before teaching the theory

8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

9. Faculty Course File Structure

CONTENTS

a. Academic Schedule

b. Students Name List

c. Time Table

d. Syllabus

e. Lesson Plan

f. Staff Workload

g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).

h. Sample CO Assessment Tools.

i. Faculty Course Assessment Report(FCAR)

j. Course Evaluation Sheet

k. Teaching Materials (PPT, OHP etc)

l. Lecture Notes

m. Home Assignment Questions

n. Tutorial Sheets

o. Remedial Class Record, if any.

p. Projects related to the Course

q. Laboratory Experiments related to the Courses

r. Internal Question Paper

s. External Question Paper

t. Sample Home Assignment Answer Sheets

u. Three best, three middle level and three average Answer
sheets

v. Result Analysis (CO wise and whole class)

w. Question Bank for Higher studies Preparation
(GATE/Placement)

x. List of mentees and their academic achievements

Template for P.G., Programmes

Semester–I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester–IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			2.6 NME I	2	4	3.6 NME II	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	20	30		22	30		26	30		23	30
Total Credit Points -91											

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

First Year – Semester – I

Part	List of Courses	Credits	No. of Hours
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		20	**30**

Semester-II

Part	List of Courses	Credits	No. of Hours
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	4
	Skill Enhancement Course [SEC] - I	2	4
		22	**30**

Second Year – Semester – III

Part	List of Courses	Credits	No. of Hours
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core (Industry Module) – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - II	2	3
	Internship / Industrial Activity [Credits]	2	-
		26	**30**

Semester-IV

Part	List of Courses	Credits	No. of Hours
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – III / Professional Competency Skill	2	4
	Extension Activity	1	-
		23	**30**

Total 91 Credits for PG Courses

12. Methods of Assessment

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

13. Testing Pattern (25+75) 13.1Internal Assessment

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

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

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

Question paper Model

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

Each question should carry the course outcome and cognitive

level For instance,

1. [CO1 : K2] Question xxxx

2. [CO3 : K1] Question xxxx

14 Different Types of Courses

(i) Core Courses (Illustrative)

1. English Poetry
2. English Drama
3. English Fiction
4. American Literature
5. Shakespeare Studies
6. Post Colonial Theory and Literature
7. Contemporary Literary Criticism
8. Canadian Studies
9. Subaltern Studies
10. British Literature

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

1. Theatre Art
2. Approaches to English Language Teaching
3. A Glimpse of Nobel Laureates
4. Translation Studies
5. English Literature for NTA, NET,SET & GATE
6. Indian Writing in English

(iii) Skill Development Courses

1. Technical Writing
2. English for Competitive exams
3. Business English
4. Leadership Skills
5. Employability skills

Credit Distribution for MA ENGLISH

First Year
Semester-I

Part	List of Courses	Credit	No. of Hours
	Core– I English Poetry	5	7
	Core – II English Drama	5	7
	Core – III English Fiction	4	6
	Elective – I Indian Writing in English	3	5
	Elective– II Theatre Art	3	5
		22	**30**

CORE -1 ENGLISH POETRY

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C I A	External	Total
YEAR/ SEM											
IYEAR/ I SEM	**ENGLISH POETRY** – From Chaucer to 20th Century	Core / Elective	Y	Y	-	-	5	7	25	75	100

Learning Objective	
LO1	To familiarize students with English Poetry starting from Medieval England to 17th Century.
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	A good comprehension of History of English literature is enabled
LO4	Differentiation among the various stages of English could be identified by students.
LO5	Critical approaches towards various literary forms can be learnt.

Details
UNIT I   Middle English Poetry-Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading : 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 –

UNIT IV   Eighteenth Century Poetry –
        Dryden "Absalom and Achitophel" Lines 150 - 476

Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Goldfishes"
        Burns "Holy Willie's Prayer""Auld Lang Syne"

UNIT V   Modern Poetry -Rupert Brooke: "The Soldier"
        Wilfred Owen: "Anthem for Doomed Youth"
        W. H. Auden: "Elegy on the Death of W. B. Yeats" & "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" & "Life After Death" Seamus Heaney:
        "Digging"
        Carol Ann Duffy: "Standing Female Nude"
        Eavan Boland: "Achilles Woman"

	Course Outcomes	Programme Outcomes
CO	On completion of this course, students will	
1	Students will gain ideas about the old English writing style.	PO1, PO2
2	The knowledge about various forms of poetry during different centuries can be well comprehended.	PO5,PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.	
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in	

	Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.	
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.	
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	**http://www.english/.org.uk/chaucer/htm**	
2.	**https://www.britannica.com/topic/The-Canonization**	
3.	**https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton**	
4.	**https://www.britannica.com/topic/Absalom-and-Achitophel**	
5.	**https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm**	

Mapping with Programme Outcomes

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

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

CORE- II - ENGLISH DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
YEAR/ SEMESTER									CIA	External	Total
I YEAR/ I SEM	**Drama I- Elizabethan Age to 20th Century**	Core / Elective	Y	Y	-	-	5	7	25	75	100

