

**E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.**

*(An Autonomous Institution – Affiliated to Madurai Kamaraj University)*

Re-accredited (**3<sup>rd</sup> Cycle**) with Grade **A+ & CGPA 3.51** by NAAC

## DEPARTMENT OF ENGLISH



**CBCS with OBE**

**MASTER OF ARTS**

**PROGRAMME CODE - OPE**

**COURSE STRUCTURE**

(w.e.f. 2022 – 2023 Batch onwards)

# **E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI-14.**

(An Autonomous Institution-Affiliated to Madurai Kamaraj University)Re–

Accredited(3<sup>rd</sup>cycle) with Grade A<sup>+</sup> & CGPA 3.51 by NAAC

**CBCS and OBE**

**DEPARTMENT OF ENGLISH - M.A**

(W.e.f.2022– 2023 Batch onwards)

## **VISION**

To forge and build even the average young minds into the Multitasking, exemplarily communicative, creative and critically vital students and also imparting essential digital intelligence to meet up the crucial requisites of this era.

## **MISSION**

1. To provide language-oriented skill enhancing activities to meet the international standards.
2. To make them inject all the virtues, values and integrity of copious and assorted literature of mixed nationality so as to have a pragmatic and aesthetic outlook of life.
3. To create a competitive, pioneering and fun filled and progressive learning environment where students could embrace 'study' as 'excitement'.

## **Programme Educational Outcomes (PEOs)**

**M.A.,**

<b>Sl.NO.</b>	<b>On successful completion of the Programme, students will be able to</b>
<b>PEO1</b>	Identify themselves to varied area of career prospects including Public and Private Sectors either nationally or internationally.
<b>PEO2</b>	Indicate eligibility to become competent enough to further pursue Higher Studies and Research accomplishments.
<b>PEO3</b>	Modify themselves as proficient and equipped in encountering Competitive Examinations of national and international standards
<b>PEO4</b>	Focus, Inculcate and cultivate the digital and technological advancements reinforced through the curriculum.
<b>PEO5</b>	Evaluate entrepreneurial education focusing on the improvement of skills, mindset, knowledge, tools, attributes and various other leadership skills augmented during the degree, so as to become self-reliant in the competitive society.
<b>PEO6</b>	Improve themselves as strong and stable by supplementing their young minds on the importance of educating themselves on ethics, teamwork, social and emotional intelligence through the academic activities.

### Programme Outcomes (POs) with Graduate Attributes

SLN O.	Graduate Attributes	On successful completion of the Programme, students will be able to
PO1	Knowledge Base	Identify their brilliance and evolve as a creative personality with phenomenal acquisition of language through literature.
PO2	Problem Analysis and Investigation	Represent themselves with leadership and managerial skills where students have possibilities in various career and entrepreneurial options nationally and internationally.
PO3	Communication Skills & Design	Build Oral and Written communicative competencies to pass competitive examinations of National and International standards where English is a mandatory component
PO4	Individual/ Team Work	Device themselves into aiming for higher educative platforms through their peer group and collaborative learning strategies.
PO5	Professionalism/ Ethics and Equity	Mark essential skills of Researching, Teaching, Professional Writing adhering to the ethics to evolve in academic and personal development.
PO6	Life Long Learning	Develop themselves with insightful understanding of moral values in various literary texts through cultural, socio-political and emotional study of the English Society and the Colonized English Societies so as to get a globalized view of life.

### Programme Specific Outcomes (PSOs) with Graduate Attributes

S.NO	Graduate Attributes	On successful completion of the programme, students will be able to
PSO1	Knowledge Base	Recognize their competency in Listening, Speaking, Reading and Writing skills in English language through literature.
PSO2	Problem Analysis and Investigation	Associate themselves with higher level of understanding, analyzing and interpreting the societal and individual emotions to bring out the accuracy of expressions through writing and making Writing as a career option such as Linguists, Translators, Proofreaders, School/College Teachers, Novelists, Poets and Authors in various genres, Report Writers in Media, Online and Offline Content Writers, Reviewers & Editors in Journals and Secondary Source Writers for works of English Literature.
PSO3	Communication Skills & Design	Prepare themselves competently for the National Competitive Examinations such as UPSC, TNPSC, and so on as 'General English' Plays a major passing criteria; the International Competitive Examinations like IELTS, TOEFL, TESOL, TEFL, DELTA, CELTA as English and English Language Teaching are their core criteria;
PSO4	Individual/ Team Work	Discover their leadership and managerial skills cultivating various Entrepreneurial prospects such as Theatre Company, Communication Training Company, Digital Content Creating Company, Online Learning Platform, Publishing House, E-Journal for Arts and Humanities.
PSO5	Professionalism/ Ethics and Equity	Prioritize proficient, ethically and morally standardized personalities in themselves through holistic professional development amplified in studying various forms of global literature.
PSO6	Life Long Learning	Organize their life and life's experience in a more aesthetic and positive way.

**Eligibility for Admission**

Candidates who have pursued a BA in English or equivalent degree with a minimum overall aggregate of 50% are eligible.

**Duration of the Course**

The students shall undergo prescribed course of study for the period of two academic years under CBCS semester pattern with Outcome-Based Education.

**Medium of Instruction:** English

**System:** Choice Based Credit System with Outcome Based Education.

**Courses of Study with Credit Distribution**

Category	No of Courses	No of Credits
Core	16	64
Elective	4	16
Non Major Elective	2	4
Project	1	6
Total	23	90

**Nature of the course**

Courses are classified according to the following nature

1. Knowledge & skill
2. Employability Oriented
3. Entrepreneurship Oriented

**Outcome Based Education (OBE) & Assessment**

Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several bases, such as

**1. Based on purpose:**

- Formative (internal tests, Assignment, seminar, quiz, Documentation, Case lets, ICT based Assignment, Mini projects administered during the learning process)
- Summative(Evaluation of students' learning at the end of instructional unit)

**2. Based on Domain Knowledge: (Post Graduate Up to K4 levels)**

Assessment through K1, K2,K3 & K4

**Evaluation**

Continuous Internal Assessment	:	25 marks
Summative (External)	:	75 marks
Total	:	100 marks

**(CIA- Continuous Internal Assessment) : 25 marks**

Components	Marks
Test (Average of three tests) (conduct for 150 marks and convert into 15 marks)	15
Assignment	5
Seminar	5
Total	25

- ✓ Centralized system of Internal Assessment Tests
- ✓ There will be Three Internal Assessment Tests
- ✓ Duration of Internal assessment test will be 1 ¼ hours for Test I and 2 ½ hours for TestII and III
- ✓ Students shall write retest on the genuine grounds if they are absent in either Test I orTest II and Test III with the approval of HOD.

**Question Paper Pattern for Continuous Internal Assessment Test I**

Section	Marks
A-Multiple Choice Question (4x1 mark)	4
B-Short Answer (3x3 marks)	6
C-Either Or type (2/4 x 5 marks)	10
D-Open choice type (1/2 x 10 marks)	10
Total	30

**Question Paper Pattern for Continuous Internal Assessment Test II and III**

Multiple choice for Section	Marks
A- Multiple Choice Question (8x1 mark)	8
B-Short Answer (6x2 marks)	12
C-Either Or Type (4/8 x5 marks)	20
D-Open Choice Type (2/4 x 10 marks)	20
Total	60

Conducted for 150 marks and converted into 15 marks

**Question Paper Pattern for Summative Examination**

Section	Marks
A- Multiple choice Questions without Choice (10x1 mark)	10
B-Short Answer without choice (5x2 marks)	10
C-Either Or type (5 x5 marks)	25
D-Open Choice type (3out of 5x10 marks)	30
Total	75

In respect of Summative Examinations passing minimum is 45 % for Post Graduate.

Latest amendments and revision as per UGC and TANSCHÉ norms is taken intoconsideration in curriculum preparation.

## Distribution of Marks in % with K levels CIAI, II, III &amp; External Assessment

Blooms Taxonomy	Internal Assessment			External Assessment
	I	II	III	
Knowledge(K1)	8%	8%	8%	5%
Understanding(K2)	28%	12%	8%	14%
Apply(K3)	44%	40%	24%	27%
Analyze(K4)	20%	40%	40%	27%
Evaluate(K5)	+	-	20%	27%

Latest amendments and revision as per **UGC** and **TANSCH** norms is taken into consideration in curriculum preparation.

**BLUE PRINT FOR INTERNAL ASSESSMENT - I**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl.No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K 4	2 2	K1 K2	1 1 1	K1 K2 K3	2 (K2) 2(K3) (Each set of questions must be in the same level)	1(K3) 1(K4)	
No. of Questions to be asked			4		3		4	2	13
No. of Questions to be answered			4		3		2	1	10
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	20	50

**BLUE PRINT FOR INTERNAL ASSESSMENT – II & III**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 2	Up to K 4	2 2	K1 K2	1 2	K1 K2	1(K3) 1(K4)	1(K3) 1( K4)	
2	CLO 3	Up to K 4	2 2	K1 K2	1 2	K1 K2	1(K3) 1(K4) (Each set of questions must be in the same level)	1( K3) 1(K4)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

**BLUE PRINT FOR INTERNAL ASSESSMENT – III**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 4	Up to K 5	2 2	K1 K2	1 1 1	K1 K2 K3	1(K3) 1(K4)	1(K4) 1( K5)	
2	CLO 5	Up to	2	K1	1	K1	1(K3)	1(K4)	

		K 5	2	K2	1 1	K2 K3	1(K4)  (Each set of questions must be in the same level)	1( K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

## Distribution of Marks with choice K Levels CIA I, CIA II and CIA III

CIA	K Levels	Section- A MCQ (No choice)	Section -B Short Answer (No choice)	Section- C (Either or Type)	Section-D (Open Choice)	Total Marks	% of Marks
<b>I</b>	K1	2	2			4	<b>8</b>
	K2	2	2	10	-	14	<b>28</b>
	K3		2	10	10	22	<b>44</b>
	K4				10	10	<b>20</b>
	<b>Marks</b>	<b>4</b>	<b>6</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>100</b>
<b>II</b>	K1	4	4			8	<b>8</b>
	K2	4	8			12	<b>12</b>
	K3			20	20	40	<b>40</b>
	K4			20	20	40	<b>40</b>
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>
<b>III</b>	K1	4	4			8	<b>8</b>
	K2	4	4			8	<b>8</b>
	K3		4	20		24	<b>24</b>
	K4			20	20	40	<b>40</b>
	K5				20	20	<b>20</b>
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>



### Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment

Sr	CLO	K - Level	Section A		Section B		Section C		
			MCQs (No choice)		Short Answers (No choice)		(Either/or Type)	Section D (open choice)	Total
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K4	2	K1&K2	1	K1	2 (K2 & K2)	1(K3)	
2	CLO 2	Up to K4	2	K1&K2	1	K2	2(K3 & K3)	1(K4)	
3	CLO 3	Up to K4	2	K1&K2	1	K3	2 (K3 & K3)	1(K4)	
4	CLO 4	Up to K 4	2	K1&K2	1	K4	2 (K4 & K4)	1(K5)	
5	CLO 5	Up to K 4	2	K1&K2	1	K5	2 (K4 & K4)	1(K5)	
No. of Questions to be asked			10		5		10	5	30
No. of Questions to be answered			10		5		5	3	23
Marks for each question			1		2		5	10	
Total Marks for each section			10		10		25	30	75 (Marks)

#### Distribution of Section-wise Marks with K Levels for External Assessment

K Levels	Section A (MCQ'S) (No choice)	Section B (Short Answer) (No choice)	Section C (Either or Type)	Section D (Open Choice)	Total Marks	% of Marks
K1	5	2	-	-	7	5
K2	5	2	10	-	17	14
K3	-	2	20	10	32	27
K4	-	2	10	20	32	27
K5	-	2	10	20	32	27
<b>Total Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>

K1- Remembering and recalling facts with specific answers.

