

**GOVERNMENT ARTS COLLEGE  
(AUTONOMOUS)  
KUMBAKONAM**

**DEPARTMENT OF ENGLISH  
BOARD OF STUDIES**



**MA ENGLISH**

**14.07.2023**

# **MA ENGLISH**

## **SYLLABUS**

**FROM THE ACADEMIC YEAR  
2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,  
CHENNAI – 600 005**

# GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM - 612002

Course Structure Under CBCS for Arts (2023 - 2024 Onwards)

## P.G. PROGRAMME

SEM	COURSE	Credits	INST. Hours / week	Marks		Total
				Int.	Ext.	
<b>I</b>	Core Course – I (CC) English Poetry	5	6	25	75	100
	Core Course – II (CC) English Drama	5	6	25	75	100
	Core Course – III (CC) English Fiction	4	6	25	75	100
	Elective – I Indian Writing in English	3	6	25	75	100
	Elective – II Theatre Art	3	6	25	75	100
<b>Total</b>		<b>20</b>	<b>30</b>	<b>Total Marks</b>		<b>500</b>
<b>II</b>	Core Course – IV (CC) American Literature	5	6	25	75	100
	Core Course – V (CC) Shakespeare Studies	5	6	25	75	100
	Core Course – VI (CC) Post - Colonial Theory and Literature	4	6	25	75	100
	Elective – III Approach to English Language and Teaching	3	6	25	75	100
	Elective – IV English Literature for NTA / NET / SET / GATE	3	6	25	75	100
	Skill Enhancement Course SEC – I Technical Writing	2	4	25	75	100
<b>Total</b>		<b>22</b>	<b>30</b>	<b>Total Marks</b>		<b>600</b>
<b>III</b>	Core Course – VII (CC) Contemporary Literary Criticism	5	6	25	75	100
	Core Course – VIII (CC) Canadian Studies	5	6	25	75	100
	Core Course – IX (CC) Literature of the Marginalized in India	5	6	25	75	100
	Core Course – X (CC) English Prose	4	6	25	75	100
	Elective – V Translation Studies	4	3	25	75	100
	Skill Enhancement Course SEC – II English for Competitive Examinations	2	3	25	75	100
	Internship Activity Teaching Practice	2				
<b>Total</b>		<b>27</b>	<b>30</b>	<b>Total Marks</b>		<b>600</b>
<b>IV</b>	Core Course – XI (CC) Twenty First Century Millennial Literature and Culture	5	6	25	75	100
	Core Course – XII (CC) Subaltern Studies	5	6	25	75	100
	Elective – VI A Glimpse of Nobel Laureates	4	4	25	75	100
	Skill Enhancement Course SEC – III Employability Skills	2	4	25	75	100
	Project with Viva – Voce Research Methodology & Project Writing	7	10	20	80	100
	Extension Activities	1				
<b>Total</b>		<b>24</b>	<b>30</b>	<b>Total Marks</b>		<b>500</b>
<b>Net Total Credits</b>		<b>93</b>	<b>120</b>	<b>Net Total Marks</b>		<b>2200</b>

## COURSE PATTERN – SUMMARY

<b>Subject</b>	<b>TOTAL PAPERS</b>	<b>CREDITS</b>
Core Course	12	57
Electives	6	18
Skill Enhancement Course SEC	3	6
Project with Viva - Voce	1	7
Internship		2
Extension Activities		1
	<b>22</b>	<b>91</b>

## Methods of Assessment

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

### Testing Pattern (25+75) 13.1 Internal 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.

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

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

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

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

**SEMESTER - I**  
**CORE -1 ENGLISH POETRY**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
YEAR/ SEM									C	I	A	E
23P1EN1	<b>ENGLISH POETRY</b> – From Chaucer to	Core / Elective	Y	Y	-	-	5	7	25			75
IYEAR/ I SEM												
<b>Learning Objective</b>												
LO1	To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> 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.											
<b>Details</b>												
<b>UNIT I</b>	<b>Middle English Poetry</b> Geoffrey Chaucer (1342 – 1400) - <i>The General Prologue</i> <i>The Nun's Priest's Tale</i>											
<b>UNIT II</b>	<b>Elizabethan Poetry</b> Edward Spenser (1552 – 1599) - <i>Epithalamion</i> John Donne (1572 – 1631) - <i>A Valediction: forbidding mourning</i> , <i>The Canonization</i>											
<b>UNIT III</b>	<b>Seventeenth Century Poetry</b> John Milton (1608 – 1674) - <i>Paradise Lost - Book IX</i> Andrew Marvell (1621 – 1678) - <i>To His Coy Mistress</i>											

<b>UNIT IV Eighteenth Century Poetry</b>		
John Dryden (1631 – 1700) - <i>Mac Flecknoe</i>		
Alexander Pope (1688 – 1744) - <i>The Rape of the Lock Canto -1</i>		
Thomas Gray (1716 – 1771) - <i>Elegy Written in a Country Churchyard</i>		
Robert Burns(1759 – 1796) - <i>A Red, Red Rose</i>		
<b>UNIT V Modern Poetry</b>		
Rupert Brooke (1887 – 1915) - <i>The Soldier</i>		
Wilfred Owen (1893 – 1918) - <i>Anthem for Doomed Youth</i>		
Stevie Smith (1902 – 1971) - <i>The Deserter</i>		
W. H. Auden (1907 – 1973) - <i>Elegy on the Death of W. B. Yeats</i>		
Dylan Thomas (1914 – 1953) - <i>Do Not Go Gentle Into That Good Night</i>		
Philip Larkin (1922 – 1985) - <i>Whitsun Weddings</i>		
Ted Hughes (1931 – 1998) - <i>Hawk Roosting</i>		
Seamus Heaney (1939 – 2013) - <i>Digging</i>		
<b>Course Outcomes</b>		<b>Programme Outcomes</b>
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
<b>Text Book</b>		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
<b>Reference Books</b>		
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.
<b>Web Resources</b>	
1.	<a href="http://www.english/.org.uk/chaucer/htm">http://www.english/.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

### Mapping with Programme Outcomes

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

**SEMESTER - I**  
**CORE- II - ENGLISH DRAMA**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23P1EN2	<b><u>Drama I- Elizabethan Age to 20th Century</u></b>	Core / Elective	Y	Y	-	-	5	7	25	75	100
I YEAR/ I SEM											
<b>Learning Objective</b>											
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										
<b>Details</b>											
<b>UNIT I Beginnings of Drama</b> Miracle and Morality Plays The Senecan and Revenge Tragedy Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy											
<b>UNIT II Elizabethan Drama</b> Thomas Kyd (1558 – 1594) - The Spanish Tragedy Christopher Marlowe (1564 – 1593)- <i>Edward II</i>											

**UNIT III Jacobean Drama**John Webster (1578 – 1632) - *The White Devil*Ben Jonson (1597 – 1637) - *Volpone***UNIT IV Restoration Drama**Aphra Behn (1640 – 1689) - *The Rover*William Congreve (1670-1729) - *The Way of the World***UNIT V Epic Theatre**Bertolt Brecht (1898 – 1956) - *Mother Courage and Her Children*Samuel Beckett (1906 – 1989) - *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.
<b>Reference Books</b>	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>
<b>Web Resources</b>	
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)
2.	<a href="http://www.clt.astate.edu/wmarey/asste%/">http://www.clt.astate.edu/wmarey/asste%</a>
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>

### 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:**

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

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P1EN3	ENGLISH FICTION	Core	Y	Y	-	-	5	6	25	75	100
I YEAR/ I SEM											
Learning Objectives											
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> 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											
<b>UNIT I - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.</b>											
<b>UNIT II - Allegorical Novel and Satire</b> John Bunyan (1628 – 1688)                      - <i>The Pilgrim's Progress</i> Jonathan Swift (1667 – 1745)                      - <i>Gulliver's Travels</i>											
<b>UNIT III - Picaresque Novel</b> Daniel Defoe (1660 – 1731)                      - <i>Robinson Crusoe</i> Laurence Sterne (1713 – 1768)                      - <i>Tristram Shandy</i>											
<b>UNIT IV – Middle Class Novel of Manners and Women's Issues</b> Jane Austen (1775 – 1817)                      - <i>Emma</i> Charlotte Bronte (1816 – 1855)                      - <i>Jane Eyre</i>											
<b>UNIT V - Liberal Humanism, Individual Environment and Class Issues</b> James Joyce (1882 – 1941)                      - <i>A Portrait of the Artist as a Young Man</i> D.H. Lawrence (1885 – 1930)                      - <i>The Rainbow</i>											

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.	
3.	Standard Editions of Novels Prescribed.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 <sup>th</sup> 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.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>	
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>	
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>	
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>	
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>	



