

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
(AFFILIATED TO MADURAI KAMARAJ UNIVERSITY, MADURAI.
RE-ACCREDITED WITH 'A' GRADE (THIRD CYCLE) BY NAAC WITH CGPA 3.11)



Programme Scheme, Scheme of Examination and Syllabi
(From 2023-2024 Batch onwards)

Department of English

PG Programme

Approved in the Academic Council - XIV held on 31/07/2023

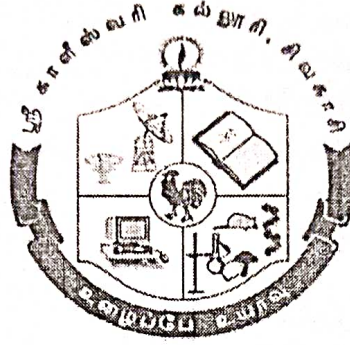
Curriculum Design and Development Cell

Annexure B

Curriculum Design and Development Cell

Annexure B

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
(AFFILIATED TO MADURAI KAMARAJ UNIVERSITY, MADURAI
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Curriculum Design and Development Cell

S. Femina
HOD

[Signature]
Dean of
Languages

S. Femina
Dean of
Academic Affairs

[Signature]
Principal

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
MEMBERS OF BOARD OF STUDIES

S.No.	Board Members	Name and Designation
1.	Chairman of the Board	Dr. S. Femina Head & Assistant Professor of English Sri Kaliswari College (Autonomous), Sivakasi.
2.	University Nominee	Dr.K.Mohan Associate Professor Department of English Madurai Kamaraj University College, Madurai.
3.	Academic Expert 1.	Dr. M. Muruganatham Associate Professor Department of English Rajapalyam Rajus' College Rajapalyam
4.	Academic Expert 2.	Dr. S. Saira Banu, Associate Professor Research Centre of English Fatima College, Madurai.
5.	Industrialist	Mr. S. Annamalai, Former Deputy Editor, The Hindu, Madurai
6.	Alumna	Ms. M. Sathiya M.A., NET Assistant Professor, Department of English and other Foreign Languages, SRM Institute of Science and Technology, Ramapuram, Chennai
Members		
7.	Mrs. Sri Ranjini Hirudayanathan	Guest Faculty in English
8.	Dr. S.Santhi	Assistant Professor of English
9.	Mrs.K.Princy Swapna	Assistant Professor of English
10.	Mrs.J.Santha Christina	Assistant Professor of English
11.	Mrs. M.Archana Devi	Assistant Professor of English
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13.	Mr.M.Vairamuthu	Assistant Professor of English
14.	Ms. B. Malini	Assistant Professor of English
15.	Dr. M. Faritha Begam	Assistant Professor of English
16.	Dr. N. Nagajothi	Assistant Professor of English
17.	Ms. C. Alagammal	Assistant Professor of English
18.	Ms. G. Mathumathi	Assistant Professor of English
19.	Mrs. R. Kondammal	Assistant Professor of English
20.	Mrs. K. Rajalakshmi	Assistant Professor of English

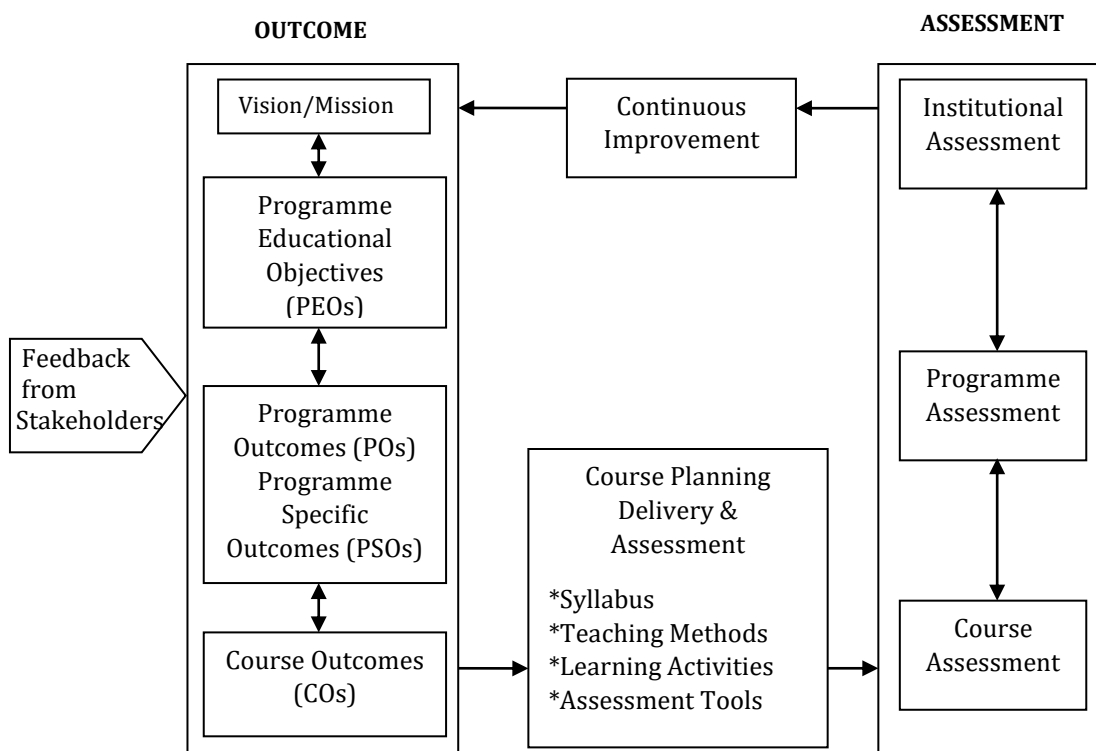
SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
(AFFILIATED TO MADURAI KAMARAJ UNIVERSITY, MADURAI
RE-ACCREDITED WITH 'A' GRADE (THIRD CYCLE) BY NAAC WITH CGPA 3.11)
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
GUIDELINES FOR OUTCOME-BASED EDUCATION WITH CHOICE BASED CREDIT
SYSTEM
(From 2023-2024 Batch onwards)

INTRODUCTION

Sri Kaliswari College in its pursuit of imparting quality education has marked a remarkable growth in terms of academic excellence, infrastructure, student strength, ICT facilities, library and placement records since its establishment in 2000-2001. This institution constitutes an academic community that is committed to encourage the student community to experience and share knowledge, identify their potential, enhance the employability skills and enable them to pursue their goals. After the conferment of autonomous status in the year 2012, the college has so far gone for revision of the syllabi three times and is continually updating the syllabi to meet the needs and demands of the student community.

The institution in its success journey of imparting quality education has been Re-Accredited with A grade (CGPA3.11) in its third cycle of Accreditation by NAAC. As an added feather to its cap, the institution has taken a giant leap to embrace the Outcome-Based Education system to enable the student community to develop their knowledge, skill and attitude simultaneously through a focussed learning and help the graduates to compete with their global counterparts and prepare them for life.

I. OUTCOME-BASED EDUCATION (OBE) FRAMEWORK



II. VISION OF THE INSTITUTION

- To impart quality higher education to produce highly talented youth capable of developing the nation

III. MISSION OF THE INSTITUTION

- Ensuring quality in all aspects of the activities
- Developing the latent skills of the rural youth
- Providing value - based education to instil courage and confidence
- Nurturing the entrepreneurial skills of the rural youth
- Creating competency to meet global challenges
- Imbibing social awareness and social responsibilities

IV. VISION OF THE DEPARTMENT

- To create English learning environment thereby empowering the student community towards employability/entrepreneurship.

V. MISSION OF THE DEPARTMENT

- To enable the students develop a holistic understanding of literatures in English
- To promote knowledge and understanding of English for employability at the local, regional and global levels.
- To render the Department a centre of academic and professional excellence and to promote research in English Literary and Language Studies.

VI. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Graduates will

PEO1:achieve the mastery of the discipline by engaging in the recent approaches and gain knowledge of the major traditions of literatures written in English and attain ability to analyze texts, evaluate ideas and literary strategies.

PEO2:demonstrate the ability to transfer literary critical skills to read other cultural texts and understand the process of Research, its methodology, structure and tools and use them to analyze a text, formulate hypotheses, and write reports and findings in research work.

PEO3:demonstrate effective oral and written communicative skills in English and evaluate the strengths and weaknesses in scholarly texts with critical thinking and widen the knowledge of English Literature using digital resources.

PEO4:engage in lifelong learning and strengthen employability skills necessary to take up a profession in the field of Journalism, Translation, English Language Teaching, Research, and Entrepreneurship.

PEO5:apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow beings and develop critical and self-directed learning skills and inculcate holistic approach towards literature and society.

VII. PROGRAMME OUTCOMES (POs)

PO1: Disciplinary Knowledge

Acquire comprehensive knowledge related to their academic disciplines that form a part of a postgraduate programme of study.

PO2: Critical Thinking, Problem Solving and Analytical Reasoning

Develop students' ability of critical observation, capacity to apply their competencies and skills to identify, evaluate, analyse and solve problems in order to draw valid conclusions.

PO3: Scientific Reasoning and Research Related Skills

Ability to analyze, draw conclusions from qualitative/quantitative data and critically evaluate ideas and also acquire necessary research skills to carry out an experiment or investigation

PO4: Communication Skills and Digital Literacy

Communicate effectively both in oral and written form and acquire the ability to comprehend and write effective reports, design documents and make effective presentations integrating modern technology.

PO5: Ethics, Values and Multicultural Competence

Embrace ethical principles in all their activities, commit to professional ethics and familiarize with multiple cultures and practise tolerance and respect differences.

PO6: Team Work, Leadership and Employability Skills

Develop the ability to work collaboratively and effectively with others, respecting individual roles and responsibilities and acquire the pre-requisite skills required for placements and higher education.

PO7: Self-directed and Lifelong Learning

Recognize the need for engaging in independent and life-long learning in the broadest context of technological changes.

VIII. PROGRAMME SPECIFIC OUTCOMES (PSOs) – M.A. ENGLISH

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

PSO1: appreciate the evolution of the genres and stylistic devices found in literary works by writers of different world literatures and read literary texts in the light of latest literary theories.

PSO2: develop the ability to critically evaluate writers and their works following different literary approaches and interpret texts with critical, aesthetic, and ethical sensitivity.

PSO3: develop a broad knowledge to analyze texts, evaluate ideas and literary strategies and gain practical knowledge of the Research process through the preparation of the Project.

PSO4: obtain ability to speak and write clearly in standard, flawless, grammatically accurate English and use digital sources to enrich knowledge.

PSO5: develop an awareness of the depth and complexity of human existence, perceived across the boundaries of time, place, culture, race, ethnicity and gender and appreciate multi-cultural literatures in English.

PSO6: acquire ability to interact and contribute to group work, lead group discussions and gain employability skills needed to successfully get through the Competitive examinations and placement.

PSO7: exhibit skills necessary to work independently in terms of reading literary and critical texts and transfer such skills to enhance one's both personal and professional domains.

IX. PO-PSO Mapping Matrix – M.A. English

PO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
PO1	✓						
PO2		✓					
PO3			✓				
PO4				✓			
PO5					✓		
PO6						✓	
PO7							✓

X.PO-PEO Mapping Matrix – M.A. English

PO \ PEO	PEO1	PEO2	PEO3	PEO4	PEO5
PO1	✓				
PO2	✓	✓	✓		✓
PO3	✓	✓			
PO4			✓		
PO5					✓
PO6				✓	
PO7				✓	✓

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English

REGULATIONS

Duration of the Programme : Two years (equivalent to four semesters)

Eligibility

Candidate should have passed B.A.English or any other degree accepted by the Syndicate of the Madurai Kamaraj University, Madurai as its equivalent.

Medium of Instruction : English

Age Limit

Maximum age limit : No Age limit

Transitory Permission

Students joined from 2023 - 2025 may be permitted to write their examinations in this pattern up to April 2028.

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SCHEME OF EXAMINATION

For all the PG Programmes, the internal and external marks are distributed as follows:

For all Theory Courses: Internal Marks: 25; External Marks: 75

For Courses with both Theory and Practical, assessment will be for both Theory and Practical.

For Skill Enhancement Professional Competency Course: Internal Assessment for 100 Marks in Online Mode will be conducted (Objective Type Questions)

For all Practical Courses, Project and Internship: Internal Marks: 25; External Marks: 75

Internal Mark Distribution for Theory Courses

Assessment Type	Marks	Scheme of Assessment
Internal Test	10 marks	Two Internal Tests and 1 Model Exam will be conducted and average of the best two will be considered
Written Assignment E-Assignment/ Case Studies/ Reviews/ Field Assignments/ Poster Presentations/ Portfolios	5 marks	Any two of the Assignments will be given and the average of the two will be considered
Seminar	5 marks	One Seminar for each course
Viva/ Oral Exam/ Group Discussion/ Role Play	5 marks	Test will be conducted in any one of the Oral Mode

Internal Mark Distribution for Practical Courses

Assessment Type	Marks	Scheme of Assessment
Lab work /Program Execution	15 marks	Two Internal Tests will be conducted and the average of the two will be considered
Observation/Record Notebook	5 marks	Assessment will be done during every practical class
Viva -Voce / Lab Quiz	5 marks	Two Lab Quiz Tests/viva-voce will be conducted and the average of the two will be considered

External Mark Distribution for Practical Courses

Assessment Type	Marks	Scheme of Assessment
Lab work/Program Execution	65 marks	End result of the Practical
Viva -Voce	10 marks	Oral Mode Test

Internal Mark Distribution for Courses with both Theory and Practical

Assessment Type	Marks	Scheme of Assessment
Internal Test	10 marks	Two Internal Tests and 1 Model Exam will be conducted and average of the best two will be considered
Written Assignment E-Assignment/ Case Studies/ Reviews/ Field Assignments/ Poster Presentations/ Portfolios	5 marks	Any two of the Assignments will be given and the average of the two will be considered
Lab work /Program Execution	10 marks	Two Internal Tests will be conducted and the average of the two will be considered

External Mark Distribution for Courses with both Theory and Practical

Assessment Type	Marks	Scheme of Assessment
External Written Test	50 marks	Two hours External Exam will be conducted for 50 marks
Lab work /Program Execution	20 marks	End result of the Practical
Viva -Voce	05 marks	Oral Mode Test

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
UG Programme - M.A. English
QUESTION PAPER PATTERN

Internal Test – 40 Marks – 1 hr 45 mins Duration

S.No	Type of Questions	Marks
1.	Objective type Questions: Multiple Choice – 5 questions Answer in a Word/Sentence – 4 questions	05 04
2.	Short Answer–2 questions –either or type	3x7=21
3.	Long Answer–1 question – either or type	1x10=10

Summative Examinations 75 Marks -3 hrs Duration

S.No	Type of Questions	Marks
1.	Objective type Questions: Multiple Choice – 5 questions Answer in a Word/Sentence – 5 questions	05 05
2.	Short Answer - 5 questions – either or type	5x7=35
3.	Long Answer - 3 questions – either or type	3x10=30

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English

Attainment of Course outcomes

Attainment of Course outcomes is computed using Direct and Indirect assessment methods. Direct Method of Assessment is based on performance of the students in the Continuous Internal Assessment Tests, Summative Examinations and supporting activities such as Seminar, Assignment, Case study, Group Discussion, Quiz, etc and Indirect Method of Assessment is based on periodical feedback from the students at the end of each course.

