Thiagarajar College

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
Re-Accredited with 'A' Grade by NAAC

Board of Studies Meeting
April 2023

Department of English

Dr. Rm. Murugappan
Dean - Curriculum Development

Programme outcome - PO (Aligned with Graduate Attributes)- Bachelor of Arts [B. A.]

PO1: Discipline Centric Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following a scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge, and apply one's learning to real life situations.

PO4: Reflective Response: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO5: Reading and Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO6: Social Skills and Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

Vision:

• To sensitize our learners to language, literature and life.

Mission:

• To provide holistic education enabling them to face global challenges.

• To empower them with communicative competency and critical thinking.

• To nurture ethical reasoning, social responsibility and employability skills.

Programme Educational Objectives (PEOs) – B.A. English Literature

The objectives of this programme are to equip/prepare the students:

PEO1	Appraise the innate structures of English language.
PEO2	Correlate the conception of language with literature.
PEO3	Create an intuitive analytical method of linking the techniques of language and nuances of various genres.
PEO4	Imbibe the values of life, language and literature.
PEO5	Familiarise themselves with the various genres of literature.

Program Specific Outcomes (PSOs) – B.A. English Literature

On the successful completion of B.A. English Programme, the students will

PSO1	Acquiring good knowledge and understanding.
PSO2	Preparing the students to respectfully engage other's ideas, behaviours, beliefs and apply diverse frames of references to decisions and actions.
PSO3	Developing aesthetic sensibility and presenting their independent ideas effectively
PSO4	Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
PSO5	Enabling a holistic perspective towards the socio-political inequalities and environmental issues

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Bachelor of Arts
PG & Research Department of English
(w.e.f. 2023 batch onwards)

Semester - I

Course Category	Course	Code No	Subject	Hrs/ Weeks	Cred.	Total Hrs	Max Mark CA	Max Mark SE	Total
Part-I	Tamil	U23P1TA11B	பொதுத்தமிழ் - I	6	3	90	25	75	100
Part-II	English	U23P2EN11	General English – I	4	3	60	25	75	100
Part-III	Core - 1	UEN23CT11	Introduction to Literature	5	4	75	25	75	100
	Core - 2	UEN23CT12	Indian Writing in English	5	4	75	25	75	100
	Elective	UEN23ET11	Social History of England	4	3	60	25	75	100
Part-IV	NME 1	UEN23NT11	English for Competitive Exams	2	2	30	25	75	100
	Foundation Course (FC)	UEN23FT11	Reading and Writing	2	2	30	25	75	100
	AECC 1	UEN23AT11	Introduction to Personality Development	2	2	30	25	75	100
TOTAL				30	23				

Semester – II

Course		Code No	Subject	Hrs/ Weeks	Cred.	Total Hrs	Max Mark CA	Max Mark SE	Total
Part-I	Tamil	U23P1T21	Language	6	3	90	25	75	100
Part-II	English	U23P2EN21	General English- II	4	3	60	25	75	100
Part-III	Core - 3	UEN23CT21	British Literature – I	5	4	75	25	75	100
	Core – 4	UEN23CT22	American Literature – I	5	4	60	25	75	100
	Elective	UEN23ET21	History of English Literature	4	3	60	25	75	100
Part-IV	NME 2	UEN23NT21	Fundamentals of Academic Writing	2	2	30	25	75	100
	SEC 1	UEN23ST21	Spoken and Presentation Skills	2	2	30	25	75	100
	AECC 2	UEN23AT21	Soft Skills – II Employability skills	2	2	30	25	75	100
TOTAL				30	23				
Extra Credit			**Naan Mudhalvan** (Language Proficiency for Employability)	-	2				

PART II- ENGLISH

SYLLABUS

2023

THIAGARAJAR COLLEGE, MADURAI-9.
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PG & Research Department of English
Bachelor of Arts , Programme code : UEN
(For those who join B.A. B.Sc., B.Com., BBA and BCA in June 2023 and after)

Course Code	Course Title	Category	L	T	P	Credit
U23P2EN11	General English – I	Part - II	3	1	-	3

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper introduces the students to a fine collection of poetry, prose and short stories. Students are moulded not only to read the text with a purpose but to experience the communication that takes place while reading the text. By supplying essential vocabulary with a base in grammar, students are encouraged to write step by step, right from framing effective sentences, to a wholesome paragraph and then a comprehensive essay.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	K1	75	70
CO2	Understand the total content and underlying meaning in the context.	K2	75	70
CO3	Form the habit of reading for pleasure and for information	K2	70	70
CO4	Comprehend material other than the prescribed text	K3	75	70
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	K3	70	65

K1: Knowledge K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	M	M	S	S	S	M
CO5	M	M	M	S	S	S

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: General English – I

UNIT I: Poetry

Subramania Bharati - A Patch of Land
Paul Laurence Dunbar - The Sparrow
William Ralph Emerson - A Nation's Strength
Chinua Achebe - Love Cycle

UNIT II: Prose

Harish Bhat- JRD
David Sedaris – Us and Them from Dress
                    Your Family in Corduroy and Denim
Jerome K Jerome - Uncle Podger Hangs a picture

UNIT III: Short Stories

Bhabani Bhattacharya - The Faltering Pendulum
Sudha Murthy - How I Taught my Grandmother to Read
R.K. Laxman - The Gold Frame

UNIT IV: Language Competency

Vocabulary: Synonyms, Antonyms, Word Formation
Appropriate Use of Articles and Parts of Speech
Error Correction

UNIT V: English for Workplace

Self - Introduction, Greetings
Introducing Others
Listening for General and Specific Information
Listening to and Giving Instructions / Directions

1. Text Books: (Latest Edition)

1. Bhattacharya, Bhabani, Steel Hawk and Other Stories, New Delhi: Sahitya Akademi, 1967.
2. Murthy, Sudha, How I taught my Grandmother to Read and Other Stories, Penguin Books, India, 2004.

Reference Books

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

1. English in Use - A textbook for College Students (English , Paperback, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas.)
2. Practical English Usage - 4th edition By Michael Swan.
3. The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace -Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

Web Sources

1. AS patch of land by Subramania Bharati translated by Usha Rajagoplan :

2. https://books.google.co.in/books?id=iSHvOmXuvLMCandprintsec=frontcoveranddq=subramania+bharati+poemsandhl=enandnewbks=1andnewbks_redir=0andsource=gb_mobile_searchandsa=Xandredir_esc=y#v=onepageandq=subramania%20bharati%20poemsandf=false

3. The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0

4. A Nation's Strength by Emerson https://poets.org/poem/nations-strength

5. Love cycle by Chinua Achebe : https://www.best-poems.net/chinua-achebe/love-cycle.html

6. JRD by Harish Bhat

7. https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories

8. Us and Them by David Sedaris
9. From Dress Your Family in Corduroy and Denim
10. https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html

11. Uncle Podger Hangs a Picture: http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html

12. The Gold Frame: https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html

Course Designer : Dr. T. Senthil Veera Kumari

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Course Code	Course Title	Category	L	T	P	Credit
U23P2EN21	General English – II	Part - II	3	1	-	4

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper gives a platform to non-major students to taste and relish poetry, prose and fiction. The synchronization between the reading, writing, and listening skill not only enables the students to spread their wings of creativity but also to appreciate and to understand how to play with rhetoric.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Learn to introduce themselves and talk about everyday activities confidently	K1	75	70
CO2	Be able to write short paragraphs on people, places and events	K2	75	70
CO3	Identify the purpose of using various tenses and effectively employ them in speaking and writing	K2	70	70
CO4	Gain knowledge to write subjective and objective descriptions	K3	75	70
CO5	Identify and use their skills effectively in formal contexts.	K3	70	65

K1: Knowledge   K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	M	M	S	S	S	M
CO5	M	M	M	S	S	S

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: General English – II

UNIT I: Poetry

Nissim Ezekiel - Very Indian Poem in Indian English
Maya Angelou - Still I Rise
Tennyson - The Flower
Gieve Patel - On Killing a Tree

UNIT II: Prose

Dale Carnegie - If You are Wrong Admit it
Shashi Tharoor - Kindly Adjust Please
W.R. Inge - The Spoon - Fed Age

UNIT III: Fiction

Paulo Coelho – The Alchemist

UNIT IV: Language Competency

Homonyms, Homophones, Homographs
Portmanteau Words
Verbs and Tenses, Subject Verb Agreement
Error Correction

UNIT V: English in the Workplace

Reading for General and Specific information
[Charts, Tables, Schedules, Graphs etc.]
Reading News and Weather Reports
Writing paragraphs
Taking and Making Notes

Text Book: (Latest Edition)

Paulo Coelho, *The Alchemist* - Harper – 2005.

Reference Books

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

1. Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000.
2. SP Bakshi, Richa Sharma. Descriptive English, Arihant Publications (India) Ltd. 2019.
3. Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S and L. Publishing, 2019.
4. Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5. Phil Chambers, Pearson. Brilliant Speed Reading: Whatever you need to read, however ... 2013.
6. Paulo Coelho. The Archer, Penguin Viking, 2020.

Web Sources

Very Indian Poem by Nissim Ezekiel
http://econtent.in/pacc.in/admin/contents/40_%20_2020103001102714.pdf

Still I Rise by Maya Angelou
 https://www.poetryfoundation.org/poems/46446/still-i-rise

The Flower by Tennyson:
https://www.poemhunter.com/poem/the-flower-2/

On Killing a Tree by Gieve Patel: https://www.poemhunter.com/poem/on-killing-a-tree/

If you are wrong, admit it: https://www.tbr.fun/if-youre-wrong-admit-it/

Kindly Adjust Please - Shashi Tharoor
https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/

The Spoon Fed Age: https://www.nrkacademy.com/2016/04/spoon-feeding-by-wringe.html

The Alchemist: https://www.youtube.com/watch?v=lxBYpmxjeDU

Course Designer : Dr. T. Senthil Veera Kumari

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Course Code	Course Title	Category	L	T	P	Credit
UEN23P2EN31	General English – III	Part - II	3	1	-	4

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	25	75	100

Preamble

This paper gives a very good foundation for the students to improve their skills through poetry, drama and speeches of famous personalities. The integration of reading and listening skills brings to limelight the art of storytelling and story writing.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in perspectives.	**K1**	75	70
CO2	Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society	**K2**	75	70
CO3	Produce grammatically and idiomatically correct language.	**K2**	70	70
CO4	Gain knowledge in writing techniques to meet academic and professional needs.	**K3**	75	70
CO5	Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests.	**K3**	70	65

K1:

Knowledge K2 : Understand K3 : Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	M	M	S	S	S	M
CO5	M	M	M	S	S	S

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: General English – III

UNIT I: Poetry

Mamang Dai - The Voice of the Mountains
Toru Dutt - Sita
Oodgeroo Noonuccal - A Song of Hope
Christina Rossetti - In an Artist's Studio

UNIT II: Scenes from Shakespeare

Romeo and Juliet -The Balcony Scene
Macbeth - Banquet Scene
Julius Caesar - Murder Scene

UNIT III: Speeches of Famous Personalities

Jawaharlal Nehru - Tryst with Destiny
Barack Obama - Yes, We Can
Steve Jobs - You've Got to Find What You Love

UNIT IV: Language Competency

Writing Letters and E-mails
Writing and Messaging in Social Media Platforms
[Blogs, Twitter, Instagram, Facebook]
Learning Etiquette, E-mail Etiquette

UNIT V: English for Workplace

Data Interpretation and Reporting
Data Presentation and Analysis
Meeting Etiquettes - Language, Dress Code, Voice Modulation.
Online Meetings - Terms and Expressions used
Conducting and Participating in a Meeting

Text Book: (Latest Edition)

Shakespeare, William. *Arden Shakespeare - Complete works,* Bloomsbury, 2011

Reference Books

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

1. The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015.

2. Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016.

3. How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012).

4. Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse, Michigan Teacher Training, 2016.

5. Role Play-Theory and Practice. Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

Web Sources

1. The Voice of the Mountains by Mamang Dai:
2. https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence
3. A song of Hope by Kath Walker:
4. http://www.wordslikethis.com.au/a-song-of-hope/
5. In an artist's studio by Christina Rossetti: https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio
6. Sita by Toru Dutt: https://www.poetrynook.com/poem/s%E2%94%9C%C2%ABta
7. Tryst with Destiny: https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html#:~:text=Jawaharlal%20Nehru%2C%20delivering%20his%20Tryst%20with%20Destiny%20speech.andtext=%22Long%20years%20ago%20we%20made,awake%20to%20life%20and%20freedom.
8. Yes, We Can: https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/

9. You've got to find what you love: https://www.businessbusinessbusiness.com.au/steve-jobs-youve-got-to-find-what-you-love/#:~:text=Steve%20Jobs%2C%20in%20his%20commencement,emphasizes%20on%20believing%20in%20oneself.

Course Designer : Dr. T. Senthil Veera Kumari

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Course Code	Course Title	Category	L	T	P	Credit
UEN23P2EN41	General English – IV	Part - II	3	1	-	4

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Fourth	25	75	100

Preamble

This paper grooms the students for the job market through Life Writing in coordination with speaking and writing skills. The selected one act plays provide a platform to enact the plays effectively.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Learn to communicate effectively and appropriately in real life situation.	**K1**	75	70
CO2	Use English effectively for study purpose across the curriculum	**K2**	75	70
CO3	Develop interest in and appreciation of Literature	**K2**	70	70
CO4	Develop and integrate the use of the four language skills	**K3**	75	70
CO5	Enhance their language skills especially in the areas of grammar and pronunciation.	**K3**	70	65

K1: Knowledge K2:Understand K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	M	M	S	S	S	M
CO5	M	M	M	S	S	S

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: General English – IV

UNIT I: Life Writing

Malala Yousafzai - I am Malala - Chapter 1

Nikola Tesla - My Inventions - Chapter 2

UNIT II: One Act Plays

Edward Albee - The Zoo Story
Anton Chekhov - Proposal

UNIT III: Interviews

Nelson Mandela's Interview with Larry King.
Rakesh Sharma's Interview with Indira Gandhi from Space
Lionel Messi with Sid Lowe (Print)

UNIT IV: Language Competency

Refuting, Arguing and Debating
Making Suggestions and Responding to Suggestions, Asking for and Giving Advice or Help
Interviews
(Face to Face, Telephone and Video Conferencing)

UNIT V: English for Workplace

Job Applications: Covering letters, CV and Resume
Creating a Digital Profile - Linkedin
Filling Forms (Online and Manual): Creation of Account, Railway Reservation, ATM, Credit/Debit Card
Body Language -Practical Skills for Interviews

Text Books: (Latest Edition)

1. Malala Yousafzai. I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban, Christina Lamb, Little Brown, 2013.

2. Nikola Tesla. My Inventions. Ingram Short title, 2011 Edition.

Reference Books

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

1. Mary Borg, Taylor and Francis, Writing Your Life: A Guide to Writing Autobiographies, 2021.

2. Norman A. Bert. One-act Plays for Acting Students: An Anthology of Short, 1987.

3. Colin Dolley, Rex Walford. The One-Act Play Companion: A Guide to Plays, Playwrights, 2015.

4. How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012.)

5. Krysia M Yardley-Matwiejczuk. Role Play-Theory and Practice, SAGE publications ltd, 1997.

| **Web Sources** |

1. For Readers' Theatre: https://www.youtube.com/watch?v=JaLQJt8orSwandt=469s(the link to the performance; refer scripts by Aaron Sheperd.)
2. http://BBC learn English.com
3. http://onestopenglish.com
4. http://hearn-english-today.com
5. http://talkenglish.com
6. The Zoo Story: http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/zoostory.pdf
7. The Proposal: https://www.one-act-plays.com/comedies/proposal.html
8. Nelson Mandela with Larry King Interviews: http://edition.cnn.com/TRANSCRIPTS/0005/16/lkl.00.html
9. Rakesh Sharma with Indira Gandhi Interview : https://www.ndtv.com/offbeat/what-first-indian-astronaut-rakesh-sharma-told-indira-gandhi-about-india-from-space-2204839
10. Lionel Messi with Sid Lowe Interview:https://www.worldsoccer.com/world-soccer-latest/lionel-messi-interview-part-one-338553

Course Designer: Dr. T. Senthil Veera Kumari

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Course Code	Course Title	Category	L	T	P	Credit
UEN23CT11	Introduction to Literature	Core-I	4	-	-	4

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

 This course provides an opportunity for the students to learn important critical and theoretical terms in Literature. It enables them to understand various literary devices, genres and forms through different examples.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Appreciate and analyse the basic elements of poetry, including meter, rhyme, and theme.	K1	75	70
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K2	75	70
CO3	Explore the dramatic storytelling including play structure,monologues, dialogue, and scene setting.	K2	70	70
CO4	Use library resources to research and develop arguments about literary works.	K3	75	70
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K3	70	65

K1: Knowledge K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S

CO3	S	S 23	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

COs\POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: Introduction to Literature

UNIT I: Introduction to Genres

Poetry - Sonnet, Ode, Elegy, Lyric, Ballad
Prose - Descriptive, Expository, Narrative
Fiction - Novel, Novella, Short Story
Drama - Comedy, Tragedy, Tragi-Comedy

UNIT II: Poetry

Michael Drayton - The Parting
William Shakespeare - Sonnet18, Sonnet 116
John Milton - When I Consider How My Light is Spent
John Keats - Ode to a Nightingale
Robert Frost - Mending Wall
Aurobindo Ghose - Transformation

UNIT III: Drama

J. M. Barrie - The Admirable Crichton. 24
Lady Gregory - The Rising of the Moon.

UNIT IV: Short stories

Jerome K. Jerome – Excerpt from Three Men in a Boat - Packing
Saki - The Open Window
Katherine Mansfield – A Cup of Tea

UNIT V: Fiction

Manohar Malgonkar - Spy in Amber
Emmy Laybourne - Sweet

Text Book: (Latest Edition)

Abrams, M.H. Harpham, G.G. A Glossary of Literary Terms (11th ed). Cenage Learning, 2013.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)
1. Herawati, Henny. et al., Introduction to Literature. Sanata Dharma University Press, 2021.
2. Mund, Subhendu. The Making of Indian English Literature. Taylor and Francis Ltd., 2021.
3. Adamson, H. D. Linguistics and English Literature: An Introduction. .Cambridge University Press, 2019.
4. Titjen, Felicity. et al., (ed), Teaching English Language and Literature, Taylor and Francis, 2020.