K2- Basic understanding of facts and stating main ideas with general answers.

K3- Application oriented- Solving Problems, Justifying the statement and deriving Inferences.

K4- Examining, analyzing, presentation and make inferences with evidences. K5- Evaluate

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CBCS and OBE

**DEPARTMENT OF ENGLISH-PG**

(W.e.f.2022–2023 batch onwards)

**COURSE STRUCTURE- SEMESTER WISE**

Sem	Category	Course Code	Course Title	Teaching (hrs per Week)	Exam Duration (Hrs)	Marks Allotted			Credits
						CIA	S.E	Total	
I	Core	22OPEN11	Language and Linguistics	6	3	25	75	100	4
	Core	22OPEN12	British Literature	6	3	25	75	100	4
	Core	22OPEN13	Indian Writing in English	5	3	25	75	100	4
	Core	22OPEN14	ELT & ICT	6	3	25	75	100	4
	Core		<b>Elective–I</b>	5	3	25	75	100	4
	NME	22OPENID1	Grammar for Communication	2	3	25	75	100	2
II	Core	22OPEN21	American Literature	6	3	25	75	100	4
	Core	22OPEN22	Literary Theory and Criticism	6	3	25	75	100	4
	Core	22OPEN23	Shakespeare	6	3	25	75	100	4
	Core	22OPEN24	Comparative Literature: Theory and Practice	5	3	25	75	100	4
	Core		<b>Elective– II</b>	5	3	25	75	100	4
	NME	22OPENID2	Mass Communication and Journalism	2	3	25	75	100	2
III	Core	22OPEN31	Research Methodology	6	3	25	75	100	4
	Core	22OPEN32	English Literature for Competitive Examinations –I	6	3	25	75	100	4
	Core	22OPEN33	Canadian Literature	6	3	25	75	100	4
	Core	22OPEN34	Green Studies	6	3	25	75	100	4
	Core		<b>Elective– III</b>	6	3	25	75	100	4
IV	Core	22OPEN41	New Literatures in English	6	3	25	75	100	4
	Core	22OPEN42	English Literature for Competitive Examinations–II	6	3	25	75	100	4
	Core	22OPEN43	Subaltern Studies	6	3	25	75	100	4
	Core	22OPEN44	Study of Genres: Autobiography and Biography	6	3	25	75	100	4

	Core		Elective-IV	6	3	25	Annexure 6		
							75	100	4
	Core	22OPENPR4	Project	-	-	20	80	100	6
			Total	120					90

### ELECTIVE PAPERS

**Elective-I has to be chosen in Semester I from the following:**

1. World Short Stories -22OPENDSE1A
2. African-American Literature -22OPENDSE1B

**Elective-II has to be chosen in Semester II from the following:**

1. Translation Studies - 22OPENDSE2A
2. Human Rights in Literature -22OPENDSE2B

**Elective-III has to be chosen in Semester III from the following:**

1. Literature and Society -22OPENDSE3A
2. Women Studies -22OPENDSE3B

**Elective-IV has to be chosen in Semester IV from the following:**

1. Indian Diasporic Literature - 22OPENDSE4A
2. Classical Literature -22OPENDSE4B

Department of English				I M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPEN11	Language and Linguistics	4	6	25	75	100

Nature of the Course		
Knowledge & Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### **Course Objectives:**

1. To enumerate the pedagogical skills to the students by acquainting them with the structure of modern English, history of English language, linguistics and methods of teaching English
2. To discuss the challenges of English Language Teaching and Testing
3. To develop the ability to study and analyze languages in general
4. To devise strategies to see how language operates.
5. To measure the students' learning on the nuances of standard English, Word-Making, Spelling and Pronunciation.

UNITS	Course Content	Hours (90)	K-Level	CLO
I	<b>The History of English Language :</b> The Indo-European Family of languages, English in the Germanic, Old English, Standard English, Modern English, American English, Indian English and e-English.	18	Upto K3	CLO-1
II	<b>Phonology:</b> Articulatory Phonetics, Auditory Phonetics, Acoustic Phonetics. The Air Stream Mechanism, Organs of speech, Active articulators and Passive articulators, Description of speech sounds: Vowels, Diphthongs and Consonants.	18	Upto K3	CLO-2
III	<b>Linguistics Analysis:</b> Morphological Analysis Morphology, Morphemes, Free and bound morphemes, Lexical and functional morphemes, Derivational and inflectional morphemes, Morphs and allomorphs. Words and word-formation processes: Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation, Prefixes and suffixes, Infixes and Multiple Processes. Syntactical & Semantic Analyses: Traditional Grammar, Immediate Constituent analysis (IC), Labeling: Phrase and Verb Structure Grammar, Transformational Generative Grammar and Universal Grammar. Semantics and Pragmatics	18	Upto K3	CLO-3

IV	<b>Language and Literature:</b> Language and society, Sociolinguistics; social dialectology. Dialects (standard vs. vernacular), Language and social inequality, written and spoken modes, mutual intelligibility, speech community and its types; verbal repertoire, linguistic and socio linguistic competence; restricted and elaborated codes; registers and styles, taboo, slang and jargon, lingua franca, languages of wider communication; national and international languages; diglossia.	18	Upto K4	CLO-4
V	<b>Language and Literature :</b> Narrative technique – characterization – Elements of style and structure – poetic language, imagery–persona–tone–metaphor –irony	18	Upto K4	CLO-5

**Books for study:**

1. F.T.Wood: *An Outline History of English*.
2. T.Balasubramanian: *A Text book of English Phonetics for Indian Students*.
3. George Yule: *The study of Language*
4. N.Krishnaswamy: *Modern Applied Linguistics*

**Reference Books:**

5. Trudgill, Peter. *Applied Sociolinguistics*, London: Academic press, 1989.
6. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 1989.
7. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981.

**Web sources:**

<https://www.youtube.com/watch?v=A9Y8ZHfw50A>  
<https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/pragmatics/what-is-pragmatics/>  
<https://linguistics.uga.edu/research/content/semantics>

**E books:**

<https://www.terrain.org/wpcontent/uploads/2015/11/Rushdie1992ImaginaryHomelands.pdf>  
<https://silo.tips/download/a-married-wo-m-a-n-by-manju-kapur>

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, ICT enabled teaching.

**Rationale for Nature of the course**

This course will expose the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

**Activities to be given**

1. Practice Sessions on speaking and writing the language and sentence structure.
2. Seminar with PPT preparation
3. Group discussion

### Course Learning Outcomes (CLOs)

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

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Enumerate the nuances and hybrid nature of the English Language	Upto K3
CLO-2	Discover the applications to comprehend the socio-cultural influences on Language	Upto K3
CLO-3	Identify the different types of linguistic changes taking place in the Language across the time and acquire multiple layers of meanings.	Upto K3
CLO-4	Comment the structure of the language and use the language properly.	Upto K4
CLO-5	Predict the functionality of the language ,to learn its working principles used in literary discourses	Upto K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	2	3	2
CLO2	3	2	3	3	2	2
CLO3	2	3	2	3	3	2
CLO4	2	3	2	3	3	2
CLO5	2	3	2	3	3	3

1. Basic level

2. Intermediate level

3. Advanced Level

### Lesson Plan

Units	Course Content	Hours (90)	Mode of Teaching
I	Language The Indo-European Family of languages, English in the Germanic, Old English, Standard English Modern English, American English Indian English and e-English.	18	Blended and Flipped Method Group discussion. Hands on training for Phonetic transcription. Peer Team Teaching
II	Articulatory Phonetics, Auditory Phonetics, Acoustic Phonetics. The Air Stream Mechanism, Organs of speech, Active articulators and Passive articulators. Description of speech sounds: Vowels, Diphthongs and Consonants.	18	
III	Morphological Analysis: Morphological Analysis Morphology, Morphemes, Free and bound morphemes, Lexical and functional morphemes, Derivational and inflectional morphemes, Morphs and allomorphs. Words and word-formation processes: Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation, Prefixes and suffixes, Infixes and Multiple Processes. Syntactical & Semantic Analyses: Traditional Grammar, Immediate Constituent analysis (IC), Labeling: Phrase and Verb Structure Grammar, Transformational Generative Grammar and Universal Grammar. Semantics and Pragmatics	18	
IV	Language and society, Sociolinguistics & social dialectology. Dialects (standard vs. vernacular), Language and social inequality, written and spoken modes, mutual intelligibility, speech community and its types; verbal repertoire, linguistic and sociolinguistic competence; restricted and elaborated codes; registers and styles, taboo, slang and jargon, linguafrancas, languages of wider communication; national and international languages; diglossia.	18	
V	Narrative technique – characterization - Elements of style and structure – poetic language, imagery –persona–tone–metaphor –irony	18	

Department of English				I M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPEN12	British Literature	4	6	25	75	100

Nature of the Course		
Knowledge & Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

#### Course Objectives

1. To recognize to be a writer in various genre through learning the cultural thoughts and sociological aspect of Britain.
2. To understand the moralistic, rhetoric, cultural elements in prose.
3. To identify, that emotions are the major part of language by analyzing the human characters in the play.
4. To prioritize the skill of imagination, narrative, interpretation, discourse and be a novelist.
5. To develop descriptive, persuasive, expository, creative writing through reading critical essays.

Units	Course Content	Hours (90)	K-Level	CLO
I	<b>Poetry:</b> Edmund Spenser-Prothalamion John Donne-A Valediction Forbidding Mourning Andrew Marvell- To His Coy Mistress	18	Up to K3	CLO-1
II	<b>Prose:</b> Francis Bacon -Of Love , Of Truth, Of Study Charles Lamb-My Relations	18	Up to K3	CLO-2
III	<b>Drama:</b> Bernard Shaw – Pygmalion Oscar Wilde-The Importance of Being Earnest	18	Up to K3	CLO-3
IV	<b>Fiction:</b> Jonathan Swift-The Gulliver's Travel Jane Austen- Emma	18	Up to K4	CLO-4
V	<b>Criticism:</b> Wordsworth -Preface to Lyrical Ballads	18	Up to K4	CLO-5



**Books for study:**

Spenser, Edmund. *Epithalamion* and *Prothalamion*. Macmillan India Ltd ,1989.

Shaw, Bernard. *Pygmalion*. Orient Longman Ltd ,1999.

*Selected Essays of Francis Bacon*. Appleton-Century-Crofts, Inc; First edition (1948), Rev.2001.