Weightage of Direct and Indirect Assessment in computation of attainment of each course is 70% for Direct Assessment and 30% for Indirect Assessment.

Direct Assessment of Course outcome attainment

i) Rubrics:

Internal Assessment contributes 60% and Summative Examinations Assessment contributes 40% to the Direct Assessment of a course outcome for Theory Courses. For the Practical Courses, Internal Assessment contributes 70% and Summative Examinations Assessment contributes 30% to the Direct Assessment of a course outcome.

ii) Setting of Target:

50% of the maximum mark is set as target of Internal Assessment tools and the average mark of the class is set as target of Summative Examinations Assessment.

Formula for calculating percentage attainment of each course outcome

Based on the result of Summative Examinations and Internal Assessment tools, the number of students scoring more than the target is found out.

For each Internal Assessment Tools,

Percentage attainment of each course outcome =
$$\frac{\text{No. of. Students who scored more than the target in the concerned course outcome}}{\text{Total Number of Students}} \times 100$$

Percentage attainment of each Course outcome for Internal Assessment tools = Average of percentage attainment of all Internal Assessment tools

For Summative Examinations,

$$\text{Percentage attainment of each Course outcome} = \frac{\text{No. of. Students who scored more than the target in the concerned CO}}{\text{Total Number of Students}} \times 100$$

Formula for calculating Attainment Percentage of Course outcome of a course

$$\text{Percentage Attainment of Course outcome for Internal Assessment tools} = \text{Average of percentage attainment of all COs}$$

$$\text{Percentage Attainment of Course outcome for Summative Examinations} = \text{Average of percentage attainment of all COs}$$

Final Direct Assessment of Course outcome Attainment

For Theory Courses

$$\text{Percentage Attainment of Course outcome through Direct Assessment} = (0.6 \times \text{percentage attainment of CO for internal assessment tool}) + (0.4 \times \text{percentage attainment of CO for summative examinations})$$

For Practical Courses

$$\text{Percentage Attainment of Course outcome through Direct Assessment} = 0.7 \times \text{percentage attainment of CO for Internal Assessment tools} + 0.3 \times \text{percentage attainment of CO for Summative Examinations}$$

Indirect Assessment of CO Attainment

The course outcome feedback is conducted at the end of every semester by distributing structured feedback questionnaire to the students. The analysis of this feedback questionnaire is done on the following score. The feedback forms will be sorted with various scores and feedbacks with a score more than 5.5 are considered as satisfactory level for calculations for indirect attainment.

A : 10-8.5 B : 8.4-7.0 C : 6.9-5.5 D : 5.4-4.0 E: 3.9-0

$$\text{Percentage attainment for each CO} = \frac{\text{Satisfaction Number}}{\text{Response Received}} \times 100$$

Percentage Attainment of CO of a course = Average of percentage attainment of all COs

Final Assessment of CO attainment

$$\text{Average course attainment} = 0.7 \times \text{Direct assessment of CO attainment} + 0.3 \times \text{Indirect assessment of CO attainment}$$

Expected Level of Attainment for each of the Course Outcomes

Percentage of CO Attainment	Level of Attainment
= 70% and above	Excellent
= 60% - <70 %	Very good
= 50% - < 60 %	Good
= 40% - < 50 %	Satisfactory
Below 40%	Not Satisfactory

Assessment of PO Attainment

At the end of the each programme, the Direct PO Assessment is done from the CO Attainment of all courses. The Direct PO Attainment for a particular course is determined from the attainment values obtained for each course outcome related to that PO and the CO-PO mapping values.

$$\text{Weighted contribution of the course in attainment of each PO} = \frac{\text{Weighted Percentage of contribution of the course in attainment of each PO} \times \text{average course attainment}}{100}$$

$$\text{Percentage attainment for each PO} = \frac{\text{Total weightage of all courses contributed to each PO}}{\text{Total weightage of all courses contributed to all POs}} \times 100 \times \text{weighted contribution of the course in the attainment of each PO}$$

Percentage Attainment of PO = Average of Percentage attainment of all POs

Expected Level of Attainment for each of the Programme Outcomes

Percentage of PO Attainment	Level of Attainment
= 70% and above	Excellent
= 60% - <70 %	Very good
= 50% - < 60 %	Good
= 40% - < 50 %	Satisfactory
Below 40%	Not Satisfactory

Attainment of Programme Educational Objectives (PEO)

PEOs are assessed after 3 to 4 years of graduation. Attainment is measured based on the Feedback from Stakeholders

1. Alumni
2. Parents
3. Employer

The analysis of this feedback questionnaire is done on the following score. The feedback forms will be sorted with various scores and feedbacks with a score more than 5.5 are considered as satisfactory level for calculations for Indirect Attainment.

A : 10-8.5

B : 8.4-7.0

C : 6.9-5.5

D : 5.4-4.0

E: 3.9-0

$$\text{Percentage attainment of PEOs} = \frac{\text{Satisfaction number}}{\text{Response Received}} \times 100$$

Expected Level of Attainment for each of the Programme Educational Objectives

Percentage of PEO Attainment	Level of Attainment
= 70% and above	Excellent
= 60% - <70 %	Very good
= 50% - < 60 %	Good
= 40% - < 50 %	Satisfactory
Below 40%	Not Satisfactory

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
(Affiliated to Madurai Kamaraj University, Re-accredited with A Grade (CGPA 3.11) by NAAC)
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
CURRICULUM STRUCTURE
OUTCOME-BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM
(From 2023-2024 Batch onwards)

Courses	Sem I	Sem II	Sem III	Sem IV	Credits
Core Courses	7 (5) 7 (5) 6 (4)	6 (5) 6 (5) 6 (4)	6 (5) 6 (5) 6 (5) 6 (4)	6 (5) 6 (5)	57
Project with Viva Voce	-	-		10 (7)	7
Elective Courses	5(3) 5(3)	4 (3) 4 (3) 4 (2)(NME-I)	3(3) 3(2)(NME-II)	4 (3)	22
Skill Enhancement Course/ Professional Competency Skill	-	-	-	4 (2)	2
Internship/ Industrial Training	-	-	(2)	-	2
Extension Activity	-	-	-	(1)	1
Total Hours(Per week)/Credits	30(20)	30(22)	30(26)	30(23)	91 120

Self-paced Learning (Swayam Course)	-	-	2 Credits	-	2 Credits
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DEPARTMENT OF ENGLISH
PG Programme - M.A. English
CURRICULUM PATTERN
OUTCOME-BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM
(From 2023-2024 Batch onwards)
PROGRAMME CODE - PEN

Semester	Course Code	Course Name	Hours	Credits	Internal Marks	External Marks
I	23PENC11	Core Course –I: English Poetry (From Chaucer to 20 th Century)	7	5	25	75
	23PENC12	Core Course –II: English Drama	7	5	25	75
	23PENC13	Core Course –III: English Fiction	6	4	25	75
	23PEN011 23PEN012	Elective Course Generic/ Discipline Specific - I: 1. Indian Writing in English 2. World Classics in Translation	5	3	25	75
	23PEN013 23PEN014	Elective Course Generic/ Discipline Specific - II: 1. Theatre Art 2. Popular Literature	5	3	25	75
		Total	30	20		
II	23PENC21	Core Course –IV: American Literature	6	5	25	75
	23PENC22	Core Course –V: Shakespeare Studies	6	5	25	75
	23PENC23	Core Course – VI: Post-colonial Theory and Literature	6	4	25	75
	23PEN021 23PEN022	Elective Course Generic/ Discipline Specific - III: 1. Approaches to English Language Teaching 2. Technology in Teaching English	4	3	25	75
	23PEN023 23PEN024	Elective Course Generic/ Discipline Specific -IV: 1. A Glimpse of Nobel Laureates 2. Culture Studies	4	3	25	75
	23PENN21	Non Major Elective-I: Business English	4	2	25	75
		Total	30	22		
III	23PENC31	Core Course–VII: Contemporary Literary Criticism	6	5	25	75
	23PENC32	Core Course –VIII: Canadian Studies	6	5	25	75
	23PENC33	Core Course–IX: Literature of the Marginalized in India	6	5	25	75
	23PENC34	Core Course –X: Research Methodology	6	4	25	75
	23PEN031 23PEN032	Elective Course Generic/ Discipline Specific - V: 1. Translation Studies	3	3	25	75

		2. Journalism and Mass Communication				
	23PENN31	Non- Major Elective Course II: Functional English	3	2	25	75
	23PENJ31	Internship/Industrial Activity	-	2	25	75
		Total	30	26		
IV	23PENC41	Core Course –XI: Twenty First Century Millennial Literature and Culture	6	5	25	75
	23PENC42	Core Course –XII: Subaltern Studies	6	5	25	75
	23PENJ41	Core Course –XIII: Project with Viva Voce	10	7	25	75
		Elective Course Generic/ Discipline Specific - VI:	4	3	25	75
	23PEN041	1. English Literature for NTA NET, SET & GATE				
	23PEN042	2. Comparative Literature				
	23PENS41	Skill Enhancement Course : Professional Competency Course: English Literature for Competitive Examinations	4	2	100	-
	Extension Activity	-	1	100	-	
		Total	30	23		

SRI KALISWARI COLLEGE (AUTONOMOUS), Sivakasi
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
(From 2023-2024 Batch onwards)

PROGRAMME ARTICULATION MATRIX (PAM)

Semester	Course Code	Course Name	P01	P02	P03	P04	P05	P06	P07
I	23PENC11	Core Course –I: English Poetry (From Chaucer to 20 th Century)	15	11	7	9	4	6	5
	23PENC12	Core Course –II: English Drama	15	11	7	9	4	6	5
	23PENC13	Core Course –III: English Fiction	14	11	6	9	4	6	5
	23PEN011 23PEN012	Elective Course Generic/ Discipline Specific - I: 1. Indian Writing in English 2. World Classics in Translation	15	11	7	9	4	6	5
	23PEN013 23PEN014	Elective Course Generic/ Discipline Specific - II: 1. Theatre Art 2. Popular Literature	15	11	7	9	4	6	5
II	23PENC21	Core Course –IV: American Literature	15	10	7	9	4	6	5
	23PENC22	Core Course –V: Shakespeare Studies	15	10	7	9	4	6	5
	23PENC23	Core Course – VI: Post-colonial Theory and Literature	15	11	7	10	4	6	5
	23PEN021 23PEN022	Elective Course Generic/ Discipline Specific - III: 1. Approaches to English Language Teaching 2. Technology in Teaching English	15	10	8	10	6	8	5
	23PEN023 23PEN024	Elective Course Generic/ Discipline Specific -IV: 1. A Glimpse of Nobel Laureates 2. Culture Studies	15	11	7	9	4	6	5
	23PENN21	Non Major Elective-I: Business English	15	11	7	9	4	6	5
	23PENC31	Core Course–VII: Contemporary Literary Criticism	14	10	6	8	4	5	5

III	23PENC32	Core Course –VIII: Canadian Studies	14	10	6	8	4	5	5
	23PENC33	Core Course–IX: Literature of the Marginalized in India	14	10	6	8	4	5	5
	23PENC34	Core Course –X: Research Methodology	15	11	8	10	7	6	5
	23PEN031 23PEN032	Elective Course Generic/ Discipline Specific - V: 1. Translation Studies 2. Journalism and Mass Communication	14	10	6	8	6	7	5
	23PENN31	Non- Major Elective Course II: Functional English	14	10	6	8	4	5	5
	23PENJ31	Internship/Industrial Activity	10	6	4	7	6	4	3
IV	23PENC41	Core Course –XI: Twenty First Century Millennial Literature and Culture	14	10	6	8	4	5	5
	23PENC42	Core Course –XII: Subaltern Studies	14	10	6	8	4	5	5
	23PENJ41	Core Course –XIII: Project with Viva Voce	14	10	11	12	6	5	5
	23PEN041 23PEN042	Elective Course Generic/ Discipline Specific - VI: 1. English Literature for NTA NET, SET & GATE 2. Comparative Literature	14	10	6	8	4	5	5
	23PENS41	Skill Enhancement Course : Professional Competency Course: English Literature for Competitive Examinations	14	10	6	10	2	8	6
		Extension Activity	8	2	1	7	9	8	5
Total Weightage of all Courses Contributing to PO			337	237	155	211	110	141	119

SRI KALISWARI COLLEGE (AUTONOMOUS), Sivakasi
DEPARTMENT OF ENGLISH
PG Programme - M.A. ENGLISH
(From 2023-2024 Batch onwards)

PROGRAMME ARTICULATION MATRIX – WEIGHTED PERCENTAGE

Semester	Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7
I	23PENC11	Core Course –I: English Poetry (From Chaucer to 20 th Century)	4.45	4.64	4.52	4.27	3.64	4.26	4.2
	23PENC12	Core Course –II: English Drama	4.45	4.64	4.52	4.27	3.64	4.26	4.2
	23PENC13	Core Course –III: English Fiction	4.15	4.64	3.87	4.27	3.64	4.26	4.2
	23PEN011 23PEN012	Elective Course Generic/ Discipline Specific - I: 1. Indian Writing in English 2. World Classics in Translation	4.45	4.64	4.52	4.27	3.64	4.26	4.2
	23PEN013 23PEN014	Elective Course Generic/ Discipline Specific - II: 1. Theatre Art 2. Popular Literature	4.45	4.64	4.52	4.27	3.64	4.26	4.2
II	23PENC21	Core Course –IV: American Literature	4.45	4.22	4.52	4.27	3.64	4.26	4.2
	23PENC22	Core Course –V: Shakespeare Studies	4.45	4.22	4.52	4.27	3.64	4.26	4.2
	23PENC23	Core Course – VI: Post-colonial Theory and Literature	4.45	4.64	4.52	4.74	3.64	4.26	4.2
	23PEN021 23PEN022	Elective Course Generic/ Discipline Specific - III: 1. Approaches to English Language Teaching 2. Technology in Teaching English	4.45	4.22	5.16	4.74	5.45	5.67	4.2
	23PEN023 23PEN024	Elective Course Generic/ Discipline Specific -IV: 1. A Glimpse of Nobel Laureates 2. Culture Studies	4.45	4.64	4.52	4.27	3.64	4.26	4.2
	23PENN21	Non Major Elective-I: Business English	4.45	4.64	4.52	4.27	3.64	4.26	4.2
	23PENC31	Core Course–VII: Contemporary Literary Criticism	4.15	4.22	3.87	3.79	3.64	3.55	4.2

III	23PENC32	Core Course –VIII: Canadian Studies	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENC33	Core Course–IX: Literature of the Marginalized in India	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENC34	Core Course –X: Research Methodology	4.45	4.64	5.16	4.74	6.36	4.26	4.2
	23PEN031 23PEN032	Elective Course Generic/ Discipline Specific - V: 1. Translation Studies 2. Journalism and Mass Communication	4.15	4.22	3.87	3.79	5.45	4.96	4.2
	23PENN31	Non- Major Elective Course II: Functional English	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENJ31	Internship/Industrial Activity	2.97	2.53	2.58	3.32	5.45	2.84	2.52
IV	23PENC41	Core Course –XI: Twenty First Century Millennial Literature and Culture	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENC42	Core Course –XII: Subaltern Studies	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENJ41	Core Course –XIII: Project with Viva Voce	4.15	4.22	7.1	5.69	5.45	3.55	4.2
	23PEN041 23PEN042	Elective Course Generic/ Discipline Specific - VI: 3. English Literature for NTA NET, SET & GATE 4. Comparative Literature	4.15	4.22	3.87	3.79	3.64	3.55	4.2
	23PENS41	Skill Enhancement Course : Professional Competency Course: English Literature for Competitive Examinations	4.15	4.22	3.87	4.74	1.82	5.67	5.04
		Extension Activity	2.37	0.84	0.65	3.32	8.18	5.67	4.2
Total Weighted Percentage of Course Contribution to Pos			100	100	100	100	100	100	100

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I

CORE COURSE-I: ENGLISH POETRY (FROM CHAUCER TO 20th CENTURY) (23PENC11)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 7 (L-6, T-1)
CREDITS : 5
DURATION : 105 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To familiarize learners with English Poetry starting from Medieval England to 17th century.
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- To comprehend the History of English literature.
- To differentiate various stages of English poetry.
- To understand various literary forms.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the significance of the old English writing style.