Web Sources

1. https://englishverse.com/poems/the_parting
2. https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summers-day
3. https://www.poetryfoundation.org/poems/45106/sonnet-116-let-me-not-to-the-marriage-of-true-minds
4. https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent
5. https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard
6. https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale
7. https://www.poetryfoundation.org/poems/44266/mending-wall
8. ASIATIC: IITUM Journal of English Language and Literature
9. The English Historical Review (EHR)

Course Designer : Dr. D. Sasi Devi

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
(For those who join B.A. B.Sc., B.Com., BBA and BCA in June 2023 and after)

Course Code	Course Title	Category	L	T	P	Credit
UEN23CT12	Indian Writing in English	Core-II	4	1	-	4

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper includes the works of the prominent writers in Indian Writing in English. The literary works of the various writers in different genres are included in order to give the students a well-rounded knowledge of Indian Writing in English as a whole.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1	75	70
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	K2	75	70
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	K2	70	70
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K3	75	70
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	K3	70	65

K1: Knowledge K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: Indian Writing in English

UNIT I: Poetry

Toru Dutt - The Lotus
Aurobindo Ghose - The Tiger and the Deer.
Sarojini Naidu - The Village Song
A.K. Ramanujam - Still Another View of Grace

Shiv K Kumar - Indian Women   27
Mirza Ghalib - It is not Love, it is Madness

UNIT II: Prose

Dr. Radhakrishnan – Character is Destiny
Dr. A. P. J. Abdul Kalam - Excerpt from Wings of Fire – Orientation

UNIT III: Drama

Rabindranath Tagore – Mukhthadhara
Nissim Ezekiel - Don't call it suicide

UNIT IV: Short Stories

Winning of Friends (Panchathantra) -Winning of friends
                                              - Gold's Gloom
                                              - Spot Enters the Cycle
K. A. Abbas – Sparrows
Ruskin Bond - Handful of Nuts
                Night Train to Deoli

UNIT V: Fiction

 R. K. Narayan – Swami and Friends
Joginder Paul - Sleepwalkers

Text Books: (Latest Edition)

1. Kalam, Abdul. The Wings of Fire – An Autobiography: Universities Press Private limited, 2003.
2. Paul, Joginder. Sleep Walkers. New Delhi: Katha Publishers, 2000.
3. Narayan, R. K. Swami and Friends. Nimton: Hamilton Publishers, 1935.

Reference Book

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

    Iyengar, K. R. Srinivasa. Indian Writing in English. New York: Sterling Publishers Private Limited, 2019.

Web Sources

1. *https://jpathshala.com/the-lotus-by-toru-dutt-notes-for-b-a-english-honours/*
2. *http://intyoga.online.fr/tiger.htm*
3. *https://allpoetry.com/Village-Song*
4. *https://www.literpretation.com/post/indian-women-poem-summary*
5. https://allpoetry.com/It-Is-Not-Love-It-Is-Madness
6. https://pdflake.com/wp-content/uploads/2021/12/Swami-and-Friends-PDF.pdf

Course Designer : Dr. D. Sasi Devi

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23ET11	Social History of England	Generic Elective	3	1	-	3

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

   This paper introduces the students to different forms of literature. It provides learners with the background knowledge of literature by enabling the learners to understand different genres of writing. It also examines various themes and methodologies present in literature and create the ability to critically examine a text.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	K1	75	70
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K2	75	70
CO3	Familiarise themselves with the socio-cultural ambience and the discursive frameworks of various ages	K2	70	70
CO4	Develop a nuanced appreciation of the literarystalwarts of those times.	K3	75	70
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	K3	70	65

K1: Knowledge K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	**Second**	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: Social History of England

UNIT I: From Renaissance to Restoration

The Renaissance and its Impact on England
The Reformation - Causes and Effects
The Commonwealth of Nations
The Restoration

UNIT II: Revolutions and Social Movements

Coffee - Houses and their Social Relevance
The Agrarian and the French Revolutions on the English society
Impact of the Industrial Revolution

UNIT III: Movements and Bills

Humanitarian Movements in England
The Reform Bills
The Spread of Education

UNIT IV: World Wars and Impact

Social Impact of the Two World Wars
The Labour Movement
The Welfare State

UNIT V: Aftermath of World Wars

The Cold War (1985-1991)
The Falkland War (1981)
The Gulf War (1991)

Text Books: (Latest Edition)

Ashok, Padmaja. The Social History of England. Orient BlackSwan, 2011
Xavier A. G. The Social History of England. Orient, 2012.
Thailambal, P. (2011). Social History of England (9th ed.). Ennes Publications.

Reference Book

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

Ed. Rosemary Horrox, A social History of England, 1200-1500, Cambridge University Press, June 2012.
Ed. Keith Wrightson, A Social History of England, 1500-1750, Norton Press. UK: 2018,
Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900 - 1200, Cambridge University Press, 2012.

Web Source

A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive.

Course Designer : Dr. M. Nitinprabhu

THIAGARAJAR COLLEGE, MADURAI-9.
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PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23NT11	English for Competitive Examinations	NME 1	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper helps the students to learn the techniques and functions of English vocabulary and grammar for competitive examinations.

Course Outcomes

On the completion of the course the student will be able to

	Course out comes	Knowledge Level	Expected Proficiency %	Expected Attainmentt %
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	K1	75	70
CO2	Acquire skills in vocabulary usage and grammar.	K2	75	70
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	K2	70	70
CO4	Build confidence in getting job opportunities.	K3	75	70
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	K3	70	65

K1: Knowledge   K2:Understand   K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: English for Competitive Examinations

UNIT I: Parts of Speech
Tenses
Direct and Indirect Speech
Active and Passive Voice
Kinds of Sentences

UNIT II: Gerunds

Infinitives
Degrees of Comparison
Simple, Compound and Complex sentences.
Determiners

UNIT III: Idioms and Phrases
Expansion of Proverbs
Homonyms
Jumbled Sentences
Question Tags
Spotting Errors

UNIT IV: Letter Writing
Essay Writing
Hints Development
Email Writing
Report Writing

UNIT V: Reading Comprehension
Dialogue Writing
Capitalization
Punctuation Writing and Cover letter

Text Books: (Latest Edition)

1. Mohan Prasad, Hari. and Rani Sinha, Uma. Objective English for Competitive Examinations. Chennai: MC Graw, Hill education.2019.   .
2. Frederick, Wood. T. A Remedial English Grammar for Foreign Students. India: Laxmi Publications. 2014.
3. Syamala.V. Effective English Communication for You: Functional Grammar, Oral and Written Communication and Vocabulary. 2nd Ed. Chennai: Emerald Publishers. 2015.

Reference Book

Green, David. Contemporary English Grammar Structure and Composition. 3rd Ed. India: Laxmi Publications.2022.

Course Designer : Mrs. Aabidha Thaslim

THIAGARAJAR COLLEGE, MADURAI-9.
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PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23FT11	Reading and Writing	FC	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This course introduces the process, methods and strategies involved in reading and writing skills. The students are trained in various aspects of effective reading and writing practice to enhance better communication.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	To discover the basic concepts of reading and writing skills in language learning process.	K2	75	70
CO2	To gain knowledge about the subtle strategies involved in the process of approaching a text.	K1	70	65
CO3	Reading to integrate information, reading to write and reading to analyse a text.	K3	70	65
CO4	To delve deeper into the various methods associated with effective writing skills.	K2	70	70
CO5	To sharpen the skills in writing proficiency in order to make communication effective.	K4	75	70

K1: Knowledge K2:Understand K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: Reading and Writing

UNIT I: The Reading Process
Reading: A Communicative Process
Reading with a Purpose
Reading Different Kinds of Texts
Active and Passive Reading

UNIT II: Reading Skills
Vocabulary Skills
Scanning Skills
Skimming Skills
Intensive Reading Skills

UNIT III: Summarising and Paraphrasing
Mechanics of Summarising
Summarising Techniques
Outlining and Paraphrasing
Summary Writing Practice

UNIT IV: Writing Effective Sentences
Sentence Structure
Sentence Coherence
Paragraph Writing
Paragraph Structure
Principles of Paragraph Writing
Paragraph Length
Expanding Proverbs

UNIT V: E-mail Messages
Principles and Fundamentals
Formatting E-mail Messages
Standard E-mail Practices
E-mail Writing Practices

Text Book: (Latest Edition)

Rizvi, M. Ashraf. *Effective Technical Communication.* New Delhi: Tata McGraw – Hill Publishing Company Limited. 2007.

Reference Books

1. Raman, Meenakshi and Sangeetha Rani. Technical Communication. USA: Oxford University Press, USA. 2015.

2. Rizvi, M. Ashraf. Effective Technical Communication. New Delhi: McGraw Hill Education. 2017.

Course Designer : Dr. R. Sri Vidhya

THIAGARAJAR COLLEGE, MADURAI-9.
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PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23CT21	**British Literature – I**	Core- III	5	-	-	5

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper gives the students a firsthand knowledge of English Literature during the Elizabethan age and lays down a platform for the students to learn and enjoy the works of the great masters ranging from Edmund Spencer to William Shakespeare. The learners are introduced to the writings of Poets, Essayists and Dramatists during the regime of Queen Elizabeth I.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	Demonstrate knowledge of the major social, political,philosophical, and scientific events forming thebackdrop for the development of early British Literature.	K2	75	70
CO2	Synthesize, integrate, and connect information bywriting essays using techniques of criticism and evaluation.	K1	70	65
CO3	Read and discuss the themes, approaches, styles, andcontributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	K3	70	65

CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	K2	70	70
CO5	Write about literature using standard literary terminology and other literary conventions.	K4	75	70

K1: Knowledge K2:Understand K3:Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: British Literature – I

UNIT I: Poetry

Edmund Spenser - Amoretti Sonnet- 75
John Donne - The Canonization
George Herbert - The Pulley
William Wordsworth - Tintern Abbey
P. B. Shelley - Ode to the West Wind
John Keats - Ode on a Grecian Urn

UNIT II: Poetry

John Milton - Paradise Lost Book IV

UNIT III: Prose

Francis Bacon - Of Truth, Of Love
Joseph Addison and Sir Richard Steele -
The Spectator Club
 On Gratitude
 On Giving Advice
 Charles Lamb - Dream Children : A Reverie

UNIT IV: Drama

Christopher Marlowe - Dr. Faustus

UNIT V: Fiction

Jane Austen – Pride and Prejudice

Text Books: (Latest Edition)

1. Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.

2. Green, David B.A, editor. The Winged Word: An Anthology of Poems for Degree Course.Macmillan,2010.

3. Potter, Lois and John Broadbent, editors. John Milton Paradise Lost Books III –IV. Cambridge University Press,1976. pp.78-114.

Reference Books

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

1. Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008.

2. Marlowe, Christopher. Dr. Faustus. Book on demand ltd, 2021.

3. Coffin, Charles. M. editor. The Complete Poetry and Selected Prose of John Donne.Random House, 1951. pp.13-14.

4. Smith, Gregory. Addison and Steele and Others: The Spectator in Four Volumes. J. M. Dent and Sons Ltd, Rpt. 1958. Vol.1. pp.6-10.

5. Smith, Gregory. Addison and Steele and Others: The Spectator in Four Volumes. J. M. Dent and Son Ltd,Rpt.1958.Vol.3.pp.398-401.

Web Source

Lamb, Charles. *Dream Children: A Reverie*. http://essays.quotidiana.org/lamb/dream_children_a_reverie/.

Course Designer: Dr. S. Bharathi

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23CT22	American Literature - 1	Core - 4	-	-	4	2

Year	Semester	Int .Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This course familiarizes the students with the development of American Literature from the colonial beginnings to the end of 19th century. The students will study prose and poetical works in relation to their historical and cultural contexts. They will have exposure to the literary texts from the diverse group of authors who reflect and reveal the evolving American experience and character.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, non-fiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	K2	75	70

CO2	Identify relationships between moments in American history, colonialism, and culture and their representationin works of American literature.	K1	70	65	
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	K3	70	65	**K1**
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	K2	70	70	
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	K4	75	70	

:Knowledge   K2 : Understand K3 : Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA	End of Semester

	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: American Literature – I

UNIT I: Poetry

Anne Bradstreet - To My Dear and Loving Husband
Edgar Allan Poe - The Raven
Ralph Waldo Emerson - Give All to Love
Walt Whitman - O Captain, My Captain!
Emily Dickinson - Because I Could Not Stop for Death

UNIT II: Poetry

Henry Van Dyke - Time Is
Wallace Stevens - Anecdote of the Prince of Peacocks
William Carlos Williams - The Red Wheelbarrow
Adelaine Crapsey - Amaze
Sherman Alexie - Crow Testament

UNIT III: Prose

Edgar Allan Poe - The Philosophy of Composition
Martin Luther King Jr - I have a Dream

UNIT IV: Drama

Eugene O'Neil –The Hairy Ape

UNIT V: Fiction
Harriet Beecher Stowe – Uncle Tom's Cabin

Text Book: (Latest Edition)

Levine, Robert S., et al. *The Norton Anthology of American Literature*. W.W.Norton and Company, 2022.

Reference Books

1. Dickinson, Emily and Johanna Brownell. Emily Dickinson: Poems. Chartwell Books, 2015.

2. Gould, Jean. American Women Poets: Pioneers of Modern Poetry. DODD, MEAD, 1980.
3. Poe, Edgar Allan, et al. Poetry for Young People: Edgar Allen Poe. Sterling Pub. Co., 1995.

Web Source

Harriet Beecher Stowe's "Uncle Tom's Cabin." 2003, https://doi.org/10.4324/9781315812113.

Course Designer: Dr. I. Saranya

THIAGARAJAR COLLEGE, MADURAI-9.
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PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23ET21	History of English Literature	Generic Elective: II	4	-	-	3

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper gives a comprehensive History of English Literature spanning through numerous centuries. The students will get the opportunity to understand and analyze the characteristic features of the writing styles of various literary ages.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on variousliterary movements, genres and writers those were held to be the representatives of their times	K2	75	70
CO2	Evaluate the way socio-cultural and historicalphenomena influence the literary production of a particular period	K1	70	65
CO3	Familiarize themselves with the socio-cultural influence and the discursive frameworks of the particular age	K3	70	65
CO4	Develop a nuanced appreciation of the literarystalwarts of those times	K2	70	70

CO5	Gain in-depth understanding of the growth of English literature during the age	K4	75	70

K1:Knowledge   K2:Understand   K3: Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	**Second**	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: History of English Literature

Poetry - Geoffrey Chaucer, The Metaphysical Poets, John Milton, William Blake, Robert Browning and First World War Poetry

Prose - Francis Bacon, Sir Thomas More, Samuel Johnson, Charles Lamb, William Hazlitt, and Thomas De Quincey

Drama- Shakespeare, Oliver Goldsmith, George Bernard Shaw and Harold Pinter

Novel- Daniel Defoe, Jane Austen, George Eliot and James Joyce

UNIT II: The Renaissance (1485-1660)

Renaissance Poetry
Translations of the Bible
The University Wits, Christopher Marlowe
Shakespeare- The Plays
Ben Johnson

UNIT III: The Age of Neoclassicism and The Romantic Age

John Dryden
Alexander Pope
William Wordsworth
S.T. Coleridge
John Keats
P. B. Shelly
Walter Scott

UNIT IV: The Victorian Age (1832-1900)

Alfred Lord Tennyson
Charles Dickens
Charlotte, Emily and Anne Bronte
Oscar Wilde
Thomas Hardy and Henry James
The Pre- Raphaelite Brotherhood

UNIT V: The Modern Age (1900-1980s)

W. B. Yeats
T. S. Eliot
Joseph Conrad
D. H. Lawrence
Virginia Woolf
Aldous Huxley
George Orwell
William Golding
Samuel Beckett

Text Book: (Latest Edition)

Carter, Roland and John McRae. The Routledge History of Literature in English. Routledge, 2017.

Reference Book

Albert, Edward. *History of English Literature.* Oxford University, 2017.