Bacon, Francis. *Bacon Essays*. Edited by Matheson, Oxford University Press, 1927

**Web resources: --**

1. <https://www.litcharts.com/poetry/edmund-spenser/prothalamion>
2. <https://www.sparknotes.com/lit/pygmalion/summary/>
3. <https://en.wikipedia.org/wiki/Emma>
4. <https://www.enotes.com/homework-help/what-is-a-lyrical-ballad-357148>

**EBooks:**

1. <https://www.gutenberg.org/ebooks/158>
2. <https://freeditorial.com/en/books/pygmalion>

**Pedagogy:** Paraphrasing, Blended and Flipped Method, Enacting, Power Point Presentation, Role Play

**Rationale for nature of the Course:**

To explore the literary traditions of the Elizabethan period that promoted the indigenization of the European forms such as the sonnet, allegory and the romance poem etc. And to examine the cultural practices of the age, this reflects in the writings and the transition various centuries

**Activities to be given:**

1. Seminar
2. PPT preparation
3. Group discussion
4. Critical analysis and evaluation on theoretical concepts
5. Peer Team Teaching

**Course Learning Outcome (CLO):**

On completion of this course the students will be able to:

No.	Course Learning Outcomes	Knowledge Level (According to Blooms Taxonomy)
<b>CLO1</b>	Recall in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the British nationality.	Up to K3
<b>CLO2</b>	Describe and identify the different styles and associate them with the period.	Up to K3
<b>CLO3</b>	Identify and compile the importance of language and integrity of character in human life.	Up to K3
<b>CLO4</b>	Classify the skill of imagination and creativity.	Up to K4
<b>CLO5</b>	Evaluate and focus on the research skills and reproduce it in writing.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

**Mapping of Course Outcomes (CLOs) with Program Outcomes (POs)**

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	2	1	2	1	1	3
<b>CLO2</b>	3	1	3	2	2	2
<b>CLO3</b>	3	2	3	3	2	1
<b>CLO4</b>	2	2	2	2	3	1
<b>CLO5</b>	1	1	2	2	3	1

**1. Basic level      2. Intermediate level      3. Advanced Level**

**LESSON PLAN**

<b>Unit</b>	<b>Course Content</b>	<b>Hours (90)</b>	<b>Mode of Teaching</b>
I	Edmund Spenser-Prothalamion John Donne-A Valediction Forbidding Mourning Andrew Marvell- To His Coy Mistress	18	Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics, required term paper, open text-book study, drama-role play etc.
II	Francis Bacon -Of Love, Of Truth , Of Studies.Charles Lamb-My Relations	18	
III	Bernard Shaw – Pygmalion Oscar Wilde-The Importance of Being Earnest	18	
IV	Jonathan Swift-The Gulliver’s Travel Jane Austen- Emma	18	
V	Words worth- Preface to Lyrical Ballads	18	

Department of English				I M.A .English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPEN13	Indian Writing in English	4	5	25	75	100

Nature of the Course		
Knowledge &Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### Course Objectives

1. Recall the diverse forms of Indian writing in English and develop a critical understanding of the large body of works from the days of colonial past to the present day
2. Showing the wider range of works in Indian Literature in English
3. Constructing a balanced textual study of established and contemporary writers.
4. Develop a holistic perception of Indian Literature in English
5. Creating familiarity with Indian writing in English during different time periods and their characteristic features.

UNIT	Course Content	Hours (75)	K Level	CLO
I	<b>Poetry:</b> Rabindranath Tagore- Where the Mind is Without Fear Sarojini Naidu- Palanquin Bearers K. Ramanujam-A River Keki N Daruwalla-Migrations	15	Up to K3	CLO-1
II	<b>Prose:</b> Salman Rushdie-Imaginary Homelands	15	Up to K3	CLO-2
III	<b>Drama:</b> Girish Karnad -Hayavadana Mahesh Dattani -Dance Like A Man	15	Up to K3	CLO-3
IV	<b>Fiction:</b> R.K.Narayan - The Guide Manju Kapur - A Married Woman Kushwant Singh - The Mark of Vishnu	15	Up to K4	CLO-4
V	<b>Criticism :</b> Makarand Paranjape:Invasion of Theory,Swaraj Sri Aurobindo-The Future Poetry: TheMantra	15	Up to K4	CLO-5

**Books for Study:**

1. Peeradina, Saleem. *Poems from Contemporary Indian Poetry in English*. Macmillan, 1972.
2. Narasimhaiah, CD. (Ed.) *Makers of Indian English Literature*. Pencraft International, 2000.
3. Dattani, Mahesh. *Collected Plays*. Penguin, 2005.

**Books for reference:**

1. Aurobindo Sri. *The Future Poetry*, Sri Aurobindo Ashram, Pondicherry, 1998.
2. Shyam, M.Asnnani. *Critical Response to Indian English Fiction*. Mittal Publications, 1981.
3. Makarand R. Paranjape: *Debating the post 'condition in India*, Routledge Books.
4. Madhusudan, Prasad. *Indian English Novelists: An Anthology of Critical Essays*. Sterling, 1982.
5. S.Krishna Bhatta. *Indian English Drama: A Critical Study*. Sterling, 1987.
6. Chakraborty, Kaustab. *Indian Drama in English*. PHI Learning ,2010.
7. Iyengar, Srinivasa. *Indian Writing in English*, Sterling, 1997.
8. King, Bruce. *Modern Indian Poetry in English*. OUP, 1990.
9. Kirpal, Viney. *The New Indian Novel in English*. Allied Publishers Ltd, 1990.

**Web-Resources:**

1. [http://en.wikipedia.org/wik/indian\\_writing\\_in\\_english](http://en.wikipedia.org/wik/indian_writing_in_english)
2. <https://www.salmanrushdie.com/>
3. <https://www.eng-literature.com/2019/10/journey-of-indian-english-drama.html>
4. <https://www.cambridge.org/core/books/abs/history-of-indian-poetry-in-english/introduction/C20CA5DF5260DFE67C8A0B8C256AE831>

**EBooks:**

1. <https://www.terrain.org/wp-content/uploads/2015/11/Rushdie1992ImaginaryHomelands.pdf>
2. <https://silo.tips/download/a-married-wo-m-a-n-by-manju-kapur>

**Pedagogy:**

Blended and Flipped Classroom, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

**Rationale for Nature of the course:**

To highlight the works of Indian English writers who have gained worldwide recognition. This course will help our students to understand the cultural heritage of Indian literary tradition as well as grip on the contemporary literary forms and issues. With the study of this course, the students get an overall view of the contribution of the notable Indian authors to the body of English Literature.

**Activities having direct bearing on Skill development/Employability/Entrepreneurship**

- Seminar
- Internship
- Peer Team Teaching
- PPT presentation
- Group discussion
- Critical analysis and evaluation on theoretical concepts

**Course Learning Outcome (CLOs)**

On completion of this course the students will be able to:

No.	Course Learning Outcomes	Knowledge Level (According to Blooms Taxonomy)
CLO-1	Enumerate the Indian Tradition exhibited by the poets and how they remain distinctive in drafting and crafting poetry.	Up to K3
CLO-2	Identify the aesthetic and utilitarian handling of prose in the hands of Indian writers.	Up to K3
CLO-3	Discuss the writings of Playwrights of India and their ideals and the impact of Indian Plays in English.	Up to K3
CLO-4	Comment the works of the Indian novelists and their effects.	Up to K4
CLO-5	Analyse the critical Insights of the authors and their works.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	1	2	2
CLO2	3	2	3	2	2	2
CLO3	2	3	2	3	3	2
CLO4	2	3	2	2	2	2
CLO5	3	3	2	3	2	3

1. Basic level

2. Intermediate level

3. Advanced Level

### Lesson Plan

Unit-I	Topics	Hours (75)	Mode Of Teaching
I	Rabindranath Tagore- Where the Mind is Without Fear Sarojini Naidu - Palanquin Bearers A. K. Ramanujam- A River Keki N Daruwalla: Migrations	15	Lecture by the faculty, class discussion, recitation, presentations by students, assignments,
II	Salman Rushdie- Imaginary Homelands	15	library research on topics or problems, required term paper, open text-book
III	Girish Karnad- Hayavadana Mahesh Dattani: Dance Like A Man	15	study, drama-role play etc. These texts will be taken
IV	R.K.Narayan- The Guide Manju Kapoor: A Married Woman Kushwant Singh: The Mark Of Vishnu	15	up in tutorial mode where in discussion on the lessons with students is
V	Makarand Paranjape: Invasion of Theory, Swaraj Sri Aurobindo -The Future Poetry: The Mantra	15	mandatory.

DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPEN14	ELT & ICT	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. Recognize the grammatical, lexical and functional teaching methodologies to technically teach English language.
2. Summarize on the building blocks of language through task based learning experience.
3. Utilize themselves in a learner-centered process of communication and learning
4. Analyze and gain the skills and knowledge to design and produce materials for language lessons.
5. Measure wide range of popular career options either nationally or internationally.

**Course Content:**

Units	Course Content	Hours (90)	K-Level	CLO
I	<b>Introduction to English Language Teaching</b> :Teaching English in India Today Teaching English as a Skill Subject Rather than a Knowledge Subject. Learning and Acquisition of Second Language General Principles of Language Learning and Teaching.	18	Upto K3	CLO-1
II	<b>Strategies of Teaching English:</b> Methods, Approaches and Techniques: Grammar Translation Method-Communicative Language Teaching-Activity Based Learning-Direct or Natural Method- Audio Lingual Method-Task-based Language Learning-Structural Approach-Linguistic Approach-Communicative Approach-Humanistic Approach- Theory of Multiple Intelligence: Holistic Approach-Blended and Flipped Approach-Eclectic Learning. Teaching of English Prose, Poetry and Grammar.	18	Upto K3	CLO-2
III	<b>Classroom Management and Evaluation of Teaching-Learning Process</b> : Classroom Learning Atmosphere: Factors, Advantages and Creation of ideal classroom Teaching English Pronunciation Teaching of English Spelling Teaching of English (through) Dictation Teaching of Assessment: Concept and Characteristics Evaluation/Examination in English Teaching	18	Upto K3	CLO-3
IV	<b>ICT:</b> Projected Aids-Interactive Board-LCD Projector-OHP-Motion Pictures(Films/Video Lectures)- Online Learning Platforms- LMS, MOODLE , Google classroom , Edmodo - Online Courses(MOOCs/NPTEL/EDX)- Computer Assisted Language Laboratory-Multimedia-Web Resources. International English Language Teaching Certifications and Career Opportunities. (TEFL, TESOL, TESL, CELTA, & DELTA, TOFEL)	18	Upto K4	CLO-4



V	<b>Practical Application</b> : Communication Games ( LSRW): Story Telling, Play Reading, Dramatization, Group Discussion, Interpreting Pictures, Word Building, Spelling Bee, Completion Game, Word Really, Role Play, Stimulation games, Tongue Twisters, Conversation Games, Spelling Games, Information Gap and opinion gap activities , Silent Letters. E Content: Preparation of Interactive e-content: Vidyooz/ Doodly, Learning app.	18	Upto K4	CLO-5
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**Books for study:**

1. Arulselvi, Evangeline. *Pedagogy of English*. Chennai: Saratha Pathippagam, 2015.
2. Mowla, Shaikh, Prabhakar Rao, B.B.Sarojini. *Methods of Teaching English*. Hyderabad: Neelkamal Publications, 2004.
3. Richardson, Rodgers , *Approaches and Methods in Language Teaching*, Third edition , University press.2014

**Reference Books:**

1. Rai, B.C. *Method: Teaching of English*. Lucknow: Prakashan Kendra, 1989.
2. Pillai, K. Thevanatham. *Contrastive Linguistic and Language Teaching*. Annamalai University: Privately Published, 1973.
3. Pillai, K. Thevanatham. *Contrastive Linguistic and Language Teaching*. Annamalai University: Sivagami Printers, 1973.

**Web Sources:**

1. <https://www.thebalancecareers.com/information-and-communications-technology-skills-4580324>
2. <https://www.computertechreviews.com/definition/ict/>
3. <https://www.ebcteflcourse.com/blog/english-language-teaching-skills-tefl/>
4. <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning, ICT Enabled Teaching.

**Rationale for Nature of the course**

This paper emphasizes on theory and practice in English language teaching and learning, and English language teachers' training and education.