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

Details

UNIT I   Beginnings of Drama - Miracle and Morality Plays -Everyman
                              The Senecan and Revenge Tragedy
                              Thomas Kyd - The Spanish Tragedy

UNIT II Elizabethan Theatre - Theatres, Theatre groups, audience, actors and conventions
                              Tragedy and Comedy, Christopher Marlowe: The Jew of
                              Malta Ben Jonson :Volpone

UNIT III Jacobean Drama -John Webster: The White Devil

UNIT IV   Restoration -William Congreve The Way of the World, Irish Dramatic
                        Movement ,J.M Synge The Playboy of the Western World

UNIT V   Epic Theatre Bertolt Brecht Mother Courage and her Children
                    Comedy of Menace, Harold Pinter :Birthday Party Post-Modern
                    Drama Samuel Beckett :Waiting for Godot

	Course Outcomes	**Programme Outcomes**
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre,	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse, iii.	PO3,PO5
3	Evaluate plot structure, characterization and dialogue,	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
	Text Book	
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	

2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.

Reference Books	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific outcomes:

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

CORE III - ENGLISH FICTION

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
										Marks	
I YEAR/ I SEM	**ENGLISH FICTION**	Core	Y	Y	-	-	5	6	25	75	100

Learning Objectives	
LO1	To familiarize the students with the origin and development of the British Novel up to the 20th Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background base on the prescribed novels.
LO4	Identifying and differentiating various forms of novels.
LO5	Trying hands in writing a piece of work on their own.

Details

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 Picaresque Novel Laurence Stern Robinson Crusoe: 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 . Lawrence :The Rainbow Quest, James Joyce   Portrait of the Artist as a Young Man

**Course Outcomes**		
Course Outcomes	On completion of this course, students will;	
CO1	A wide knowledge about different types of novels can be mastered by the students.	PO1, PO10
CO2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Evaluate 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**
4.	**https://www.britannica.com/art/novel-of-manners**
5.	**https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte**

Mapping with Programme Outcomes:

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

Mapping with 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

ELECTIVE- I INDIAN WRITING IN ENGLISH

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	**Indian Writing in English**	Core	Y	Y	-	-	3	5	25	75	100

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

Details

UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel   Fishers

UNIT II - Kamala Das: Looking Glass, An Introduction   to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.

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

UNIT IV - Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry')
 Dr. S. Radhakrishnan : Emerging World Society,Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).

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

Course Outcomes		
Course Outcomes	On completion 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	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario 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 Writingin 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
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
3.	https://www.britannica.com/biography/Sri-Aurobindo
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/
5.	https://www.britannica.com/biography/Anita-Desai

Mapping with Programme Outcomes:

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

Mapping Specific Outcome:

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

ELECTIVE II -THEATRE ART

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst.Hours	CIA	External	Total
										Marks	
I YEAR/ I SEMESTER	**Theatre Art**	Core	Y	Y	-	-	3	5	25	75	100

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

Details
UNIT I - Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres. **UNIT II -** Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue. **UNIT III -** Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

UNIT IV - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.
UNIT V - Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern worldWord versus spectacles

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a broad range of theatrical disciplines and Experiences	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
CO5	The exposure to diverse com[ponents of acting and techniques	PO8, PO9
Text Books (Latest Editions)		
1.	Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		

1.	Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.
2.	Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.
Web sources	
1.	**https://paradisevalley.libguides.com/the111/theatre_history_websites**
2.	**https://www.britannica.com/place/England/Performing-arts**
3.	**https://www.worldhistory.org/Greek_Theatre/**
4.	**https://archive.org/details/fundamentalsofpl0000dean_y3x3**
5.	**http://scriptclickcreate.weebly.com/acting.html**
6.	**https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre**

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS

Course Code Year/ Semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
I YEAR/ I SEMESTER	ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	Build the knowledge of literary terms and theory strong in students.
LO2	Develop the competency of students to face competitive examinations.
LO3	Improve the learning skills of students through various modes of testing.
LO4	The ability to succeed in competitive exams.
LO5	An understanding of professional, ethical and social responsibilities.

Details

UNIT I - Literature of the Absurd to Burlesque.
UNIT II - Canons of Literature to Dream Vision.
UNIT III - Edition to Great Chain of Being
UNIT IV - Haiku to Ivory Tower
UNIT V - Jeremiad to Myth

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand he different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

Text Books
(Latest Editions)

1.	A Glossary of Literary Terms, Abrahams,M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

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

1.	A Dictionary of Literary Terms ,Cuddon.A (Penguin)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
Web Resources	
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

SOFT SKILL I - TECHNICAL WRITING

Course Code YEAR/ SEMESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI A	External	Total
I YEAR/I SEMESTER	**TECHNICAL WRITING**	Core	Y	Y	-	-	2	2	25	75	100

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

Details

UNIT I- Technical Writing: A Curtain Raiser,P-W-R and BPS,From Sentences to paragraphs

UNIT II – The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content

UNIT III - Letters: Kings and Mechanics 2.The Summary: The Art of Brevity 3.Written Reports: The Basics

UNIT IV – Proposals, Brochures, User Manuals

UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

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

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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