### Mapping with Programme Outcomes:

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

### Mapping with Specific Outcomes:

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

Course Code Year/semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23P1EN4EC	Indian Writing in English	Core	Y	Y	-	-	3	5	25	75	100
I YEAR/ I SEMESTER											
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											
<b>UNIT I – Poetry</b> Toru Dutt (1856 – 1877) - <i>Sita</i> Sri Aurobindo (1872 – 1950) - <i>Tiger and the Deer</i> Sarojini Naidu (1879 – 1949) - <i>Coromandel Fishers</i> Nissim Ezekiel (1924 – 2004) - <i>Morning Prayer</i> Kamala Das (1934 – 2009) - <i>Looking Glass</i> R. Parthasarathy (1934) - <i>A River Once</i> <b>UNIT II – Drama</b> Asif Currimbhoy (1928 – 1994) - <i>Inquilab</i> Girish Karnad (1938 – 2019) - <i>Nagamandala</i> . <b>UNIT III – Prose</b> V.S. Srinivasa Sastri (1869 – 1946) - <i>Mahatma Gandhi</i> Dr. S. Radhakrishnan (1888 – 1975) - <i>Emerging World Society</i> Dr. A. P. J. Abdul Kalam (1931 – 2015) - <i>Orientation (Wings of Fire)</i> . <b>UNIT IV – Novel</b> Bharati Mukherjee (1963 – 2017) - <i>Jasmine</i> Shashi Deshpande (1938) - <i>That Long Silence</i> <b>UNIT V – Short Stories</b> R.K. Narayan (1906 – 2001) – <i>Sweet for Angels</i> Bhabani Bhattacharya (1906 – 1988) – <i>The Steel Hawk</i> Khushwant Singh (1915 – 2014) – <i>Karma</i> R.K. Lakshman (1921 – 2015) – <i>The Gold Frame</i> Gobini Karunakar – <i>The Moon in the Earthen Pot</i>											

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. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pen craft International, New Delhi.	
4.	Amit Chandri, 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.	<a href="http://en.wikipedia.org/wik/indian_writIng_in_english">http://en.wikipedia.org/wik/indian_writIng_in_english</a>	
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>	
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>	
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe t/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poe t/</a>	
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>	

### Mapping with Programme Outcomes:

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

### Mapping Specific Outcome:

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

**SEMESTER - I**  
**ELECTIVE II -THEATRE ART**

Course Code Year/ semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI A	Exter nal	T otal
23PIEN5EC	Theatre Art	Core	Y	Y	-	-	3	5	25	75	100
I YEAR/ I SEMESTER											
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 world Word versus spectacles											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a broad range of theatrical disciplines and Experiences	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
CO5	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. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
<b>Web sources</b>	
1.	<a href="https://paradisevalley.libguides.com/the111/theatre_history_websites">https://paradisevalley.libguides.com/the111/theatre_history_websites</a>
2.	<a href="https://www.britannica.com/place/England/Performing-arts">https://www.britannica.com/place/England/Performing-arts</a>
3.	<a href="https://www.worldhistory.org/Greek_Theatre/">https://www.worldhistory.org/Greek_Theatre/</a>
4.	<a href="https://archive.org/details/fundamentalsofpl0000dean_y3x3">https://archive.org/details/fundamentalsofpl0000dean_y3x3</a>
5.	<a href="http://scriptclickcreate.weebly.com/acting.html">http://scriptclickcreate.weebly.com/acting.html</a>
6.	<a href="https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre">https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P2EN6	American Literature	Core	Y	Y	-	-	5	6	25	75	100
I YEAR/ II SEMESTER											
Learning Objectives											
LO1	To introduce the learners to the development of American literature.										
LO2	To familiarize social and political events that have a bearing on American writing										
LO3	To introduce the concepts and emerging themes in American literature										
LO4	To inculcate the movements and trends that shaped American literature,										
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction										



## Details

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### UNIT I – Poetry

Walt Whitman (1819 – 1892)	- <i>Out of the Cradle Endlessly Rocking</i>
Denise Levertov (1923 – 1977)	- <i>Clouds</i>
Adrienne Rich (1929 – 2012)	- <i>Snapshots of a Daughter-in-law</i>
Emily Dickinson (1830 – 1886)	- <i>The Last Night That She Lived</i>
Sylvia Plath (1932 – 1963)	- <i>Lady Lazarus</i>
Robert Frost (1874 – 1963)	- <i>After Apple Picking</i>
Wallace Stevens (1879 – 1955)	- <i>Anecdote of the Jar</i>
E. E. Cummings (1894 – 1962)	- <i>The Cambridge Ladies who Live in Furnished Souls</i>
Anne Sexton	- <i>Wanting to Die</i>

### UNIT II - Prose

Emerson (1803 – 1882)	- <i>The American Scholar</i>
Thoreau (1817 – 1862)	- <i>Walden</i> (Chapter“Pond”)
Amy Tan (1952)	- <i>Mother Tongue</i>

### UNIT III - Drama

Arthur Miller (1915 – 2005)	- <i>Death of a Salesman</i>
Marsha Norman (1947)	- <i>Night Mother</i>

### UNIT IV Short Story and Fiction

Edgar Allan Poe (1809 – 1849)	- <i>The Cask of Amontillado</i>
Kate Chopin (1850 – 1904)	- <i>The Awakening</i>
Toni Morrison (1931 – 2019)	- <i>Beloved</i>

### UNIT V Autobiography

Booker T. Washington (1856 – 1915)	- <i>Up From Slavery</i>
Maya Angelou(1928 – 2014)	- <i>I Know Why the Caged Bird Sings</i>

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	The 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	
2.	Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996.	
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.	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>
2.	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>
3.	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>
4.	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>
5.	<a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a>

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

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

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P2EN7	Shakespeare Studies	Core	Y	Y	-	-	5	6	25	75	100
I YEAR/ II SEMESTER											
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 – <b>Sonnets</b> – 12, 65, 86, 130 - 1609 <b>Comedy</b> - <i>Much Ado About Nothing</i> - 1623											
UNIT III – <b>Tragedy and Tragi-comedy</b> <i>Othello</i> - 1603 <i>The Winter's Tale</i> – 1623											
UNIT IV – <b>History and Historical Romance</b> <i>Richard the Second</i> – 1592-1594 <i>Antony and Cleopatra</i> - 1606											

**UNIT V Shakespeare Criticism** - Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist ;A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedy by A.C.Bradley, London, Macmillan, Third Edition, 1992.

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

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;	
<b>CO1</b>	Critically understanding the appreciations by critics on Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre's development.	PO3
<b>CO3</b>	Critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
<b>CO4</b>	Understand the trends in Shakespeare studies	PO6
<b>CO5</b>	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.
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### 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.
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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.
<b>Web sources</b>	
1	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>
2.	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>
3.	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>
4.	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>
5.	<a href="https://www.historytoday.com/archive/british_english_monarchs/henry-iv">https://www.historytoday.com/archive/british_english_monarchs/henry-iv</a>

### Mapping with Programme Outcomes:

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

**Mapping with Programme Specific Outcomes:**

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



Course Code YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t . H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P2EN8	<b>Post-Colonial Theory and Literature</b>	Core	Y	Y	-	-	4	6	25	75	100
I YEAR / II SEMESTER											
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<b>UNIT I Introduction</b> Post Colonial Theory (from <i>Contemporary Literary and Cultural Theory</i> by Pramod K.Nayar)											
<b>UNIT II –</b> Gayatri Chakravorty Spivak (1942) - <i>Can the Subaltern Speak?</i>											
<b>UNIT III - Short Story &amp; Novel</b> Thomas King (1660 – 1725) - <i>The One About Coyote Going West</i> Chinua Achebe (1930 – 2013) - <i>Chike's School Days</i> Salman Rushdie (1947) - <i>Midnight's Children</i>											

**UNIT IV - Poetry**

A.K.Ramanujan (1929 – 1993)

Arun Kolatkar (1932 – 2004)

Kofi Awoonor (1935 – 2013)

- *On the Death of a Poem*, No Fifth Man- *Yeshwanth Rao, An Old Woman*- *Songs of Sorrow, The Weaver Bird***UNIT V – Drama**

Wole Soyinka (1934-2014)

Jane Harrison (1960)

- *The Lion and the Jewel*– *Stolen***Course  
Outcomes**

<b>Cours e Outco mes</b>	On completion of this course, students will;	
<b>CO1</b>	Critically understanding the political and social background of the third world nations	PO2
<b>CO2</b>	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

<b>Text Books(Latest Editions)</b>	
1.	Macaulay's Minute of 1831/35.
2.	Post-Colonial Studies: eds. Ashcroft et.al.
3.	Adichie, Chimamanda Ngozi. Half of a Yellow Sun. United States, Knopf Doubleday Publishing Group, 2007.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
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.
<b>Web Sources</b>	
1	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

### 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:**

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

**SEMESTER-II**  
**ELECTIVE – III APPROACH TO ENGLISH LANGUAGE TEACHING**

Course Code  YEAR/ SEMESTER	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P2EN9EC	<b>Approaches To English Language Teaching</b>	Core	Y	Y	-	-	3	4	25	75	100
I YEAR/ II SEMESTER											
<b>Learning Objectives</b>											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems and consequences on language teaching										
LO4	Emphasis will be laid on tracing the development of language teaching skills										
LO5	Understanding the teaching aspects										
<b>Details</b>											
<b>UNIT I</b>											
<b>A Brief history of Language Teaching</b>											
The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations inthe nineteenth century											
<b>UNIT II</b>											
<b>Nature of approaches and methods in Language Teaching</b>											
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 III**

Current Communicative Approaches

The Natural Approach Cooperative language learning Content based instruction ,Task-based language teaching

**UNIT IV**

Teaching Aspects Teaching Prose Teaching Poetry Teaching

Grammar, Teaching of Non-Detailed Text.