**Activities to be given:**

1. Classroom presentations which are ICT enabled to have theoretical and practical knowledge on presentation skills in and about English Language.
2. Group discussions to enhance persuasive, communicative and negotiation skills.
3. Micro-Teaching to gain confidence and interpersonal and intrapersonal skills as a teacher.
4. Internships to schools and colleges so as to get placement assistance and practical knowledge on Teaching English Language.
5. Fun filled Learning and Teaching Experience through language-games-activities at classroom level.
6. Activities and discussions based on how to make Communicative English as a Business Plan

**Course Learning Outcomes (CLOs):**

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Identify English Language Teaching and Learning Skills in a more technical and pedagogical way.	Up to k3
<b>CLO-2</b>	Discover communicative competency and proficiency.	Up to K3
<b>CLO-3</b>	Construct a creative mindset of how to psychologically inspire the young learners.	Up to K3
<b>CLO-4</b>	Focus on professionalism in presentation and negotiation skills to meet the national and international standards.	Up to K4
<b>CLO-5</b>	Prioritize leadership skills of starting their own language laboratory, online learning platform, entrepreneurial efforts of building business through English Language Teaching and Learning.	Up to K4

K1 – Remembering facts with specific answers

K2 – Basic Understanding of facts

K3 – Apply oriented

K4 – Analyzing, examining, presentation and make inference with evidences

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	3	3	3	2	3
<b>CLO2</b>	3	3	3	1	2	3
<b>CLO3</b>	1	2	1	1	1	3
<b>CLO4</b>	3	2	2	3	2	2
<b>CLO5</b>	3	3	2	2	1	2

**1. Basic level      2. Intermediate level      3. Advanced Level**

## Lesson Plan

Units	Course Content	Hours (90)	Mode of Teaching
I	<b>Introduction to English Language Teaching :</b> Teaching English in India Today- Teaching English as a Skill Subject Rather than a Knowledge Subject.- Learning the Mother Tongue and Second Language -General Principles of Language Learning and Teaching.	18	
II	Methods, Approaches and Techniques: Grammar Translation Method-Communicative Language Teaching-Activity Based Learning-Direct or Natural Method- Audio Lingual Method-Task-based Language Learning-Structural Approach-Linguistic Approach-Communicative Approach-Humanistic Approach-Theory of Multiple Intelligence: Holistic Approach-Blended and Flipped Approach-Eclectic Learning. Teaching of English Prose, Poetry and Grammar	18	Lecture/ Seminar/ Collaborative Activities in classroom/ Language Laboratory visits and activities
III	Classroom Learning Atmosphere: Factors, Advantages and Creation of ideal classroom Teaching English Pronunciation Teaching of English Spelling Teaching of English (through) Dictation Teaching of Assessment: Concept and Characteristics Evaluation/Examination in English Teaching	18	Pronunciation Practice Activities/ /Spell Bee Practice /Dictation Practice / sample evaluation practice Activities in collaborative classroom / Sample Examination Practice Activities in
IV	Projected Aids-Interactive Board-LCD Projector-OHP-Motion Pictures(Films/Video Lectures)- Online Learning Platforms- LMS, MOODLE , Google classroom , Edmodo - Online Courses(MOOCs/NPTEL/EDX)- Computer Assisted Language Laboratory-Multimedia-Web Resources. International English Language Teaching Certifications and Career Opportunities. (TEFL, TESOL, TESL, CELTA, & DELTA, TOFEL)	18	Collaborative Classroom Language Lab Assisted Teaching of the concepts/ Practical
V	<b>Practical Application:</b> Communication Games (LSRW): Story Telling, Play Reading, Dramatization, Group Discussion, Interpreting Pictures, Word Building, Spelling Bee, Completion Game, Word Really, Tongue Twisters, Conversation Games, Spelling Games, Information Gap, Silent Letters. E Content: Preparation of E-content: Vidyooz/ Doodly	18	

DEPARTMENT OF ENGLISH				I M.A ENGLISH				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPENDSE1A	World Short Stories	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To recognize the foundation to the study of World English Short Stories.
2. To discuss the elements of the short story in American short stories.
3. To find the characterization of short story in commonwealth literature.
4. To analyze the coherence in the plots, sub plots, themes of the short stories.
5. To create a short story of their own imagination and creativity.

Units	Course Content	Hours (75)	K - Level	CLO
I	<b>Introduction to Short stories</b> :Introduction Evolution of Short Story Types of Short Stories	15	Up to K3	<b>CLO-1</b>
II	<b>American Literature</b> : Elements of Short Story Edgar Allan Poe – The Fall Of House of Usher John Updike- Gesturing Ambrose Bierce- An Occurance at Owl Creek Bridge	15	Up to K3	<b>CLO-2</b>
III	<b>Common wealth Literature</b> : Art of Characterization Doris Lessing – To Room 19 Margaret Atwood- BlueBeard’s Egg Ngugi Wa Thiongo- The Return	15	Up to K3	<b>CLO-3</b>
IV	<b>British Literature</b> : 1. Constructing Coherence 2. D.H.Lawrence – Odour of Chrysanthomums 3. E.M.Froster- The Celestial Omnibus 4.Agatha Christie- The Blue Geranium	15	Up to K4	<b>CLO-4</b>
V	<b>Practical Application</b> : 1. Twist the Tale, Chain Story , Blogging a story, Vlog. 2. Life Experience Stories 3. Developing a Story from the Hints.	15	Up to K4	<b>CLO-5</b>

**Books for study:**

1. Gill, Patrick and Florian Klager, Eds. *Constructing Coherence In The British Short Story Cycle*. Routledge, 2018.
2. Updike, John *The Best American Short Stories of the Century*. "GESTURING" Houghton Mifflin Company, Boston, 2000.
3. Shaw, Valerie. *The Short Story A Critical Introduction*. Routledge, 2013.
4. McCarthy, Tara. *Teaching Literary Elements With Short Stories*. Scholastic, USA, 2000.
5. Poe, Edgar Allen. *The Fall Of House Of Usher And Other Tales*. Penguin, USA, 2006.

**Books for references:**

1. Bierce, Ambrose. *An Occurrence At Owl Creek Bridge*. Notion Press. 2019
2. Lawrence, D.H. *Odour of Chrysanthemums*. Harper Collins Publishers Ltd. Canada, 2013
3. Forster, E.M. *The Celestial Omnibus and other stories*. Delhi Open Books. 2020
4. Christie, Agatha. *The Thirteen Problems*. "The Blue Germanium". Signet, 2000
5. Atwood, Margaret. *Bluebeard's Egg And other stories*. Houghton Mifflin Company, Boston, 1986.

**Web-Resources:**

1. [https://en.wikipedia.org/wiki/Short\\_story](https://en.wikipedia.org/wiki/Short_story)
2. <https://www.britannica.com/art/short-story>
3. <https://www.encyclopedia.com/arts/encyclopedias-almanacs-transcripts-and-maps/room-nineteen-doris-lessing-1963>

**Ebooks:**

1. <https://theshortstory.co.uk/devsitegkl/wp-content/uploads/2015/06/Short-stories-D-H-Lawrence-Odour-of-Chrysanthemums.pdf>
2. <https://www.ibiblio.org/ebooks/Poe/Usher.pdf>

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, Nearpod and ICT enabled teaching.

**Rationale for Nature of the course:**

To explore the ancient and modern communities across the world that promotes the indigenization of the world through narrative forms and to examine the cultural practices of the age that reflects in the writings.

**Activities to be given:**

1. Seminar and classroom Presentations skills to have a practical knowledge.
2. PPT preparation, to have theoretical and practical knowledge on presentation skills.
3. Group discussion to enhance persuasive, communicative and negotiation skills.
4. Critical analysis and evaluation on theoretical concepts
5. Internships to publishing house so as to get placement as a writer.
6. Activities and discussion on how to write a Short Story.

### Course Learning Outcomes(CLOs)

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxnomy)</b>
<b>CLO-1</b>	Describe the origin of short story and the types of short stories	K3
<b>CLO-2</b>	Express the elements of short story in American writings.	K3
<b>CLO-3</b>	Apply the knowledge of western ideas.	K3
<b>CLO-4</b>	Analyzing the coherence of the British short story and their culture that are explained through the writers.	K4
<b>CLO-5</b>	Agree the above mentioned techniques and create a short story	K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	1	2	2	2	2
<b>CLO2</b>	2	3	3	1	2	2
<b>CLO3</b>	3	2	2	2	2	2
<b>CLO4</b>	2	3	2	1	2	2
<b>CLO5</b>	2	3	3	2	3	2

**1. Basic level      2. Intermediate level      3. Advanced Level**

## Lesson Plan

UNITS	Course Content	HOURS (75)	MODE OF TEACHING
I	Introduction of Short Story- Definition of Short Story	15	Lecture/ Seminar/Collaborative Activities in classroom
	Origin of Short Story - Evolution of Short story		
	Types of short story- Novelette- Flash Fiction- Anecdote- Drabble- Fable- Feghoot- Frame Story- Mini Saga- Vignette.		
II	Elements of Short story- Plot- Characterization- Conflicts- Patterns- Theme- Word Play- Style of Writing- Point of View.	15	Lecture/Seminar & Presentations for students.
	Author Introduction- Character Analysis- Theme of the story- Point of View- Style of writing- Message from the story- Relating the Title with Story.		
	Conflicts- Climax- Resolution		
III	Characterization Of Short story- Explaining about the character details in a story- Feelings shown through dialogue – Reactions for the dialogue.	15	Lecture/ sample evaluation practice Activities in collaborative classroom
	Author Introduction- Protagonist- Antagonist- Dynamic characters who change in the story- qualities that stand out - symbolize		
IV	Construction of Coherence in short story- genre strategies- creating coherence in short story	15	Lecture/ Sample Examination Practice Activities in Collaborative Classroom
	Author Introduction- Coherence in short story - Transformation of literary studies and cognitive aspects- exploration of British age .		
V	Understanding the rules for short story and its types- using elements to create a story- analyzing the character emotions and symbolizing the coherence of the story.	15	Practice Activities in Collaborative Classroom
	Practice to write a short story for developing writing skill.		
	Twist the Tale, Chain Story , Blogging a story, Vlog. Life Experience Stories, Developing a Story from the Hints.		

DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPENDES E1B	African- American Literature	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To recognize the role of African Americans within the larger American society.
2. To summarize the African American culture, racism, slavery and social inequality.
3. To utilize the post colonial themes in the literature of minority community writers.
4. To analyze the distinction between the literature of freed slaves and the literature of free blacks.
5. To measure the political and social autonomy in the face of resistance from the white public through literature.

**Course Content:**

Units	Course Content	Hours (75)	K- Level	CLO
I	<b>Poetry</b> Paul Laurence Dunbar - Sympathy Langston Hughes - The Negro Speaks of Rivers Jean Toomer - Georgia Dusk Countee Cullen. - Yet Do I Marvel	15	Upto K3	CLO-1
II	<b>Prose</b> Booker T. Washington - Up from Slavery- Chapter-I W.E.B.Dubois - The Souls of Black Folk- Chapter- I James Baldwin - Notes of a Native Son (Stranger in the Village)	15	Upto K3	CLO-2
III	<b>Short Stories:</b> Charles W. Chesnutt - The Goophered Grapevine Po' Sandy Toni Cade Bambara - Gorilla, My Love	15	Upto K3	CLO-3
IV	<b>Drama:</b> Lorraine Hansberry - A Raisin in the sun	15	Upto K4	CLO-4
V	<b>Fiction:</b> Ralph Ellison - Invisible Man	15	Upto K4	CLO-5



**Books for study:**

1. Baldwin, James. Notes of a Native Son. USA: Beacon Press Books, 2012.
2. Chesnutt, Charles W. The Conjure Woman. USA: SMK Books, 2011.
3. Ellison, Ralph. Invisible Man. The United Kingdom: Penguin Books Ltd., 2004.

