

**M.A.,
ENGLISH**

SYLLABUS

JUNE : 2023

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

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1. Preamble

Taxonomy forms three learning domains: the cognitive (knowledge), affective(attitude), and psychomotor (skill). This classification enables to estimate the learning capabilities of students.

Briefly, it is aimed to restructure the curriculum as student-oriented, skill-based, and institution-industry-interaction curriculum with the various courses under “Outcome Based Education with Problem Based Courses, Project Based Courses,and Industry Aligned Programmes” having revised Bloom’sTaxonomy for evaluating students skills.

Three Domains:

(i) Cognitive Domain

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

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

(ii) Affective Domain

(iii) Psychomotor Domain

TANSCHER REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION	
Programme:	M.A. English
Programme Code:	
Duration:	2 years for PG
Programme Outcomes:	<p>PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.</p> <p>PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p>PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.</p> <p>PO4: Analytical & Scientific Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p>PO5: Research related skills: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.</p> <p>PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire</p>

	<p>knowledge and skills, including “learning how to learn”, through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.</p> <p>PO7: Participation & Research: Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.</p> <p>PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.</p> <p>PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.</p> <p>PO 10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.</p>
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<p>Programme Specific Outcomes:</p>	<p>PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.</p> <p>PSO2: Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.</p> <p>PSO3: To prepare the students who will demonstrate respectful engagement with other’s ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p>
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	<p>PSO4: Developing a research framework and presenting their independent ideas effectively.</p> <p>PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.</p> <p>PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues</p>
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1. Structure of Course

Course Code		Course Name		Credits
Lecture Hours: (L) per week		Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :		Year & Semester:		Admission Year:
Pre-requisite				
Links to other Courses				
Learning Objectives: (for teachers: what they have to do in the class/lab/field)				
Course Outcomes: (for students: To know what they are going to learn)				
CO1 : CO2 : CO3 : CO4 : CO5				
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [This is done during 2 Tutorial hours)				
Units	Contents			Required Hours
I				17
II				17
III				17
IV				17
V				17
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved(To be discussed during the Tutorial hour)			
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill			
Learning Resources:				
<ul style="list-style-type: none"> ● Recommended Texts ● Reference Books ● Web resources 				
Board of Studies Date:				

3. Learning and Teaching Activities

3.1. Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

3.2. Work Load

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

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

4. Tutorial Activities

Tutorial Count	Topic

5. Laboratory Activities

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

6. Field Study Activities

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

7. Assessment Activities

7.1. Assessment Principles:

Assessment for this course is based on the following principles

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

Assessment Details:

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

8. TEACHING METHODOLOGIES

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

8.2.Asking students to formulate a problem from a topic covered in a week's time
Assignment, Class Test, Slip test

8.3.Asking students to use state-of-the-art technologies/software to solve problems
Applications, Use of Language enhancement software.

8.4.Introducing students to applications before teaching the theory

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

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

8.5.2. Other university websites.

9. Faculty Course File Structure

CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any,
- p. Project related to the course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer sheet
- u. Three best, three middle level and three average answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for Higher Studies Preparation (GATE / Preparation)
- x. List of mentees and their academic achievements

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10. Template for PG Programme in English

M.A. English Curriculum Design

Semester-I	Credit	Semester-II	Credit	Semester-III	Credit	Semester-IV	Credit
1.1. Core-I	5	2.1. Core-IV	5	3.1. Core-VII	4	4.1. Core-X	4
1.2 Core-II	5	2.2 Core-V	5	3.2 Core-VII	4	4.2 Core-XI	4
1.3 Core – III	4	2.3 Core – VI	4	3.3 Core – IX	4	4.3 Core – XII	4
1.4 Elective (Generic / Discipline Centric)- I	3	2.4 Elective (Generic / Discipline Centric) – III	3	3.4 Elective (Generic / Discipline Centric) – V	3	4.4 Elective (Generic / Discipline Centric) – VI	3
1.5 Elective (Generic / Discipline Centric)-II	3	2.5 Elective (Generic / Discipline Centric)-IV	3	3.5 Core Industry Module	3	4.5 Project with Viva- Voce	3
		2.6 Ability Enhance ment Course - Soft Skill -2	2	3.6 Ability Enhancement Course- Soft Skill -3	2	4.6 Ability Enhancement Course- Soft Skill -4	2
		2.7 Skill Enhancement Course SEC 2	2	3.7 Skill Enhancement Course – Term Paper and Seminar Presentation SEC 3	2	4.7 Skill Enhancement Course - Professional Competency Skill	2
				3.8 Internship/ Industrial Activity	2	4.8 Extension Activity	1
	20		22		24		23
Total Credit Points							91