**UNIT V**

Use of Media in ELT

The integration of elements in multi- media language learning systemsBBC English by

Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

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

<b>Text Books (Latest Editions)</b>	
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.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
<b>Web Resources</b>	
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>

### 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:**

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



**SEMESTER-II**  
**ELECTIVE IV - ENGLISH LITERATURE FOR NTA / NET / SET & GATE**

Course Code Year/ Semester	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
23P2EN10EC	<b>ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	Core	Y	Y	-	-	3	2	25	75	100
I YEAR/ I SEMESTER											
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<b>UNIT I</b> Teaching and Research Aptitude											
<b>UNIT II</b> <b>History of English Literature</b> The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period											
<b>UNIT III</b> <b>American and Non-British Literatures</b> Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe											
<b>UNIT IV</b> <b>Literary Theory and Criticism</b> Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir											

**UNIT V****Literary Forms**

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

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Remember the literary terms forms and theories	PO2
<b>CO2</b>	Understand the different periods of English literature	PO1, PO2
<b>CO3</b>	Apply the learnt theories to any text	PO3, PO6
<b>CO4</b>	Analyse any given text thematically and technically	PO4, PO5, PO6
<b>CO5</b>	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)

<p align="center"><b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)</p>	
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1.	A Dictionary of Literary Terms ,Cuddon.A ( Penguin )
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
<b>Web Resources</b>	
1.	<a href="https://onlinecourses.nptel.ac.in/noc20_hs19/preview">https://onlinecourses.nptel.ac.in/noc20_hs19/preview</a>
2.	<a href="http://www.luminarium.org/">http://www.luminarium.org/</a>
3.	<a href="https://poemanalysis.com/genre/absurd/">https://poemanalysis.com/genre/absurd/</a>
4.	<a href="https://www.bl.uk/medieval-literature/articles/dream-visions">https://www.bl.uk/medieval-literature/articles/dream-visions</a>
5.	<a href="https://www.britannica.com/topic/Great-Chain-of-Being">https://www.britannica.com/topic/Great-Chain-of-Being</a>

**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

Course Code  YEAR/ SEM ESTER	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/I SEMESTER											
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.	<a href="https://www.tech-tav.com/technical-writing-resources">https://www.tech-tav.com/technical-writing-resources</a>	
2.	<a href="https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451">https://guides.library.unt.edu/c.php?g=528500&amp;p=6841451</a>	
3.	<a href="https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/">https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/</a>	
4.	<a href="https://en.m.wikipedia.org/wiki/Technical_writing">https://en.m.wikipedia.org/wiki/Technical_writing</a>	
5.	<a href="https://www.utlevstrategies.com/blog/proposal-writing?format=amp">https://www.utlevstrategies.com/blog/proposal-writing?format=amp</a>	

### Mapping with Programme Outcomes:

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

### Mapping with Programme Specific Outcomes:

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

## Re-accredited with 'B++' Grade by NAAC &amp; Affiliated to Bharathidasan University

**(Effective for those admitted from 2023-2024 onwards)**

**CC VII - CONTEMPORARY LITERARY CRITICISM**

<b>Subject Code: 23P3EN12</b>		<b>Credits: 5</b>		<b>External Marks: 75</b>		<b>Hours: 6</b>	
<b>Learning Objectives</b>							
LO1		To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge					
LO2		To provide knowledge about the different schools in contemporary literary Criticism					
LO3		To focus on interpreting the works of various literary critics					
LO4		Focus on evaluating critically and aesthetically the prescribed texts					
LO5		Understanding the principles of criticism					
<b>Details</b>							
<b>UNIT I</b>		Northrop Frye Frank Kermode	- -	The Drunken Boat: The Revolutionary Element The Classic			
<b>UNIT II</b>		Sigmund Freud H.G. Widdowson	- -	Creative Writers and Day-Dreaming Stylistics			
<b>UNIT III</b>		Gerard Genette Roland Barthes	- -	Structuralism and Literary Criticism To Write: An Intransitive Verb?			
<b>UNIT IV</b>		Stanley Fish Jacques Derrida	- -	Is There a Text in This Class? Structure, Sign and Play in the Discourse of the Human Science?			
<b>UNIT V</b>		Elaine Showalter Cleanth Brooks	- -	Towards a Feminist Poetics The Primacy of the Reader			
<b>Course Outcomes</b>							
<b>Course Outcomes</b>		On completion of this course, students will;					
<b>CO1</b>		Understand a literary text by applying various critical theories.					PO2, PO3
<b>CO2</b>		Develop the objective analysis of the subject matter					PO4
<b>CO3</b>		Analyze a literary text with reference to socio-political Issues					PO5
<b>CO4</b>		Evaluate critically and aesthetically the prescribed texts.					PO6, PO8
<b>CO5</b>		Evaluate a text at emotional, intellectual and aesthetic levels					PO9, PO10
<b>Text Books(Latest Editions)</b>							
1.		Sethuraman, V.S. Contemporary Criticism An Anthology. Chennai: Trinity Press, 2016. Lodge, David. Twentieth Century Literary Criticism. Chennai, Longman, 1972.					
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>							
➤ Frye, Northrop. <i>The Stubborn Structure: Essays on Criticism and Society</i> . Methuen, 1970. ➤ Kermode, Frank. <i>The Classic: Literary Images of Permanence and Change</i> . Harvard UP, 1983. ➤ Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i> . Oxford UP, 2006. ➤ Habib, M.A.R. <i>A History of Literary Criticism: From Plato to the Present</i> . Blackwell, 2005. ➤ Freud, Sigmund. <i>Art and Literature: Jensen's Gradiva, Leonardo da Vinci and Other Works</i> . Translated by James Strachey, Penguin Books, 1985. ➤ Widdowson, H.G. <i>Stylistics and the Teaching of Literature</i> . Longman, 1975.							

- Lodge, David, editor. *Modern Criticism and Theory: A Reader*. Longman, 2008.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
- Genette, Gérard. *Figures of Literary Discourse*. Translated by Alan Sheridan, Columbia UP, 1982.
- Barthes, Roland. *Image, Music, Text*. Translated by Stephen Heath, Hill and Wang, 1977.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford UP, 2011.
- Jefferson, Anne, and David Robey, editors. *Modern Literary Theory: A Comparative Introduction*. Routledge, 1986.
- Fish, Stanley. *Is There a Text in This Class? The Authority of Interpretive Communities*. Harvard UP, 1980.
- Derrida, Jacques. *Writing and Difference*. Translated by Alan Bass, University of Chicago Press, 1978.
- Rivkin, Julie, and Michael Ryan, editors. *Literary Theory: An Anthology*. 3rd ed., Wiley-Blackwell, 2017.
- Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 1996.
- Showalter, Elaine. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. Pantheon Books, 1985.
- Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. Harcourt, 1947.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 2002.
- Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 5th ed., Pearson, 2011.

### Web Resources

- Frye, Northrop. "The Drunken Boat: The Revolutionary Element in Literature." *The Northrop Frye Centre*, Victoria University.  
<https://fryeblog.blog.yorku.ca>
- Kermode, Frank. "The Classic." *The London Review of Books*.  
<https://www.lrb.co.uk>
- Freud, Sigmund. "Creative Writers and Day-Dreaming." *The Freud Archive*, Classics in the History of Psychology.  
<https://psychclassics.yorku.ca/Freud/daydreams.htm>
- Widdowson, H.G. "Stylistics and the Teaching of Literature." *ERIC Database*,  
<https://eric.ed.gov/>
- Genette, Gérard. "Structuralism and Literary Criticism." Translated Excerpts on *Monoskop*.  
<https://monoskop.org>
- Barthes, Roland. "To Write: An Intransitive Verb?" *Barthes Studies Journal*.  
<https://barthesstudies.org>
- Fish, Stanley. "Is There a Text in This Class?" *New York Times Opinion Archive*.  
<https://opinionator.blogs.nytimes.com>
- Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences." *Stanford Encyclopedia of Philosophy*.  
<https://plato.stanford.edu/entries/derrida/>
- Showalter, Elaine. "Towards a Feminist Poetics." *Virginia Woolf Seminar Papers*.  
<https://feministpoetics.org>

### 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

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM**

Re-accredited with 'B++' Grade by NAAC &amp; Affiliated to Bharathidasan University