CO2[K2]: outline various forms of poetry during different centuries.

CO3[K3]: articulate the contributions of various poets as representatives of their periods.

CO4[K4]: analyze the evolution of various literary movements.

CO5[K5]: evaluate British Poetry as an aesthetic record of the societies concerned.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	2	0	1	1
CO2[K2]	3	3	1	2	1	1	1
CO3[K3]	3	2	1	1	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	1	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- MIDDLE ENGLISH POETRY		(21 hrs)
Geoffrey Chaucer	-	The General Prologue: Pardoner The Nun Additional Reading: Doctor, Friar
UNIT II- ELIZABETHAN POETRY		(21 hrs)
Edmund Spenser	-	Epithalamion
John Donne	-	i) A Valediction: Forbidding Mourning ii) The Canonization
UNIT III - SEVENTEENTH CENTURY POETRY		(21 hrs)
John Milton	-	Paradise Lost - Book IX
Andrew Marvell	-	To His Coy Mistress
UNIT IV - EIGHTEENTH CENTURY POETRY		(21 hrs)
John Dryden	-	Absalom and Achitophel -Lines 150 – 476
Thomas Gray	-	i) Elegy Written in a Country Churchyard ii) The Bard iii) Ode on the Death of a Favourite Cat Drowned in a Tub of Goldfishes
Robert Burns	-	i) Holy Willie's Prayer ii) Auld Lang Syne
UNIT V - MODERN POETRY		(21 hrs)
Rupert Brooke	-	The Soldier
Wilfred Owen	-	Anthem for Doomed Youth
W.H.Auden	-	i) In Memory of W. B. Yeats ii) Musee des Beaux Arts
Dylan Thomas	-	i) Do Not Go Gentle into That Good Night ii) Poem in October
Philip Larkin	-	The Whitsun Weddings
Ted Hughes	-	i) Hawk Roosting ii) Life after Death
Seamus Heaney	-	Digging
Eavan Boland	-	The Achill Woman
Carol Ann Duffy	-	Standing Female Nude

TEXTBOOKS

1. Chaucer, G., *The Canterbury Tales*, First Edition, Rupa Publications India Pvt Ltd, India, 2022.
2. Kermode, F. and Hollander, J., *The Oxford Anthology of English Literature: The Middle Ages Through the 18th Century*, (Vol. 1), Oxford University Press, London, 1973.
3. Milton, J., *Paradise Lost – Book IX*, Unique Publications, India, 2020.
4. Spenser, Edmund. "Epithalamion." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, Norton, 2018,

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1. T.S Eliot. "The Metaphysical Poets" from *Selected Essay*. London: Faber and Faber Limited, 2000.

2. H.S. Bennett. "Chaucer and the Fifteenth Century. London: Clarendon Press, 1980.
3. Malcolm Bradbury and David Palmer, ed., *Metaphysical Poetry*. Stratford-upon-Avon Studies Vol.II .London: Oxford University Press, 1971.
4. William R. Keats, ed. *Seventeenth Century English Poetry: Modern Essays in Criticis*. London: Oxford University Press, 1971.
5. A.G. George. *Studies in Poetry*. London: Heinemann Education Books Ltd., 1971.
6. David Daiches. *A Critical History of English Literature Vols. I &II.*, London: Secker &Warburg,1981.
7. Thomas N. Corns, ed. *The Cambridge Companion to English Poetry: Donne to Marvell*. Cambridge: Cambridge University Press, 2005.

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2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/)[https://www.britannica.c om/to pic/Paradise-Lost-epic-poem-by-Milton](https://www.britannica.com/to pic/Paradise-Lost-epic-poem-by-Milton)
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I
CORE COURSE-II: ENGLISH DRAMA (23PENC12)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 7 (L-6, T-1)
CREDITS : 5
DURATION : 105 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To acquaint the students with the origin of drama in Britain.
- To identify different stages of British Drama and its evolution in the context of theatre can be understood by the students.
- To comprehend socio-cultural scenario through a study of representative texts from the Elizabethan age to 20th century.
- To evaluate different forms of drama from the historical background.
- To understand dramatic techniques employed by the pioneers of English drama.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: list out various aspects of drama and theatre.

CO2[K2]: identify drama and performance as a cultural process and an artistic Discourse.

CO3[K3]: articulate the plot structure and characterization of the prescribed texts.

CO4[K4]: analyse drama texts as aesthetic records of their times via Elizabethan, Restoration, Victorian and Early Modern ages.

CO5[K5]: discuss the sequential course dealing with Modern and Postmodern British Drama.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	3	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	1	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I-BEGINNINGS OF DRAMA		(21 hrs)
Miracle and Morality Plays	-	Everyman
The Senecan and Revenge Tragedy		
Thomas Kyd	-	The Spanish Tragedy
UNIT II - ELIZABETHAN DRAMA		(21 hrs)
Elizabethan Theatre	-	Theatres, Theatre groups, Audience, Actors and Conventions of Tragedy and Comedy
Christopher Marlowe	-	The Jew of Malta
Ben Jonson	-	Volpone
UNIT III- JACOBEAN DRAMA		(21 hrs)
John Webster	-	The White Devil
UNIT IV- RESTORATION		(21 hrs)
William Congreve	-	The Way of the World
Irish Dramatic Movement		
J.M. Synge	-	The Playboy of the Western World
UNIT V		(21 hrs)
Drama of Ideas		
George Bernard Shaw	-	Arms and the Man
Comedy of Menace		
Harold Pinter	-	The Birthday Party
Post-Modern Drama		
Samuel Beckett	-	Waiting for Godot

TEXTBOOKS

1. Beckett, Samuel. *Waiting for Godot*, London: Atlantic Monthly Press, 2011.
2. Brecht, Bertolt. *Mother Courage and Her Children*. Translated by John Willett, London: Methuen Drama, 2006.
3. Congreve, William. *The Way of the World*. Ed. Mansi Sachdeva New Delhi: Anmol Publications, 2009.
4. Jonson, Ben. *Volpone*. Edited by Brian Parker. London: Bloomsbury Methuen Drama, 2011. Limited, 2009.
5. Marlowe, Christopher. *The Jew of Malta*. New York: A&C Black Publishers
6. Pinter, Harold. *A Faber Critical Guide Harold Pinter*. London: Faber and Faber, 2000.
7. Synge, J.M. *The Playboy of the Western World*. London: Dover Publications, 1991.
8. Webster, John. *The White Devil*. London: Oxford University Press, 2012.

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2. Bradbrook, M.C. *The Growth and Structure and Elizabethan Comedy*. London:
3. Bradbrook, M.C. *Themes and Conventions of Elizabethan Tragedy*. New Delhi:
4. Kinney, Arthur.F. *A Companion to Renaissance Drama*. London: Oxford:
5. Michael Hathaway. *Elizabethan Popular Theatre: Plays in Performance*. London: Routledge, 1982.
6. Tillyard E.M.W. *The Nature of Comedy & Shakespeare*. London: Oxford University Press, 1958.
7. Una Ellis-Fermor. *The Jacobean Drama: An Interpretation*. London: Methuen & Co, 1965.
Vikas Publishing House Pvt., Ltd., 1969.

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

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I
CORE COURSE-III: ENGLISH FICTION (23PENC13)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)
CREDITS : 4
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To familiarize the learners with the origin and development of the British Novel up to the 20th Century.
- To throw light on various concepts and theories of the novel.
- To understand the social background base on the prescribed novels.
- To identify and differentiate various forms of novels.
- To create a piece of work on their own.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: outline the structures of different forms of novel.

CO2[K2]: identify the different types of novels.

CO3[K3]: articulate the features of Social, domestic and gothic novels.

CO4[K4]: analyze philosophical and political underpinnings in the prescribed literary texts.

CO5 [K5]: assess the themes relating to the turn of the century events through close reading of text.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	2	2	2	1	2	1
Weightage of the course	14	11	06	09	04	06	05
Weighted percentage of Course contribution to POs	4.15	4.64	3.87	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- ALLEGORICAL NOVEL AND SATIRE (18 hrs)

Introduction: Novel as a Form, Concepts and Theories about the Novel;
Poetics of the Novel – definition, types, narrative modes: omniscient narration.

John Bunyan	-	The Pilgrim's Progress
Jonathan Swift	-	Gulliver's Travels

UNIT II- THE NEW WORLD NOVEL (18 hrs)

Daniel Defoe	-	Robinson Crusoe
Laurence Sterne	-	Tristram Shandy

UNIT III- MIDDLE CLASS NOVEL OF MANNERS (18 hrs)

Jane Austen	-	Emma
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UNIT IV- WOMEN'S ISSUES (18 hrs)

Charlotte Bronte	-	Jane Eyre
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UNIT V- LIBERAL HUMANISM, INDIVIDUAL ENVIRONMENT AND CLASS ISSUES (18 hrs)

James Joyce	-	A Portrait of the Artist as a Young Man
D.H.Lawrence	-	The Rainbow

TEXTBOOKS

1. Austen, Jane. *Emma*. New Delhi: Rupa Publishers, 1999.
2. Bronte, Charlotte. *Jane Eyre*. New Delhi: Penguin Publishers, 2006.
3. Bunyan, John. *The Pilgrim's Progress*. New Delhi: Penguin Publishers, 2010.
4. Defoe, Daniel. *Robinson Crusoe*. New York: Harper Press, 2013.
5. Lawrence, D.H. *The Rainbow*. London: Maple Press; 2011.
6. Joyce, James. *A Portrait of the Artist as a Young Man*. London: Wordsworth Editions, 2001.
7. Sterne, Lawrence. *The Life and Opinions of Tristram Shandy, Gentleman*. New Delhi: Oxford University Press, 2010.
8. Swift, Jonathan. "Gulliver's Travels", Delhi: Surjeet Publications, 2012.

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1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl. *Reader's Guide to the Development of the English Novel till the 18th Century*. Southampton: The Camelot Press Ltd. 1977.
3. Arnold Kettle. *An Introduction to English Novel* Vol. II. New Delhi: Universal Book Stall, 1967.
4. Raymond Williams. *The English Novel: From Dickens to Lawrence*. London: Chatto&Windus,1973.
5. Ian Milligan. *The Novel in English: An Introduction*. Hong Kong: Macmillan, 1983.

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2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/jane-Eyre-novel-by-Bronte>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I
ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - I: INDIAN WRITING IN
ENGLISH (23PEN011)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 5(L-4, T-1)
CREDITS : 3
DURATION : 75hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To enable the students to understand the evolution of Indian Writing in English.
- To enable the learners to get exposed to the historical movements of the Indian subcontinent.
- To comprehend different genres through the representation of different texts.
- To inculcate in the students, the cultural significance of Indian English literature.
- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the major trends in Indian Writing in English.

CO2[K2]: trace the growth of Indian writing in English with the focus on prominent Indian Writers.

CO3[K3]: articulate the background and settings of the prescribed texts.

CO4[K4]: analyze the Indianized themes, characters and stylistic features found in the prescribed literary texts.

CO5[K5]: evaluate the cultural significance of Indian English Literature.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I-PROSE (15 hrs)

Sir Aurobindo	-	The Essence of poetry Style and Substance
Dr. S. Radhakrishnan	-	The Emerging World Society
Dr. A. P. J. Abdul Kalam	-	Orientation (Wings of Fire)

UNIT II- POETRY (15 hrs)

Sri Aurobindo	-	i) The Tiger and the Deer ii) Rose of God
Toru Dutt	-	i) The Lotus ii) Our Casuarina Tree
Sarojini Naidu	-	i) Palanquin Bearers ii) The Coromandel Fishers

UNIT III- POETRY (15 hrs)

Nissim Ezekiel	-	i) Goodbye Party for Miss Pushpa T.S ii) Enterprise
Kamala Das	-	i) The Looking Glass ii) An Introduction
R.Parthasarathy	-	i) River Once ii) Under Another Sky

UNIT IV- DRAMA (15 hrs)

Asif Currimbhoy	-	Inquilab
Girish Karnad	-	Nagamandala

UNIT V-FICTION (15 hrs)

Anita Desai	-	Where shall we go this summer?
Shashi Deshpande	-	Roots and Shadows

TEXTBOOKS

1. Currimbhoy, Asif. *Inquilab*. New Delhi Macmillan.1995.
2. Ramamurti, K.S.(ed.). *Twenty-Five Indian Poets in English*. New Delhi Macmillan.1995.
3. Desai, Anita. *Where Shall We Go This Summer?* India: Orient Paper backs, 2019.
4. Deshpande, Shashi. *Roots and Shadows*. New Delhi, Sangam Books Ltd, 1992.
5. Karnad, Girish. *Three Plays*. New Delhi, Oxford University Press, 2000.

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2. Herbert H. Gowen. *A History of Indian Literature*. Delhi. Seema Publications, 1975.
3. K. Satchidanandan. *Authors, Texts, Issues: Essays on Indian literature*. New Delhi : Pencraft International,, 2003.
4. Amit Chandri. *The Picador Book of Modern Indian Literature*. London:Macmillan, 2001.
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2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>

3. <https://www.britannica.com/biography/Sri-Aurobindo>
4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
5. <https://www.britannica.com/biography/Anita-Desai>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I
ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - I: WORLD CLASSICS IN
TRANSLATION (23PEN012)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 5 (L-4, T-1)

CREDITS : 3

DURATION : 75hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To familiarize the learners with the prominent classical works across the world.
- To focus on the diversity of human experiences and the different literary traditions.
- To acquaint students with the themes, characters, settings and plots of classical works.
- To understand the respective socio-cultural, political and historical contexts of the prescribed works.
- To comprehend the evolution of World classics in Translation.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the prominent classical writers and their works across the world.

CO2[K2]: explain the diversity of human experiences and the different literary traditions present in prescribed World Classics in Translation.

CO3[K3]: articulate the themes, characters, settings and plots in the prescribed literary texts.

CO4[K4]: examine the prescribed Classical Texts in the light of the respective socio-cultural, political and historical contexts.