Credit Distribution for all PG Courses

S.No	Course Details	Credit
1	Core Course [12 Courses X 4 Credits]	48
2	Elective Course [6 Courses X 3 Credits]	18
3	Skill Enhancement Course [3 Courses X 2 Credits]	6
4A	Professional Competency Course & Industry	4
4B	Module Project Work VIVA VOCE	4
5	Ability Enhancement Compulsory Course [4 Courses X 2]	8
6	Internship	2
7	Extension Activity	1
		91

Credit Distribution for MA ENGLISH

First Year Semester-I

Part	List of Courses	Credit	No. of Hours
A	Core – I English Poetry	5	7
	Core – II English Drama	5	7
	Core – III English Fiction	4	6
	Elective – I Indian Writing in English	3	5
	Elective – II Theatre Art	3	5
		20	30

Semester-II

Part	List of Courses	Credit	No. of Hours
A	Core – IV American Literature	4	6
	Core – V Shakespeare Studies	4	6
	Core Course – VI Post-colonial Theory and Literature	4	6
	Elective Course – III Approaches to English Language Teaching	3	4
	Elective Course – IV A Glimpse of Nobel Laureates	3	4
B	Skill Enhancement Course [SEC I] – Industry Training & Expectations	2	2
	Soft Skill – II Communication Skills	2	2
C	Internship* / Industrial Activity	-	-
		22	30

* Internship during Summer Vacation. The Credits shall be awarded in Semester – III Statement of Marks

Second Year Semester-III

Part	List of Courses	Credit	No. of Hours
A	Core – VII Contemporary Literary Criticism	4	6
	Core – VIII Canadian Studies	4	6
	Core – IX Literature of the Marginalized in India	4	6
	Elective – V Translation Studies	3	4
B	Extra Disciplinary Course - Functional English	3	4
	Skill Enhancement Course – II Entrepreneurship Development	2	2
	Soft Skill – III Leadership Skills	2	2
C	Internship / Industrial Activity [Credits]	2	-
		24	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
A	Core – X Twenty First Century Millennial Literature and Culture	4	6
	Core– XI Subaltern Studies	4	6
	Core– XII Film and Media Studies	4	6
	Elective– VI English Literature for NTA, NET, SET & GATE	3	4
	Project with VIVA VOCE Research Methodology &Project Writing	3	4
B	Skill Enhancement Course – III English for Careers	2	2
	Soft Skill – IV Employability Skills	2	2
C	Extension Activity	1	
		23	30

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks

Consolidated Table for Credits Distribution

	Category of Courses	Credits for each Course	Number of Courses	Number of Credits in each Category of Courses	Total Credits	Total Credits for the Programme
PART A	Core	5/4	12	48	74	80 (CGPA)
	Project with viva voce	4	1	4		
	Professional Competency Course	4	1	4		
	Elective (Generic and Discipline Centric)	3	6	18		
PART B (i)	Skill Enhancement (Term paper and Seminar & Generic / Discipline - Centric Skill Courses)	2	3	6	6	
PART B (ii)	Ability Enhancement (Soft skill)	2	4	8	10	11 (Non CGPA)
	(iii) Summer Internship	1	2	2		
PART C	Extension Activity	1	1	1	1	
						91

2. Template for Semester

Code	Category	Title of the Paper	Marks (Max 100)		Duration for UE	Credits
			CIA	UE		
Semester –I						
Part A	Core I		25	75	3 Hrs	5
	Core II		25	75	3 Hrs	5
	Core III		25	75	3 Hrs	4
	Elective I		25	75	3 Hrs	3
	Elective II		25	75	3 Hrs	3
Semester-II						
Part A	Core IV		25	75	3 Hrs	4
	Core V		25	75	3 Hrs	4
	Core VI		25	75	3 Hrs	4
	Elective III		25	75	3 Hrs	3
	Elective IV		25	75	3 Hrs	3
Part B	Skill Enhancement Course -SEC 2		Internal Assessment			2
	Ability Enhancement Course (AECC 2)	Soft Skill II	Performance based assessment			2