**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****CC VIII - CANADIAN STUDIES**

Subject Code: <b>23P3EN13</b>		Credits: <b>5</b>	External Marks: <b>75</b>	Hours: <b>6</b>
Learning Objectives				
LO1	Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions			
LO2	To provide knowledge about the different trends in Canadian studies			
LO3	To focus on interpreting the prescribed works critically			
LO4	Focus on important dimensions to understanding Canada including multicultural and immigrant experience.			
LO5	Understanding the folklore and its influence on Canadian Literature			
Details				
UNIT I	Poetry			
	A.M. Klein	-	Indian Reservation: Caughnawaga	
	Sir Charles G. D. Roberts	-	The Solitary Woodsman	
	F. R. Scott	-	Laurentian Shield	
	A. J.M. Smith	-	Like an Old Proud King in a Parable	
	Archibald Lampman	-	The City of the End of Things	
	W.W.E. Ross	-	The Snake Trying	
UNIT II	Fiction			
	Thomas King	-	Truth and Brightwater	
	M.G. Vassanji	-	No New Land	
UNIT III	Drama			
	George Ryga	-	The Ecstasy of Rita Joe	
	Uma Parameswaran	-	Sita's Promise	
UNIT IV	Short Story			
	Stephen Leacock	-	Merry Christmas	
	Morley Callaghan	-	A Sick Call	
	Mordecai Richler	-	The Summer My Grandmother Was Supposed to Die	
	Roch Carrier	-	The Hockey Sweater	
UNIT V	Prose			
	Margaret Atwood	-	From Survival : A Thematic Guide to Canadian Literature	
	George Woodcock	-	Away From Lost Worlds : Notes on the Development of the Canadian Literature	
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Understand the historical and political background of Canadian Literature			PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature			PO1
CO3	Analyze a literary text with reference to socio-political Issues			PO4
CO4	Evaluate critically and aesthetically the prescribed texts.			PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels			PO9, PO10

Text Books(Latest Editions)										
1.	Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry(P.K. Page, A.M. Klein, M. Atwood and Smith).									
2.	SACLIT DRAMA Plays from SouthAsian Canadian, Ed. By Uma Parameshwaran Bangalore: IBH Prakashana 1996.									
References Books (Latest editions, and the style as given below must be strictly adheredto)										
1.	John. Ed. The Anthology of Colonial Literature in English. Thieme OUP, 2000.									
2.	Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004) 3. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004)									
3.	A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983									
Web Resources										
1	www.india.gc.ca									
2	www.canada.justice.gc.ca									
3	www.thecanadianencyclopedia.com									
4	<a href="https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html">https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html</a>									
5	<a href="https://www.britannica.com/biography/Margaret-Atwood">https://www.britannica.com/biography/Margaret-Atwood</a>									
	<a href="https://canadianliteraryfare.org/bibliography/drama/">https://canadianliteraryfare.org/bibliography/drama/</a>									
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			

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM**

Re-accredited with 'B++' Grade by NAAC &amp; Affiliated to Bharathidasan University

**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****CC IX – LITERATURE OF THE MARGINALIZED IN INDIA**

Subject Code: <b>23P3EN14</b>		Credits: <b>5</b>	External Marks: <b>75</b>	Hours: <b>6</b>
Learning Objectives				
LO1	Sensitizing students in the history of anti-caste and anti-discrimination Discourses			
LO2	To provide knowledge about the Dalit’s uprising in the literary, social and cultural spheres.			
LO3	To focus on studing caste, reflecting upon the history of anti-caste struggle in India.			
LO4	Focus on important dimensions to understanding political spheres in India			
LO5	Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.			
Details				
<b>UNIT I Introduction</b> B. Krishnappa - Dalit Literature B R Ambedkar - We too are human				
<b>UNIT II Drama</b> Indira Parthasarathy - The Legend of Nandan Mahasweta Devi - Rudali				
<b>UNIT III Novel</b> Mulk Raj Anand - Untouchable Jayawant Dalvi - Chakra				
<b>UNIT IV Poetry</b> Bapurao Jagtap - This Country is Broken Namdeo Dhasal - Amber/Sky Alcohols in the Glass L.S.Rokade - To Be or Not To Be Born:L.S.Rokade Hira Bansode - Slave Siddalingaiah - The Dalits are Coming				
<b>UNIT V Short Story</b> Munshi Premchand - The Thakur’s Well Daya Pawar - Gallows Imayam - Amma Kakkanadan - Distant Vistas				
Course Outcomes				
Course Outcomes		On completion of this course, students will;		
CO1		Understand the historical and political background of Caste		PO1
CO2		Understanding the dimensions of discriminations		PO2
CO3		Analyze a literary text with reference to socio-political Issues		PO3,PO4
CO4		Evaluating the prescribed texts critically.		PO6, PO8
CO5		Exposure to a range of disciplines including history,sociology, ethnography, anthropology and literature.		PO9
Text Books(Latest Editions)				
1.	Satyanarayana, K & Susie Tharu. The Exercise of Freedom An Introduction to Dalit Writing. Delhi: Narayana Publishing Pvt. Ltd., 2020.			
2.	Anand, Mulk Raj & Eleanor Zelliot. An Anthology of Dalit Literature. Gyan Publishing House, 2018.			

References Books (Latest editions, and the style as given below must be strictly adheredto)										
1.	Caste and Tribes by Edgar Thurston									
2.	An Anthology Dalit Literature by Milk Raj Anand and Eleanor Zelliot									
3.	The Exercise of Freedom An Introduction to Dalit Writing by K. Satyanarayana and Susie Tharu									
4.	Castes of Mind by Nicholas B Dirks									
5.	Nationalism without a Nation in India by G.Aloysius									
6.	Mutthirulandi, Raja. Rays of Rights. Chennai: Pawai Publications, 2003.									
Web Resources										
1	www.ambedkar.org									
2	www.saxakali.org									
3	<a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full</a>									
4	<a href="https://www.jstor.org/stable/2053672">https://www.jstor.org/stable/2053672</a>									
5	<a href="https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079">https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079</a>									
6	www.ambedkar.org									
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			

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM**

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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III  
CC X – ENGLISH PROSE**

Subject Code: 23P3EN15		Credits: 4	External Marks: 75	Hours: 6
Learning Objectives				
LO1	To familiarize the prose form.			
LO2	To understand the didactic nature of the prose pieces.			
LO3	To understand brevity as the soul of wit in the writings of prose writers.			
LO4	To understand prose as the apt form to convey religious ideas.			
LO5	To understand prose form as the apt form to satirise people.			
Details				
UNIT I				
	Francis Bacon	-	Of Revenge, Of Travel	
	Joseph Addison	-	Sir Roger in Town	
	Charles Lamb	-	Poor Relations	
UNIT II				
	Bertrand Russell	-	Boredom and Excitement	
	Sir Winston S. Churchill	-	On Examinations	
	A.G. Gardiner	-	On Shaking Hands	
UNIT III				
	G.K. Chesterton	-	The Worship of the Wealthy	
	E.M. Forster	-	Tolerance	
	J.C. Hill	-	Good Manners	
UNIT IV				
	John Ruskin	-	Sesame and Lilies	
UNIT V				
	The Bible (Old Testament)	-	The Book of Job	
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Lead a peaceful life by learning moral ideas through the prescribed texts.			PO1
CO2	Learn prose pieces have autobiographical elements and realize the great experiences of writers.			PO2
CO3	Categorize the various types of essays.			PO3,PO4
CO4	Understand that some of the spontaneous speeches are in the form of essays which are from the inner minds of writers.			PO6, PO8
CO5	Understand the prose writings from beginning to end.			PO9
Text Books(Latest Editions)				
1.	Eakambaram, N. Wit and Wisdom. Madras: Emerald Publishers, 1997.			
2.	B.I. Publications. Golden Harvest.			
3.	Sashisekaran, T & Kaladharan R. College Prose for Communication. Chennai: Pavai Printers, 2014.			

## References Books

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

- Bacon, Francis. *Essays of Francis Bacon*. Edited by Mary Augusta Scott, Oxford UP, 2008.
- Addison, Joseph. *The Sir Roger de Coverley Papers*. Edited by W. Henry Hudson, Macmillan, 1912.
- Lamb, Charles. *Essays of Elia*. Everyman's Library, Dent, 1906.
- Daiches, David. *A Critical History of English Literature: Volume II*. Allied Publishers, 1960.
- Russell, Bertrand. *The Conquest of Happiness*. Routledge, 2006.
- Churchill, Winston S. *Thoughts and Adventures*. ISI Books, 2009.
- Gardiner, A.G. *Leaves in the Wind*. J.M. Dent & Sons, 1920.
- Lodge, David, and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Longman, 2008.
- Hudson, W.H. *An Introduction to the Study of Literature*. Atlantic, 2001.
- Chesterton, G.K. *Heretics*. The Bodley Head, 1905.
- Forster, E.M. *Two Cheers for Democracy*. Edward Arnold, 1951.
- Hill, J.C. *Good Manners and Common Sense*. Oxford Book Company, 1953.
- Compton-Rickett, Arthur. *A History of English Literature*. UBS Publishers, 2001.
- Ruskin, John. *Sesame and Lilies*. Edited by Deborah Epstein Nord, Yale UP, 2002.
- Rosenberg, John D. *The Genius of John Ruskin: Selections from His Writings*. George Allen & Unwin, 1963.
- Holloway, John. *The Victorian Sage: Studies in Argument*. Macmillan, 1953.
- The Holy Bible: Containing the Old and New Testaments. King James Version, Thomas Nelson, 1987.
- Alter, Robert. *The Wisdom Books: Job, Proverbs, and Ecclesiastes: A Translation with Commentary*. W.W. Norton, 2010.
- Crenshaw, James L. *Reading Job: A Literary and Theological Commentary*. Smyth & Helwys, 2011.