Course Designer : Ms. V. R. Raja Pravina

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23NT21	Fundamentals of academic writing	NME 2	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This course aims at training the students in academic writing. It enhances their comprehension of composing academic essays, content editing and proofreading.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	To design the process writing	K2	75	70
CO2	To express sentence skills.	K1	70	65
CO3	To structure and develop paragraphs through techniques	K3	70	65
CO4	To compose academic essays	K2	70	70
CO5	To distinguish between content editing and substantive editing.	K4	75	70

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: Fundamentals of Academic writing

UNIT I: Writing Strategy

Writing as a Process
Pre, While, Post - Writing Strategies
Developing Writing through Extended Practices
Meta-Awareness about Writing

UNIT II: Sentence Structure

Sentence Skills
Sentence Structure
S -V Agreement
Modifiers
Sentence Fragments
Commas Coordination
Subordination
Parallelism
Making Complete
Logical Comparisons
Avoiding Wordy Phrasing
V - T Sequence

UNIT III: Continuous Writing - I

Structuring Paragraphs
Topic Sentence
Supporting Details
Unity and Coherence

UNIT IV: Continuous Writing - II

Structuring Essays
Introduction
Development of Body
Conclusion
Description
Narration
Exposition
Argumentation

UNIT V: Proof Reading and Editing

Features of Written English
Content Editing and Substantive Editing

Proof Reading

Copy - Editing

(involves an intensive check of word choice, style and sentence structure, comprehension and terminologies)

Substantive Editing

(to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper)

Text Books: (Latest Edition)

1. Zemach, Dorothy E. and Rumisek, Lisa A. Academic Writing from Paragraph to Essay. London: Macmillan, 2005.
2. Langan, John. Sentence Skills with Readings. Boston: McGraw Hill, 2001.

Reference Books

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

1. Hartley, James. Academic Writing and Publishing: A Practical Handbook. London: Routledge, 2008.

2. Bailey, Stephen. Academic Writing: A Practical Guide for Students. London: Routledge, 2003.

Course Designer : Mr. S. Dinesh Kumar

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23ST21	Spoken and Presentation Skills	SEC -3	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper trains the students to accumulate various spoken and presentation skills which are important for making the students employable. It focuses on developing spoken and presentation skills, personality development, values and attitudes.

Course Outcomes

On the completion of the course the student will be able to

	Course Outcomes	Knowledge Level	Expected Proficiency in %	Expected Attainment in %
CO1	Learn to list the common types pertaining to spokenskills and group presentations	K2	75	70
CO2	Learn to apply chapter concepts for coordinatinggroup communication	K1	70	65
CO3	Get familiarized with techniques for coordinating agroup assignment and their presentation skills	K3	70	65
CO4	Learn about planning speech organization for the intendedaudience	K2	70	70
CO5	Practice effective group delivery and speech informal context.	K4	75	70

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge-K1	40%	40%	40%
Understand-K2	40%	40%	40%
Apply-K3	20%	20%	20%

Course Title: Spoken and Presentation skills

UNIT I: Basics of Communication

Basic Communication Styles (Passive, Aggressive, Assertive)

Significance of Communication.

UNIT II: Types of Communication

Verbal and Non - Verbal.

UNIT III: Communicative Skills

Effective Communication Skills

UNIT IV: Basic Skills

Skills to be acquired in Communication (Listening / Speaking / Reading / Writing)

UNIT V: English for Practice

Application of Learning

Text Books: (Latest Edition)

1. Rao, A., Rama Krishna. Enjoying Everyday English. (2nd ed), Sangam Books Private Limited. 2010.

2. Joshi, Gangadhar. Campus to Corporate: Your Roadmap to Employability. SAGE Pvt. Ltd. 2016.

Reference Book

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

Business Correspondence and Report Writing. Sahitya Bhawan Publications. 2017

Web Sources

1. *chapter 5.pdf (univer.kharkov.ua)*
2. https://online.alvernia.edu/articles/4-types-communication-styles/
3. https://lexiehearing.com/us/library/verbal-and-non-verbal-communication
4. https://www.coursera.org/articles/communication-effectiveness
5. Skills to be acquired in communication-Speaking/reading/writing/listening

Course Designer: S. Anu Revathy

Ability Enhancement Compulsory Course – AECC

(A course offered by the English Department for the students of English, Maths, Physics, Chemistry, Botany, Zoology, Psychology, Microbiology and Biotechnology, Comp. Sci)

Syllabus

2023

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23AT11	Soft Skills - I - Introduction to Personality Development	AECC 1	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This course aims at training the students to learn various soft skills at the basic level. It enables them to enhance their personality in the society efficiently.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Proficiency Attainment %
CO1	Be able to understand the intrapersonal and interpersonal skills	**K1**	75	70
CO2	Be able to learn, analyze and develop sense of self by building confidence.	**K2**	75	70
CO3	Be able to demonstrate one's ability through motivation and personality development.	**K3**	70	70
CO4	Be able to learn to communicate and persuade people in life.	**K3**	75	70
CO5	Be able to develop the ability to lead and build team in workspace.	**K3**	70	65

K1: Knowledge   K2: Understand   K3: Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	**Second**	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: Soft Skills – I – Introduction to Personality Development

UNIT I:

Soft Skills: Introduction and Importance
Soft Skills and Hard Skills (Difference)

UNIT II:

Self-Awareness
Confidence Building

UNIT III:

Personality Development
Motivation and Willpower

UNIT IV:

Communication Skills
Negotiation Skills

UNIT V:

Leadership Skills
Team Building and Managerial Skills

Text Books: (Latest Edition)

1. Gupta, Seema. Soft Skill: Interpersonal and Intrapersonal Skills Development. V and S Publishers, New Delhi: 2019.Print.

2. Sharma, Prashant. Soft Skills Personality Development for Life Success. BPB Publications, New Delhi: 2022.

Reference Book

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

Joshi, Gangadhar. Campus to Corporate: Your Roadmap to Employability. New Delhi: SAGE Pvt. Ltd. 2016.

Web Sources

1. https://www.youtube.com/watch?v=DUlsNJtg2L8andlist=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q (Soft Skills at NPTEL)

2. https://www.futurelearn.com/info/blog/what-is-anxiety

3. https://www.youtube.com/watch?v=C5dyGh3oMVQ (Self-Image Management at TEDx)

4. https://youtu.be/5x5alGZrLe8(Will Power and behavioural change)

5. https://youtu.be/qp0HIF3SfI4(Leadership skills)

6. https://www.youtube.com/watch?v=cQruENyLNYIandlist=PLbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH (Communication Skills at NPTEL)

7. https://youtu.be/3boKz0Exros(team building)

Course Designer : Dr. Bavithra

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23AT21	Soft Skills - II – Employability Skills	AECC 2	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This course aims at building self-realization, awareness and development in order to create a good social environment and to cultivate good relationship management in both career and life.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Proficiency Attainment %
CO1	To understand, develop and exhibit accurate sense of self.	**K1**	75	70
CO2	Learn to control stress and anger to maintain dignity in society	**K2**	75	70
CO3	Demonstrate organizing ability and value of time in work and life.	**K3**	70	70
CO4	Be able to comprehend others feelings and empathize to build unity in society	**K3**	75	70
CO5	Attain competence in managing and handling customers, clients and human resource in general	**K3**	70	65

K1: Knowledge   K2: Understand   K3: Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	Second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: Soft Skills – II – Employability Skills

UNIT I:

Introduction to Self-Image
Personal Grooming

UNIT II:

Stress Management
Anger Management

UNIT III:

Time Management
Organizational Skills

UNIT IV:

Socializing
Being Understanding and Caring

UNIT V:

Human Resources Management
Customer Relationship Management

Text Books: (Latest Edition)

1. Gupta, Seema. Soft Skill: Interpersonal and Intrapersonal Skills Development. V and S Publishers, New Delhi: 2019.

2. Sharma, Prashant. Soft Skills Personality Development for Life Success. BPB Publications, New Delhi: 2022.

Reference Book

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

Joshi, Gangadhar. Campus to Corporate: Your Roadmap to Employability. New Delhi: SAGE Pvt. Ltd. 2016.

Web Sources

1. https://www.youtube.com/watch?v=C5dyGh3oMVQ
(Self-Image Management at TEDx)
2. https://www.youtube.com/watch?v=RcGyVTAoXEU
 (Stress Management at TEDx)
3. https://www.youtube.com/watch?v=WXBA4eWskrc
(Time Management at TEDx)

Course Designer: Mrs. M. Zarine Sumaiya

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
UEN23AT31	Soft Skills – III – Foundational Skills	AECC 3	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	25	75	100

Preamble

This course aims at providing the intra personal and inter personal skills which not only enhance their personality but also enable them to balance their work-life situation effectively.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Proficiency Attainment %
CO1	Be able to understand and develop components of Emotional Intelligence to interact well with society.	K1	75	70
CO2	Be able to comprehend various body language and self-promotional skills to ace in job markets.	K2	75	70
CO3	Be able to analyze thought process of oneself and develop appropriate attitude to attain various goals in life.	K3	70	70
CO4	Be able to understand crisis and conflict in work and life to tackle it efficiently.	K3	75	70
CO5	Be able to attain competence in presenting ideas individually and in group.	K3	70	65

K1: Knowledge   K2: Understand   K3: Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	**Second**	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: Soft Skills – III – Foundational Skills

UNIT I:
Introduction, Essentials and Components
Application of Emotional Intelligence and Improvisation

UNIT II:

First Impression
Self-Promotional Skills

UNIT III:
Attitude Management and Thought Management
Goal Setting and Hard work

UNIT IV:
Conflict Management
Crisis Management

UNIT V:
Presentation Skills
Group Discussion and Presentations

Text Books: (Latest Edition)

1. Gupta, Seema. Soft Skill: Interpersonal and Intrapersonal Skills Development. V and S Publishers, New Delhi: 2019.
2. Sharma, Prashant. Soft Skills Personality Development for Life Success. BPB Publications, New Delhi: 2022.

Reference Book

(Latest editions, and the style as given below must be strictly adhered to)
Chauhan Singh, Gajendra and Sharma, Sangeeta. Soft Skills: An Integrated Approach to Maximise Personality. New Delhi: Wiley India Pvt. Ltd. 2015.

Web Sources

1. https://www.youtube.com/watch?v=DUlsNJtg2L8andlist=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q (Soft Skills at NPTEL)
2. https://www.futurelearn.com/info/blog/what-is-anxiety
3. https://youtu.be/75obHtjUsG8?t=6 (Emotional Intelligence at TEDx)
4. https://www.youtube.com/watch?v=C5dyGh3oMVQ (Self-Image Management at TEDx)
5. https://www.youtube.com/watch?v=RcGyVTAoXEU (Stress Management at TEDx)
6. https://www.youtube.com/watch?v=WXBA4eWskrc (Time Management at TEDx)
7. https://www.youtube.com/watch?v=cQruENyLNYIandlist=PLbMVogVj5nJSZB8BV29_sPwwkz MTYXpaH(Communication Skills at NPTEL)
8. https://www.youtube.com/watch?v=thHQTDkRsSA (Presentation Skills at NPTEL) Course

Course Designer: Dr. N. Bavithra

THIAGARAJAR COLLEGE, MADURAI-9.
(Re-Accredited with 'A++' Graded by NAAC)
PG & Research Department of English
Bachelor of Arts , Programme code : UEN
For those who join in June 2023 and after

Course Code	Course Title	Category	L	T	P	Credit
	Soft Skills – IV – Self Promotional skills	AECC 4	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Fourth	25	75	100

Preamble

This course aims at educating the learners to develop and groom them to befit the work atmosphere and corporate culture. It equips the learners to balance work and life in order to achieve success.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Knowledge Level	Expected Proficiency %	Proficiency Attainment %
CO1	Learn to build self-esteem and confidence to design your personal brand.	**K1**	75	70
CO2	To demonstrate cooperation and develop negotiation and resolution skills.	**K2**	75	70
CO3	To understand the difference between hard work and smart work to apply it in work life balance.	**K3**	70	70
CO4	To attain self-promoting skills and develop etiquette.	**K3**	75	70
CO5	Attain competence in writing resume and job application and in building online presence.	**K3**	70	65

K1: Knowledge   K2: Understand   K3: Apply

Mapping of Course Outcomes with Programme Specific Outcomes

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	M	M	M
CO4	S	S	S	M	M	M
CO5	S	S	S	M	M	M

Blooms taxonomy: Assessment pattern

	CA		End of Semester
	First	**Second**	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

Course Title: Soft Skills – IV – Self Promotional Skills

UNIT I:

Correlation of Self Esteem and Self Confidence
Gravitas

UNIT II:

Cooperation
Team Building
Conflict Negotiation and Resolution

UNIT III:

Hard Work Vs Smart Work
Work Life Balance

UNIT IV:

Etiquettes, Grooming and Hygiene
Selling Your Skills

UNIT V:

Building Online Presence
Resume Writing and Job Application

Text Books: (Latest Edition)

1. Gupta, Seema. Soft Skill: Interpersonal and Intrapersonal Skills Development. V and S Publishers, New Delhi: 2019.

2. Sharma, Prashant. Soft Skills Personality Development for Life Success. BPB Publications, New Delhi: 2022.

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Chauhan Singh, Gajendra and Sharma, Sangeeta. Soft Skills: An Integrated Approach to Maximise Personality. New Delhi: Wiley India Pvt. Ltd. 2015.

Web Sources

1. https://www.youtube.com/watch?v=cQruENyLNYIandlist=PLbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH (Communication Skills at NPTEL)
2. https://www.youtube.com/watch?v=DUlsNJtg2L8andlist=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q (Soft Skills at NPTEL)
3. https://www.youtube.com/watch?v=4c_xYLwOx-g   (Work life balance at TEDx)

Course Designer: Mrs. M. Zarine Sumaiya

Thiagarajar College, Madurai - 625 009

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
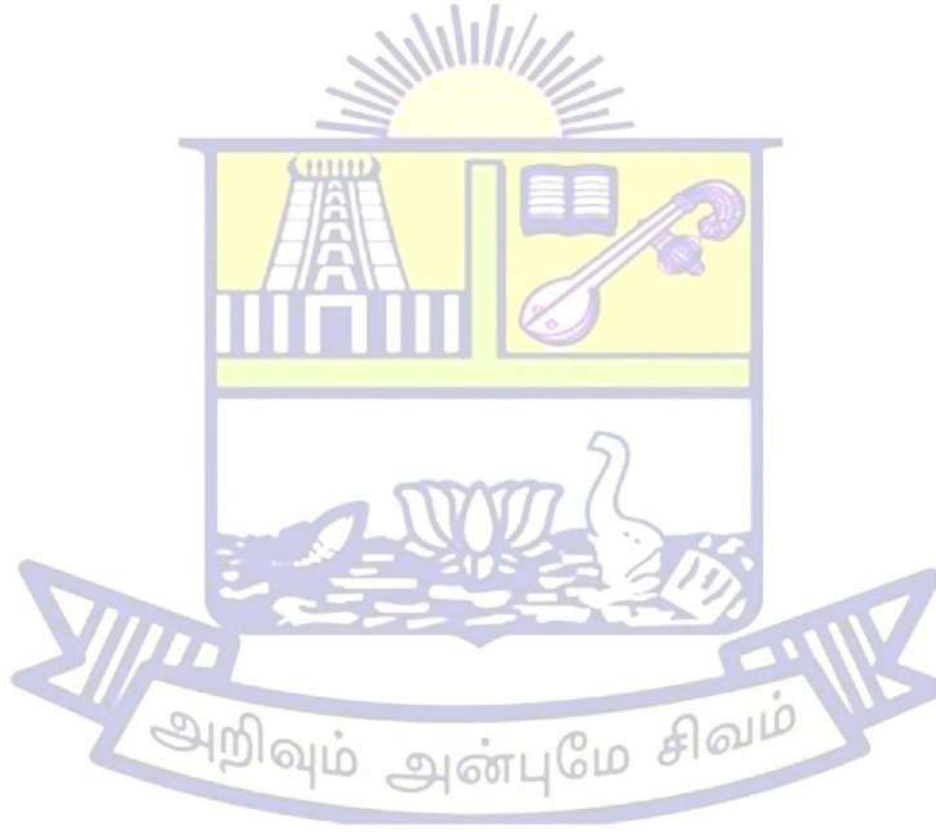
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Academic Council Meeting
June 2023
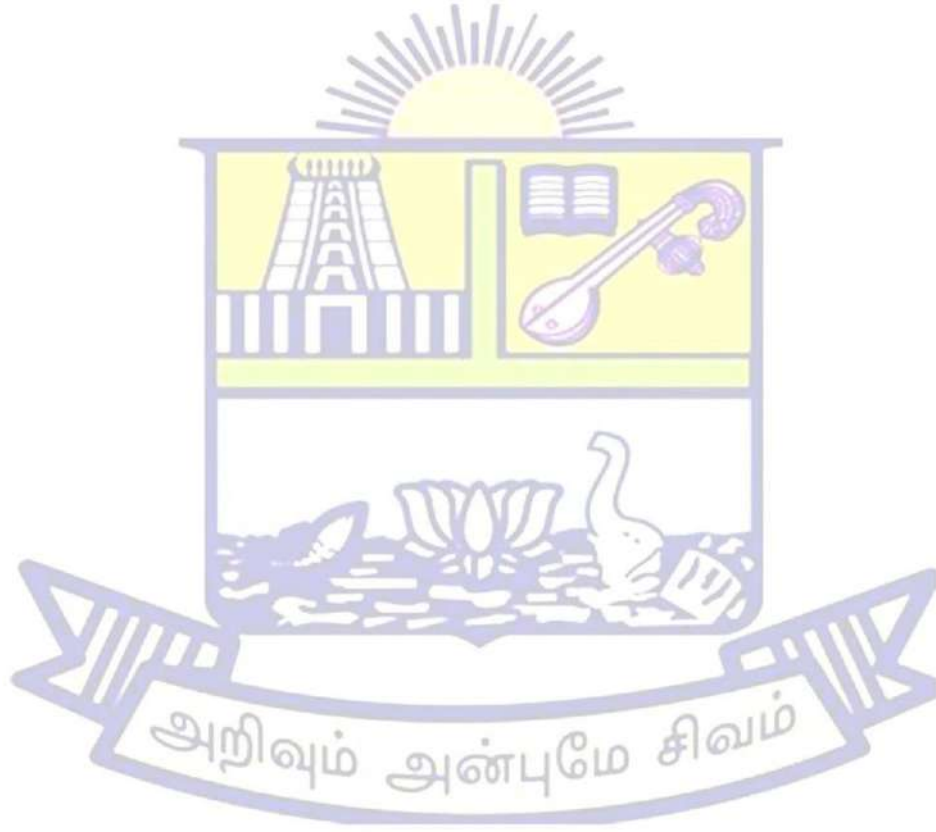
M.A – English
Syllabus - 2023 - 2024

M.A ENGLISH
(Programme Code: PEN)

Programme Outcome - PO
(Aligned with Graduate Attributes) - Master of Arts (M.A.)