**Reference Books:**

1. Hansberry, Lorraine. Raisin in the sun. New York: Vintage books, 1988.
2. Sherman, Joan R., ed., African American Poetry: An Anthology, 1713- 1927. USA: Dover Thrift Editions, 1997.
3. Washington, Booker T., et al., Three African- American Classics. USA: Dover Edition, 2007.

**Web Sources:**

1. <https://bookriot.com/short-stories-by-black-authors/>
2. <https://www.britannica.com/topic/Invisible-Man>
3. <https://www.britannica.com/topic/The-Conjure-Woman>

**EBooks:**

1. [https://khdzamlit.weebly.com/uploads/1/1/2/6/11261956/a\\_raisin\\_in\\_the\\_sun\\_-\\_lorraine\\_hansberry.pdf](https://khdzamlit.weebly.com/uploads/1/1/2/6/11261956/a_raisin_in_the_sun_-_lorraine_hansberry.pdf)
2. <https://indianpdf.com/the-invisible-man-book-pdf/>

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning, ICT Enabled Teaching.

**Rationale for Nature of the course**

This paper emphasizes on the varied view, significance, traditions, theories, historic racism, discrimination, social segregation of African American ideologies that attempts to refute the dominate culture's literature and power.

**Activities to be given:**

1. Classroom presentations which are ICT enabled
2. Group discussions to enhance the critical, social and political thinking of the students.
3. Peer Team Teaching and Learning on the post colonial theories and themes
4. Role plays depicting cultural distinctions

**Course Learning Outcomes (CLOs):**

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Identify the racial discrimination and social segregation encountered by African American people.	Up to k3
<b>CLO-2</b>	Discover role of spirituality and the role of tradition upon African American Literature	Up to K3
<b>CLO-3</b>	Construct and gain awareness about African contemporary thought and forms of literary expression.	Up to K3
<b>CLO-4</b>	Focus on the unique literary voice of African American Writers	Up to K4
<b>CLO-5</b>	Prioritize on developing the students own research questions and hypotheses based on diasporic culture.	Up to K4

K1 – Remembering facts with specific answers

K2 – Basic Understanding of facts

K3 – Apply oriented

K4 – Analyzing, examining, presentation and make inference with evidences

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	2	3	2	3
<b>CLO2</b>	3	3	2	2	2	2
<b>CLO3</b>	2	3	2	2	2	3
<b>CLO4</b>	2	2	3	3	3	2
<b>CLO5</b>	3	3	2	2	2	2

1. Basic level      2. Intermediate level      3. Advanced Level

## Lesson Plan

Units	Course Content	Hours (75)	Mode Of Teaching
I	<b>Poetry</b> Paul Laurence Dunbar - Sympathy Langston Hughes - The Negro Speaks of RiversJean Toomer - Georgia Dusk Countee Cullen. - Yet Do I Marvel	15	Lecture/ Seminar/ Collaborative Activities in classroom/ Language Laboratory visits and activities
II	<b>Prose</b> Booker T.Washington - Up from Slavery- Chapter-I W.E.B.Dubois - The Souls of Black Folk- Chapter- I James Baldwin - Notes of a Native Son (Stranger inthe Village)	15	
III	<b>Short Stories:</b> Charles W. Chesnutt - The Goophered Grapevine Po' SandyToni Cade Bambara - Gorilla, My Love	15	
IV	<b>Drama:</b> Lorraine Hansberry - A Raisin in the sun	15	
V	<b>Fiction:</b> Ralph Ellison - Invisible Man	15	

DEPARTMENT OF ENGLISH				I M.A ENGLISH				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Interdisciplinary	22OPENID1	Grammar for Communication	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To examine the grammatical competence of students by revisiting certain rudimentary concepts in English Grammar
2. To generalize the students with the necessary language skills specifically for academic purpose
3. To modify students' level of understanding in usage of tenses
4. To organize them to use appropriate words/phrases for correct sentence constructions
5. To discover the students' LSRW skills

Units	Course Content	Hours (30)	K Level	CLO
I	Contextual usage of Grammar- Tenses, Voices, Parts of Speech.	6	Up to K3	CLO-1
II	Communicative Grammar	6	Up to K3	CLO-2
III	Functions of language: Inviting, Greeting & Apologizing	6	Up to K3	CLO-3
IV	Application of words/idioms & phrases/clauses and their usage	6	Up to K4	CLO-4
V	Kinds of Sentences/Sentence Variation/ Sentence Patterns/Paragraph writing	6	Up to K4	CLO-5

**Books for study:**

1. N. Krishnaswamy. Modern English - A Book of Grammar, Usage and Composition. Laxmi Publications, New Delhi. 2011.
2. Mc.Graw-Hill – Handbook of English Fourth edition
3. Longman Dictionary of Common Errors New Edition- N.D. Turton, J.B. Heaton
4. Leech, Geoffrey. A Communicative Grammar of English

**Books for Reference:**

1. Banerji, Meera & Krishna Mohan, Developing Communication Skills (2nd Edition) & Macmillan Publishers, 2009.
2. Narayanaswami. V.R. Strengthen Your Writing. Orient Longman Publishers, 2003. Print.
3. Pillai G. Radhakrishnan, K. Rajeevan and P. Baskaran Nair, Written English for You, Madras, Emerald Publishers, 1995. Print.
4. J Carrol & P. Hall, Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests.

**Web Resources**

1. <https://bodhih.com/training-and-development/grammar-important-communication/>
2. <https://onlineaccentspokenenglish.com/why-is-grammar-important-for-communication/>

**EBooks:**

1. <http://www.espressoenglish.net/wp-content/uploads/2012/07/Free-Grammar-Ebook-Level-2.pdf>
2. <http://www.tndte.gov.in/site/wp-content/uploads/2016/08/Communication-English.pdf>

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

**Rationale for Nature of the course**

Aim of this course is to empower students to read and comprehend content in English and to prepare post graduates to use language in real-life situations.

**Activities to be done:**

1. Seminar.
2. Group discussions.
3. Review about the structure of sentences with learned theories and functions of English Literature.
4. Individual activity to the students based on the LSRW Skills.

### Course learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

CLO	Course Learning Outcomes	Knowledge Level ( According to Blooms Taxonomy)
<b>CLO-1</b>	Identify nouns, concord, determiners and adjectives.	Up to K2
<b>CLO-2</b>	Rephrase the grammatical patterns using the various forms of verbs.	Up to K2
<b>CLO-3</b>	Develop the uses of tenses, modals, auxiliaries.	Up to K2
<b>CLO-4</b>	Distinguish prepositions, questions, active/ passive form.	Up to K2
<b>CLO-5</b>	Recommend relative clauses while organizing information.	Up to K2

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	2	2
CLO2	3	2	3	2	2	2
CLO3	3	2	3	2	2	3
CLO4	3	2	3	2	3	2
CLO5	2	3	2	1	2	2

**1. Basic level**

**2. Intermediate level**

**3. Advanced Level**

### Lesson Plan

Units	Course Content	Hours (30)	Mode Of Teaching
<b>I</b>	Contextual usage of Grammar- Tenses, Voices, Parts of Speech.	6	Lecture by the faculty, class discussion, sentence structure, presentations by students, assignments, Practical exercises on word formation etc.  These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.
<b>II</b>	Communicative Grammar	6	
<b>III</b>	Functions of language: Inviting, Greeting & Apologizing	6	
<b>IV</b>	Application of words/idioms & phrases/clauses and their usage	6	
<b>V</b>	Kinds of Sentences/Sentence Variation/ Sentence Patterns/Paragraph writing	6	

DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPEN21	American Literature	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives:

1. To identify some Prominent American Poets and Recap some common themes of American Poetry.
2. To explain the other realms and time through the texts they read
3. To develop the mindset of empathizing with characters, to feel their joys and pain, thereby, cultivating wisdom and worldview
4. To examine various messages of life, even those separated from us by time and social barriers.
5. To appraise another's culture and learn humility as they interact across cultures.

Units	Course Content	Hours (90)	K- Level	CLO
I	<b>Poetry:</b> Emily Dickinson - Because I Could Not Stop for Death Wallace Stevens -The Emperor of Ice Cream E.E. Cummings - You Shall Above All Things Be Glad and Young Sylvia Plath - Morning Song	18	Up to K3	CLO-1
II	<b>Prose :</b> Edgar Allan Poe- Philosophy of Composition Henry David Thoreau- Civil Disobedience	18	Up to K3	CLO-2
III	<b>Drama :</b> Eugene O' Neill - The Hairy Ape	18	Up to K3	CLO-3
IV	<b>Novels:</b> Nathaniel Hawthorne - The Scarlet Letter	18	Up to K4	CLO-4
V	<b>Criticism :</b> Cleanth Brooks - Modern Poetry and Tradition Kenneth Burke - Towards a Better life	18	Up to K4	CLO-5



**Books for Study:**

1. Oliver, Egbert. S. *American Literature (1890-1965): An Anthology of poetry*. Eurasia Publishing House, PVT Ltd, 1989.
2. Oliver, Egbert. S. *American Literature (1890-1965): An Anthology of poetry*. Eurasia Publishing House, PVT Ltd, 1989.

**Books for Reference:**

3. Thoreau, David Henry, A complete collection of Thoreau's Essays including Civil Disobedience, Standard Ebooks.
4. Hawthorne, Nathaniel. *The Scarlet letter*, Eurasia Publication, 2006.
5. Brooks, Cleanth, "Literature in a Technological Age" in *Community, Religion, and Literature: Essays*. University of Missouri press, 1995.

**Web Resources:**

1. <https://search.yahoo.com/search?fr=mcafee&type=E211US1316G0&p=civil+disobedience>
2. <https://poets.org/poet/sylvia-plath>
3. <https://plato.stanford.edu/entries/civil-disobedience/>
4. <https://www.britannica.com/topic/The-Scarlet-Letter-novel-by-Hawthorne>

**EBooks:**

1. <http://www.public-library.uk/ebooks/46/82.pdf>
2. [https://scholarblogs.emory.edu/eng190/files/2012/08/dickinson.poems\\_.20111.pdf](https://scholarblogs.emory.edu/eng190/files/2012/08/dickinson.poems_.20111.pdf)

**Pedagogy:**

Chalk and Talk, PowerPoint presentation, Seminar, Interaction, group discussion and Quiz.

**Rationale for the Course:**

The aim of this course is to analyze and understand the newly emerged twentieth century concepts like Existentialism, Psychoanalysis and so on that formed a major theme in most of the American Writings.