## Web Resources

- Bacon, Francis. "Of Revenge." *Project Gutenberg*,  
<https://www.gutenberg.org/ebooks/56439>
- Addison, Joseph. "Sir Roger in Town." *Bartleby Great Books Online*,  
<https://www.bartleby.com/>
- Lamb, Charles. "Poor Relations." *Lamb's Essays of Elia*,  
<https://www.essaysofelia.com/>
- Russell, Bertrand. "Boredom and Excitement." *The Bertrand Russell Society*,  
<https://users.drew.edu/~jlenz/br-boredom.pdf>
- Churchill, Winston. "On Examinations." *The Churchill Centre*,  
<https://winstonchurchill.org/resources/speeches/>
- Gardiner, A.G. "On Shaking Hands." *Classic Essay Archive*,  
[https://essays.quotidiana.org/gardiner/shaking\\_hands/](https://essays.quotidiana.org/gardiner/shaking_hands/)
- Chesterton, G.K. "The Worship of the Wealthy." *Gutenberg Canada*,  
<https://gutenberg.ca/ebooks/chestertongk-heretics/chestertongk-heretics-00-h.html>
- Forster, E.M. "Tolerance." *Internet Archive*,  
<https://archive.org/details/in.ernet.dli.2015.216843>
- Hill, J.C. (Sources not always available online; consider using university library databases or scanned archives.)
- Ruskin, John. *Sesame and Lilies*. *Project Gutenberg*,  
<https://www.gutenberg.org/ebooks/12316>
- "The Book of Job." *Bible Gateway*,  
<https://www.biblegateway.com/passage/?search=Job+1&version=KJV>
- "Book of Job." *The Jewish Virtual Library*,  
<https://www.jewishvirtuallibrary.org/job-book-of>

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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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****ELECTIVE V – TRANSLATION STUDIES**

Subject Code: 23P3EN16EC		Credits: 4	External Marks: 75	Hours: 3
Learning Objectives				
LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature			
LO2	To provide knowledge about the regional languages through representative texts in English translation			
LO3	To equip the students in the skills as well as the politics of translation.			
LO4	Focus on important dimensions of culture through the prescribed texts			
LO5	Understanding the nuances of translations			
Details				
UNIT I Introduction to Translation, Language and Culture, Types of translation				
UNIT II Decoding and Recoding, Problems of equivalence, Loss and Gain, Untranslatability Translatability of Scientific Text, Translation and Research Studies				
UNIT III Poetry				
	BalamaniAmma	-	To My Daughter	
	Subramania Bharati	-	A patch of land	
	Waman Nimbalkar	-	Mother	
	Kamlesh	-	Delhi Summer, Early Afternoon +	
	Rabindranath Tagore	-	Paper Boats	
UNIT IV Drama				
	Vijay Tendulkar	-	Silence! The Court is in Session	
	Tughlaq	-	Girish Karnad	
UNIT V Novel & Short Story				
	Perumal Murugan	-	The Story of a Goat	
	Chaganti Somayajulu	-	The Fall of a Boulder	
	Ramachandra Behera	-	The Passenger	
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Understand the systematic study of translation			PO1, PO3
CO2	Understanding the dimensions of language and its nuances essential for translation			PO2, PO5
CO3	Exposure to effective translation			PO4
CO4	Equipped in the skills as well as the politics of translation.			PO6, PO8
CO5	Exposure to literature in the regional languages through representative texts in English translation			PO9

Text Books(Latest Editions)										
1.	Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge									
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London									
3.	R. Azhagarasan&Ravikumar Anthology of Tamil Dalit Writing (OUP)									
4.	Catford, John Cunnison. A Linguistic Theory of Translation: An Essay in Applied Linguistics. Kiribati, Oxford University Press, 1965.									
Web Resources										
1	<a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.</a>									
2	<a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>									
3	<a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>									
4	<a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>									
5	<a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>									
6										
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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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****SEC II – ENGLISH FOR COMPETITIVE EXAMINATIONS**

Subject Code: 23P3EN17SEC		Credits: 2	External Marks: 75	Hours: 3
Learning Objectives				
LO1	To give an exposure to the role of grammar in language.			
LO2	To create an interest in learning grammar.			
LO3	To make the students learn to write and speak grammatically correct English.			
LO4	To enable the students to keep abreast of the grammar topics.			
LO5	To make the students confident of appearing for the competitive examinations.			
Details				
Unit I	Basics of English			
Unit II	Errors and How to avoid them, Spotting Errors			
Unit III	How to write a Precis, Reading Comprehension			
Unit VI	Composition			
Unit V	Letter Writing, Report Writing			
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Learn the importance of grammar.			PO1, PO3
CO2	Be able to transform from one type to another type.			PO2, PO5
CO3	Be able to avoid grammatical mistakes.			PO4
CO4	Be able to write and speak flawless English.			PO6, PO8
CO5	Score good marks in the competitive examination			PO9
Text Books(Latest Editions)				
1.	Bhatnagar, R.P & Rajul Bhargava. <i>English for Competitive Examinations</i> . Chennai : Macmillan India Ltd., 2005.			
References Books (Latest editions, and the style as given below must be strictly adhered to)				
<p>➤ Leech, Geoffrey, and Jan Svartvik. <i>A Communicative Grammar of English</i>. 3rd ed., Pearson Education, 2002.</p> <p>➤ Quirk, Randolph, et al. <i>A Comprehensive Grammar of the English Language</i>. Longman, 1985.</p> <p>➤ Murphy, Raymond. <i>English Grammar in Use</i>. 5th ed., Cambridge UP, 2019.</p> <p>➤ Wren, P.C., and H. Martin. <i>High School English Grammar and Composition</i>. Revised by N.D.V. Prasada Rao, S. Chand, 2020.</p> <p>➤ Seely, John. <i>Oxford Guide to English Grammar</i>. Oxford UP, 2004.</p> <p>➤ Aggarwal, Vikas. <i>Objective General English</i>. S. Chand Publishing, 2021.</p> <p>➤ Pal, Rajinder, and J.S. Korlahalli. <i>Essentials of Business Communication</i>. 12th ed., Sultan Chand &amp; Sons, 2021.</p> <p>➤ Thomson, A.J., and A.V. Martinet. <i>A Practical English Grammar</i>. Oxford UP, 1986.</p>				

- Day, R.A. *How to Write and Publish a Scientific Paper*. Cambridge UP, 2011.
- Raina, Roshan Lal, et al. *Business Communication*. Himalaya Publishing, 2010.
- Dixit, M.K., and R.K. Sharma. *A Textbook of Precis Writing*. S. Chand, 2020.
- Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Tata McGraw-Hill, 2010.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge UP, 2006.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2018.
- Hedge, Tricia. *Writing*. Oxford UP, 2005.
- Ghosh, R.N. *A Course in Written English*. Oxford UP, 1974.
- Mohan, Krishna, and Meera Banerji. *Developing Communication Skills*. Macmillan India, 2009.
- Ashley, A. *A Handbook of Commercial Correspondence*. Oxford UP, 2003.
- Lesikar, Raymond V., and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation*. Tata McGraw-Hill, 2005.
- Gartside, L. *Model Business Letters*. Pitman Publishing, 2001.

### Web Resources

- “Grammar.” *British Council – Learn English*,  
<https://learnenglish.britishcouncil.org/grammar>
- “Basic English Grammar Lessons.” *English Club*,  
<https://www.englishclub.com/grammar/>
- “Common Grammar Mistakes.” *Grammarly Blog*,  
<https://www.grammarly.com/blog/category/handbook/grammar/>
- “Error Spotting Exercises.” *Bank Exams Today*,  
<https://www.bankexamstoday.com/2014/10/error-spotting-rules-and-practice.html>
- “Precis Writing Guide.” *Oxford Reference*,  
<https://www.oxfordreference.com>
- “Reading Comprehension Practice.” *Test book*,  
<https://testbook.com/reading-comprehension>
- “Essay and Composition Writing.” *Purdue Online Writing Lab (OWL)*,  
[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html)
- “Business Letter Format.” *Purdue OWL*,  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/basic\\_business\\_letters/index.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/index.html)
- “Report Writing Guide.” *Skills You Need*,  
<https://www.skillsyouneed.com/write/report-writing.html>

### 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

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

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**M.A. ENGLISH LITERATURE**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – III**

**Internship Activity – Teaching Practice**

<b>Subject Code: -</b>	<b>Credits: 2</b>	<b>External Marks: -</b>	<b>Hours: -</b>
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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****CC XI – TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE**