PO1: Knowledge and Critical Thinking
Develop a capacity to think deeply, sensitively and clearly about the ethical dimensions of their life with others, not only in professional contexts but also in various personal and social contexts.

PO2: Effective Communication
Communicate effectively both verbally and in writing, Articulate their thinking about day-to-day issues lucidly and in-depth. Elaborate on the ideas, findings and contributions in their field of interest. Able to comprehend and write effective reports, design documents, make effective presentations and give and understand clear instructions.

PO3: Computer literacy
Able to make appropriate and effective use of information and information technologyrelevant to their discipline

PO4: Life Long Learning
Recognize the need for, and inculcate the ability to engage in independent and life-long learningin the broadest context of technological changes.

PO5: Ethical, Societal and Environmental Sustainability
Apply ethical principles in all their activities and commit to professional ethics. Understand theimpact and follow the rules and regulations in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO6: Teamwork and Employability skills
Capacity to communicate their knowledge to others, which may include teaching and supervision.Able to work collaboratively and effectively with others, respecting individual roles and responsibilities.

PO7: Innovation and Entrepreneurship
Identifying a timely opportunity and using innovation to pursue that opportunity to create valueand wealth for the betterment of the individual and society at large.

THIAGARAJAR COLLEGE, MADURAI–9.
(Re-Accredited with 'A^{++}' Grade by NAAC)
PG & Research Department of English
Master of Arts (M.A.) English (w.e.f. 2023 batch onwards)
Programme Code - PEN

Vision

• To sensitize our learners to language, literature and life.

Mission

• To provide holistic education enabling them to face global challenges.
• To empower them with communicative competency and critical thinking.
• To nurture in them ethical reasoning, social responsibility and employability skills.

Programme Educational Objectives (PEO)

The objectives of this programme are to equip/prepare the students to

PEO1	inculcate a holistic approach towards literature.
PEO2	update the current flux and flow of various modern literary experiments of writing.
PEO3	reinvent and relearn the creative process with fine-tuned skills.
PEO4	apply the theoretical basis of language and literature and turn them into life oriented entrepreneurship skills.
PEO5	develop employable language and literature skills to become highly sensitised learners.

Programme Specific Outcomes - M.A. English

On the successful completion of M.A. English, the students will

PSO1	acquire proficiency in various linguistic structures and apply them in different forms of expression.
PSO2	realise the historical significance of different ages of British literature and otherliteratures.
PSO3	review and revise the conventional and conceptual philosophies of multiplex forms ofcriticism and theory.
PSO4	equip themselves with the overall perception of literatures of different cultures and backgrounds.
PSO5	become full-fledged language users in different situations and contexts.

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Thiagarajar College, Madurai – 9
An Autonomous Institution Affiliated to Madurai Kamaraj University
Re-Accredited with 'A++' Grade by NAAC
M.A., English - Course Structure (w.e.f. 2023 batch onwards)
Programme Code: PEN

SEMESTER I

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Course	Code	Subject/Paper	Hr/w	Cred	Tot Hr	CA	SE	Total
PART –A								
PEN23CT11	Core-1	English Poetry	6	4	90	25	75	100
PEN23CT12	Core-II	English Drama	6	4	90	25	75	100
PEN23CT13	Core-III	English Fiction	6	4	90	25	75	100
PEN23ET11	Elective-I	Indian Writing in English	4	3	60	25	75	100
PEN23ET12	Elective-II	Theatre Art	4	3	60	25	75	100
PART –B								
PEN23ST11	Professional Competency Course	English Literature for Competitive Examinations	2	2	30	25	75	100
PEN23AT11	Soft Skill-I	Technical Writing	2	2	30	25	75	100

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SEMESTER II

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Course	Code	Subject/Paper	Hr/w	Cred	Tot Hr	CA	SE	Total
PART –A								
PEN23CT21	Core-IV	American Literature	6	4	90	25	75	100
PEN23CT22	Core-V	Shakespeare Studies	6	4	90	25	75	100
PEN23CT23	Core-VI	Post-Colonial theory and Literature	6	4	90	25	75	100
PEN23ET21	Elective-Course-III	Approaches to English Language Teaching	4	3	60	25	75	100
PEN23ET22	Elective-Course-IV	A Glimpse of Nobel laureates	4	3	60	25	75	100
PART -B								
PEN23ST21	Skill Enhancement Course [SEC I]	Technology in Teaching English	2	2	30	25	75	100
PEN23AT21	Soft-Skill-II	Communication Skills	2	2	30	25	75	100
PART- C								
PEN23IN21	Internship/Industrial Activity		-	-				

* At the end of the second semester, all the students should complete their internship during the summer vacation (April-May) for which the marks with due credits will be awarded in the third semester.

Component wise Credit Distribution

Credits	Sem I	Sem II	Sem III	Sem IV	Total
PART-A	18	18	-	-	
PART-B	4	4	-	-	
PART-C (Internship)				01	

	No of papers	Credit/ paper	Total Credit	Cumulative Credits
PART-A				
Core	12	4	48	74
Project with viva voce	1	4	4	
Professional Competency Course	4	1	4	
Elective (Generic and Discipline Centric)	6	3	18	
PART-B				
Skill Enhancement (Term paper and Seminar & Generic / Discipline - Centric Skill Courses)	3	2	6	17
Ability Enhancement (Soft skill)	4	2	8	
Summer Internship	2	1	2	
PART -C				
Extension Activity	1	1	1	
Total				91
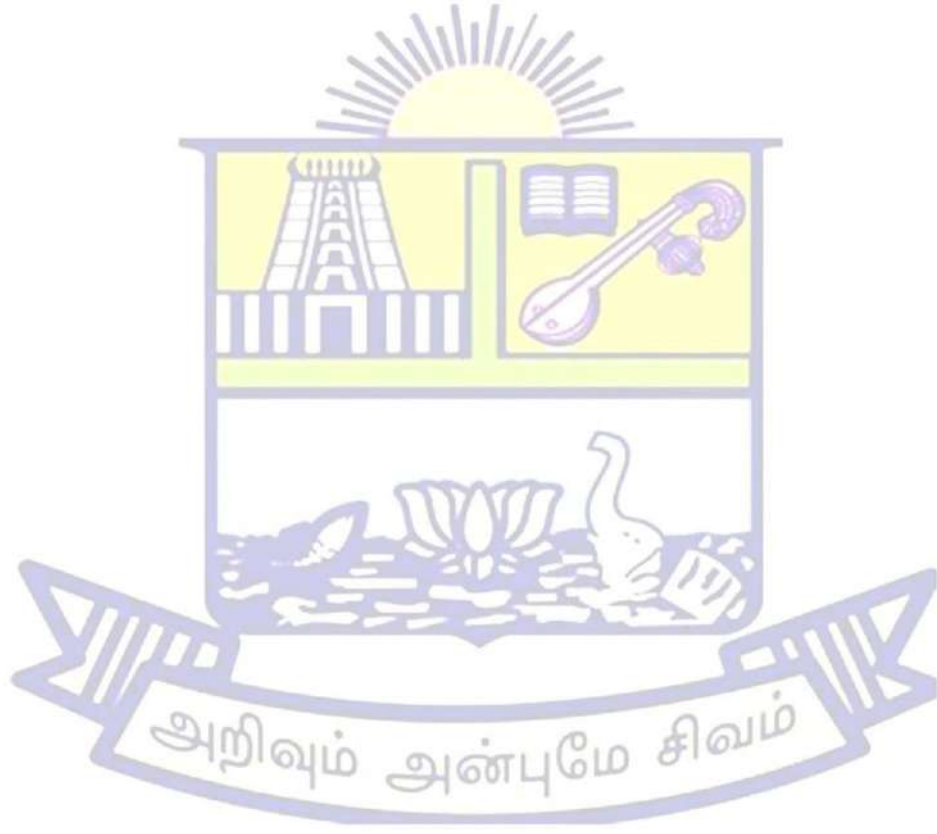
Course Code	Course Title	Category	L	T	P	Credit
PEN23CT11	English Poetry	Core/Elective	4	2	-	4

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This Paper introduces medieval English poetry and various other early writing forms to the students. Representative poets across different centuries are represented so that students can appreciate medieval English literature and understand its origins.

Pre-requisites

Students are expected to have prior acquaintance with the major works and writers which are representative of the Medieval Age.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Gain ideas about medieval English writing styles.	K1	70	70
CO2	Acquire knowledge about various forms of poetry across different centuries.	K2	70	70
CO3	Evaluate various poets as representatives of their respective ages.	K3	70	60
CO4	Trace the evolution of various literary movements.	K4	80	70
CO5	Justify British Poetry as an aesthetic record of the societies concerned.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	-	L	L
CO2	S	M	-	S	-	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: English Poetry

UNIT I   Middle English Poetry

Geoffrey Chaucer - The General Prologue

Pardoner, The Nun; Doctor, Friar

UNIT II   Elizabethan Poetry

Edmund Spenser - Epithalamion

George Herbert - The Pulley

John Donne - The Canonization

Andrew Marvel - To His Coy Mistress

UNIT III Seventeenth Century Poetry

John Milton - Paradise Lost Book IX

UNIT IV   Eighteenth Century Poetry

John Dryden - Alexander's Feast

Thomas Gray - Elegy Written in a Country Churchyard

William Wordsworth - Lines Written a Few Miles above Tintern Abbey

John Keats - Ode on a Grecian Urn

Alfred Lord Tennyson – Ulysses

UNIT V   Modern Poetry

W.B. Yeats - Sailing to Byzantium

Rupert Brooke - The Soldier

T.S. Eliot - The Wasteland

W.H. Auden - Musee des Beaux Art

Dylan Thomas - Do Not Go Gentle into That Good Night

Philip Larkin - Whitsun Weddings

Ted Hughes- Hawk Roosting

Text Book

Kermonde, Frank. *The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. London*: OUP, 1973.

Reference Books

Eliot, T.S. "The Metaphysical Poets" from Selected Essay. London: Faber and Faber limited, 1932.

Bennett, H. S. Chaucer and the Fifteenth Century, London: Clarendon Press, 1970.

Bradbury, Malcolm and Palmer, David. Metaphysical Poetry. Stratford – upon – Avon Studies Vol. II. London, 1970.

Keats, R. Keats. Seventeenth Century English Poetry: Modern Essays in Criticism. London: OUP, 1971.

George, A.G. Studies in Poetry. London: Heinemann Education Books Ltd., 1971.

Daiches, David. A Critical History of English Literature Vols. I &II. London: Secker & Warburg, 1981.

Corns, Thomas. The Cambridge Companion to English Poetry: Donne to Marvell. Cambridge: CUP, 1993.

Online Resources

http://www.english/.org.uk/chaucer/htm

https://www.britannica.com/topic/The-Canonization

https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton

https://www.britannica.com/topic/Absalom-and-Achitophel

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En glish.htm

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23CT12	English Drama	**Core II**	4	2	-	4

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper includes important Drama spread through various ages like Elizabethan, Restoration, Victorian and the early Modern Age.

Pre-requisites

Prior familiarity with important dramatic works in English is expected on part of the students.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Critically appreciate various aspects of drama and theatre.	K3	70	70
CO2	Identify drama/performance as a cultural process and as an artistic discourse.	K2	70	80
CO3	Evaluate dramatic elements like plot, structure, characterization and dialogue.	K1	60	60
CO4	Interpret drama texts as aesthetic records of their times viz.,Elizabethan, Restoration, Victorian and the Early Modern age.	K4	70	70
CO5	Examine the co-relation with Modern and Postmodern British Drama	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	-	S	-	L	L
CO2	S	S	-	S	-	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	-	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	**II Internal Marks**	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: English Drama

UNIT I -Beginnings of Drama

Miracle and Morality Plays, The Senecan and Revenge Tragedy

Thomas Kyd : The Spanish Tragedy

UNIT II - Elizabethan Theatre

Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy

Christopher Marlowe : The Jew of Malta

UNIT III - Jacobean Drama

Jacobean Masque, Tragedies and Satire

John Webster : The White Devil

UNIT IV - Restoration

Irish Dramatic Movement

J.M. Synge   : The Playboy of the Western World

UNIT V - Epic Theatre

Comedy of Menace, Post-Modern Drama

Harold Pinter : The Birthday Party

Text Books

Bradbrook, M.C. The Growth and Structure and Elizabethan Comedy. London,1955.

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

Reference Books

Una Ellis-Fermor, The Jacobean Drama: An Interpretation, Methuen & Co., London. 1965.

Allardyce Nicoll, British Drama, Harrap; London, 1973.

Bradbrook, M.C, Themes and Conventions of Elizabethan Tragedy. New Delhi: Vikas Publishing House Pvt., Ltd., 1979.

Hathaway, Michael. Elizabethan Popular Theatre: Plays in Performance. London: Routledge, 1982.

Kinney, Arthur. F. A Companion to Renaissance Drama. Oxford: Blackwell Publishing, 2004.https://www.britannica.com/art/epic-theatre

Online Resources

http://www.questia.com(Online library for research)
http://www.clt.astate.edu/wmarey/asste%
https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
https://www.britannica.com/art/English-literature/The-Restoration
https://www.britannica.com/art/epic-theatre

THIAGARAJAR COLLEGE, MADURAI-9
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Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23CT13	English Fiction	Core-III	4	2	-	4

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This course explores the world of fiction through the lens of English Literature. It examines the genre of fiction and analysis literary techniques used by authors to create compelling work of fiction.

Pre-requisites

Student should have good proficiency in English language and basic knowledge of literary terms and concepts such as plot, character, setting, theme and symbolism.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Gain in-depth knowledge about the different types of novels.	K1	70	70
CO2	Learn the art of writing different forms of novel with the acquired knowledge/skill.	K2	60	60
CO3	Explore Social, domestic and gothic novels.	K3	70	70
CO4	Assess the philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	K4	70	60
CO5	Infer themes relating to events during the turn of the century through close reading of the texts.	K5	80	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	-	L	L
CO2	S	M	-	S	-	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: English Fiction

UNIT I

Novel as a Form, Concepts and Theories about the Novel

Types, Narrative Modes: Omniscient Narration.

Allegorical Novel and Satire.

John Bunyan - The Pilgrim's Progress

UNIT II

The New World Novel

Daniel Defoe - Robinson Crusoe

UNIT III
Middle Class Novel of Manners
Jane Austen - Emma

UNIT IV
Women's Issues
Charlotte Bronte - Jane Eyre

UNIT V
Liberal Humanism,
Individual Environment and Class Issues.
James Joyce - Portrait of the Artist as a Young Man
D.H. Lawrence's - The Rainbow

Text Books

Booth C. Wayne. The Rhetoric of Fiction, Chicago University Press,
London, 1961.
Leavis F.R. The Great Tradition, Chatto &Windus, London, 1973.

Reference Books

Karl, R. Frederick. Reader's Guide to the Development of the English Novel till the 18th Century. Southampton: The Camelot Press Ltd. 1977.

Kettle, Arnold. An Introduction to English Novel Vol. II. X. New Delhi: Southampton, 1967.

Milligan, Ian. The Novel in English: An Introduction. Hong Kong: Macmillan, 1983.

Watt, Ian. Rise of the English Novel. London: Chatto &Windus, 1974.

Williams, Raymond. The English Novel: From Dickens to Lawrence. London: Chatto &Windus, 1973.

Online Resources

http://en.wikipedia.org/wiki/English_literature
http://en.wikipedia.org/wiki/novel
https://www.britannica.com/art/picaresque-novel

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ET11	Indian Writing in English	Elective-I	3	1	-	3

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This papers explores the rich and diverse world of Indian literature written in English. It examine various genres of Indian writing in English including novels, short stories, poetry, and drama.