CO5[K5]: appraise the contemporary relevance of the prescribed World classics in Translation.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I - PROSE		(15 hrs)
Plato	-	Apology of Socrates
Montaigne	-	On smells
Jean-Paul Sartre	-	Existentialism is Humanism
UNIT II - POETRY		(15 hrs)
Goethe	-	The Reunion
A.S. Pushkin	-	Remembrance
G.U. Pope	-	Thirukkural- Learning
Subramania Bharathiyar	-	Much Adored Face is Forgotten
UNIT III - DRAMA		(15 hrs)
Sophocles	-	Oedipus the King
UNIT IV - FICTION		(15 hrs)
Fyodor Dostoevsky	-	Crime and Punishment
Hermann Hesse	-	Siddhartha
UNIT V - SHORT STORY		(15 hrs)
P'u Sung -ling	-	The Princess Lily
Guy de Maupassant	-	The Necklace
Anton Chekhov	-	The Shoemaker and the Devil
Karel Capek	-	The Shirts

TEXTBOOKS

1. Cohen J M. Trans. *Michel de Montaigne, Essays*. England: Penguin Books, 1982.
2. Greene, David. Trans. Sophocles, *Oedipus the King*. Delhi: Surjeet Publications, 2015.

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1. *The World's Greatest Short Stories*. Comp. New Delhi: Jaico Publishing House, 2013.
2. Pope G.U. et.al. *Tirukkural*, Tinnevelly: The South India Saiva Siddhantha Works Publishing Society, 1976.

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2. <https://www.marxists.org/reference/archive/sartre/works/exist/sartre.html>
3. https://www.poetry-archive.com/g/the_reunion.html
4. <https://www.poetryloverspage.com/yevgeny/pushkin/remembrance.html>
5. <https://www.fulltextarchive.com/pdfs/Siddharthax5773.pdf>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I

ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - II: THEATRE ART (23PEN013)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 5 (L-4, T-1)

CREDITS : 3

DURATION : 75 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To introduce the learners to the literary aspect of dramas.
- To familiarize Theatre as an art form.
- To introduce the concepts of direction and stage management.
- To inculcate in the learners, the role of Theatre in society.
- To familiarize the learners with the components of acting.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the role of theatre in society.

CO2[K2]: explain the contributions of the playwright, actor, director, designers, and technical theatre personnel.

CO3[K3]: articulate the social and artistic movements that have shaped theatre.

CO4[K4]: analyze the function and meaning of theatre.

CO5[K5]: appraise the varieties of writing & performance styles & production techniques that prevailed from ancient Greece to modern times.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' NoCorrelation)

UNIT I (15 hrs)

Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

UNIT II (15 hrs)

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT III (15 hrs)

Fundamentals of Play directing: Concept, technique, physical balance, demonstration, the director and the stage

UNIT IV (15 hrs)

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT V (15 hrs)

Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

TEXTBOOK

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

REFERENCES**Books**

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. London: CambridgeUniversity Press,2008.
2. Leach, Robert. *Theatre Studies: The Basics*. London: Routledge, 2013.

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

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- I
ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - II- POPULAR LITERATURE
(23PEN014)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 5 (L-4, T-1)

CREDITS : 3

DURATION : 75 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To broaden the idea of literature and the concept of texts.
- To learn the difference between genre fiction and literary fiction.
- To make students gain an understanding of the folk roots of popular literature.
- To make students find a perspective into the debate between high and low cultures.
- To analyze how the pop works gain popularity.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify certain kinds of literature as popular.

CO2[K2]: outline the features of popular genres like romances, thrillers and comics.

CO3[K3]: articulate the key themes and styles in Popular Literature.

CO4[K4]: examine popular genres using theoretical perspectives.

CO5[K5]: analyze and appreciate texts critically in terms of their generic patterns.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- POPULAR LITERATURE (15 hrs)

Definitions of popular Literature
Genres of Popular Literature
Notion of the Canonical and the Popular
Popular Literature today

UNIT II- CHILDREN'S LITERATURE AND YOUNG ADULT FICTION (15 hrs)

Introduction to Children's Literature and Young adult Fiction
Lewis Carroll - Through the Looking Glass
Shyam Selvadurai - Funny Boy

UNIT III- DETECTIVE AND SCIENCE FICTION (15 hrs)

Introduction to Detective and Science Fiction
Agatha Christie - The Murder of Roger Ackroyd
Ursula K Le Guin - The Ones Who Walk Away from Omelas

UNIT IV- GRAPHIC AND VISUAL NARRATIVES (15 hrs)

Introduction to Graphic And Visual Narratives
Subhashvym - Bhimayana: Experiences of Untouchability
Ruskin Bond and Vishal Bharadwaj- The Blue Umbrella

UNIT V- FANTASY NOVEL (15 hrs)

Introduction to Fantasy Novel
Anuja Chauhan - The Zoya Factor
J. K. Rowling - Harry Potter and the Philosopher's Stone

TEXTBOOKS

1. Fiedler, Leslie. *Towards a Definition of Popular Literature*. Super Culture: American Popular Culture and Europe, edited by C.W.E. Bigsby, Bowling green UP, 1975,.
2. Hughes, Felicity. *Children's Literature: Theory and Practice*. English Literary History.

REFERENCES

Books

1. Chauhan, Anuja. *The Zoya Factor*. London: Harper Collins, 2008.
2. Gill, Rosalind & Herdieckerhoff, Elena. —Rewriting the romance: new femininities in chick lit? New Delhi: Feminist Media Studies 6(4). 2006.

Web Sources

1. <https://documents.in/document/childrens-literature-55845ad6244ac.html>
2. <http://www.cambridgeblog.org/wp-coent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II
CORE COURSE-IV: AMERICAN LITERATURE (23PENC21)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)
CREDITS : 5
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To introduce the learners to the development of American literature.
- To familiarize social and political events that have a bearing on American writing.
- To introduce the concepts and emerging themes in American literature.
- To inculcate the movements and trends that shaped American literature.
- To familiarize the learners with the relation between aesthetics and racism in Fiction.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: describe the movements and trends that shaped American literature.

CO2[K2]: explain the various speeches and concepts of living which changed American history

CO3[K3]: identify the relation between aesthetics and racism in fiction.

CO4[K4]: analyse the stylistic devices related to Expressionism, Impressionism and Surrealism employed in the prescribed literary texts

CO5[K5]: evaluate the contribution of American Literature in the global context.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	2	0	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	2	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	10	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.22	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I-POETRY (18 hrs)

Walt Whitman	-	Out of the Cradle Endlessly Rocking
Emily Dickinson	-	The Last Night That She Lived
		The Soul Selects Her Own Society
Robert Frost	-	After Apple-Picking
E. E. Cummings	-	The Cambridge Ladies
Wallace Stevens	-	Anecdote of the Jar
Robert Lowell	-	Skunk Hour
Denis Levertor	-	Scenario, Thinking of EL Salvador
Anne Lexton	-	Wanting to Die
Adrienne Rich	-	Snapshots of a Daughter-in-law
Sylvia Plath	-	Lady Lazarus

UNIT II - PROSE (18 hrs)

Ralph Waldo Emerson	-	The American Scholar
Henry David Thoreau	-	Walden (Chapter "Pond")
Gwendolyn Brooks	-	Kitchenette Building
Amiri Baraka	-	An Agony. As Now
Victor Hernandez Cruz	-	Today is a day of great joy
Joy Harijo	-	Remember
Amy Tan	-	Mother Tongue

UNIT III -DRAMA (18 hrs)

Arthur Miller	-	Death of a Salesman
Tennessee Williams	-	A Street Car Named Desire
Marsha Norman	-	Night Mother
Ntozake Shange	-	For Colored Girls

UNIT IV -FICTION/SHORT STORY (18 hrs)

Edgar Allan Poe	-	The Cask of Amontillado
Herman Melville	-	Bartleby the Scrivener
N. Scott Momaday	-	The House Made of Dawn
Toni Morrison	-	Beloved
Kate Chopin	-	The Awakening

UNIT V- AUTOBIOGRAPHY (18 hrs)

Excerpts from	-	Malcolm X, Hispanic Women Writing,
Cherrie Moraga	-	Getting Home Alive

TEXTBOOKS

1. Jefferey. R., *American Literature as World Literature*, United Kingdom: Bloomsbury Publishing, 2017.
2. Magee, B., *Wagner and Philosophy*. United Kingdom: Penguin Books Limited, 2001.

REFERENCES

Books

1. Marcus C., "Sphere History of Literature in the English Language": Vol. 8 *American Literature to 1900*, United Kingdom: Sphere Books, 1973.
2. Boris F., "The New Pelican Guide to English Literature - Vol.9. *American*

Literature, United Kingdom: Sphere Books, 1987.

Web Sources

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

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II
CORE COURSE-V: SHAKESPEARE STUDIES (23PENC22)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)
CREDITS : 5
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To explain the Shakespeare’s plays and Criticism of Theatre.
- To examine the context of Elizabethan England from the evolving contemporary perspective down the ages.
- To compare textual analysis of Shakespeare’s Plays with Sonnets.
- To analyze Shakespeare’s contribution to English language and literature.
- To assess the contribution of Shakespeare to the development of World Drama in themes, characterization and stylistic features.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: state the essential features of Shakespeare’s Tragedies, Comedies, and Historical plays

CO2[K2]: classify the different aspects of Elizabethan drama like theme, plot, characterization and stage craft in Shakespearean plays

CO3[K3]: articulate the universality of themes in the prescribed Shakespeare’s plays

CO4[K4]: analyze critically the art of characterization in the prescribed plays of Shakespeare in the light of prominent Shakespearean critics

CO5[K5]: assess the contribution of Shakespeare to the development of World Drama in themes, characterization and stylistic features

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	2	0	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	2	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	10	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.22	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I **(18 hrs)**

Shakespeare Theatre
Theatre Conventions
Sources
Problems of categorization
Trends in Shakespeare Studies up to the 19th Century
Sonnet and court politics
Famous actors
Theatre criticism
Shakespeare into film
Play production

UNIT II **(18 hrs)**

Sonnets - 12, 65, 86, 130
Comedies - i) Much Ado About Nothing
ii) The Winter's Tale

UNIT III **(18 hrs)**

Tragedy - Othello

UNIT IV **(18 hrs)**

History - Henry IV Part I

UNIT V- SHAKESPEAREAN CRITICISM **(18 hrs)**

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist

A.C. Bradley - Shakespearean Tragedy (Chapter V & VI)
Granville Baker - From Prefaces to Shakespeare
Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion
Henry IV & Henry V
Ania Loomba - Sexuality and Racial Difference in Gender, Race, and Renaissance Drama

TEXTBOOKS

1. Shakespeare, William. *Othello*. New Delhi: Shakespeare Publication, 2014.
2. Stephen Greenblatt, ed., *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London: 1997.

REFERENCES

Books

1. Cunningham, J. *Shakespeare's Tragedies and Modern Critical Theory*. United Kingdom: Fairleigh Dickinson University Press, 1997.
2. Knight G.W., "The Wheel of Fire: *Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York: OUP, 1957.
3. Knight G.W., *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford: OUP, 1947.
4. John, F. Andrews, ed., *William Shakespeare: His World, His Work, His Influence*, London: Charles Scribner's Sons Publications, 1985.
5. Jonathan Dollimore, ed., *The Radical Tragedy*, Cambridge: The Harvester Press, 1984.

Web Sources

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. <https://www.historytoday.com/archive/british-english-monarchs/henry-iv>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II
CORE COURSE – VI: POST-COLONIAL THEORY AND LITERATURE (23PENC23)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)
CREDITS : 4
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To explain the current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
- To describe the basic concepts and theories related to post colonialism as expressed in different literary genres.
- To identify the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people.
- To examine the development of post-colonial literatures and theory.
- To evaluate the critical perspectives in Postcolonial literatures.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: describe the political and social background of the third world nations.

CO2[K2]: examine the emerging trends in Post- Colonial Literature.

CO3[K3]: identify the problems and consequences of the decolonization of a country.

CO4[K4]: examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature.

CO5[K5]: interpret the postcolonial concepts found in different literary genres.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	3	1	2	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	10	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.74	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I – FICTION (18 hrs)

Joseph Conrad - Heart of Darkness.
E.M. Forster - A Passage to India.

UNIT II - FICTION (18 hrs)

Chinua Achebe - Things Fall Apart
Thomas King - The One About Coyote Going West
Salman Rushdie - Midnight's Children

UNIT III – FICTION (18 hrs)

Samuel Selvon - The Lonely Londoners
Bapsi Sidhwa - Ice Candy Man

UNIT IV – POETRY (18 hrs)

A.K.Ramanujan - i) Returning
ii) On the Death of a Poem
iii) No Fifth Man
iv) Birthdays
v) Farewells
Arun Kolatkar - i) The Priest

ii) A Low Temple
iii) Yeshwant Rao

Kofi Awonoor - iv) An Old Woman, Scratch
i) Easter Dawn
ii) The Weaver Bird
iii) Songs of Sorrow
iv) Song of War

UNIT V – POETRY (18 hrs)

Leopold Senghor - i) In Memoriam
ii) Night of Sine
iii) All Day Long

James Reaney - Maps
George Bowering - Grand Father
Grace Nichols - i) In My Name

ii) Praise Song for my Mother,
iii) Caribbean Women Prayer

TEXTBOOKS

1. Laurie, W.F., *Macaulay's Minute of 1831/35*, Oxford: W.H.Company, 2008.
2. Ashcroft, ed., *The Post-Colonial Studies: Reader* London: Routledge Publisher, 2006.

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1. S. Kudchedkar and Jameela Begum. ed., *Canadian Voices'*, Book Land Press, 2010.
2. Fanon, Frantz., *The Wretched of the Earth*. Portugal, UK: Grove Press, 1968.
3. Ashish Nandy ., *The Fear of Nationalism*, UK: Grove Press, 2022.
4. Turley, R.M., *Keats' Boyish Imagination*, First Edition, London: Routledge Publisher, 2004.

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2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. <https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II

ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - III: APPROACHES TO ENGLISH
LANGUAGE TEACHING (23PEN021)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4(L-3, T-1)
CREDITS : 3
DURATION : 60 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To identify the learning and teaching skills of English.
- To describe the basic concepts and theories related to English language teaching.
- To list out the problems and consequences on language teaching.
- To examine the development of language teaching skills.
- To assess the contribution of modern teaching methods (ICT) towards effective language teaching/learning process.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: outline the brief history of language teaching methods.

CO2[K2]: explain the difference between the terms, methods, approaches and techniques used in teaching.

CO3[K3]: identify the methods and approaches of English Language Teaching.

CO4[K4]: analyze the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.

CO5[K5]: assess the contribution of modern teaching methods (ICT) towards effective language teaching/learning process

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	2	1	2	1	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	2	2	1	2	1
CO4[K4]	3	2	2	2	1	2	1
CO5[K5]	3	2	2	2	2	2	1
Weightage of the course	15	10	08	10	06	08	05
Weighted percentage of Course contribution to POs	4.45	4.22	5.16	4.74	5.45	5.67	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I - A BRIEF HISTORY OF LANGUAGE TEACHING (12 hrs)

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 (12 hrs)

Definition of Approach and method- Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching- The Silent Way-Community Language Learning. Suggestopedia. Competency based Language Teaching

UNIT III - CURRENT COMMUNICATIVE APPROACHES (12 hrs)

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

UNIT IV -TEACHING ASPECTS (12 hrs)

Teaching Aspects: Teaching Prose -Teaching Poetry - Teaching Grammar- Teaching of Non-Detailed Text

UNIT V- USE OF MEDIA IN ELT (12 hrs)

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

TEXTBOOKS

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

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1. Dr. Shaikh Mowla *Methods of Teaching English*, New Delhi: K.K. Publications, 2014.
2. H. G. Widdowson *Aspects of Language Teaching*, Oxford: Oxford. University press,2011.