**Activities to be done:**

1. Seminars
2. Group Discussions
3. Role Plays
4. Student Exchange Programs

**Course learning Outcome (CLOs)**

On completion of the course, behind the students would be able to:

<b>CLO</b>	<b>Course learning Outcome</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Identify the unique American culture and prominent literary figures emerged through literature.	Up to K3
<b>CLO-2</b>	Explain awareness about various unique post colonial themes like transcendentalism, existentialism, surrealism, psychoanalysis, alienation and more.	Up to K3
<b>CLO-3</b>	Discover the psychological and spiritual dogmas, conflicting ideologies and tensions of American life through literary portrayals.	Up to K3
<b>CLO-4</b>	Analyze the eminent and august writers of the era to explore about the American culture, life style and emotions.	Up to K4
<b>CLO-5</b>	Evaluate and distinguish the lexical differences and similarities of british and American writings.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	1	2	3	2
<b>CLO2</b>	3	3	2	2	2	2
<b>CLO3</b>	2	3	1	2	3	2
<b>CLO4</b>	2	3	1	2	2	2
<b>CLO5</b>	3	3	2	2	2	2

**1. Basic level**

**2. Intermediate level**

**3. Advanced Level**

### Lesson Plan

Units	Course Content	Hours (90)	Mode Of Teaching
I	1. Emily Dickinson – Because I could not stop for death 2. Author Introduction, critical appreciation, and paraphrasing the poem 3. Wallace Stevance- The Emperor of Ice-cream Introduction, recitation of the poem. 4. E.E. Cummings- You shall Above All things Be Glad and Young Introduction of the poem and Author, paraphrasing the poem, and critical approaches. 5. Sylvia plath-Morning song Introduction, critical approaches, and Analysis of the poem	18	Chalk and talk
II	Edgar Allan Poe- philosophy of Composition Author Introduction, about the philosophy, and seminar Henry David Thoreou- Civil Disobedience Author Introduction, Essay Explanation, and Seminar	18	Chalk and talk & Seminars
III	Eugene O’ Neil- The Hairy Ape Introduction, set up to speak dialogues one by one, and confess questions about the drama	18	Chalk and talk & group discussion
IV	Nathaniel Hawthorne- The Scarlet Letter Author Introduction, characters, About the novel, story explanation, styles of the novel and Themes.	18	Group discussions
V	Cleanth Brooks- Modern Poetry and Tradition, Author Introduction, About poetry and tradition, and styles of the poetry Kenneth Bruke- Towards a Better Life, Author Introduction, about criticism, and seminars	18	Chalk and talk & seminar

DEPARTMENT OF ENGLISH				<i>I M.A.English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPEN22	Literary Theory & Criticism	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### Course Objectives

1. To define the students with important schools of literary criticism with the help of representative essays.
2. To associate the students with different trends and bearings of literary criticism and help them grasp methods and techniques of interpreting literature.
3. To Experiment them to the major trends in contemporary Literary Criticism
4. To devise the students to get acquainted with the knowledge of history of criticism, its trends and kinds of schools.
5. To recommend a critical perspectives and interpretive skills on various theoretical frameworks, and gain practical knowledge of application of these literary structures in different textual Contexts.

Units	Course Content	Hours (90)	K-Level	CLO
I	<b>Introduction &amp; Classical Criticism</b> : Literary Theories - Literary Criticisms Plato - Aristotle – Horace-Longinus	18	Up to K3	CLO-1
II	<b>Orientation of Critical Theories</b> : Sidney - Dryden - Dr. Johnson Samuel Johnson's "Preface to Shakespeare"	18	Up to K3	CLO-2
III	<b>New critics</b> : Mimetic Theories -Pragmatic Theories Coleridge - Arnold -I.R.Richards-T.S.Eliot S.T.Coleridge's "Biographia Literaria Chapter XIV"	18	Up to K3	CLO-3
IV	<b>Approaches &amp; applications</b> : Moralistic Approach - Psychological Approach - Archetypal Approach – Sociological Approach Practical Application of the Approaches in Shakespeare's "Hamlet"	18	Up to K4	CLO-4
V	<b>Literary theories</b> : Structuralism - Post - structuralism – Deconstruction- Post Modernism - Feminism Elaine Showalter's "Towards a Feminist Poetics"	18	Up to K4	CLO-5

**Books for study:**

1. Prasad, B. An Introduction to English Criticism. Macmillan Publishers India Ltd, 1965.
2. Seturaman, V. and ed. Contemporary Criticism: An Anthology. Macmillan Publishers India Ltd, 1965.
3. Krishna, Swamy, and Varghese Mishra. Contemporary Literary Theory A Student's companion. Macmillan India Ltd, 2004.
4. Ravindranathan, S. Principles of Literary Criticism. Emerald Publishers, 2008.
5. Rajimwale, Sharad.Dr. Contemporary Literary Criticism. Rama Brothers India (P) Ltd, 2009.
6. Wadikar, Shailaja B. New Trends in Literary criticism: A Spectrum. Atlantic Publishers and distributors (P) Ltd, 2010.

**Reference Books:**

1. Abrams, M H and Geoffrey G. Harpham. A Glossary of Literary Terms. Boston: Thomson Wadsworth, 1999. Print.
2. S.Ramaswamy&V.S.Sethuraman eds. The English Critical Tradition. Chennai: Macmillan, 1976. Print.
3. Chandra N.D.R. Modern Literary Criticism: Theory and Practice. Delhi: Authors Press, 2003. Print.
4. Nayar, Pramod. K. Contemporary Literary and Cultural Theory. From Structuralism to Eco-Criticism. U.P: Pearson, 2010. Print.

**Web Resources:**

1. <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism>
2. <https://iep.utm.edu/literary>

**Ebooks:**

1. [https://mthoyibi.files.wordpress.com/2011/05/literary-theory\\_an-introduction\\_terry-eagleton.pdf](https://mthoyibi.files.wordpress.com/2011/05/literary-theory_an-introduction_terry-eagleton.pdf)
2. <https://download.e-bookshelf.de/download/0003/8291/24/L-G-0003829124-0002329668.pdf>

**Pedagogy:**

Chalk and Talk, PowerPoint presentation, Seminar, Interaction, group discussion and Quiz.

**Rationale for Nature of the course**

This course will expose the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

**Activities to be given:**

1. Critical thinking and analysis on the language and sentence structure.
2. Seminar with PPT preparation
3. Group discussion
4. Field visit-training will be given to impart the students to comprise the focus on cultivating the essential capability for the usage of the subtle aspect of language.

### Course learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

CLOs	Course learning Outcomes	Knowledge Level (According to Blooms Taxonomy)
CLO1	Relate with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.	Up to K3
CLO2	Summarize the critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.	Up to K3
CLO3	Apply, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past	Up to K3
CLO4	Analyze to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources	Up to K4
CLO5	Reframe, gather, understand, evaluate and synthesize information from a variety of written and electronic sources	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	1	1	2
CLO2	2	3	2	2	2	1
CLO3	3	1	2	1	3	2
CLO4	2	3	1	2	2	3
CLO5	3	2	1	2	3	1

1. Basic level

2. Intermediate level

3. Advanced Level

### Lesson Plan

Unit	Course Content	Hours (90)	Mod e of Teach ing
I	Literary Theories different frameworks used to evaluate and interpret a particular work-Literary History-Historical criticism-in the light of historical evidence - based on the context in which a work was written- including facts about the author's life - the historical and social circumstances of the time.-Literary Criticisms comparison, analysis, interpretation, and/or evaluation of works of literature.-Plato-Founder of the Platonist school of thought and the Academy, Aristotle Greek philosopher and polymath - the first genuine scientist in history - Horace & Longinus outstanding Latin lyric poet and satirist under the emperor-to teach a moral lesson, but also to entertain an audience.	18	PPT & Chalk andtalk
II	Sidney-Dryden-Dr. Johnson-Samuel Johnson's "Preface to Shakespeare	18	Discussion
III	Mimetic Theories-Pragmatic Theories-Coleridge-Arnold I.R.Richards-T.S.Eliot-S.T.Coleridge's "Biographia Literaria Chapter XIV"	18	Chalk & talk & Lecture
IV	Moralistic Approach-Psychological Approach-Archetypal Approach-Sociological Approach-Practical Application of the Approaches in Shakespeare's "Hamlet"	18	PPT & Discussion
V	Structuralism-Post – structuralism-Deconstruction-Post Modernism-Feminism-Elaine Showalter's "Towards a Feminist Poetics"	18	Lecture & chalk &talk

DEPARTMENT OF ENGLISH				I M.A .English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPEN23	Shakespeare	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### Course Objectives

1. To identify the students to learn how to stage their performance making them to understand the presence of mind, characterization.
2. To discover the essence of life through tragic elements is molding humanity
3. To apply the historical life of British people with the approaches and strategies.
4. To focus on moralistic, historical, psychological approach through criticism.
5. To criticize acting by providing information about staging practices in Shakespeare days

Units	Course Content	Hours (90)	K-Level	CLO
I	Comedy: The Two Gentlemen of Verona The Merry Wives of Windsor	18	K3	CLO-1
II	Tragedy: King Lear	18	K3	CLO-2
III	History: Historical Play: Pericles Roman Play: Antony and Cleopatra	18	K3	CLO-3
IV	Sonnets and Criticism: Sonnet 144- Two Loves I Have of Comfort and Despair” Sonnet 22- My Glass shall not persuade me I am old Sonnet 130- My Mistress’ eyes are nothing like the sun Shakespearean Criticism by A.C.Bradley	18	K4	CLO-4
V	General Shakespeare : Dramatic Romances Women in Shakespeare Supernatural elements Fools and Clowns in Shakespeare Shakespearean Tragedy	18	K4	CLO-5



**Books for study:**

1. Shakespeare, William. *King Lear*. New York: Pearson Longman, 2008.
2. Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 1992.
3. Rowse, A.L. *Shakespeare's Sonnets*. Macmillan, 1984.

**Reference Books:**

1. *Shakespeare Volume I The Comedies*. Heron Books.
2. Gupta, Sen S. C. ed. *Aspects of Shakespearean Tragedy*. Oxford University Press, 1978.
3. Saraswathy R, Murthy. *Shakespeare's Sonnets*. Macmillan, 1988.
4. Shanmugakani, A. *Aspects of Shakespeare*. Emerald Publishers, 1994.
5. Shakespeare, William. *King Lear*, ed. A. W. Verity. Madras: Macmillan, 1994.
6. Gupta, S.P. Sen. *Trends in Shakespearean Criticism*. Bareilly: Prakash Book Depot, 2009.
7. Shakespeare, William. *Greatest Works - William Shakespeare*. concept Books, 2011.

**Web Resources:**

<https://www.sparknotes.com/shakespeare/kingjohn/>  
<https://www.sparknotes.com/shakespeare/twogentlemen/>  
<https://www.sparknotes.com/shakespeare/lear/>

**Ebooks:**

<https://www.gutenberg.org/ebooks/100>  
<https://www.globalgreybooks.com/sonnets-ebook.html>

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

**Rationale for Nature of the course**

This paper proposes and expresses the intent of making students aware of the enduring importance of Shakespeare in his times and ours. The course is designed as one that to expose the timeless genius of Shakespeare across cultures, literatures and authors.

**Activities to be done:**

1. Seminar
2. PPT preparation
3. Group discussions
4. Critical analysis and evaluation on theoretical concepts
5. Critical thinking and analysis of the literary genres.