Pre-requisites

Student should have a strong command of the English language and familiarity with Indian history and culture.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand various themes of Indian Writing in English	K2	70	70
CO2	Identify the major trends in Indian Writing in English	K1	80	80
CO3	Examine the background and settings of the prescribed texts	K3	70	70
CO4	Evaluate the cultural significance of Indian English Literature	K4	70	70
CO5	Gain exposure to diverse culture and literature and further equip the students to understand current socio-cultural situations.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	-	S	-	L	L
CO2	S	S	-	S	-	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	L	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Indian Writing in English

UNIT I: Poetry

Toru Dutt: The Casuarina Tree

Aurobindo Ghose: Rose of God

Sarojini Naidu: Palanquin Bearers

Kamala Das: Looking Glass

R. Parthasarathy: A River Once

Nissim Ezekiel: Morning Prayer

UNIT II: Poetry

Keki.N.Daruwalla : Vignette I

Jayanta Mahapatra: An October Morning

Shiv.K.Kumar – Days in New York

Gieve Patel: Grandparents at Family Get-Together

Saleem Peeradina : Sisters

Arvind Krishna Mehrotra: Songs of the Ganga

UNIT III Prose

Rabindranath Tagore: My School

Dr. S. Radhakrishnan: Emerging World Society

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

UNIT IV Drama

Girish Karnad: Nagamandala.

Asif Currimbhoy: Inquilab

UNIT V Fiction

Shashi Deshpande: Roots and Shadows

Amitav Ghosh – The Hungry Tide.

Text Books

Ramamurti, K.S. (ed.). Twenty-five Indian Poets in English. Macmillan, 1995.

Satchidanandan, K. Authors, Texts, Issues: Essays on Indian literature. Pencraft International, 2003.

A.P.J. Abdul Kalam, Arun Tiwari (Contributor). Wings of Fire: An Autobiography, Universities Press,2011.

Karnad, Girish. Nagamandala, OUP,1991.

Asif Currimbhoy. Inquilab: A Play in Three Acts, Writers Workshop, 1971.

Deshpande, Shashi. Roots and Shadows, Sangam Books Ltd.,1992.

Ghosh,Amitav. The Hungry Tide, Harper Perennial ,2006.

Reference Books

Herbert H. Gowen. A History of Indian Literature, Seema Publications, 1975.

K.R. Srinivasa Iyengar. History of Indian Writing in English, Sterling Publishers,1962.

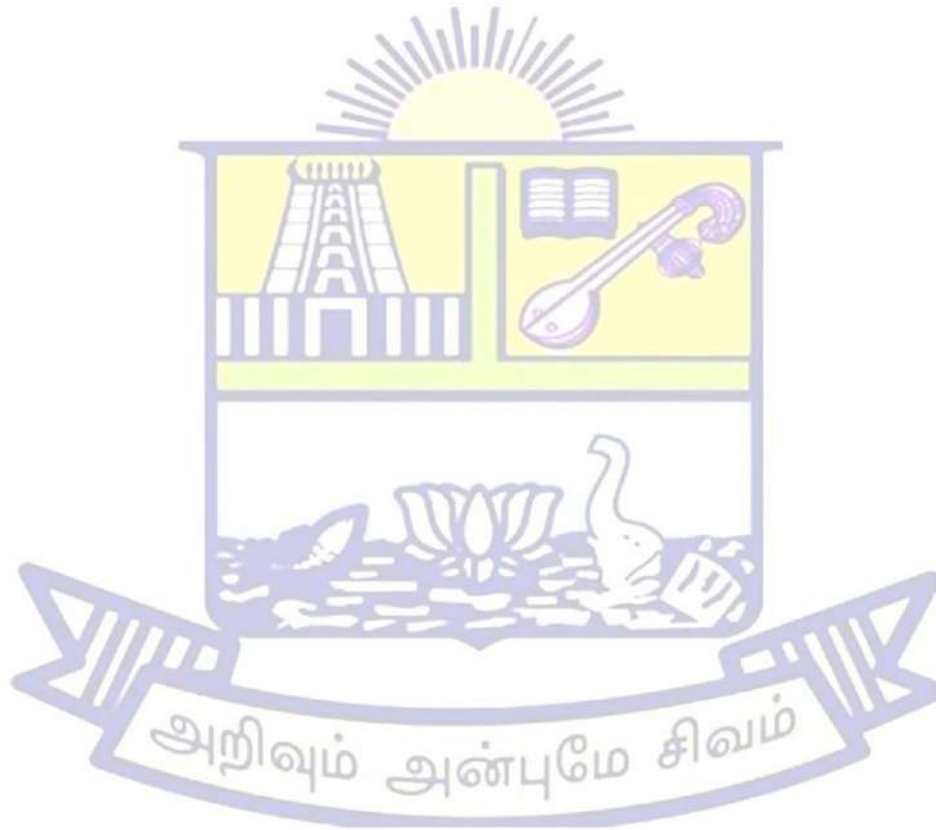Amit Chaudhuri, The Picador Book of Modern Indian Literature, Macmillan, 2001.

https://en.wikipedia.org/wik/indian_wriTIng_in_english
https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
https://www.britannica.com/biography/Sri-Aurobindo
https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/

PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ET12	Theatre Art	Elective II	3	1	-	3

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper examines various aspects of theatre including acting, directing, stage design and production. It also includes practical experiences and projects that allows development of one's skill as a theatre artist.

Pre-requisites

Students should be familiar with dramatists like William Shakespeare and Bernard Shaw and nuances of stage direction and acting.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand a broad range of theatrical disciplines and experiences.	K2	70	70
CO2	Identify the diversity of theatrical experiences and the role of theatre in society.	K1	70	70
CO3	Discover the relationships among various facets of theatre.	K3	70	70
CO4	Estimate drama as a performing art and evaluate other aspects of stage craft.	K5	70	60
CO5	Gain exposure to diverse components of acting techniques.	K4	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	-	S	-	L	L
CO2	S	S	-	S	-	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Theatre Art

UNIT I -

Drama as a Performing Art

Relationship between Drama and Theatre

The Role of Theatre

The need for Permanent Theatres

UNIT II -

Greek Theatre

The Absurd Theatre

The Epic Theatre

The Multipurpose Theatre

Designing for a Particular Theatre

The Eastern Theatre - Conventional and the Non-conventional Theatre

Folk Theatre

Urban Theatre

UNIT III -

Fundamentals of Play Directing:

Concept, Technique, Physical Balance, Demonstration

The Director and the Stage

UNIT IV -

Components of Acting: Gesture, Voice, Costume, Make-up, Mask

Different Styles in Acting as an Art Form

Violence in the Theatre

Need for Censorship

Managing Time and Space

UNIT V -

Theatre of Illusion,

Expressionism and Dramatic Symbolism,

Stage Design in the Modern World,

Lighting in the Modern World,

Word versus Spectacles

Text Book

Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. Chennai: New Century Book House (P) Ltd.,2015.

Reference Books

Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge: Cambridge University Press,2008.

Leach, Robert. Theatre Studies: The Basics. London: Routledge, 2013.

Online Resources

https://paradisevalley.libguides.com/the111/theatre_history_websites
https://www.britannica.com/place/England/Performing-arts
https://www.worldhistory.org/Greek_Theatre/
https://archive.org/details/fundamentalsofpl0000dean_y3x3
http://scriptclickcreate.weebly.com/acting.html
https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A. English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ST11	English Literature for Competitive Examinations	PCC	2	-	-	2

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This paper is designed to provide students with a comprehensive knowledge of English literature thereby making them ready for various competitive examination like UGC-NET.

Pre-requisites

Students should possess basic knowledge of history of England and its literature.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Remember literary terms, forms and other theoretical elements.	K1	80	70
CO2	Understand different periods of English literature.	K2	70	70
CO3	Apply the learnt theories to multiple texts.	K3	70	70
CO4	Analyse any given text thematically and technically	K4	70	70
CO5	Interpret various literary works	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	-	L	M
CO2	S	L	-	S	-	L	L
CO3	S	L	-	S	L	L	L
CO4	S	L	-	S	L	M	M
CO5	S	L	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy

	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: English Literature for Competitive Examination

Unit I
Literature of the Absurd
Aestheticism
Burlesque

Unit II
Canons of Literature
Comedy of Humors
Dream Vision

Unit III
Edition
Fancy and Imagination
Great chain of Being

Unit IV
Haiku
Heroic Couplet and Heroic Drama
Ivory Tower

Unit V
Jeremiad
Modernism and Postmodernism
Myth

Text Books

Abrams, M.H. A Glossary of Literary Terms. Singapore. Thomson Asia Private Ltd. 1999. Print

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Post –Colonial Studies. The Key Concepts. 3rd Edition. Routledge. 2013.

Reference Books

Cuddon J.A. The Penguin Dictionary of Literary Terms and Literary Theory.Fifth Edition. London: Penguin Reference Library. 2014.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Post –Colonial Studies. The Key Concepts. 3rd Edition. London: Routledge. 2013.

Online Resources

https://onlinecourses.nptel.ac.in/noc20hs19/preview
http://www.luminarium.org/
https://poemanalysis.com/genre/absurd/
https://www.bl.uk/medieval-literature/articles/dream-visions
https://www.britannica.com/topic/Great-Chain-of-Being

PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23AT11	Technical Writing	Soft Skill I	2	-	-	2

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	First	25	75	100

Preamble

This syllabus is designed to provide students with a comprehensive understanding of technical writing and its nuances. The paper explores a wide range of topics related to technical writing thereby preparing the students for various technical writing jobs.

Pre-requisites

Student should have good language proficiency along with good writing and computer skills.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.	K2	70	70
CO2	Be able to produce a set of documentsrelated to technology and writing in the workplace and improve their ability to writeclearly and accurately.	K1	80	80
CO3	Understand the basic components of definitions, descriptions,process explanations, and other common forms of technical writing.	K3	70	60
CO4	Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.	K4	70	70
CO5	Be able to read, understand, and interpret material on technology.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	-	L	M
CO2	S	S	M	S	-	L	L
CO3	S	M	L	S	L	M	L
CO4	S	S	L	S	L	M	M
CO5	S	S	M	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Technical Writing

UNIT I

Technical Writing: A Curtain Raiser

P-W-R and BPS,

From Sentences to Paragraphs

UNIT II

The Know-How of Technical Descriptions

Document Design

Graphics: Enhancing Content

UNIT III

Data Interpretation
Presentation
News Reports
Proposals
Brochures
User Manuals

UNIT IV

Blogging,
Vlogging,
Posting on social media

UNIT V

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

Text Book

Alred, Gerald J., et al. Handbook of Technical Writing. 9th ed. Boston: Bedford/St Martins, 2020.

Reference Books

Richard, T. A. A Guide to Technical Writing. San Francisco: Mining and Scientific Press, 2007.

Online Resources

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

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PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23CT21	American Literature	Core-IV	4	2	-	5

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This syllabus explores the works of American writers from different time periods, religion and backgrounds delving into their unique experience and perspectives through their works which shaped American literature.

Pre-requisites

Students should have good reading, writing and critical thinking skills they should have the ability to analyse themes symbols and other literary techniques.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Analyze the movements and trends that shaped American literature	K1	80	80
CO2	Estimate various speeches and concepts of living which changed American history	K2	70	80
CO3	Evaluate the relation between aesthetics and racism in fiction	K3	70	70
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K4	70	70
CO5	Gain exposure to the different literary genres and its evolution in American Literature	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	-	L	L
CO2	S	S	-	S	-	L	L
CO3	S	M	-	S	L	M	L
CO4	S	M	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	M	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: American Literature

UNIT I -POETRY
Walt Whitman - Out of the Cradle Endlessly Rocking
Emily Dickinson - The Last Night That She Lived
Robert Frost - After Apple Picking
E. E. Cummings - Cambridge Ladies
Wallace Stevens - Anecdote of the Jar
Robert Lowell - Skunk Hour
Sylvia Plath - Lady Lazarus
Adrienne Rich - Snapshots of a Daughter-in-law

UNIT II - PROSE
Ralph Waldo Emerson - The American Scholar
Henry David Thoreau - Walden (Chapter: Pond)

UNIT III - DRAMA
Arthur Miller - Death of a Salesman

UNIT IV – FICTION
Herman Melville - Bartleby the Scrivener
Edgar Allan Poe - The Cask of Amontillado
Toni Morrison - Beloved

UNIT V - AUTOBIOGRAPHY
Alex Haley and Malcolm X - The Autobiography of Malcolm X

Text Books

Melville, Herman. Bartleby The Scrivener. Melville House Publishing, 2004.

Miller, Arthur. Death of a Salesman. New York: Penguin Books, 1996.

Morrison, Toni. Beloved. Vintage Classics, 2007.

Poe, Edgar Allan. The Cask of Amontillado. Charlottesville, Va. :University of Virginia Library Electronic Text Center, 1993.

X, Malcolm, and Alex Haley. The Autobiography of Malcolm X. Ballantine Books, 1989.

Reference Books

Cunliffe, Marcus. Sphere History of Literature: American Literature to 1900.London: Sphere Books, 1986.

Ford, Boris. The New Pelican Guide to English Literature - Vol.9. American Literature.

Online Resources

https://www.thoughtco.com/american-literary-periods-741872
https://www.poetryfoundation.org/poets/walt-whitman
https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/
https://www.britannica.com/art/American-literature
https://ivypanda.com/essays/edgar-allan-poe-and-herman-melville- comparison/

PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23CT22	Shakespeare Studies	Core-V	4	2	-	4

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper is a comprehensive exploration of the life, works and the legacy of William Shakespeare. It includes a selection of Shakesperean plays, sonnets and it examines their literary, historical, cultural and theatrical contexts.

Pre-requisites

Student should have the proficiency in reading and understanding complex texts. Proficiency in reading and analysing literature including poetry, plays and sonnets is important.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Critically understand the appreciations by critics on Shakespeare.	K3	80	70
CO2	Understand Elizabethan theatre and the theatre's development.	K2	70	70
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets.	K1	70	70
CO4	Understand the trends in Shakespeare studies.	K4	70	70
CO5	Learn modern approaches in Shakespearean criticism.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	-	S	-	L	L
CO2	S	S	-	S	-	M	M
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	M	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Shakespeare Studies

UNIT I: General Shakespeare

Shakespeare Theatre

Theatre Conventions

Sources

Shakespeare on the Twentieth Century Stage

Famous Actors

Shakespeare on Film and Television

Sonnets

Court and Courtly Love

UNIT II: Comedy

Much Ado About Nothing

Sonnets:12, 20, 86, 130

UNIT III: Tragedy

Othello

UNIT IV: History

Henry IV - Part I

UNIT V: Criticism

A.C. Bradley   :   Shakespearean Tragedy (Chapter V & VI)
Stephen Greenblatt :   Invisible Bullets: Renaissance Authority and its Subversion
Ania Loomba : Gender, Race and Renaissance Drama ("Sexuality and Racial Difference")

Text Books

Ali, Aamir. A Basic Introduction to Shakespeare. Oxford U P, 1993.

Greenblatt, Stephen. editor, The Norton Shakespeare. W. W. Norton & Co., 1997.

Gupta, S.C. Sen. A Shakespeare Manual. Oxford U P, 1977.

Nicoll, Allardyce. Shakespeare in His Own Age. Cambridge U P, 1980.

Reese, M.M. Shakespeare: His World and his Work. Universal Book Stall, 1991.

Wells, Stanley. The Cambridge Companion to Shakespeare Studies. Cambridge U P, 1986.

Reference Books

Andrews, John F, editor. William Shakespeare: His World, His Work, His Influence. Charles Scribner's Sons, 1985.

Dollimore, Jonathan, editor. The Radical Tragedy. The Harvester P, 1984.

Holmes, Martin, and John Murray. Shakespeare's Public: The Touchstone of his Genius. Cambridge U P, 1960.

Knight, G.W. The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies. 1957.

Toropov, Brandon. Shakespeare For Beginners. Orient Longman, 2001.

Online Resources

http://www.shakespeare.bham.ac.uk/resources
https://www.britannica.com/biography/William-Shakespeare/Shakespeares-sources
https://www.folger.edu/shakespeares-theater
https://www.britannica.com/art/sonnet
https://www.sparknotes.com/shakespeare/othello/genre/
https://www.historytoday.com/archive/british_english_monarchs/henry-iv
http://www.risingpress.org/cnu/308/invisible.pdf

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23CT	Post-Colonial Theory and Literature	Core-VI	4	2	-	4

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

Postcolonial Theory and Literature is an interdisciplinary course that examines the literary works and theoretical perspectives emerging from postcolonial societies worldwide.

Pre-requisites

Post colonial studies requires critical analysis and interpretation of literature and theoretical texts. The ability to think critically, analyse themes, ideologies, and theoretical frameworks, and engage in thoughtful discussion s is crucial.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand the emerging trends in Post- Colonial Literature	K2	70	70
CO2	Critically understand the political and social background of the third world nations	K1	80	80
CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	K3	70	70
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K4	70	70
CO5	Interpret the postcolonial concepts found in different literary genres	K5	60	60

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	-	L	L
CO2	S	S	-	S	-	L	L
CO3	S	L	-	S	L	S	L
CO4	S	L	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Post-Colonial Theory and Literature

UNIT I–Poetry

A. D. Hope	-	The Death of the Bird
Derek Walcott	-	The Ruins of a Great House
Gabriel Okara	-	Once Upon a Time
James Reaney	-	Maps
A.K. Ramanujan	-	Returning
Arun Kolatkar	-	An Old Woman
Kofi Awonoor	-	The Weaver Bird
George Bowering	-	Grand Father

| Muhammad Haji Salleh | - | Do not Say |
| Grace Nichols | - | In My Name |

UNIT II–Prose

| Bill Ashcroft, Gareth Griffiths and Helen Tiffin | - | The Empire Writes Back (Introduction) |
| Ngugi WaThiango | - | Decolonizing the Mind: The Politics of Language in African Literature (Chapter 1: The Language of African Literature) |

UNIT III–Drama

| Dougals Stuart | - | Ned Kelly |
| Wole Soyinka | - | The Lion and the Jewel |

UNIT IV –Short Stories

James Joyce	-	Araby
Nadine Gordimer	-	Loot
Chinua Achebe	-	Dead Men's Path
Kate Grenville	-	Mate

UNIT V – Short Stories

| Bapsi Sidwa | - | Ice Candyman |
| Arundathi Roy | - | The God of Small Things |

Text Books

Ashcroft, Bill, et al., editors. Post-Colonial Studies Reader. Routledge, 2006.