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1. <http://www.ehow.com/way-5557572-effective-teaching-strategies-prose.htm/>
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-8%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI

DEPARTMENT OF ENGLISH

PG Programme - M.A. English

SEMESTER- II

**ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - III: TECHNOLOGY IN TEACHING
ENGLISH (23PEN022)**

(From 2023-2024 Batch onwards)

HOURS/WEEK: 4(L-3, T-1)

CREDITS : 3

DURATION : 60 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To acquaint learners with technology tools, learn to implement network-related programs with concepts of Web Developing.
- To integrate technology tools into their English language teaching.
- To enhance English language teaching professionals around the world, acquire and maintain basic knowledge and skills in technology for professional purposes.
- To help learners utilize technology in lesson planning, materials development, feedback, and assessment.
- To facilitate learners with professional communication, collaboration, and efficiency improvement by participating in online discussions.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: define the digital system and its impact on Teaching

CO2[K2]: identify the evolving role of Digital Technologies in Language Teaching

CO3[K3]: apply various strategies to teach Language skills through social media

CO4[K4]: distinguish the benefits of Modern Teaching Methods(CALL) from the traditional approaches to English Language Teaching

CO5[K5]: discuss how technology affects language learning and teaching today

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	2	1	2	1	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	2	2	1	2	1
CO4[K4]	3	2	2	2	1	2	1
CO5[K5]	3	2	2	2	2	2	1
Weightage of the course	15	10	08	10	06	08	05
Weighted percentage of Course contribution to POs	4.45	4.22	5.16	4.74	5.45	5.67	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I VIRTUAL- LEARNING ENVIRONMENT (12 hrs)

Definition -Virtual- Learning Environment: Meaning- Web-Based Learning Environment, Virtual- Learning Environment, Web Tools, Effective Web Tools in Teaching, Classroom Tools

UNIT II- WEB PAGE DEVELOPMENT (12 hrs)

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 (12 hrs)

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 (12 hrs)

Introduction to Lexicography, Dictionary Development (e- Dictionary), World Net, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.

UNIT V- E-LEARNING (12 hrs)

Asynchronous E-Learning vs Synchronous E-Learning of Language, E-Learning Challenges and Solutions. Application: Machine Translation.

TEXTBOOKS

1. Anderson, T. (ed.) *The Theory and Practice of Online Learning Athabasca London:* Athabasca University Press, 2008.
2. Bates, A. and Sangra, A. *Managing Technology in Higher Education.* San Francisco: Jossey-Bass/John Wiley and Co, 2011.

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1. Butcher, N. and Wilson-Strydom, M.) *A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013*
2. Batson, T., & Bass, R. *Teaching and learning in the Computer Age.*Change, Mar-Apr., 1996.

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1. <https://englishpost.org/tools-teach-english-technology/>
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3. <https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1>
4. https://en.m.wikipedia.org/wiki/Web_development
5. <https://plato.stanford.edu/entries/computational-linguistics/>
6. <https://en.m.wikipedia.org/wiki/Lexicography>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II

ELECTIVE COURSE GENERIC/ DISCIPLINE SPECIFIC - IV: A GLIMPSE OF NOBEL LAUREATES (23PEN023)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4(L-3, T-1)
CREDITS : 3
DURATION : 60 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To describe the Nobel Laureates of various genres of Literature.
- To discuss the various Nobel Laureates.
- To compare the works of various Nobel Laureates.
- To examine critically and aesthetically the prescribed texts.
- To evaluate the Nobel Laureates contribution to the society.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: list out the various criteria considered while awarding the Nobel Prize for Literature.

CO2[K2]: find the works of various Nobel Laureates.

CO3[K3]: examine the values presented in the literature of the Nobel Prize Winners.

CO4[K4]: analyze the outstanding works of Nobel Laureates.

CO5[K5]: evaluate the influence of Nobel Laureates in Literature.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I (12 hrs)

DETAILED POETRY

- Pablo Neruda - i) If You Forget Me
ii) A Song of Despair
iii) Ode to the Onion
iv) Your Laughter

NON-DETAILED POETRY

- Octavio Paz - i) As One Listens to the Rain
ii) The Street
Rudyard Kipling - The Power of the Dog
Seamus Heaney - Oracle

UNIT II (12 hrs)

DETAILED PROSE

- Nadine Gordimer - Loot
Thomas Mann - i) He Comes Round the Corner
ii) Disorder and Early Sorrow

NON - DETAILED PROSE

- Toni Morrison - Sula (The Prologue 1919)
J.M.Coetzee - Disgrace chapter (1-3)

UNIT III (12 hrs)

DETAILED DRAMA

- Harold Pinter - The Caretaker

NON - DETAILED DRAMA

- George Bernard Shaw - Man and Superman

UNIT IV - SHORT STORIES (12 hrs)

- Alice Munro - i) The Turkey Season
ii) Differently
iii) Runaway
iv) The Bear came over the Mountain
v) Boys and Girls

UNIT V - NOVELS (12 hrs)

- John Steinbeck - The Pearl
Gabriel Garcia Marquez - One Hundred Years of Solitude

TEXTBOOKS

1. Coetzee, J.M. *Disgrace*. India, Penguin Books, 1999.
2. Gordimer, N., *Loot and other Stories*. Bloomsbury: Farrar Publications, 2004.
3. Marquez., G.G., *One Hundred Years of Solitude*, Ashland: Black Stone Publication, 2022.
4. Morrison, T. *Sula*. India: Vintage publication, 2001.
5. Munro, Alice, *The Bear Came over the Mountain Boys and Girls*, India: Vintage publication, 2001.
6. Shaw, George Bernard. *Man and Superman*. New Delhi, Penguin Books, 2000.
7. Steinbeck, J., *The Pearl*, India : Viking Press, 2016.

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

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1. https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2. <https://www.britannica.com/biography/Pablo-Neruda>
3. <https://www.britannica.com/topic/Nobel-Prize>
4. <https://www.britannica.com/biography/Alice-Munro>

SRI KALISWARI COLLEGE, (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II
ELECTIVE COURSE GENERIC/DISCIPLINE SPECIFIC-IV: CULTURE STUDIES
(23PEN024)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4(L-3, T-1)
CREDITS : 3
DURATION : 60 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To identify, analyze, and address the specific structural location of cultural issues and debates, and propose creative and effective interventions.
- To recognize, critically address, and collaboratively negotiate cultural diversity and difference in a variety of educational and institutional sites.
- To move effectively from project conception to project execution through the use of both critical and immersive techniques that engage specific publics.
- To create a dynamic portfolio of work that provides the opportunity for reflection and showcases examples of research and collaboration.
- To engage in professional positions as researchers, educators, activists, artists, and problem-solvers in a variety of cultural and organizational arenas.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: state the basic theoretical paradigms of Cultural Studies.

CO2[K2]: trace the disciplinary and historical context of understanding Cultures.

CO3[K3]: apply/connect cultural knowledge to everyday life and practices.

CO4[K4]: discriminate the diverse meanings of cultural objects and processes.

CO5[K5]: appraise the different interpretation of cultures through cultural studies

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I – ORIGIN AND EVOLUTION (12 hrs)

The Birmingham Centre for Contemporary Cultural Studies, The Frankfurt School, Definition of Culture and Cultural Studies, Evolution, Need and Significance of Cultural studies, Critiquing Cultural Studies.

UNIT II- KEY CONCEPTS IN CULTURAL STUDIES (12 hrs)

Dominant Culture, Residual Culture, Emergent Culture, Cultural Materialism, Production, Circulation, Use, Reproduction Encoding and Decoding, Circuit of Culture, Cultural Hegemony , Cultural Poetics, ISA ,RSA, Discourse, Cultural Capital, Hyper Reality, Third Space Theory.

UNIT III – SITES OF CULTURAL STUDIES (12 hrs)

Body, Space, Time, Culture and Development, Language, Ethnicity, Race and Nation, Globalization, Consumption, Biology

UNIT IV – CULTURE INDUSTRIES & CULTURAL FORMS (12 hrs)

Culture Industry, The Commodity, Media, Television, New Media, Science, Technology and Cultural Studies, Cyber culture.

UNIT V - THEORY (12 hrs)

Stuart Hall	-	Cultural Studies and its Theoretical Legacies
Edward Soja	-	History: Geography: Modernity
Arjun Appadurai	-	Disjuncture and Difference in the Global Cultural Economy

TEXTBOOKS

1. During, Simon. *The Cultural Studies Reader*. London: Routledge, 2007.
2. Nayar, Pramod K. *An Introduction to Cultural Studies*. New Delhi: Viva Books, 2019.

REFERENCES

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1. Barker, Chris and Emma A. Jane. *Cultural Studies: Theory and Practice*. New Delhi: Sage, 2016.
2. Nayar, Pramod K. *From Text to Theory: A Handbook of Literary and Cultural Theory*. New Delhi: Viva Books, 2017.
3. Storey, John. *An Introduction to Cultural Theory and Popular Culture*. New Delhi: Pearson, 2012.

Web Sources

1. <https://nptel.ac.in/courses/109/106/109106136/>
2. <https://nptel.ac.in/courses/109/103/109103018/>
3. https://onlinecourses.swayam2.ac.in/aic19_as04/preview
4. <https://literariness.org/2016/11/23/cultural-studies/>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- II
NON MAJOR ELECTIVE- I: BUSINESS ENGLISH (23PENN21)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4(L-3, T-1)

CREDITS : 2

DURATION : 60 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To acquire communicative skill in English for business-oriented situations.
- To empower learners with the skills necessary in a business working environment.
- To increase their knowledge of key business concepts worldwide
- To develop confidence to deal with people and issues in the business world.
- To enhance reading, writing, and vocabulary skills in the business context

Course Outcomes

On successful completion of the course, the learners will be able to

CO1[K1]: outline the world of business with English Language proficiency.

CO2[K2]: describe the etiquettes to be followed in telephonic conversation.

CO3[K3]: write effective and concise letters and memos employing appropriate business format.

CO4[K4]: take part in team activities that lead to the development of collaborative work.

CO5[K5]: evaluate the appropriate attitude and skill in Business relations.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	3	1	1	0	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	2	2	1	1	1
CO5[K5]	3	2	2	2	1	2	1
Weightage of the course	15	11	07	09	04	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	4.52	4.27	3.64	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I - INTRODUCTION TO BUSINESS ENGLISH (12hrs)

Importance of Business English-Business Vocabulary-Business Ethics

UNIT II- READING STRATEGY (12 hrs)

Skimming, Scanning, Proofreading, Inferring, Reading comprehension

UNIT III - BUSINESS COMMUNICATION SKILL (12 hrs)

Effective Presentation- Introducing, Linking, sequencing and concluding ideas.
Telephonic Etiquette – Checking and Clarifying information.

UNIT IV- BUSINESS CORRESPONDENCE (12 hrs)

Emails – Writing Memorandum and Business letters, Job adverts and Job descriptions

UNIT V - CAREER SKILLS (12 hrs)

Letters of application, Covering letters, letter of requesting, thanking and CV writing, Job Interviews – in person, Telephone

TEXTBOOKS

1. Nikolaenko K B, *Business English*, Tomsky: Polytechnic University Publishing house, 2008.
2. Geffner, A. *Business English*, New York City: Baron's Educational, 2004.

REFERENCES

Books

1. Sharon J Gerson, *Technical Writing: Process and Product*, New Delhi: Pearson Education Inc, 2006.
2. Rajans, Gupta, *Professional Communications*, Meerut: Pragati Prakashan publication , 2005.
3. Murphy H. &Hildebranth H, *Effective Business Communications*, New York: Mc Graw Hill, 2001.

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1. <https://www.splashlearn.com/blog/reading-strategies-for-students-teachers-need-to-use-these/>
2. <https://www.morganstanley.com/articles/business-communication-skills-morgan-stanley>
3. <https://www.founderjar.com/business-correspondence/>
4. <https://www.careertipstogo.com/career-basics/>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER-III
CORE COURSE-VII: CONTEMPORARY LITERARY CRITICISM (23PENC31)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6(L-5, T-1)
CREDITS : 5
DURATION : 90 hrs

INT. MARKS : 25
EXT. MARKS : 75
MAX. MARKS : 100

Course Objectives

- To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge.
- To provide knowledge about the different schools in contemporary literary criticism.
- To focus on interpreting the works of various literary critics.
- To focus on evaluating critically and aesthetically the prescribed texts.
- To understand the principles of criticism.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: examine the seminal texts by literary theorists and analyze based on evolving traditions of criticism.

CO2[K2]: expand an introduction to current critical theories and analytical understanding of the subject matter.

CO3[K3]: apply the modern literary theories to literary texts.

CO4[K4]: evaluate the literary concepts and theories in the prescribed texts critically and aesthetically.

CO5[K5]: assess literary contributions of eminent critics at emotional, intellectual and aesthetic levels.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I			(18 hrs)
Jacques Derrida	-	Structure, Sign and Play in the Discourse of	
Human Sciences			
UNIT II			(18 hrs)
M.H. Abrams	-	The Deconstructive Angel	
UNIT III			(18 hrs)
Susan Sontag	-	Against Interpretation	
Edward Said	-	Crisis in Orientalism	
UNIT IV			(18 hrs)
Sigmund Freud	-	Creative Writers and Day Dreaming	
Cleanth Brooks	-	Irony as a Principle of Structure	
UNIT V			(18 hrs)
Roland Barthes	-	From Work to Text	
Terry Eagleton	-	Capitalism, Modernism and Post Modernism	

TEXTBOOKS

1. Eagleton, Terry. *Literary theory: An introduction*. Univ. of Minnesota Press, 2008.
2. Said, Edward. *Orientalism: Western Conceptions of the Orient*. Delhi: Penguin India, 2016.
3. Sethuraman, V.S. Ed. *Contemporary Criticism: An Anthology*. New Delhi: Trinity Press, 2016.
4. Sontag, S. *Against Interpretation and other Essays*. Delhi: Penguin Books, 2009.

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1. Lodge, David. *Twentieth Century Literary Criticism: A Reader*. New York: Taylor & Francis Group, 2016.
2. Wood, Nigel, and David Lodge. *Modern Criticism and Theory*. Taylor and Francis, 2014.

Web Sources

1. <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>
2. <https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>
3. <https://fs.blog/susan-sontag-against-interpretation/>
4. <https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560>
5. <https://www.britannica.com/biography/Roland-Gerard-Barthes/>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER-III
CORE COURSE-VIII: CANADIAN STUDIES (23PENC32)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6(L-5, T-1)
CREDITS : 5
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To expose students to Canadian Social, Cultural, Historical and Aboriginal traditions.
- To provide knowledge about the different trends in Canadian studies.
- To focus on interpreting the prescribed works critically.
- To focus on important dimensions to understanding Canada including multicultural and immigrant experience.
- To understand the folklore and its influence on Canadian Literature.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: state the history and growth of Canadian Literature with the focus on prominent writers in different genres.