Subject Code: <b>23P4EN18</b>		Credits: <b>5</b>	External Marks: <b>75</b>	Hours: <b>6</b>
Learning Objectives				
LO1	To sensitize the students to various aspects of new studies in twenty first century millennial literature.			
LO2	Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21 <sup>st</sup> century life of people at the global level.			
LO3	Identify the possibilities for multidisciplinary analysis of literary texts.			
LO4	Analyze literary texts by employing appropriate interdisciplinary theories.			
LO5	Evaluate the viability of interdisciplinary analyses of literary and cultural forms.			
Details				
<div><div><div>UNIT I</div><div>Blue Studies</div><div>Rachel Carson</div><div>Amitav Ghosh</div></div><div><div>-</div><div>The Marginal World (from The Edge of the Sea)</div></div><div><div>-</div><div>The Hungry Tide</div></div></div> <div><div><div>UNIT II</div><div>Animal Studies</div><div>Margo DeMello</div></div><div><div>-</div><div>Animal and Humans : The Great Divide? (from Animals and Society: An Introduction to Human-Animal Studies pp. 32-41)</div></div><div><div>-</div><div>Elephant Doctor</div></div></div> <div><div><div>UNIT III</div><div>Medical Humanities</div><div>Thomas R. Cole et al</div></div><div><div>-</div><div>Introducing Medical Humanities (from Medical Humanities: An Introduction, pp1-4)</div></div><div><div>-</div><div>When Breath Becomes Air</div></div></div> <div><div><div>UNIT IV</div><div>Climate Studies</div><div>Tony Eggleton</div></div><div><div>-</div><div>Global Warming (from A Short Introduction to Climate Change)</div></div><div><div>-</div><div>Flight Behavior</div></div></div> <div><div><div>UNIT V</div><div>Disability Studies</div><div>Lennard J. Davis</div></div><div><div>-</div><div>Introduction: Disability, Normality and Power (From the Disability Studies Reader)</div></div><div><div>-</div><div>The Incredible Story</div></div></div>				
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Contemporary issues and its immediate requirement can be easily Analyzed by the students.			PO3
CO2	The social responsibility of the students towards the society can be groomed in an effective way.			PO2, PO6
CO3	Exposure to the emerging trends in twenty first century millennial literature.			PO4. PO5
CO4	Equipped in the interdisciplinary theories.			PO6

<b>CO5</b>	Viability of interdisciplinary analyses of literary and cultural forms is understood.	<b>PO10</b>
<b>Text Books(Latest Editions)</b>		
<ul style="list-style-type: none"> <li>➤ Carson, Rachel. The Edge of the Sea. Houghton Mifflin Harcourt, 1998. (Chapter: “The Marginal World”)</li> <li>➤ Ghosh, Amitav. The Hungry Tide. HarperCollins, 2004.</li> <li>➤ DeMello, Margo. Animals and Society: An Introduction to Human-Animal Studies. Columbia UP, 2012. (pp. 32–41)</li> <li>➤ Jeyamohan. Elephant Doctor. Translated by N. Kalyan Raman, Juggernaut Books, 2022.</li> <li>➤ Cole, Thomas R., et al. Medical Humanities: An Introduction. Cambridge UP, 2014. (pp. 1–4)</li> <li>➤ Kalanithi, Paul. When Breath Becomes Air. Bodley Head, 2016.</li> <li>➤ Eggleton, Tony. A Short Introduction to Climate Change. Cambridge UP, 2013. (Chapter: “Global Warming”)</li> <li>➤ Kingsolver, Barbara. Flight Behavior. Harper, 2012.</li> <li>➤ Davis, Lennard J., editor. The Disability Studies Reader. 5th ed., Routledge, 2016. (Introduction: “Disability, Normality and Power”)</li> </ul>		
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
<ul style="list-style-type: none"> <li>➤ Braidotti, Rosi. The Posthuman. Polity, 2013.</li> <li>➤ Haraway, Donna J. When Species Meet. U of Minnesota P, 2008.</li> <li>➤ Wald, Priscilla. Contagious: Cultures, Carriers, and the Outbreak Narrative. Duke UP, 2008.</li> <li>➤ Kafer, Alison. Feminist, Queer, Crip. Indiana UP, 2013.</li> <li>➤ Ghosh, Amitav. The Great Derangement: Climate Change and the Unthinkable. Penguin, 2016.</li> <li>➤ Kirk, Robert G. W., and Michael Worboys. Animals and the Shaping of Modern Medicine. Palgrave Macmillan, 2017.</li> <li>➤ Clare, Eli. Brilliant Imperfection: Grappling with Cure. Duke UP, 2017.</li> <li>➤ Szasz, Thomas. The Myth of Mental Illness: Foundations of a Theory of Personal Conduct. Harper Perennial, 2010.</li> <li>➤ Serpell, James. In the Company of Animals: A Study of Human-Animal Relationships. Cambridge UP, 1996.</li> <li>➤ Estok, Simon C. Ecocriticism and Shakespeare: Reading Ecophobia. Palgrave Macmillan, 2011.</li> </ul>		
<b>Web Resources</b>		
<ul style="list-style-type: none"> <li>➤ “Blue Humanities.” Blue Humanities Lab, University of California, Santa Barbara. <a href="https://bluehumanitieslab.com">https://bluehumanitieslab.com</a></li> <li>➤ “What is Animal Studies?” Animals and Society Institute. <a href="https://www.animalsandsociety.org">https://www.animalsandsociety.org</a></li> <li>➤ “About Medical Humanities.” BMJ Medical Humanities Journal. <a href="https://mh.bmj.com">https://mh.bmj.com</a></li> <li>➤ “IPCC Reports and Climate Change Resources.” Intergovernmental Panel on Climate Change. <a href="https://www.ipcc.ch">https://www.ipcc.ch</a></li> <li>➤ “Disability Studies Resources.” Society for Disability Studies. <a href="https://disstudies.org">https://disstudies.org</a></li> <li>➤ “Human-Animal Interaction.” National Institutes of Health (NIH). <a href="https://www.nih.gov/news-events/human-animal-interaction">https://www.nih.gov/news-events/human-animal-interaction</a></li> <li>➤ “Global Warming Overview.” NASA Climate Change and Global Warming. <a href="https://climate.nasa.gov">https://climate.nasa.gov</a></li> <li>➤ “Accessible India Campaign.” Government of India. <a href="https://accessibleindia.gov.in">https://accessibleindia.gov.in</a></li> </ul>		



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			

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM**

Re-accredited with 'B++' Grade by NAAC &amp; Affiliated to Bharathidasan University

**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****CC XII – SUBALTERN STUDIES**

Subject Code: <b>23P4EN19</b>		Credits: <b>5</b>	External Marks: <b>75</b>	Hours: <b>6</b>
Learning Objectives				
LO1	To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups			
LO2	Develop strategies to deal with these issues successfully.			
LO3	Analysis of literary texts in Subaltern lens			
LO4	To examine the defined role of social constructions that affecting the space of the marginalized			
LO5	Critically analyzing subaltern writing.			
Details				
<b>UNIT I Poetry</b> Maya Angelou - Caged Bird Langston Hughes - Dinner Guest : Me P.K. Page - First Neighbour Claude Mckay - If we Must Die Jyoti Lanjewar - Mother				
<b>UNIT II Prose</b> Martin Luther King (Jr) - I Have a Dream Gayatri C.Spivak - Can the Subaltern Speak?				
<b>UNIT III Drama</b> Lorraine Hansberry - A Raisin in the Sun Mahesh Dattani - Seven Steps Around the Fire				
<b>UNIT IV Short Story</b> Katherine Anne Porter - The Witness Anna Bhau Sathe - Gold from the Grave Ajay Navaria - New Custom				
<b>UNIT V Fiction</b> Chimamanda Ngozi Adichie - Purple Hibiscus Toni Morrison - Beloved				
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Remember the diverse concepts that address issues of subalterns.			PO3
CO2	Comprehend the meaning and nature of the Subaltern history.			O2, PO6
CO3	Analyse various subaltern texts			O4. PO5
CO4	Determine the sources and structures of social inequalities.			PO6
CO5	Develop strategies to deal with Maginalized issues successfully.			PO10
Text Books(Latest Editions)				
1.	Satyanarayana, K & Susie Tharu. The Exercise of Freedom An Introduction to Dalit Writing. Delhi: Narayana Publishing Pvt. Ltd., 2020.			
2.	Anand, Mulk Raj & Eleanor Zelliott. An Anthology of Dalit Literature. Gyan Publishing House, 2018.			