Semester-III						
Part A	Core VII		25	75	3 Hrs	4
	Core VIII		25	75	3 Hrs	4
	Core IX		25	75	3 Hrs	4
	Elective / ED V	Elective-VI /ED-V (Choose one from Group-E)	25	75	3 Hrs	3
	Core Industry Module	ED-IV (Choose from outside the Department)	25	75	3 Hrs	3

Part B				
	Skill based (Term paper and Seminar)	Assignment of problem by the faculty Lecture -I (by the student) 25% Lecture-II (by the student) 25% Lecture-III (by the student) 25% Submission of a write-up (10-15 pages using LaTeX) 25% Marks / Grade Point/ Letter Grade as per the Regulation)	2	
	Ability Enhancement Course (AECC 3)	Soft Skill III	Performance based assessment	2
	Internship / Industrial - Vacation Activity		2	

Semester-IV						
Part A	Core X		25	75	3 Hrs	4
	Core XI		25	75	3 Hrs	4
	Core XII		25	75	3 Hrs	4
	Project with viva voce XIII		25	75	3 Hrs	3
	Elective VI	Elective-VI (Choose one from Group – F)	25	75	3 Hrs	3
Part B	Skill Enhancement Course -SEC 4	Professional Competency Skill Enhancement Course	Internal Assessment		2	
	Ability Enhancement Course (AECC4)	Soft Skill IV	Performance based assessment		2	

12. Methods of Assessment

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

13. 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.

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

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

Question paper Model

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

Each question should carry the course outcome and cognitivelevel For instance,

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

14 Different Types of Courses

(i) Core Courses (Illustrative)

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

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

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

(iii) Skill Development Courses

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

FIRST YEAR - SEMESTER I
CORE -1 ENGLISH POETRY – From Chaucer to 20th Century

Subject Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/SEM	ENGLISH POETRY – From Chaucer to 20th Century	Core	Y	Y	-	-	5	7	25	75	100
Learning Objectives											
LO1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.										
LO3	Good comprehension of History of English literature is enhanced										
LO4	Differentiation among the various stages of English could be identified by students.										
LO5	Critical approaches towards various literary forms can be learnt.										
Details											
UNIT I Middle English Poetry- Chaucer: The General Prologue Edmund Spenser: The Faerie Queene (Book I- Canto 2)											
UNIT II Elizabethan Poetry- John Milton: Paradise Lost - Book IX John Donne: A Valediction: Forbidding Mourning											
UNIT III Eighteenth Century Poetry- John Dryden: Absalom and Achitophel Lines (150 – 476) Thomas Gray: Elegy Written in the Country Church yard Robert Burns: Holy Willie's Prayer											

UNIT IV Romantic Poetry

William Wordsworth: Tintern Abbey

John Keats: Ode to Autumn

Percy Byshee Shelley: Ode to the Westwind

Tennyson: Tithonus

UNIT V **Modern Poetry**

W.B. Yeats : Sailing to Byzantium

W. H. Auden: Partition

Dylan Thomas: Poem in October

Ted Hughes: Hawk Roosting

T. S. Eliot: Burnt Norton

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

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

S – Strong, M – Medium, L - Low

Mapping with Programme Specific Outcomes

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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 ofCourse Contributio nto Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

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

Subject Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/SEM	ENGLISH DRAMA	Core / Elective	Y	Y	-	-	5	7	25	75	100
Learning Objectives											
LO1	To acquaint the students with the origin of drama in Britain										
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.										
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.										
LO4	Evaluating different forms of drama from the historical background could be learnt.										
LO5	Understanding dramatic techniques implied by the pioneers of English drama										
Details											
UNIT I Beginnings of Drama - Miracle and Morality Plays -Everyman Thomas Kyd – The Spanish Tragedy											
UNIT II Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy, Ben Jonson: Volpone											
UNIT III Jacobean Drama – John Dekker: The Shoemaker’s Holiday John Webster: The White Devil											
UNIT IV Restoration and Irish Dramatic Movement – William Congreve- The Way of the World, J.M Synge- The Playboy of the Western World											
UNIT V Epic Theatre, Comedy of Menace and Post-Modern Drama Bertolt Brecht -Mother Courage and her Children Samuel Beckett - Waiting for Godot											
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Appraise various aspects of drama and theatre										PO1, PO2