CO2[K2]: explain the specific socio- political and cultural issues of Canadian society as interpreted in the prescribed literary texts.

CO3[K3]: articulate the themes – Nature, Multi-Culturalism and Urban vs Rural present in the prescribed literary texts.

CO4[K4]: analyze the stylistic devices employed in the prescribed literary texts.

CO5[K5]: evaluate the contribution of Canadian Literature at emotional, intellectual and aesthetic levels.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- POETRY (18 hrs)

A.J.M.Smith	-	i) Ode on the Death of William Butler Yeats
		ii) Like an Old Proud King in a Parable
A.M.Klein	-	Indian Reservation: Caughnawaga
P.K.Page	-	i) Adolescence
		ii) First Neighbours
Margaret Atwood	-	Journey to the Interior

UNIT II- FICTION (18 hrs)

Thomas King	-	Truth and Bright Water
Beatrice Culleton Mosonier	-	In Search of April Rain tree
M.G.Vassanji	-	No New Land

UNIT III- DRAMA (18 hrs)

George Ryga	-	The Ecstasy of Rita Joe
Tom Highway	-	Dry Lips
Uma Parameswaran	-	Sons Must Die

UNIT IV- SHORT STORY (18 hrs)

Stephen Leacock	-	i) The Hostelry of Mr.Smith
		ii) With the Photographer
Muriel Kitagawa	-	i) The Year 1942
		ii) Letters to Friends

UNIT V- CRITICISM (18 hrs)

Northrop Frye	-	Conclusion to a Literary History of Canada (From The Bush Garden)
Robert Kroetsch	-	Chapter I (The Lovely Treachery of Words Essays Selected and New)
Margaret Atwood	-	Chapter X (Survival)
Thomas King	-	Godzilla vs Post-Colonial
Linda Hutcheon	-	Chapter VI (The Canadian Postmodern)

TEXTBOOKS

1. Narasimhaiah C.D. *An Anthology of Commonwealth Poetry*. Chennai: Macmillan, 1990.
2. King, T. *Truth and Bright Water*. Reprint Edition. New York: Grove Press, 2001.
3. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Canada: McClelland & Stewart, 1996.
4. Vassanji, G.M. *No New Land*. Canada: McClelland & Stewart, 2012.
5. Ryga, George. *The Ecstasy of Rita Joe*. Canada: Taloon Books, 2013.
6. Highway, Tomson. *Dry Lips Oughta Move to Kapuskasing*. Tronoto: Fifth House Publishers, 2010.
7. Uma, Parameswaran. *SACLIT DRAMA plays from South Asian Canadian*. Bangalore: IBH Prakashana, 1996.
8. Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. Canada: House of Anansi Press Ltd., 1995.

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1. Cameron, Elspeth. *Multiculturalism in Canada*. Ed. Toronto: Canadian Scholar Press, 2004.
2. Morton, Desmond. *A short History of Canada*. Edmonton: Hurtig, 1983.

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2. www.canada.justice.gc.ca
3. www.thecanadianencyclopedia.com
4. <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>
5. <https://www.britannica.com/biography/Margaret-Atwood>
6. <https://canadianliteraryfare.org/bibliography/drama/>
7. <http://northropfrye-thebushgarden.blogspot.com/2009/02/silence-in-sea.html>
8. <https://www.perlego.com/book/2388029/survival-a-thematic-guide-to-canadian-literature-pdf>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A.English
SEMESTER-III

CORE COURSE-IX: LITERATURE OF THE MARGINALIZED IN INDIA (23PENC33)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)

CREDITS : 5

DURATION : 90 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To sensitize students in the history of anti-caste and anti-discrimination discourses.
- To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
- To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
- To focus on important dimensions to understanding political spheres in India.
- To understand the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the predominant themes in literature of the marginalized in India

CO2[K2]: describe the experiences of alienation and exile by the marginalized in India

CO3[K3]: examine some outstanding and representative literary pieces

CO4[K4]: analyze a literary text with reference to socio political issues

CO5[K5]: discuss discrimination in terms of race, caste and gender

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I-STUDIES ON CASTE (COLONIAL/POSTCOLONIAL) (18 hrs)

Lakshmi Narasu	-	Study on Caste
Dr.B.R.Ambedkar	-	Castes in India and Annihilation of Caste, Genesis and Mechanism of Caste
Louis Dumont	-	Homo Hierarchicus

UNIT II- THE INTERFACE BETWEEN CASTE AND GENDER (18 hrs)

Uma Chakravarti	-	Gendering Caste: Through a Feminist Lens
Anupama Rao	-	Caste and Gender

UNIT III- HISTORY AND THEORY OF DALIT UPRISING (18 hrs)

Gail Omvedt	-	Dalits and Democratic Revolution in India
Ravikumar	-	Power of Invisibility

UNIT IV- CASE STUDY (18 hrs)

M.Sukhadeo Thorat, Paul Attewell & Firdaus F.Rizvi	-	The Legacy of Social Exclusion: A Correspondence Study of Job Description in India
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UNIT V- FICTION AND SHORT STORIES (18 hrs)

Fiction

G.Kalyana Rao	-	Untouchable Spring
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Short stories

Jaywant Dalvi	-	Chakra
Bama	-	Kusumbukaran
Imayam	-	Aarumugam

TEXTBOOKS

1. Ambedhkar.B.R. *Castes in India: Their Mechanism, Genesis and Development*.
2. Bama. *Harum-Scarum Saar and Other Stories*. Women Unlimited, 2006. California: Createspace Independent Pub, 2017.
3. Chakravarti, U. *Gendering Caste: Through a Feminist Lens (Theorizing Feminism)*.
4. Dumont. L. *Homo Hierarchicus: Caste System and Its Implications (Nature of Human Society)*. Revised edition. University of Chicago Press, 1989.
5. Imayam, Avyar. K. *Arumugam (Katha Tamil Library)*. New Delhi: Katha, 2002.
6. Narasu. L.P. *Study of Caste*. New Delhi: Gyan Publishing House, 2020.
7. Omvedt, Gail. *Dalits and the Democratic Revolution: Dr.Ambedkar and the Dalit Movement in Colonial India*. First edition. New Delhi: SAGE India, 1994.
8. Rao, A. *Gender & Caste*. Women Unlimited, 2012.
9. Rao. K.G. *Untouchable Spring*. First edition. Hyderabad: Orient BlackSwan, 2010.
10. Risley, H. H. *The Tribes and Castes of Bengal*. Delhi: Gyan Publishing House, 2021.

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1. Aloysius G. *Nationalism without a Nation in India*. Delhi: Oxford University Press, 1999.
2. Dirks, Nicholas B. *Castes of Mind*. New Jersey: Princeton University Press, 2001.
3. Thurston, Edgar. *Castes and tribes of Southern India*. Madras: Government Press, 2019.

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1. www.ambedkar.org
2. www.saxakali.org
3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full>
4. <https://www.jstor.org/stable/2053672>
5. <https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>
6. [http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_cas
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tes.html)
7. [https://www.studocu.com/in/document/christ-deemed-to-be-
university/additional-english/the-journey-temsula-ao/18801511](https://www.studocu.com/in/document/christ-deemed-to-be-
university/additional-english/the-journey-temsula-ao/18801511)
8. [https://books.google.co.in/books?id=aUnJrwHCu6YC&pg=PR3&source=gbs_sele
cted_pages&cad=3#v=onepage&q&f=false](https://books.google.co.in/books?id=aUnJrwHCu6YC&pg=PR3&source=gbs_sele
cted_pages&cad=3#v=onepage&q&f=false)
9. [https://www.google.co.in/books/edition/Homo_Hierarchicus/XsOtRGdvligC?hl
=en&gbpv=1](https://www.google.co.in/books/edition/Homo_Hierarchicus/XsOtRGdvligC?hl
=en&gbpv=1)
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SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- III
CORE COURSE- X: RESEARCH METHODOLOGY (23PENC34)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)

CREDITS : 4

DURATION : 90 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives:

- To familiarize the students with the objectives and stages in formulating a Research Project
- To enable the learners to identify the different stages of Research Methodology
- To adhere to the rules formulated in the latest edition of MLA hand book
- To employ the accurate documentation in executing Research project

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the unexplored areas of research

CO2[K2]: outline the objectives in formulating a research paper

CO3[K3]: apply the latest rules of documentation to cite Print, Non-print and Web Publications in a research paper

CO4[K4]: analyze the stages in writing a thesis – collecting and evaluating Sources and drafting documentation

CO5[K6]: prepare a rightly documented research project with adequate discussion, interpretation and evaluation

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	2	1	1	1
CO2[K2]	3	2	1	2	1	1	1
CO3[K3]	3	2	2	2	1	1	1
CO4[K4]	3	2	1	2	2	1	1
CO5[K6]	3	2	3	2	2	2	1
Weightage of the course	15	11	08	10	07	06	05
Weighted percentage of Course contribution to POs	4.45	4.64	5.16	4.74	6.36	4.26	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I – RESEARCH AND WRITING (18 hrs)

The Research Paper as a Form of Exploration-The Research Paper as a Form of Communication-Selecting Topic-Conducting Research-Compiling a Working Bibliography- Evaluating Sources-Taking Notes-Outlining-Writing Drafts-Language and Style-Definition of Plagiarism-Consequences of Plagiarism

UNIT II – THE MECHANICS OF WRITING (18 hrs)

Spelling-Punctuation-Italics –Underlining-Names of Persons-Numbers-Titles of the Works in the Research Paper-Quotations-Capitalization and Personal Names in Languages

UNIT III – THE FORMAT OF RESEARCH PAPER (18 hrs)

Paper and Printing-Margin-Spacing-Heading and Title-Page Numbers- Tables and Illustrations-Corrections and Insertions-Binding-Electronic Submission

UNIT IV – DOCUMENTATION: PREPARING THE LIST OF WORKS (18 hrs)

Documenting Sources- MLA Style- APA Style –The list of Works Cited and Other Source Lists- Citing Periodical Print Publications- Citing Non-Periodical Print Publications- Citing Web Publications- Citing Additional Common sources-

UNIT V- CITING SOURCES IN THE TEXT (18 hrs)

Parenthetical Documentation and the list of works Cited- Information Required in Parenthetical Documentation- Readability- Sample References- Using Notes with parenthetical Documentation- Abbreviations –Symbols and Abbreviations Used in Proofreading

TEXTBOOK

1. Gibaldi, Joseph. *MLA Handbook Ninth Edition*. New York: *The Modern Language Association of America*. 2021.

REFERENCES**Books**

1. Kothari C. R. *Research Methodology: Methods & Techniques*. New Delhi: New Age International P. Ltd Publishers, 2004.
2. Rengachari S. and S. Sulochna Rengachari Prakash. *Research Methodology for English Literature*: Bareilly: Books Depot, 2008.

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1. https://www.youtube.com/watch?v=pANiDaCYA_M
2. <https://www.youtube.com/watch?v=B400EZpRcII&feature=youtu.be>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER-III
ELECTIVE COURSE GENERIC/DISCIPLINE SPECIFIC- V: TRANSLATION STUDIES
(23PEN031)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 3(L-2, T-1)
CREDITS : 3
DURATION : 45 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To enable students to get a glimpse of the rich diversity of Indian culture and literature.
- To provide knowledge about the regional languages through representative texts in English translation.
- To equip the students in the skills as well as the politics of translation.
- To focus on important dimensions of culture through the prescribed texts.
- To understand the nuances of translations.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: indicate the significant contributions of the translators of Indian Writing in English and identify the socio-cultural-political-psychological changes and influences in their writings.

CO2[K2]: recognize the similarities and contrasts between Source Language texts and Target Language texts.

CO3[K3]: interpret the problems in translating prose, poetry and drama and relate them by learning the prescribed translated literary texts

CO4[K4]: explain literary classics written and translated from different parts of India

CO5[K6]: develop knowledge in the regional languages through representative texts in English translation

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	1	1	1
CO2[K2]	3	3	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	1	1	2	1	2	1
CO5[K6]	2	1	2	2	2	2	1
Weightage of the course	14	10	06	08	06	07	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	5.45	4.96	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- POETRY (09 hrs)

Balamani Amma	-	To My Daughter
Akhtar-ul-Iman	-	Compromise
Popati Hiranandani	-	Husband
V. Indira Bhavani	-	Avatars
S. Usha	-	To Mother

UNIT II- DRAMA (09 hrs)

Harindranath Chattopadhyay	-	Siddharta: Man of Peace
Badal Sircar	-	Evam Indrajit

UNIT III- SHORT FICTION (09 hrs)

Lalithambika Antherjanam	-	Wooden Cradles
Kodavatiganti Kutumba Rao	-	Taatayya: My Grandpa
Ashokamitran	-	The Rat
Kum.Veerabhadrapa	-	A Sweet Dish

UNIT IV (09 hrs)

Problems in Translation- Prose, Poetry and Drama

UNIT V (09 hrs)

Practice in translating proverbs, poems and short passages- English into Tamil and vice versa.

TEXTBOOKS

1. Dharwadkar, Vinay and A KRamanujan. eds. *The Oxford Anthology of Modern Indian Poetry*. Delhi: Oxford University Press, 1994.
2. Srilata and SubashreeKrishnaswamy. Ed. *Short Fiction from South India*. Delhi: Oxford University Press, 2011.
3. Tharu, Susie, and Lalita. *Introduction to Women Writing in India*. Oxford India Paperback, 1997.

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1. Azhagarasan R. & Ravikumar. *The (Oxford India) Anthology of Tamil Dalit Writing*. Delhi: Oxford University Press, 2012.
2. Bassnett, Susan and Harish Trivedi. eds. *Post-colonial Translation*. London: Routledge, 1999.
3. Choudhury, Amit. *The Picador Book of Modern Indian Literature*. London: Macmillan, 2001.

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1. https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20upport%20translation.
2. <https://www.tandfonline.com/toc/rtrs20/current>
3. <https://complit.fas.harvard.edu/translation-studies>
4. <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
5. <https://www.lit-across-frontiers.org/about-translation-workshops/>
6. <https://www.scribd.com/document/617186404/Short-Fiction-From-South-India-Kannada-Malayalam-Tamil-And-Telugu-Subashree-Krishnaswamy-K-Srilata-Z-lib-org>
7. <https://www.cse.iitk.ac.in/users/amit/books/dharwadker-1994-oxford-anthology-of.html#tomoth>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- III

**ELECTIVE COURSE GENERIC/DISCIPLINE SPECIFIC- V: JOURNALISM AND MASS
COMMUNICATION (23PEN032)**
(From 2023-2024 Batch onwards)

HOURS/WEEK: 3(L-2, T-1)
CREDITS : 3
DURATION : 45 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To relate to the emerging trends in the field of journalism.
- To analyze the various aspects of journalism with objectivity.
- To identify, assess, and analyze the ideological issues related to journalism.
- To understand the importance of the institution of editor, and aspects related to editorial policy.
- To analyze various perspectives related to news.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the development and impact of mass communication.

CO2[K2]: define the information clearly and effectively for different media.

CO3[K3]: compute the working of print, electronic and web media.