Ashcroft, Bill, et al. The Empire Writes Back: Theory and Practice in Post-Colonial Literature. Routledge, 1989.

WaThiango, Ngugi. Decolonising the Mind: The Politics of Language in AfricanLiterature. East African Educational Publishers Ltd, 2005.

Reference Books

Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen. Post-Colonial Studies: The Key Concepts. New York: Routledge, 2008.

Fanon, Frantz. The Wretched of the Earth. New York: Grove Press, 2004.

Said, Edward W. Orientalism, Vintage Books, 1979.

https://prepp.in/news/e-492-lord-macaulays-minute-1835-modern-india-history-notes
https://www.resetdoc.org/story/ashis-nandy-why-nationalism-and-secularism-failed-together/
https://www.mastereducator.in/blog/oriental-occidental-controversy
https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
https://en.wikipedia.org/wiki/Ashis_Nandy
https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/

PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ET11	Approaches to English Language Teaching	Elective III	3	1	-	3

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

Through a combination of theoretical knowledge and practical application this paper delves into the various aspects of language teaching including, language skills, pedagogical approaches and classroom management techniques.

Pre-requisites

Language proficiency is typically a requirement for studying ELT. This includes strong reading, writing, speaking and listening skills.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Know a brief history of language teaching methods.	K1	70	70
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching.	K2	80	80
CO3	Identify the objectives, active role of learners, teachers and materials for different approaches in teaching	K3	70	70
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc. and develop it.	K4	70	70
CO5	Understand the use of radio and television in language learning.	K5	70	60

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	-	L	L
CO2	S	S	M	S	-	L	L
CO3	S	S	L	S	L	L	L
CO4	S	M	L	S	L	S	M
CO5	S	S	M	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S

Blooms Taxonomy			End of Semester Marks
	CA		
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of t

UNIT I

A Brief history of Language Teaching

The Grammar – Translation method

The Direct method

The Audio-lingual method

Language teaching innovations in the nineteenth century

UNIT II

Nature of approaches and methods in Language Teaching

Definition of Approach and method

Objectives, Syllabus, learning activities, roles of learners, teachers

Materials of the following approaches:

Oral approach and situational language teaching

The Silent Way

Community Language Learning.

 Suggestopedia.

Competency based Language teaching.

UNIT III

Current Communicative Approaches

The Natural Approach

Cooperative language learning

Content based instruction

Task-based language teaching

UNIT IV

Teaching Aspects

Teaching Prose

Teaching Poetry

Teaching Grammar,

Teaching of Non-Detailed Text.

UNIT V

Use of Media in ELT

The integration of elements in multi- media language learning systems

BBC English by Radio and Television -an outline history

(Using BBC English by Radio and Television in the classroom)

Text Books

Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2015.
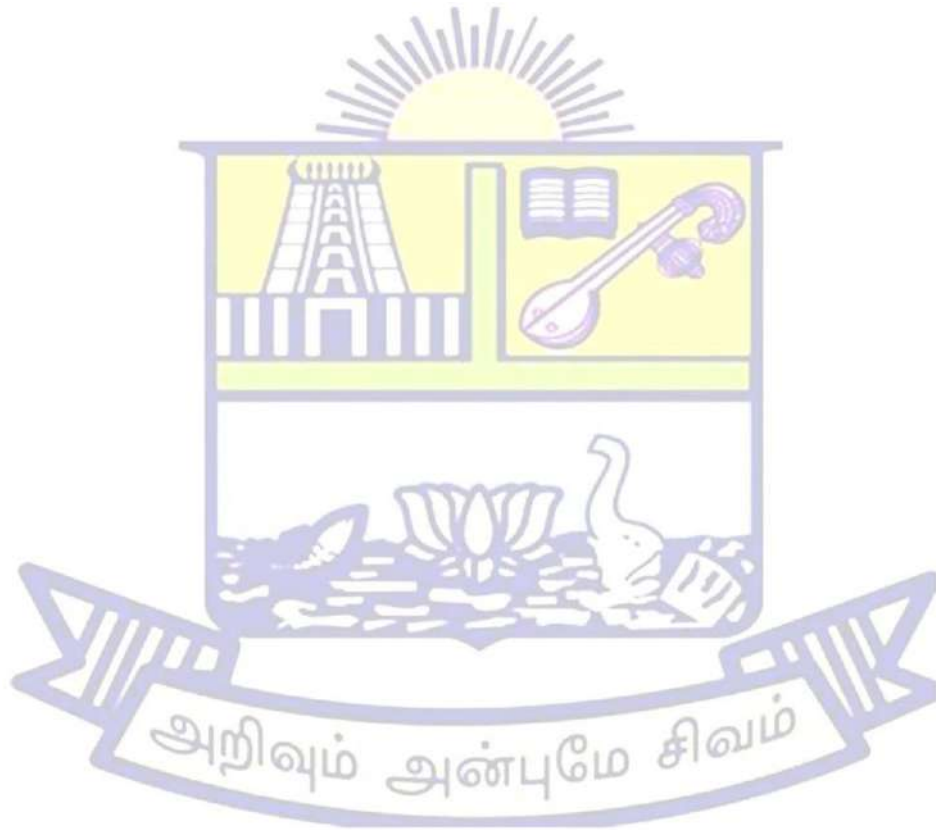
The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London, 1979.

Reference Books

Mowla, Shaikh. Methods of Teaching English. New Delhi: Neelkamal, 2016.

http://www.ehow.com/way-5557572_effective-teaching-strategies- prose.htm/
https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/
https://www.cambridge.org/core/books/abs/approaches-and-methods-in-langu age-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E 1504138AF17
https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language %20Teachingv3.pdf

PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ET12	A Glimpse of Nobel Laureates	Elective-IV	3	1	-	3

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This paper embarks on a captivating journey through the achievements and contributions of remarkable individuals who have been awarded Nobel Prize in Literature.

Pre-requisites

Familiarity with the award winning authors and their works is expected on part of the students.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Relate to the outstanding minds of the Nobel Laureates in an idealistic direction that adds to the benefit of Humankind.	K3	70	70
CO2	Interpret the works of various Nobel Laureates.	K4	70	70
CO3	Analyse different themes regarding social,	K2	70	70
CO4	Remember political and other cultural aspects.	K1	70	70
CO5	Be able to evaluate the prescribed texts critically and aesthetically.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	L	-	S	M	L	L
CO2	S	S	-	S	L	L	L
CO3	S	M	-	S	L	L	L
CO4	S	M	-	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	M	L
CO2	S	L	M	L	M
CO3	S	M	L	L	M
CO4	M	M	S	L	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: A Glimpse of Nobel Laureates

UNIT I

DETAILED POETRY

Rudyard Kipling - The Power of the Dog

Bin Rabindranath Tagore - Geetanjali- Songs 11, 12

Pablo Neruda - If You Forget Me, A Song of Despair

NON-DETAILED POETRY

Octavio Paz - As One Listens to the Rain, The Street

Dereck Walcott - A Far Cry from Africa

Seamus Heaney - Oracle

Bob Dylan -Blowin' In The Wind

Louise Gluck - Nostos

UNIT II

DETAILED PROSE

Albert Camus- The Myth of Sisyphus (Chapter 4)

NON-DETAILED PROSE

Thomas Mann - Chekhov- From Last Essays

Nadine Gordimer – The Essential Gesture: Writers and Responsibility

UNIT III

DETAILED DRAMA

Samuel Beckett – Waiting for Godot

NON-DETAILED DRAMA

George Bernard Shaw - Man and Superman

UNIT IV SHORT STORIES

Luigi Pirandello	-War
Pearl. S. Buck	-The Good Deeds
Naguib Mahfouz	-Half A Day
Alice Munro	- Boys and Girls, The Turkey Season
Kazuo Ishiguro	- A Family Supper

UNIT V NOVELS

Gabriel Garcia Marquez	-One Hundred Years of Solitude
Orhan Pamuk	-The White Castle

Text Books

Shanker, Shiv. Nine Nobel Laureates in English Literature. Omega Publications, 2012.

Winston, Clara, and Tania and James Stern, translators. Last Essays. By Thomas Mann, Alfred A.Knopf, 1959.

Rabassa, Gregory translator One Hundred Years of Solitude by Garcia Marquez Gabriel, Penguin Random House ,1967.
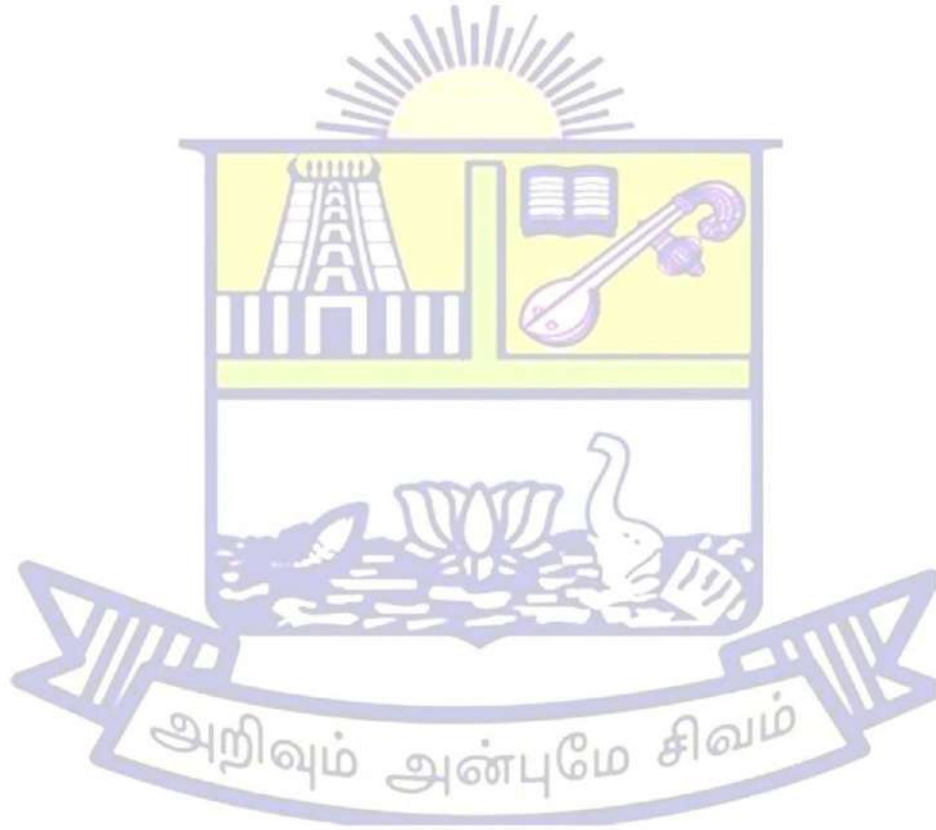
Victoria Rowe Holbrook , translator. The White Castle by Orhan Pamuk, Faber and Faber,2000.

Reference Books

Nine Nobel Laureates in English Literature. Omega Publications, 2012.

https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
https://www.britannica.com/biography/Pablo-Neruda
https://www.britannica.com/topic/Nobel-Prize
https://www.bobdylan.com/songs/blowin-wind/
https://www.britannica.com/biography/Alice-Munro
https://jerrywbrown.com/wp-content/uploads/2020/02/War-Pirandello-Luigi.pdf
http://englishiva1011.pbworks.com/f/HALFADAY.PDF
https://magicbarrel.files.wordpress.com/2010/12/family-supper_ishiguro.pdf
http://dbanach.com/sisyphus.htm
https://readalittlepoetry.com/2005/11/01/nostos-by-louise-gluck/
http://jchittaro.weebly.com/uploads/3/7/4/5/37454823/6_the_good_deed.pdf
https://www.poetryfoundation.org/

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23ST11	Technology in Teaching English	SEC I	2	-	-	2

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

This Paper is designed to introduce students to modern methods of teaching English using technology. The post-pandemic teaching relies heavily on technology and this paper specifically caters to that need.

Pre-requisites

Students are expected to have basic computing knowledge and good English language skills.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand digital systems, its	K1	80	80
CO2	organization and architecture.	K2	70	70
CO3	Identify needs on a broader spectrum and able to recognize the evolving role of Digital Technologies.	K3	60	60
CO4	Discuss how technology affects language learning and teaching today	K4	70	70
CO5	Use strategies to teach vocabulary growth through social media.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	-	L	L
CO2	S	M	S	S	-	L	L
CO3	S	M	S	S	L	M	L
CO4	S	M	M	S	L	M	M
CO5	S	S	M	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	**II Internal Marks**	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of t

UNIT I

Definition -Virtual- Learning Environment:

Meaning- Web-Based Learning Environment

Virtual- Learning Environment

Web Tools

Effective Web Tools in Teaching

Classroom Tools.

UNIT II

Webpage Development:

How to develop a webpage, hosting a Web page

Meta Data Development

Content Writing,

Creating Ads,

Wikipedia Development: How to develop and edit Wikipedia.

UNIT III

Computational Linguistics:

Introduction to speech recognition (SR) systems

Text-To-Speech (TTS) synthesizers

Interactive voice response (IVR) systems

Search engines

Text editors and language instruction materials.

UNIT IV

Lexicography

Introduction to Lexicography

Dictionary Development (e- Dictionary)

WorldNet, Thesaurus.

Language Teaching: First Language and Second Language Teaching

Various methods of Language Teaching.

UNIT V

E-Learning

Synchronous E-Learning

Vs

Asynchronous E-Learning of Language

E-Learning Challenges and Solutions

Application: Machine Translation.

Text Books

Anderson, Terry. The Theory and Practice of Online Learning. Athabasca UP, 2008.

Bates, A. W., and Albert Sangrà. "Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning." Jossey-Bass, an Imprint of Wiley, May 2011.

Reference Books

Butcher, N. and Wilson-Strydom, M. A Guide to Quality in Online Learning   Dallas TX: Academic Partnerships, 2013.

Batson, Trent, and Randy Bass. "Primacy of Process: Teaching and Learning in the Computer Age." Change, vol. 28, no. 2, 1996, pp. 42–47.

Online Resources
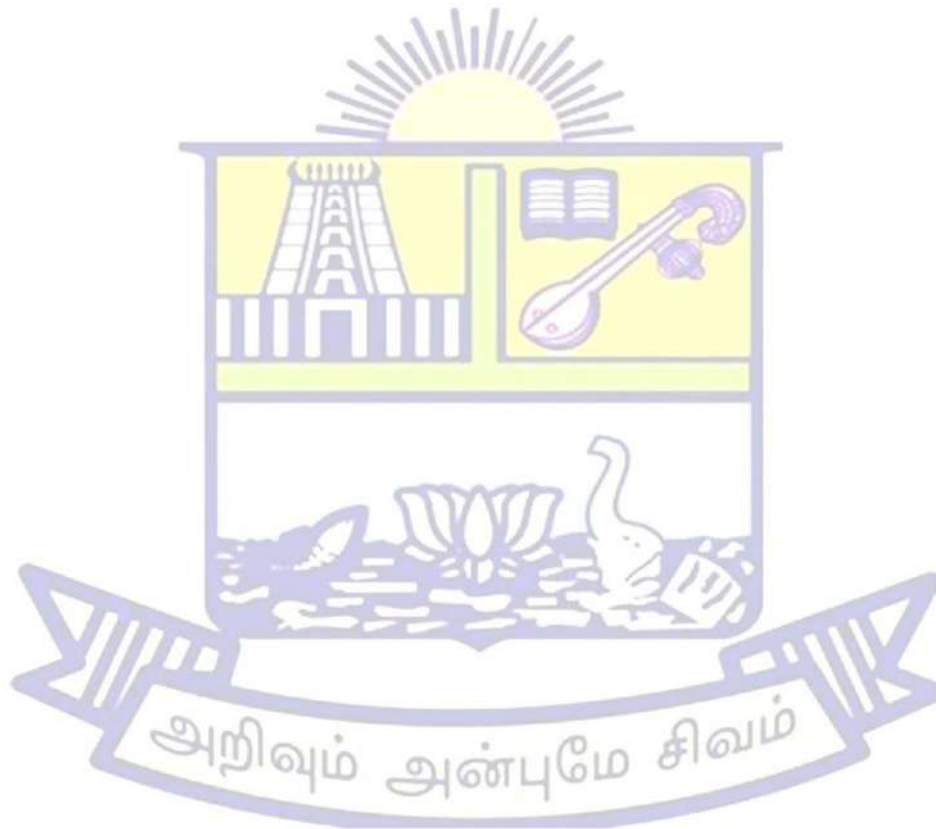
https://englishpost.org/tools-teach-english-technology/
https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series
https://www.techtarget.com/whatis/definition/virtual-learning-environment-V LE-or-managed-learning-environment-MLE?amp=1
https://en.m.wikipedia.org/wiki/Web_development
https://plato.stanford.edu/entries/computational-linguistics/
https://en.m.wikipedia.org/wiki/Lexicography

THIAGARAJAR COLLEGE, MADURAI-9
PG & Research Department of English
(For those who joined M.A.
English in 2023 and after)
Programme Code – PEN

Course Code	Course Title	Category	L	T	P	Credit
PEN23AT11	Communication Skills	AECC2	2	-	-	2

L-Lecture T-Tutorial P - Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
First	Second	25	75	100

Preamble

In this course students will learn to communicate effectively through verbal and non-verbal means and adapt their communication styles to different situations and audiences.