2	Identify drama and performance as a cultural process and an artistic discourse	PO3, PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO6, PO7, PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10
Text Book		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
Reference Books		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre	
Web Resources		
1.	http://www.questia.com (online library for research)	

2.	http://www.clt.astate.edu/wmarey/asste%
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4.	https://www.britannica.com/art/English-literature/The-Restoration
5.	https://www.britannica.com/art/epic-theatre

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

S – Strong, M – Medium, L - Low

Mapping with Programme Specific outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

**FIRST YEAR - SEMESTER I
CORE III - ENGLISH FICTION**

Subject Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/SEM	ENGLISH FICTION	Core	Y	Y	-	-	5	7	25	75	100
Learning Objectives											
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th 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											
<p>UNIT I – Introduction to Novel, Allegorical Novel and Satire: Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. Daniel Defoe: London Plague</p> <p>UNIT II - The New World Novel: John Bunyan: The Pilgrim's Progress Laurence Stern: Tristram Shandy</p> <p>UNIT III - Middle Class Novel of Manners: Jane Austen: Emma Aphra Behn: The Fair Jilt</p> <p>UNIT IV - Women's Writing: George Eliot: The Mill on the Floss Virginia Wolf: Mrs Dalloway</p> <p>UNIT V - Class Issues and Liberal Humanism Charles Dickens: Hard Times James Joyce: Portrait of the Artist as a Young Man</p>											

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain wide knowledge about different types of novels.	PO1, PO10
CO2	Learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Explore Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

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

S – Strong, M – Medium , L - Low

Mapping with Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I
ELECTIVE- I INDIAN WRITING IN ENGLISH

Subject Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/SEM	INDIAN WRITING IN ENGLISH	Elective	Y	Y	-	-	3	5	25	75	100

Learning Objectives

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

Details

UNIT I – Introduction

M. K. Naik - "Introduction" - *A History of Indian English Literature*.

Arvind Krishna Mehrotra- "Introduction" - *An Illustrated History of Indian Literature in English*.

UNIT II – Poetry

Aurobindo: Tiger and the Deer

Toru Dutt: The Casuarina Tree

Sarojini Naidu: Coromandel Fishers

Kamala Das: Looking Glass

Parthasarathy: Under the Sky

Nissim Ezekiel: Morning Prayer

UNIT III – Drama

Girish Karnad: The Fire and the Rain.

Asif Currimbhoy: Inquilab.

UNIT IV –Prose

Rabindranath Tagore: My School

Dr. S. Radhakrishnan : Peaceful Cooperation

Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).

UNIT V – Novel

Anita Desai: Where Shall we go this Summer?

Amitav Ghosh: Sea of Poppies

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

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

S – Strong, M – Medium , L - Low

Mapping Specific Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

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

Subject Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ SEM	THEATRE ART	Elective	Y	Y	-	-	3	4	25	75	100
Learning Objectives											
LO1	To introduce the learners to the literary aspect of dramas.										
LO2	To familiarize Theatre as an art form.										
LO3	To introduce the concepts of directing and stage management.										
LO4	To inculcate in the students the role of Theatre in society.										
LO5	To familiarize the students with the components of acting.										
Details											
<p>UNIT I - Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.</p> <p>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 thenon- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.</p> <p>UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage</p> <p>UNIT IV - Components of acting: Gesture, voice, costume, make-up, mask and different styles inacting as an art form, violence in the theatre, need for censorship, managing time and space.</p> <p>UNIT V - Theatre of illusion, Expressionism and dramatic symbolism, Stagedesign in the modern world, Lighting in the modern world, Word versus spectacles.</p>											
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand a broad range of theatrical disciplinesand Experiences								PO2		
CO2	Identify the diversity of theatrical experiences andthe role of theatre in society								PO1, PO2		
CO3	Discover the relationships among the various facetsof Theatre								PO4, PO5		

CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
CO5	Gain exposure to diverse components 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.	
Web sources		
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites	
2.	https://www.britannica.com/place/England/Performing-arts	
3.	https://www.worldhistory.org/Greek_Theatre/	
4.	https://archive.org/details/fundamentalsofpl0000dean_y3x3	
5.	http://scriptclickcreate.weebly.com/acting.html	
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	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

S – Strong, M – Medium, L - Low

Mapping with Programme Specific Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low