CO4[K4]: classify the features of Journalistic Writing, Web Writing and Photo Journalism.

CO5[K5]: interpret the traditional and new communication technologies.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	3	1	1	1	1	1
CO2[K2]	3	3	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	1	1	2	1	2	1
CO5[K5]	2	1	2	2	2	2	1
Weightage of the course	14	10	06	08	06	07	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	5.45	4.96	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I – PRINT JOURNALISM (09 hrs)
The Making of a Newspaper- Development of Newspapers- Journalist Terminology
Feature Writing: Characteristics of Feature Writing, Feature Writing on Event story- Speech story- Obituary story
Reporting-Writing for Magazines, Interviews, Reviews

UNIT II - BROADCAST JOURNALISM (09 hrs)
Radio Journalism: Development of Radio
Growth and Development of Television- News Bulletins
Impact of TV and Radio on Society- Difference between Print and Mass Media
Script writing for TV and Radio

UNIT III - ONLINE JOURNALISM (09 hrs)
Online Journalism- E-Blogging, E-Magazine, E-Newspapers, Characteristics of News, Web difference among Online Journalism, Print and Broadcasting
Photo Journalism-Basics of Photo Journalism, Ethics in Photo Journalism

UNIT IV – FREELANCE WRITING (09 hrs)
Introduction to Gig Economy- What is Freelancing? Who is a Freelancer?
Freelancer Vs Employee, Benefits of Freelancing and Drawbacks of Freelancing

UNIT V - MASS COMMUNICATION (09 hrs)
What is Mass Communication?-Difference between Media and Mass Communication- Need for Communication- Types of Communication- Components of Communication- Barriers of Communication- 7Cs of Communication- Traditional and New Communication Technologies

TEXTBOOKS

1. Ahuja B.N and SS Chhabra. *Principles and Techniques of Journalism*. New Delhi: Surjeet Publications, 2010.
2. Glen Stovall, James. *Journalism- Who, What, When, Where, Why and How*. New Delhi: PHI. Learning Private, 2005.

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1. Ahuja B.N. *Theory and Practice of Journalism*. New Delhi: Surjeet Publication. 2009.
2. *Competition Success Review: Journalism*. New Delhi: Sudha Publications (P)LTD, 2012.
3. Kovach, Billand Tom Roseustiel. *The Elements of Journalism*. New Delhi: Three Rivers Press, 2007.

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1. <https://www.mastersincommunications.com/faqs/what-is-mass-communication>
2. <https://firstsiteguide.com/what-is-blog/>
3. <https://www.realviewdigital.com/12-distinctive-features-online-newspaper-design/>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A.English
SEMESTER-III
NON- MAJOR ELECTIVE COURSE- II: FUNCTIONAL ENGLISH (23PENN31)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 3 (L-2, T-1)

CREDITS : 2

DURATION : 45 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To expose the learners towards the organizing and delivery of speech.
- To train the learners in various language skills in Public Speaking.
- To create awareness about using language according to the situation.
- To help learners overcome common problems of Indian speakers of English.
- To introduce major features of spoken English.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: define communicative skills

CO2[K2]: explain the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary

CO3[K3]: use the nuances of English language in public speaking

CO4[K4]: analyse language skills in day-to-day life

CO5[K6]: develop different styles of occupational skills

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K6]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- PUBLIC SPEAKING	(09 hrs)
Characteristics of a good speaker Methods of Speaking Preparation and Delivery of Speech	
UNIT II- SPEECH FOR SITUATIONS	(09 hrs)
Speech to inform Speech to Persuade Speeches for Special occasions	
UNIT III- OCCUPATIONAL SKILLS	(09 hrs)
Email Resume Official memo	
UNIT IV- INTERVIEW SKILLS	(09 hrs)
Prepare and practice for Interviews Some General Questions in an Interview Profile Writing for a Job Presentation Skills	
UNIT V- INTERPERSONAL SKILLS	(09 hrs)
Team Development- Definition Relationship and Communication Negotiation- 6 stages of negotiations	

TEXTBOOKS

1. Mohan, Krishna, et al. *Developing Communication Skills*. Macmillan Publishers India Ltd., 2009.
2. Mitra, Barun K. *Effective Technical Communication: a Guide for Scientists and Engineers*. Oxford University Press, 2006.

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1. Richards, Jack C. *Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)*. New York: Cambridge University Press, 1996.
2. Sudha, S. *Job Fair Keys*. Madurai: Jayalakshmi Publications, 2017.

Web Sources

1. <https://blog.vantagecircle.com/team-development/>
2. <https://2012books.lardbucket.org/books/a-primer-on-communication/>
3. <https://www.betterhealth.vic.gov.au/health/healthyliving/relationships-and-communication#communicating-clearly-in-a-relationship>
4. <https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>
5. <https://www.ispatguru.com/negotiation-skills-for-effective-negotiations/>
6. <https://in.indeed.com/career-advice/interviewing/interviewing-skills/>
7. <https://careerwise.minnstate.edu/careers/occupational-skills.html>
8. <https://open.lib.umn.edu/publicspeaking/chapter/14-1-four-methods-of-delivery/>

9. <https://www.uschamber.com/co/grow/thrive/must-have-traits-for-public-speakers>
10. <https://crln.acrl.org/index.php/crlnews/article/view/19102/22119>
11. <https://www.hamilton.edu/academics/centers/oralcommunication/guides/tips-for-effective-delivery>
12. <https://www.indeed.com/career-advice/career-development/what-is-persuasive-speech>
13. <https://open.library.okstate.edu/speech2713/chapter/18-2-types-of-special-occasion-speeches/>
14. <https://www.toppr.com/guides/business-correspondence-and-reporting/writing-formal-mails/essential-elements-of-mails/>
15. <https://www.indeed.com/career-advice/resumes-cover-letters/perfect-resume>
16. <https://www.grammarly.com/blog/how-to-write-memo/>
17. <https://www.icpas.org/information/copy-desk/insight/article/digital-exclusive/7-steps-for-a-successful-interview>
18. <https://novoresume.com/career-blog/interview-questions-and-best-answers-guide>
19. <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-professional-profile>
20. <https://www.robertwaltersgroup.com/news/expert-insight/careers-blog/7-tips-for-a-stand-out-interview-presentation.html>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- III
INTERNSHIP/INDUSTRIAL ACTIVITY – (23PENJ31)
(From 2023-2024 Batch onwards)

HOURS/WEEK: -
CREDITS : 2
DURATION : 25 Days

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To learn and develop new skills relevant to the field of study or career interests.
- To understand different departments, roles, and functions within the organization to broaden knowledge and explore potential career paths.
- To apply the knowledge gained in academic studies to real-world scenarios.
- To bridge the gap between classroom learning and professional life.
- To gain exposure to different tasks, projects, and challenges relevant to the chosen field.

Course Outcomes (CO)

On successful completion of the course, the learners should be able to

CO1[K1]: Identify different career paths within the industry and gain insights into Potential future roles.

CO2[K3]: apply theoretical concepts and academic knowledge to real-world situations and challenges encountered during the internship.

CO3[K4]: analyze problems, generate innovative solutions, and make informed decisions.

CO4[K5]: evaluate how to manage time effectively and prioritize tasks to meet deadlines and deliver quality work.

CO5[K6]: create a portfolio of the work, projects, and achievements during the internship.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1(K1)	2	1	0	1	0	1	1
CO2(K3)	2	1	1	2	2	0	0
CO3(K4)	2	1	1	2	1	1	0
CO4(K5)	2	1	1	1	2	1	1
CO5(K6)	2	2	1	1	1	1	1
Weightage of the course	10	06	04	07	06	04	03
Weighted percentage of Course contribution to POs	2.97	2.53	2.58	3.32	5.45	2.84	2.52

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation

Rules and Regulations

1. Each Student has to undergo 25 days institutional/industry based training during the fourth semester summer vacation.
2. Internships could be undertaken in different media organizations, industries and educational institutions which should be approved by the department.
3. Students should keep a detailed record of activities performed and hours spent in training and report the same to the Faculty Coordinator/Mentor/Guide regularly about the progress of internship on weekly basis
4. At the end of the internship, the student must submit a full-fledged detailed internship report (not exceeding 20 pages) along with attendance certificate
5. The Internship carries 100 marks out of which 25 marks for Internal and 75 Marks for External.
6. The viva voce board shall consist of the Head of the Department and the Internal Examiner (Senior Faculty member)
7. The training programme shall be evaluated as per the following pattern

Internal (25 Marks)

Training Review: 15 Marks

Daily Log Report: 5 Marks

PPT Presentation :5 Marks

External (75 Marks)

Training Report :25 Marks

Viva Voce : 50 Marks

EACH INTERNSHIP REPORT WILL FOLLOW THE FORMAT DESCRIBED:

1. Title Page
2. College Certificate Page
3. Internship Certificate provided by the internship institution
4. Declaration Page
5. Acknowledgement
6. Company Profile
7. Organizational structure of the concern
8. Weekly work plan
9. List of figures, List of Tables
10. Index
11. Chapters

List of Chapters

1. Introduction
2. Objectives of the training
3. Area of training
4. Questionnaires and Observations about work
5. Outcome of the training
6. Limitations of the training
7. Implementation
8. Conclusion
9. Appendix

Text Format in the report : Times New Roman 12 with 1.5 line spacing
Margins 1.5" left and 1" all other

Different Organizations suggested for undertaking Internship

1. Interning with an educational institution, such as a school or a university.
2. Work with a publishing company, literary agency, or literary magazine to gain insights into the publishing industry and assist with editing, proofreading, manuscript evaluation, or marketing.
3. Work in a content creation agency or a media organization in creating articles, blog posts, and social media content, or website copy.
4. Interning with a newspaper, online news outlet, or broadcasting station and can cover stories, conduct interviews, write articles, or assist with production tasks.

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- IV

CORE COURSE- XI: TWENTY-FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE
(23PENC41)

(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)

CREDITS : 5

DURATION : 90 hrs

INT. MARKS: 25

EXT. MARKS: 75

MAX. MARKS: 100

Course Objectives

- To sensitize the students to various aspects of new studies in twenty first century millennial literature.
- To understand important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
- To identify the possibilities for multidisciplinary analysis of literary texts.
- To analyze literary texts by employing appropriate interdisciplinary theories.
- To evaluate the viability of interdisciplinary analysis of literary and cultural forms.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: state contemporary issues and the various aspects of new studies in twenty first century millennial literature

CO2[K2]: interpret the important movements and trends in Blue studies, Animal studies, Medical Humanities, Climate studies and Disability studies.

CO3[K3]: examine 21st century millennial literature against the social background of contemporary world encountering socio-political and economic changes.

CO4[K4]: analyze the prescribed texts through interdisciplinary theories such as eco criticism and disability studies

CO5[K5]: evaluate the aesthetic sensibilities of 21st century millennial literature and perceive the social relevance in the prescribed texts.

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I - BLUE STUDIES (18 hrs)

Amitav Ghosh - The Hungry Tide
Yann Martel - Life of Pi

UNIT II - ANIMAL STUDIES (18 hrs)

Margo DeMello - Human Animal Studies
(Chapter-1)
Mario Oritz Robles - What is it like to be a trope?

UNIT III - MEDICAL HUMANITIES (18 hrs)

Dan Millman - Way of the Peaceful Warrior
Thomas R. Cole et al. - Introducing Medical
Humanities

UNIT IV - CLIMATE STUDIES (18 hrs)

Introduction to Climate Change and Studies
Barbara Kingsolver - Flight behavior

UNIT V - DISABILITY STUDIES (18 hrs)

Lennard J. Davis - Introduction: Disability, Power
and Culture
Clare Barker and Stuart Murray - Introduction: On Reading
Disability in Literature

TEXTBOOKS

1. Barker Clare, and Stuart Murray *The Cambridge Companion to Literature and Disability*. Cambridge University Press, India, 2007.
2. Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.
3. Davis L.J. *The Disability Studies Reader*. 4th Ed., Routledge. 2013.
4. Gosh, A. *The Hungry Tide*. Harper Collins, 2020. (Dept.Lib. 1133)
5. Martel. Y. *Life of Pi*. Knopf Canada, 2001.
6. Milman, Dan. *Way of the Peaceful Warrior*. H.J. Kramar publishers, 2006.
7. Robles, M.O., *Literature and Animal Studies*. Routledge, London.
8. Thomas R. Cole et al. *Medical Humanities: An Introduction*. Cambridge University, 2012.

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1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Rutledge, 2016.
2. DeMello, Margo. *Animal and Society: An Introduction to Human-Animal studies*. 1st ed., Columbia University, 2012 PP.3-18
3. Nocella II J, Antony. Sorenson, John. Socha, Kim., and Atsuko Matsuoka *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

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1. <https://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
2. <http://www.jstor.org/stable/25614299>.
3. <https://www.timeshighereducation.com/student/student-services/blue-studies-international>
4. https://en.m.wikipedia.org/wiki/Medical_humanities

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- IV
CORE COURSE-XII: SUBALTERN STUDIES (23PENC42)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 6 (L-5, T-1)
CREDITS : 5
DURATION : 90 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups
- To develop strategies to deal with these issues successfully.
- To analyse the literary texts in Subaltern lens
- To examine the defined role of social constructions that affecting the space of the Marginalized
- To critically analyze and understand the perception of subaltern writing.

Course Outcomes (CO)

On completion of this course, students will be able to

CO1[K1]: recall the diverse concepts that address issues of Subalterns.

CO2[K2]: interpret the contribution of major writers for the Subaltern studies.

CO3[K3]: discuss the social inequalities that affect the social space of the marginalized characters in the prescribed texts.

CO4[K4]: examine the themes, characters and socio-political issues in the prescribed literary texts.

CO5[K5]: evaluate the salient features of Subaltern poetry, prose, drama and fiction.

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- POETRY – DETAILED (18 hrs)

Imayam	-	i) You and I ii) The Rattle and the Cow that changed Heads
Claude McKay	-	If we Must Die
Langston Hughes	-	Dinner Guest: Me
Sirumalesh, K.V.	-	The Untouchables
Rokade, L.S.	-	To be or Not to be Born
Bapura Jagtap	-	This country is Broken

UNIT II – PROSE DETAILED (18 hrs)

Martin Luther King (Jr)-	I Have a Dream
NON-DETAILED	
Gayatri C. Spivak	- Can the Subaltern Speak?

UNIT III- DRAMA (18 hrs)
DETAILED

C.T. Indra (Translation) -	The Legend of Nandan
NON – DETAILED	
Vijay Tendulkar	- Kanyadan

UNIT IV - FICTION (18 hrs)

Bama	- Karukku
Malala Yousafzai with Christina Lamb	- I am Malala

UNIT V- FICTION (18 hrs)

Chinua Achebe	- Arrow of God
Arundati Roy	- God of Small Things

TEXTBOOKS

1. Bama. *Karukku*. Macmillan India Ltd, 2012.
2. Dangale, Arjun. *No Entry for the New Sun. Translations from Modern Marathi Dalit Poetry*. Disha Books, 1992.
3. Guha, R.S. of P.S.R. *Selected subaltern studies*. Oxford.
4. Keshav Malik. *Indian Poetry Today, Volume 2*. Indian Cultural Relations, 1985. (E book 2008).
5. Lane, Richard J. Ed. *Global Literary Theory An Anthology*. Routledge, 2016. (Dept library bno.735)
6. Malik, Kesab. *Indian Poetry Today, Volume 2*. Indian Council for Cultural Relations, 2008.
7. Parthasarathy, Indira. *The Legend of Nandan*. Translator. C.T. Indra. OUP, 2003.
8. Ramaswamy .S. *Commentaries on Commonwealth Poetry and Drama*. Prestige Books, 1994.
9. Tendulkar, Vijay. *Kanyadhan*. Oxford University Press, 2002.
10. Yousafzai, Malala. *I am Malala: The Girl who stood up for education and was shot by the Taliban*. Weidenfield & Nicolson, 2013.