Pre-requisites

Students should possess good English language skills, willingness a good learning attitude.

Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	K Level	Expected Proficiency%	Expected Attainment%
CO1	Understand the role of communication in professional success.	K1	80	80
CO2	Develop an awareness of appropriate communication strategies.	K2	80	80
CO3	Analyze a variety of communication acts with reference to written and oral skills.	K3	70	70
CO4	Prepare and present messages with a specific intent.	K4	70	70
CO5	Gain an understanding of professional, ethical and social responsibilities.	K5	70	70

K1: Knowledge   K2: Understand   K3: Apply K4:Analyse K5: Evaluate

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	-	S	-	L	L
CO2	S	S	L	S	-	L	L
CO3	S	S	-	S	L	L	M
CO4	S	S	L	S	L	M	M
CO5	S	S	-	L	L	M	M

Strong –S (+++), Medium –M (++), Low-L (+)

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	L
CO2	S	L	M	L	M
CO3	S	S	L	L	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

Strong –S (+++), Medium –M (++), Low-L (+)

Blooms Taxonomy			
	CA		End of Semester Marks
	I Internal Marks	II Internal Marks	
Knowledge -K1	15% (9)	15% (9)	20% (30)
Understand -K2	15% (9)	15% (9)	20% (30)
Apply-K3	30% (18)	30% (18)	20% (30)
Analyze-K4	20% (12)	20% (12)	20% (30)
Evaluate-K5	20% (12)	20% (12)	20% (30)
Create-K6	15% (9)	15% (9)	20% (30)

Title of the course: Communication Skills

UNIT I - COMMUNICATION: AN INTRODUCTION

Definition, Nature and Scope of Communication

Types of Communication

Process of Communication

Barriers to Communication

UNIT II - AURAL/ORAL COMMUNICATION

Describing directions and routes in English

Congratulating people on their success

Expressing Opinions

UNIT III - CORPORATE COMMUNICATION

Demanding explanations Giving Instructions

Requesting and responding to requests

UNIT IV - VERBAL COMMUNICATION- WRITTEN

Circular

Memorandum

Minutes

UNIT V - PRACTICAL ASSESSMENT

Making Comparisons

Reporting on what others say

Persuading

Text Books

Brent, C. Oberg. Interpersonal Communication. London, Jaico Publishing House, 2006.
Seely, John. Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly.
Oxford: OUP, 2013.

Reference Books

Kaul, Asha. Effective Business Communication. PHI Learning Pvt. Ltd., 2014.

Mandal, S. K. Effective Communication and Public Speaking. London, Jaico Publishing House, 2006.

Online Resources

www.researchgate.net
https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048
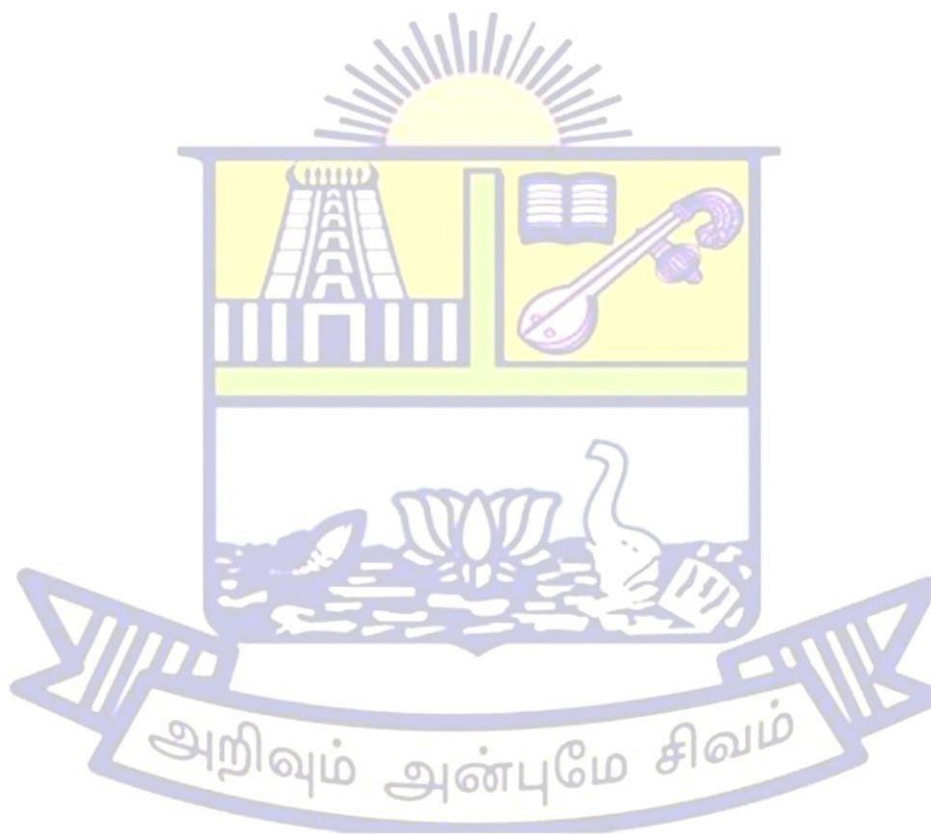https://wikieducator.org/introductiontocommunication
https://akpsi.org/what-is-oral-communication/
https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/

Thiagarajar College, Madurai - 625 009

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
Re-Accredited with "A^{++}" Grade by NAAC

**Academic Council Meeting
June 2023**

M.Phil - English
Syllabus - 2023 - 2024

Programme outcome-PO (Aligned with Graduate Attributes) - Master of Arts (M.Phil)

Knowledge and Critical Thinking
Develop a capacity to think more deeply, sensitively and clearly about the ethical dimensions of their life with others, not only in professional contexts but also in various personal and social contexts.

Effective Communication
Communicate effectively both verbally and in writing, Articulate their thinking about day-to-day issues lucidly and in-depth. Elaborate on the ideas, findings and contributions in their field of interest. Able to comprehend and write effective reports, design documents, make effective presentations and give and understand clear instructions.

Computer literacy
Able to make appropriate and effective use of information and information technology relevant to their discipline

Life Long Learning
Recognize the need for, have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

## Ethical, Societal and Environmental Sustainability
Apply ethical principles in all their activities and commit to professional ethics. Understand the impact and follow the rules and regulations in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

Teamwork and Employability skills
Capacity to communicate their knowledge for others, which may include teaching and supervision. Able to work collaboratively and effectively with others, respecting individual roles and responsibilities.

Innovation and Entrepreneurship
Identify a timely opportunity and using innovation to pursue that opportunity to create value and wealth for the betterment of the individual and society at large
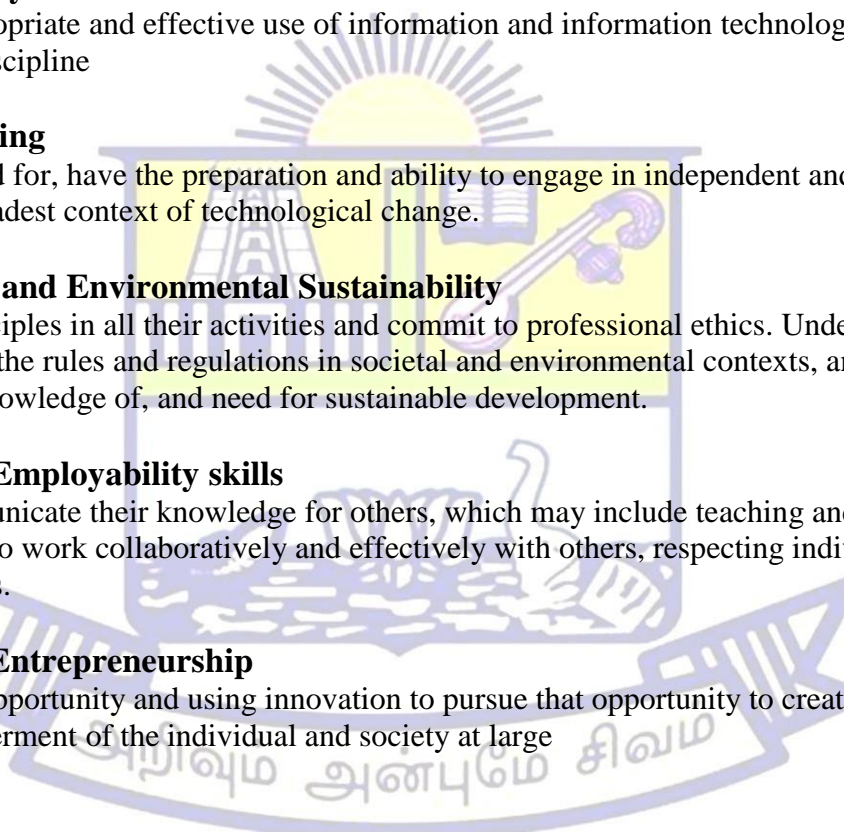
THIAGARAJAR COLLEGE, MADURAI – 9.
(Re-Accredited with 'A' Grade by NAAC)
PG & Research Department of English

Programme Educational Objectives (PEO)
The objectives of this programme are to equip/prepare the students to

| PEO1	grasp the fundamentals of research as a means of analysing the merits and demerits of literature.
PEO2	familiarise themselves as research scholars with various methods of rhetorics, both ancient and modern.
PEO3	acquire the art of discriminating of low, middle and high-brow writers.
PEO4	learn the skills of getting into various primary and secondary sources for research.
PEO5	develop the knowledge of contextual references by citing various resources.

Programme Specific Outcomes - M.Phil. English
On the successful completion of M.Phil. English, the students will

PO1	attain the skill of selecting and rejecting research materials.
PO2	acquire and apply the basic rules and regulations of research methodology.
PO3	choose the specific area of research with an attitude to become highly efficient research scholars.
PO4	develop the arts of writing research articles and theses.
PO5	come out with specific and specialized ways of research potentialities with proved problems and scope for further research.

Course Structure

Course	Code No	Subject	Hrs/ Week	Cred	Total Hrs	Max Mark CA	Max Marks SE	Total
First Semester								
Core 1	MEN23CT11	Research Methodology and Criticism	6	6	90	100	100	200
Core 2	MEN23CT12	A Course in Fiction	6	6	90	100	100	200
Core 3	MEN23CT13	A Study of Special Author: Maya Angelou	6	6	90	100	100	200
		Total	18	18	270	300	300	600
Second Semester								
Core 4	MEN23CT21	Dissertation	6	6	90	----	100	100
		Viva Voce	---	---	---	50	50	100
		Total	6	6	90	50	150	200
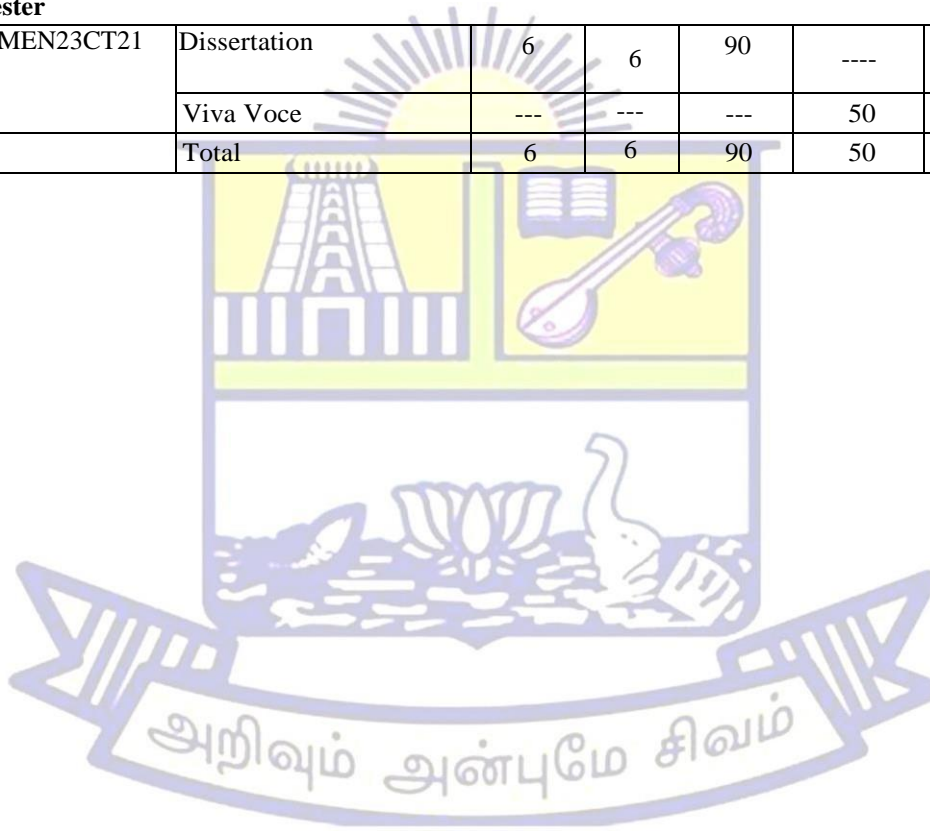
Thiagarajar College (Autonomous), Madurai – 625009
PG & Research Department of English
(For those who joined M.Phil. in June 2023 and after)
Programme Code – MEN

Course Code	Course Title	Category	L	T	P	Credit
MEN23CT11	Research Methodology and Criticism	Core 1	6	-	-	6

L-Lecture　　　　　T-Tutorial　　　　　P -Practical's

Year	Semester	Int. Marks	Ext. Marks	Total
I	I	100	100	200

Preamble

This paper gives the scholars an opportunity to learn Research Methodologies in a well- structured method and world standard examples. The paper also gives the scholars chances to expose themselves to various types citations and quotations in a scholarly way. The scholars are encouraged to present papers following MLA style sheet and it also gives a taste of criticism.

Course Outcomes:

On the completion of the course the student will be able to

		Course Outcome	Knowledge Level
CO1		understand the concept of dissertation writing .	K2
CO2		Identify the different methodologies of documentation.	K3
CO3		Make use of the various types of documentations in research papers.	K3
CO4		Organize the rules and regulations of chapterisation.	K5
CO5		Generate the critical theories.	K6

K1 – Knowledge　 K2- Understand　 K3- Apply　 K4 – Analyze　 K5-Evaluate　　　 K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	M	M	M	S	S
CO3	L	S	S	S	S
CO4	S	L	S	S	S
CO5	S	S	M	M	M

S– Strong　　　　　 M– Medium　　　　　 L – Low

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	L	S	S	S	S
CO2	M	S	M	S	S	S	S
CO3	S	S	S	M	M	S	S
CO4	S	S	M	M	M	S	S
CO5	M	S	M	S	M	S	S

S-Strong   M-Medium   L-Low

Blooms Taxonomy:

	CA		End of Semester
	First	**Second**	
Knowledge -K1	20	20	-
Understand -K2	20	20	40
Apply-K3	20	20	40
Analyze-K4	20	20	40
Evaluate-K5	20	20	40
Create-K6	20	20	40
Total Marks	120	120	200

Unit I: Principles of MLA style
Introduction
Why Document Sources?
Plagiarism and Academic
Dishonesty Think:
Evaluating Your Sources
Select: Gathering Information about Your
Sources Organize: Creating Your
Documentation

Unit II : Details of MLA Style
Introduction
Mechanics of
Scholarly Prose
Works cited
In-Text Citations
Citations in Forms Other
than Print

Unit III :
Structuralism
Introduction
A Structuralist Reading of *King Lear*
Suggestions for a Structuralistic Reading of "The
Aspern Papers"

Unit IV: Post-Structuralism, Deconstruction, Post-Modernism Introduction

A Post-Structuralistic Reading of *King Lear*

Suggestions for a Post-Structuralist Reading of *The Bluest Eye*

Unit V: Feminism

Introduction

Suggestions for a Feminist Reading of *King Lear*

Suggestions for a Feminist Reading of *The Bluest Eye*

Texts:

Modern Language Association. *MLA Handbook: Rethinking Documentation for the Digital Age*.
Eighth edition. USA: 2016.Print.
Ryan, Michael. *Literary Theory: A Practical Introduction.* Blackwell Publishers; UK.
2004.Print.

Books for Reference

Nayar, Pramod K. *Contemporary Literary Theory and Cultural Theory. From
Structuralism to
Ecocriticism.* Pearson: Delhi: 2009. Print.
Rivkin, Julian. & Ryan. Michael. *Literary Theory: An Anthology*. Blackwell
Publishing, USA:
1998. Print.