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.									
2.	Guha, R. S. of P. S. R. (1988). Selected subaltern studies. Oxford University Press									
Web Resources										
1	<a href="https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.">https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20 previous.</a>									
2	<a href="https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/">https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/</a>									
3	<a href="http://magazines.odisha.gov.in/Oriissareview/2014/Nov/engpdf/82-87.pdf">http://magazines.odisha.gov.in/Oriissareview/2014/Nov/engpdf/82-87.pdf</a>									
4	<a href="https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf">https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf</a>									
5										
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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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****ELECTIVE VI – A GLIMPSE OF NOBEL LAUREATES**

Subject Code: <b>23P4EN20EC</b>		Credits: <b>4</b>	External Marks: <b>75</b>	Hours: <b>4</b>
Learning Objectives				
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature			
LO2	To familiarize students on various Nobel Laureates			
LO3	To focus on interpreting the works of various Nobel Laureates			
LO4	Focus on evaluate critically and aesthetically the prescribed texts			
LO5	Understanding the Nobel Laureates contribution to the society			
Details				
<b>UNIT I Poetry</b> Tagore - Gitanjali (1 to 10 poems) Pablo Neruda - If you forget Octavio Paz - As one listens to the rain Rudyard Kipling - The power of the dog Seamus Heaney - Oracle Gabriel Mistral - To see him again				
<b>UNIT II Prose</b> Jon Fosse - Noble Prize Acceptance Speech William Faulkner - Noble Prize Acceptance Speech				
<b>UNIT III Drama</b> Harold Pinter - The Caretaker George Bernard Shaw - Man and Superman				
<b>UNIT IV Short Story</b> Nadine Gordimer - Lost Alice Munro - Boys and Girls Albert Camus - The Silent Men				
<b>UNIT V Novel</b> William Golding - Lord of the flies Thomas Mann - The Magic Mountain				
Course Outcomes				
Course Outcomes	On completion of this course, students will;			
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds greatest benefit to humankind			PO3
CO2	Interpret the works of various Nobel Laureates			PO2, PO6
CO3	Analyse the different themes with regard to social, political and cultural aspects.			PO4. PO5
CO4	Evaluate critically and aesthetically the prescribed texts.			PO6
CO5	Perceive the influence of Nobel Laureates in Literature			PO10
Text Books(Latest Editions)				
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.			

## References Books

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

- Tagore, Rabindranath. *Gitanjali: Song Offerings*. Translated by the author, Macmillan, 1913.
- Neruda, Pablo. *Selected Poems*. Translated by Alastair Reid, Vintage Books, 1990.
- Paz, Octavio. *The Collected Poems of Octavio Paz, 1957–1987*. Edited and translated by Eliot Weinberger, New Directions, 1991.
- Kipling, Rudyard. *The Complete Verse*. Kyle Cathie Limited, 1990.
- Heaney, Seamus. *Opened Ground: Selected Poems, 1966–1996*. Faber and Faber, 1998.
- Mistral, Gabriela. *Selected Poems of Gabriela Mistral*. Translated by Doris Dana, University of New Mexico Press, 2003.
- Fosse, Jon. *Nobel Prize in Literature Lecture*. The Nobel Foundation, 2023.
- Faulkner, William. *Nobel Prize Acceptance Speech*. NobelPrize.org, 1950.
- Lodge, David, and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Longman, 2008.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
- Pinter, Harold. *The Caretaker*. Faber and Faber, 1960.
- Shaw, George Bernard. *Man and Superman*. Penguin Classics, 2001.
- Esslin, Martin. *The Theatre of the Absurd*. Methuen, 2004.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge UP, 2002.
- Gordimer, Nadine. *Jump and Other Stories*. Farrar, Straus and Giroux, 1991.
- Munro, Alice. *Dance of the Happy Shades*. McGraw-Hill Ryerson, 1968.
- Camus, Albert. *Exile and the Kingdom*. Translated by Justin O'Brien, Vintage International, 2007.
- Moser, Benjamin. *The Art of the Story: An International Anthology of Contemporary Short Stories*. Penguin Books, 1999.
- Golding, William. *Lord of the Flies*. Faber and Faber, 1954.
- Mann, Thomas. *The Magic Mountain*. Translated by John E. Woods, Everyman's Library, 1995.
- Bloom, Harold, editor. *Lord of the Flies – Bloom's Modern Critical Interpretations*. Chelsea House, 2008.
- Reed, T.J. *Thomas Mann: The Uses of Tradition*. Clarendon Press, 1974.

## Web Resources

- Tagore, Rabindranath. *Gitanjali (1–10 poems)*. Project Gutenberg, <https://www.gutenberg.org/ebooks/6526>
- Neruda, Pablo. “If You Forget Me.” *Poem Hunter*, <https://www.poemhunter.com/poem/if-you-forget-me/>
- Paz, Octavio. “As One Listens to the Rain.” *Poetry Foundation*, <https://www.poetryfoundation.org/poems/52993>
- Kipling, Rudyard. “The Power of the Dog.” *Kipling Society*, <https://www.kiplingsociety.co.uk/>
- Heaney, Seamus. “Oracle.” *Poetry Foundation*, <https://www.poetryfoundation.org/poems/57041>
- Mistral, Gabriela. “To See Him Again.” *Poetry Translation Centre*, <https://www.poetrytranslation.org/poems/to-see-him-again>
- Fosse, Jon. *Nobel Lecture: Art Is Everything*. *The Nobel Prize*, <https://www.nobelprize.org/prizes/lit/2023/fosse/lecture/>
- Faulkner, William. *Nobel Lecture*. *The Nobel Prize*, <https://www.nobelprize.org/prizes/lit/1949/faulkner/lecture/>
- Pinter, Harold. *The Caretaker – Full Script*. *Pinter.org*,

<https://www.haroldpinter.org/>

- Shaw, George Bernard. *Man and Superman*. Project Gutenberg, <https://www.gutenberg.org/ebooks/3328>
- Gordimer, Nadine. “Lost.” *The New Yorker Archive* (if available via library)
- Munro, Alice. “Boys and Girls.” *University of Virginia Library*, <http://xroads.virginia.edu/~drbr/munro.html>
- Camus, Albert. *The Silent Men*. Part of *Exile and the Kingdom*, <https://archive.org/details/exilekingdom00camu>
- Golding, William. *Lord of the Flies – Full Text (PDF)*. Internet Archive, <https://archive.org/details/lordoffliesnovel>
- Mann, Thomas. *The Magic Mountain (translated excerpts)*. Internet Archive, <https://archive.org/details/magicmountainnov00mann>

#### 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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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****SEC III – EMPLOYABILITY SKILLS**

Subject Code: <b>23P4EN21SEC</b>		Credits: 2	External Marks: 75	Hours: 4
Learning Objectives				
LO1	To help students identify the knowledge and skills required for obtaining employment.			
LO2	To emphasize on individual skill assessments and interpersonalcommunication skills.			
LO3	To help them understand workplace responsibilities, teamwork skills, safety issues and personal management skills required for the workplace.			
LO4	To assist them in understanding long term and short-term goals			
LO5	To aid them in understanding decision making strategies and setting priorities in work and personal life.			
Details				
UNIT I	<b>Communication Skills</b> Methods of Communication Verbal Communication Non-verbal Communication Communication Cycle and Importance of Feedback Barriers to Effective Communication Writing Skills — Parts of Speech Writing Skills — Sentences			
Unit II	<b>Self-management Skills</b> Stress Management Self-awareness — Strength and Weakness Analysis Self-motivation Self-regulation — Goal Setting Self-regulation — Time Management			
Unit III	<b>Information and Communication Technology Skills</b> Basic Computer Operations Performing Basic File Operations Computer Care and Maintenance Computer Security and Privacy			
Unit IV	<b>Entrepreneurial Skills</b> Entrepreneurship and Society Qualities and Functions of an Entrepreneur Myths about Entrepreneurship Entrepreneurship as a Career Option			
Unit V	<b>Career Planning Skills</b> Selling self - Job hunting Writing a resume or CV Cover letter Interview skills Group discussion Mock interview Career planning Goal setting			

Course Outcomes										
Course Outcomes		On completion of this course, students will;								
CO1		Get to know value clarification and matching assessment skills into employment.							PO1	
CO2		Understand factors that contribute to confidenceand self-esteem							PO1, PO2	
CO3		Gain knowledge on the skill of communicating effectively with employers, supervisors and co- workers.							PO4, PO6	
CO4		Understand teamwork approach to completing tasks.							PO4, PO5, PO6	
CO5		Get an awareness on the strategies for handling stress and work pressure.							PO3, PO8	
Text Books(Latest Editions)										
1.	Employability Skills Textbook for Class X - NCERT									
2.	Jayachandran, D. <i>Soft Skills</i> . Trichy: D.J. Publishers, 2018.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Soft Skills & Employability Skills by Sabina Pillai & Agna Fernadez. Cambridge University Press.									
Web Resources										
1	<a href="https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf">https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf</a>									
2	<a href="https://leverageedu.com/blog/behavioural-skills/">https://leverageedu.com/blog/behavioural-skills/</a>									
3	<a href="https://in.indeed.com/career-advice/career-development/professional-skills">https://in.indeed.com/career-advice/career-development/professional-skills</a>									
4	<a href="https://www.countryliving.com/life/g15915245/social-etiquette/">https://www.countryliving.com/life/g15915245/social-etiquette/</a>									
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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**M.A. ENGLISH LITERATURE****(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****PROJECT WITH VIVA-VOCE - RESEARCH METHODOLOGY & PROJECT WRITING**