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1. Ludden, David, *Reading Subaltern Studies: Critical History*. Orient Blackswan Pvt Ltd, 2003.

Web Sources

1. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
2. <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltn%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.>
3. <http://magazines.odisha.gov.in/orissareview/2014/Nov/engpdf/82-87.pdf>
4. https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf
5. https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/transnational/the_hunt.pdf

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- IV
CORE COURSE –XIII: PROJECT WITH VIVA VOCE (23PENJ41)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 10 (L-5, P-5)

CREDITS : 7

DURATION : 150 hrs

INT. MARKS : 25

EXT. MARKS : 75

MAX. MARKS: 100

Course Objectives

- To familiarize the students with the objectives and stages in formulating a Research Project adhering to the rules formulated in the latest edition of MLA hand book.
- To effectively convey the key aspects of the project, including its goals, methodology, findings, and implications
- To critically analyse the subject matter, theories, concepts, and relevant literature related to the project
- To assess the ability to reflect on the project, evaluate its strengths and weaknesses, and identify areas for improvement through the Viva-Voce
- To assess the learners' understanding, critical thinking abilities, communication skills, and capacity to engage in academic or professional discussions about the project

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the unexplored areas of research

CO2[K2]: outline the objectives in formulating a research paper

CO3[K3]: apply the latest rules of documentation to cite Print, Non-print and Web Publications in a research paper

CO4[K4]: analyze the stages in writing a thesis – collecting and evaluating Sources and drafting documentation

CO5[K6]: prepare a rightly documented research project with adequate discussion, interpretation and evaluation

CO-PO Mapping table (Course Articulation Matrix)

PO CO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	2	1	2	1	1	1
CO2[K2]	3	2	2	2	1	1	1
CO3[K3]	3	2	2	2	1	1	1
CO4[K4]	3	2	3	3	1	1	1
CO5[K6]	2	2	3	3	2	1	1
Weightage of the course	14	10	11	12	06	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	7.1	5.69	5.45	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

Project Writing

Guidelines

1. Students are required to submit a project at the end of the IV semester. The student will work under a faculty member as the research guide.
2. Depending on the interest of the students, project research areas will be chosen.
3. Students must meet the guide periodically.
4. The project carries 100 marks of which 25 Marks for Internal Assessment and 75 Marks for External Examination.
5. There will be two project review sessions.
6. Each student must either present paper or participate in Conferences/Seminars related to his Project work.
7. A draft of the final project report should be submitted to the Project Guide for review at least three weeks prior to the end of the semester.
8. The project report should be of minimum 40 pages (excluding bibliography & appendices)
9. Three copies of the final project report should be submitted.
10. The Head of the department and the Project Guide will evaluate the final Project Report.
11. The viva voce board shall consist of the External Examiner, the Head of the Department and the Internal Examiner (Research Project Guide)

The following rubrics will be taken into account for the evaluation of Project work and viva-voce:

Internal Assessment (25 Marks)

Project Report & Review	: 15 Marks
PowerPoint Presentation	: 5 Marks
Participation/Publications in Conferences or Seminars	: 5 Marks

External Examination (75 Marks)

Project Report	: 25 Marks
Viva Voce	: 50 Marks

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - B.A. English
SEMESTER- IV

ELECTIVE COURSE GENERIC/DISCIPLINE SPECIFIC-VI: ENGLISH LITERATURE FOR
NTA, NET, SET & GATE (23PEN041)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4 (L-3, T-1)
CREDITS : 3
DURATION : 60 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives

- To comprehending the nuances and question pattern to get through NET, SET and GATE Exams
- To evaluating the knowledge of literature.
- To practice repeatedly to attend MCQs
- To understand profoundly about the various movements in English Literature
- To Trace the growth of English literature and literary forms

Course Outcomes (CO)

On completion of this course, students will be able to

CO1[K1]: recall the nuances of British and Non-British literature, to get through NET, SET and GATE examination.

CO2 [K2]: Discover important strategies to understand Literary forms, literary theories and schools of literary criticism to crack the competitive examinations

CO3[K3]: apply profound understanding of Literature and literary acumen to answer Multiple choice questions.

CO4[K4]: take part in competitive exams without fear by applying profound understanding of literature, literary forms, literary theory and criticism

CO5[K5]: assess the major literary terms, prominent literary concepts, major literary schools of literary criticism and theories in the context of the competitive examination

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	P01	P02	P03	P04	P05	P06	P07
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I (12 hrs)

Teaching and Research Aptitude

UNIT II (12 hrs)

History of English Literature - The Elizabethan Age / Chaucer to Shakespeare
The Jacobean Age
The Restoration Period
The Augustan Age
The Romantic Age
The Victorian Age
The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

UNIT III (12 hrs)

American and Non-British Literatures - Historical Perspective and Background
Colonization, Colonizers and the Colonized
Commonwealth Literature
Subaltern Literature
Third World Literature
American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson,
Edgar Allan Poe

UNIT IV (12 hrs)

Literary Theory and Criticism - Plato, Aristotle, Horace, Longinus
Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle,
John Stuart Mill, Karl Marx, Friedrich Nietzsche, Matthew Arnold, T.S. Eliot,
Northrop Frye, F.R. Leavis, I.A. Richards,
Jacques Lacan, Carl Gustav Jung,
Simone de Beauvoir

UNIT V (12 hrs)

Literary Forms

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

TEXTBOOKS

1. Harpreet Kaur. *Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude*. Oxford, 2020
2. Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2016.
3. Panigrahi. B.P. *Truemen's Specific series UGC NET/SET English Literature*. Danika

publishing company, 2018.

4. Nayar, Pramod.K. *From Text To Theory: A Handbook of Literary and Cultural Theory*. Viva Books, 2017. (Dept.Lib. 1052)

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1. Srinivasa Iyengar, Kodaganallur Ramaswami. *Indian Writing in English*. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. *The Cambridge History of African American Literature*. Cambridge University Press, 2015.
3. Beers A. Henry. *Brief History of English and American Literature*. OUTLOOK VERLAG, 2020.
4. Peter Barey. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2018. (Dept.Lib. 1044)
5. M.H. Abrams. *A Glossary of Literary Terms*. Wardsworth Cengage Learning India Pvt. Ltd, 2005. (Dept.Lib. 31)

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1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- IV
ELECTIVE COURSE GENERIC/DISCIPLINE SPECIFIC-VI: COMPARATIVE
LITERATURE (23PEN042)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4 (L-3, T-1)
CREDITS : 3
DURATION : 60 hrs

INT. MARKS: 25
EXT. MARKS: 75
MAX. MARKS: 100

Course Objectives:

- To enable the learners to enjoy literature at global level through comparison transcending the historical, geographical and linguistic barriers.
- To analyze and interpret literary texts through close, comparative reading.
- To demonstrate an awareness and understanding of the methods and approaches of comparative literature.
- To demonstrate a working knowledge of the various theories of comparative literature

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: state the history and development of Comparative Literature

CO2[K2]: explain the different theories formulated by the different schools of Comparative Literature

CO3[K3]: make comparative study of major writers, periods and genres transcending the linguistic barriers

CO4[K4]: analyse the influence of other areas of knowledge as history, sociology, psychology, arts/films on literature through comparative studies

CO5[K5]: assess the contribution of Comparative Literature towards the understanding of cultures, traditions, ideologies and movements at the global level

CO-PO Mapping table (Course Articulation Matrix)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	1	1	1	0	1	1
CO2[K2]	3	2	1	1	1	1	1
CO3[K3]	3	2	1	2	1	1	1
CO4[K4]	3	2	1	2	1	1	1
CO5[K5]	2	3	2	2	1	1	1
Weightage of the course	14	10	06	08	04	05	05
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	3.79	3.64	3.55	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I- INTRODUCTION (12 hrs)

Definition and scope of Comparative Literature
Schools of Comparative Literature: French, American, and Indian
The Study of Oral Literature

UNIT II- HISTORICAL COMPARISONS (12 hrs)

Influence and Reception
Epoch, Period, Generation and Movement
Genre

UNIT III-AESTHETIC COMPARISONS (12 hrs)

Thematology
Translation

UNIT IV-LITERATURE AND OTHER AREAS OF KNOWLEDGE (12 hrs)

Literature and the History of Ideas
Literature and Psychology
Literature and Sociology
Literature and Arts/Film

UNIT V –STUDIES IN COMPARATIVE LITERATURE (12 hrs)

Chellappan - Shakespeare and Ilango as Tragedians: A Comparative Study
(Chapter- I & Chapter-IV)

TEXTBOOKS

1. Chellappan K. *Shakespeare and Ilango as Tragedians: A Comparative Study*. Tanjore: Tamil University Offset Press, 1985.
2. Levin, Harry. *Grounds for Comparison*. Cambridge: Harvard University Press, 2014
3. Pradhan, Ram Prakash.Ed. *Glimpses of Comparative Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2004.
4. Stallnecht, Newton Phelps and Horst Frenz. *Comparative Literature, Methods & Perspective. Corbondale: Southern Illinois UP, 2012.*
5. Weisstein, Ulrich. *Comparative Literature and Literary Theory-Survey and Introduction*. Bloomington: Indiana University Press, 1973

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1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. USA: Blackwell Publishers Ltd, 1993.
2. Hutchinson. *Comparative Literature: A Very Short Introduction*. New York: Oxford University Press, 2008.
3. Totosy de Zepetnek, Steven. *Companion to Comparative Literature, World Literature and Comparative Cultural Studies*. New Delhi: Foundation Books, 2013.

Web Sources

1. <https://www.britannica.com/art/oral-literature/Myth>
2. <https://ijcrt.org/papers/IJCRT2009511.pdf>
3. <https://link.springer.com/content/pdf/bfm%3A978-3-642-34277-6%2F1.pdf>

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
DEPARTMENT OF ENGLISH
PG Programme - M.A. English
SEMESTER- IV

SKILL ENHANCEMENT COURSE: PROFESSIONAL COMPETENCY COURSE ENGLISH
LITERATURE FOR COMPETITIVE EXAMINATIONS (23PENS41)
(From 2023-2024 Batch onwards)

HOURS/WEEK: 4 (L-3, T-1)

CREDITS : 2

DURATION : 60 hrs

INT. MARKS: 100

Course Objectives:

- To help the students update their knowledge in different forms of Literature
- To orient students with the broader genres of literature in general.
- To introduce the learners to the chief literary terms, literary movements, literary theories and schools of literary criticism that figure in the competitive examinations.
- To train the students to acquaint with strategies to crack NET/SET/GATE

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: identify the chief literary terms employed in the different genres of literary works

CO2[K2]: explain the prominent literary movements and trends that influence literatures in the global context

CO3[K3]: articulate the major critical concepts in literary theories focused in the competitive examinations

CO4[K4]: examine the different schools of literary criticism that figured in the competitive examinations

CO5[K5]: assess the overall place of major literary terms, prominent literary concepts, Major literary schools of literary criticism and theories in the context of the competitive examinations

CO-PO Mapping table (Course Articulation Matrix)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1[K1]	3	2	0	2	0	1	1
CO2[K2]	3	2	1	2	0	1	1
CO3[K3]	3	2	1	2	0	2	1
CO4[K4]	3	2	2	2	1	2	1
CO5[K5]	2	2	2	2	1	2	2
Weightage of the course	14	10	06	10	02	08	06
Weighted percentage of Course contribution to POs	4.15	4.22	3.87	4.74	1.82	5.67	5.04

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

UNIT I	(12 hrs)
Literature of the Absurd to Burlesque	
UNIT II	(12 hrs)
Canons of Literature to Dream Vision	
UNIT III	(12 hrs)
Edition to Great Chain of Being	
UNIT IV	(12 hrs)
Haiku to Ivory Tower	
UNIT V	(12 hrs)
Jeremiad to Myth	

TEXTBOOKS

1. Abrams, M. H. *A Glossary of Literary Terms*. Cengage Learning India Private Limited, 2015.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2018.

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1. Drabble, Margaret. *The Oxford Companion to English Literature*. Oxford Publishing, 2009.
2. Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell Publishing, 2008.
3. Habib M.A.R. *A History of Literary Criticism and Theory*. Blackwell Publishing, 2008.

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1. <https://literarydevices.net/figure-of-speech/>
2. https://onlinecourses.swayam2.ac.in/cec19_lg02/preview

SRI KALISWARI COLLEGE (AUTONOMOUS), SIVAKASI
PG Programme
SEMESTER III & IV
EXTENSION ACTIVITY
(From 2023 -2024 Batch Onwards)

HOURS/WEEK: -

CREDIT : 1

DURATION :-

INT. MARKS: 100

Course Objectives

- To promote community involvement, encourage civic participation, and foster a sense of ownership and responsibility.
- To involve the learners in organizing campaigns, seminars, or public events to educate the public, promote understanding, and advocate for positive change.
- To create platforms for knowledge sharing, partnership development, and collective action.
- To encourage environmental conservation, promote responsible resource management, or foster sustainable livelihoods.
- To raise awareness about social issues, advocate for marginalized groups, or implement programs that promote inclusivity and equal opportunities.

Course Outcomes (CO)

On successful completion of the course, the learners will be able to

CO1[K1]: recognize the importance of community service through training and education

CO2[K2]: interpret ecological concerns, consumer rights, gender issues & legal protection

CO3[K3]: develop team spirit, verbal/nonverbal communication and organizational ethics by participating in community service

CO4[K4]: examine the necessity of professional skills & community-oriented services for a holistic development

CO5[K6]: create awareness on human rights, legal rights, First Aid, Physical fitness and wellbeing

CO-PO Mapping table (Course Articulation Matrix)

PO CO	P01	P02	P03	P04	P05	P06	P07
CO1 [K1]	2	0	0	2	2	1	1
CO2 [K2]	2	1	0	2	1	1	1
CO3 [K3]	2	0	0	1	2	2	1
CO4 [K4]	1	1	1	1	2	2	1
CO5 [K6]	1	0	0	1	2	2	1
Weightage of the course	08	02	01	07	09	08	05
Weighted percentage of Course contribution to Pos	2.37	0.84	0.65	3.32	8.18	5.67	4.2

Based on the level of contribution ('3'-High, '2'-Medium, '1'-Low '-' No Correlation)

Details of the Courses

- 1 Physical Education
- 2 Red Ribbon Club (RRC)
- 3 Youth Red Cross (YRC)
- 4 Fine Arts Club
- 5 Library and Information Service Club
- 6 Yoga Club
- 7 ECO Club
- 8 Consumer Club
- 9 Human Rights Club
- 10 Women Empowerment Cell
- 11 Legal Awareness League