Course Designer
Dr. M. Elangovan
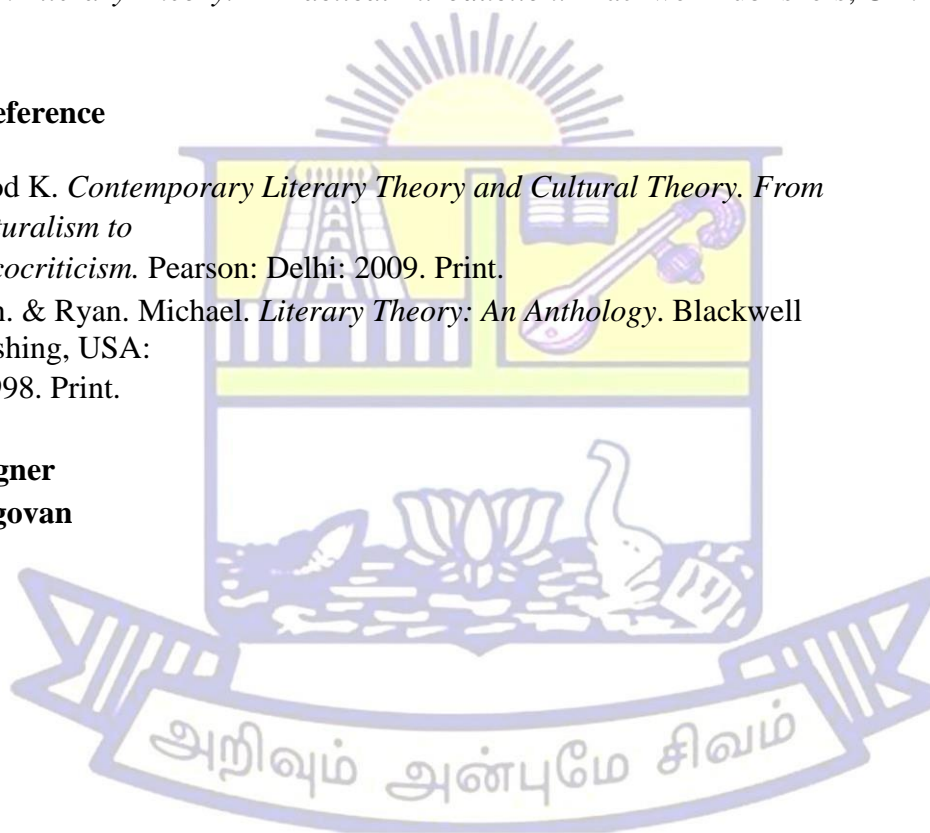
Thiagarajar College (Autonomous), Madurai – 625009
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Programme Code – MEN

Course Code	Course Title	Category	L	T	P	Credit
MEN23CT12	A Course in Fiction	Core 2	6	-	-	6

L-Lecture   T-Tutorial   P -Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
I	I	100	100	200

Preamble:

This paper gives the scholars to have a bird's eye view on various fiction and the techniques of writing fiction. It also gives them chances to explore the fiction with a scholarly approach applying various narrative techniques and methodologies. The panoramic view of reading fiction makes the scholars as a minority cultured group in a Leavisian sense, following the
Great Tradition of fiction writers. The paper also gives them sample theories to make them as tools of applications.

Course Outcomes:

On the completion of the course the student will be able to

	Course Outcome	Knowledge Level
CO1	Have access to the best examples of fiction	K3
CO2	Inspect the great cultural tradition of reading fiction.	K4
CO3	Compare and contrast the critical canons of different critics and theories.	K4
CO4	Distinguish the theories with the prescribed fiction.	K4
CO5	Create new narrative styles using structuralistic and thematic nature of fiction.	K6

K1–Knowledge   K2- Understand K3- Apply K4 – Analyze K5 – Evaluate K6 –Create

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	M	**S**	M	M	**S**
CO3	M	M	L	M	**S**
CO4	S	**L**	M	S	**S**
CO5	S	S	S	S	**S**

S-Strong   M-Medium   L-Low

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	L	M	M	M	M
CO2	M	M	-	S	S	M	M
CO3	S	S	M	M	S	S	S
CO4	S	S	L	M	S	S	S
CO5	S	S	S	S	S	S	S

S-Strong   M-Medium   L-Low

Blooms Taxonomy:

	CA		End of
	First	**Second**	Semester
Knowledge -K1	20	20	-
Understand -K2	20	20	40
Apply-K3	20	20	40
Analyze-K4	20	20	40
Evaluate-K5	20	20	40
Create-K6	20	20	40
Total Marks	120	120	200

Unit I

Mikhail Bakhtin	:	From the prehistory of novelistic discourse
Roland Barthes	:	The Death of the Author
Wolfgang Iser	:	The Reading Process: a phenomenological approach
M.H. Abrams	:	The Deconstructive Angel

Unit II

Frederic James	:	The Politics of Theory: Ideological position in the
Postmodernism Debate		
Paul de Man	:	The Resistance to Theory
Umberto Eco-Casablanca	:	Cult movies and intertextual collage
Patrocinio P. Schweickart	:	Reading ourselves: Toward a feminist theory of reading

Unit III

Zadie Smith	:	White Teeth
Yann Martel	:	Life of Pi
Khaled Hosseini	:	A Thousand Splendid Suns

Unit IV

Witi Ihimaera	:	The Whale Rider
Ben Okri	:	The Famished Road
Chitra Banerjee Divakaruni	:	Arranged Marriage

Unit V

| Hilary Mantel | : | Wolf Hall |
| Frantz Kafka | : | The Trial |
| Anton Checkov | : | Selected Stories (Wordsworth's Classics – Call No. 57905) |

Texts:

Mantel, Hilary. Wolf Hall. UK: Fourth Estate, 2009.Print.
Smith, Zadie. White Teeth. UK: Hamish Hamilton, 2000.Print.

Book for Reference:

Wood, Nigel & David Lodge. Ed. *Modern Criticism and Theory: A Reader.* England: Pearson. 2000. Print.

Course Designer
Dr. G. Banumadhi
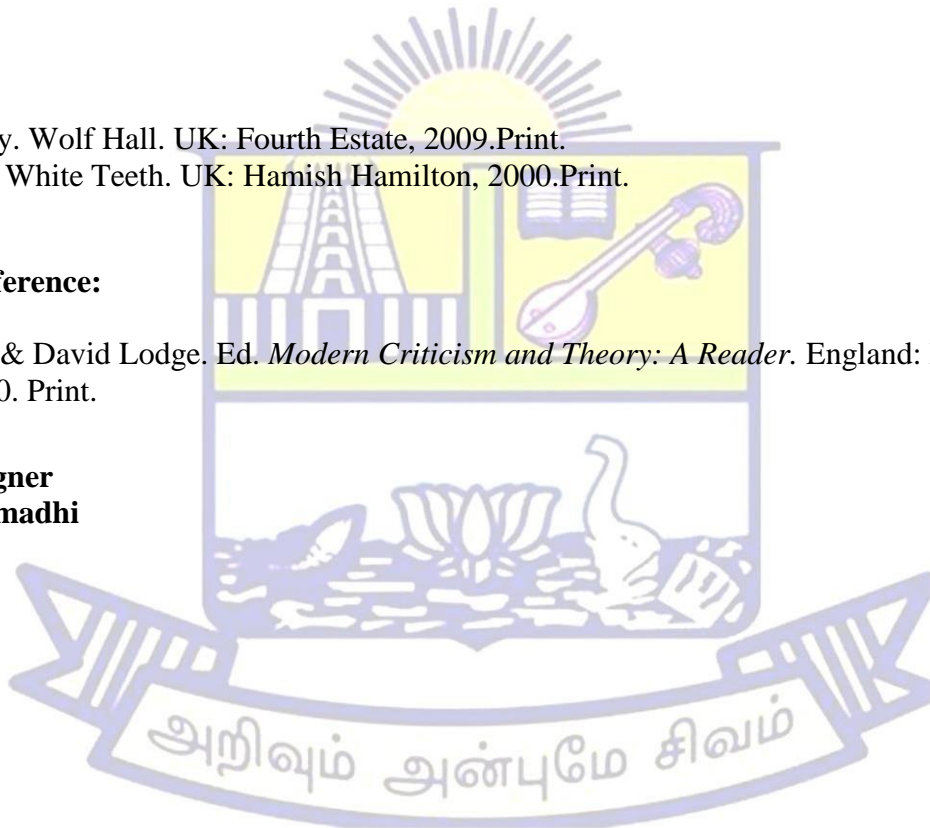
Thiagarajar College (Autonomous), Madurai – 625009
PG & Research Department of English
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Programme Code – MEN

Course Code	Course Title	Category	L	T	P	Credit
MEN23CT13	A Study of a Special Author: Maya Angelou	Core 3	6	-	-	6

L-Lecture   T-Tutorial   P -Practicals

Year	Semester	Int. Marks	Ext. Marks	Total
I	I	100	100	200

Preamble:

This paper gives the scholars a chance to focus on a particular writer who has explored and experimented with various genres. Maya Angelou is a writer with a multi-faceted creative output, whose identity as an Afro-American woman has formed her creative consciousness with a unique Black aesthetics. She has a special niche in the minds of the reading public.

Course Outcomes:

On the completion of the course the student will be able to

		Course Outcome	Knowledge Level
CO1		appreciate the poetic sense of Maya Angelou	K5
CO2		assess the beauty of her poems.	K5
CO3		comprehend the politics of Black Aesthetics.	K5
CO4		estimate the personal life of Maya Angelou	K5
CO5		dissect the dialogic nature of her plays.	K5

K1 – Knowledge K2-Understand K3- Apply K4 – Analyze K5 – Evaluate K6 –Create

Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	M	S	S	S
CO3	M	S	M	M	M
CO4	M	M	S	S	S
CO5	S	S	S	M	M

S– Strong   M– Medium   L – Low

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	L	S	S	S	S
CO2	M	M	L	S	M	M	M
CO3	M	M	L	M	S	S	S
CO4	M	M	L	M	M	M	M
CO5	S	M	L	M	S	S	S

S– Strong   M– Medium   L – Low

Blooms Taxonomy:

| | CA | | End of |
	First	Second	Semester
Knowledge -K1	20	20	-
Understand -K2	20	20	40
Apply-K3	20	20	40
Analyze-K4	20	20	40
Evaluate-K5	20	20	40
Create-K6	20	20	40
Total Marks	120	120	200

Unit I Poetry
When I Think About Myself
My Guilt
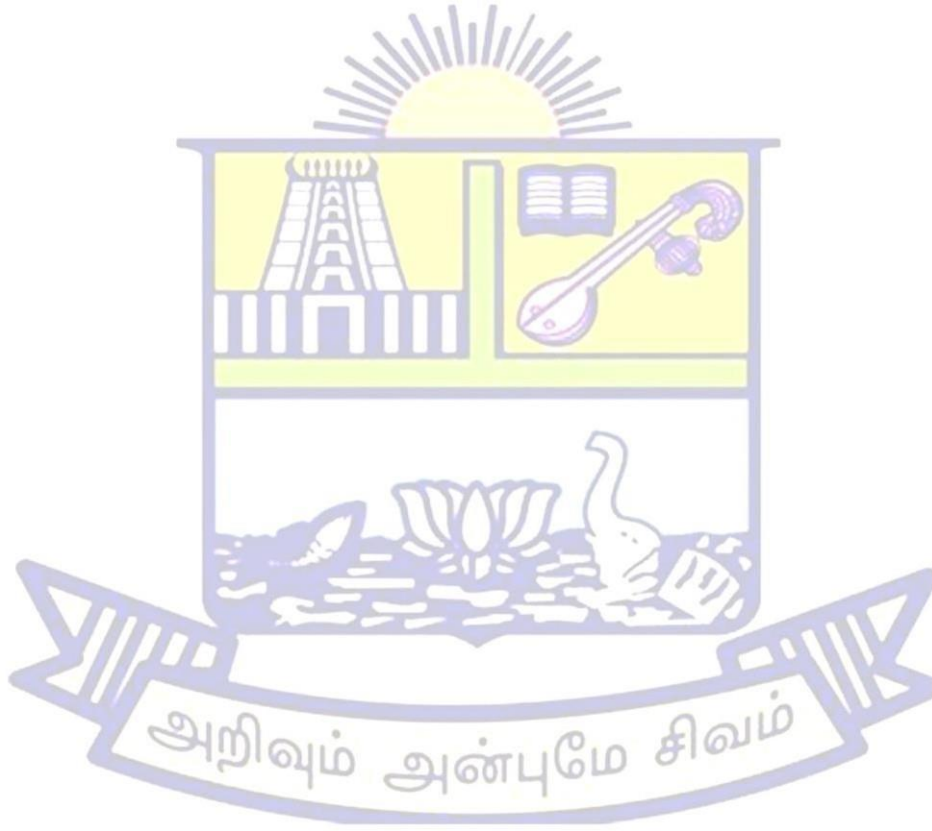Africa
America
Phenomenal Woman
Man
Still I Rise

Unit II Poetry
Ain't That Bad?
Life Doesn't Frighten Me
Caged Bird

Human Family

London
Seven Women's Blessed Assurance
When Great Trees Fall

Unit III Autobiographies
Gather Together in My Name
A Song Flung Up to Heaven
Mom and Me and Mom

Unit IV Essays
In Always a Woman, Style, Our Boys, A Day Away (from *Wouldn't Take Nothing for My Journey Now*)
A House Can Hurt, a Home Can Heal, Africa, Aging, Poor Poverty (from *Even the Stars Look Lonesome*)
Home, Giving Birth, Vulgarity, Violence (from *Letter to My Daughter*)

Unit V Autobiographies
The Heart of a Woman
Mom and Me and Mom

Texts:
Angelou, Maya. *The Collected Autobiographies of Maya Angelou*. New York: Random House
      Publishing, 2004.Print.

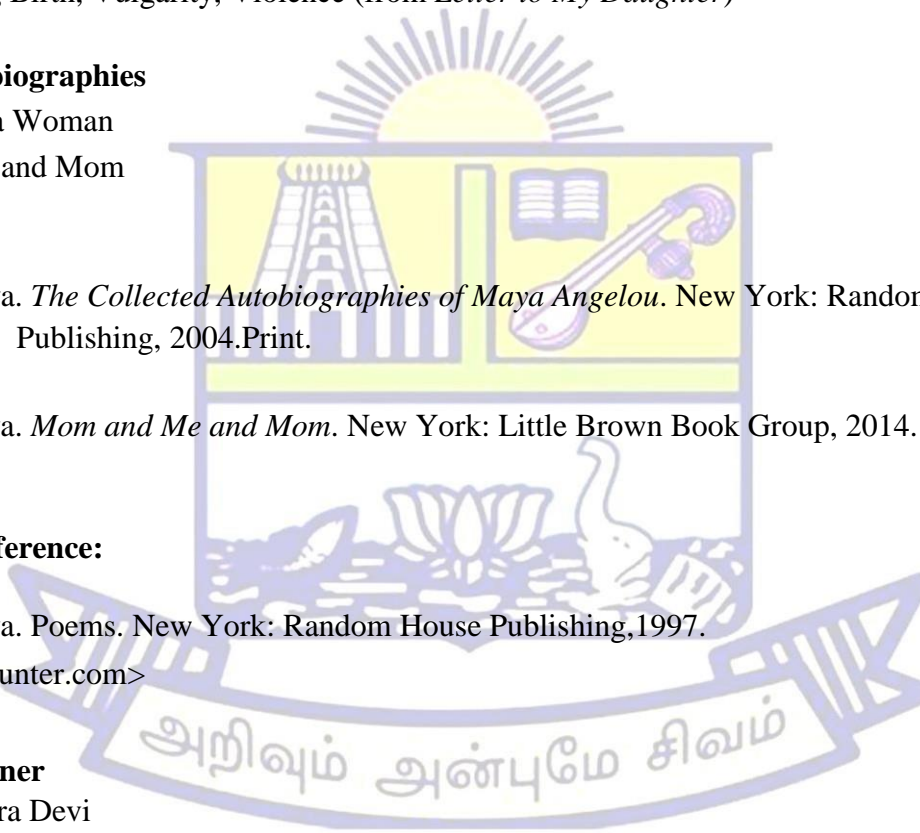Angelou, Maya. *Mom and Me and Mom*. New York: Little Brown Book Group, 2014. Print.

Books for Reference:

Angelou, Maya. Poems. New York: Random House Publishing,1997.
<www.poemhunter.com>

Course Designer
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PG & Research Department of English
(For those who joined M.Phil. in June 2023 and after)
Programme Code – MEN

Course Code	Course Title	Category	L	T	P	Credit
MEN23CT21	Dissertation	Core	6	-	-	6

L-Lecture   T-Tutorial   P -Practicals

Year	Semester	Dissertation	Viva Voce	Total
I	II	100	100	200

The purpose of the Dissertation is to enable the students to frame a serious question worthy of sustained study and answer it to the meaningful content in a methodical way. The students will choose the topic which will reflect careful study and a clear thinking. Students are free to choose any subject and are expected to sense the problem in their study of it and tackle it as a problem, applying appropriate research methodology and organising a consistent statement.

Students are expected to produce dissertation in the range of 75-100 pages.

Total marks for dissertation will be 200 (Dissertation-100 and Viva Voce-100)