Subject Code: 23P4ENPW		Credits: 7	External Marks: 80	Hours: 10
Learning Objectives				
LO1	To introduce the art and science of research.			
LO2	To train the students in the basics of research and research writing.			
LO3	To create inter disciplinary perspectives in textual and field based research.			
LO4	To introduce the art and science of literature.			
LO5	To train the students in the basics of research and research writing.			
Details				
UNIT I	Principles of Inclusive Language - Documenting Sources: An Overview - Why Plagiarism Is a Serious Matter - Avoiding Plagiarism - Careful Research - Giving Credit – Paraphrasing - When to paraphrase - How to paraphrase - How to paraphrase and give credit – Quoting - When to quote - How to quote and give credit - When Documentation Is Not Needed - Common - Knowledge – Passing – Mentions – Allusions – Epigraphs – Different types of writing – Discourse writing.			
Unit II	Formatting Your Research Project – Margins - Text Formatting - Title - Running Head and Page Numbers - Internal Headings and Subheadings - Placement of the List of Works Cited - Tables and Illustrations – Lists -Integrated into Your Prose - Set Vertically - Lists introduced with a complete sentence - Lists that continue the sentence introducing them - Paper and Printing Proofreading and Spellcheckers - Binding a Printed Paper - Electronic Submission.			
Unit III	Mechanics of Prose – Spelling – Dictionaries – Plurals – Punctuation - Commas - When a comma is necessary - Before a coordinating conjunction joining independent clauses - Between coordinate Adjectives – Semicolons - Colons - Dashes and Parentheses - To enclose an interruption – Apostrophes - Singular and plural nouns - Proper nouns - Nouns expressing shared possession - Letters - Plural abbreviations and numbers - Quotation Marks - To flag provisional meaning - To mark translations of words or phrases - Slashes - Periods, Question Marks, and Exclamation Points - Italics in Prose - Words and Phrases Referred to as Words - Letters Referred to as Letters - Foreign Words in an English-Language Text - Capitalization of Terms – English - First Uses of Personal Names - Surnames Used Alone – English.			
Unit IV	The List of Works Cited - Creating and Formatting Entries: An Overview -The MLA Core Elements - Author: What It Is - Author: Where to Find It - Author: How to Style It- One author - Two authors - Three or more authors - Names not reversed- Languages that order surname first - Lack of surname - Variant forms of a personal name - Different spellings - Pseudonyms and name changes - When not to supply information, cross-reference, or use the published form of a name - Online handles - Organizations, groups, and government authors - Listing by name - Avoiding redundancy - Government authors - Standardizing and supplying information - Consolidating entries - Title of Source: What It Is - Title of Source: Where to Find It - Title of Source: How to Style It - Shortened titles - Sections of a work labeled generically - Description in place of a title - Quoted text in place of a title - Translations of titles- Title of Container: What It Is - Works that are self-contained - Works with more than one container - Determining when a website is a container - Apps and databases - Title of Container: Where to Find It - Title of Container: How to Style It - Contributor: What It I- Key contributors - Key contributors in the Author element - Other types of contributors - Contributor: Where to Find It - Contributor: How to Style It - Labels describing the contributor’s role - Capitalization of labels – Multiple contributors in the same role - Repeated personal names in an entry - Version: What It			

Is - Version: Where to Find It - Version: How to Style It - Number: What It Is - Number: Where to Find It - Number: How to Style It - Publisher: What It Is - Publisher: Where to Find It - Books - Websites - Audio and visual media - Publisher: How to Style It - Capitalization - Copublishers - Divisions of nongovernment organizations as publishers - Government agencies as publishers - Terms omitted from publishers' names - Common abbreviations in publishers' names - Ampersands and plus signs in publishers' names - City of publication - Publication Date: What It Is - Publication Date: Where to Find It - Books- E-books - News articles - Journal articles - Music - Government documents - Television episodes - Publication Date: How to Style It - Year - Season - Time - Date range - Approximate date given in source - Uncertain date given in source - Location: What It Is - Location: Where to Find It - Page numbers - Online works - Location: How to Style It - Inclusive pages - Descriptive label before page numbers - Numerals for page numbers - Plus sign with page number - DOIs -Permalinks - URLs - Truncating - Breaking - Including terminal slash - Physical locations and events - The Three Most Common Types of Entries - Works in One Container - Works in Two Containers - Works That Are Self-Contained - One Work Cited Different Ways - Supplemental Elements - Placement after Title of Source - Contributor - Original publication date - Section of a work labeled generically - Placement at End of Entry - Date of access - Medium of publication - Dissertations and theses - Publication history - Book series- Columns, sections, and other recurring titled features - Multivolume works - Government documents - Placement between Containers - Punctuation of Entries - More Than One Item in an Element - Supplied Publication Information - Ordering the List of Works Cited - Alphabetizing: An Overview - Alphabetizing by Author - Multiple works by one author - Multiple works by two authors - Multiple works by more than two authors - Multiple works by a single author and coauthors - Alphabetizing by Title - Cross-References -Annotated - Bibliographies.

## Unit V

Citing Sources in the Text - In-Text Citations - Overview - What to Include and How to Style It - Citing a work listed by author - Coauthors - Corporate authors -Two authors with the same surname - Two or more works by the same author or authors - Citing a work listed by title - Shortening titles of works - Titles in quotation marks that start with a title in quotation marks - Titles in quotation marks that start with a quotation - Using abbreviations for titles of works - Shortening descriptions used in place of titles - When author and title are not enough - Page numbers and other divisions of works - One-page works - Quotations spanning two or more pages of a work - Quotations from a nonconsecutively paginated work - Numbered paragraphs, sections, and lines - Commonly cited - Verse works - Prose works - Ancient and medieval works - Scripture - Works without numbered pages or divisions - Volume numbers for multivolume nonperiodical works - Time stamps - Numbered notes in your source - Punctuation in the parenthetical citation - Quoting and Paraphrasing Sources - Integrating Quotations into Prose - Prose works - Short quotations - Long quotations (block quotations) - Poetry - Short quotations - Long quotations (block quotations) - Dialogue - Drama - Prose - Poetry - Placement of Parenthetical Citations - Consolidating citations - References to a single source - References to multiple works citing the same idea - Omitting Citations for Repeated Quotations and Terms - Punctuation with Quotations - Introducing quotations - Quotations within quotations - Marking the end of a quotation - Periods and commas - Other punctuation marks - Capitalization with Quotations - When to capitalize - When to lowercase - When to follow the case of your source - Using an Ellipsis to Mark Material Omitted from Quotations - Omission within a sentence - Omission in a quotation of one or more sentences - Omission in a quotation of poetry - An ellipsis in the source - Other Permissible Alterations of Quotations - Emphasis - Errors in the source - Clarification - Syntax - What Not to Reproduce from Your Source - Languages Other Than Modern English - Accents - Umlauts - Ligatures - Letters in older languages - Orthography (spelling) - Translations of quotations (bilingual quotations) - Quotations from languages in non-Latin alphabets - Indirect Sources - Citations in Forms Other Than Print - Slides - Videos - Web Projects - Oral Presentations.

### Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the significance of theory in literary interpretation.	PO2, PO3
CO2	Understand the factors that contributed to the transitions that happened in literary studies.	PO4

<b>CO3</b>	Understand about the functioning of various methods and sources of literary criticism.	PO5
<b>CO4</b>	Analyze literary works employing the evolving traditions of Criticism.	PO6, PO8
<b>CO5</b>	Understand how to organize ideas and format a dissertation.	PO9, PO10

### Text Books(Latest Editions)

- |    |   |
|----|---|
| 1. | MLA Handbook Ninth Edition. Modern Language Association: America, 2021. |
|----|---|

### References Books

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

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- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed., University of Chicago Press, 2018.
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- Garner, Bryan A. *Garner's Modern English Usage*. 4th ed., Oxford UP, 2016.
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- Modern Language Association of America. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
- University of Chicago Press. *The Chicago Manual of Style*. 17th ed., University of Chicago Press, 2017 — comparison for referencing conventions.
- Reinking, James A., and Robert von der Osten. *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook*. 11th ed., Pearson, 2017.
- MLA Style Center Editors. *MLA Style Center Online Companion to the MLA Handbook*. Modern Language Association of America, <https://style.mla.org/>
- Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. Modern Language Association of America, 2008.
- Lester Jr., James D., and James D. Lester Sr. *Writing Research Papers: A Complete Guide*. 15th ed., Pearson, 2014.

### Web Resources

- Modern Language Association. *The MLA Style Center*. <https://style.mla.org/>
- Purdue Online Writing Lab (OWL). *MLA Formatting and Style Guide*. [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide.html)
- “Avoiding Plagiarism.” *Harvard College Writing Program*. <https://writingcenter.fas.harvard.edu/pages/avoiding-plagiarism>
- “What is Plagiarism?” *Council of Writing Program Administrators*. <http://wpacouncil.org/node/9>
- “Guidelines on Inclusive Language.” *APA Inclusive Language Guidelines*. <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/>
- “Writing with Inclusive Language.” *University of North Carolina Writing Center*. <https://writingcenter.unc.edu/tips-and-tools/inclusive-language/>
- *Scribbr MLA Citation Generator*. <https://www.scribbr.com/mla-citation-generator/>
- *EasyBib MLA Citation Tool*.

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			