### Course learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

CLO	Course Learning Outcomes	Knowledge Level (According to Blooms Taxonomy)
<b>CLO-1</b>	Illustrate the students with general understanding of the universality, timelessness and myriad characters of the Shakespearean plays.	Up to K3
<b>CLO-2</b>	Scrutinize and associate themselves with Shakespearean life and society	Up to K3
<b>CLO-3</b>	Discover the historical elements and life in this era	Up to K3
<b>CLO-4</b>	Enhance their critical abilities through Shakespearean Criticisms.	Up to K4
<b>CLO-5</b>	Reinforce with Shakespeare's erudite style of writing, and scholarly innovation and influence in the realms of language, literature and theatre.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	3	3	2	3
<b>CLO2</b>	3	3	2	2	2	2
<b>CLO3</b>	3	2	3	3	2	2
<b>CLO4</b>	2	3	2	2	3	3
<b>CLO5</b>	2	3	3	3	3	3

1. Basic level

2. Intermediate level

3. Advanced Level

### Lesson Plan

Units	Course Content	Hours (90)	Mode Of Teaching
I	The Two Gentlemen of Verona The Merry Wives of Windsor	18	Lecture by the faculty ,class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role play etc.
II	King Lear	18	
III	Historical Play: Pericles Roman Play: Antony and Cleopatra	18	
IV	Sonnet 144- Two Loves I Have of Comfort and Despair” Sonnet 22- My Glass shall not persuade me I am old Sonnet 130- My Mistress’ eyes are nothing like the sun Shakespearean Criticism by A.C.Bradley	18	
V	Dramatic Romances Women in Shakespeare Supernatural elements Fools and Clowns in Shakespeare Shakespearean Tragedy	18	

DEPARTMENT OF ENGLISH				II M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPEN 24	Comparative Literature : Theory & Practice	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To define the terms of comparative literature and different schools of comparative literature
2. To demonstrate the knowledge of influence, Reception and Parallel Studies.
3. To associate the themes, genres, period and movement of several literature.
4. To correlate literature with other arts like sociology, psychology and philosophy
5. To compare two works of arts of poetry, drama and novel.

Units	Course content	Hours (75)	K-Level	CLO
I	INTRODUCTION Comparative Literature: Definition and Scope of French, American and Russian Schools of Comparative Literature National Literature- General Literature- World Literature	15	K3	CLO-1
II	THEORETICAL TERMS The Study of Influence Reception Study Analogy/ Parallel Studies of Comparative Literature	15	K3	CLO-2
III	THEORETICAL CLASSIFICATIONS Thematology The Study of Genres Epoch, Period & Movement	15	K3	CLO -3
IV	LITERATURE AND OTHER DISCIPLINES Literature and Psychology/ Sociology/ Philosophy/ Other Arts	15	K4	CLO-4
V	PRACTICAL APPLICATION Poetry : John Keats and Toru Dutt Drama : Shakespeare and Kalidasa Novel : H.G.Wells' "Invisible Man" and Mu.Varatharasan's 'Mankudisai'	15	K4	CLO-5

**Books for study:**

1. Chelliah.S *Comparative Literature: Its Theory & Practice*. Jayalakshmi Publications, 2018.
2. Kankaraj.S, *A Handbook of Comparative Literature*.

**Reference Books:**

1. Weisstein, Ulric. *Comparative Literature and Literary Theory*. Bloomington, 1973.
2. Bassnett, Susan: *Comparative Literature*. Blackwell, 1993.
3. Guillen, Claudio. *The Challenge of Comparative Literature*. Cambridge, 1993.

**Web Resources:**

1. <https://maenglishsite.files.wordpress.com/2016/04/theory-of-comparative-lit-an-overview.pdf>
2. <https://www.britannica.com/art/literature/Literature-and-the-other-arts>

**EBooks:**

1. [http://162.241.27.72/siteAdmin/ddeadmin/uploads/2/PG\\_M.A.English\\_320%2024%20%20Comparative%20Literature%20and%20Translation%20\\_%20MA\[Eng\].pdf](http://162.241.27.72/siteAdmin/ddeadmin/uploads/2/PG_M.A.English_320%2024%20%20Comparative%20Literature%20and%20Translation%20_%20MA[Eng].pdf)
2. <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075&context=clcweblibrary>

**Pedagogy:**

Blended & Flipped Method , Peer Group teaching, Chalk and Talk, PPT, Quiz.

**Rationale for Nature of the course:**

This course will explore the techniques of comparative study of literature as a universal phenomenon and traces the genre development, thematic and cultural study of diverse literatures and other arts, over all its improves the research skills of students.

**Activities to be given**

1. Assignment on comparing two work of arts.
2. Seminar with PPT on tracing literary influence or relation of other arts with literature.
3. Conduct of Quiz Programme

### Course Learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxnomy)</b>
<b>CLO-1</b>	Identify the ethnographic, historical and anthropological perspectives of different literatures.	Up to K3
<b>CLO-2</b>	Discuss the terms and techniques of comparative literature	Up to K3
<b>CLO-3</b>	Apply the global diversity of literary forms, theories, genres and aspects of comparative Literature.	Up to K3
<b>CLO-4</b>	Analyze, compare and cognize literature, in their own terms, with various disciplines of humanities.	Up to K4
<b>CLO-5</b>	Evaluate a strong critical thinking and sophisticated understanding of cultural diversity	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	3	3	3	2
<b>CLO2</b>	3	2	3	3	3	2
<b>CLO3</b>	3	2	3	3	3	3
<b>CLO4</b>	3	3	3	3	3	3
<b>CLO5</b>	3	3	3	3	3	3

**1-Basic Level**

**2- Intermediate Level**

**3-Advanced Level**

### Lesson Plan

Unit	Course Content	Hours (75)	Teaching mode
<b>I</b>	Introduction to Comparative literature Detailing the origin and contribution of Schools of Comparative Literature Differentiating National Literature, world Literature and Global Literature	15	Blended & Flipped Method
<b>II</b>	Introducing the aspects of comparative literature Influence Reception Study Analogy/ Parallel Studies of Comparative Literature	15	Blended & Flipped Method
<b>III</b>	THEORETICAL CLASSIFICATIONS Thematology The Study of Genres Epoch, Period & Movement	15	PPT and Discussion
<b>IV</b>	LITERATURE AND OTHER DISCIPLINES Literature and Psychology/Sociology/Philosophy/ Other Arts	15	PPT and ICTtools
<b>V</b>	Poetry : John Keats and Toru Dutt Drama : Shakespeare and Kalidasa Novel : H.G.Wells' "Invisible Man" and Mu.Varatharasan's 'Mankudisai'	15	Lecture, Peer group Interaction

Department of English				I M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPENDSE2A	Translation Studies	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### Course Objectives

1. To identify an awareness among the students to treat translation as part of being a social being
2. To explain the students the scientific processes in the making of a translated work, a creative work
3. To develop the complete evaluation of Tamil literature through with English literature
4. To analyze the sociological and political perspectives of interpretation of Tamil literature.
5. To prioritize awareness on how to evaluate personal language skills.

Units	Course Content	Hours (75)	K-Level	CLO
I	<b>Introduction &amp; Specific problems in Literary Translation</b> :Translation and its Uses - History of Translation in Europe - Translation Theories in India - Bible Translation, Problems in Translating prose - Problems of Translating poetry - Drama	15	K3	<b>CLO-1</b>
II	<b>Translation procedures, General Aspects of Translation &amp;Types of Translation:</b> Difference between Translation methods and Translationprocedures - Transliteration - Transference - Transcreation - Transposition Intralingual Translation - Interlingual Translation - Intersemiotic Translation – Untranslatability, The Limitations of Translation - The .correlate the sociological and political perspectives of interpretation of Tamil literatureRole of the Translator - Translation in the Twenty First Century : The Global Context - Translation as Creative Writing.	15	K3	<b>CLO-2</b>
III	<b>SHORT STORIES</b> : Konangi : The Shadow Game ( Translated into English by Vasantha Surya) S.A Kandasamy : Our Town ( Translated into English by S.Krishnan) R. Chudamani : Strands of Void ( Translated into English by S. Ramaswami)	15	K3	<b>CLO-3</b>
IV	<b>Historical Novel</b> Kalki Krishnamurthy : Ponniy in Selvan Part I A Fresh Floods ( Chapters 1-30) (translated into English by Pavithra Srinivasan)	15	K4	<b>CLO-4</b>
V	<b>Translation in Practice</b> : Translations of Literary, Scientific, Religious and Legal Texts	15	K4	<b>CLO-5</b>



**Books for study:**

1. S.Kanagaraj and Samuel Kirubakar-The Anatomy of Translation, Madurai Prem Publishers, 1995
2. Anderman, Gunilla and Margaret Rogers. *Translation Today Trends and Perspectives*. Viva Books, 2011.
3. Mukundan, Monisha. Trans, The Namaste Book of Indian Short Stories Vol I. Publishers. 1995
4. Srinivasan, Pavithra. Trans., Ponniy in Selvan: Book I Fresh Floods.

**Reference Books:**

1. Bassnett, Susan. *Translation Studies*. Routledge, 1969.
2. Kanakaraj .S and N. Kalaidasan. *Translatology*. Prem Publishers, 2003.
3. Kumar Das, Bijay. *A Handbook of Translation Studies*. Atlantic Publishers, 2008.

**Web Resources:**

1. [www.logos.net](http://www.logos.net)
2. [www.cattranslation.org](http://www.cattranslation.org)
3. <http://www.lai.com/campanion.html>
4. <http://www.translatum.gr/trjournals.htm>

**Ebooks:**

[http://162.241.27.72/siteAdmin/dde-admin/uploads/2/PG\\_M.A.English\\_320%2024%20%20Comparative%20Literature%20and%20Translation%20\\_%20MA\[Eng\].pdf](http://162.241.27.72/siteAdmin/dde-admin/uploads/2/PG_M.A.English_320%2024%20%20Comparative%20Literature%20and%20Translation%20_%20MA[Eng].pdf)

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, ICT enabled teaching.

**Rationale for Nature of the course**

This course will expose the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

**Activities to be given:**

1. Critical thinking and analysis on the language and sentence structure.
2. Seminar with PPT preparation
3. Group discussion
4. Field visit-training will be given to impart the students to comprise the focus on cultivating the essential capability for the usage of the subtle aspect of language.

### Course learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

CLOs	Course learning Outcomes	Knowledge Level (According to Blooms Taxnomy)
CO1	Recall the theory, application and description of translation so as to interpret and localize any piece of literary work all over the world.	Up to K3
CO2	Explain the sociolinguistic, communicative, hermeneutic, linguistic, literary and semiotic approaches of translating a literary work.	Up to K3
CO3	Identify information of sociological study of Tamil folklore such as Ballads, songs etc, thereby gravitating them towards the Tamil Culture.	Up to K3
CO4	Examine into the political set up of Tamil region and its influence in the literary productions.	Up to K4
CO5	Appraise themselves with diversified and colossal use of words, phrases, clauses and sentences in different languages.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	2	3	2
CLO2	2	2	3	3	3	3
CLO3	2	3	2	2	2	3
CLO4	2	2	2	2	3	3
CLO5	1	2	2	1	3	2

1. Basic level

2. Intermediate level

3. Advance Level

### Lesson Plan

Unit	Course Content	Hours (75)	Mode Of Teaching
I	Introduction-Translation Uses-History of Translation in Europe- Classical antiquity- Bible translation in Europe-Livius Andronicus- Odyssey and Homer-Translation Theories in India-Four most Common types of theory-Bible Translation-Art and Practice-both Old and New Testament -Brief treatment of Biblical Translation	15	Chalk& Talk
II	Translation procedures &Types of Translation- -Problems of Translating prose-Sound -based , syntactic or structural or pragmatic nature- strategies of translation poetry- Methods-Rhyme- Rhythm and Meter- Metaphors —Translating Prose Problems& solutions – Prose Drama	15	Chalk & Talk & Discussion
III	Author introduction of each work and interaction among students. Outline story, characters Narration by students Analysis and interpretation of plot and characterization	15	PPT , Lecture & Discussion
IV	Ponniyin Selvan-part I (Chapters 1-30)-Author introduction and historical background of the novel Characters -Short summary of the novel- Loud read of the chapters by students- Asking the perspectives of students about the novel and the author- Discuss about the author's intension to write historical novel-	15	Lecture & Group Discussion
V	Translations of Literary, Scientific, Religious and Legal Texts	15	PPT & Discussion

DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPENDSE2B	Human Rights in Literature	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To relate the values and virtues promoting human rights domestically as well as internationally.
2. To associate, contextualize and use information about human rights situation in a given country
3. To utilize the legal, political and other debates involving human rights in a knowledgeable and constructive way
4. To analyze ways of pursuing academic career in human rights
5. To recommend interdisciplinary approaches and contributions to topics such as gender, race, poverty, violence and post colonialism within a human rights framework..

**Course Content:**

Units	Course Content	Hours (75)	K- Level	CLO
I	<b>Poetry</b> <ol style="list-style-type: none"> <li>1. Edwine Thumboo - A Boy Drowns</li> <li>2. Judith Wright - Nigger's Leap, New England</li> <li>3. Kamala Wijeratne - On Seeing a White Flag across a By- Road</li> <li>4. James Maculey - From the True Discovery of Australia</li> </ol>	15	Upto K3	CLO-1
II	<b>Auto Biography</b> <ol style="list-style-type: none"> <li>1. Malala Yousafzai - I Am Malala</li> </ol>	15	Upto K3	CLO-2
III	<b>Drama</b> <ol style="list-style-type: none"> <li>1. John Galsworthy - Justice</li> </ol>	15	Upto K3	CLO-3
IV	<b>Short Story</b> <ol style="list-style-type: none"> <li>1. Khushwant Singh - Karma</li> <li>2. C.Rajagopalachari - Ardhanari</li> <li>3. Prem Chand - Resignation</li> </ol>	15	Upto K4	CLO-4
V	<b>Fiction:</b> Rohinton Mistry - A Fine Balance	15	Upto K4	CLO-5

**Books for study:**

1. Chelliah.S.F.N.Under the Tamarind Tree. Chennai: Emerald, 2010.
2. Galsworthy, John. Justice. Madras: Macmillan Publication, 1991.
3. Yousafai, Malala. I Am Malala:The Girl Stood Up For Education and Was Shot by the
4. Taliban.Backbay Books,2015.

**Books for Reference:**

1. Mistry, Rohinton. A Fine Balance.London: Faber, 2006.
2. Narasimhalah.C.D. An Anthology of Common Wealth Poetry. India: Macmillan
3. Publication, 1990.
4. Seshadri, K.G. Twelve Tales. Chennai: Anuradha publication, 2013.

**Web Sources:**

5. <https://www.thebalancecareers.com/information-and-communications-technology-skills-4580324>
6. <https://www.computertechreviews.com/definition/ict/>
7. <https://www.ebcteflcourse.com/blog/english-language-teaching-skills-tefl/>
8. <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>

**EBooks:**

1. [http://vnsgulibrary.org.in/Free\\_Ebooks/0330%20Justice.pdf](http://vnsgulibrary.org.in/Free_Ebooks/0330%20Justice.pdf)
2. [https://libcom.org/files/Rohinton\\_Mistry\\_A\\_Fine\\_Balance.pdf](https://libcom.org/files/Rohinton_Mistry_A_Fine_Balance.pdf)

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning, ICT Enabled Teaching.

**Rationale for Nature of the course**

This paper emphasizes on engaging the students to participate on human rights practices through high impact learning experiences evaluating historical, political, philosophical and cultural developments

**Activities to be given:**

1. Classroom presentations which are ICT enabled
2. Group discussions to enhance the critical, social and political thinking of the students.
3. Peer Team Teaching and Learning and interactions with local, national and cultural practices.
4. Role plays depicting cultural distinctions

**Course Learning Outcomes (CLOs):**

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Recognize and interpret the nature and need for human rights to respond to moral violations.	Up to k3
<b>CLO-2</b>	Discover, compare and appraise diverse cultural and theoretical representations of human rights .	Up to K3
<b>CLO-3</b>	Develop and critically assess multidisciplinary connections to human rights both across the institution and their own educational programmes	Up to K3
<b>CLO-4</b>	Focus and illustrate the effectiveness of human rights practice on local, national and international humanitarian efforts.	Up to K4
<b>CLO-5</b>	Measure the opportunities of professional and entrepreneurial engagements in NGOs, Ministries, State Agencies and international organizations.	Up to K4

K1 – Remembering facts with specific answers

K2 – Basic Understanding of facts

K3 – Apply oriented

K4 – Analyzing, examining, presentation and make inference with evidences

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	3	3	3	2	3
<b>CLO2</b>	3	3	3	1	2	3
<b>CLO3</b>	1	2	1	1	1	3
<b>CLO4</b>	3	2	2	3	2	2
<b>CLO5</b>	3	3	2	2	1	2

**1. Basic level      2. Intermediate level      3. Advanced Level**

## Lesson Plan

Units	Course Content	Hours (75)	Mode Of Teaching
I	<b>Poetry</b> <ol style="list-style-type: none"> <li>1. Edwine Thumboo - A Boy Drowns</li> <li>2. Judith Wright - Nigger's Leap, New England</li> <li>3. Kamala Wijeratne - On Seeing a White Flag across a By- Road</li> <li>4. James McAuley - From the True Discovery of Australia</li> </ol>	15	Lecture/ Seminar/ Collaborative Activities in classroom/ Language Laboratory visits and activities
II	<b>Auto Biography</b> <ol style="list-style-type: none"> <li>1. Malala Yousafzai - I Am Malala</li> </ol>	15	
III	<b>Drama</b> <ol style="list-style-type: none"> <li>1. John Galsworthy - Justice</li> </ol>	15	
IV	<b>Short Story</b> <ol style="list-style-type: none"> <li>1. Khushwant Singh - Karma</li> <li>2. C.Rajagopalachari - Ardhanari</li> <li>3. Prem Chand - Resignation</li> </ol>	15	
V	<b>Fiction:</b> <ol style="list-style-type: none"> <li>1. Rohinton Mistry - A Fine Balance</li> </ol>	15	

DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Interdisciplinary	22OPENID2	Mass Communication and Journalism	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. Identify how to write for Media, the history of Media, the pattern, the flare and how to produce newsworthy content.
2. Associate with knowledge in various fields such as politics, sports, entertainment, technology and much more
3. Experiment skills on Public Relations on how to build and promote brand image
4. Focus in skills required in the art of advertising by creating content of high creativity and interest.
5. Appraise social media advancements so as to use the platform to efficiently share information.

Units	Course Content	Hours (30)	K-Level	CLO
I	<b>INTRODUCTION</b> Journalism - History of Journalism in India-Press Codes and Ethics of Journalism- The Right to Publish and the Right to Privacy	6	Up to K3	CLO-1
II	<b>Origin and Development of Press in India</b> Radio- Television- Cinema- Advertising- Public Relations-Book Publishing- Folk and Social Media Journalism and Social Media Criticism.	6	Up to K3	CLO-2
III	<b>Online Journalism</b> Online Journalism and its audience The Electropnic Era Bloggers and Journalistic Principles Psychology and Sociology of Media Audiences	6	Up to K3	CLO-3
IV	<b>Mass Communication</b> Government News Policy for Broadcast Laws of Advertising Women in media profession	6	Up to K4	CLO-4
V	<b>Mass Media Theory and Practice</b> Writing for Media-Rhetoric in Journalism	6	Up to K4	CLO-5



**Books for Study**

1. Kumar, Keval J. *Mass Communication in India*. Bangalore: Jaico Publishing House, 1981.
2. Parkinson, C. Northcote. *What Journalism is all about*. Bombay: India Book House Pvt Ltd, 1986.

**Books for Reference**

1. Prasad, H.Y. Sharada et. all. *Editors on Editing*. India: National Book Trust, 1993.
2. Kamath, M.V. *Professional Journalism*. Delhi: Vikas Publishing House, 1980.
3. Parthasarathy, Rangaswami: *Basic Journalism*. New Delhi: Macmillan India Ltd, 1984.
4. Kumar, Keval. J. *Mass Communication in India*. Bombay: Jaico Publishing House, 1981.

**Web Resources**

1. <https://www.mastersincommunications.com/faqs/what-is-mass-communication>
2. <https://study.com/academy/lesson/what-is-mass-communication-definition-theories-quiz.html>
3. <https://courses.lumenlearning.com/introductiontocommunication/chapter/defining-mass-communication/>
4. <https://leverageedu.com/blog/types-of-mass-communication/>

**EBooks:**

[http://www.nraismc.com/wp-content/uploads/2017/03/102\\_Introduction\\_to\\_Mass\\_communication\\_1\\_.pdf](http://www.nraismc.com/wp-content/uploads/2017/03/102_Introduction_to_Mass_communication_1_.pdf)

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning.

**Rationale for Nature of the course**

This paper emphasizes on giving introduction to the students about the development and refinement in their skills of gathering, transmitting, and delivering information to a large audience. Career opportunities for students in the field of mass communication are very high. Candidates who successfully completed this course can choose to work for news channels, newspapers, publishing houses, television, radio, internet, etc and earn a healthy remuneration.

**Activities to be given:**

1. Internships
2. Seminars
3. Conferences
4. Mock Celebrity Interviews
5. Mock Radio Jockeying/ Video Jockeying

### Course learning Outcomes (CLOs)

On completion of the course, the students would be able to:

<b>CLO</b>	<b>Course learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxnomy)</b>
<b>CLO-1</b>	Recognize the nuances of reporting, researching and investigating and writing good copy.	Up to K3
<b>CLO-2</b>	Associate themselves to various oratorical and communication skills and overcome shyness.	Up to K3
<b>CLO-3</b>	Utilize the skills gained and get career options in other fields such as Media and Communications, Marketing, Education and Entertainment.	Up to K3
<b>CLO-4</b>	Function under work pressure and have a flexible and creative approach towards work.	Up to K4
<b>CLO-5</b>	Appraise the importance of teamwork and enhance individuality	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	1	3	3	2	2	3
<b>CLO2</b>	1	3	2	2	2	3
<b>CLO3</b>	1	3	3	3	1	2
<b>CLO4</b>	2	3	3	2	1	2
<b>CLO5</b>	2	3	2	2	2	3

1. Basic level

2. Intermediate level

3. Advanced level

### Lesson Plan

Units	Course Content	Hours (30)	Mode Of Teaching
I	Meaning , Definition and Origin of New Literatures Concept, aspects and features of Journalism Introduction to the basics and ethics of journalism. Analyzing, Appreciating the criteria of a good newspaper	6	Lecture
II	Describing how and when the press originated in India, and identify various stages of its development Commenting on the role of the Indian Press in the nationalist movement and describing the state of the press at the time of World Wars I & II and describing how the Indian press has changed after Independence.	6	Lecture/Presentations for students.
III	Discussion on the introduction of online journalism. Teaching the importance of online journalism as a contemporary mode of journalism. Teaching the analyzing and impact of the digital journalism in the national and international level. Learning the day to day updated vocabularies associated with the online journalism. Teaching of concepts and characteristics associated with the online journalism Recognizing the both the pros and cons values of online journalism. Developing the practical skill in the students to make use of this online journalism in development of their career.	6	Group Discussions
IV	Teaching the Government News Policy for Broad cast laws of advertising. Interconnecting the women and their major role in media profession.	6	Peer team Learning/collaborative learning
V	Discussions based on mass communication theories that are explained and predicted of social phenomena that attempt to relate mass communication to various aspects of our personal and cultural lives or social systems. Creating the video, cinema and television program through acquiring practical oriented skill visiting to Newspaper offices and FM stations. Writing for Media-Rhetoric in Journalism	6	Student Exchange Program, Field visits